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To: Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice Convener; Councillors Boulton, Cameron, Copland, Councillor Donnelly, the Depute Provost, Duncan, Flynn, Greig, Henrickson, Hutchison, Imrie, Laing, Lumsden, Catriona MacKenzie, Malik, Nicoll, Samarai and Jennifer Stewart and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative (Primary Schools)), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative (Secondary Schools)), Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative (Primary Schools)) and Reverend Hutton Steel (Church of Scotland Representative).

Town House,
ABERDEEN 6 September 2017

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in **Council Chamber - Town House** on **THURSDAY, 14 SEPTEMBER 2017 at 2.00 pm.**

FRASER BELL
HEAD OF LEGAL AND DEMOCRATIC SERVICES

BUSINESS

DETERMINATION OF URGENT BUSINESS

1.1 There are no items of urgent business at this time.

DETERMINATION OF EXEMPT BUSINESS

2.1 Members are requested to determine that any exempt business be considered with the press and public excluded.

DECLARATIONS OF INTEREST

3.1 Members are requested to intimate any declarations of interest. (Pages 5 - 6)

REQUESTS FOR DEPUTATION

4.1 There are no requests for deputation at this time.

MINUTES OF MEETINGS

5.1 Minute of the Meeting of 1 June 2017 - for approval (Pages 7 - 20)

COMMITTEE BUSINESS STATEMENT, TRACKER AND MOTIONS LIST

6.1 Committee Business Statement (Pages 21 - 24)

6.2 Committee Report Tracker (Pages 25 - 28)

NOTICES OF MOTION

7.1 There are no reports under this heading.

REFERRALS FROM COUNCIL. COMMITTEES AND SUB COMMITTEES

8.1 There are no reports under this heading.

FINANCE, PERFORMANCE, RISK AND SERVICE WIDE ISSUES

9.1 Education and Children's Services - 2016-17 Annual Performance (Statutory Performance Indicator) Report (Pages 29 - 66)

9.2 E&CS Financial Performance - Quarter 1, 2017/18 (Pages 67 - 74)

GENERAL BUSINESS - EDUCATION

10.1 Education and Children's Services Anti-Weapon / Knife Crime Policy (Pages 75 - 88)

10.2 Early Learning and Childcare Delivery Plan (Pages 89 - 158)

10.3 Policy Refresh (Pages 159 - 176)

10.4 Allocation of Additional Pupil Support Assistants (Pages 177 - 182)

10.5 Cordyce School Consultation Timetable (Pages 183 - 214)

EXEMPT BUSINESS - EDUCATION

11.1 Aberdeen Performing Arts Business Plan 2018-2021 (Pages 215 - 274)

11.2 Tender for SPECTRA - Light Festival (Pages 275 - 360)

AT THIS JUNCTURE, EXTERNAL MEMBERS OF THE COMMITTEE WILL DEPART

GENERAL BUSINESS - CHILDREN'S

12.1 Review of Residential Childcare (Pages 361 - 366)

12.2 Scottish Child Abuse Inquiry (Pages 367 - 372)

EXEMPT BUSINESS - CHILDREN'S

13.1 There are no reports under this heading.

EHRIA's related to reports on this agenda can be viewed at
[Equality and Human Rights Impact Assessments](#)

To access the Service Updates for this Committee please use the following link:
<https://committees.aberdeencity.gov.uk/ecCatDisplayClassic.aspx?sch=doc&cat=13450&path=0>

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Should you require any further information about this agenda, please contact Allison Swanson, tel 01224 522822 or email aswanson@aberdeencity.gov.uk

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Agenda Item 3.1

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by...
and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval
- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

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EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 1 June 2017. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice-Convener; and Councillors Boulton, Cameron, Copland, Donnelly, Duncan, Flynn, Greig, Henrickson, Hutchison, Imrie, Laing, Lumsden, Catriona Mackenzie, Malik, Nicoll, Samarai and Jennifer Stewart. External Members (to article 18 only):- Mrs Stephanie Brock (Third Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan (as a substitute for Mrs Louise Bruce) (Parent Representative (Primary Schools)), Mr Mike Paul (Teacher Representative (Secondary Schools)), Mr Anthony Rafferty (Parent Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative (Primary Schools)) and Reverend Hutton Steel (Church of Scotland Representative).

The agenda and reports associated with this minute can be located at the following link:-

<https://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=504&MId=4330&Ver=4>

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

THE SUSTAINABLE DEVELOPMENT GOALS - PRESENTATION BY KITTYBREWSTER SCHOOL

1. The Committee received a presentation from Ellie Raper, Aimee Simpson and Keigan Wright, pupils from Kittybrewster Primary School, on their sustainable development goals project.

Thereafter Members asked a number of questions of the pupils.

The Committee resolved:

to thank Ellie Raper, Aimee Simpson and Keigan Wright from Kittybrewster School for their presentation and attendance.

DETERMINATION OF EXEMPT BUSINESS

2. The Committee was requested in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to determine that items 11.1 (St Peter's RC School – Plans to Address Capacity Pressures) and 11.2 (ALEO) on today's agenda be considered with the press and public excluded.

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The Committee resolved:

in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the press and public from the meeting during consideration of items 11.1 (St Peter's RC School – Plans to Address Capacity Pressures) and 11.2 (ALEO) so as to avoid disclosure of exempt information of the classes described in paragraph 8 of Schedule 7(A) of the Act.

DECLARATIONS OF INTEREST

3. Members were requested to intimate any declarations of interest in respect of the items on today's agenda.

Thereafter, the following declarations of interest were intimated:

- (i) Mrs Stephanie Brock, third religious representative, declared an interest in relation to items 10.4 and 11.1 (St Peter's School – Plans to Address Capacity Pressures) by virtue of having children who attend St Peter's RC School and withdrew from the meeting during consideration of these items;
- (ii) Councillors Boulton, Donnelly and Nicoll declared an interest in relation to item 11.2 (ALEO Funding 2017/2018), by virtue of their positions as Council appointed Directors to the Board of Aberdeen Performing Arts but all chose to remain in the meeting as Aberdeen Performing Arts was a body being a company established wholly or mainly for the purpose of providing services to the local authority, and which had entered into a contractual arrangement with the local authority for the supply of goods and/or services to the local authority, as set out in paragraph 5.18(2)(d)(i) and (ii) of the Councillors' Code of Conduct;
- (iii) Councillors Donnelly declared an interest in relation to item 11.2 (ALEO Funding 2017/2018), by virtue of his position as a Council appointed Director to the Board of Sport Aberdeen but chose to remain in the meeting as Sport Aberdeen was a body being a company established wholly or mainly for the purpose of providing services to the local authority, and which had entered into a contractual arrangement with the local authority for the supply of goods and/or services to the local authority, as set out in paragraph 5.18(2)(d)(i) and (ii) of the Councillors' Code of Conduct; and
- (iv) Councillor Cameron declared an interest in the subject matter of the following article by virtue of his position as a Board member of Aberdeen Sports Village. Councillor Cameron considered that the nature of his interest required him to leave the meeting and took no part in the Committee's deliberation of this item.

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MINUTES OF THE MEETINGS OF THE COMMITTEE OF 26 JANUARY AND 1 MARCH 2017

4. The Committee had before it the minutes of its meeting of 26 January and 1 March 2017, for approval.

The Committee resolved:

- (i) to approve the minute of the meeting of 1 March 2017, as a correct record; and
- (ii) to approve the minute of the meeting of 26 January 2017, as a correct record, subject to adding the declaration of interest by Councillors Boulton in respect of article 4 by virtue of her position as a Board member of Aberdeen International Youth Festival and that she withdrew from the meeting during consideration of that item.

COMMITTEE BUSINESS STATEMENT

5. The Committee had before it a statement of pending and outstanding committee business which had been prepared by the Head of Legal and Democratic Services.

The Committee resolved:

- (i) to delete items 1 (Transformation of Pupil Support Services) and 2 resolution (i) (Children and Young People (Scotland) Act 2014), 3 (Escort Costs), 5 (Payment Controls within Children's Social Work) 7 (Children's Services - Social Worker Allocation), 8 resolution (i), (Attainment Fund and Pupil Support Assistant) and 9 resolution (i) (New Primary School Provision with Early Years Education and Childcare Facilities in Tillydrone) subject to the decisions taken later on the agenda;
- (ii) in relation to item 6 (Review of Residential Childcare), to note that a service update was available and to agree that a report on this matter be submitted to the next meeting of the Committee on 14 September 2017; and
- (iii) to otherwise note the updates provided.

COMMITTEE REPORT TRACKER

6. The Committee had before it a tracker of future committee business.

The Committee resolved:

to note the information contained in the committee report tracker.

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BUDGET MONITORING REPORT - ECS/17/034

7. With reference to article 8 of the minute of the meeting of the Education and Children's Services Committee of 26 January 2017, the Committee had before it a report by the Director of Education and Children's Services and the Head of Finance which advised members of the current year revenue budget to date for the Education and Children's Service, and outlined any areas of risk, and management action being taken in this regard.

The report recommended –
that the Committee

- (a) consider and note the report and the information on management action and risks that were contained therein; and
- (b) note that the figures were still subject to audit.

The Committee resolved:

- (i) to approve the recommendations;
- (ii) to instruct the Head of Policy, Performance and Resources to advise the Committee, by way of email, of the number of additional modular accommodation leased;
- (iii) to instruct the Head of Policy, Performance and Resources to advise the Committee, by way of email, what the £18,000 art work expenditure in the 2016/17 capital programme was allocated to;
- (iv) to request the Director to email the promotional recruitment video used by the Service to the Committee; and
- (v) to request the Director to email Councillor Hutchison information regarding the recruitment of teachers from overseas.

**EDUCATION AND CHILDREN'S SERVICES IMPROVEMENT PLAN 2017-18 -
ECS/17/033**

8. The Committee had before it a report by the Director of Education and Children's Services which presented the Education and Children's Services Directorate Improvement Plan 2017/18.

The report recommended –

that the Committee note the content of the Education and Children's Services Directorate Improvement Plan 2017/2018.

The Committee resolved:

to approve the recommendation.

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EDUCATION AND CHILDREN'S SERVICES ANTI-BULLYING POLICY - ECS/17/027

9. The Committee had before it a report by the Director of Education and Children's Services which sought approval for the revised Education and Children's Services Anti-bullying Policy.

The report recommended –
that the Committee

- (a) approve the Anti-bullying Policy appended to the report and agree that this replace the 2009 Policy on Positive Relationships and Anti-bullying approaches in school and come into effect immediately; and
- (b) agree that schools, youth teams and children's homes would develop their own local policies, with guidance from the service and in reference to the Education and Children's Services Anti-bullying Policy.

The Committee resolved:
to approve the recommendations.

THE PROVISION OF CHILDREN'S ESCORTS AND ASSOCIATED COSTS - ECS/17/023

10. With reference to article 6 of the minute of the meeting of the Education and Children's Services Committee of 17 November 2016, the Committee had before it a report by the Director of Education and Children's Services which (1) advised how the implementation of a presumption of mainstreaming had impacted on escort costs; (2) advised of the outcome of an analysis of escort costs; and (3) outlined the criteria for the provision of a children's escort.

The report recommended –
that the Committee

- (a) note the content of the report for reassurance; and
- (b) note that escort costs would continue to be monitored as part of the service financial monitoring arrangements.

The Committee resolved:

- (i) to approve the recommendations; and
- (ii) to instruct the Head of Inclusion to advise the Committee, by way of email, of the number of children who would not be able to use joint transport due to their needs.

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NORTH DEESIDE ROAD REZONING CONSULTATION REPORT - ECS/17/028

11. With reference to article 9 of the minute of the meeting of the Education and Children's Services Committee of 17 November 2016, the Committee had before it a report by the Director of Education and Children's Services which advised of the outcome of a recent statutory consultation on proposals to make changes to the primary and secondary school zones for an area of ground which lay south of North Deeside Road, and sought approval to implement the proposed changes.

The report recommended –

that the Committee agree to implement the proposals to:

- (1) rezone the area of ground which lies south of North Deeside Road and east of Pitfodels Station Road, from the Airyhall School zone to the Broomhill School zone, and from the Hazlehead Academy zone to the Harlaw Academy zone, with effect from 1 August 2017; and
- (2) rezone the area of ground which lies south of North Deeside Road and west of Pitfodels Station Road, from the Airyhall School zone to the Cults School zone, with effect from 1 August 2017.

The Committee resolved:

to approve the recommendation.

DECLARATION OF INTEREST

In accordance with article 3 of this minute, Mrs Stephanie Brock left the meeting prior to consideration of the following item of business.

ST PETER'S SCHOOL - PLANS TO ADDRESS CAPACITY PRESSURES - ECS/17/029

12. With reference to article 4 of the minute of the meeting of the Education and Children's Services Committee of 1 March 2017, the Committee had before it a report by the Director of Education and Children's Services which provided details of the planned work to alleviate short term capacity pressures at St Peter's Roman Catholic Primary School in Aberdeen.

The report recommended –

that the Committee note the content of the report.

The Committee resolved:

- (i) to approve the recommendation;

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- (ii) to instruct the Head of Policy, Performance and Resources to advise the Committee, by way of email, of the outcome of the tender exercise undertaken for the planned works at St Peter's RC School;
- (iii) to instruct the Head of Policy, Performance and Resources to include information on the capacity and condition of St Peter's RC School in the report to be submitted to the Committee at its meeting on 16 November 2017, on the outcome of the options appraisal on the long terms future of education provision at the existing St Peter's site; and
- (iv) to instruct the Head of Policy, Performance and Resources to ensure that the local Community Council was updated as appropriate.

REVISED POLICY ON EXCLUSIONS IN SCHOOLS - ECS/17/026

13. The Committee had before it a report by the Director of Education and Children's Services which sought approval to implement the revised Exclusion Policy in Aberdeen City schools from August 2017.

The report recommended –
that the Committee

- (a) note the extensive and varied consultation on the Exclusion Policy involving children, young people, parents, staff and unions;
- (b) note the work undertaken to review the current Exclusion Policy; and
- (c) approve the refreshed Exclusion Policy and Guidance effective immediately.

The Committee resolved:

to approve the recommendation.

FUTURE PLANS FOR PUPIL SUPPORT SERVICES AND CORDYCE SCHOOL - ECS/17/030

14. With reference to article 16 of the minute of the meeting of the Education and Children's Services Committee of 8 September 2016, the Committee had before it a report by the Director of Education and Children's Services which advised of the development of Hub provision and sought approval to undertake a statutory consultation exercise on a proposal to close Cordyce School.

The report recommended –
that the Committee

- (a) note the content of the report, which outlined the further transformation of the service to ensure the needs of all Aberdeen city's children were being met;
- (b) instruct the Head of Inclusion to continue to work with partners to develop the city's continuum of provision, thereby improving the likelihood of children and

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- young people maintaining their mainstream place and securing a positive destination beyond school as set out in Appendix 1;
- (c) instruct the Head of Inclusion to oversee the preparation of a proposal document for public consultation on the proposal to close the school specified in section 3 of the report in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended; and
 - (d) instruct the Head of Inclusion to report to the Committee on the outcome of the statutory consultation at the November meeting of the Committee to enable a decision on the future of the school specified in section 3 of the report to be made.

The Committee resolved:

to approve the recommendations.

EXCELLENCE AND EQUITY - ECS/17/032

15. With reference to article 16 of the minute of the meeting of the Education and Children's Services Committee of 8 September 2016, the Committee had before it a report by the Director of Education and Children's Services which advised on the steps being taken to address the National Excellence and Equity agenda; and informed of the main details of the Scottish Attainment Challenge and Pupil Equity Funds for Aberdeen City and their relationship to the National Improvement Framework (NIF) Plan.

The report recommended –

that the Committee

- (a) note the revised national expectations summarised in this report;
- (b) endorse the actions for improvement contained in the draft National Improvement Framework Plan;
- (c) instruct the Director of Education and Children's Service to undertake further consultation to help finalise and publish the NIF Plan; and
- (d) instruct the Director of Education and Children's Services to undertake further consultation on the National Improvement Framework (NIF) Plan and to delegate authority to the Director to submit the final NIF Plan to the Scottish Government as required by the end of August.

The Committee resolved:

- (i) to approve recommendations (a) and (b); and
- (ii) to instruct the Director of Education and Children's Service to undertake further consultation on the National Improvement Framework (NIF) Plan and to delegate authority to the Director, in consultation with the Convener, to submit the final NIF Plan to the Scottish Government as required by the end of August.

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APPOINTMENT OF MEMBERS TO THE FISHING INDUSTRY MEMORIAL WORKING GROUP - CG/17/067

16. With reference to article 13 of the minute of the meeting of Council of 17 August 2016, the Committee had before it a report by the Head of Legal and Democratic Services which sought approval of (a) the re-establishment of the Fishing Industry Memorial Working Group and (b) the membership of the Working Group.

The report recommended –
that the Committee

- (a) agree to re-establish the Fishing Industry Memorial Working Group; and
- (b) appoint the Lord Provost, the Cultural Policy and Partnership Manager and two industry experts to the Working Group.

The Committee resolved:
to approve the recommendations.

DECLARATION OF INTEREST

In accordance with article 3 of this minute, Mrs Stephanie Brock left the meeting prior to consideration of the following item of business.

ST PETER'S SCHOOL - PLANS TO ADDRESS CAPACITY PRESSURES - EXEMPT APPENDIX IN RELATION TO ITEM 10.4 ON THE AGENDA - ECS/17/029

17. With reference to item 10.4 (St Peter's RC School – Plans to Address Capacity Pressures) (article 12 of this minute refers), the Committee had before it an appendix containing exempt information regarding the estimated cost of the works described in item 10.4.

The Committee resolved:
to note the information contained in the exempt appendix.

DECLARATION OF INTEREST

In accordance with article 3 of this minute, Councillor Cameron left the meeting prior to consideration of the following item of business.

ALEO FUNDING 2017/18 - ECS/17/036

18. With reference to (1) article 3 of the minute of the meeting of Council of 22 February 2017; and (2) article 39 of the minute of the meeting of the Finance, Policy

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and Resources Committee of 20 September 2016, the Committee had before it a report by the Director of Education and Children's Services which sought approval for the 2017/18 payments to the Arm's Length External Organisations (ALEOs) which had a link with Education and Children's Services.

The report recommended –
that the Committee

- (a) approve the funding to be paid to the four Arm's Length External Organisations in financial year 2017/18 as set out in Section 3 of the report; and
- (b) otherwise note the content of the report.

The Committee resolved:

- (i) to approve the recommendations; and
- (ii) to instruct the Head of Policy and Performance to submit the internal audit report regarding Garthdee Alpine Sports to the Committee following its consideration by the Audit, Risk and Scrutiny Committee.

At this juncture, the external members of the Committee departed.

INTEGRATED CHILDREN'S SERVICES PLAN 2017 - 2020 - ECS/17/022

19. With reference to article 15 of the minute of the meeting of the Education and Children's Services Committee of 26 January 2017, the Committee had before it a report by the Director of Education and Children's Services which presented the Aberdeen City Integrated Children's Services Plan 2017-2020.

The report recommended –
that the Committee

- (a) note the content of the Integrated Children's Services Plan 2017- 2020;
- (b) note the work undertaken to produce the final draft of the Aberdeen City Integrated Children's Services Plan 2017-2020; and
- (c) endorse the work of the Aberdeen City Integrated Children's Services Plan 2017-2020.

The Committee resolved:

to approve the recommendations.

PAYMENT CONTROLS WITHIN CHILDREN'S SOCIAL WORK - UPDATE - ECS/17/024

20. With reference to article 18 of the minute of the meeting of the Education and Children's Services Committee of 17 November 2016, the Committee had before it a

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report by the Director of Education and Children's Services which provided a further update on the implementation of the recommendations within the Audit, Risk and Scrutiny report on payment controls within Children's Social Work.

The report recommended –

that the Committee

- (a) note the progress made in the implementation of phases one and two of the Public Social Partnership (PSP); and
- (b) request the Head of Children's Social Work to submit a service update to the Committee in early 2018, to provide assurance about the development of phases three and four and the consideration of a phase five.

The Committee resolved:

to approve the recommendations.

ALLOCATION OF WORK IN CHILDREN'S SOCIAL WORK - ECS/17/031

21. With reference to article 9 of the minute of the meeting of the Education and Children's Services Committee of 26 January 2017, the Committee had before it a report by the Director of Education and Children's Services which advised of the allocation of work to individual social workers and of the challenges faced by the service to deliver on its statutory obligations.

The report recommended –

that the Committee

- (a) note how the allocation of work was being managed by the social work service; and
- (b) instruct the Head of Children's Services to submit a service update on the implementation of Reclaiming Social Work by the end of 2017.

The Committee resolved:

- (i) to approve recommendation (a);
- (ii) to instruct the Head of Children's Services to submit a report on the implementation of Reclaiming Social Work to the Committee by the end of 2017; and
- (iii) to instruct the Head of Children's Services to circulate the three external evaluation reports on Reclaiming Social Work to the Committee, by way of email and that the final year 4 external evaluation report be circulated to the Committee in the same manner next year.

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CONTINUING CARE - ECS/17/035

22. With reference to article 16 of the minute of the meeting of the Education and Children's Services Committee of 8 September 2016, the Committee had before it a report by the Director of Education and Children's Services which advised of the cost of continuing care in residential, fostering and kinship placement.

The report recommended –
that the Committee

- (a) note the steps taken to implement continuing care for young people who are looked after and accommodated on their 16th birthday should they request to remain in their placement; and
- (b) request the Head of Children's Services to submit a report to the Committee in March 2018 detailing the costs of continuing care during the first full year of implementation of Part 11 of the Children and Young People (Scotland) Act 2014.

The Committee resolved:

to approve the recommendations.

- **COUNCILLOR JOHN WHEELER, Convener.**

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EDUCATION AND CHILDREN'S SERVICES

COMMITTEE BUSINESS

14 SEPTEMBER 2017

Please note that this statement contains a note of every report which has been instructed for submission to this Committee. All other actions which have been instructed by the Committee are not included, as they are deemed to be operational matters after the point of committee decision.

Reports which are overdue are shaded.

	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>
1.	Education and Children's Services Committee 8 September 2016, article 16	<p><u>Children and Young People (Scotland) Act 2014</u></p> <p>The Committee resolved, amongst other things, to note the Scottish Government's programme for Scotland 2016/2017; further note the financial implications as set out in paragraph 3; and instruct the Chief Executive to write to the Deputy First Minister and Cabinet Secretary for Education and Skills, asking for a guarantee that the funding provided by Scottish Government for the implementation of delivering the new statutory duties imposed by the Children and Young People (Scotland) Act 2014 would be sufficient to cover the costs imposed by statute and for the Chief Executive to report back on the response received.</p>	A letter has been sent and a response is awaited	Head of Children's Services	On receipt of response.
2.	Education and Children's Services 17/11/16 article 18	<p><u>Children and Young People (Scotland) Act</u></p> <p>The Committee resolved, amongst other things, to request a report to the Committee in autumn 2017 providing an update on the anticipated financial implications.</p>	A report is on the schedule to be reported to the Committee on 16 November 2017.	Head of Children's Services	16/11/17

3.	Education and Children's Services 17/11/16 article 21	<p><u>Review of Residential Childcare</u></p> <p>The Committee resolved, amongst other things, to request the Head of Children's Services to submit a report in six months' time regarding the operation of residential childcare establishments.</p>	<p>At its meeting on 1 June 2017, the Committee agreed that a report on this matter be submitted to the next meeting of the Committee on 14 September 2017.</p> <p>A report is on the agenda.</p>	Head of Children's Services	14/9/17
4.	Council Budget Meeting 22/2/17	<p><u>Attainment Fund and Pupil Support Assistant</u></p> <p>Council resolved to agree to allocate £976,000 to allow for the further expansion of Pupil Support Assistants back into schools to help raise attainment, and instruct the Director of Education and Children's Services to report to the Education and Children's Services Committee on how this will be implemented.</p>	<p>A report is on the agenda.</p>	Director of Education and Children's Services	14/9/17

<p>5. Education and Children's Services 1/3/17 article 4</p>	<p><u>New Primary School Provision With Early Education And Childcare Facilities In Tillydrone</u></p> <p>The Committee resolved, amongst other things:</p> <p>(i) to instruct the Director of Education and Children's Services to submit an option appraisal report to the Education and Children's Services Committee to determine the long term future of education provision at the existing St Peter's School; and</p> <p>(ii) to instruct the Director of Education and Children's Services to submit an option appraisal report to the Education and Children's Services Committee before the end of 2017 to consider the potential future uses of the existing Riverbank School site, which should take into account the current and future needs of the communities in the area of the city with regards to education, social care and early learning and childcare provision.</p>	<p>At its meeting on 1 June 2017, the Committee agreed to instruct the Head of Policy, Performance and Resources to include information on the capacity and condition of St Peter's RC School in the report to be submitted to the Committee at its meeting on 16 November 2017, on the outcome of the options appraisal on the long terms future of education provision at the existing St Peter's site.</p> <p>A report is on the schedule to be reported to the Committee on 16 November 2017.</p>	<p>Head of Policy, Performance and Resources</p> <p>Head of Policy, Performance and Resources</p>	<p>16/11/17</p> <p>16/11/17</p>
<p>6. Education and Children's Services 1/6/17 article 14</p>	<p><u>Future Plans For Pupil Support Services and Cordyce School</u></p> <p>The Committee resolved, amongst other things, to instruct the Head of Inclusion to report to the Committee on the outcome of the statutory consultation at the November meeting of the Committee to enable a decision on the future of the school specified in section 3 of the report to be made.</p>	<p>A report is on the agenda.</p>	<p>Head of Inclusion</p>	<p>of 16/11/17</p>

7.	Education and Children's Services 1/6/17 article 18	<u>ALEO Funding 2017/2018</u> The Committee resolved, amongst other things, to instruct the Head of Policy and Performance to submit the internal audit report regarding Garthdee Alpine Sports to the Committee following its consideration by the Audit, Risk and Scrutiny Committee.	The internal audit report on Garthdee Alpine Sports will be considered by the Audit, Risk and Scrutiny Committee on 26 September. A report will then be submitted to this Committee on 16 November 2017.	Head of Policy, Performance and Resources	16/11/17
8.	Education and Children's Services 1/6/17 article 21	<u>Allocation of Work in Children's Social Work</u> The Committee resolved, amongst other things, to instruct the Head of Children's Services to submit a report on the implementation of Reclaiming Social Work to the Committee by the end of 2017.	A report is on the schedule to be reported to the Committee on 16 November 2017.	Head of Children's Services	16/11/17
9.	Education and Children's Services 1/6/17 article 22	<u>Continuing Care</u> The Committee resolved, amongst other things, to request the Head of Children's Services to submit a report to the Committee in March 2018 detailing the costs of continuing care during the first full year of implementation of Part 11 of the Children and Young People (Scotland) Act 2014.	A report is on the schedule to be reported to the Committee in March 2018.	Head of Children's Services	March 2018
10.	Communities, Housing and Infrastructure	<u>Feasibility Study on a Safe Route to the New Lochside Academy</u> The Committee resolved: (i) to refer the content of the report to the 16 November 2017 meeting of the Education and Children's Services Committee for inclusion within the report on the proposals being considered to provide pupil transport to and from Lochside Academy; and (ii) to ensure that appropriate consultation takes place with stakeholders prior to this Committee meeting.	A report is on the schedule to be reported to the Committee on 16 November 2017.	Head of Policy, Performance and Resources	16/11/17

Annual Reports

CYCLE 4 - COMMITTEE STATISTICS					
The Tracker Shows the Reports Which are Expected to be Submitted to Future Committee Meetings					
Report Title	Committee date	Report author	Head of Service	Purpose of Report	Explanation if delayed or withdrawn
ECS Performance Report	14.09.17	Alex Paterson	Euan Couperwhite	To report the Service's performance for the specified reporting period.	
Pupil Support Assistants Fund	14.09.17.	Lesley Stopani	Helen Shanks	Request from Council Budget Meeting 22/2/17 to report on how the allocation of £976,000 to allow for the further expansion of Pupil Support Assistants back into schools to help raise attainment would be implemented.	
Approval to tender – SPECTRA	14.09.17.	Lesley Thomson	Helen Shanks	Seek approval of the tender for the delivery of SPECTRA in future years and to highlight the progress of SPECTRA and its wide ranging impacts and benefits.	
Review of Residential Childcare	14.09.17.	Bernadette Oxley/A Donaldson/G Simpson	Bernadette Oxley	Request from the ECS Cttee on 01/06/17 that a report regarding the operation of residential childcare establishments be submitted.	
Cordyce - Consultation Timeline	14.09.17.	Andrew Jones	Euan Couperwhite	Advise of change of consultation timeline.	Scheduled for 16/11/17 meeting, however report requesting change of reporting schedule for the completion and reporting of the statutory public consultation on the proposal to close Cordyce School.
Education and Children's Services Anti-Weapon / Knife Crime Policy	14.09.17	Catriona Walker	Helen Shanks	The anti-weapon/knife crime policy was created to give direction to schools and their communities in order to meet the recommendations of the Independent Review carried out after the incident at Cults Academy on 28th October 2015. The policy will involve schools, communities, Police Scotland, parental engagement and especially involve children and young people in sharing the main messages of weapon crime.	
Early Learning and Childcare Delivery Plan	14.09.17.	Eleanor Sheppard	Helen Shanks	The report seeks approval to submit the statutory Draft Early Learning and Childcare Delivery Plan to The Scottish Government by 29th September 2017.	

Missing Children from Education	14.09.17.	Eleanor Sheppard	Helen Shanks	Report on guidance to support colleagues in schools to take proactive action to safeguard children and young people missing from education.	
Scottish Historical Child Abuse Inquiry	14.09.17.	Gaynor Clarke	Gayle Gorman	To report to committee issues identified through providing response to Section 21 Notices pertaining to: 1) Brimmond Assessment Centre, 26 January 2017 2) Sisters of Nazareth, 17 March 2017 3) Inspections, 2 August 2017	
EC&S Financial Performance Quarter 1	14.09.17	Brian Dow	Gayle Gorman\Steve Whyte	Report on the first quarter financial position for Education and Children's Services	
APA Business Plan	14.09.17	Lesley Thomson	Helen Shanks	This report brings to Elected Members for their approval the Aberdeen Performing Arts 2018-2021 Business Plan.	
Children and Young People (Scotland) Act 2014	Dependent on response being received	Graeme Simpson	Bernadette Oxley	Presents the response from the SG regarding the funding provided for the implementation of delivering the new statutory duties imposed by the Children and Young People (Scotland) Act 2014.	Dependent on response being received.

CYCLE 5 - COMMITTEE STATISTICS					
The Tracker Shows the Reports Which are Expected to be Submitted to Future Committee Meetings					
Report Title	Committee date	Report author	Head of Service	Purpose of Report	Explanation if delayed or withdrawn
Appraisal exercise of the long term future education provision at St Peter's School	16.11.17	Andrew Jones	Euan Couperwhite	Committee on 1.3.17 instructed the Director of Education and Children's Services to submit an option appraisal report to the Education and Children's Services Committee to determine the long term future of education provision at the existing St Peter's School.	
Future of existng Riverbank School site	16.11.17	Andrew Jones	Euan Couperwhite	Committee on 1.3.17 instructed the Director of Education and Children's Services to submit an option appraisal report to the Education and Children's Services Committee before the end of 2017 to consider the potential future uses of the existing Riverbank School site, which should take into account the current and future needs of the communities in the area of the city with regards to education, social care and early learning and childcare provision.	
Children & Young People Act	16.11.17.	Graeme Simpson	Bernadette Oxley	Committee on 17.11.16 requested a report to the Committee in autumn 2017 providing an update on the anticipated financial implications.	
Implementation of Reclaiming Social Work Update	16.11.17.	Graeme Simpson	Bernadette Oxley	Committee on 01/06/17 instructed the Head of Children's Services to submit a report on the implementation of Reclaiming Social Work to the Committee by the end of 2017	
Cultural Strategy and Action Plan	14.09.17.	Mark Bremner	Helen Shanks	To present the strategy for approval.	This report has been deffered to allow for additional time to work collaboratively with external stakeholders.
EC&S Financial Performance Quarter 2	16.11.17	Brian Dow	Gayle Gorman/Steve Whyte	Report on the second quarter financial position for Education and Children's Services	
Internal audit report regarding Garthdee Alpine Sports	16.11.17	Euan Couperwhite	Gayle Gorman	Committee on 1.6.17 instructed the Head of Policy and Performance to submit the internal audit report regarding Garthdee Alpine Sports to the Committee following its consideration by the Audit, Risk and Scrutiny Committee.	
Education and Children's Services Performance Report	16.11.17	Alex Paterson	Euan Couperwhite	To report the Service's performance for the specified reporting period.	

Pupil Transport Report	16.11.17.	Euan Couperwhite	Euan Couperwhite	<p>The CHI Committee on 290817 resolved:</p> <p>(i) to refer the content of the report to the 16 November 2017 meeting of the Education and Children’s Services Committee for inclusion within the report on the proposals being considered to provide pupil transport to and from Lochside Academy; and</p>	
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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	14th September 2017
TITLE OF REPORT	Education and Children's Services - 2016-17 Annual Performance (Statutory Performance Indicator) Report
REPORT NUMBER	ECS/17/047
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Alex Paterson

1. PURPOSE OF REPORT

The purpose of this report is to provide Elected Members with a summary of the 2016-17 Annual Performance (Statutory Performance Indicator) outcomes covering the work of the Education and Children's Services Directorate.

2. RECOMMENDATION(S)

The Committee is asked to:

- (a) Note the content of the report, and
- (b) Note the detailed Education and Children's Services 2016-17 Annual Performance (Statutory Performance Indicator) outcomes contained within Appendices A and B

3. BACKGROUND

- 3.1 With effect from the 2016/17 reporting year, the Accounts Commission Direction to local authorities on Statutory and Public Performance Reporting has been replaced by new guidance ('the 2015 Direction')
- 3.2 Within this 2015 Direction, councils are required to reflect against outputs from the Scottish Local Government Benchmarking Framework (SLGBF) which are, as appropriate, captured within the Directorate's Statutory Performance Indicator (SPI) suite.
- 3.3 In addition, to support meeting of the new Direction, local authorities also need to report against particular thematic:
 - Performance in improving public services (including with partners)
 - Performance in improving local outcomes (including with partners)

- Performance in engaging with communities and service users and responding to their views and concerns
- Performance in achieving Best Value including performance benchmarking, options appraisal and use of resources.

These requirements, as they reflect the Education and Children's Service's delivery and impact, are primarily encompassed under the first two headings.

- 3.4 The SPI suite encompasses a significant proportion of the high-level measures reflecting the Directorate's contributions to the delivery of the Council's Strategic Business Plan, 2016-17 Refresh, the current Strategic document and the City's Local Outcome Improvement Plan 2016-2026
- 3.5 Insight Tool-based metrics included in the attainment of national qualifications suite, were previously reported to this Committee in November 2016. This is supplemented by published data linked to the Scottish Local Government Benchmarking Framework which highlights improvements in pupil attainment in the context of deprivation, and the extent to which progress against raising attainment for all and closing the attainment gap is being delivered.
- 3.6 Due to the June deadline for submission of SPI for the purposes of facilitating the External Audit phase, and alignment of this reporting with the Accounts Commission Guidance, attainment data from the most recent academic year (2017) is not reflected in this Report.
- 3.7 The initial unaudited August release of SCQF outcomes from 2017, which links to the themes in the attainment suite, indicate a maintained improvement trend against core educational measures.

A Service Update against this early pre-Service data is provided through the link below:

<https://committees.aberdeencity.gov.uk/ecCatDisplayClassic.aspx?sch=doc&cat=13450&path=0>

4. MAIN ISSUES

4.1 Sports Facility Attendances (ECS SPI 1)

With a total of 2,396,458 attendances in 2016-17, the annual outcome for this measure represents a decrease of just less than 6% on the previous year.

4.2 Museums and Galleries (ECS SPI 2)

The 2016-17 year-end outcome for this overall measure reflect an increase in visits to and use of the Museums and Galleries Service against the previous year with a total of 1,369,758 as opposed to 1,094,948 visits in 2015-16, a rise of 25.1%.

4.3 Library and Information Services (ECS SPI 3, 4 and 5)

4.3.1 Visits in Person/Virtual Visits (ECS SPI 3)

Total visitor figures have increased from 1,429,835 in 2015-16 to 1,478,224 in 2016-17. This is a 3.4% increase overall which is counter to the national trend of decreasing library visits.

Physical visitors remained broadly similar to last year, with a 0.6% increase from 891,810 to 897,009, aided by the increase in opening hours towards the end of the 2015-16 year.

Access through digital channels, with an 8% rise in virtual visitors from 538,025 to 581,215, improved to a three year high with the number of customers interacting with the Service via the library catalogue recovering well following the change of provider in 2015.

4.3.2 Community Participation and Engagement (ECS SPI 4)

There were a total of 35,257 attendances/participations in library engagement activities in 2016-17, compared with the 2015-16 figure of 27,003.

With a 16% increase in the number of activities taking place and a 31% increase in participation, this is indicative that the Service, in response to ongoing feedback, surveying and consultation responses, is engaging customers more effectively

4.3.3 Digital Access (ECS SPI 5)

Overall, use of library PCs and Wi-Fi increased by 9% from 209,290 in 2015-16 to 228,890 in 2016-17.

As use of PC terminals fell slightly, from 172,925 to 171,492, (although this is still regarded as a positive baseline) the rise is due to a large increase in the use of Wi-Fi in library buildings. Since 2015-16, Wi-Fi use has risen by 58% from 36,365 to 57,398.

4.4 Attainment of National Qualifications (ECS SPI 6)

Background

From the 2013-14 academic year, National Qualifications were introduced at SCQF levels 4 and 5, replacing Standard Grades and in, 2015-16, this was followed by the full implementation of the new Higher Grade (SCQF Level 6) Qualification.

The Indicators contained in the ECS SPI 6 suite reflect the first opportunity for comparative analysis against the complete range of SCQF measures linked to these qualification changes.

- 4.4.1 The cumulative trend for SQA attainment, across the measures encompassed within this SPI framework, (Appendices A and B) demonstrates an

improvement in 2016 outcomes in comparison with the previous year with the overwhelming majority of Indicators reflecting both an increase against the prior year and a maintained improvement trend.

The aggregated percentage of pupil candidates attaining qualifications across the seven specific SCQF level measures rose by 17.2 percentage points, with each Indicator, bar one, having improved year-on-year, which represents significant positive movement in the outcomes for S4-6 pupils.

4.4.2 In assessing the four 'benchmark' measures of senior phase achievement, (% attaining 5 or more awards at SCQF levels 5 and 6) the City's S4-6 pupil outcomes have continued to improve at rates in excess of the national picture.

In regards to the attainment of pupils from areas of the 20% of greatest deprivation (SIMD1), these measures are the most improved across Scotland year-on-year and amongst the most improved over three and five year periods.

The 2016 outcomes for these measures are the highest recorded against these particular indicators by the City's pupils to date.*

In terms of closing of the attainment gap, this pattern is mirrored in the measures of Tariff Scores with both the gap between SIMD levels, and lower and higher achievers being reduced.

4.4.3 The summary of measures of SQA related attainment in Appendices A and B are aligned with the key national measure themes:

- Improving Attainment in Literacy and Numeracy
- Improving Attainment For All
- Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

4.5 School Education and Early Learning Centre Inspections (ECS SPI 7 & 8)

These measures reflect the proportion of positive evaluations of each Quality Reference Indicator conducted during the course of statutory inspections.

4.5.1 Inspections of Educational and Early Years Provision (ECS SPI 7)

The combined figure of 95.5% (ECS SPI 7) reflects the results from inspections of 46 educational settings (local authority and partner provider) carried out during 2016-17.

4.5.2 Inspections of Early Years and Childcare Provision (ECS SPI 8)

The outcome for evaluations of Early Learning and Childcare settings (ECS SPI 8) produced a figure of 96.1%. Again this was slightly below the 2015-16 figure of 96.3%, although above both the local target and 2014-15 outcome.

4.6 Early Learning and Childcare Provision (ECS SPI 9)

The combined percentage of allocated places against 'ante pre-school' and 'pre-school' populations in 2016-17 rose by more than 2%, from 84.1% in the previous year to 86.2%, which is a five year high.

4.7 School Leaver Destinations (ECS SPI 10)

The percentage of positive destinations in Aberdeen has fallen between the 2016 and 2017 School Leaver Destinations Report follow-up surveys with a small decrease from 91.2% of total school leavers to 89.3%

At this level, the 2015- 2016 academic year outcome for sustained destinations for the City is below the Scotland figure of 91.4% (and the Directorate target of 92.1%).

The more statistically reliable three year average of 90.8% is only just below the National Three Year Average and represents the second highest three year outcome for the City since reporting against this Indicator was first published in 2008.

From August 2017, this Indicator is to be replaced by the National Participation Measure on Post-School Participation which tracks the outcomes for all 16-19 year-olds.

Summary figures from the initial data release, published on 29th August 2017, indicated that of the 6,862 young people in this cohort, 89.4% were in a positive destination, an increase of 0.5% points and 2.1% points on 2015 and 2016 respectively.

4.8 Child Protection and Children's Social Work (ECS SPI 11, 12, 13 &14)

Background

Implementation of the Reclaiming Social Work model, which is a whole system redesign of services for families in need, continues within Children's Social Work Services and is in its second year.

In addition, completion of the Inclusion and Residential Homes reviews has created new opportunities for promoting and addressing the needs of looked after children which are, in part, captured through the Indicators below:

4.8.1 Care Placements of Children (ECS SPI 11)

This Indicator, introduced in 2014-15, has shown a decline in absolute and proportionate outcome this year with 31 Looked After Children (5.4% of the LAC cohort) experiencing 3 or more moves compared with 21 children in the previous year.

This is only the third year that we have reported on this SPI. As the cohort size is very limited and is as a subset of the total number of looked after children, which itself has increased in each year, it is too early to suggest this is a trend.

At the same time, it is recognised that more still needs to be done. The priority of reducing the percentage of children experiencing three or more moves is being addressed through improvement work linked to the review of residential homes and the training for residential and fostering staff.

Additionally, the recommissioning of externally provided early help and intensive support services will also aim to support more children to remain within their families and enable them to find solutions to their own difficulties. The Family and Community Support services are also being redesigned and links between them and the newly commissioned services will be more closely aligned.

4.8.2 Support for Young People and Families at Risk (ECS SPI 12)

Two thirds of children and young people whose families meet the threshold for a social work service intervention are supported to live at home within their own communities without becoming looked after.

The measure used to record the SPI (i.e. the number of children and young people with a placement of 'at home or with kinship' as a percentage of the total number of children looked after), showed a decrease on the previous year of just over 1% to 44.9% from 46.1%.

Within the sub-set of those children and young people who are looked after, the proportion that are looked after at home, or with friends or relatives, has fallen for the fourth year running, (despite those looked after in kinship arrangements rising slightly). This is also reflected in similar trends both within comparator authorities and across Scotland, as demonstrated by the 2016 CLAS return.

4.8.3 Child Protection Registrations (ECS SPI 13)

In 2016-17 (1st April 2016 to 31st March 2017), there were a total of 276 registrations, an outcome higher than last year's figure of 249, and which had previously been seeing a marginal reduction year on year. Nevertheless the increase is within a static trend.

The data highlights that the rate of registration in Aberdeen City is 3.5 per 1000 while the national average is 3 per 1,000) However, this rate is not substantively different from the City's comparator authorities, (Dundee; Edinburgh City; Renfrewshire; Argyll & Bute and South Ayrshire).

4.8.4 Child Protection Re-registration (ECS SPI 14)

During 2016-17, 22 children were re-registered on the Child Protection Register (CPR) within a 2 year period of being de-registered, a reduction of 8 children on the two previous years and against a background of an increasing, although relatively stable, number of children recorded on the Register.

The Scottish average taken from Scottish Government returns published in May 2017 (July 2016 snapshot) for children whose names are on the CPR with a previous history of registration is 17%. The level of re-registration for Aberdeen City is 20%.

While the data suggests that Aberdeen City is above the national average the outcome for this year is suggesting the gap is narrowing. Last year, Aberdeen City's rate of re-registration was 25% compared to the national average of 16%.

5. FINANCIAL IMPLICATIONS

- 5.1 There are no direct financial implications arising from the recommendations of this report.

6. LEGAL IMPLICATIONS

- 6.1 There are no direct financial implications arising from the recommendations of this report.

7. MANAGEMENT OF RISK

Financial: There are no direct financial risks arising from this report.

Employee: There are no direct employee risks arising from this report.

Customer / Citizen:

Consistency and transparency of performance reporting in the public domain forms part of the Directorate's approach to risk mitigation through enhancing scrutiny and accountability against the delivery of services to the community.

Environmental: There are no direct environmental risks arising from this report.

Technological: There are no direct technology risks arising from this Report

Legal:

Reporting performance in the public domain meets the Best Value requirements placed on Scottish local authorities under the Local Government Act 1992

Reputational: There are no direct reputational risks arising from this Report

8. IMPACT SECTION

- 8.1 The content and outcomes contained within this Report are directly aligned with the improvement themes from both the Aberdeen City Local Outcome Improvement Plan, and the Aberdeen City Council Strategic Business Plan.

8.2 **Economy**

The Directorate takes cognisance of the positive impact that effective delivery of its services can impart to the Council and the community in terms of facilitating greater opportunities for access to the benefits of economic stability.

8.3 **People**

The Directorate is committed to improving the key life outcomes of all people in Aberdeen, with a specific focus on our children and young people, taking cognisance of the importance of promoting equality and diversity as a foundation for improvement.

Within the report, this is recognised in terms of the Directorate's focus on outcomes that:

- (a) increase access to, and quality within, childcare and education settings, providing our children with the best start in life.
- (b) enhance the employment outcomes for our young people.
- (c) provide enhanced and sustained support of children, young people and families from communities experiencing socio-economic disadvantage through improving educational outcomes and experiences
- (d) offer encouragement, support and protection for our most vulnerable children and young people.

An Equality and Human Rights Impact Assessment is not required as the report does not disproportionately impact on persons with protected characteristics compared to persons without such characteristics.

8.4 **Place**

The report identifies outcomes which contribute to an enhanced sense of place by improving personal resilience, protecting individuals and the community from harm, and enabling citizens to both understand, and contribute to, their communities.

The report content also evidences that the Directorate is improving the experience of the City's residents and visitors through enhanced recreational and cultural provision.

8.5 **Technology**

The Directorate has a significant role to play in the application of technology and developing the future skills infrastructure necessary to engage with, and support, the use of technology as a means of increasing access to services.

9. BACKGROUND PAPERS

- Education and Children's Services Committee, 4th November 2016 – Aberdeen City Insight Briefing.
- National Benchmarking Overview Report 2015-16 (Scottish Local Government Benchmarking Framework).

10. APPENDICES

Appendix A: 2016-17 Education and Children's Services Statutory Performance Indicator Scorecard

Appendix B: 2016-17 Education and Children's Services Statutory Performance Indicator Trendcharts

11. REPORT AUTHOR DETAILS

Co-ordinated by Alex Paterson, Development Officer, Performance Improvement, Education and Children's Services, apaterson@aberdeencity.gov.uk

12. HEAD OF SERVICE DETAILS

Euan Couperwhite, Head of Policy, Performance and Resources, Education and Children's Services, ecouperwhite@aberdeencity.gov.uk

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Appendix A - 2016-17 ECS Annual Performance Indicator Suite

Report Author: Alex Paterson



Generated on: 31st July 2017

Performance Data Traffic Light



ECS SPI 1 – Sport Facility Visits

Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
a. Total number of attendances for indoor pool and dry sports facilities; schools and community education establishments *	2,487,138	2,549,135	2,396,4458			2,574,000
b. Total number of attendances for indoor pool sports and leisure facilities; schools and community education establishments	652,925	727,447	727,546			
c. Total number of attendances for indoor dry sports and leisure facilities (excluding pools in a combined complex)- sports facilities; schools and community education establishments	1,834,213	1,821,688	1,668,912			



ECS SPI 2 – Museum Visits

Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
Number of visits to/usages of council funded or part funded museums - person; enquiries; outreach; virtual *	1,075,225	1,094,948	1,369,758			Increase



ECS SPI 3 – Library Visits

Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
Total number of library visits - person; virtual *	1,525,986	1,429,835	1,477,706			Increase











ECS SPI 4 – Community Engagement





















Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
Number of community participations generated by Library and Information Service outreach activities	28,301	27,003	35,257			Increase



ECS SPI 5 – Digital Engagement



Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
Number of PC terminal and Wi-Fi access uses within Libraries and Library Learning Centres	204,840	209,290	228,890			Increase







ECS SPI 6 – Pupil Attainment and Achievement

Performance Measure (academic year)	2013/14	2014/15	2015/16	Status	Long Trend	2015/16 Target/National Benchmark
	Value	Value	Value			
a. Difference between Average Tariff scores of lowest performing 20% of S6 cohort pupils compared to the highest performing 20% (S4-6 cumulative)	1,556	1,519	1,485			1,467
b. Difference between Average Tariff scores of lowest performing 20% of S6 cohort pupils compared to the middle 60% (S4-6 cumulative)	755	749	733			698
c. % pass rate for Skills For Work (National 5 all levels)	91.2%	94.8%	100%			Increase
d. % of S4 year cohort attaining 5+ awards at SCQF level 5 or better by end of S6 *	49.0%	52.0%	55.0%			54.9%
e. % of S4 year cohort attaining 5+ awards at SCQF level 6 or better by end of S6 *	27.0%	30.0%	32.0%			31.3%



f. % pass rate for all subjects at Advanced Higher Grade	81.2%	78.6%	82.9%			82.9%
g. % of pupils attaining Literacy and Numeracy at SCQF Level 4 at end of S4	84.6%	85%	85.9%			83.1%
h. % of pupils attaining Literacy and Numeracy at SCQF Level 5 at end of S4	42.8%	47.7%	49.1%			47.6%
i. % pass rate for S4 pupils in English at SCQF Level 5 (Grades A-C)	82.7%	89.4%	88.9%			Increase
j. % pass rate of S4 pupils achieving SCQF Level 5 award in Maths (Grade A-C)	71%	71.5%	75.2%			Increase
k. % pass rate for S5 pupils in Higher English SCQF Level 6 (Grades A-C)	76.3%	85.7%	85.8%			Increase
l. % pass rate for S5 pupils in Higher Mathematics at SCQF Level 6 (Grades A-C)	72.8%	73.9%	79.4%			Increase
m. % of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD Quintile 1) attaining 5 or more qualifications at SCQF Level 5 at the end of S6 *	22.0%	22.0%	33.0%			35.2%
n. % of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD Quintile 1) attaining 5 or more qualifications at SQA level 6 at the end of S6 *	8.0%	7.0%	14.0%			15%
o. Difference in Average Total Tariff Scores between SIMD Quintiles 1 and 5 of S4 year cohort at the end of S6 *	611	706	574			595

ECS SPI 7 – Inspections of Education and Early Learning and Childcare Establishments						
Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of local authority primary and secondary schools and Early Learning Centres (LA and partner provider) per financial year	93.5%	96.0%	95.5%			95.0%



ECS SPI 8 – Inspections of Early Learning and Childcare Provision						
Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of local authority and partner provider Early Learning Centres per financial year	95.1%	96.3%	96.1%			95.0%

ECS SPI 9 – Children’s Early Years Engagement (Early Learning and Childcare Provision)						
Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
a. % of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings	80.3%	84.1%	86.2%			90.0%
b. % of eligible ante pre-school child population allocated ACC funded part time nursery provision within local authority and partner provider settings	72.7%	80.3%	81.9%			
c. % of eligible pre-school child population allocated ACC funded part time nursery provision within local authority and partner provider settings	88.2%	87.9%	90.5%			



ECS SPI 10 - Post School Participation

Performance Measure (publication year)	2013/14 (2015)	2014/15 (2016)	2015/16 (2017)	Status	Long Trend	2016/17 Target
	Value	Value	Value			
% school leavers from publicly funded schools in positive and sustained destinations by academic year	91.8%	91.2%	89.3%			92.1%



ECS SPI 11 - Looked After And Accommodated Children

Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
Looked After Children with 3 or more placements in the past year (%)	6%	3.8%	5.4%			Reduce



ECS SPI 12 - Families At Risk












Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
% of looked after children and young people supported to remain within their families (at home and within kinship care)	48.7%	46.1%	44.9%			Increase

ECS SPI 13 - Child Protection

Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
Number of children on Child Protection Register	257	249	276			

ECS SPI 14 - Child Protection Re-Registration

Performance Measure	2014/15	2015/16	2016/17	Status	Long Trend	2016/17 Target
	Value	Value	Value			
The number of children re-registering on the Children Protection Register within two years of being taken off the register	30	30	22			Reduce

PI Status		Long Term Trends (Three Year)		Short Term Trends (One Year)	
	Alert		Improving/Increasing		Improving/Increasing
	Warning		No Change		No Change
	OK		Getting Worse/Decreasing		Getting Worse/Decreasing
	Unknown				
	Data Only				

	Scottish Local Government Benchmarking Framework based data
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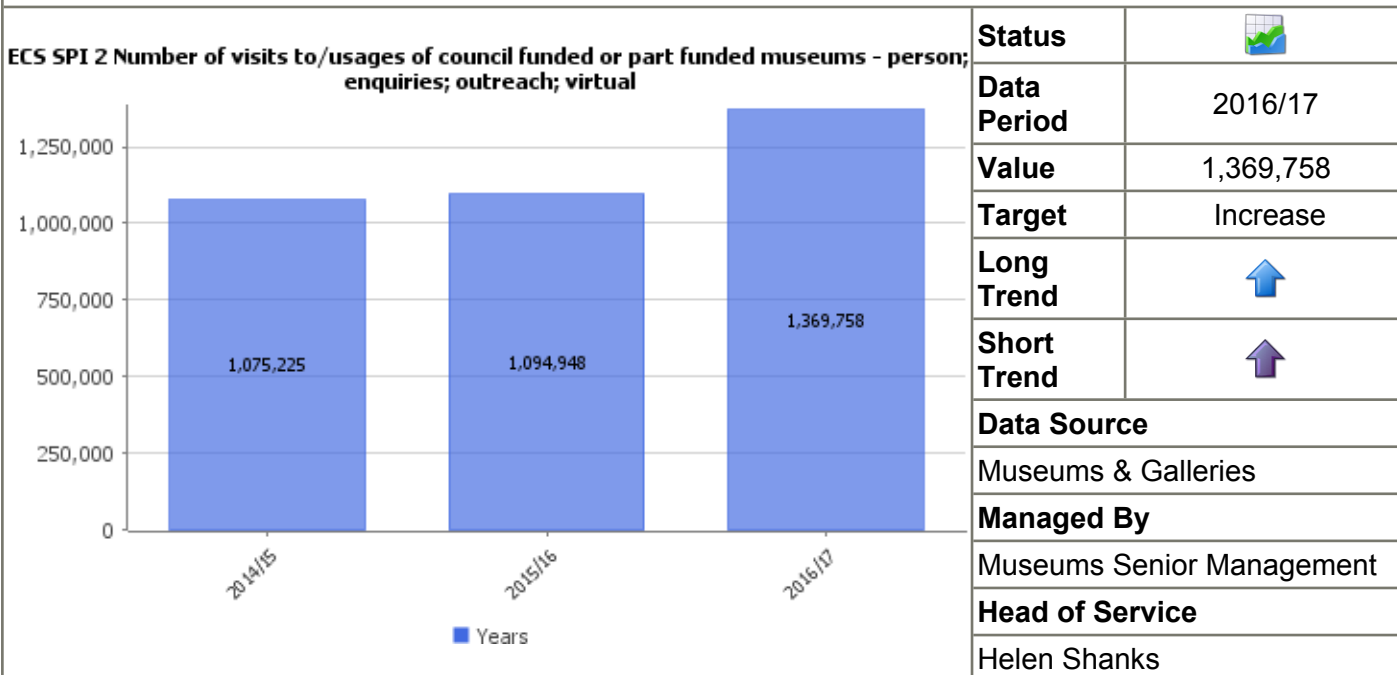
Appendix B - 2016-17 ECS Annual Performance Indicator Suite

Report Author: Alex Paterson
Generated on: 31st July 2017

ECS SPI 1 – Visits To Sports Facilities																											
Total number of attendances for indoor pool and dry sports facilities; schools and community education establishments																											
<p>ECS SPI 1a Total number of attendances for indoor pool and dry sports facilities; schools and community education establishments</p> <table border="1"> <caption>ECS SPI 1a Data</caption> <thead> <tr> <th>Year</th> <th>Total number of attendances</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>2,487,138</td> </tr> <tr> <td>2015/16</td> <td>2,549,135</td> </tr> <tr> <td>2016/17</td> <td>2,396,458</td> </tr> </tbody> </table>	Year	Total number of attendances	2014/15	2,487,138	2015/16	2,549,135	2016/17	2,396,458	<table border="1"> <tr> <td>Status</td> <td>✓</td> </tr> <tr> <td>Data Period</td> <td>2016/17</td> </tr> <tr> <td>Value</td> <td>2,396,458</td> </tr> <tr> <td>Target</td> <td>2,537,129</td> </tr> <tr> <td>Long Trend</td> <td>↓</td> </tr> <tr> <td>Short Trend</td> <td>↓</td> </tr> <tr> <td>Data Source</td> <td>ALEO Partner XN Leisure Management systems</td> </tr> <tr> <td>Managed By</td> <td>ALEO Partners</td> </tr> <tr> <td>Head of Service</td> <td>Euan Couperwhite</td> </tr> </table>	Status	✓	Data Period	2016/17	Value	2,396,458	Target	2,537,129	Long Trend	↓	Short Trend	↓	Data Source	ALEO Partner XN Leisure Management systems	Managed By	ALEO Partners	Head of Service	Euan Couperwhite
	Year	Total number of attendances																									
	2014/15	2,487,138																									
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	Status	✓																									
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Short Trend	↓																										
Data Source	ALEO Partner XN Leisure Management systems																										
Managed By	ALEO Partners																										
Head of Service	Euan Couperwhite																										
Narrative and Analysis																											
<p>Citywide Indoor Sports attendances for 2016-17 show a decrease of just under 6% (-152,677 admissions) compared to 2015-16 with a total of 2,396,458 attendances.</p> <p>This reflects a fall-off in attendances at dry sports facilities, encompassing the entirety of the reduction, to 1,688,912 from the previous year's 1,821,688 which is influenced by (a) reductions in the use of school and community facilities and (b) a similar percentage drop in visits to Aberdeen Sports Village.</p> <p>In contrast, attendance at pool facilities rose very marginally to a figure of 727,546 from 727,447. This figure is the highest recorded attendance output against aquatics based activity in the 10 years of reporting this sub-indicator.</p>																											
<u>2016-17 Strategic Business Plan</u>																											
<p>The Council's Strategic Business Plan 2016-17, against which this Indicator is a contributing improvement measure, aimed to increase the level of participation in sport and physical activity within sports venues by 1.0% per annum against the 2014-15 baseline. The 2016-17 figure is within the 'acceptable' percentage tolerance for this objective</p>																											

ECS SPI 2 – Visits To Museums

Number of visits to/usages of council funded or part funded museums - person; enquiries; outreach; virtual



Narrative and Analysis

The 2016-17 year-end outcomes for this overall measure reflect an increase in visits to and use of the Museums and Galleries Service against the previous year with a total of 1,369,758 as opposed to 1,094,948 in 2015-16, a rise of 25.09%.

Visits in Person

The total number of physical visits has risen from, 93,805 in 2015-16 to 104,407 in 2016-17. An increase of 11.3% and the highest combined figure for the two venues. Compared with last year, both the Maritime Museum and Tolbooth Museum have experienced a rise in physical visits; the Maritime by 9.29% and the Tolbooth by 18.55%.

Virtual Visits

Website visits, via aagm.co.uk, aberdeenships.co.uk and aberdeenquest.co.uk has increased, up from 992,242 in 2015-16 to 1,257,999 in 2016-17 (+ 26.8%). This figure represents a seven year high in terms of use of, and engagement with, the Service's on-line provision

Enquiries, Outreach and Exhibit Sharing

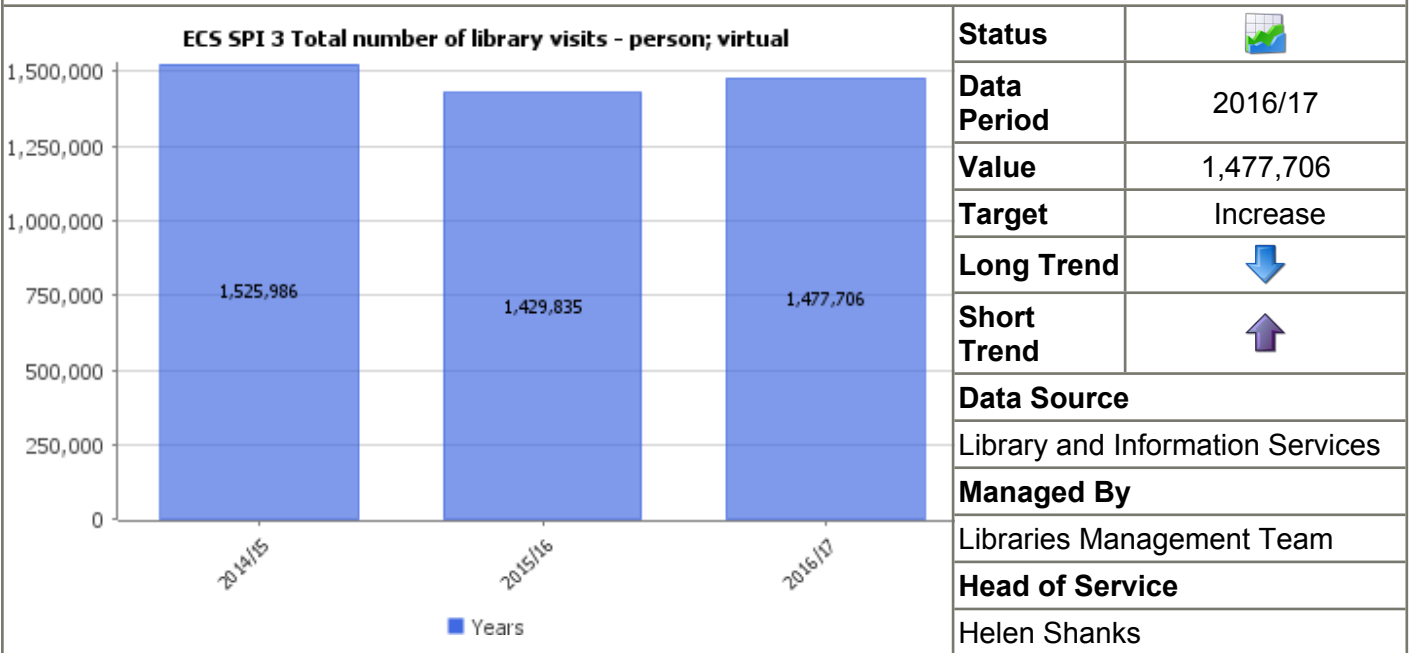
The number of Enquiries and Outreach participations (6,261) fell slightly, which is an expected outcome linked to closure of the Art Gallery

2016-17 Strategic Business Plan

The Council's 2016-17 Strategic Business Plan, against which this Indicator, and SPI's 3, and 4 below, are contributing measures, aimed to increase the level of visits to/attendances at cultural venues by 70,000 by the end of 2017. The outcome trends above and below, if maintained to years-end, are indicative that the Services involved are currently on course to deliver this objective

ECS SPI 3 – Visits To Libraries

Total number of library visits - person; virtual



Narrative and Analysis

Total visitor figures have increased from 1,429,835 in 2015-16 to 1,478,224 in 2016-17. This is a 3.4% increase overall which bucks the nationally trend of decreasing library visits. Physical visitors remained broadly similar to last year, with a 0.6% increase from 891,810 to 897,009, aided by the increase in opening hours towards the end of 2015-16.

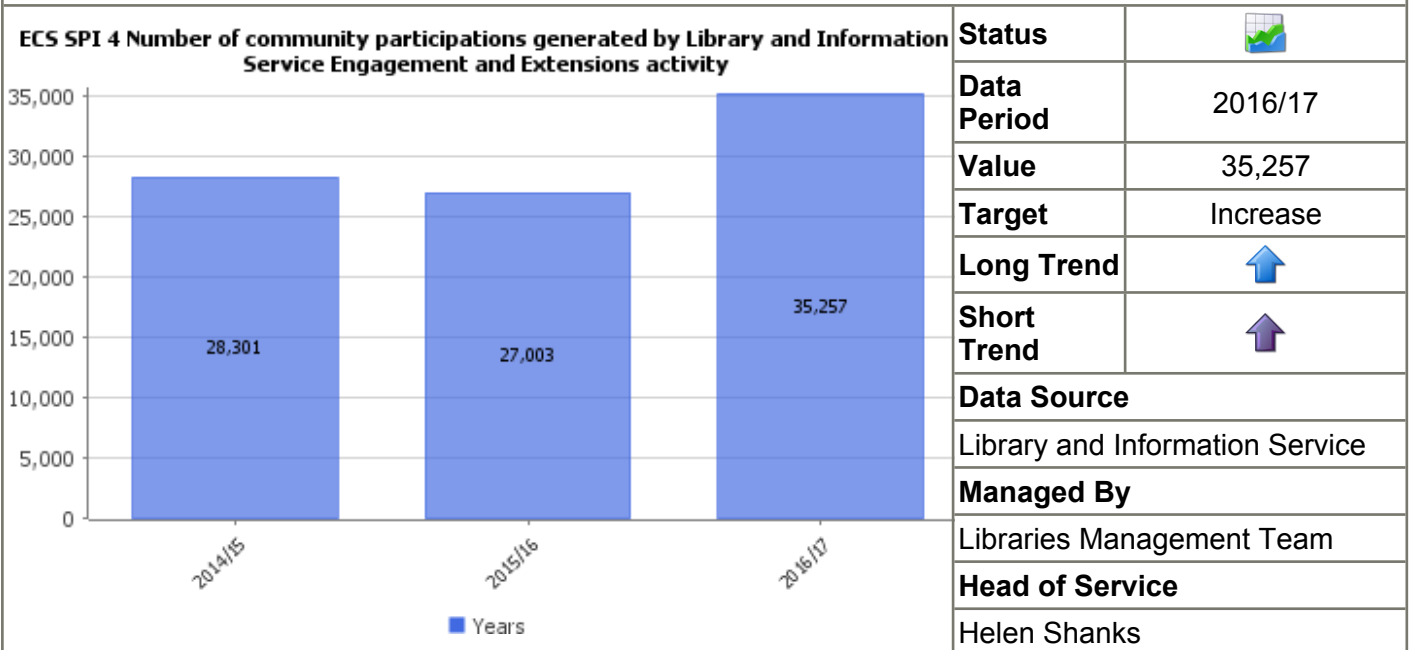
The Service has also been successful in continuing to expand its use of digital channels, with an 8% rise in virtual visitors from 538,025 to 581,215. The number of customers interacting with the Service via the library catalogue has recovered well following the change of provider in 2015, showing a 30% increase on the previous year. The introduction of free reservations has played a large part in this, with online reservations increasing 69% from 13,213 in 2015-16 to 22,308 in 2016-17.

Other self-service channels have also shown strong growth e.g. Application launches are up 32%. During comparable months where the Service was available both years, the automated 24/7 telephone service had an increase in calls and, although call numbers are still low (474 over the year).

There is evidence that those who use the Service are increasingly doing so to carry out library transactions, rather than simply to get information with the number of users logging into their accounts increasing by nearly 75%.

ECS SPI 4 – Libraries Community Engagement

Number of community participations generated by Library and Information Service Engagement and Extensions activity



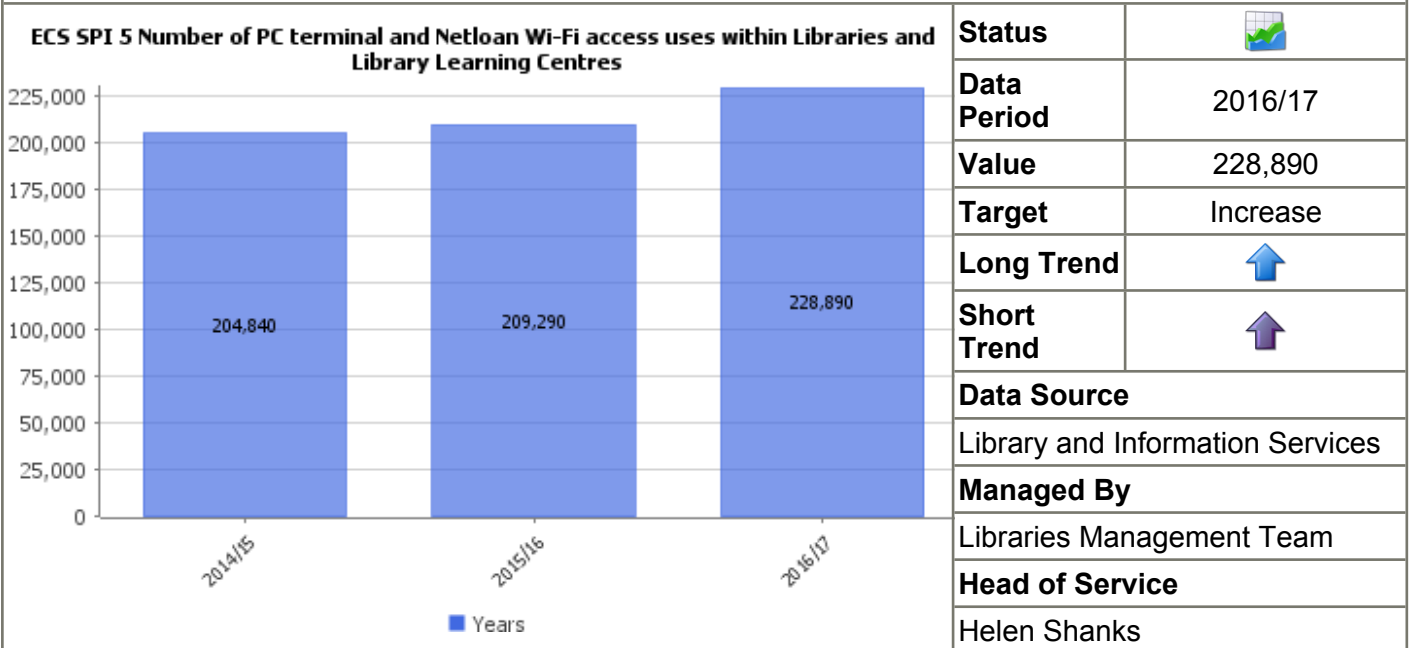
Narrative and Analysis

There were a total of 35,257 attendances/participations in library activities in 2016-17, compared with the 2015-16 figure of 27,003. With a 16% increase in the number of activities taking place and a 31% increase in participation, it is clear that the Service is engaging with customers more effectively with the communities it serves

The increasing number of core children's activities (school and nursery visits, Bookbug sessions, Storytime events and holiday activities) accounted for some 65% of the total engagement and participation programme and attracted 77% of all participants.

ECS SPI 5 – Digital Engagement

Number of PC terminal and Netloan Wi-Fi access uses within Libraries and Library Learning Centres



Narrative and Analysis

Overall, use of library PCs and Wi-Fi increased by 9% from 209,290 in 2015-16 to 228,890 in 2016-17.

As use of PC terminals fell slightly, from 172,925 to 171,492, the rise is due to a large increase in the use of Wi-Fi in library buildings. Since 2015-16, Wi-Fi use has risen by 58% from 36,365 to 57,398.

The introduction of the new Wi-Fi supplier in 2015 made the network more reliable, easier to access with no obligation to be a library member and covered a number of public buildings in addition to libraries. It is this, combined with the increasing prevalence of mobile technology in society, which has caused such a large increase in the take-up in the library service.

Although Wi-Fi is extremely well-used and the trend continues for its use to rise while wired PC use falls, it still only accounts for 33% of the total IT use in libraries. This demonstrates the continuing value of maintaining a library-based PC infrastructure to provide facilities for those who do not have access to personal devices.

ECS SPI 6 – Improving Attainment For All

Summary

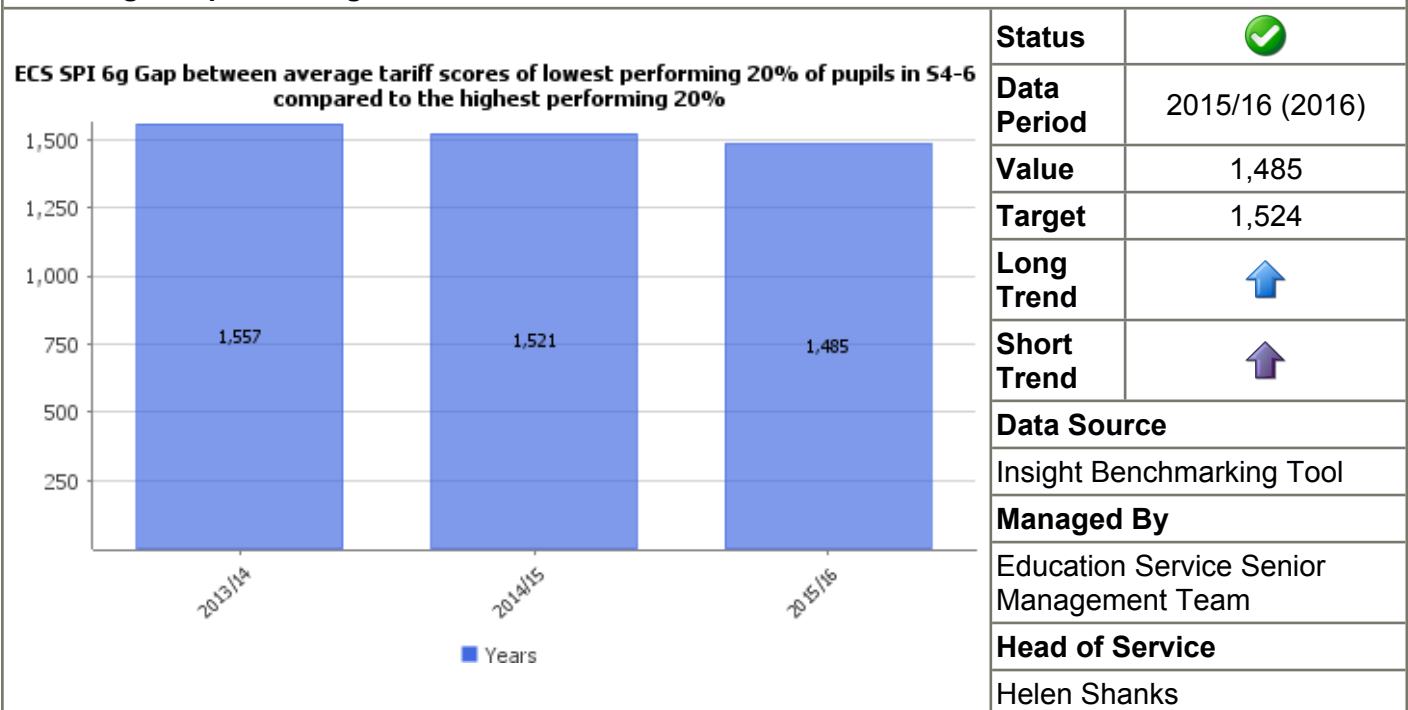
The cumulative trend for SQA attainment*, across the measures encompassed within this SPI framework, demonstrates an improvement in 2015-16 outcomes in comparison with the previous year with the overwhelming majority of Indicators reflecting both an increase against the prior year and a maintained improvement trend.

The aggregated percentage of pupil candidates attaining qualifications across the seven specific SCQF level measures rose by 17.2 percentage points, with each Indicator, bar one, having improved year-on-year, which represents significant positive movement in the outcomes for S4-6 pupils.

Critically, in assessing the four measures of general senior phase achievement, the City's pupil outcomes have continued to improve at rates in excess of the national picture and, in regards to the achievement of pupils from areas of the greatest deprivation (SIMD1), are the most improved across Scotland.

* all data is based on August 2016 release and excludes both pending evaluations and subsequent appeal outcomes

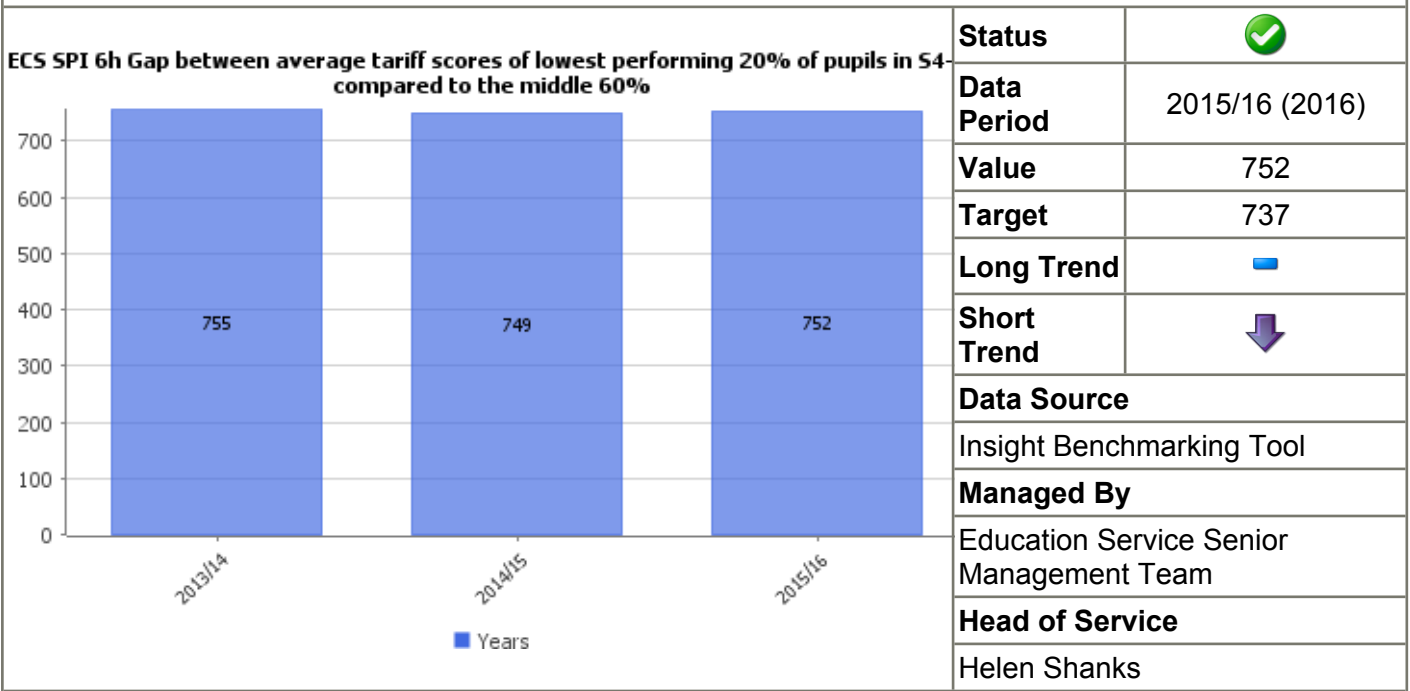
6 a Gap between Average Total Tariff scores of lowest performing 20% of pupils in S4-6 compared to the highest performing 20%



Narrative and Analysis

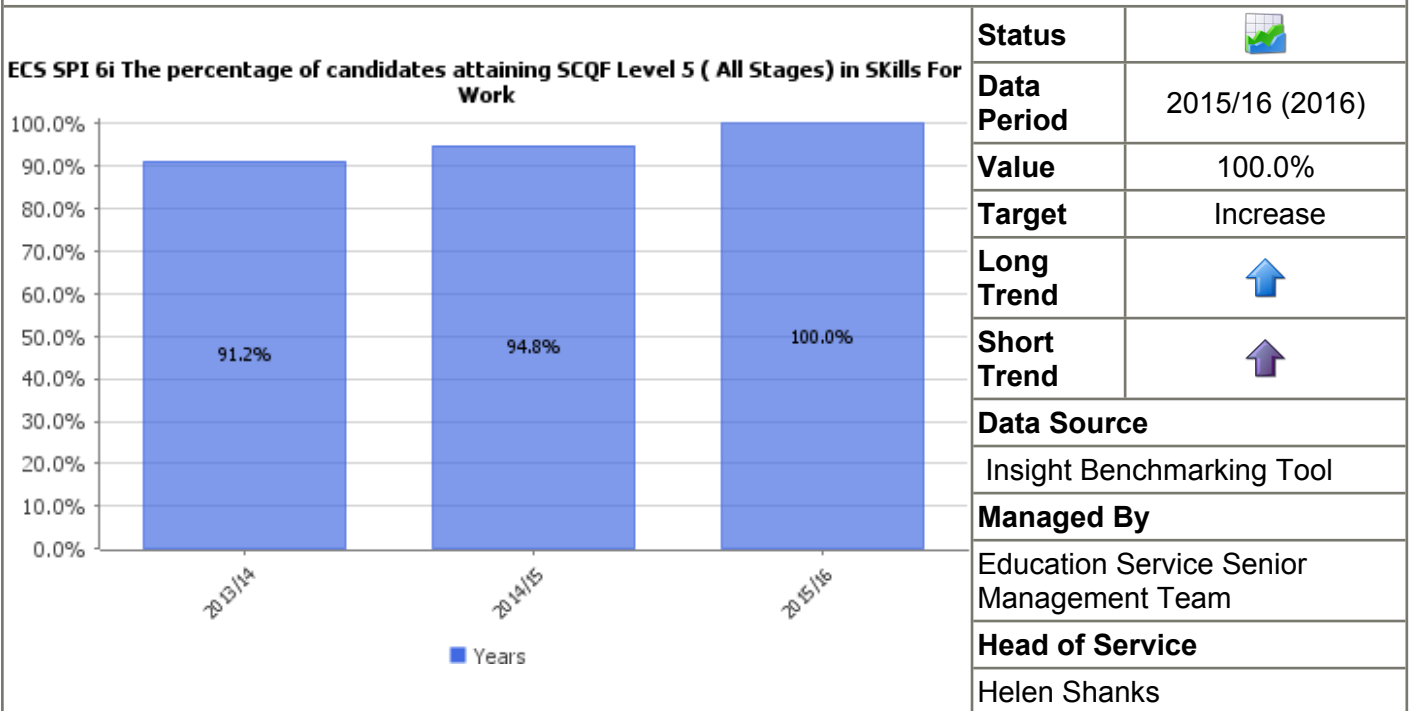
The Average Total Tariff Score gap between the lowest performing 20% of pupils in S4-6 compared to the highest performing 20% improved from 1521 to 1485, the lowest annual figure recorded against the new CfE based measure.

6 b Gap between Average Total Tariff scores of lowest performing 20% of pupils in S4-6 compared to the middle 60%



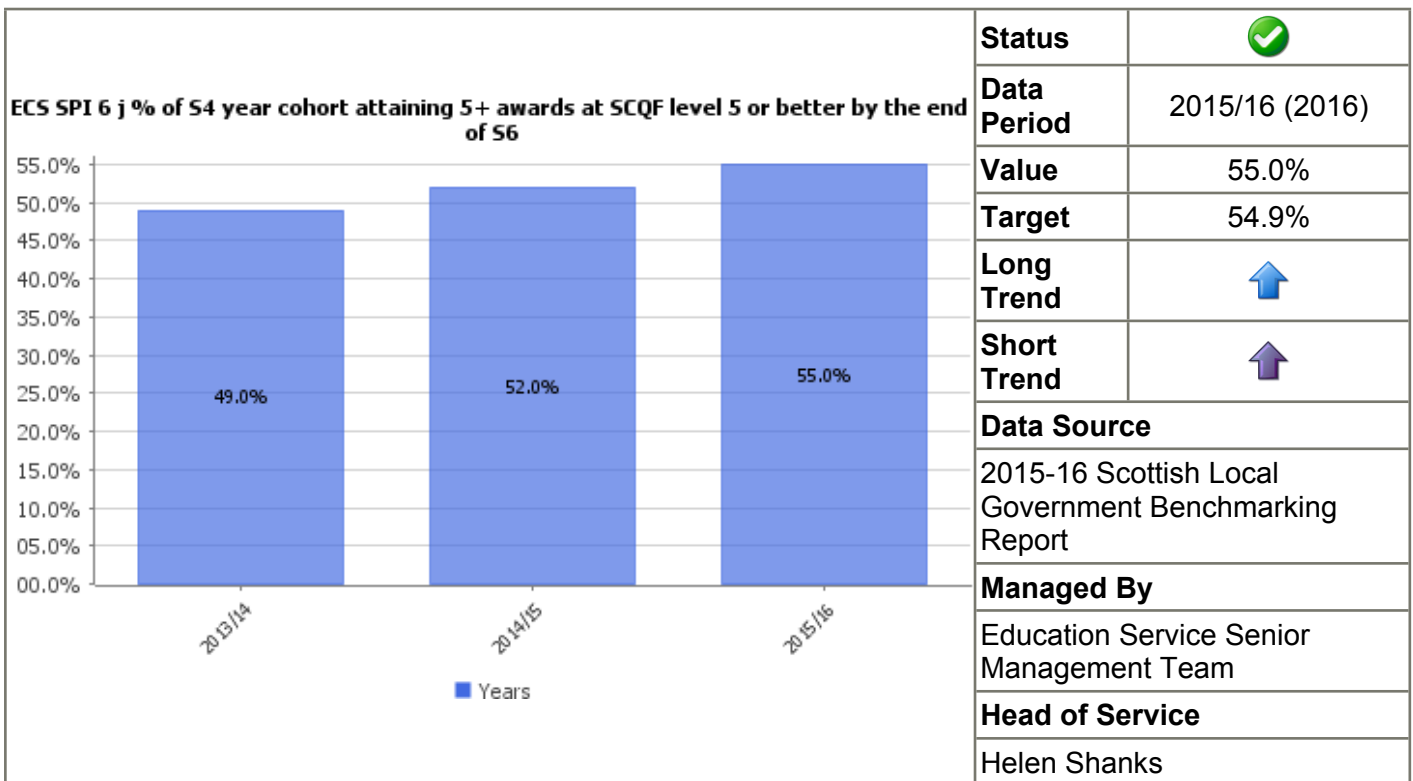
Narrative and Analysis
 The Average Total Tariff Score gap between the lowest performing 20% of pupils in S4-6 compared to the middle 60% is essentially unchanged at 752, as opposed to 749 in 2014-15.

6 c Percentage of candidates attaining SCQF Level 5 (All Stages) in Skills For Work



Narrative and Analysis
 The pass rate for Skills for Work (SCQF Level 5- All Stages) increased by 5.2%, from 94.8% in 2014-15 to 100%

6 d Percentage of S4 year cohort attaining 5+ awards at SCQF level 5 or better by the end of S6



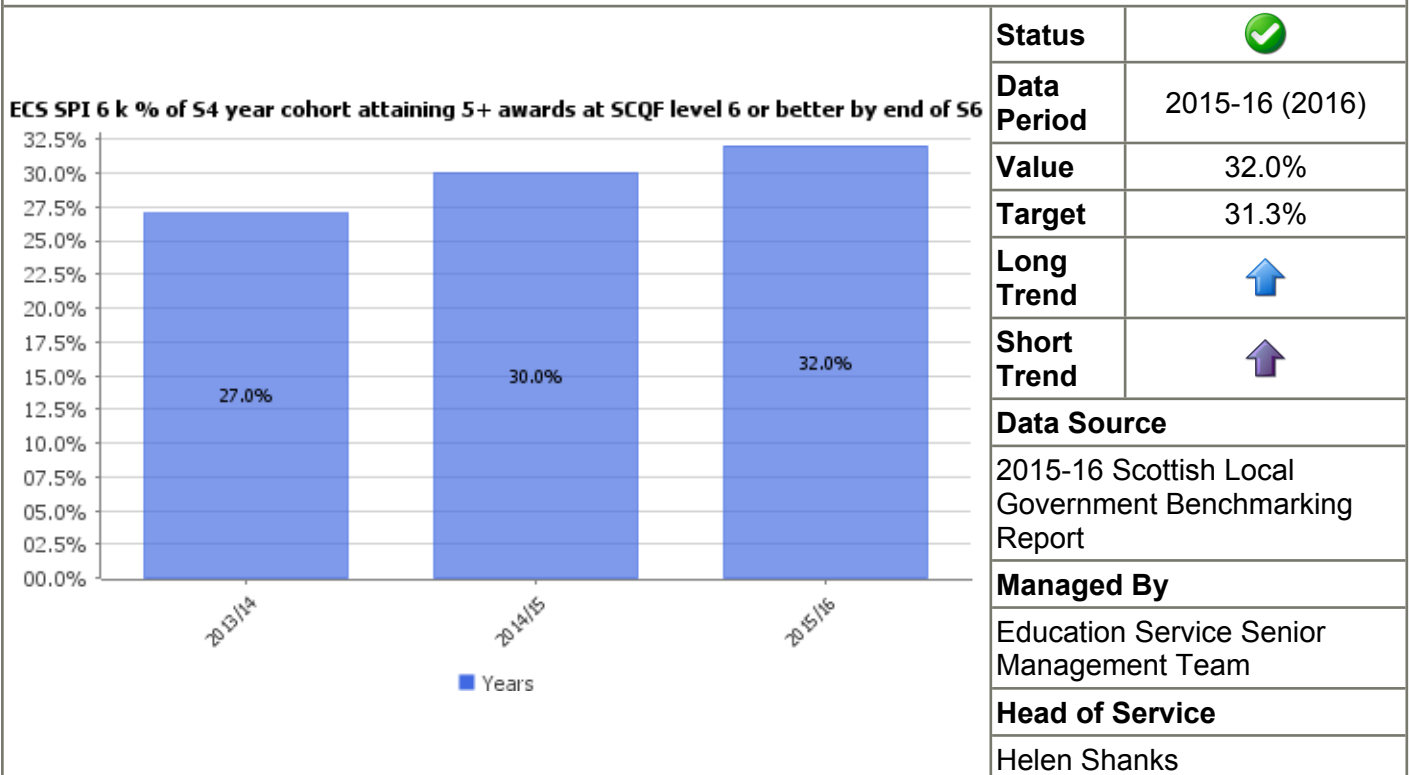
Narrative and Analysis

The percentage of the S4 pupil cohort achieving 5 or more awards at SCQF Level 5 at the end of S6 increased from 52% to 55%, meeting the strategic target for this year. Although the figure falls short of the national figure, it exceeds the Scottish Cities (large urban area) average of 53.5%

2016-17 Strategic Business Plan:

The Council's 2016-17 Strategic Business Plan encompasses the objective that 56% of S4 pupil candidates would attain 5 or more qualifications at SCQF Level 5 at the end of the S6 by the 2016-17 academic year. The 2015-16 outcome of 55% provides assurance that substantive progress towards meeting this aim is being made. Validated data against the 2016-17 measure will become available later in the year.

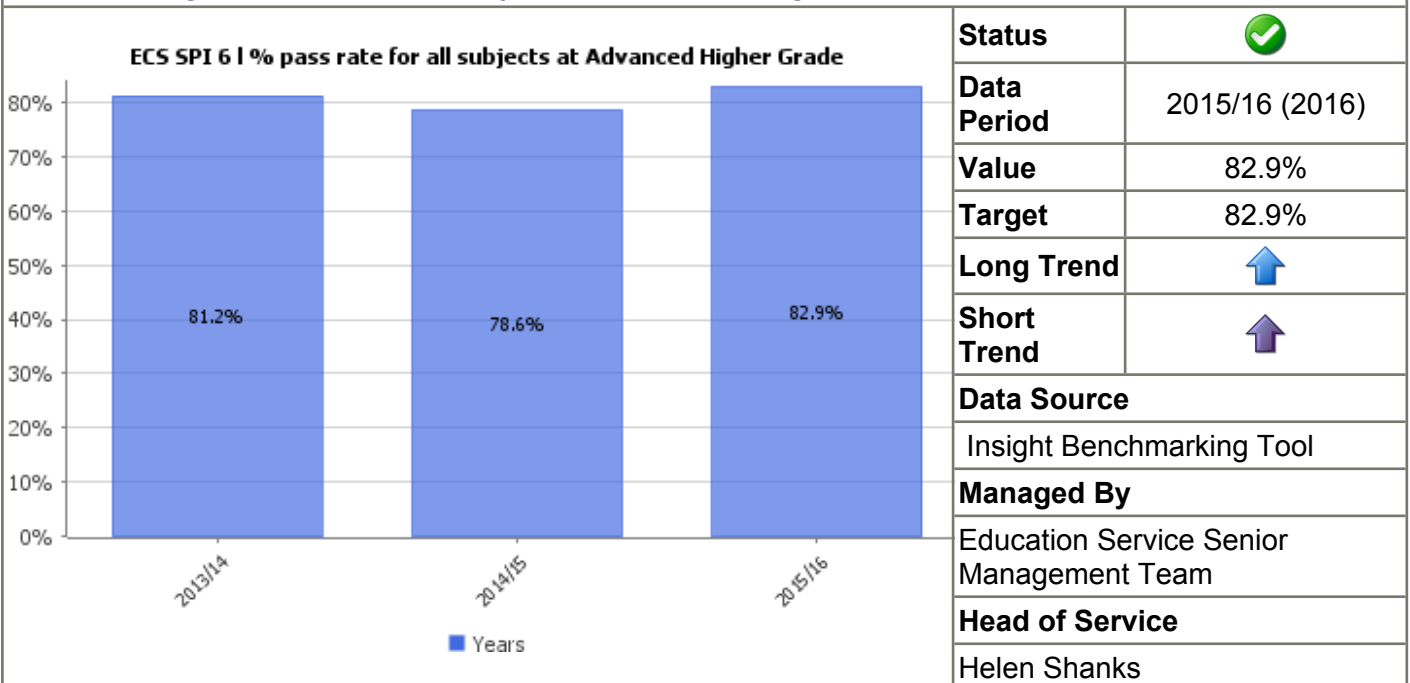
6 e Percentage of S4 year cohort attaining 5+ awards at SCQF level 6 or better by end of S6



Narrative and Analysis

The percentage of the S4 pupil cohort achieving 5 or more awards at SCQF Level 6 at the end of S6 rose from 30% to 32%, marginally above the Directorate target for 2015-16, just short of the national outcome of 33% but ahead of the Scottish Cities figure of 28.7%

6 f Percentage pass rate for all subjects at Advanced Higher Grade



Narrative and Analysis

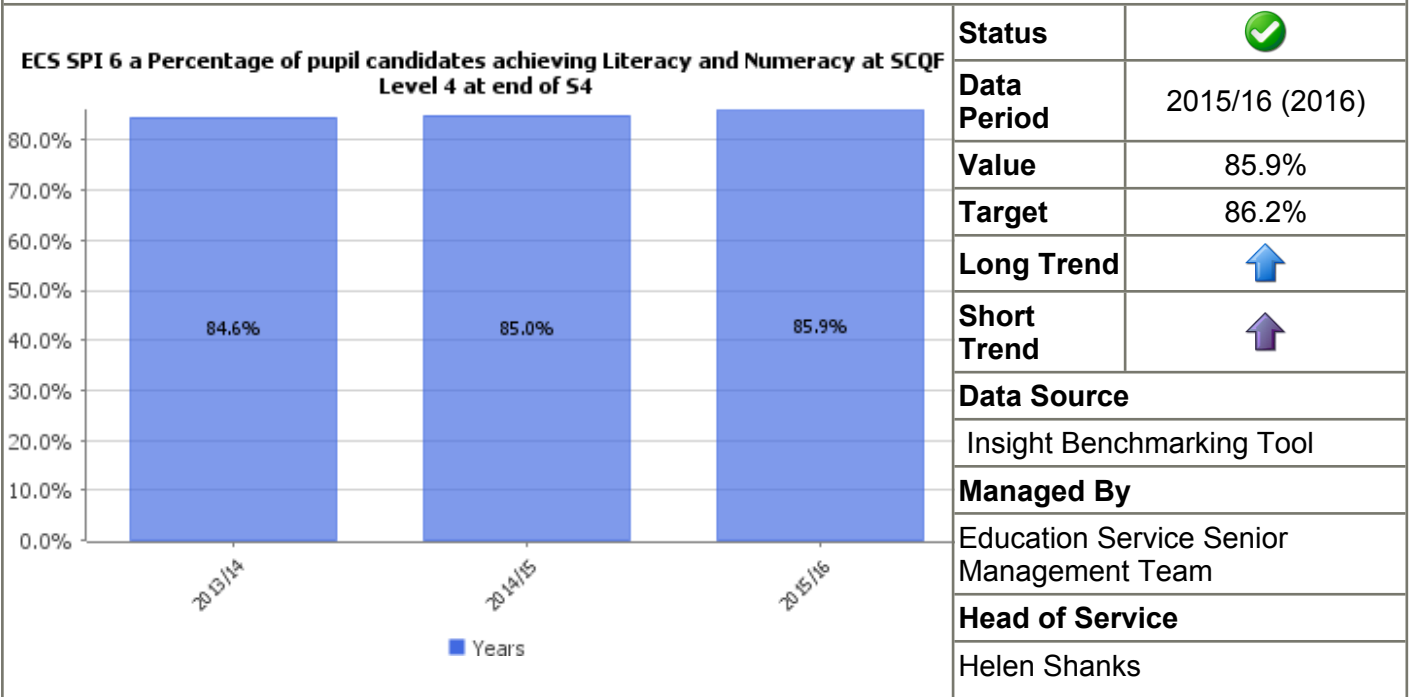
The pass rate for all subjects at the new Advanced Higher Grade increased substantially in 2015-16 to 82.9% (+ 4.3% points) – the best Advanced Higher pass rate in over eight years - and is more than 1% above the Scotland figure of 81.7%

The percentage of the S4 year group achieving 1+ awards at SCQF level 7 or better by end of S6 was

20%, above both the national and City comparator rates of 19.1% and 18.4% respectively and has increased in each of the past three years.

ECS SPI 6 - Improving Attainment in Literacy and Numeracy

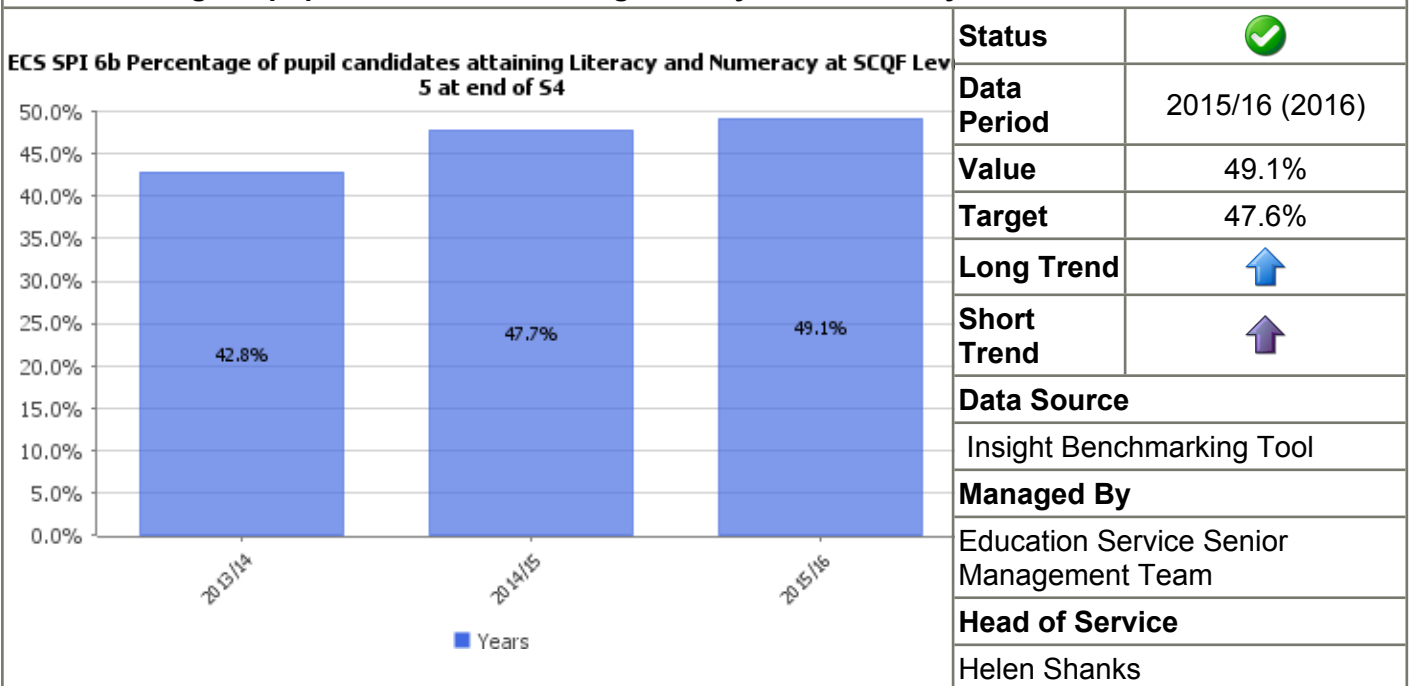
6 g Percentage of pupil candidates achieving Literacy and Numeracy at SCQF Level 4 at end of S4



Narrative and Analysis

The percentage of S4 candidates attaining Literacy and Numeracy at SCQF Level 4 rose materially to 85.9% (+ 0.9% points.), which was below the Virtual Comparator figure although above the national average of 83.1%

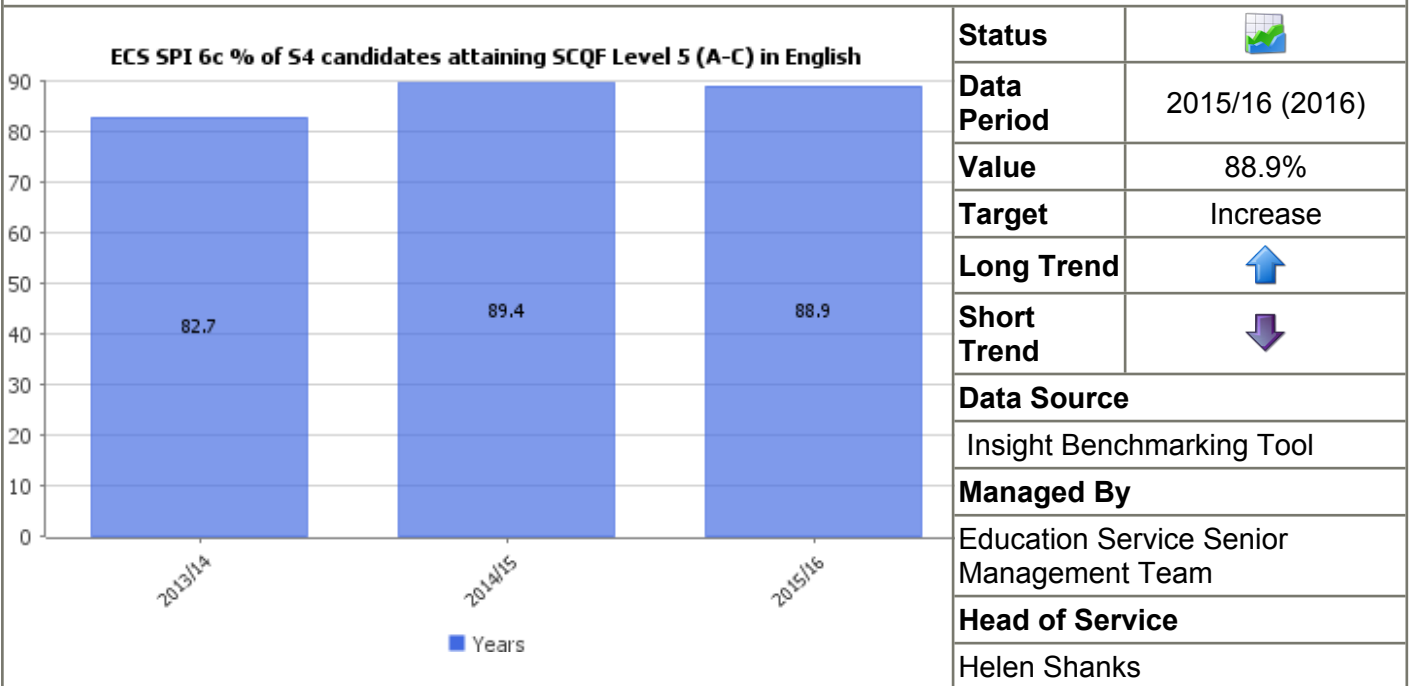
6 h Percentage of pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at end of S4



Narrative and Analysis

The percentage of S4 candidates attaining Literacy and Numeracy at SCQF Level 5 rose to 49.1% from 47.7% in 2015-16, and 1.5% points ahead of the national figure and local target.

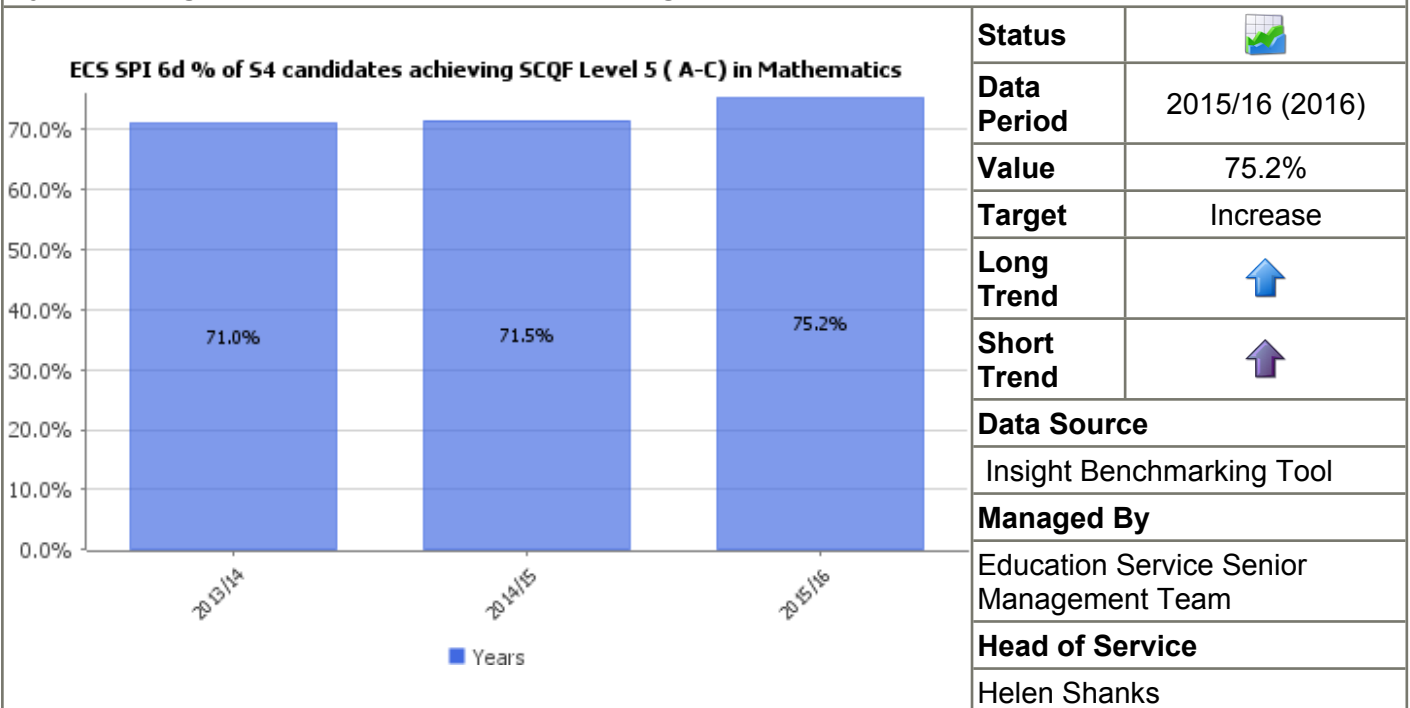
6 i Percentage of S4 pupil candidates attaining SCQF Level 5 (A-C) in English



Narrative and Analysis

The percentage of S4 candidates attaining SCQF Level 5 (A-C) in English reduced by 0.5%, from 89.4% to 88.9%, although this is well above 2013-14 levels (82.7%)

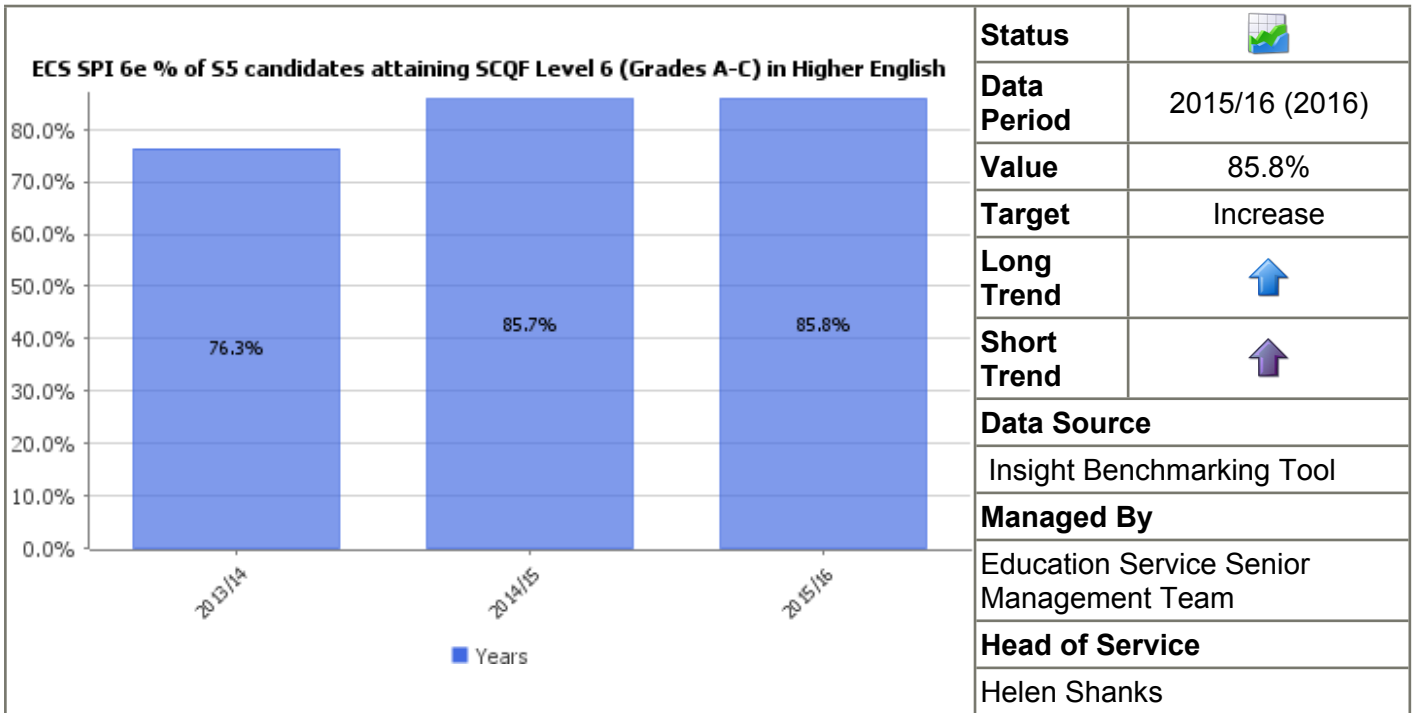
6 j Percentage of S4 pupil candidates achieving SCQF Level 5 (A-C) in Mathematics



Narrative and Analysis

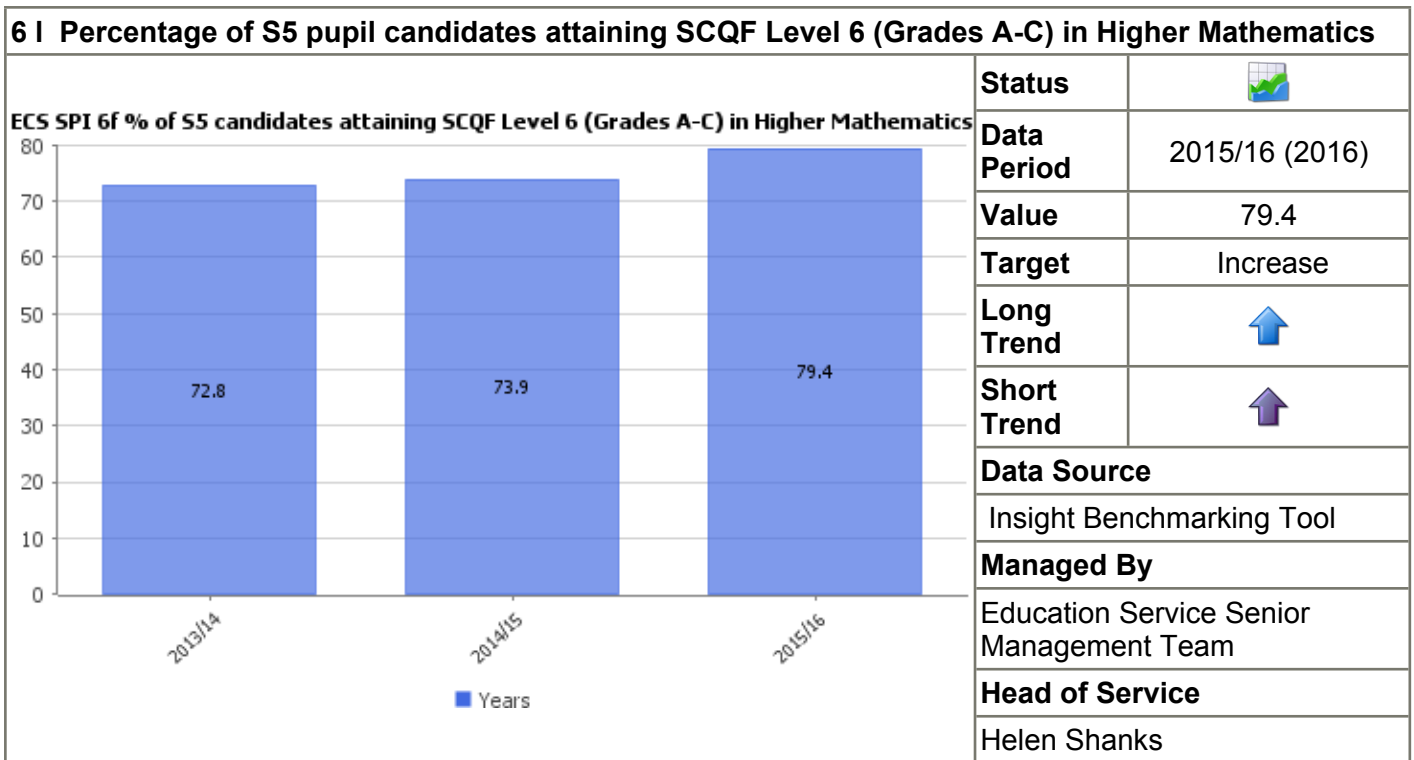
The percentage of S4 candidates attaining SCQF Level 5 (A-C) in Mathematics improved by a significant 3.6 % from 71.6% to 75.2% in 2015-16.

6 k Percentage of S5 pupil candidates attaining SCQF Level 6 (Grades A-C) in Higher English



Status	
Data Period	2015/16 (2016)
Value	85.8%
Target	Increase
Long Trend	
Short Trend	
Data Source	
Insight Benchmarking Tool	
Managed By	
Education Service Senior Management Team	
Head of Service	
Helen Shanks	

Narrative and Analysis
 The percentage of S5 candidates attaining SCQF Level 6 (A-C) in Higher English rose marginally from 85.7% to 85.8% in 2015-16



Status	
Data Period	2015/16 (2016)
Value	79.4
Target	Increase
Long Trend	
Short Trend	
Data Source	
Insight Benchmarking Tool	
Managed By	
Education Service Senior Management Team	
Head of Service	
Helen Shanks	

Narrative and Analysis
 The percentage of S5 candidates attaining SCQF Level 6 (A-C) Higher Mathematics at SCQF Level 6 increased substantially from 73.9% to 79.4%

ECS SPI 6 - Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

6 m Percentage of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD Quintile 1) attaining 5 or more qualifications at SCQF Level 5 at the end of S6

<p>ECS SPI 6m Percentage of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD Quintile 1) attaining 5 or more qualifications at SCQF Level 5 at the end of S6</p> <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>22.0%</td> </tr> <tr> <td>2014/15</td> <td>22.0%</td> </tr> <tr> <td>2015/16</td> <td>33.0%</td> </tr> </tbody> </table>	Year	Percentage	2013/14	22.0%	2014/15	22.0%	2015/16	33.0%	Status	
	Year	Percentage								
	2013/14	22.0%								
	2014/15	22.0%								
	2015/16	33.0%								
	Data Period	2015/16 (2016)								
	Value	33.0%								
	Target	35.2%								
	Long Trend									
	Short Trend									
Data Source										
2015-16 Scottish Local Government Benchmarking Report.										
Managed By										
Education Service Senior Management Team										
Head of Service										
Helen Shanks										

Narrative and Analysis

The percentage of the S4 pupil cohort from SIMD 1 achieving 5 or more awards at SCQF Level 5 at the end of S6 increased from 22% in 2014-15 to 33% in 2015-16.

This is the highest outcome for this particular measure since 2010-11 and represents the greatest year-on-year and five year improvement rate across Scotland although it falls short of the national figure and the Directorate's aspirational target for this year.

6 n Percentage of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD) attaining 5 or more qualifications at SCQF Level 6 at the end of S6

<p>ECS SPI 6n Percentage of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD) attaining 5 or more qualifications at SCQF Level 6 at the end of S6</p> <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>15.0%</td> </tr> </tbody> </table>	Year	Percentage	2015/16	15.0%	Status	
	Year	Percentage				
2015/16	15.0%					
Data Period	2015/16 (2016)					

Value	14.0%
Target	15.0%
Long Trend	↑
Short Trend	↑
Data Source	
2015-16 Scottish Local Government Benchmarking Report.	
Managed By	
Education Service Senior Management Team	
Head of Service	
Helen Shanks	

Narrative and Analysis

The percentage of the S4 pupil cohort from SIMD 1 achieving 5 or more awards at SCQF Level 6 at the end of S6 doubled from 7% to 14%, almost matching the national figure of 14.8%

As with the above measure for SCQF Level 5, this represents a five year improvement trend, exceeds the Scottish Cities average. It is the largest annual, 3 and 5 year improvement against this measure of the 32 Scottish local authorities.

6 o Difference in Average Total Tariff Scores of S4 cohort between SIMD Quintile 1 and SIMD Quintile 5 at end of S6

<p>ECS SPI 6o Difference in Average Tariff Scores of S4 cohort between SIMD Quintile 1 and SIMD Quintile 5 at end of S6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>611</td> </tr> <tr> <td>2014/15</td> <td>706</td> </tr> <tr> <td>2015/16</td> <td>574</td> </tr> </tbody> </table>	Year	Score	2013/14	611	2014/15	706	2015/16	574	Status	✓
	Year	Score								
	2013/14	611								
	2014/15	706								
	2015/16	574								
	Data Period	2015/16 (2016)								
	Value	574								
	Target	595								
	Long Trend	↑								
	Short Trend	↑								
Data Source										
2015-16 Scottish Local Government Benchmarking Report.										
Managed By										
Education Service Senior Management Team										
Head of Service										
Helen Shanks										

Narrative and Analysis

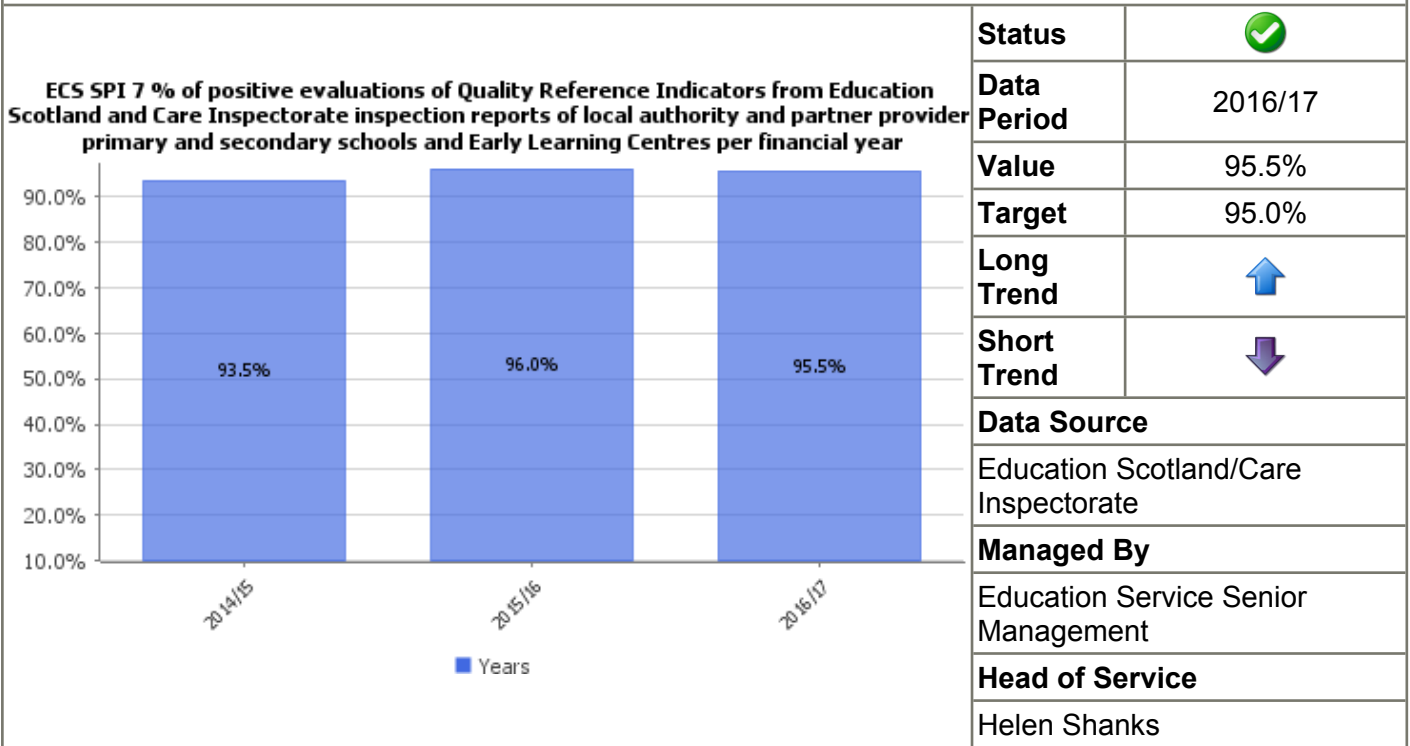
The difference in Average Tariff Scores by SIMD Quintiles 1 and 5 (S4 year cohort at the end of S6) reduced from 706 points to 574 (an improvement of 18.5%) which below the national figure of 595.

This pattern of closing the gap in tariff scores is also mirrored in the differential between the outcomes from

SIMD 1 pupils and the whole cohort, which is at its lowest level in five years and closely matches the national figure

ECS SPI 7 – Inspections of Education

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of local authority and partner provider education establishments (early learning, primary and secondary schools)



Narrative and Analysis

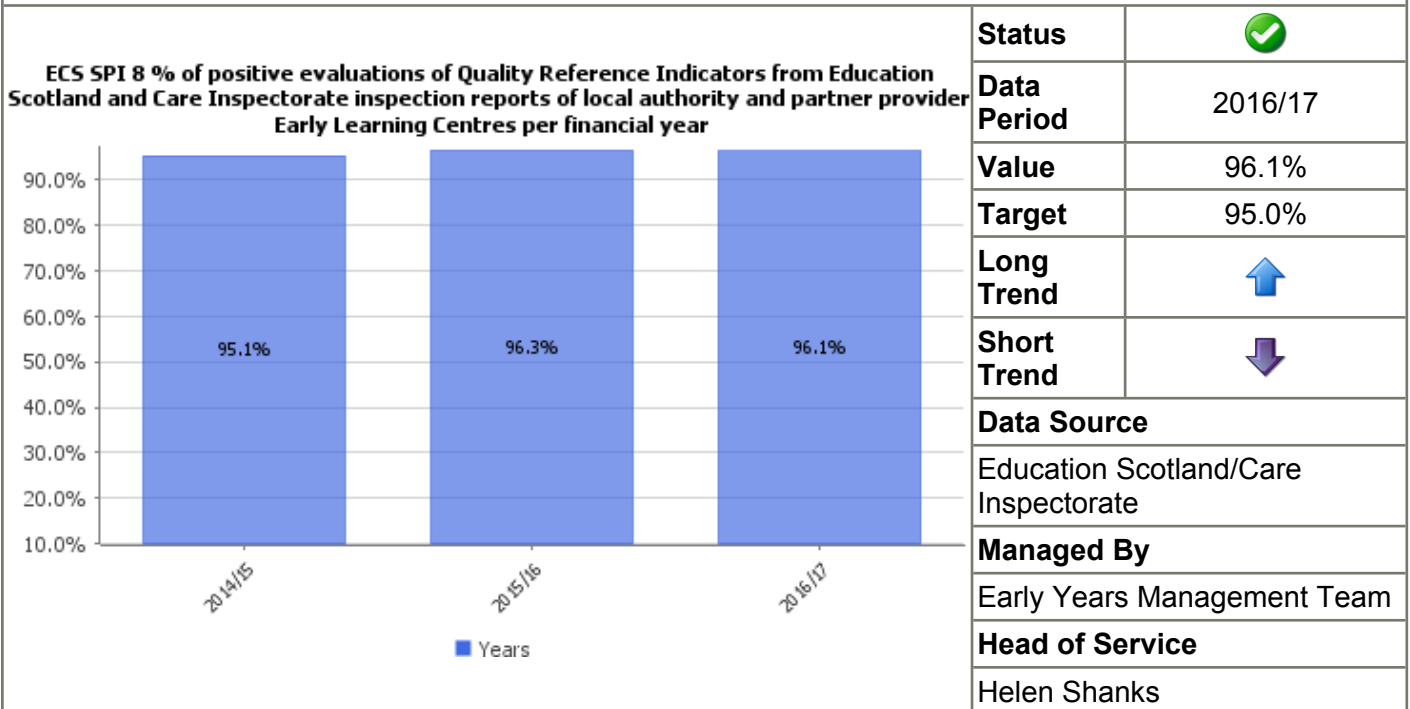
95.5% or 126 out of 132 Quality Reference Indicator areas evaluated during Education Scotland and Care Inspectorate inspections conducted in 2016/17 were rated as satisfactory or above, a small decrease in comparison with 2015-16 but ahead of the 2014-15 outcome.

This year-on-year movement is, in part, a proportional impact of the reduced numbers of inspections carried out in 2016-17. The percentage of establishments achieving satisfactory or above ratings for each core Quality Reference Indicator (equating to a comprehensive positive evaluation) rose to 96.4% from 93.1%

Underlying this outcome, the proportion of evaluations rated Good or above rose to 79.5% from 77% in 2015-16, maintaining the three year improvement trend

ECS SPI 8 – Inspections of Early Years Provision

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of local authority and partner provider Early Learning Centres per financial year



Narrative and Analysis

The total number of Education Scotland and Care Inspectorate inspections of establishments undertaken for the period was 37. Of these, 35 inspections resulted in positive outcomes against the suite of 'core' Quality Reference Indicators reviewed, with a single joint inspection and a Care Inspectorate evaluation identifying areas for specific improvement.

From these inspections 124 of the 129 QRI examined were rated as meeting the requirements for an evaluation of 'Satisfactory or above' With an overall outcome of 96.1%, the 2016-17 result is slightly below that of 2015-16 (96.3%) but above that in 2014-15 (95.1%) respectively and maintains a three-year positive trend.

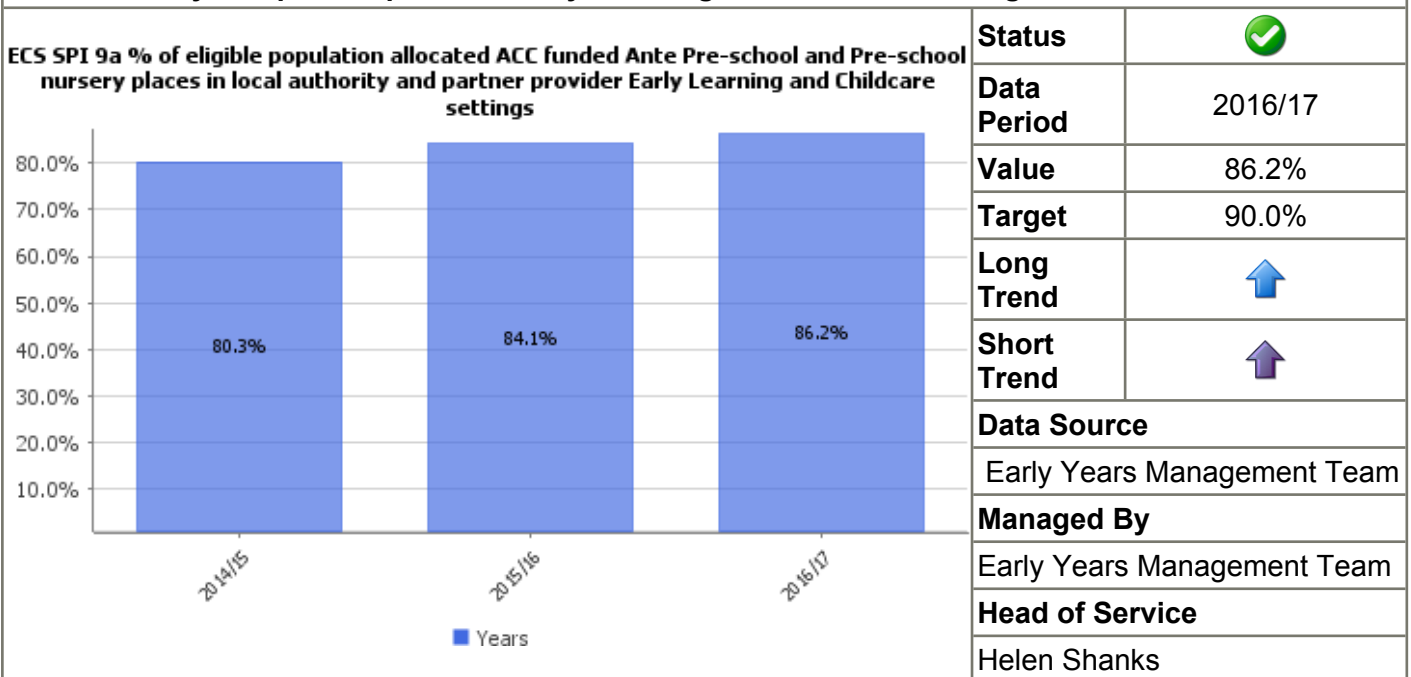
This is in line with the national position extrapolated from the most recent Education Scotland and Care Inspectorate national reports and encompasses an increase in the combined proportion of Indicator assessments at Good or above from 77.8% in 2015-16 to 81.4% along with maintenance of a 98% outcome against Care Inspectorate assessments.

2017-18 Strategic Business Plan

The current Strategic Business Plan contains the aim that, in the 2017-18 academic year, the outcomes from inspections of local authority Early Years settings will be 100%.

ECS SPI 9 – Early Years Provision

% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings



Narrative and Analysis

The combined percentage of allocations against combined funded ante pre-school and pre-school places in 2016-17 rose by more than 2% from 84.1% in the previous year to 86.2%, representing a three year high and maintaining a consistent improvement trend.

This improvement is being delivered through the additional nursery places provided across the City in the prior and current academic years, expansion of the ME2 programme and the implementation plan to both increase partner provider places and extend local authority provision, linked to the City's Local Outcome Improvement Plan 2016-2026 and the future expanded provisions of the Children and Young People (Scotland) Act 2014.

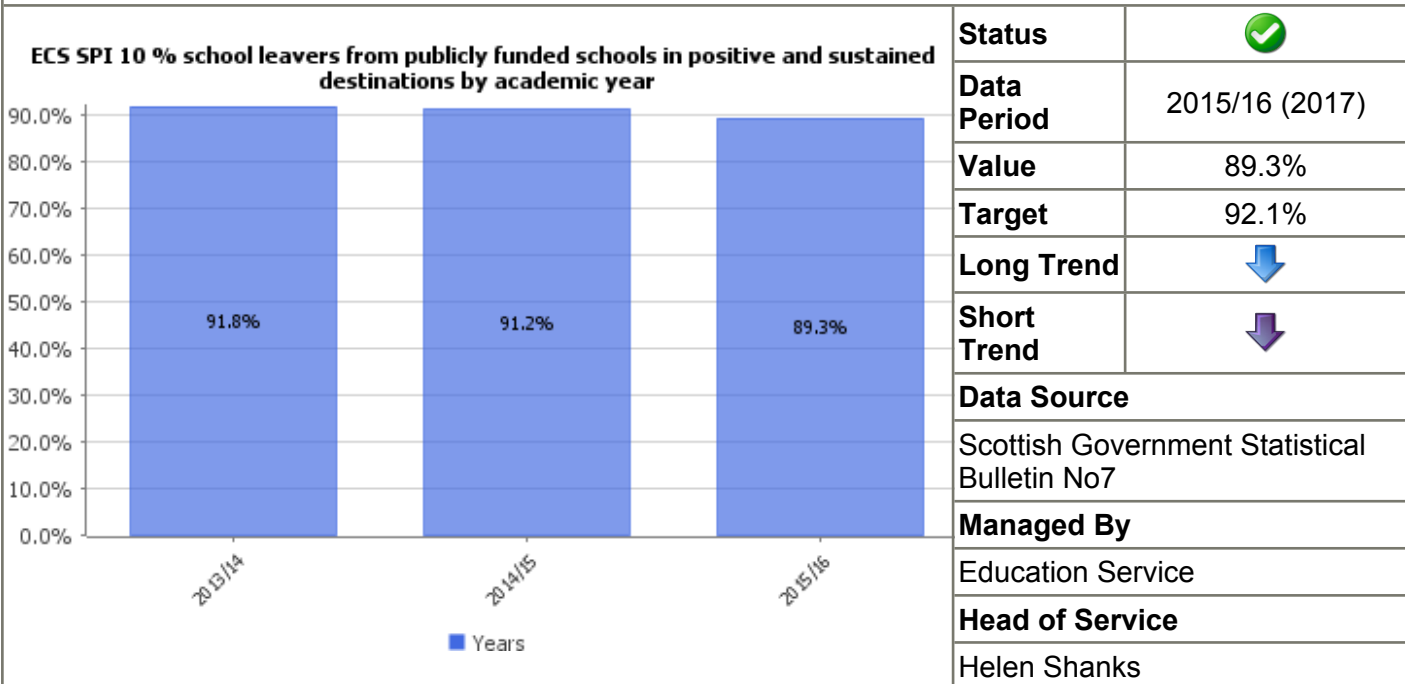
This rate of improvement is around double that of the national annual growth in ELC places which, most recently, was recorded at 1.1% and reflects increases against the two contributing sub-indicators ('ante pre-school' and 'pre-school' population provision) to 81.9% from 80.3% and 90.5% from 87.9%

Local Outcome Agreement 2016-2026

The City's LOIP contains the objective that, by the 2020 academic year, 100% of demand for Early Years and Childcare provision will be met.

ECS SPI 10 – School Leaver Destinations

% school leavers from publicly funded schools in positive and sustained destinations by academic year



Narrative and Analysis

The percentage of positive destinations in Aberdeen has fallen between the 2016 and 2017 School Leaver Destinations Report with a small decrease from 91.2% of total school leavers to 89.3% but with the City recording its highest recent proportion of leavers entering HE/FE at 66%, placing the City third nationally for this sub-measure

The Scottish Government, within publication of the 2015-16 National Performance Framework measures, had indicated that annual variations of +/- 1% points are to be regarded as representing an essentially unchanged position.

At this level, the outcome for sustained destinations is below the Scotland figure of 91.4% (and the ambitious Directorate target of 92.1%) A more statistically reliable average three year outcome, against the academic year, of 90.8% is +0.2% above the figure recorded against 2013-14 but below 2014-15 by 0.5%.

Comparing the City's result in the context of the more relevant Large Urban Area classification, this outcome is more closely aligned with the city comparator average of 90%, which nationally also showed a decrease against the previous year (-1.5%)

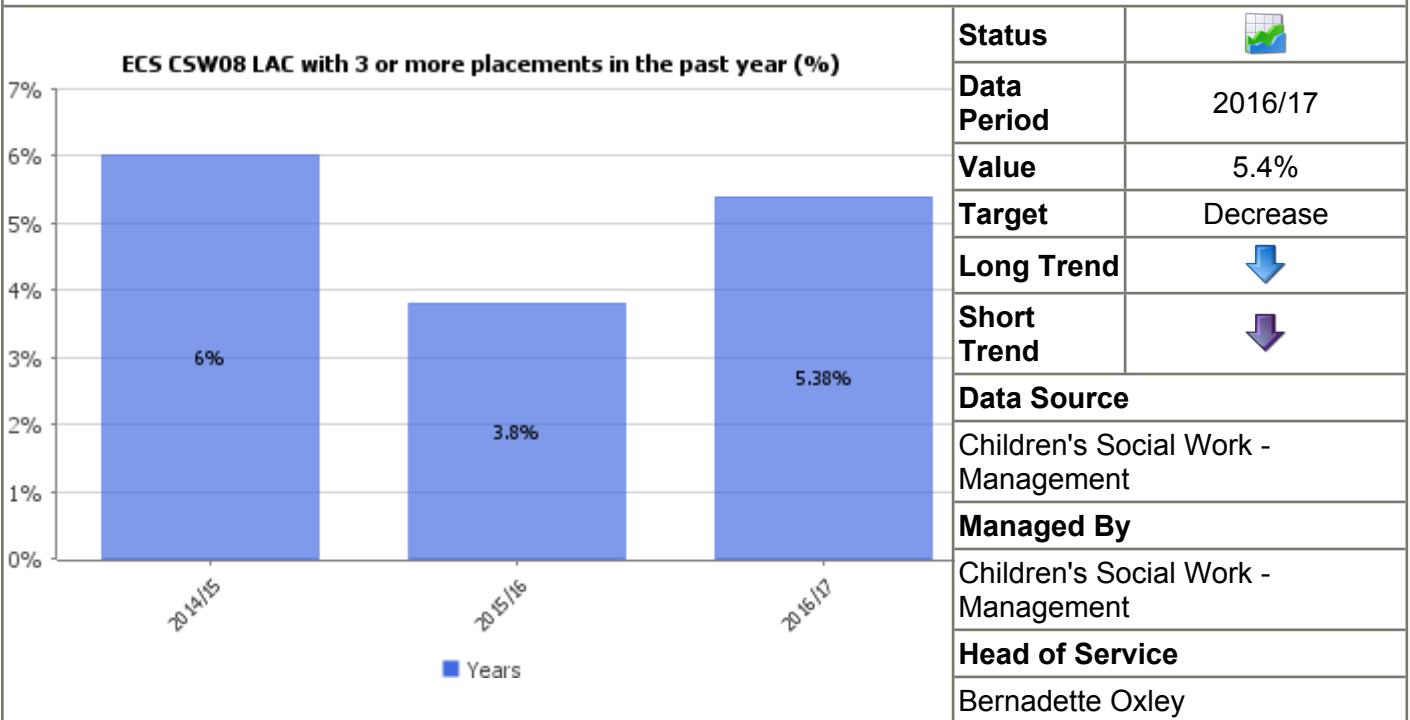
The increasing impact of the City Campus, offering access to additional vocational training in partnership with the local FE provider, and a wider range of educational qualifications than was previously available through individual schools, is relevant as indications are that this is having a positive influence on the destinations of pupils from regeneration areas in the longer term.

* From August 2017, this Indicator is to be replaced by the more expansive National Participation Measure on Post-School Participation which tracks the outcomes for all 16-19 year-olds continuously over a 12 month period.

Summary figures from the summary data release, published on 29th August 2017, indicated that, of the 6,862 young people in this cohort, 89.4% were in a positive destination, an increase of 0.5% points and 2.1% points on 2016 and 2015 reports respectively. The national figure in this context is 91.1%

ECS SPI 11 – Placements of Looked After Children

Looked After Children with 3 or more placements in the past year (%)



Narrative and Analysis

This Indicator, introduced in 2014-15, has shown a decline in absolute and proportionate outcome this year with 31 Looked After Children (5.4% of the LAC cohort) experiencing 3 or more moves compared with 21 (3.8% of the LAC cohort) in the previous year.

This is only the third year that we have reported on this Indicator. As the cohort size is very limited and this is a subset of the total number of looked after children, which itself has increased in each year, it is too early to suggest this is a trend.

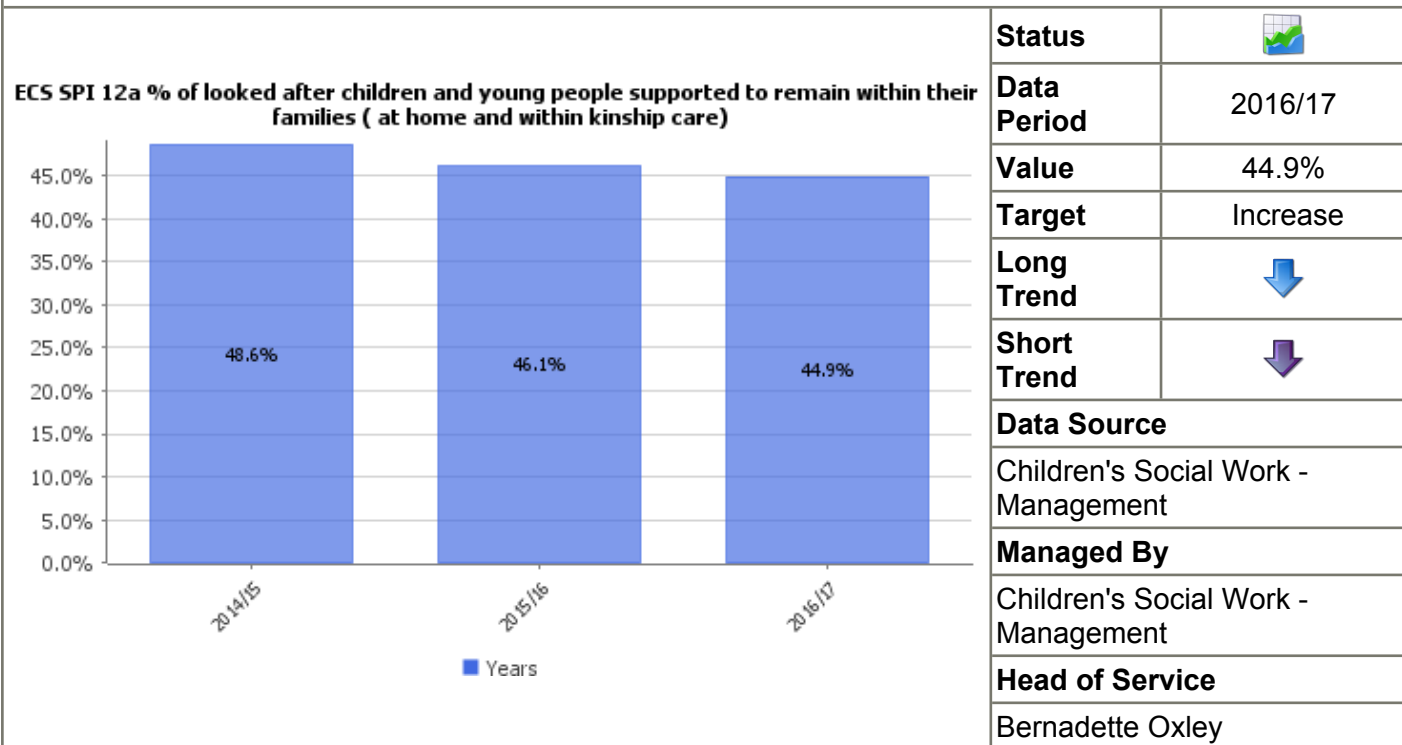
At the same time it is recognised that more still needs to be done. The priority of reducing the percentage of children experiencing three or more moves is being addressed through improvement work linked to the review of residential homes and the training for residential and fostering staff.

Additionally, the recommissioning of externally provided early help and intensive support services will also aim to support more children to remain within their families and enable them to find solutions to their own difficulties. The Family and Community Support services are also being redesigned and links between them and the newly commissioned services will be more closely aligned.

Using the national data comparator, which reports on all placement moves of children, including placements at home with parents and reflects on the calendar year, this is the third successive year which has seen a reduction in the percentage of children who have had three or more placements. At a figure of 6%, this places Aberdeen 1% point above the national average and compares favourably with the two urban authorities (Edinburgh and Dundee) included in the City's benchmark grouping which has an average figure of 7%

ECS SPI 12 – Balance of Care

% of looked after children and young people supported to remain within their families (at home and within kinship care)



Narrative and Analysis

Two thirds of children and young people whose families meet the threshold for a social work service intervention are supported to live at home within their own communities without becoming looked after.

The measure used to record the SPI (i.e. the number of children and young people with a placement of 'at home or with kinship' as a percentage of the total number of children looked after), showed a decrease on the previous year of just over 1% to 44.9% from 46.1%.

Within the sub-set of those children and young people who are looked after, the proportion that are looked after at home, or with friends or relatives, has fallen for the fourth year running, (despite those looked after in kinship arrangements rising slightly). This is also reflected in similar trends both within comparator authorities and across Scotland, as demonstrated by the 2016 CLAS return.

2016-17 Strategic Business Plan

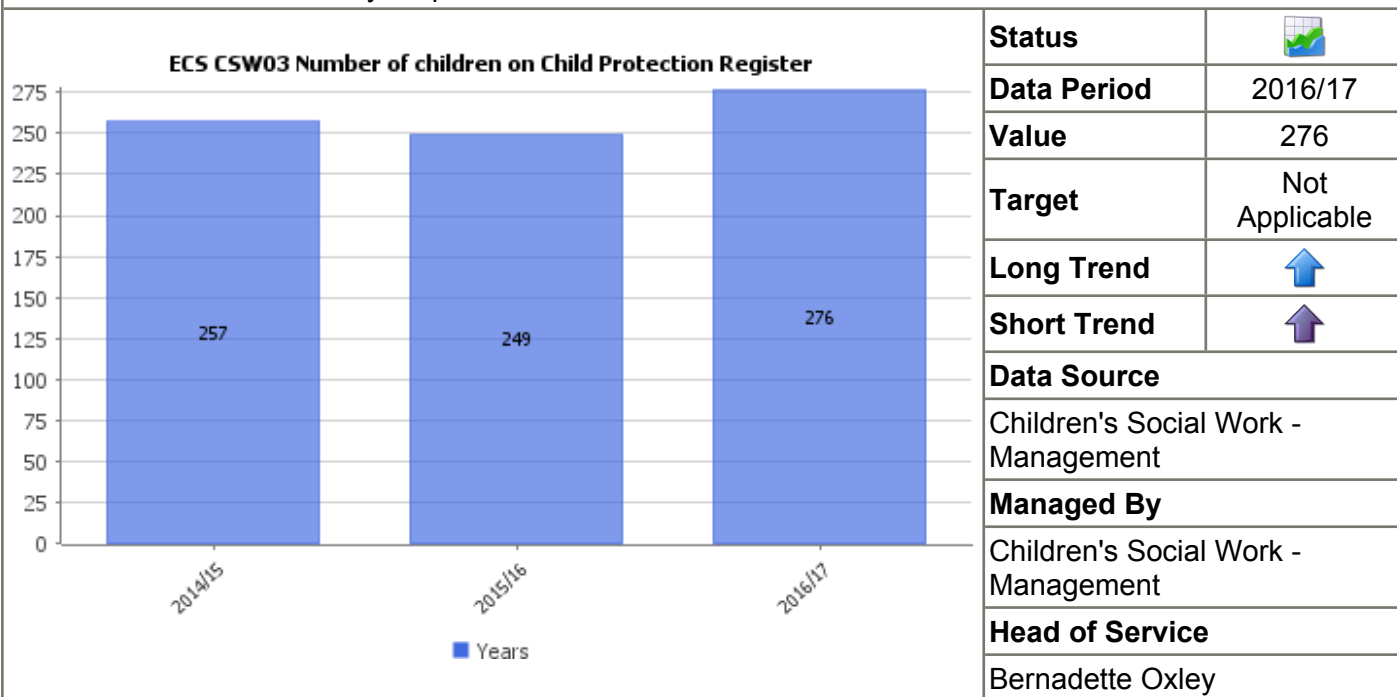
Both the 2016-17 Strategic Business Plan and Local Outcome Agreement Plan contain a commitment to reduce the number of children looked after and accommodated outwith the City.

At the most recent snapshot point, (30th June 2017) the number of children (places) in this category was 39, three fewer than the 2015-16 baseline number of 42 children. This is on target for the commitment in relation to the implementation of Reclaiming Social Work.

ECS SPI 13 – Child Protection Registrations

Number of children on Child Protection Register

Trend calculation method is year on year - Short trend calculates current period v previous period; Long trend is calculated over a 3 year period.



Narrative and Analysis

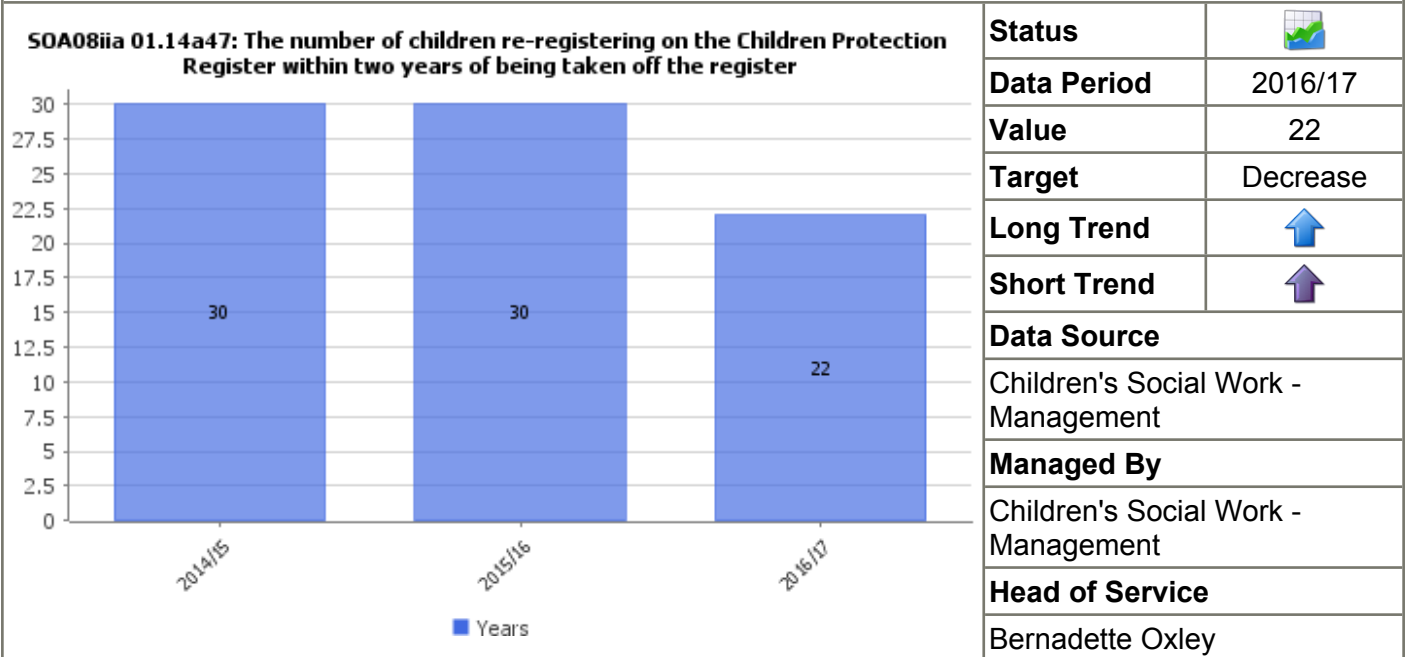
In 2016-17 (1st April 2016 to 31st March 2017), there were a total of 276 registrations, an outcome higher than last year's figure of 249, and which had previously been seeing a marginal reduction year on year. Nevertheless the increase is within a static trend.

The data highlights that the rate of registration in Aberdeen City is 3.5 per 1000 while the national average is 3 per 1,000. However, this rate is not substantively different from the City's comparator authorities, (Dundee; Edinburgh City; Renfrewshire; Argyll & Bute and South Ayrshire).

ECS SPI 14 – Child Protection Re-registrations

The number of children re-registering on the Children Protection Register within two years of being taken off the register

Trend calculation method is year on year - Short trend calculates current period v previous period; Long trend is calculated over a 3 year period.



Narrative and Analysis

During 2016-17, 22 children were re-registered on the Child Protection Register (CPR) within a 2 year period of being de-registered, a reduction of 8 children on the two previous years and against a background of an increasing, although relatively stable, number of children recorded on the Register.

The Scottish average taken from Scottish Government returns published in March 2017 (July 2016 snapshot) for children whose names are on the CPR with a previous history of registration is 17%. The level of re-registration for Aberdeen City is 20%.

While the data indicates that Aberdeen City is above the national average, this year's outcome is also suggesting the gap is narrowing. Last year, Aberdeen City's rate of re-registration was 25% compared to the national average of 16%.

PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving/Increasing		Improving/Increasing
	Warning		No Change		No Change
	OK		Getting Worse/Decreasing		Getting Worse/Decreasing
	Unknown				
	Data Only				

ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	14 September 2017
REPORT TITLE	E&CS Financial Performance – Quarter 1, 2017/18
REPORT NUMBER	CG/17/114
LEAD OFFICER	Steven Whyte, Head of Finance
REPORT AUTHOR	Brian Dow

1. PURPOSE OF REPORT:-

- 1.1 To provide the full year forecast position of Education & Children's Services for the financial year 2017/18.

2. RECOMMENDATION(S)

- 2.1 It is recommended that Committee note:-

- The projected revenue and capital position for Education and Children's Services as detailed in Appendix 1.

3. BACKGROUND/MAIN ISSUES

- 3.1 This is the first quarterly financial report for 2017/18, representing the first stage of a stepped change in the way the Council reports its financial position.
- 3.2 This report focuses the projected financial position for the full year for Education & Children's Services.
- 3.3 Quarterly reporting will evolve throughout the year to incorporate further changes such that the ultimate aim of a faster year end closedown and the production of the unaudited annual accounts by the end of April 2018 can be achieved. This means the Council would have produced its annual accounts two months earlier than the statutory deadline.
- 3.4 Emerging Issues
- 3.4.1 These are identified within the appendix to this report.

4. FINANCIAL IMPLICATIONS

- 4.1 The forecast full year financial position of the Education & Children's Services for the financial year 2017/18 is reflected in Appendix 1 to this report, along with the Capital position.
- 4.2 Following a positive financial performance in 2016/17, E&CS starts the financial year 2017/18 with a strong financial platform from which to operate. It is recognised that this will be another financially challenging year and that strong fiscal management coupled with financial restraint will be required to ensure that a balanced position against budget is achieved which in turn will continue to provide a strong balance sheet for future financial years.
- 4.3 Services continue to manage increased demand within the current service delivery model and structure within which the Council operates and this requires continued close fiscal management. Indeed, services are examining all areas of spend with a view to avoiding incurring expenditure except where absolutely necessary.
- 4.4 The Strategic Budget Review Group, referred to in Appendix 1, will continue to develop budget options over the course of the next few weeks for initial review by services and consideration by the Corporate Management Team (CMT). Thereafter, proposed options will be taken through the proper governance process including consultation with Elected Members and reporting to committee for formal decisions where necessary.

5. LEGAL IMPLICATIONS

- 5.1 While there are no direct legal implications arising from the recommendations of this report, there are additional reporting requirements due to the LSE listing and issue of bonds.

6. MANAGEMENT OF RISK

Financial

- 6.1 Every organisation has to manage the financial risks inherent in the operation of large and complex budgets. These risks are minimised by the regular review of financial information by services and corporately by Elected Members. This report is part of that framework and has been produced to provide an overview of the current operating position and so financial risk related to this report is considered to be low.
- 6.2 The main financial risk that the Council is managing is the increased demand on services. This is being mitigated through reviewing all areas of expenditure with a view to only incurring expenditure that is absolutely necessary.
- 6.3 In relation to capital projects there is a risk that following the procurement process, tendered costs will vary from that assumed at the time of project approval. This risk is mitigated through quantification and review of indicative project costs by suitably qualified staff or external body where appropriate.

Employee, Customer / Citizen, Environmental, Technological and Legal

- 6.4 Consideration has also been given to Employee, Customer / Citizen, Environmental, Technological and Legal risks, and no risks were identified.

Reputational

- 6.5 The reputational risks to the Council are minimised by the regular review of financial information by services, CMT and Elected members throughout the Financial Year.

7. IMPACT SECTION

Economy

- 7.1 Investment in the city will have a positive impact on the economy.

People

- 7.2 Robust management of the council's finances will ensure that council services can continue to be provided.

Place

- 7.3 Investment will enhance the place by creating a better and more vibrant city in which to live.

Technology

- 7.4 There are no direct implications on technology arising from the recommendations of this report

8. BACKGROUND PAPERS

None

9. APPENDICES

Appendix 1 – Projected Financial Position –Revenue and Capital

10. REPORT AUTHOR DETAILS

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ABERDEEN
CITY COUNCIL

FINANCIAL STATEMENT
FOR THE QUARTER
1 APRIL 2017 TO 30 JUNE 2017
PROJECTED FINANCIAL POSITION

EDUCATION & CHILDREN'S SERVICES – REVENUE BUDGET

As at 30 June 2017	Full Year Budget	Forecast	Variance fro Budget		Notes
	2017/18	Outturn 2017/18	£'000	%	
	£'000	£'000	£'000		
Children's Social Work	39,525	39,525	0	0.0	1
Education Services	156,663	156,663	0	0.0	2
Inclusion	17,603	17,603	0	0.0	3
Policy, Performance & Resources	5,121	5,121	0	0.0	4
Total E&CS Budgets	218,912	218,912	0	0.0	

It should be noted that the full year budgets reflected above differ from those set by Council in February 2017 for a number of reasons. This is normal practice during the year as virements are identified. The main change in services relates to the allocation of procurement savings which was held within Contingencies at the time the budget was set.

There are a number of identified cost and/or demand pressures on services which require to be addressed during the remainder of the year. A short life working group has been set up to carry out a strategic review of spend across a range of areas including those detailed below. Initial work carried out by the group indicates that whilst there are challenges ahead, a number of options are available to address these such that a balanced position can be achieved.

1. The main areas of pressure, emerging risks and assumptions within Children's Social Work are:

- Children's Fostering costs are under pressure due to a shortage of In-house provision. Alternative external fostering agency costs are more expensive. It is anticipated that these costs can be contained within budget.
- Self-Directed Support cases are assessed on how best to meet client needs and it is anticipated that overall costs can be managed through opening up new and more flexible opportunities to meet the needs of the client.
- Out Of Authority Placements – To offset demand pressure, the service continues to reduce the number and cost of external placements. The Child Service Specialist Forum, acting as a gatekeeper, currently manages access to high tariff provision, matching presented need to resources for young people whose needs have exhausted local provision. This is supporting ensuring that appropriate cost effective options will be implemented.

2. The main areas of pressure, emerging risks and assumptions within Education Services are:

- The risk of pressure on staffing budgets associated with the August 2017 pupil roll changes can be accommodated from within current budgets.

3. The main areas of pressure, emerging risks and assumptions within Inclusion are:

- Out Of Authority Placements – To offset demand pressure, the service continues to reduce the number and cost of external placements. The Child Service Specialist Forum, acting as a gatekeeper, currently manages access to high tariff provision, matching presented need to resources for young people whose needs have exhausted local provision. This is supporting ensuring that appropriate cost effective options will be implemented.

4. The main areas of pressure, emerging risks and assumptions within Policy, Performance & Resources are:

- It is anticipated the risk of pressure from property works relating to school security and other needs led, health & safety issues, can be met from within current budget resources.

EDUCATION & CHILDREN'S SERVICES – CAPITALPROGRAMME

		Non-Housing Capital Programme							
Tender Let?			Outturn	Budget	Budget	Budget	Budget	Total	Notes
NHCP No.	Yes/No/ Part	Education & Children's Services	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000	2021/22 £'000	£'000	
773	Yes	New Brimmond School	(43)	0	0	0	0	(43)	1
776	Yes	Orchard Brae Centre of Excellence	3,444	0	0	0	0	3,444	
809	No	New Milltimber Primary	0	500	11,000	1,500	0	13,000	
812	No	Kingsfield Childrens Home	420	1,080	50	0	0	1,550	2
823	Yes	Music Hall Refurbishment	0	0	0	0	0	0	
828	Yes	Greenbrae Primary Extension and Internal Works	495	0	0	0	0	495	
831	Yes	Stoneywood Primary	10,461	1,471	0	0	0	11,932	
832	Yes	Dyce 3G Pitch	10	0	0	0	0	10	
834	Yes	Refurbish Throughcare Facility - 311 Clifton Road	42	0	0	0	0	42	
840	Part	Tillydrone Primary School	2,871	6,595	7,500	0	0	16,966	3
841	Part	Torry Primary School and Hub	2,983	7,000	9,000	1,000	0	19,983	3
851	No	Northfield / Cumming Park Early Learning and Childcare Provision	0	500	0	0	0	500	
799A	Yes	Art Gallery Redevelopment - Museums Collection Centre	3	0	0	0	0	3	
799B	Yes	Art Gallery Redevelopment - Main Contract (HLF)	7,351	4,008	0	0	0	11,359	
808A	n/a	Lochside Academy - ICT Infrastructure	0	1,000	0	0	0	1,000	
808B	n/a	Lochside Academy - Infrastructure Improvements	70	1,430	0	0	0	1,500	
Total			28,107	23,584	27,550	2,500	0	81,741	

1. Projects which are completely funded by ring-fenced capital grant. If the project is stopped, the funding will be lost.

2. Projects where tenders have been received, and formal letting of contract could be imminent.

3. "Part" tenders are generally for small or introductory elements of the full project, or early years only agreed, but preparatory works are being undertaken.

COMMITTEE	Education and Children's Services
DATE	14 September 2017
REPORT TITLE	Education and Children's Services Anti-Weapon / Knife Crime Policy
REPORT NUMBER	ECS/17/041
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Catriona Walker

1. PURPOSE OF REPORT:-

The purpose of this report is to seek Committee approval to implement the draft Anti-Weapon/Knife Crime Policy in Aberdeen City Council schools.

2. RECOMMENDATION(S)

It is recommended that the Committee:

(a) Approve the Anti-Weapon/Knife Crime Policy to be implemented immediately.

3. BACKGROUND/MAIN ISSUES

3.1 Background

Following the approval of the Anti-Weapon/Knife Crime Strategy at Committee on 17 November 2016 work has continued to successfully implement the recommendations of the Independent Review (Andrew Lowe).

Recommendation 5 from the review stated –

Aberdeen City Council should work with Police Scotland to establish a clear and effective policy on management of offensive weapons in school with partners.

The Anti-Weapon/Knife Crime Policy incorporates a further twelve recommendations from the Independent Review including Engagement with pupils and parents, Incident Notification & Recording, Pupil Searches and links to the Anti-Bullying Policy.

Collaboration with Police Scotland has ensured information on the current legal framework is reflected in the Policy along with clear guidance on searching and incident reporting. The Policy was also put out for consultation to internal colleagues within ECS, all Head Teachers, Northern Alliance and

Parent Council representatives. Feedback received has been used to update and improve the Policy.

3.2 Aims

The Anti-Weapon/Knife Crime Policy aims

- To inform schools of expectations with regard to anti-weapon/knife crime
- To provide procedural and operational guidance to all Aberdeen City Council schools and communities with regard to weapon/knife crime
- To provide guidance on procedures with regard to the searching of pupil's personal belongings
- To outline links to Aberdeen City Council Anti-bullying Policy

3.3 Implications for Schools

Schools will be required to

- Upskill staff in the requirements of the Anti- Weapon/Knife Policy for Aberdeen City Council
- Continue to work in partnership with Police Scotland
- Disseminate related materials to pupils, staff and parents
- Organise Pupil Forum discussions as stipulated in the Policy

4. FINANCIAL IMPLICATIONS

There are no additional financial implications associated with this Policy. All costs are being met from existing service budgets.

5. LEGAL IMPLICATIONS

The Children in Scotland Act places a duty on Local Authorities to protect children and young people. The Anti-Weapon/Knife Crime Policy will give direction to schools in sharing the main messages of weapon crime. The Policy outlines effective practice in safeguarding children and young people to ensure that the Council fully complies with legal duties.

6. MANAGEMENT OF RISK

6.1 Financial – There are no financial risks associated with the policy or its implementation.

6.2 Employee – Not being able to safeguard children and young people can present a risk to the wellbeing of employees This Policy will provide employees with clarity on the authorities' expectations about what constitutes a weapon and how to report weapon incidents.. The Policy will help reduce the risk as the procedural steps and responsibilities are clear.

6.3 Customer/ citizen – The implementation of the Anti-Weapon/Knife Crime Policy will allow Aberdeen City Council to progress and embed the messages around weapons and knife crime and subsequently ensure the risk is low. It will allow continual collaborative working between Aberdeen City Council,

schools, parents and Police Scotland. The Policy and guidance will provide consistency across the Local Authority and proactive planning will enable swift and immediate response to schools and communities.

6.4 Environmental – There are no environmental risks identified with this policy.

6.5 Technological – The risks in terms of technology have been identified and the School Management Information Systems (SEEMIS) team provide schools/staff support in recording parent letter returns and the ECS Admin team support staff in accessing and completing incident ‘Near Miss’ reports.

6.6 Legal – Implementing this policy and reviewing it at relevant times will limit the risk of legal challenge. Adhering to this Policy will ensure that legal risks remain low.

6.7 Reputational – The Anti-Weapon/Knife Crime Policy requires a consistent and centralised approach to the education of weapons and the recording of weapon incidents. This will result in the information about weapon incidents across our service to be more accessible and visible. This is seen as a positive impact allowing Aberdeen City Council to work in close partnership with Police Scotland and in providing schools with immediate response and support to any weapon incident. Aberdeen City Council will continue to evaluate the provision and support provided by actions contained in the Anti-Weapon Policy. This will be reviewed at relevant times ensuring that mitigating circumstances relating to any incident regarding weapon/knife crime is reduced as far as possible.

7. IMPACT SECTION

7.1 Economy – Children and young people who are educated on the risks of carrying a weapon and made aware of the consequences of weapon crime are less likely to commit an offence and more likely to contribute to the economy.

7.2 People – The Anti-Weapon/Knife Policy will enable schools across the city to effectively raise awareness of weapon/knife crime and educate young people on the consequences of carrying a weapon. In addition it will provide clarity to school staff on the protocol of:-

- Notifying and recording incidents relating to weapons/knives
- Pupil searches and confiscation of weapons/knives
- Anti- bullying recommendations

The Policy will be of interest to the public and will have a positive impact on Children and Young People through its implementation.

This work clearly aligns with the [Aberdeen City Local Outcome Improvement Plan 2016-26](#).

The Policy supports our Priority ‘Children are Our Future’ within the LOIP and works towards delivery of primary drivers –

2. Children are safe and responsible – children and young people are safe from all forms of harm

3. Children are respected, included and achieving – children and young people are listened to, respected, valued and involved in the decision-making process

An EHRIA has been completed for this Policy.

7.3 Place - The safety and wellbeing of all pupils, staff and visitors to a school is of paramount importance. Implementation of the Anti-Weapon/Knife Policy will help create a safe learning environment benefitting everyone and therefore contributing to a safer community and environment.

Within the LOIP the Policy will help deliver the primary drivers of our Priority 'Empowered, Resilient and Sustainable Communities'

1. Safe and resilient communities - Aberdeen is a place where people are safe from harm.

A fundamental sense of safety and wellbeing has the greatest impact on people's lives and builds community empowerment and resilience. Preventing crime and antisocial behaviour continues to be a priority for partnership working.

7.4 Technology – The reporting requirement linked to the Anti-Weapon/Knife Crime Policy for schools uses [The Zone Your HR] for 'near miss' reports and SEEMIS for the collation of parent letter returns, both are available to all Aberdeen City schools.

8. BACKGROUND PAPERS

8.1 Independent Review of the Circumstances Surrounding the Death of Bailey Gwynne at Cults Academy on 28th October 2015.

<http://thezone/nmsruntime/saveasdialog.asp?IID=38886&sID=12724>

8.2 Education and Children's Services Anti-Bullying Policy

<http://thezone/nmsruntime/saveasdialog.asp?IID=41434&sID=8689>

9. APPENDICES (if applicable)

- Appendix 1 – Draft Anti-Weapon/Knife Crime Policy
- Appendix 2 - Review Recommendations

10. REPORT AUTHOR DETAILS

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Responsible
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Share
information

Anti-Weapon/Knife Crime Policy

We all play
our part

Keeping
people safe



ANTI-WEAPON/KNIFE CRIME POLICY
Aberdeen City Council

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- 2. Legislation and Children's Rights**
- 3. Policy Objectives**
- 4. Expectations of Schools**
- 5. Procedural Guidance for Incident Notification and Reporting**
- 6. Pupil Searches**
- 7. Link to the Aberdeen City Council Anti-Bullying Policy**
- 8. Review Date**
- 9. Useful Contacts**

ANTI-WEAPON/KNIFE CRIME POLICY

Aberdeen City Council

1. BACKGROUND TO POLICY

Following the tragic event at Cults Academy on the 28th October 2015 an independent multi-agency review was commissioned by members of a Chief Officer's Group.

The overall aim of the review was to provide independent assurance to partners and the public that all circumstances in relation to the event were reviewed and appropriate recommendations made for future practice. The review highlighted 20 recommendations to be actioned. A Northern Alliance Strategic Group was formed and an implementation plan created to meet the requirements of the review recommendations. This work commenced in August 2016 in collaboration with other key partners including the following

- Police Scotland
- Primary & Secondary Head Teachers
- Pupils
- Parents
- Community Teams
- Social Work Teams

The anti -weapon/knife crime policy was created to give direction to schools and their communities in order to meet all of the recommendations from the review.

2. LEGISLATION AND CHILDREN'S RIGHTS

Criminal Law (Consolidation) (Scotland) Act 1995.

Any person who without lawful authority, or reasonable excuse, has with him/her in a public place, any offensive weapon commits an offence.

Children's Rights

Our responsibilities are set out in the United Nations Convention on the Rights of the Child.

"Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them." (Article 19)

3. POLICY OBJECTIVES

- To inform schools of expectations with regard to anti –weapon/knife crime.
- To provide procedural and operational guidance to all Aberdeen City Council schools and communities with regard to weapon/knife crime.
- To provide guidance on procedures with regard to the searching of pupils' personal belongings.
- To outline links to Aberdeen City Council Anti Bullying Policy

ANTI-WEAPON/KNIFE CRIME POLICY

Aberdeen City Council

4. EXPECTATIONS OF SCHOOLS

Curriculum Input

Aberdeen City Council has provided Primary and Secondary Schools with an anti-weapon school pack containing educational resources and promotional materials. Some of these lessons have been adapted from resources shared by the Ben Kinsella Trust in London.

Schools will be expected to deliver the following based on the anti-weapon school pack –

SCHOOLS
<ul style="list-style-type: none">• Share the age appropriate learning resources and lessons provided. Schools can deliver these resources where and when appropriate to their individual curricular structures and design.
<ul style="list-style-type: none">• Work in partnership with Police Scotland to deliver the anti-weapon/knife crime presentations and assemblies to all Secondary 1 and Secondary 5 pupils.
<ul style="list-style-type: none">• Encourage pupil councils and forums to have regular discussions of agenda items linked to the broader area of carrying weapons within schools. This will allow pupils to share their knowledge and to use the pupil voice to further develop safe practices.
<ul style="list-style-type: none">• Provide the opportunity for pupil groups to forward feedback to Aberdeen City Council which will help to improve future educational resources and highlight any further actions in order to keep the strategy developing.

Aberdeen City Council will use its websites to share information on weapon/knife crime and will inform schools of updates. They will provide an anti-weapon message for schools to display on their individual school websites.

SCHOOLS
<ul style="list-style-type: none">• School websites should display the anti-weapon message provided by Aberdeen City Council

Non-Curricular Expectations

Within the Aberdeen City Council anti-weapon school pack there are promotional materials to assist schools in highlighting the main messages of anti-weapon/knife crime.

SCHOOLS
<ul style="list-style-type: none">• Ensure the contents of the pack are displayed and distributed appropriately throughout their establishment and to the wider school community thus

ANTI-WEAPON/KNIFE CRIME POLICY

Aberdeen City Council

promoting a zero tolerance approach to the possession of weapons/knives.

- Discuss the anti-weapon/knife crime policy with all staff to ensure they are aware of policy procedures and adhere to them.

The #lifenotknife is an online resource for pupils to pledge never to carry weapons and to share information.

SCHOOLS

- Guide and support pupils to participate and take an active role in pledging never to carry a weapon and to share information. Schools will find guidance notes on how to make a pledge in the anti-weapon pack.

Parental Engagement

Aberdeen City Council has provided a parent guidance leaflet which presents the facts on weapons crime and the consequences of carrying a weapon/knife. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance which should include educating them about the dangers of weapons. Aberdeen City Council will also provide a parent agreement letter setting out the expectations of the school with regard to weapons/knives. It is the parent's responsibility to read the letter, sign it and return it to school. If a child is old enough he/she should also sign the agreement letter.

SCHOOLS

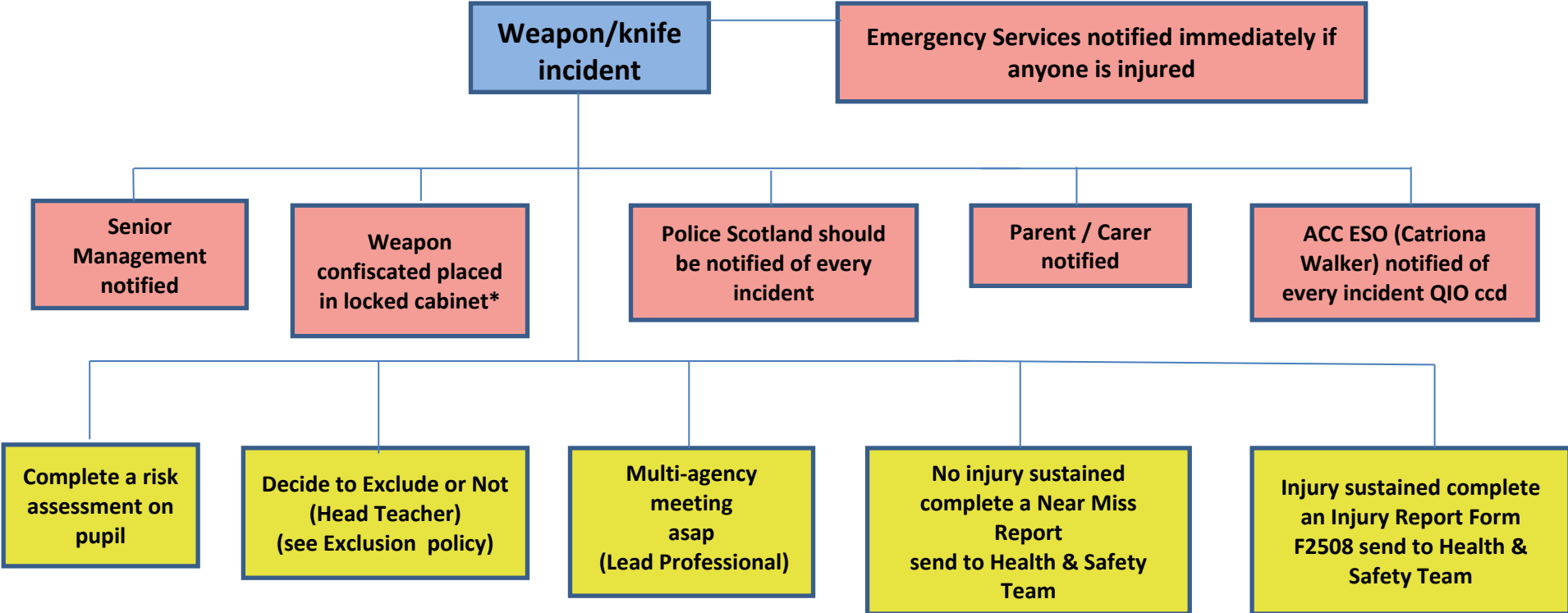
- Schools are responsible for ensuring that parents/carers receive both a parent agreement letter and a guidance leaflet.
 - Incorporate the parent letters into the school's Primary 1 induction pack and also put out again to S1 pupils capturing transition from P7 –S1.
 - Ensure new pupils/parents/families from outwith Aberdeen City Council receive the parent letter as part of the school's induction pack.
- All parent agreement letter returns should be recorded on SEEMIS using the ACC tab.

It is important to emphasise that the success of the anti-weapon/knife strategy lies heavily on all adults modelling and presenting the appropriate messages and behaviours.

ANTI-WEAPON/KNIFE CRIME POLICY

Aberdeen City Council

5. PROCEDURAL GUIDANCE FOR INCIDENT NOTIFICATION AND REPORTING



Key

Day of Incident	Following Incident
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*Do not attempt to disarm a pupil armed with a weapon seek support from Police Scotland.
 Please note Child Protection Services should only be contacted if the incident constitutes a child protection issue.

ANTI-WEAPON/KNIFE CRIME POLICY

Aberdeen City Council

6. PUPIL SEARCHES

If there is reason to believe that a pupil is carrying a knife or other offensive weapon the following steps should be followed –

Do not attempt to disarm a pupil armed with a weapon seek support from Police Scotland.

In accordance with the law of Scotland searches must be made with the pupil's consent.

Physical searching of a pupil can only be carried out by Police Scotland.

Where consent is given the Head Teacher or nominee can undertake searches of the pupil's belongings.

Where no consent is forthcoming schools will contact Police Scotland

Parents will be informed of any searches

Any weapon/knife found in a pupil's possession will be confiscated

Any weapon/knife found will be stored in a locked cabinet awaiting action by Police Scotland

7. LINK TO THE ABERDEEN CITY COUNCIL ANTI- BULLYING POLICY

The 2009 Policy on Positive Relationships and Anti-bullying approaches in Schools is currently being revised and will be developed as an Education and Children's Services service-wide policy. The revised policy has been launched and schools will be expected to develop their own local level policy to meet the needs of their school and school community.

Our expectation for the revised policy, its key messages and ethos is to keep a high profile in everyday practice, through relationships between staff, parents/carers, children and young people to foster respectful relationships and behaviours.

In the interim schools should use their existing anti-bullying policies and seek clarification from the appropriate member of the Senior Management Team if specific support or guidance is required.

ANTI-WEAPON/KNIFE CRIME POLICY

Aberdeen City Council

8. REVIEW DATE

This policy will be reviewed on an annual basis.

9. USEFUL CONTACTS

Police Scotland 101
Crimestoppers 0800 555 111
Parentline 08000 28 22 23
Childline 0800 1111
www.benkinsella.org.uk
www.respectme.org.uk

INDEPENDENT REVIEW RECOMMENDATIONS – Andrew Lowe Report

Review Recommendations for Aberdeen City Council
R1. All parents should receive a letter from school at the beginning of Year S1 each year. The letter will set out the school rules and the expectations of the school with regard to weapons. The letter will be signed and returned to school.
R2. Pupil forums and pupil councils to be encouraged to develop safe processes to enable pupils to share their knowledge of weapons with teaching staff.
R3. Police Scotland shall be notified of each and every incident of weapons possession of which the school become aware.
R4. Every incident will be recorded by the school immediately following an allegation or an incident and notified to Senior Managers.
R5. Aberdeen City Council should work with Police Scotland to establish a clear and effective policy on management of offensive weapons in school with partners.
R6. In accordance with the law of Scotland searches must be made with pupil's consent. The Head Teacher or her nominee should undertake searches of pupils where consent is given. Where no consent is forthcoming, the police should be notified if there are grounds to suggest that the child or young person is carrying a knife or other offensive weapon.
R7. A specific search and confiscation protocol should be developed by Aberdeen City Council supported by Police Scotland as part of their weapons/knife crime strategy currently under development.
R8. Individual risk assessments should be completed on all individuals known or suspected to carry offensive weapons.
R9. ACC to work jointly with Police Scotland to develop and deliver age appropriate training for Primary 7, Secondary 1 and Secondary 5 to support the knife crime strategy.
R10. ACC to develop work with Ben Kinsella Trust to develop appropriate teaching resources and lesson plans.
R11. The Scottish Government should improve the resilience of schools to the threat posed by weapons and give consideration to amending the law in relation to searching pupils.
R12. The Scottish Government should explore the further legislative controls that can be brought to bear on the purchase of weapons online.
R13. Aberdeen City Council 2009 Anti bullying policy to be replaced with a policy developed in conjunction with Respect Me to include the changes following Children and Young People (Scotland) Act 2014.
R14. School anti bullying policies to be written in terms of the new policy.
R15. A senior teacher to be trained to respond to the complaints of bullying and agree outcomes with parents.
R16. The rigour of the business continuity plans for secondary schools be tested using a live scenario based on the 28 th October incident.
R17. The United Kingdom regulatory bodies, Ofcom and IPSO to consider the imposition of a 24 hour ban on reporting and publication of names involved in a fatal incident to allow for the proper and respectful notification to relatives and those intimately effected by the event.
R18. ACC to develop media training for Members and Chief Officers on the management of communications during adverse events.
R19. ACC to review the complaints policy to ensure it is responsive and expeditious.
R20. The review commissioned from the Good Governance Institute by ACC in June 2016 should defer its conclusion until the Scottish Government Child Protection System Review has reported. The national review is underway and is independently chaired by Catherine Dyer. It is due to report by end of December 2016.
R21. Aberdeen City Chief Officers Group to develop an implementation plan to deliver these recommendations and keep progress under review.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	14th September 2017
REPORT TITLE	Early Learning and Childcare Delivery Plan
REPORT NUMBER	ECS/17/042
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Eleanor Sheppard

1. PURPOSE OF REPORT:-

The purpose of this report is to seek Committee approval to submit the statutory Draft Early Learning and Childcare Delivery Plan to The Scottish Government by 29th September 2017.

2. RECOMMENDATION(S)

It is recommended that Committee:

- (i) Approve the Draft Early Learning and Childcare Delivery Plan attached as Appendix A to the report;
- (ii) Instruct the Director of Education and Children's Services to submit the Early Learning and Childcare Delivery Plan to The Scottish Government by 29th September 2017; and
- (iii) Instruct the Director of Education and Children's Services to present the final Early Learning and Childcare financial plan attached as Appendix B to the Education and Children's Services Committee on 16th November 2017 for approval.

3. BACKGROUND/MAIN ISSUES

3.1 The National Expansion of Early Learning and Childcare (ELC)

The Scottish Government is committed to expanding the provision of funded early learning and childcare (ELC) from 600 hours to 1140 hours by 2020. The expansion will prioritise a high quality experience for the child to capitalise on the significant contribution that ELC can make to a child's development and to closing the poverty related attainment gap. The Scottish Government recognises that existing ELC provision will have to be transformed to deliver 1140 hours in line with the Ministers' Blueprint for 2020

and encourages Local Authorities to innovate to improve service delivery and design a model that reflects and is responsive to community need.

- 3.2 All Local Authorities are asked to develop a statutory Early Learning and Childcare Delivery Plan to guide proposed expansion plans. The Draft Aberdeen City Council Early Learning and Childcare Delivery Plan is structured in keeping with national documentation and takes account of guidance provided by the National Early Learning and Childcare Expansion Team. Opportunities to engage with colleagues from across the Northern Alliance have helped shape our Delivery Plan. The Scottish Government ELC Team anticipate a period of engagement with all Local Authorities following submission of plans to interrogate the data and guide an equitable allocation of funding.
- 3.3 Effective use of Improvement Methodology will result in an evolving Delivery Plan as Local Authorities respond to the findings of national tests of change, advice and guidance from The Scottish Government, clarification of funding, changes in local circumstances and changes in the way parents use services; changes resulting from the Governance Review may also impact on how the Local Authority ensures quality in the years ahead.
- 3.4 The following key principles underpin our Early Learning and Childcare Delivery Plan.

Quality is the driving principle of the ELC Expansion Programme. The early years provides the foundations for promoting secure attachment, better health, social and learning behaviours with long-term impact on improved outcomes for children. Promoting child development, curriculum, pedagogy, alignment with child and family nurture services, closing the attainment gap and transitions to the next stage of the learning journey will be a key focus of our expansion plans.

Accessibility will be addressed to ensure that constraints of current service design are removed wherever possible. This includes specific existing issues around capacity in particular locations and ensuring access for children with additional support needs.

Flexibility is a key driver for change as provision will become more flexible and responsive to parental demand. This will include more settings offering all year round provision and/or longer opening hours, thus enhancing flexibility and choice for families. Expansion plans will set out the intention to deliver against parental need for flexible access, whilst taking account of two caveats:

- Is it good for children and for families?
The impact of any flexible offer on the experience of the child and, in turn, their family must be taken into account.
- Is it operationally sustainable?
Where operational sustainability is a concern, it is assumed that consideration will be given to other ways to meet the need, for example, use of childminders in a blended approach.

Affordability. Reducing the cost of accessing ELC for parents is a significant driver in the ambition to extend the ELC entitlement. This must be set alongside the redesign of ELC services in a manner that is also affordable for Local Authorities and The Scottish Government and delivers long-term value for money to create a financially sustainable service model which makes most effective use of public funds. It is likely that this will include investment in Local Authority services and in new arrangements with the private and third sectors.

The Scottish Government circulated the financial plan required in the Delivery Plan on 25th August 2017 and the format is currently being populated. The full financial template will replace the financial plan contained within this draft Plan and be appended prior to The Delivery Plan being lodged with The Scottish Government by 29th September 2017. The Scottish Government plan to review both the Delivery and Financial Plan when determining the level of funding that will be made available to each Local Authority. The full financial template with proposed costs will be presented to the Education and Children's Services Committee on 16th November 2017 and is attached in Appendix B for information only at this point.

3.5 **The Vision for ELC in Aberdeen City**

We will provide local flexible early learning and childcare which is accessible, affordable, is of high quality and builds on provision already in place to develop a flexible ELC offer, available up to 50 weeks of the year.

Provision will be sufficiently flexible to meet the needs of individual children, parents/carers and the wider community and will support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty.

Each local offer of ELC will be designed around the needs of residents in each locality wherever possible. Quality and availability will be overseen by a skilled individual who will support families to design the flexible offer most likely to meet their individual needs.

We aim to fulfil our vision of ELC by:

- Offering ELC up to 50 weeks a year of ELC in partnership with partner providers and local childminders following a review of our contracting arrangements to support growth.
- Prioritising the three Priority Areas in the first instance and then other areas of socio-economic disadvantage in the City.
- Working with families to develop a range of options in the right places and at the right times.
- Considering how the provisions currently attached to primary schools should be used and what other options need to be created in order to provide capacity, quality, accessibility and flexibility.
- Ensuring that decisions taken enhance and not hamper emerging community capacity and further empower enterprising activity.
- Looking holistically to ensure that services being provided in each community are complementary to deliver best value.

- Allocating a skilled Manager to each Locality to ensure quality across all provisions. The skilled individual will also be well placed to advise how the local offer should continue to be amended or enhanced to meet local need.
- Continuing to work with The Scottish Government, Association of Directors of Education (ADES) and The Northern Alliance to explore approaches to extending ELC provision and share local knowledge.

3.6 It is anticipated that the Delivery Plan be kept under 6 monthly review to reflect changes in local circumstances.

3.7 **Phasing, Communication and Design Lag**

The expansion will require substantial levels of investment in workforce and infrastructure which will be phased in from 2017-18 onwards to ensure that the required capacity is in place by 2020.

Aberdeen City Council will prioritise the three Community Planning Partnership Priority Areas in the first instance to ensure that families most likely to benefit have access to expanded provision first. Priority will be on deprivation and complexity thereafter.

3.8 **Governance**

The Project will be governed by a Project Board comprising the Project Sponsor, Delivery Team and representatives from across the Council including Finance and Economic Development. The Project Board will meet regularly to monitor progress and mitigate against any emerging risks.

4. **FINANCIAL IMPLICATIONS**

4.1 Additional funding to support the revenue and capital costs associated with the Delivery Plan will be allocated from The Scottish Government and from the re-design of existing service budgets.

The actual level of funding from the Scottish Government will not be finalised until after all Local Authorities have submitted their Delivery Plans with decisions around the level of funding expected at the beginning of 2018. Clarity around levels of Scottish Government funding in January will result in the review of the Delivery Plan and associated Financial Plan.

This is a major change initiative and it will be important to closely monitor the financial implications of such changes as the Delivery Plan is implemented to ensure that expenditure is in line with available funding.

The Finance Service will be a member of the Project Board to ensure that any financial deviations are quickly identified and addressed.

5. LEGAL IMPLICATIONS

- 5.1 The Community Empowerment (Scotland) Act guides our consultation and engagement with communities to ensure that the expanded provision impacts positively on longer term outcomes.
- 5.2 All Local Authorities will have a duty to provide 1140 hours of Early Learning and Childcare for eligible two year olds and all three and four year olds by 2020. The ELC Delivery Plan will help us manage the transformational change necessary to deliver expanded services by 2020.

6. MANAGEMENT OF RISK

6.1 Financial

The Scottish Government has indicated that £400 million capital funding will be available up to 2020. The Scottish Government has yet to confirm how much revenue funding will be available but has stated that the expansion will be fully funded.

£1.035 million (capital) has been provided to Aberdeen City Council in 2017/2018 with an additional £725,000 to cover revenue costs for this first year. Levels of future revenue and capital funding from The Scottish Government will be determined following submission of the ELC Delivery Plan. The Scottish Government intend to hold a series of meetings with Local Authorities to challenge the assumptions contained within the plan before allocating funding.

The expansion of funded Early Learning and Childcare will require very careful budget monitoring and financial planning to mitigate the risk of funding being insufficient to realise the expansion. The service is working with Finance staff on the potential costs of expansion with a view to ensure that the submission of the funding requirements to The Scottish Government is sufficiently robust.

The Project Manager will monitor progress on a daily basis and advise the Project Sponsor of any emerging risks to ensure that risks are mitigated at the earliest opportunity. The Early Learning and Childcare Project Board will oversee financial planning and spending to further mitigate the risks so that they remain low.

6.2 Employee

Not being able to recruit sufficient numbers of Practitioners to support the delivery of the expansion is a high risk. A detailed workforce development plan has been included within the Delivery Plan. This plan includes the establishment of an Early Learning and Childcare Academy to increase the number of practitioners and also increase the number of routes into the

profession. The workforce plan will be reviewed and amended on a 6 monthly basis and this will ensure that the risk remains low.

6.3 Customer / citizen

Our youngest children and eligible 2s will benefit most from the expansion of Early Learning and Childcare through the provision of local high quality services. There are significant benefits for families who will be able to use the extended hours to enable them to return to employment or access training.

There is a need to undertake research to determine how best to design services that will have the greatest impact on children and families to ensure that we maximise the reach of the expansion. The Educational Psychology Service are supporting this work to identify the features of expanded provision most likely to improve outcomes for vulnerable families to ensure that we capitalise on the opportunities offered through this expansion to directly improve outcomes for children and families. Intergenerational approaches will be supported wherever possible due to the significantly positive impact this has on all parties.

This approach will ensure that the risk remains low.

6.4 Environmental

Full environmental assessments will be undertaken prior to confirming any sites for expansion or extension and feasibility studies will be undertaken where appropriate. This level of scrutiny will ensure that environmental risks remain low.

6.5 Technological

There is a risk that technology is not in place to support the transformation and particularly the 'funding follows the child' model being advocated. Work is on-going across The Scottish Government and The Northern Alliance to mitigate this risk to ensure it remains low.

6.6 Legal and Reputational

The reputational risks of not being in a position to roll out 1140 hours from 2020 are considerable. This is being mitigated through early planning, clear governance arrangements and close working between teams across Aberdeen City Council to ensure that the expansion of Early Learning and Childcare is being planned for across all teams.

7. IMPACT SECTION.

7.1 Economy

The expansion of Early Learning and Childcare will be an economic enabler for many parents and carers and will positively impact on those who wish to retrain or return to work.

7.2 People

The Directorate is committed to improving the life outcomes for all people in Aberdeen, especially the most vulnerable. For this reason, the initial focus of the expansion will be on the three Community Planning Partnership Priority Areas to support families to enter the workforce.

7.3 Place

In the first instance the Delivery Plan will impact positively on families living in the three Priority Areas identified by the Community Planning Partnership.

7.4 Technology

A technological application will be required to support the 'funding follows the child' model and this is currently not available, this presents a high risk to delivering flexibility for parents and carers. This is being mitigated by working with The Scottish Government and Northern Alliance to develop an appropriate solution. This approach will ensure that the risk is managed.

8. BACKGROUND PAPERS

Ministers' Blueprint for 2020

9. APPENDICES (if applicable)

Aberdeen City Early Learning and Childcare Delivery Plan
Financial Planning template

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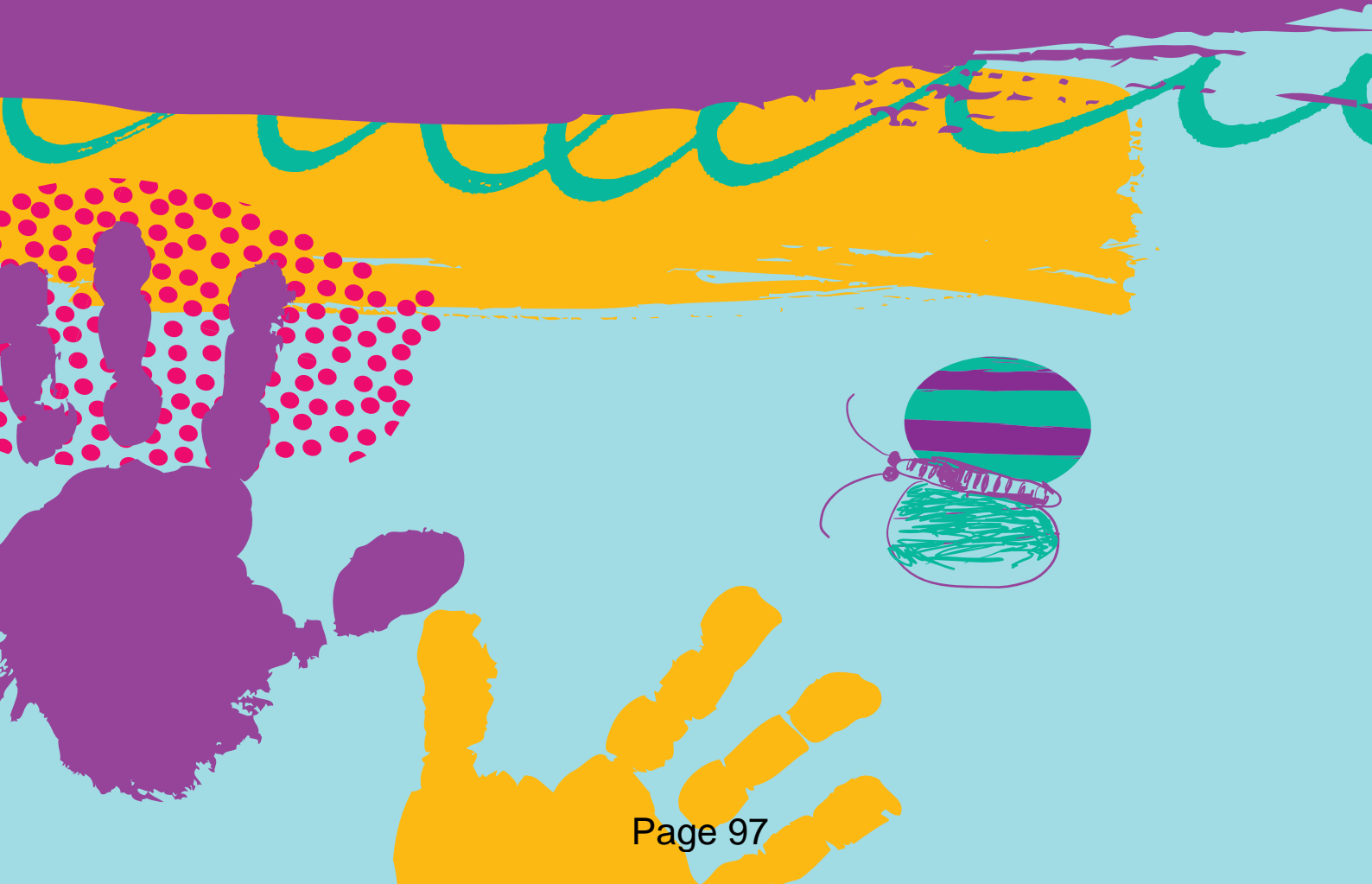


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ABERDEEN CITY

Early Learning and Childcare Delivery Plan



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SECTION ONE: Executive Summary

The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours by 2020. The expansion will support child development through the provision of high quality services and will support parents to return to work or study. Services should deliver:

- quality;
- flexibility;
- accessibility; and
- affordability.

Aberdeen City Council welcomes the opportunity to expand services and recognises how the expansion of ELC can reduce the poverty related attainment gap and improve long term outcomes for children and families. Aberdeen City Council plans to transform Service delivery by tailoring the ELC offer to local need whilst being guided by local, national and international research on which approaches make the difference to long term outcomes. This enquiry led approach will help to build an impactful and innovative delivery model that is responsive to local need and outcome focussed.

The Council currently offers sufficient 600 hour places to meet demand although provision is not well placed geographically leading to issues with the accessibility of services for some families. Crucially there are gaps in provision in our three Priority Areas which are home to the highest proportion of pre-school children and the highest concentration of families living in poverty. The three Priority Areas will be prioritised in Phase 1 of our expansion in order to address the difficulty in accessing services and target those most likely to benefit first.

Responses to early consultation have indicated that patterns of accessing services vary significantly across the city. The Council will continue to work to understand the commonalities and the very important differences and be guided by these wherever possible. On-going collaboration, communication and engagement with communities, other services across the Council and partnership will be imperative. It is likely that Aberdeen City Council will offer two options in 2020:

- Parents will be able to access local and in some cases workplace ELC provision offering all 1140 hours in a fully flexible way over 50 weeks a year.

The proportion of available all day provision will be guided by local demand and is likely to be available from 8am to 6pm with core hours applying. Parents will be able to purchase additional hours if available.

- Parents will also be able to access provisions offering shorter blocks of ELC. It will be possible to access all 1140 hours over a range of sessions running between 8am and 6 pm. Community based provision such as crèche provision can be built into this offer of 1140 hours. Core hours will apply to ensure that a coherent curriculum can be offered and parents will be able to purchase additional hours if available.

Early tests of change will be used to trial and refine these offers.

Research has indicated that there are significant implications for our infrastructure. We anticipate that the expansion will necessitate the building of several new ELC settings, the reconfiguration and extension of some current provisions and the provision of co-located services to meet local need. There will also be a need to support local Partners to help them to increase their registered capacity.

An ELC Academy will be established to address challenges in recruiting the workforce needed for delivery of expanded provision. A review of our commissioning arrangements will be necessary to level the playing field around terms and conditions. This will reduce the number of practitioners moving from the third sector to access improved terms and conditions and enhance quality.

The Early Years' Service will be restructured to ensure that it is able to effectively discharge duties as the primary guarantor of quality and enabler of flexibility and choice during the change process and beyond.



SECTION TWO: The National and Local Context

The National Perspective

The Scottish Government is committed to expanding the provision of funded early learning and childcare (ELC) from 600 hours to 1140 hours by 2020. The expansion should prioritise a high quality experience for children in order to capitalise on the significant contribution that ELC can make to a child's development and to closing the poverty related attainment gap.

Local Authorities are responsible for the implementation and delivery of 1140 hours in their local area and are to consider phasing and early tests of change to support the design and delivery of services. The Scottish Government recognises that existing ELC provision will have to be transformed to deliver 1140 hours in line with the Ministers' Blueprint for 2020 and encourages Local Authorities to innovate to improve service delivery as the Local Authority will be the primary guarantor of quality and the key enabler of flexibility and choice. The ELC expansion programme will lead to the delivery of an enhanced service model that is responsive to local need.

Effective use of Improvement Methodology will result in an evolving Delivery Plan as Local Authorities respond to the findings of local and national tests of change; advice and guidance from The Scottish Government; clarification of funding; changes in local circumstances and changes in the way parents use services. Changes resulting from the Governance Review will also impact on how the Local Authority ensures quality in the years ahead. It is anticipated that the Delivery Plan be kept under routine review to reflect these changes.



The Local Perspective

The downturn in the Oil and Gas Sector has considerably impacted on Aberdeen City with some families facing unemployment for the first time and adjusting their household spending accordingly. Although there has been a slight reduction in the costs of housing and rent, housing costs and the cost of living still far exceed the national average.

Aberdeen City Council is currently embarking on a transformational change agenda known as Shaping Aberdeen. Shaping Aberdeen sets out the Council's overriding purpose to ensure that the people and place prosper and are protected from harm. Shaping Aberdeen guides the modernisation and transformation of systems and working practices to make targeted and efficient use of resource by harnessing technology to help realise and sustainably deliver services for Aberdeen City.

Implementation of The Community Empowerment (Scotland) Act 2015 has led to the identification of three Priority Areas across Aberdeen City. The three communities house those most affected by poverty and have the highest proportion of pre-school children. The communities also have most limited access to flexible partner provision and childminders.

Education & Children's Services (E&CS) is the largest Directorate of Aberdeen City Council and is responsible for improving the lives of children, young people and families. The Directorate welcomes this opportunity to expand and reshape Early Learning and Childcare provision to meet the current and future needs of our families and has identified the expansion as one of 4 key drivers in the Directorate Service Plan. E&CS is committed to improving outcomes for all children and families, with a particular focus on those who are more vulnerable or disadvantaged, and will collaborate with communities to design services with a particular focus on developing the voice of our children and young people and including them in decision making processes.

E&CS works closely with internal and external partners to ensure that our children have the very best start in life. The Integrated Children's Services (ICS) Board enjoys a culture of collaboration and The Integrated Children's Services Plan (2017 – 2020) identifies the expansion of early learning and childcare, maintaining and improving the quality of provision and expansion of the workforce as key partnership objectives. The Plan also looks to improve multi-agency support for vulnerable children and young people.



SECTION THREE: Strategic Assessment of Our Current Offer of ELC

Current Supply and Future Demand

Aberdeen City has increased the provision of ELC by 18% since 2010. Currently 27% of eligible 2 year olds, 82% of 3 year olds and 91% of 4 year olds access 600 hours of ELC in Aberdeen City. 134 children from Aberdeenshire and around 800 children not eligible for funded provision also access services. It is estimated that 5354 children will be eligible for ELC across Aberdeen City in 2020.

The provision of ELC by partners and private providers is nearly 10% higher than the national average in contrast with 10% fewer childminders than the national average. Partners have indicated that the downturn in Oil and Gas may lead to a dip in the provision of private day care services.



Provision for 3 and 4 year olds

Aberdeen City Council can meet demand for the current entitlement of 600 hours for all 3 and 4 year olds although the provision is not necessarily well positioned geographically resulting in some families being unwilling, or unable to travel to take up their entitlement. Crucially there are gaps within the 3 priority areas where provision is likely to have the greatest impact. 30% of families located in the three priority areas live in poverty after housing costs and the areas also have the highest proportion of pre-school children with one of the three areas being home to 9.6% of the total pre-school population. This has led to a considerable shortfall in the number of places available with one area short of 60 local places for session 17/18.

There are 48 ELC settings run by Aberdeen City Council (47 of which are in schools) providing part-time ELC places over 5 days during school term time and offering limited flexibility to parents. 75% of all ELC is accessed this way which is in keeping with the national profile. In addition two settings offer specialist provision for children with complex additional support needs.

The vast majority of 4 year olds access ELC in schools as the current Aberdeen City Admissions Policy prioritises older children. Many school buildings offer limited scope for increased flexibility due to either rising demand for school places or a limited footprint. Decisions around how best to increase flexibility and expand and/or utilise provision across a community will have to be taken in parallel with a review of the Admissions Policy. Early tests of change and active engagement with communities will help to explore innovative solutions best suited to local need.

Aberdeen City Council also provides ELC via our 40 Partner Provider settings, 30 of which are able to deliver fully flexible wrap around provision to meet the needs of individual families. 25% of children access ELC this way. The economic downturn across Aberdeen has had a significant impact on partner providers with higher levels of unemployment reducing demand for services.

In addition 13 Private (Day) Nurseries, 11 Playgroups and 1 Independent School provide ELC across Aberdeen City. When the economy was buoyant some private providers withdrew from partnership with the City Council they felt it reduced pressure on staff and that withdrawing from the partnership would have little impact on their business. Two private providers are now seeking partnership to help reduce the number of vacant places they have available. Barriers to partnership arrangements continue to be explored as well as close monitoring of the number of children moving back to local authority provision from the independent sector.

Childminders are key partners in delivering an expanded and flexible offer of ELC across the city. Of the 159 childminders in Aberdeen offering 477 registered places around a half are based in Aberdeen North, compared to a third in Aberdeen South and a limited number in Aberdeen Central. There are currently many informal childminding arrangements provided by families and neighbours offering greater levels of flexibility. It will be important to fully understand this to plan how best to expand the provision of childminders.

If our service delivery remains unchanged we anticipate a shortfall of 2,920,650 hours of ELC by 2020. Population estimates indicate a steady rise in demand for ELC with some areas anticipated to rise more steadily than others. These estimates will need to be taken into account to ensure a sustainable and responsive delivery model is established.



Provision for Eligible 2s

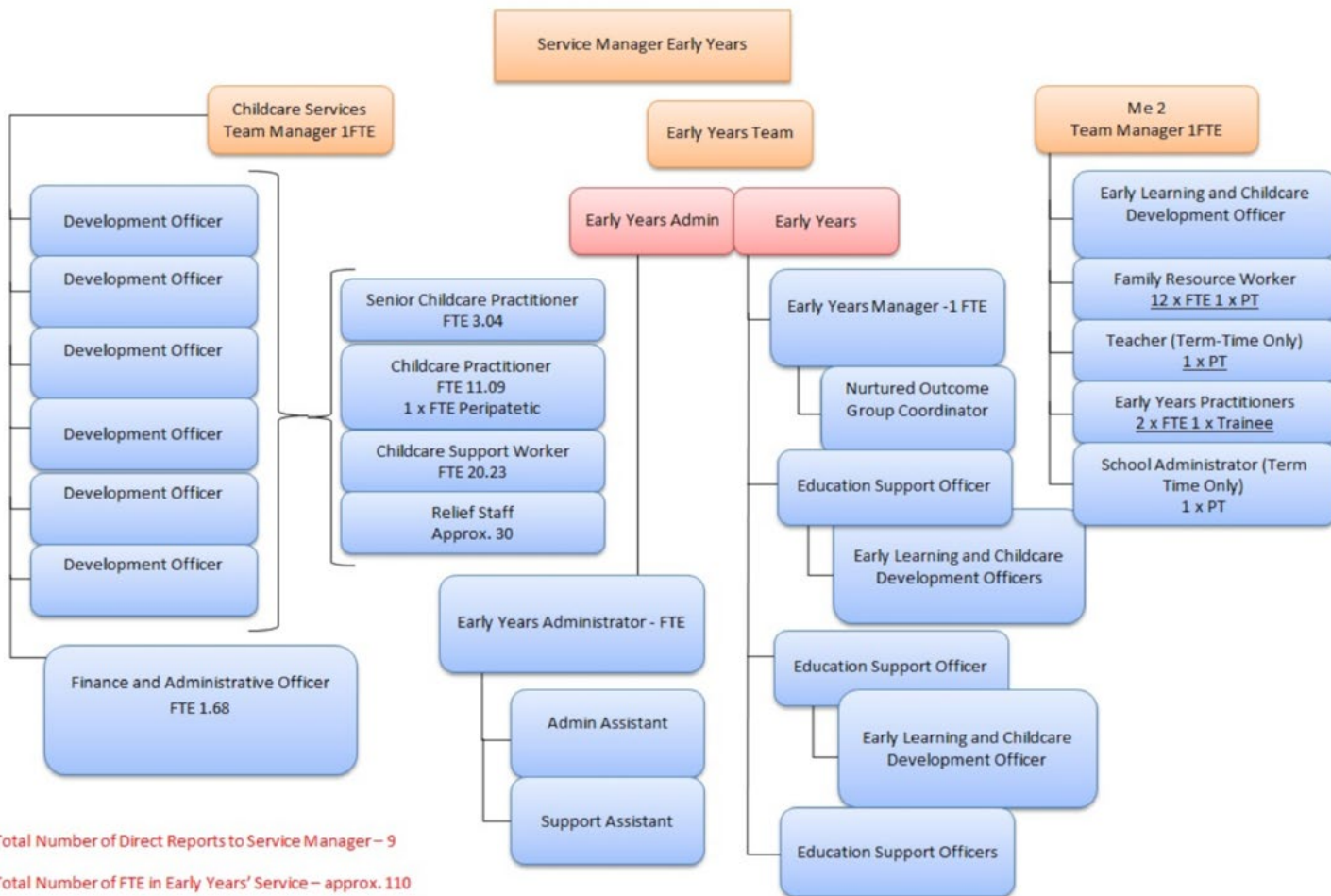
Aberdeen City ME2 Service, predominantly based in the three priority areas, provides holistic ELC to 167 (7%) of eligible 2 year olds and their families through a range of providers, this is lower than the national uptake of 9%. The ACC Stay, Play and Learn trial provides a flexible mode of delivery for up to 20 families although the uptake of eligible 2s places has been low. There are indications that some families find it hard to commit to the model and would prefer to access provision not limited to eligible 2s such as local crèche provision. It is important to understand this need fully, as crèche provision has reduced by 38% over recent years as the ELC offer was increased to 600 hours.

A proactive strategy will be required to address issues with 'branding'. A review of current research and provision will be led by The Educational Psychology Service to inform future service delivery. Accurately identifying eligible twos can be difficult and closer partnership working with other agencies will be required to overcome this challenge. The implementation of the Welfare Reform (Consequential Amendments) (Scotland) Regulations 2017 in August 2017 may impact positively on our ability to improve this.



Quality Assurance and Current Quality

The quality assurance of provisions across Aberdeen City is supported by The Early Years Team. The model has been added to over time as partner providers became part of the offer and as local crèche provision was added to the Early Years portfolio.



Current Quality Assurance arrangements include a minimum of three QA visits to assure and maintain the required standard. Provisions can access an increased number of visits when required. Centres are supported by three ELC Development Officers and three Education Support Officers allocated by the type of provision.

Analysis of quality data indicates that our current arrangements for ensuring quality could be more effective and that the expansion should inform the transformation and redesign of the Early Years' Service with a clear focus on quality. The refreshed quality assurance framework will need to be fully aligned with others across the Directorate to ensure most effective use of resource in keeping with the aspirations of Shaping Aberdeen.

The anticipated Quality Standards for ELC in April 2018, on-going engagement with the Care Inspectorate and Education Scotland, Shaping Aberdeen, the Governance Review, Aberdeen City National Improvement Framework Plan and the ELC Delivery Plan will help shape new structures and new ways of working to enable the Local Authority to effectively discharge its duty as the primary guarantor of quality and the key enabler of flexibility and choice.

It is proposed that an ELC Leader will be appointed to each locality and that the ELC Leader would work in partnership with locality based resources such as a Quality Improvement Officer and Educational Psychologist to support and promote quality across all Early Learning and Childcare provisions. This will in turn enable improvement in quality by:

- Consistent coaching and mentoring, advice and guidance to all provisions serving a locality to empower practitioners to meet the National Quality Standard
- Fostering positive working relationships with all registered and non-registered ELC provision to share best practice to improve quality
- Delivering a more consistent 3 to 18 curriculum based on local need by improving alignment with the Quality Improvement Team and out of school provision

- Teams working together to address the poverty related attainment gap
- The provision of an appropriate, suitably challenging and impactful programme of professional learning tailored to the needs of the locality
- Careful monitoring of patterns of ELC use to ensure appropriate response to changing needs across a community

Access to quality provision for children and young people will be improved by:

- Working with other public services and the third sector to provide wider more coordinated support for children and families in keeping with GIRFEC
- Supporting parents to engage in their child's learning and make decisions as equal partners on what is in the best interests of their child by having access to a locality based ELC Leader
- Establishing clear roles and responsibilities leading to more effective transitions



Ensuring Quality as we Expand

Closer links with the Quality Improvement Officer team are being established to enhance current quality assurance processes. Sharing expertise will ensure that members of the Early Years' Service and Quality Improvement Team consistently evaluate and work to maintain and improve quality in all ELC settings. More detailed data collection and monitoring systems are being developed to aid the delivery of more proactive targeted support.

National and international research will support the measuring of the long term success of the expansion to ensure that appropriate steps are taken to evaluate and modify the plan as necessary. Measures will focus on the 4 key principles of quality, accessibility, flexibility and affordability and also include indicators around secure attachment and health to ensure that we shape provisions that actually make a difference to long term outcomes.

Ensuring Quality for our Eligible 2s

The provision of effective support for vulnerable 2s is more complex. A review of research evidence to date suggests a need to:

- Consider how to maximise interaction in the family home environment;
- Be preventative rather than reactive wherever possible and build on strengths;
- Ensure effective alignment with other agencies particularly with the NHS through the Family Nurse Partnership as health led initiatives tend to do better; and
- Establish very clear measures of success in order to impact on poverty.

The Educational Psychology Service will undertake an Explorative Study of current provision for eligible 2s in the various ELC provisions with a view to informing future planning and delivery. This will help determine appropriate measures to help monitor and ensure quality. Approaches to Family Learning will be determined following this review.

The Qualities we want to Foster

Parents, partners and colleagues expressed strong feelings about how ELC provision should operate and the following guiding principles will be used to inform practice. All ELC provision across Aberdeen City will:

- Capitalise on intergenerational support
- Offer a level of personalisation to ensure maximum gains for children
- Be nurturing, inclusive and offer a holistic service to children and families in keeping with GIRFEC
- Feel owned by the community
- Fully utilise outside space to promote wellbeing
- Be staffed by skilled practitioners who have opportunities to develop their skills further through a suite of professional learning suited to their needs and situation
- Be quality assured across a locality by one skilled practitioner who will have a key role in supporting parents to fully capitalise on the local offer and shape subsequent offers



The Accessibility of our Current Offer

Despite providing a sufficient number of places to meet the requirement of the population entitled to ELC, services are not always well placed geographically. This leads to some children not accessing their entitlement and attendance rates in inaccessible provisions being poor.

Aberdeen City Council actively promotes a presumption of mainstreaming with almost all children aged 3 – 5 accessing local provision. Most provisions are fully accessible although some would benefit from additional works to ensure that they are accessible to all children and families. An audit of accessibility will be undertaken to guide work in this area. The Design Guide and evaluations from the Care Inspectorate will be used to inform our planning.

Consideration of accessibility will include:

- How accessible is the location of the service to those who will use it?
- How easy is drop off and pick up?
- How stimulating is the local environment?
- Where are other childcare services that parents may use?
- Can parents and children walk from the car park to the service safely?

A city wide audit will inform the prioritisation of any bids to the ELC Inclusion Fund which opens Autumn 2017.



Financing of ELC

The Early Years' Service has a gross expenditure of around £16.5 million with £4,713 spent per pre-school pupil which is higher than the national average.

In 2016 Aberdeen City Council's current average (mean) unit cost of provision for 3 and 4 year olds was £6.63 per child per hour. Eighteen Aberdeen City Council settings were below that level. The variation is due to staff costs and can partially be attributed to enhanced staffing levels to support children with additional support needs.

ACC pays a rate of £4.10 to partners for provision for 3 and 4 year olds and £5.50 for eligible 2s. Consideration should be given to the need to increase the partner rate in return for a commitment to ensure that practitioners are paid the Living Wage.

There are various considerations that will inform our future financing of ELC. These include:

- Exploring income generation through early tests of change where provision is being expanded
- Consideration of how best to reconfigure the floor space in 10 settings to increase capacity
- The need to ensure that new builds have the capacity to be extended depending upon demand
- The need to ensure that ACC provision are fully utilised to maximise efficiency
- Reviewing staffing structures in ACC provisions
- Reviewing the impact of the £50,000 spend on professional learning for partners to ensure this spending directly improves the quality of practice
- Reviewing the Quality Assurance arrangements and structure of The Early Years' Service
- The percentage of Pupil Equity Funding allocated to Family Support
- The implications of a new Commissioning Strategy linked to the living wage
- If eligible 2s should continue to access a provision in a separate location

It is very difficult to accurately predict uptake of the extended offer at this point. Close working with colleagues in Finance and The Scottish Government to review early tests of change will help determine financial plans.

Learning from the Consultation with Parents and Carers

Parents and carers across Aberdeen City first gave their views on the expansion to 1140 hours in September 2016. The 486 respondents were primarily from families living in Scottish Index of Multiple Deprivation deciles (SIMD) 7, 8, 9 and 10. The majority of respondents reported that they used services to support their working arrangements with 50% accessing a private nursery. 44% reported informal childcare arrangements using neighbours and grandparents to enhance the current offer of 600 hours. Many accessed provisions on a Tuesday, Wednesday and Thursday and were taking advantage of flexible working arrangements to spend time with their children and were keen to retain this. 80% of respondents indicated that they would make use of the increase. 63% favoured provision available over 50 weeks a year and favoured accessing all the hours on a single site.

The consultation gave us some clear indications of how those in a higher socio-economic community might access ELC in the future. However, the consultation failed to give us the depth of learning we required to plan provision in each locality and an approach tailored to the needs of the community was established for the second phase of consultation.

The second phase of consultation targeted the priority areas and concluded in June 2017. The consultation was designed to support parents and carers to reimagine service delivery and establish:

- The extent to which a lack of access to childcare limited their access to employment
- How parents and carers would take up their offer
- How local the ELC offer should be

75% of respondents currently use ELC to support their child's learning and development with only 32% stating that they use their allocation to support their working arrangements which they feel are restricted by the current model. 66% of respondents would use the increased allocation of 1140 hours to enable them to work or study in the future. The overwhelming majority

of respondents felt that the expansion of ELC should focus on extending provision during working hours (75%) and providing greater flexibility (60%) with the option to take the allocation over two or three full days being favoured by around 25% of respondents. The preference for provision during working hours and greater flexibility was seen as being more important than affordability.

ELC Provision close to home was strongly favoured with some indications that our current provision of Me2 is not well placed geographically. 80% of respondents were happy with where they currently access their entitlement and there were several requests to extend current community crèche provision and consideration of a Saturday service. The difficulty accessing a range of services in different locations was highlighted as challenging for families with older children of school age. Respondents indicated that the second preferable option to accessing provision in their local school was to access provision in a Local Community Hub followed by an independent building.

The consultation has given a clear indication of how parents and carers will access ELC services. This feedback will be used to inform the development of several tests of change across each Priority Areas to inform our wider delivery.



Learning from the Consultation with Partners

There are early indications that the number of partner providers may decline due in part to financial challenges resulting from the rise in business rates, the workplace pension scheme and the introduction of the living wage. Some report that the hourly rate of £4.10 for 3s and 4s and £5.50 for eligible 2s will need to be increased.

Providers are dependent on the sale of private hours to maintain their settings. The inability to recruit staff and a consistent trend of skilled staff seeking employment with Aberdeen City Council due to more attractive employee terms and conditions provides further challenge. With the support of reliable data and colleagues in Economic Development we will begin to track emerging trends and identify how best to support partners to provide a consistently flexible and affordable offer for families and to level the terms and conditions offered to the workforce.

Learning from the Consultation across Aberdeen City Council

A series of ELC workshops led to widespread support of more holistic planning across the Council and Partnership in order to maximise the impact of the expansion and realise the objectives in the Local Outcome Improvement Plan (LOIP). Of particular note was the recognition that the expansion could be central to delivery of the aspiration within the 'Towards a Fairer Aberdeen that Prospers for All' report which will be integral to addressing the poverty related gap across Aberdeen City Council.

Participants welcomed close collaboration between Community Learning, Economic Development, Property Services, NHS Grampian and Education and Children's Services and Third Sector Partners to help realise the potential impact of the expansion and ensure that provision takes account of proposed developments across the City.

Increasing access to flexible childcare was recognised as one of the incentives to increase access to employment. Consultees noted that this necessitates consideration of:

- The Council as an employer and the ELC needs of employees including those recruited to economic growth projects such as the Aberdeen Harbour Expansion
- Developing the Young Workforce Strategy (DYW)
- How new partner providers can be supported to develop new business ventures in partnership with the City Council
- How work can be aligned to an ESF funded employability project to promote childminding as a self-employment option for people with care responsibilities

A multi-agency approach will be taken to governance arrangements to ensure alignment. A clear communication strategy has been developed to ensure that planning and implementation of the expansion of ELC remains high profile during a period of transformational change.



The Vision for ELC in Aberdeen City

We will provide local flexible early learning and childcare which is accessible, affordable, is of high quality and builds on provision already in place to develop a flexible ELC offer, available up to 50 weeks of the year.

Provision will be sufficiently flexible to meet the needs of individual children, parents/carers and the wider community and will support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty.

Each local offer of ELC will be designed around the needs of residents in each locality wherever possible. Quality and availability will be overseen by a skilled individual who will support families to design the flexible offer most likely to meet their individual needs. The skilled individual will also be well placed to advise how to the local offer should continue to be amended or enhanced to meet local need.

We aim to fulfil our vision of ELC by:

- Offering ELC up to 50 weeks a year of ELC in partnership with partner providers and local childminders following a review of our contracting arrangements to support growth
- Prioritising the three Priority Areas in the first instance and then other areas of socio-economic disadvantage in the City
- Working with families to develop a range of options in the right places and at the right times
- Considering how the provisions currently attached to primary schools should be used and what other options need to be created in order to provide capacity, quality, accessibility and flexibility.
- Ensuring that decisions taken enhance and not hamper emerging community capacity and further empower enterprising activity
- Looking holistically to ensure that services being provided in each community are complementary to deliver best value
- Continuing to work with The Scottish Government, Association of Directors of Education (ADES) and The Northern Alliance to explore approaches to extending ELC provision and share local knowledge.



SECTION FOUR: Future Provision

Structure of Proposed Delivery Model

ACC ELC Option 1

Parents will be able to access local and in some cases workplace ELC provision offering all 1140 hours in a fully flexible way over 50 weeks a year. The extent of all day provision will be guided by local demand and is likely to be available from 8am to 6pm with core hours applying. These fully flexible provisions will offer the opportunity to purchase additional hours where available and may be operated by a partner provider or social enterprise.

ACC ELC Option 2

Parents will also be able to access provisions offering shorter blocks of ELC. It will be possible to access all 1140 hours over a range of sessions running between 8am and 6 pm. Community based provision such as crèche provision can be built into this offer. Core hours will apply to ensure that a coherent curriculum can be offered, the level of flexibility will be determined by the extent to which the curriculum can be delivered flexibility in each setting. Parents will be able to take up as much or as little of the offer as they require and will have as much flexibility as possible being able to purchase additional hours if available.

We anticipate that the following parameters' may apply:

- The 1140 offer should be taken over no fewer than 38 weeks from the start to end of each academic year (including school holidays)
- An ELC session will not be less than 2.5 hours or more than 10 hours
- No more than 2 providers will be accessed (3 when childminders are used) to ensure continuity of relationships and care for children
- Children accessing their ELC entitlement over lunchtime (12.30 - 13.30) will be entitled to a free lunch
- Some school based provisions may be unable to deliver a fully flexible provision. Where this is the case an enhanced current offer will be made with flexibility offered across the ASG.



Phasing and Prioritisation

Phase 1 (September 2017 - August 2018)

Phase 1 will focus on each of the three priority areas. We anticipate that increased provision could become an incentive for families choosing to live in the Priority Areas and would hope to offer an enhanced flexible offer incrementally to reduce the risk of design lag, generate interest and provide helpful insight into how best to expand across Aberdeen City. Allocations to the enhanced offer will be made according to the following criteria:

- Looked After Children and those at risk of being Looked After
- Those in SIMD 1 and 2
- Families affected by a Young Carer role
- Children of parents returning to study or work
- Children of parents on work related benefits

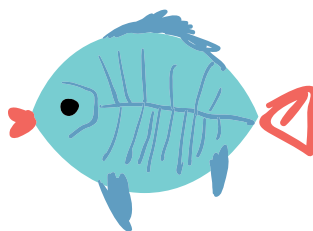
Phase one will also see further scoping and engagement to ensure that we can make better use of current infrastructure, continued data analysis and consultation to guide our work over Phase 2 and Phase 3.

Phase 2 (September 2018 - August 2019)

Phase two of the expansion will focus on areas with a low SIMD and communities identified as more challenging through the scoping exercise. The criteria for selection of Phase two will be:

- Deprivation
- Unmet need
- Current capacity
- Infrastructure requirements

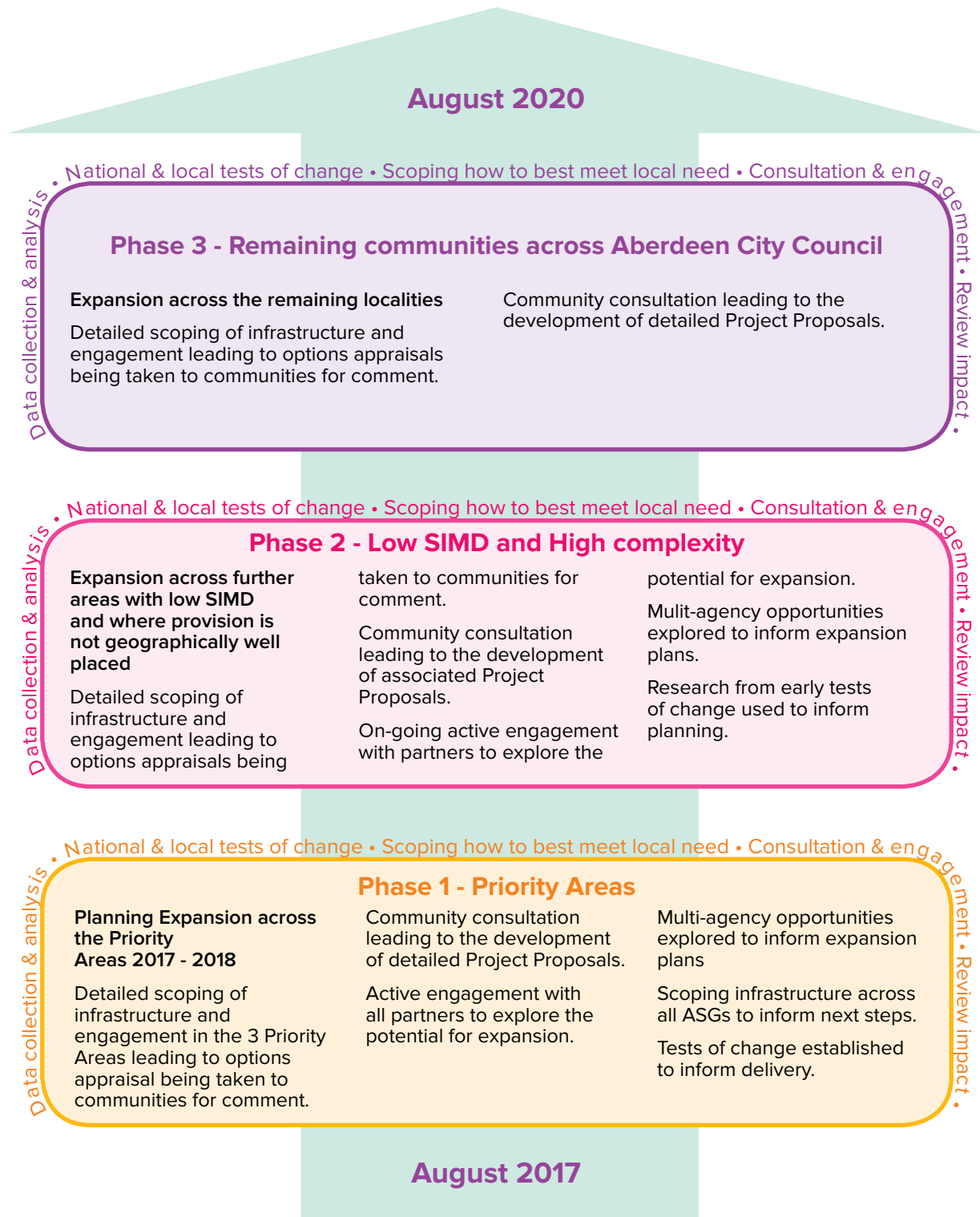
We anticipate being able to offer an increase in flexibility of provision to combat design lag and will use these tests of change to inform further delivery.



Phase 3 (September 2019 - August 2020)

Phase three will look at the remaining communities to ensure that all are able to offer increased ELC provision.

These phases will be routinely reviewed to ensure that the prioritisation supports delivery of 1140 hours by 2020.



What are the implications for our ELC estate?

The current Aberdeen City Council ELC offer has been delivered using a traditional model based in schools and does not fully realise the potential utilisation of each building. There is a need to maximise the use of existing buildings whilst recognising that some will be unable to offer the flexibility we aspire to and will only be able to provide ELC Offer 2. A comprehensive review of the suitability of school based provisions is underway to determine local circumstances and inform each local offer. The provision of a quality outdoor learning environment is being prioritised in recognition that such a provision will enable coherent delivery of the curriculum over a mix of sessions. Some of the barriers to flexibility are likely to include:

- Lack of appropriate space to support quieter rest areas for children attending all day
- Lack of availability of outdoor space
- Lack of accessibility
- Limited footprint
- A rising primary school roll reducing flexibility (12% rise in primary schools rolls since 2010)

Completion of this audit will help determine which buildings could be modified or extended to both realise the Council vision for ELC and respond to community need.

Around 10 school buildings could potentially offer a higher number of ELC places if internal and external spaces were reconfigured. The feasibility of each will be scoped to ascertain the long term efficiency of undertaking this work.

Two settings with current waiting lists are ideally located to support the provision of an Outdoor Nursery. The provision of such settings would provide an opportunity to deliver both exceptional quality and efficiency. The feasibility of these provisions will be scoped in Phase 1 and may be progressed in Phase 2.

One Community Hub is currently operational and already offers quality ELC. The provision offers the opportunity to expand the footprint with relative ease and the costs of this work area being scoped.

A further two Community Hubs are under development and on-going consultation will determine the range of provision that could be made available in each with one potentially offering around 20 ELC places and the other around 100 ELC places.

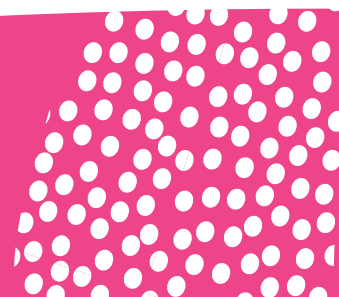
Council owned infrastructure is being considered as each local offer is being scoped. At least one existing ASN school will be repurposed to meet the needs of one of the Priority Areas and it looks likely that two further full refurbishments will be necessary. The scoping of Council owned infrastructure will continue over all three phases as we better understand how communities will access ELC services.

Despite the repurposing and co-location described above it is clear that a new builds will be required to address issues of accessibility and demand for ELC. The feasibility of sites is currently being determined. We anticipate that 9 new builds may be required for Phase 1 and 2, these include establishing 3 Outdoor Nurseries. New provisions will be built by Aberdeen City but potentially we hope that they can be run by partners or by Social Enterprises.

Partner providers have been asked to explore their own potential for expansion and identify what will be required. This information will help us further refine our plans.

The newly published Design Standard and desire to co-locate services where appropriate continues to inform our work. Our plans are taking account of The Scottish Government Funding (£1.035m for 2017-18) for capital investment, The Council's Finance, Policy and Resources Committee decision regarding ELC in Cummings Park/ Middlefield with £500,000 allocated for Early Learning and Childcare.

Close links with housing and economic development will continue to be required to ensure that we take account of future housing development as well as employment possibilities.



For the purposes of planning, it has been presumed that partners will be able to provide an enhanced offer and that a third of children will become displaced from current Local Authority provision. This third takes account of the need to include eligible 2s, the need to provide greater flexibility and presumes that most school buildings will be able to offer the flexibility required. Detailed feasibility studies, community consultation, mapping of distances from home to proposed provision and early tests of change will inform final plans.

All proposals will be subject to a detailed feasibility study and full Business Case to ensure that they present best value.



What are the implications for our ELC workforce?

Currently 845 staff are employed in the ELC sector in Aberdeen.

The staffing complement in Aberdeen City ELC settings comprises a mix of Teachers, Senior Early Years Practitioners, Early Years Practitioner posts and in some cases Pupil Support Assistants. Schools have been afforded a degree of personalisation and the impact of this relatively recent change should be evaluated to inform next steps. 78% of children have access to a registered teacher which is slightly above the national average. Only 3.7% of the current workforce is male and there is a need to encourage a more gender, age and culturally diverse workforce.

The need to maximise the use of existing resources and consider how best to staff core and more flexible hours will necessitate close working with Professional Associations and colleagues in Human Resources at the earliest opportunity. Consideration will include:

- The Management of ELC settings attached to schools and impact of recent changes in staffing complement
- Terms and conditions of staff including opportunities to extend working hours for those on part time contracts and the desire to open provision over school holiday periods
- Advertising posts attached to a Locality rather than a specific provision to build a flexible workforce
- Consideration of the need for a Support Role in ELC provisions

In order to expand provision in keeping with the Blueprint for ELC we estimate we will require an additional 300 Practitioners. Aberdeen City Council are working in partnership with The Scottish Government, Aberdeenshire Council, Aberdeen University and NESCOL to develop pathways for young people to become ELC professionals through the establishment of an Early Learning and Childcare Academy to allow us to promote ELC as a positive career choice and offer more flexible routes into the profession.

We anticipate that attracting young people into a pathway to the graduate programme will help address recruitment and retention issues and guide young people to consider a career in ELC. Work to establish the ELC Academy will include:

- Raising the profile of ELC as a positive career choice within schools and careers guidance, highlighting the link with Developing the Young Workforce, the advantages of working in the sector and showing career and qualification progression routes, pathways and career structures
- Reviewing how best to provide funded access to qualifications in a sustainable way and provide supported access for those living in areas of socio-economic disadvantage
- Positive targeted marketing/ media recruitment campaign aimed at all those interested in an ELC career / change of career / those returning from career break and offering more flexible routes into ELC
- Promoting increased diversity in the workforce to aspire for representation reflecting society
- Effectively utilising the Learning Pathway for childminders to increase the numbers of qualified childminders across Aberdeen City
- Shaping the role and remit of the additional 6 graduates to be in post by August 2018

Around 50% of current practitioners have completed the necessary qualifications. There is a need to understand any barriers to completing the training or there is a risk of practitioners being unable to practice when timeframes for completion set by the SSSC are exhausted.

Aberdeen City Council will continue to offer supported qualifications. Allocations of funding will be informed by the findings of a review of the impact of spending in order to ensure that available funds help to secure and retain a quality ELC workforce. There is also the need to consider how best to support Aberdeen City employees who may seek opportunities to retrain.

What are the implications for our partnerships?

Partner Providers have limited unused capacity and it will be necessary to incentivise new provision, especially in the three Priority Areas which has little partnership provision. Funded provision must avoid placing partner providers under financial stress. A new commissioning strategy will help address this and will also be used as a catalyst to level the playing field and enable the payment of the Living Wage.

We are likely to rely more heavily on partners and it is crucial that our Quality Assurance arrangements provide the support needed to meet and maintain expected standards.

Some partners have identified simple building work that could increase their capacity. Where the action is cost effective and will appropriately enhance the offer available it will be considered for funding by Aberdeen City Council.

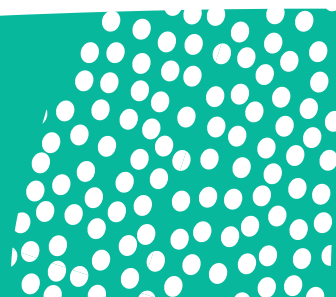


Project Management and Change Support

Governance for the project will be provided by the ELC Project Board comprising the Project Sponsor, the Project Manager, Service Manager (Early Years), Project Manager (Infrastructure), Human Resources Business Partner, Finance Advisor and the Educational Psychology Service.

Further change support is available to support individual work streams from a range of Aberdeen City Council services including the Policy and Performance Team, Communications Team, IT and Economic Development.

Role	Responsibilities
<p>Project Sponsor</p> <p>Head of Inclusion and Education Services</p>	<ul style="list-style-type: none"> • Directs and champions the project • Chairs the Project Board • Has the ultimate authority and responsibility for successful completion of the project • Proactive in leadership and direction throughout the project • Accountable for the delivery of planned benefits associated with the project • Responsible for liaising and influencing Key Stakeholders • Approves the budget and any tolerances • Ensures availability of project resources • Ensures resolution of issues escalated by the Project Manager or the Project Board • Approves project stages, gateways and documentation
<p>Project Manager</p>	<ul style="list-style-type: none"> • Day-to-day management of the project • Ensures the project and its agreed benefits are delivered on time and to budget • Manages and leads the project team • Manages co-ordination of partners and stakeholder groups engaged in project work • Develops and maintains a detailed project plan • Manages project deliverables in line with the project plan • Manages project scope, risk, change control and issues • Monitors project progress and performance. • Provides regular Project Status Reports to the Project Board • Works with users to ensure the project meets business needs
<p>Service Manager (Early Years)</p>	<ul style="list-style-type: none"> • Manage daily operations across the Early Years' Service • Collaborate with the Project Manager to ensure strategy and operations are in line • Provides operational feedback to the Project Manager regarding how strategic developments will transfer operationally • Leads on the restructure of the Early Years' Service • Leads on Quality Assurance arrangements

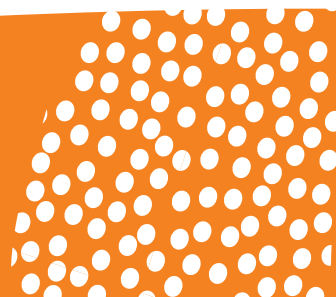


Role	Responsibilities
Service Manager (Infrastructure)	<ul style="list-style-type: none"> • To lead on the expansion of infrastructure to include: <ul style="list-style-type: none"> - Evaluation of current and future demand based on collated data - Identification of possible expansion options, particularly in priority areas in the first instance - Production of Infrastructure Initial Option Appraisals - Production of Project Proposals for expansion of infrastructure - Production of Full Business Cases for expansion of infrastructure - Joint working with the Project Manager when Liaising with other council services to establish appropriate opportunities for joint service delivery. • Manage budgets linked to specific projects. • Manage capital funding applications to external organisations, including Scottish Government and monitor spending of awards received, in liaison with Financial Planning and Projects Team.
Data Manager	<ul style="list-style-type: none"> • To lead the collection and organisation of an agreed data set by working closely with other external and internal teams • To provide verbal and written reports highlighting emerging trends as requested
Early Years Team	<ul style="list-style-type: none"> • Under the direction of the Service Manager (Early Years), support schools and services to implement changes in practice • Escalate any potential difficulties to the Service Manager (Early Years) • Facilitate professional learning as appropriate • Provide support to the Project Manager as agreed with the Service Manager (Early Years) • Promote the expansion and advise the Service Manager (Early Years) of any emerging difficulties that could negatively impact on the expansion • Support the delivery of quality Early Learning and Childcare

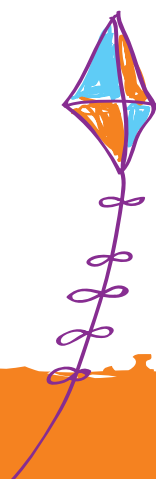


SECTION FIVE: Implementation Plan Overview

Workstream	Objectives
<p>Quality</p>	<ul style="list-style-type: none"> • Improve current data collection to more closely monitor the quality of provisions • Empower leaders to confidently lead their own internal Quality Assurance arrangements • Undertake a review of the impact of current approaches to supporting eligible 2s to inform service delivery • Redesign the Early Years Team structure to be exclusively focussed on quality improvement • Refresh quality assurance framework to support maximising improvement • Implement a suite of professional learning aligned with the new Quality Standards anticipated in April • Review policy and procedure to ensure that it supports expansion plans and guarantees quality, flexibility, accessibility and affordability • Increase provision of quality childminders through roll out of development programme linked to the nationally agreed Learning Pathway • Agree how best to measure the impact of change to ensure that our work remains focussed on improving outcomes • Establish a tracking system with a degree of standardisation to measure the impact on learners • Review arrangements for commissioning services following publication of the new Quality Standards • Implement ICT system to support charging and registration in keeping with the Funding follow the Child model
<p>Workforce</p>	<ul style="list-style-type: none"> • Establish the role and remit of the ELC Academy with all relevant stakeholders and ensure it is aligned with the Developing the Young Workforce agenda • The ELC Academy to raise the profile of ELC as a positive career choice within schools highlighting the advantages of working in the sector and showing career and qualification progression routes, pathways and career structures • Increased understanding of movement across the workforce to support planning • Engage with local training providers to explore and potentially commission more flexible routes into ELC • Promote a career in ELC for those wishing to return to work or change career • Promote increased diversity in the workforce to aspire for representation reflecting society • Implement a positive targeted marketing/ media recruitment campaign aimed at all those interested in an ELC career / change of career / those returning from career break. • Effectively utilise the Learning Pathway for childminders to increase the numbers of qualified childminders across Aberdeen City • Review how best to provide funded access to qualifications in a sustainable way and provide supported access for those living in areas of socio-economic disadvantage • Shaping the role and remit of the additional 6 graduates to be in post by August 2018



Workstream	Objectives
Communication and Engagement	<ul style="list-style-type: none"> • Ensure ACC staff understand the vision for ELC and are aware of progress • Ensure ACC staff have an opportunity to engage in the process and know of key contacts • Ensure that change activity across the Council is aligned and opportunities for collaboration maximised • Ensure messages to external stakeholders are clear and simple to understand, are age and stage appropriate • Ensure regular communication and engagement with children, young people, families and communities to keep them informed of progress and engage them in planning • Ensure communication and engagement takes place at a time and place that reflects the needs of individuals and is well advertised • Publicise progress made and generate interest by sharing how the change will benefit them and how they can get involved • Address any emerging communication barriers quickly.
Funded providers	<ul style="list-style-type: none"> • Improve communication of progress and opportunities • Gather current and historical data to help determine how best to encourage partnership • Review current contracting arrangements with existing partners to establish new contracts • Increase the number of partner providers supporting in Priority Areas • Introduce and monitor new 600 hour contacts • Introduce and monitor new 1140 hours contracts
Infrastructure Phase 1	<ul style="list-style-type: none"> • Torry • Northfield, Middlefield, Cummings Park, Heathryfold and Mastrick • Seaton, Tillydrone and Woodside
Infrastructure Phase 2	<ul style="list-style-type: none"> • Bucksburn • Kincorth • Hazlehead • Cults
Infrastructure Phase 3	<ul style="list-style-type: none"> • Aberdeen Grammar School • Bridge of Don • Dyce • Oldmachar • Harlaw



Quality Plan

1: Maintain Current Quality of ELC Provision			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Improve current data collection to more closely monitor the quality of provisions	<ul style="list-style-type: none"> Establish a vision for ELC across ACC teams and partners Establish an agreed core data set to monitor quality Agree roles and remits in monitoring arrangements 	EYSM & PM By October 2017	Maintenance or improvement in quality grades awarded by:
	<ul style="list-style-type: none"> Agree alignment with other Quality Teams and determine roles and remits to address emerging trends as identified by the data set 	EYSM By November 2017	<ul style="list-style-type: none"> The Care Inspectorate Education Scotland QA reports from Officers
	<ul style="list-style-type: none"> Work together to establish and understand what quality looks like and feels like for children, families and the workforce 	EYSM By January 2018	Maintenance or improvement in data relating to child development and parent satisfaction
Empower leaders to confidently lead their own internal Quality Assurance arrangements	<ul style="list-style-type: none"> Evaluate the impact of current leadership support to determine next steps 	EYSM By February 2018	Increase in the number of provisions being graded at 5 or 6 for leadership and management.
	<ul style="list-style-type: none"> Explore technological supports to improve the accessibility of leadership support 	EYDH By February 2018	QA reports and evaluation of impact of support by settings
	<ul style="list-style-type: none"> Design and Implementation a Leadership Programme based on the new National Standards to include: <ul style="list-style-type: none"> - Exploration and exemplification of the Quality Standards including the use of media to improve accessibility - Leadership of change and PDSA Improvement methodologies - Identifying improvement activity that has directly impacted on improving outcomes and sharing best practice - What is expected of practitioners at all levels 	EYSM By April 2018	

KEY for DELIVERY TEAM

EYSM: Early Years' Service Manager

PM: Project Manager

EYM: Early Years Manager

EYDM: Early Years Data Manager

EYIF: Early Years Infrastructure Manager

EPS: Educational Psychology Service

ESO: Education Support Officer

DO: Development Officer

1: Maintain Current Quality of ELC Provision			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Undertake a review of the impact of current approaches to supporting eligible 2s	<ul style="list-style-type: none"> Commission the EPS to undertake a review the impact of current local, national and international approaches Audit current provision of Family Learning to inform future strategy Use the learning to inform our offer of Family Support and the development of a strategy for eligible 2s which addresses current branding issues Provide each setting with support to design the Family Learning offer most likely to meet local need Establish close partnership working with Health Visitors to aid the identification of eligible 2s 	<p>EPS By March 2018</p> <p>PM by February 2018 PM by July 2018</p> <p>By September 2019</p> <p>PM by July 2018</p>	<p>Eligible 2s strategy in place</p> <p>Family Learning strategy in place</p> <p>Increased numbers of eligible 2s identified and accessing services</p>

2: Improve Quality across ELC			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Redesign the Early Years Team structure to be exclusively focussed on quality improvement	<ul style="list-style-type: none"> Research other national models with high impact Liaise with partners to understand their needs and co-design approach, test approach. Base the new structure on the anticipated Quality Standards (anticipated April 2018) and aligned with Localities with means of centrally monitoring standards and uptake Develop Proposal paper for consultation Explore how best to align crèche and wrap around care provision with our QA model Undertake a zero based budgeting exercise to ensure best value from available resource Implement and monitor the impact of change and amend processes 	<p>EYSM By June 2018</p> <p>EYSM By August 2018</p> <p>EYSM From August 2018</p>	<p>Improvement in quality grades awarded in CI or ES inspections</p>

2: Improve Quality across ELC			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Refresh quality assurance framework to support maximising improvement	<ul style="list-style-type: none"> • Explore national quality assurance frameworks with high impact • Work with colleagues in the Care Inspectorate and Education Scotland to ensure a shared understanding of expectations around quality to guide design • Liaise with partners to understand their needs • Liaise with EPS to consider impactful approaches to empowering practitioners • Align 2-5 provision with locality based Officer to oversee all provision • Develop proposal paper for consultation with all stakeholders • Test the change and improve thereafter 	<p>EYSM By August 2018</p> <p>By October 2018</p>	Improvement in all grades awarded during CI and ES inspections
Implement suite of professional learning aligned with the new Quality Standards anticipated in April	<ul style="list-style-type: none"> • Review the impact of the model of current professional learning • Work with the CI and Education Scotland to develop a programme of professional learning to include child development, personalised planning and how best to use the outdoor environment • Consider how to create alignment with Locality Managers who oversee quality to ensure QA arrangements and professional learning opportunities are aligned • Design a revised training programme that makes use of technology to improve accessibility and test • Promote participation in local networks to share best practice • Implement revised training programme • Review the impact of professional learning on practice and amend 	<p>ESOs and Dos By October 2018</p>	Improved evaluations of professional learning

2: Improve Quality across ELC			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Review policy and procedure to ensure that it supports expansion plans and guarantees quality, flexibility, accessibility and affordability</p>	<ul style="list-style-type: none"> • Revise the Admissions Policy • Revise the Transitions Policy • Establish a Commissioning Policy • Guidance on how to deliver a coherent curriculum in a more flexible model including and strong focus on Outdoor Learning • Guidance on how best to support a quality experience for 2s, 3s and 4s based on Building the Ambition and leading to the development of a strategy on Family Learning in the Early Years • Promoting and supporting wellbeing • Working with parents and partners to realise continuity and progression resulting in guidance on tracking and monitoring • Supporting children with additional support needs • Guidance on supporting literacy and numeracy across the early level • Develop a procedure for the provision of lunches for children accessing ELC over lunchtime. 	<p>EYM By March 2018</p> <p>ESOs by August 2018 EYSM by April 2018</p> <p>DOs by April 2018</p> <p>ESOs by November 2018</p> <p>ESOs and DOs by January 2019 ESOs and DOs by March 2019</p> <p>ESOs and DOs by June 2019 ESOs and Dos by August 2019 PM and Finance By May 2018</p>	<p>Policies in place and kept under regular review</p>
<p>Increase provision of quality childminders through roll out of development programme linked to the nationally agreed Learning Pathway</p>	<ul style="list-style-type: none"> • Refine current development programme to reflect the Learning and Development Programme anticipated in September 2017 • Establish trends in grades awarded to local childminders to inform change • Design and deliver a support programme based on the Learning Pathway and other nationally successful models • Monitor the impact and amend where necessary • Establish relationships with Locality based Officer to support/offer networking opportunities 	<p>EYM & DO By November 2017</p> <p>From January 2018</p>	<p>Increase in the number of childminders</p> <p>Increase number of quality childminders working in partnership to provide funded places</p> <p>Increase in the number of grades 5 or 6s for childminders by CI</p> <p>Increase the number of childminders in Priority Areas</p>

2: Improve Quality across ELC			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Agree how best to measure the impact of change to ensure that our work remains focussed on improving outcomes	<ul style="list-style-type: none"> • Research what actually makes a difference to the youngest children and take account of this learning • Work in partnership to agree a set of agreed measures to inform our work and establish and implement monitoring systems 	EPS by April 2018 PM by January 2018	Monitoring of agreed measures inform service delivery
Establish a tracking system with a degree of standardisation to measure the impact on learners	<ul style="list-style-type: none"> • Work with partners to explore how best to progress • Establish small working group to progress • Draft and test • Implement tracking systems 	ESO/DOs By October 2019	Tracking system in place
Review arrangements for commissioning services following publication of the new Quality Standards	<ul style="list-style-type: none"> • Review partnership systems and processes to comply with both the new Quality Standards, the Funding Follows the Child Model and aspiration to ensure that the Living wage is implemented across the partnership 	EYSM By April 2018	New model in place
ICT system to support charging and registration in keeping with the Funding follow the Child Model	<ul style="list-style-type: none"> • Link the Northern Alliance to explore a shared approach to the development of a software package to support charging and registration 	PM and EYSM By March 2018	Decision taken with regard to suitability

Workforce Development Plan

1: Establish an ELC Academy to increase the numbers of people entering the workforce			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Establish the role and remit of the ELC Academy with all relevant stakeholders and ensure it is aligned with the Developing the Young Workforce agenda	<ul style="list-style-type: none"> Review the current Workforce Development Group and disband Agree the role and remit of the ELC Academy, Terms of Reference, Communication Plan and representation required Explore current barriers to expanding the workforce and identify appropriate workstreams to address each Launch and publicise the ELC Academy 	PM/ EY Manger October 17	ELC well publicised and understood
The ELC Academy to raise the profile of ELC as a positive career choice within schools highlighting the advantages of working in the sector and showing career and qualification progression routes, pathways and career structures	<ul style="list-style-type: none"> Consultation with existing workforce and stakeholders to establish barriers and how to incentivise a career in ELC including ensuring there is an appropriately progressive career structure Develop Action Plan based on consultation responses and agree responsibilities in taking forward Develop a range of publicity materials and an 'in school' presence to attract young people into the profession including the use of social media 	EY Manager By December 2017 By February 2018	Increase in the number of new recruits attracted
Increased understanding of movement across the workforce	<ul style="list-style-type: none"> Establish a means of recording movement across the workforce to inform commissioning strategy and ability to level terms and conditions 	EYDM By February 2018	Better understanding of trends informing strategy

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ESO: Education Support Officer
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1: Establish an ELC Academy to increase the numbers of people entering the workforce			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Engaging with local training providers to explore more flexible routes into ELC	<ul style="list-style-type: none"> Explore work based learning, college and university with all potential providers and consider the need to procure 4 quotes in order to remove barriers that inhibit part time learning and accessible learning Work with The Scottish Government to offer: <ul style="list-style-type: none"> - Distance Learning opportunities - Out of hours access to training - Work based training 	EYSM	Mapping of existing routes into ELC Matching routes with future needs
Promoting a career in ELC for those wishing to return to work or change career	<ul style="list-style-type: none"> Enhance entry level supports in keeping with needs identified Promote ELC as a career option at all relevant events where there could be potential future employees 	EYM	Levels of recruitment and retention increased.
Promoting increased diversity in the workforce to aspire for representation reflecting society	<ul style="list-style-type: none"> Analyse composition of current workforce to inform next steps Develop strategy and specific materials to attract under-represented groups Establish links with Community Learning and Family Learning to seek their helping in signposting individuals and agreeing supported routes into the profession 	EY Manager By December 17	Increased diversity evident
Positive targeted marketing/ media recruitment campaign aimed at all those interested in an ELC career / change of career / those returning from career break.	Produce flexible information and a recruitment package suitable for a range of potential candidates and to include: <ul style="list-style-type: none"> Social media presence Leaflets FAQs Posters Ensure alignment with national campaign.	EYM December 17	Increase in number of enquiries to the EY Team

1: Establish an ELC Academy to increase the numbers of people entering the workforce			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Effectively utilising the Learning Pathway for childminders to increase the numbers of qualified childminders across Aberdeen City</p>	<ul style="list-style-type: none"> Identify areas where the provision of childminders should be enhanced to guide engagement SCMA Development Officer to focus on priority areas/areas identified as lacking the provision to secure increased provision of childminders Link with the Employability Pipeline to target childminding as a career option Consultation with current and potential childminders to understand the challenges in registration and redesign support systems Development of an Action Plan to address shortfall 	<p>DO November 17</p>	<p>Increased Nos of childminder registering in Priority Areas</p>

2: Improve Access to training and qualifications is a sustainable and impactful way			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Review how best to provide funded access to qualifications in a sustainable way and provide supported access for those living in areas of socio-economic disadvantage</p>	<ul style="list-style-type: none"> Review the long term impact of spending on providing access to training and qualifications Develop a strategy based on audit findings to include incentives to encourage those in SIMD to consider ELC as a career option including links to the ESF Contract Maximise and publicise employability options in SIMD 1&2 areas and clarify barriers to the profession Review entry level qualification based on consultation feedback 	<p>EY Manger December 17</p> <p>By March 2018</p> <p>By June 2018</p>	<p>Data indicates increase in recruitment from SIMD 1&2 areas</p>

3: Establish 6 Graduate Posts to support closing the poverty related attainment gap.			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Shaping the role and remit of the additional 6 graduates to be in post by August 2018	<ul style="list-style-type: none"> Finalise Job Profile (Additional Graduates) Identify locations for deployment Develop guidance for new posts to ensure maximum gains and share ways of working with personnel at each setting Complete recruitment and induction 	EY Manager by February 2018	Evidence of closing the poverty related attainment gap evident – vocabulary?

4: Review current staffing structures to bring about maximum flexibility			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Review current staffing structures to ensure that provisions can support: <ul style="list-style-type: none"> Quality Flexibility Accessibility Affordability 	<ul style="list-style-type: none"> Work with Professional Associations, Practitioners, Head Teachers and Human Resources to review the impact of the interim staffing structure Use data to guide a series of workshops to develop a number of proposals that would help us meet the vision for ELC Considerations should include: <ul style="list-style-type: none"> The Management of ELC settings attached to schools and impact of recent changes in staffing complement Terms and conditions of staff including opportunities to extend working hours for those on part time contracts and the desire to open provision over school holiday periods Advertising posts attached to a Locality rather than a specific provision to build a flexible workforce Consideration of the need for a Support Role in ELC provisions Development of a proposal to be subject for formal consultation 	PM from September 2017 Completed by June 2018	Proposal in place that will support flexibility, quality, accessibility and affordability

Communication and Engagement Plan Objectives

The objectives of this plan are wide ranging and have been broadly split into internal and external communications.

Internal

- a) Ensure ACC staff understand the vision for ELC and are aware of progress
- b) Ensure ACC staff have an opportunity to engage in the process and know of key contacts
- c) Ensure that change activity across the Council is aligned and opportunities for collaboration maximised

Target Audience

- All staff across Education and Children's Services
- Economic Development
- Human Resources
- Finance
- Community Planning
- Legal Services

External

- a) Communicate and engage with children, young people, families and communities to keep them informed of progress and engage them in planning
- b) Ensure messages are clear and simple to understand
- c) Takes place at a time and place that reflects the needs of individuals and is well advertised
- d) Measure the impact the communication is having on the public to reduce design lag
- e) Publicise progress made and generate interest by sharing how the change will benefit them and how they can get involved

Target Audience

- Elected Members
- Partner agencies across the Integrated Children's Services Partnership
- Health Visitors and the Family Nurse Partnership
- Potential employees
- Current and future Parents and Carers
- Children (particularly in relation to quality)
- Young people who may be interested in a career in Early Learning and Childcare
- Private sector business and Chamber of Commerce

Internal & External

Communication will be tailored depending on the specific audience; furthermore different channels of communication will be used depending on the purpose of the message and the intended audience. Any communication issues will be dealt with promptly.

Communication and Engagement Action Plan

INTERNAL			
Objective	Actions	Timescale/ regularity	Evidence of Impact
<p>Ensure ACC staff understand the vision for ELC and are aware of progress</p>	<ul style="list-style-type: none"> • Liaise with Comms to establish a presence on the zone to inform staff • Establish an on-line presence to inform staff of updates • Develop a leaflet for electronic distribution across the organisation to inform staff • Establish Lunch and Learn sessions for staff across the organisation tailored to enquires and progress to date and providing an opportunity to be involved • Seek time at Team Meetings to consult around expansion plans • Routine update to be issued through Education Services Newsletter and ICS mechanism • Establish a Stakeholder Group to inform expansion plans. • Project Board to agree key messages at each Project Board Meeting. 	<p>By the end of October 2017 followed by monthly updates</p>	<p>ACC teams report a clear understanding of the vision and vision and progress updates feed into team work plans</p>
<p>Ensure ACC staff have an opportunity to engage in the process and know of key contacts</p> <p>Ensure that change activity across the Council is aligned and opportunities for collaboration maximised</p>	<ul style="list-style-type: none"> • Make use of the Ideas Hub to engage ACC in the expansion and associated workshops as required • Post regular updates on the zone listing key contacts • Establish 6 weekly meetings with the three Locality Managers and other key personnel to collaborate • Regularly update/inform DLT/ICS Board of progress for onward distribution to other stakeholders including Elected Members 	<p>Four times a year from September 2017</p> <p>Scheduled every 6 weeks</p> <p>Update on progress published 4 times a year</p>	<p>At least 5 enquiries /comments per month regarding ELC</p> <p>At least one request to collaborate per quarter</p>

EXTERNAL			
Objective	Actions	Timescale/regularity	Evidence of Impact
<p>Ensure messages are clear and simple to understand, are age and stage appropriate.</p> <p>Communicate and engage with children, young people, families and communities to keep them informed of progress and engage them in planning Takes place at a time and place that reflects the needs of individuals and is well advertised</p> <p>Publicise progress made and generate interest by sharing how the change will benefit them and how they can get involved</p>	<ul style="list-style-type: none"> • Key messages quality assured to ensure they relay clear messaging • Proactively and responsively consult and communicate with communities within each phase of expansion – tailor to the needs of each community through the development of an individual community engagement plan to be agreed by the Project Board • Establish a social media presence to share updates weekly • Link with ACC Comms Team to ensure ACC channels are fully utilised • Explore locally established communication channels (e.g. Total Place) to tap into existing channels • Link Comms to key national initiatives such as workforce drive to maximise impact • Reinforce the phasing of the expansion and share how the expansion is positively affecting communities • Establish a Stakeholder Group to offer advice and guidance to the Project Board. 	<p>From April 2017 and ongoing to 2020</p> <p>Brief weekly updates</p>	<p>10% of families engage in community engagement</p> <p>Increasing social media presence.</p> <p>Clear understanding of key messages evidenced</p>
INTERNAL AND EXTERNAL			
Objective	Actions	Timescale/regularity	Evidence of Impact
<p>Address emerging communication barriers quickly.</p>	<ul style="list-style-type: none"> • Communication a standing item at Project Board Meetings • Regularly review the impact of this plan and review promptly if the objectives are not being realised 	<p>Fortnightly</p>	<p>Reduction in enquiries evidencing miscommunication.</p>

Funded Providers Plan

1: To work in partnership with providers to deliver flexibility and choice			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Improve communication of progress and opportunities	<ul style="list-style-type: none"> Establish regular meetings and explore the potential for virtual meetings to ensure regular flow of information and opportunities to collaborate 	PM and EYSM By October 2018	Agreed calendar of events in place
Gather current and historical data to help determine how best to encourage partnership	<ul style="list-style-type: none"> Identify increases and decreases in partnership arrangements and consider the use of an 'exit interview' to gather reliable data to inform service delivery 	PM by November 2018	Data monitoring system in place
Review current contracting arrangements with existing partners to establish new contracts	<ul style="list-style-type: none"> Consider unit costs (ACC and funded services) Establish unit cost required for 2,3 and 4 year olds to ensure payment of the living wage Compare unit costs with other Local Authorities/National Guidance Consider current costs absorbed by ACC (training, CPD, admin of allocation and SG reporting requirements) Consider how to 'level the playing field' in terms of pay and conditions Consider level of 'top up' that partners can request from parents and look to establish maximum hourly rate and gain agreement on how to reduce 'up front costs' Establish level of support required to meet quality standard Establish a Quality Charter 	PM and EYSM By April 2018	New contracts in place

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EYIF: Early Years Infrastructure Manager

ESO: Education Support Officer

DO: Development Officer

1: To work in partnership with providers to deliver flexibility and choice			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Increase the number of partner providers supporting in Priority Areas	<ul style="list-style-type: none"> Undertake audit of how partners could enhance their current offer and establish a means of support for them to do so Support new Partner provides to establish in the Three Priority Areas Consider investment in infrastructure to support partner expansion 	PM By May 2018	Increased provision in place across Priority Areas
Introduce and monitor new 600 hour contracts	<ul style="list-style-type: none"> Monitor new 600 hours contract Introduce new unit cost to 'level the playing field' Monitor gaps in provision to prioritise support for new partner settings 	EYSM By April 2019	Refinements made to contracts for 2019/2020
Introduce and monitor new 1140 hours contracts	<ul style="list-style-type: none"> Monitor impact of new 1140 contracts 	EYSM 2020	Final refinements made for 2020/2021

Infrastructure Plan

Consultation responses have provided information on how parents and carers are likely to access services in the future in the three Priority Areas: the same level of consultation will take place across all communities before finalising plans. Consultation responses, the Design Guide and our vision for ELC has informed provisional infrastructure plans. These plans will be amended as early tests of change give us an indication of patterns of use. It is anticipated that new builds will be run by partner providers or operate as a social enterprise.

For the purposes of planning, it has been presumed that a quarter of children will become displaced. This takes account of the need to include eligible 2s, utilise current crèche provision as part of the ELC offer and presumes that almost all school buildings will be able to offer a level of the flexibility. Detailed feasibility studies, community consultation, mapping of distances from home to proposed provision and early tests of change will inform final plans. Estimated costs are listed in the Financial template.

Phase 1 Provisional Plan	
Priority Area	Project
Torry & Tullos	Undertake feasibility study around a suitable site to provide 2-5 ELC provision in East Torry for children. Provision to include potential workplace Nursery for the new Harbour development and foster intergenerational opportunities through links with the proposed community garden if possible.
	Increase the flexibility of current ELC infrastructure provided in 2 schools and community centre crèche provision to realise additional places. Undertake reasonable works that would support greater flexibility with a particular focus on the outdoor environment to increase registration numbers. Consideration should include: <ul style="list-style-type: none"> • How reconfiguring spaces could increase the numbers registered • How extending spaces can support our vision for ELC • How effectively spaces can support our vision for ELC
	Consider adaptations to Partnership provision to increase the numbers registered
	Provision in new school/hub at former Torry Academy for children.

Phase 1 Provisional Plan	
Priority Area	Project
Northfield, Middlefield, Cummings Park, Heathryfold and Mastrick	Undertake feasibility study around suitable site to provide ELC provision.
	<p>Ascertain the potential flexibility of our current ELC infrastructure provided in the 6 schools to determine any reasonable works that would support greater flexibility with a particular focus on the outdoor environment to realise an additional 90 places. Consideration should include:</p> <ul style="list-style-type: none"> • How reconfiguring spaces could increase the numbers registered • How extending spaces can support our vision for ELC • How effectively spaces can support our vision for ELC
	Explore modular build/extension of 2 primary schools to provide additional spaces (dependant upon flexibility of options above)
	Extend the Community Hub to support the expansion of ELC provision.
	Consider adaptations to at least two Community based provisions to be able to provide additional places.
Seaton, Tillydrone and Woodside	Undertake feasibility study across the three localities to identify a suitable site to provide 2-5 ELC provision for children.
	<p>Ascertain the potential flexibility of our current ELC infrastructure provided in 6 schools to determine any reasonable works that would support greater flexibility with a particular focus on the outdoor environment to realise additional places. Consideration should include:</p> <ul style="list-style-type: none"> • How reconfiguring spaces could increase the numbers registered. • How extending spaces can support our vision for ELC • How effectively spaces can support our vision for ELC <p>New school/hub in Tillydrone to increase provision.</p>

Phase 1 Provisional Plan	
Priority Area	Project
	Consider adaptations to Community based provisions keen to work in partnership to increase the number of children registered.
	Undertake a feasibility study around the re-purposing of the current Woodlands School into an ELC Centre for Seaton and surrounding area.
	Explore new build/remodelling of provision in 2 primary schools to provide additional places (size dependent upon the flexibility of options above)
Preparatory Work undertaken in Phase 1 to inform the Phase 2 Plan	
City wide	Ascertain the potential flexibility of current ELC infrastructure in 10 schools where plans suggest that floor space could be reconfigured to increase registered numbers. Determine any reasonable works that would support greater flexibility.
	Exploration of feasibility of using The Duthie Park as a City Centre Outdoor Nursery provision
	Consider adaptations to city wide Partners provision to increase the numbers who can be registered.
	Identification of potential sites to support the expansion

Phase 2 Provisional Plan	
Associated School Group	Potential Project
Bucksburn	Provision of ELC potentially on a previous school site/modular build.
	Reconfiguration of existing provision/provision of Outdoor Nursery in Kingswells.
	Progress any adaptations to partnership/community based provision to increase capacity.
	Progress any works on school based provision to maximise capacity with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
	Stoneywood Primary School build.
Kittybrewster/Hilton	Reconfiguration of existing provision in Hilton/Kittybrewster (depending upon how families would access provision, the outcome of the EPS research into provision for 2 year olds and adaptations possible to increase other local provision).
	Progress adaptations to partnership/community based provision to increase capacity.
	Progress any works on school based provision to maximise capacity with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
Kincorth and Cove	Reconfiguration/extension of provision in two Kincorth schools.
	Progress any adaptations to partnership/community based provision to increase capacity.
	Progress any works on school based provision to maximise capacity with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.

Phase 2 Provisional Plan	
Associated School Group	Potential Project
Hazlehead	Provision of ELC Provision near Kingsford for children, plus Braeside and Mannofield.
	Progress any adaptations to partnership provision to increase capacity.
	Progress any works on school based provision to maximise capacity with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
Cults	Provision of ELC provisions/Outdoor Nursery in Culter for children.
	Progress any adaptations to partnership provision to increase capacity.
	Progress any works on school based provision to maximise capacity. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC. New provision on Cults School campus (or alternative site) will relieve pressure on P1-7 accommodation. Consideration to be given to how this ties with outdoor provision.
	Provision of Outdoor Nursery in Cults.
Preparatory Work undertaken in Phase 2 to inform the Phase 3 Plan	
City wide	Ascertain the potential flexibility of our current ELC infrastructure provided in all schools to determine any reasonable works that would support greater flexibility to include consideration of reconfiguration of spaces to increase the number who can be registered.
	Consider adaptations to Partners provision to increase the numbers who can be registered.

Phase 3 Provisional Plan	
Associated School Group	Potential Project
Aberdeen Grammar School	Potential extension (depending upon the extent to which we increase the partnership offer).
	Progress any adaptations to partnership/community provision to increase capacity.
	Progress any works on school based provision to maximise capacity with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
Bridge of Don No need to increase places at this time.	Progress any adaptations to partnership /community provision to increase flexibility.
	Progress any works on school based provision to maximise flexibility with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
Dyce No need to increase places at this time.	Reconfigure existing partnership /community provision to increase flexibility (depending upon the extent to which we increase the partnership offer).
	Progress any works on school based provision to maximise flexibility with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
Oldmachar No need to increase places at this time.	Potential extension of partnership/community provision to increase flexibility (depending upon the extent to which we increase the partnership offer) and enhancement of provision in adjacent areas.
	Progress any works on school based provision to maximise flexibility with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.

Phase 3 Provisional Plan	
Associated School Group	Potential Project
Harlaw	Potential extension/build (depending upon the extent to which we increase the partnership offer).
	Progress any adaptations to partnership provision to increase capacity.
	Progress any works on school based provision to maximise capacity and flexibility with a particular focus on the outdoor environment. This may include reconfiguration or extending provision if this can be done in keeping with our vision for ELC.
City Centre/George Street	Potential extension (depending upon the extent to which we increase the partnership offer and consultation responses around where parents and carers would choose to access services).
	Progress any adaptations to partnership provision to increase capacity.
City Centre /Hanover Street	Potential extension (depending upon the extent to which we increase the partnership offer and consultation responses on where parents and carers would choose to access services).
	Progress any adaptations to partnership provision to increase capacity.

Financial Plan – Revenue Costs

The Scottish Government issued a standard template for the financial plan on 25th August. This section will be replaced with the standard template before submission to the Scottish Government.

Financial Plan - To be replaced with Financial Template

Project Support				
	2017/2018	2018/2019	2019/2010	2020/2021
0.7fte Project Manager	£55,169	£55,169	£55,169	£55,169
0.4fte Data Manager	£22,975	£22,975	£22,975	£22,975
0.6fte Service Manager (Infrastructure)	£47,572	£47,572	£47,572	£47,572
1fte Educational Psychologist	£54,572	£54,572	£54,572	£54,572
Total cost	£180,288 of which £125,716 is from the Grant	£180,288 (subject to pay award)	£180,288 (Subject to pay award)	£180,288 (Subject to pay award)
Central Support				
Management costs (EY Service Manager and Early Years Management Costs)	£134,532	£67,266	£67,266	£67,266
Quality Assurance of ELC settings and crèche provision	£625,877	9 Locality Managers £557,964	9 Locality Managers £557,964	Some costs met from income generation c£100,000 reducing costs to £457,964
Quality Assurance/ support of Childminders	£36,772	£36,772	£36,772	£36,772
Central Finance and Admin costs (childcare, ELC and Me2 costs)	£154,545	£139,091	£125,182	£112,664
Total cost	£951,726	£801,460	£787,551	£675,033

Professional Development including Leadership Development				
	2017/2018	2018/2019	2019/2020	2020/2021
Development of Family Learning (coaching)	£50,000	£150,000	£100,000	£50,000 - maintain
Leadership Development	£50,000	£140,000	£120,000	£100,000 - maintain
Development of Outdoor Learning (coaching)	£49,284	£200,000	£150,000	£100,000 - maintain
General Professional Learning	£41,000	£50,000	£50,000	£50,000
Supporting Excellence Visits (including the release of staff)	NA	£150,000	£150,000	£150,000
Supporting learners with additional support needs (coaching)	£60,000	£150,000	£150,000	£150,000
Childminders	£3750	£5000	£5000	£5000
Workforce Expansion				
ELC Academy	c£85,000	c£50,000	c£50,000	c£50,000
Supporting training for a career in ELC	£200,000	£400,000	£400,000	£400,000
Total	£285,000	£450,000	£450,000	£450,000

Systems				
	2017/2018	2018/2019	2019/2010	2020/2021
Tracking system		Tracking system - estimated at £10,000		
System supporting the allocation of pre-school places and FIS	£37,000	App development/ Scottish Government approach adopted		
Commission a Quality System to feature: <ul style="list-style-type: none"> • Best practice including the use of multi-media • Sharing of innovation and professional learning communities • Exemplification of 'the standard' 	Develop scope of system - staff time	Approximate cost of establishing system £100,000 Cost of on-going publication and management of site £40,000 yearly. Some costs could be recouped if access is sold to others.	£40,000	Potential to become cost neutral if purchased by other Local Authorities

Tests of change – initially managed centrally moving to Locality Managers over time				
	2017/2018	2018/2019	2019/2010	2020/2021
Outdoor learning as a test of change	£100,000	c£500,000 - TOS fund to encourage innovation	c£500,000 - TOS fund to encourage innovation	c£300,000 - TOS fund to encourage innovation
Development of more flexible provision	£199,284	c£750,000	£500,000	£300,000
Resource to support Family Learning		c£250,000	£200,000	£150,000
Consultation costs				
Costs of undertaking consultation	Estimated to be around £50,000 year on year with potential to explore how we can use community capacity to help.	Estimated to be around £50,000 year on year with potential to explore how we can use community capacity to help.	Estimated to be around £50,000 year on year with potential to explore how we can use community capacity to help.	Estimated to be around £50,000 year on year with potential to explore how we can use community capacity to help.
Running costs				
Cost of lunches	c£3 per meal	c£3 per meal	c£3 per meal	c£3 per meal
Running and maintenance costs	£1,400,000			
Renegotiation of contracts with Partner Providers	£2,926,394	Potential increase in partner rate to £5 per hour £3,568,773		C£6,000,000

Risk Register

Risk Management Plan					
Ref	Identified Risk	Category	Risk Description	Mitigating Actions	Level of Risk (likelihood x Impact)
1.	Quality of provision declines	Quality & workforce	Quality compromised due to: <ul style="list-style-type: none"> • Leaders lacking capacity to maintain/improve quality • Leadership posts vacant • Insufficient recruitment of practitioners compromises quality • Staff not feeling valued during a period of change • Influx of new, inexperienced staff • Insufficient training capacity • QA arrangements not effectively addressing issues with quality • Insufficient data/research on how best to support eligible 2s to maximise outcomes 	<ul style="list-style-type: none"> • Produce Aberdeen City Quality Action Plan and Implement • Design leadership programme based on new Quality Standards • Workforce Development Plan in place (recruitment and retention) • Ensure effective collaboration and communication with the Care Inspectorate and Education Scotland • Ensure effective communication and collaboration with the workforce during the expansion as detailed in the Communication Plan • Detail how the additional graduate will improve quality through the job specification • Design refreshed training programme based on the new Quality Standards • Align working practices with QIO team to maximise reach • EPS to lead research of best provision for eligible 2s to inform next steps 	4x4 16
2.	Private sector decline due to downturn in Oil and Gas	Funded providers	Partners offer greater flexibility currently but have identified risks linked to: <ul style="list-style-type: none"> • The increase in business rates • Inability to retain staff • General cost of living in Aberdeen • Reduced demand due to downturn • Work in partnership with the Chamber of Commerce to secure support for the ELC sector 	<ul style="list-style-type: none"> • Gather real data to examine the extent of the risk • Liaise with colleagues across ACC to see how to access Business Rates fund • Consider as part of workforce development strategy and ELC Academy Plans • Partnership Plan in place • Increase investment in certificated qualifications and more flexible models into ELC • Review commissioning framework • Review unit costs to support sustainable provision 	5x5 25

Risk Management Plan

Ref	Identified Risk	Category	Risk Description	Mitigating Actions	Level of Risk (likelihood x Impact)
3.	Insufficient appropriate flexibility realised due to inability to enhance community offer	Flexibility and choice	Risk that flexibility and choice will not be offered due to: <ul style="list-style-type: none"> • Lack of early engagement with communities • Lack of early engagement with partners • Lack of effective partnership working • Lack of understanding of the needs of each community • Lack of available infrastructure in the right places 	<ul style="list-style-type: none"> • Establish and maintain close links with Locality Managers • Establish robust Communication and Engagement Plan • Clearly map and explore all available current provision to ensure that we enhance and not stifle the current local offer • Infrastructure Plan in place • Plan for demand lag in place • Design of a flexible offer which can respond to changing needs 	4x4 16
4.	Expansion does not impact on the lives of children and families	Quality	<p>Lack of focus leads to work focussing on increasing physical provision as opposed to taking an outcome based approach</p> <p>Lack of collaboration across the Community Planning Partnership (CPP) fails to ensure a holistic approach</p>	<ul style="list-style-type: none"> • Clear measures of success to be established and carefully monitored • Improvement methodology used to inform the roll out • Clear governance in place to scrutinise expansion work • Engagement with CPP through the ICS Structure 	5x5 25
5.	Lack of coordination leading to opportunities not be fully capitalised upon	Project Management	The many change agendas will need to be carefully aligned to ensure a coordinated response that capitalises on new opportunities	<ul style="list-style-type: none"> • Governance arrangements with representatives from all key stakeholders • Alignment of timescales in implementation plans • Foster and maintain positive relationships with all key partners 	5x5 25
6.	Lack of connection between strategy and delivery	Project Management	<p>Risk that necessary operational issues are not addressed timeously to support the strategic development of ELC</p> <p>Failure to engage all partners across ACC leads to delay</p>	<ul style="list-style-type: none"> • Weekly meetings established with Service Managers • Fortnightly meetings with wider implementation team • Clear governance arrangements • Clarity of responsibilities in the expansion of ELC across ACC 	4x4 16

Risk Management Plan

Ref	Identified Risk	Category	Risk Description	Mitigating Actions	Level of Risk (likelihood x Impact)
7.	Lack of effective communication results in expanded offer not being taken up	Communication	Risk that lack of effective and on-going engagement with families will result in provision being made available and not being accessed.	<ul style="list-style-type: none"> • Clear communication strategy in place • Maintain links with Locality Managers • Maintain data monitoring to provide early warnings of changed usage across a locality • Phased approach to delivery should ensure increased awareness, understanding and knowledge of the expansion across ACC • Plan for demand lag 	3x3 9
8.	Lack of finance/ knowledge of available finance could hamper innovation and the expansion of ELC	Finance	Uncertainty around funding exists and has the potential to impact on: <ul style="list-style-type: none"> • Our innovations and aspirations • Wasted officer time • Inability to progress options identified as the ideal solutions 	<ul style="list-style-type: none"> • Clear financial governance in place • Clear governance arrangements to agree the parameters of improvement activity • On-going collaboration with finance colleagues to provide on-going financial monitoring • Agree principles of delivery with flexible options around the provision of infrastructure • Support from CMT and Elected Members 	5x5 25
9.	Lack of data to inform sound decision making	Quality	There is a risk that the wrong decisions are taken due to lack of reliable data or incorrect data	<ul style="list-style-type: none"> • Robust data collection and analysis to continue to ensure that current data is always available to support decision making – live document • Review the ELC Delivery Plan formally on a 6 monthly basis 	4x4 16
10.	Failing to increase flexibility in our current ACC provisions	Finance Engagement	Lack of effective engagement leads to limited flexibility in schools thus reducing future flexibility	<ul style="list-style-type: none"> • Establish routine meetings with professional associations • Establish routine engagement with teachers and practitioners in schools 	4x4 16

Risk Management Plan

Ref	Identified Risk	Category	Risk Description	Mitigating Actions	Level of Risk (likelihood x Impact)
11.	Failure to recruit sufficient workforce	Workforce	Expansion if hampered due to inability to recruit sufficient staff at all/some levels	<ul style="list-style-type: none"> • Workforce development plan in place 	5x5 25
12.	IT system is unable to support expansion	Finance	IT systems does not have capacity to manage flexible allocations, funding and evaluation of provision	<ul style="list-style-type: none"> • Work with local and national teams to review and improve existing IT system 	4x4 16
13.	Insufficient revenue funding	All	insufficient revenue funding to ensure quality, adequate and flexible staffing and general costs	<ul style="list-style-type: none"> • Financial Business Partner on the Project Board • Formal monitoring of revenue spend at each Project Board meeting 	4x4 16
14.	Insufficient capital funding	Infrastructure	Insufficient capital funding to expand provision in keeping with the Ministers Blueprint and risk of delay in completion	<ul style="list-style-type: none"> • Asset Management Group will monitor progress and associated outcomes • Project Board to mitigate any emerging risks and highlight them to CMT 	4x4 16

ELC Expansion Plan - Finance Template

Introduction

Local authority name

ELC Expansion Plan - Lead contact

Name

Contact email / phone number

Finance Template - Lead contact

Name

Contact email / phone number

Local Authorities are asked to complete this Finance Template and submit it alongside their ELC Expansion Plans which are due to be sent to Scottish Government by close on Friday 29 September 2017.

This proforma is intended to capture, in a nationally consistent manner, Local Authorities' estimated revenue and capital costs associated with the expansion.

It is expected that Local Authorities will have prepared separate detailed costings to aid their planning process. Local Authorities are welcome to submit these workings alongside this proforma. This is not a requirement.

A guidance note has been issued alongside this template to aid completion. Tips are also embedded as comments throughout this workbook.

Queries relating to the Finance Template can be directed to any member of the ELC Delivery Support team through forthcoming workshops or sent by email to ELCDeliverySupport@gov.scot.

Key assumptions

* All revenue costs should be calculated at 2017 prices - inflationary assumptions will be applied nationally.

* You do not need to account for the impact of the Living Wage on funded provider rates from 2020 - this calculation will be made and applied nationally. You should instead use a rate which reflects a sustainable funding settlement for all providers, excluding the Living Wage.

* Cost information should reflect your best estimates on the basis of information available to you. We appreciate that cost profiles may change over the remainder of the programme.

* Shaded cells require your input - blank cells will calculate automatically.

2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

Lunches

	All					
Number	0	0	0	0	0	0
Unit cost (£)	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00

Uptake

	2 year olds						3&4 year olds						5 year olds (deferrals)					
Total population	2,442	2,447	2,446	2,482	2,519	2,552	4,834	4,864	4,799	4,807	4,844	4,913	217	217	217	217	217	217
Estimated eligible cohort (% of population)	25%	25%	25%	25%	25%	25%	100%	100%	100%	100%	100%	100%	9%	9%	9%	9%	9%	9%
Estimated uptake - registrations (% of population)	7%	9%	13%	15%	17%	20%	86%	87%	88%	89%	90%	92%	100%	100%	100%	100%	100%	100%
Estimated net cross boundary inflow / (outflow)	0	0	0	0	0	0	134	134	134	134	134	134	0	0	0	0	0	0
Uptake (number of children)	171	220	318	372	428	510	4,291	4,366	4,357	4,412	4,494	4,654	217	217	217	217	217	217
Estimated uptake of hours (%)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	100%	100%	100%	100%	100%	100%
Statutory provision (hours)	600	600	600	600	970	1,140	600	600	600	600	830	1,140	600	600	600	600	970	1,140
Total statutory hours	97,436	125,531	181,249	212,211	394,614	552,763	2,446,007	2,488,438	2,483,558	2,514,971	3,543,204	5,040,239	130,200	130,200	130,200	130,200	210,490	247,380

Phasing - Non-statutory hours

	2 year olds						3&4 year olds						5 year olds (deferrals)					
Estimated children receiving non-statutory hours pre-2020	0	20	50	100	150		0	100	500	1,500	3,000		0	5	10	15	17	
Non-statutory hours per child pre-2020 (hours)	0	970	970	1,140	1,140		0	970	970	1,140	1,140		0	970	970	1,140	1,140	
Total non-statutory hours	0	19,400	48,500	114,000	171,000		0	97,000	485,000	1,710,000	3,420,000		0	4,850	9,700	17,100	19,380	

Total hours

97,436	144,931	229,749	326,211	565,614	552,763	2,446,007	2,585,438	2,968,558	4,224,971	6,963,204	5,040,239	130,200	135,050	139,900	147,300	229,870	247,380
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Provision by type

	2 year olds						3&4 year olds						5 year olds (deferrals)						
Local authority provision (% of hours)	76%	76%	77%	78%	78%	78%	75%	75%	72%	70%	65%	65%	98%	98%	98%	98%	98%	98%	
Partner nursery provision (% of hours)	23%	24%	21%	19%	18%	18%	25%	25%	27%	29%	34%	34%	2%	2%	2%	2%	2%	2%	
Childminder provision (% of hours)	1%	1%	2%	3%	4%	4%	0%	0%	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	
Other (% of hours) - please specify																			

Total	100%	101%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Local authority provision (hours)	74,051	110,148	176,906	254,445	441,179	431,155	1,834,505	1,939,078	2,137,362	2,957,480	4,526,082	3,276,155	2,397,087	132,349	137,102	144,354	225,273	242,432
Partner nursery provision (hours)	22,410	34,783	48,247	61,980	101,811	99,497	611,502	646,359	801,511	1,225,242	2,367,489	1,713,681	48,920	2,701	2,798	2,946	4,597	4,948
Childminder provision (hours)	974	1,449	4,595	9,786	22,625	22,111	0	0	29,686	42,250	69,632	50,402	0	0	0	0	0	0
Other (hours)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	97,436	146,380	229,749	326,211	565,614	552,763	2,446,007	2,585,438	2,968,558	4,224,971	6,963,204	5,040,239	2,446,007	135,050	139,900	147,300	229,870	247,380

Funded (partner) provision - hourly rate

	2 year olds						3&4 year olds						5 year olds (deferrals)					
Nurseries	£5.50	£5.50	£5.50	£5.50	£5.50	£5.50	£4.10	£4.10	£5.00	£5.00	£5.00	£5.00						
Childminders	0%						0%											
Other																		
0																		
0																		
0																		
0																		

Costs (£m)

2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

Local authority staff costs

	FTEs					
Staff in post - LA settings	0	0	0	0	0	0
Staff in training - LA settings	0	0	0	0	0	0
Staff in post - Central costs	0	0	0	0	0	0
Other staff costs						
Sub total	0.0	0.0	0.0	0.0	0.0	0.0

0.000	0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000	0.000

Funded (partner) provision

	Hours					
Nurseries	682832	683844	852556	1290168	2473897	1818126
Childminders	974	1449	34281	52036	92257	72513
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
Sub total	683806	685293	886837	1342204	2566154	1890639

2.630	2.841	4.273	6.467	12.397	9.116
0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000
0.000	0.000	0.000	0.000	0.000	0.000
2.630	2.841	4.273	6.467	12.397	9.116

Lunches

Cost of provision	0.000	0.000	0.000	0.000	0.000	0.000
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Running costs

- Educational resources and supplies
- Administrative resources and supplies
- Buildings - rent and rates
- Buildings - energy / utilities costs
- Buildings - maintenance and lifecycle replacement
- Buildings - facilities management
- Buildings - other
- Information systems
- Others (please specify)

0.000	0.000	0.000	0.000	0.000	0.000

Sub total

Wraparound hours

Estimated revenue	0.000	0.000	0.000	0.000	0.000	0.000
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TOTAL

2.630	2.841	4.273	6.467	12.397	9.116
--------------	--------------	--------------	--------------	---------------	--------------

0

Flexibility Assumptions for Local Authority Settings

Number of Local Authority ELC Settings
 Estimated number of local authority settings operating year round
 Local Authority settings operating year round (%)
 Estimated number of hours per annum provided in local authority settings operating year round
 Estimated number of local authority settings operating term time only
 Local Authority settings operating term time only (%)
 Estimated number of hours per annum provided in local authority settings operating term time only
 Number of local authority settings with opening hours of 8am to 6pm (or longer)
 Local Authority settings with opening hours of 8am to 6pm (or longer) (%)
 Estimated number of hours per annum provided in local authority settings operating 8am to 6pm (or longer)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Local Authority ELC Settings	47					
Estimated number of local authority settings operating year round	0				42	42
Local Authority settings operating year round (%)	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Estimated number of hours per annum provided in local authority settings operating year round	0.0%					
Estimated number of local authority settings operating term time only	-47	0	0	0	42	42
Local Authority settings operating term time only (%)	-100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Estimated number of hours per annum provided in local authority settings operating term time only	600.0%					
Number of local authority settings with opening hours of 8am to 6pm (or longer)	0					
Local Authority settings with opening hours of 8am to 6pm (or longer) (%)	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Estimated number of hours per annum provided in local authority settings operating 8am to 6pm (or longer)	0					

Additional Support Needs (ASN)

Estimated number of eligible 2 year olds with ASN (%)
 Estimated number of 2 year olds in local authority settings with ASN
 Estimated number of 3&4 year olds with ASN (%)
 Estimated number of 3&4 year olds in local authority settings with ASN
 Estimated number of 5 year olds (deferrals) with ASN (%)
 Estimated number of 5 year olds (deferrals) in local authority settings with ASN

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Estimated number of eligible 2 year olds with ASN (%)	0					
Estimated number of 2 year olds in local authority settings with ASN	42.735	0	0	0	0	0
Estimated number of 3&4 year olds with ASN (%)	0					
Estimated number of 3&4 year olds in local authority settings with ASN	1072.81	0	0	0	0	0
Estimated number of 5 year olds (deferrals) with ASN (%)	0					
Estimated number of 5 year olds (deferrals) in local authority settings with ASN	54.25	0	0	0	0	0

Cross Boundary Flows

Estimated cross boundary inflows
 Estimated cross boundary outflows
Estimated net cross boundary inflow / (outflow)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Estimated cross boundary inflows	134	134	134	134	134	134
Estimated cross boundary outflows						
Estimated net cross boundary inflow / (outflow)	134	134	134	134	134	134

ELC Expansion Plan - Finance Template

Capital costs profile

0

Anticipated Total Capital Cost for All Projects (£m)

0

Annual Profile

Costs (£m)

	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Refurbishment projects						0.000
Extension projects						0.000
New build projects						0.000
Outdoor spaces						0.000
Other						0.000
Total	0.000	0.000	0.000	0.000	0.000	0.000

CHECK

0

	Prior to Works Commencing			Outline of Proposed Works											Post Works Completing			
	Registered Capacity Prior to Works	Maximum Deliverable Hours Per Annum Per Child	Total Maximum Deliverable Hours Per Annum Per Setting	Description	Total Area (Sqm)	Cost per square metre (£)	Base Date	Base Date Index	Expected Tender Date	Tender Date Index	Location Adjustment (%)	Land Costs (£)	Total Cost (£)	Construction Period	Registered Capacity Post Works	Increased Capacity	Maximum Deliverable Hours Per Annum Per Child	Total Maximum Deliverable Hours Per Annum Per Setting
Refurbishment Projects																		
Example A	40	2,500	100,000	Minor refurbishment	58	1,500	2Q 2018	284	4Q 2018	286	0%	£0	87,613	6 months	50	10	2,500	125,000
Example B	40	1,140	45,600	Major refurbishment	58	2,100	2Q 2018	284	4Q 2018	286	15%	£0	141,056	6 months	50	10	1,140	57,000
Extension Projects																		
Example C	80	2,500	200,000	Extension	203	3,300	2Q 2018	284	2Q 2018	287	0%	£0	676,976	6 months	105	25	2,500	262,500
Example D	80	1,140	91,200	Extension	203	3,300	2Q 2018	284	1Q 2019	287	15%	£0	778,523	6 months	105	25	1,140	119,700
New Build Projects																		
Example E	0	-	-	New build	580	3,000	2Q 2018	284	2Q 2019	290	0%	£0	1,776,761	12 months	100	100	2,500	250,000
Example F	0	-	-	New build	580	3,000	2Q 2018	284	1Q 2020	302	15%	£0	2,127,824	12 months	100	100	1,140	114,000
Outdoor Space Projects																		
Example G	40	2,500	100,000	Suitable outdoor space	500	500	2Q 2018	284	2Q 2019	290	0%	£0	255,282	3 months	48	8	2,500	120,000
Example H	40	1,140	45,600	Suitable outdoor space	500	500	2Q 2018	284	1Q 2020	302	15%	£0	305,722	3 months	48	8	1,140	54,720
Other LA Settings Where No Capital Works Are Envisaged At Present (Please list all other settings)																		
Example I	40	2,500	100,000												40	0	2,500	100,000
Example J	100	1,140	114,000												100	0	1,140	114,000
Other Non Settings Related Capital Works																		
Example K				Catering provision to accommodate universal free lunch commitment		500,000												
Example L				Systems costs (Capital in nature)		100,000												

Max Deliverable Hours Pre Works

Anticipated Total Capital Cost for All Projects

Max Deliverable Hours Post Works NB: Please ensure totals excludes examples

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	14th September 2017
REPORT TITLE	Policy Refresh
REPORT NUMBER	ECS/17/043
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Eleanor Sheppard

1. PURPOSE OF REPORT:-

The purpose of this report is to seek Committee approval to implement the revised Children Missing from Education Policy in Aberdeen City schools.

2. RECOMMENDATION(S)

It is recommended that Committee approve the refreshed Children Missing from Education Policy contained at Appendix A and that this be implemented immediately.

3. BACKGROUND/MAIN ISSUES

3.1 The Current Policy

The current policy on how to safeguard children missing from education was written in 2009. There have been a number of changes in legislation and guidance since that time and schools face new challenges not comprehensively covered in the 2009 Policy. These changes have led to a review of the current policy to ensure that it fully supports our safeguarding arrangements.

3.2 Children Missing from Education – A Definition

Children 'missing from education' are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). This includes those who have not taken up or returned to places allocated to them. They have usually not attended school for a period of time with no reasonable explanation for their absence.

Children and young people may disappear from the view of schools and education authorities for many reasons. Action must be taken at school and education authority level to locate families and to try to re-engage them with services at the earliest opportunity.

Children who are missing from education may be at risk or have wellbeing needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relating to non-attendance.

3.3 The Revised Policy on Children Missing from Education

The revised Policy on Children Missing from Education is based on national guidance and is aligned with other Authority Policies. The Policy provides guidance for colleagues in schools on how to locate and effectively gain assurances about the wellbeing of children and young people who are missing from education. It builds on the established systems already in place and clarifies the roles of responsibilities of education staff and other partners in safeguarding this vulnerable group. Helpful checklists are included to guide practice.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising from the refresh of the policy. The clarity around roles and remits will improve our efficient use of resource.

5. LEGAL IMPLICATIONS

- 5.1 Children have a right to education and local authorities have a duty to provide education for all children in their area. Action must be taken at school and education authority level to locate families and to try to re-engage them with services at the earliest opportunity to ensure that Aberdeen City Council fully complies with the legal duties to education children.
- 5.2 The Children (Scotland) Act 1995 places a duty on Local Authorities to protect children and young people. The Children Missing from Education Policy outlines effective practice in safeguarding children and young people to ensure that the Council fully complies with legal duties.

6. MANAGEMENT OF RISK

6.1 Financial

Failing to locate children who are missing from education puts children and young people at risk. This vulnerability increases the financial risks associated with not putting effective support in place at the earliest opportunity. Effective and timely implementation of this Policy significantly reduces this risk and ensures that the risk remains low.

6.2 Employee

Not being able to safeguard children and young people can present a risk to the wellbeing of employees. The policy will help reduce the risk as the steps to be taken and responsibilities are clear. This clarify ensures that the risk remains low.

6.3 Customer / citizen

Children and young people who do not enjoy regular school attendance are less likely to have positive longer term outcomes and are more likely to be at risk of harm. The policy mitigates the risks to children and young people as they will be quickly located and guided to re-engage with services. Adhering to the Policy ensures that the risk remains low.

6.4 Environmental

Children and young people who are in school are less likely to present an environmental risk. The Policy will ensure that the risk remains low.

6.5 Technological

No risks identified

6.6 Legal and Reputational

The revised Policy reduces potential legal and reputational risks associated with not taking action within the context of current legislation and best practice guidance. Adhering to this Policy will ensure that legal and reputational risks remain low.

7. IMPACT SECTION.

7.1 Economy

The Policy will ensure that children and young people are fully accessing education and more likely to contribute to the economy.

7.2 People

The Policy will impact positively on all children and young people and ensure that any immediate difficulties do not impact negatively on their long term outcomes. The policy also takes account of families who may leave the United Kingdom due to Brexit. An EHRIA has been completed and the policy will impact positively on both race and disability.

The policy will help colleagues in schools confidently discharge their duties and reduce any anxiety experienced when safeguarding children and young people.

7.3 Place

No impact identified.

7.4 Technology

No impact identified.

8. BACKGROUND PAPERS

No background papers have been referred to.

9. APPENDICES (if applicable)

Children Missing from Education Policy – Appendix A

10. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

Education and Children's Services
Children Missing from Education Policy

Author: Eleanor Sheppard

Version: August 2017

Date for review: September 2017

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Introduction

Children and young people may disappear from the view of schools and education authorities for many reasons. Children have a right to education and local authorities have a duty to provide education for all children in their area. Action must be taken at school and education authority level to locate families and to try to re-engage them with services at the earliest opportunity.

In all cases the first and most important factor to consider is safety. Should there be any concern that the child may be at risk, it is essential that local Child Protection procedures are followed immediately.

All children and young people who go missing are vulnerable. Children are recognised in law as a vulnerable group in our society as they require additional protection from the risks posed to them by different forms of harm, therefore a child-specific response is necessary. If there is any suspicion that the child is genuinely missing or at risk, then Police and Social Work services should be contacted at the earliest opportunity.

Definition

Children 'missing from education' are children and young people of **compulsory** school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision) this includes those who have not taken up or returned to places allocated to them. They have usually not attended school for a period of time.

Children missing from education will have wellbeing needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relating to non-attendance.

Children who are missing from education will be covered by local policy in line with the [National Guidance for Child Protection in Scotland 2010](#) and the best practice identified by The Scottish Government Children Missing from Education (CME) Service.

Although children in Early Years settings are not officially classed as 'Missing from Education', settings should make use of this guidance and enclosed checklists to support their safeguarding arrangements.

Getting it right for every child – Named Person

The final parts of the Children and Young People (Scotland) Act 2014 Act are expected to commence in August 2018. The Act includes arrangements for local authorities to provide a Named Person Service for every child and young person of compulsory school age up to the age of 18. The Named Person Service for Pre-school children is provided by the NHS.

The core functions of the Named Person make them ideally placed to be part of the process as the child's absence will raise a concern about the child's wellbeing. The Named Person will, due to their role, have an oversight of known issues in the child's life and will be able to use that oversight, in collaboration with other services, to assess risk and make a professional judgement on the most appropriate and proportionate course of action. In many cases this will include eliciting further information and assistance about the child missing from education with partner services, such as Social Work and/or Police and liaison with the Local Authority CME Coordinator.

Professional judgement should always be used and Child Protection procedures followed whenever there are concerns for the immediate safety of a child/young person.

The Role of the School or Early Years Setting

In most cases, parents and carers advise schools and settings if children and young people are going to be absent. All schools and settings have well established procedures to contact parents and carers within a limited time frame when they have not been advised of absence. The checklists in Appendix A will help the Named Person/Early Years Manager undertake checks within maximum timescales to safeguard children and young people.

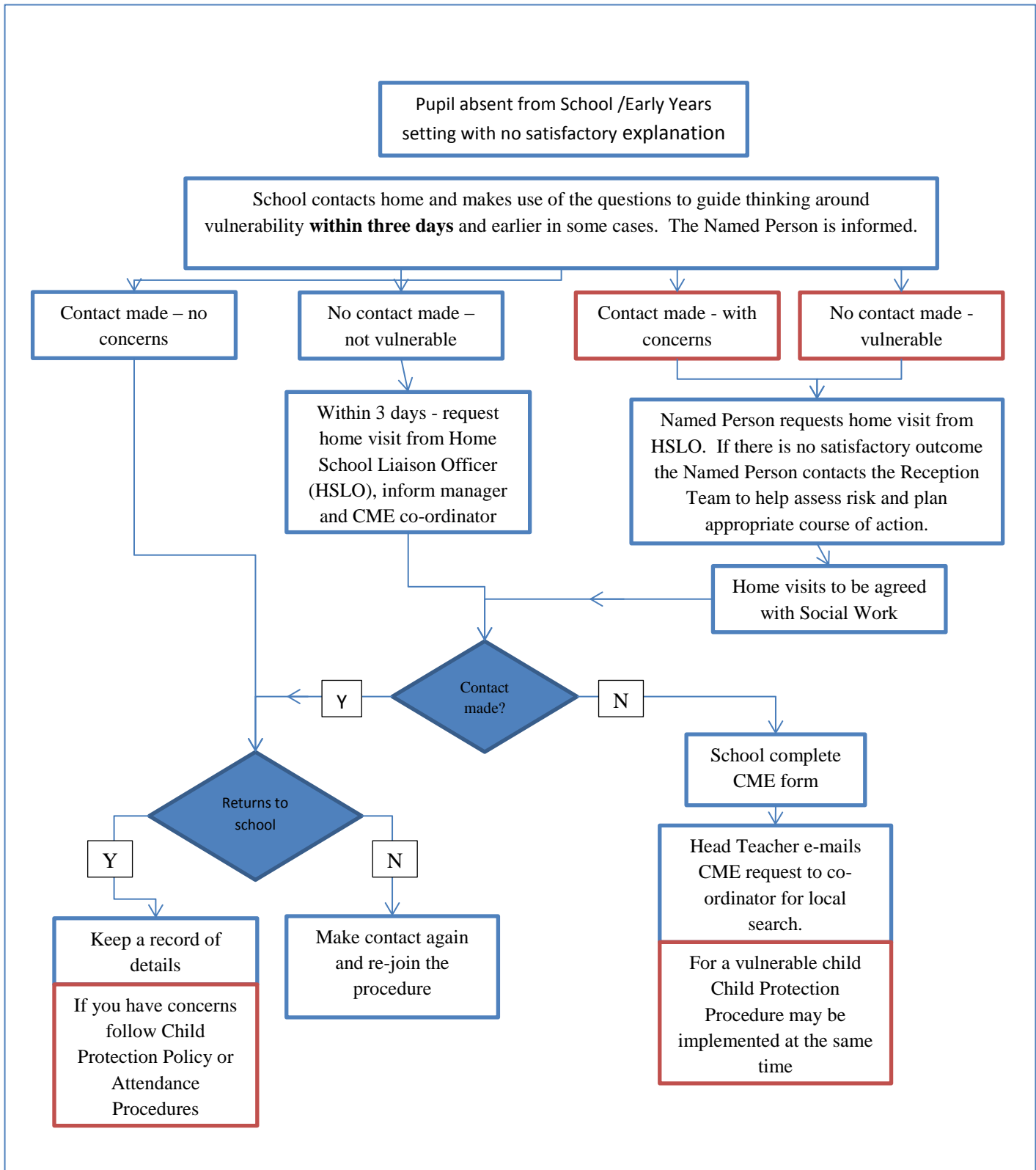
Where patterns of non-attendance are emerging in school aged children, the Aberdeen City Attendance Procedures should be followed to support improved attendance at school. Concerns about Early Years attendance should be shared with the Named Person from Health Services so that agreement can be reached on how best to ensure the child's safety.

When the Named Person/Early Years Manager finds it impossible to make contact with the parents and carers over a three day period they should make use of the Stage 1 checklist contained in Appendix A. When there are on-going concerns for a child or young person's wellbeing schools should take action more quickly.

If the Named Person of a school aged child assesses that the child or young person is not at immediate risk they should seek support from the Home School Liaison Officer to undertake a home visit, in other cases it may be decided to approach other agencies for information immediately. Colleagues can seek support from colleagues in Children's Social Work to help assess the child's vulnerability to determine appropriate next steps. Children accessing Early Learning and Childcare should seek support and guidance from the Early Years Team.

Where home visits have not resulted in contact with the family, the full checklists in Appendix A should be considered and used. If attempts remain unsuccessful, the school should complete the Children Missing from Education (CME) and send it to the Authority CME Co-ordinator. The CME Co-ordinator will undertake a further local search before linking with partners and national organisations.

Where a child is considered vulnerable and at risk the school should immediately contact the child's Lead Professional. This will include children on the Child Protection Register, those subject to a current Child Protection investigation, those who are Looked After, those with involvement with the Children's Reporter, those at the centre of a custody dispute or those with significant additional support or wellbeing needs. Child Protection procedures should be followed when a Lead Professional is not in place.



Children not returning following a holiday period

The Named Person should follow the procedure detailed above when children do not return to school following a school holiday period.

Parents and carers advising schools of an extended holiday out with school holiday periods should be advised that this procedure will be followed if the child does not return on the day stipulated to encourage effective communication. Parents and carers should be asked to confirm a contact telephone number that can be used when away from home.

If children do not return to school the procedure detailed should be followed to help determine that the child or young person is not currently residing in the city. If the HSLO cannot locate the child, the form in Appendix B should be completed and sent to the CME Co-ordinator to allow further local, national and where necessary international checks to be carried out. **Children and young people should not be removed from a school roll until the Named Person has made contact with the receiving school.**

Families moving away from the city

For cases where the family has informed the school that they are moving away from the area, the receiving school should make a request for the Pupil Progress record (PPR) as soon as application is made. If a request has not been received within two weeks the following action should be taken:

- If the family report that they are moving within the city the current Named Person should contact the incoming Named Person.
- If the family have reported that they are moving out with the city and have named a school, the current Named Person should make contact with the reported receiving school.
- Where there is no resolution, the Named Person should refer to CME Co-ordinator by making use of the form in Appendix B. The CME Co-ordinator will undertake further checks and will assume responsibility at this point.

The procedure on page 4 should be followed when the family has not informed the school of their intentions as the child is classed as missing from education.

If there are concerns for the child or they are on the Child Protection register or on an order from the Children's Reporter the Named Person should liaise immediately with the Lead Professional to determine what action should be taken. Children should not be removed from the roll until they have been enrolled in another school.

The Role of the CME Co-ordinator

When the CME Co-ordinator receives the form in Appendix B they will use the information to support liaison with colleagues locally, nationally and internationally. This could include liaison with Police Scotland, NHS Trusts and colleagues in Children's Social Work and accessing The Scottish Government register to help locate the family. They will ensure that colleagues in schools are kept informed of successful resolutions.

Given the quickly escalating processes required to safeguard our children and young people who are missing from education, it is imperative that the Named person informs the CME Co-ordinator if a child reappears as soon as possible.

APPENDIX A

Stage 1 – Steps the school/Early years setting should take after third day of no contact (or sooner if child has been identified as at risk and vulnerable)

<input type="checkbox"/>	Ask other children in the class/school (consider also confidentiality and sensitivity)
<input type="checkbox"/>	Check what other staff and siblings know
<input type="checkbox"/>	Contact all emergency contact numbers (including parent mobiles, other family members)
<input type="checkbox"/>	HSLO Home visit to deduce if child/family is there for children in school.
<input type="checkbox"/>	Consider the need to follow Child Protection Policy including contacting the Police.
<input type="checkbox"/>	Early Years Settings should contact the Named Person

<input type="checkbox"/>	All reasonable and practical effort should be undertaken to locate the child/family, including speaking to: any known extended family, neighbours or community members, friends/acquaintances, Named Person/Lead Professional and other agencies as appropriate
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Stage 2 – School initiate databases search

<input type="checkbox"/>	Request checks from SEEMIS by contacting the SEEMiS Team
<input type="checkbox"/>	Contact partner services as appropriate and request relevant information
<input type="checkbox"/>	Check Health Visitor/School Nurse/GP Practice with whom child registered
<input type="checkbox"/>	Check with Housing as appropriate
<input type="checkbox"/>	Check with Social Work as appropriate
<input type="checkbox"/>	Check with Police and ask for information as appropriate

Stage 3 – Children Missing from Education wider search - This stage can only be completed by CME Co-ordinator

<input type="checkbox"/>	School completes the 'Request for a Search' Form. The Head Teacher should send this form to CMEenquiries@aberdeencity.gov.uk . The CME co-ordinator will start further checks.
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Appendix B - Request for a Search

Once completed send to CMEenquiries@aberdeencity.gov.uk

Please give the following details for who referred this case to the CME Co-ordinator.	
Name:	
Designation:	
School:	
Telephone number:	
Email:	
Date:	

Details of local investigations for all children in this case to be included in the search:

Local searches completed	Date carried out and by whom	Outcome
Enquiries made with other children in the class		
Enquiries made with other school staff		
Enquiries made with other establishments where siblings are known to be or where siblings were enrolled		

Home contact attempted :	Date carried out and by whom	Outcome
– by phone		
– by visit		
Contact made with relatives/emergency contact		
Contact made with parent's last known employer		
Contact made with other agencies:		
- Social Work		

- Housing		
- Health		
- Voluntary Agencies		
- Police		
Other		

How many sets of child details are being sent with this referral?	
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Family details:		
Family surname:		
Last known address:		
Other names the family has been known by:		
Mother's first and maiden name (if known)		
Father's name:		
Is either parent in the military?	Yes	No
Is anyone in this family an asylum seeker?	Yes	No
Is anyone in this family a refugee?	Yes	No
Other known family whereabouts and telephone numbers:		
Emergency contact and telephone number:		

Any other background information Please include in this section any other background information about why this case has been referred and/or any other relevant details which the CME co-ordinator should be made aware of e.g. medical issues, confidentiality etc.

Child Details - Please complete and return one set of details for each child

Forename(s):		
Surname:		
Date of Birth:		
Gender:	Male	Female
SCN (Scotland only):		
UPI (Outside Scotland):		
Is this child to be included in the search?	Yes look for this child – please complete section 2 and leave section 3 blank.	
	No for information only – please go to section 3 .	

Please give as much detail as possible about schools the child has attended:

Name of School	Address of School	Stage of Pupil	Date of Enrolment	Date of last day of attendance

Is this child currently on the Child Protection Register?	Yes	No
Has this child been on the Child Protection Register in the last 24 months?	Yes	No
Does this child have a history of unauthorised absences?	Yes	No
Does this child have a history of exclusions?	Yes	No
Is this child looked after at home by the local authority in terms of the Children (Scotland) Act 1995?	Yes	No
Is this child looked after away from home by the local authority in terms of the Children (Scotland) Act 1995?	Yes	No
Does this child have an additional support need?	Yes	No
What is the nature of the additional support:		

Section 3 please complete this section if you gave us these child details for information only

Do you know the whereabouts of this child?	Yes	No
Details of child's whereabouts:		
Contact telephone number for this child:		
Any other relevant information:		

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	20th September 2017
REPORT TITLE	Allocation of additional Pupil Support Assistants
REPORT NUMBER	ECS/17/044
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Lesley Stopani

1. PURPOSE OF REPORT:-

This report is to inform committee of the allocation of the additional funding of £976,000 for Pupil Support Assistants.

2. RECOMMENDATION(S)

It is recommended that committee note how the resource of £976,000 has been allocated, as detailed at section 4 of the report, in order to raise attainment by meeting the needs of children and young people.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

- 3.1 Council at its budget meeting on 22 February 2017 allocated a sum of £976,000 to allow for further expansion of Pupil Support Assistants to help raise attainment and the Director of Education and Children's Services was instructed to report to this Committee on how the additional funding would be allocated to support efforts to raise attainment.
- 3.2 The annual audit of need requires all of our primary schools to review the needs of individual children in relation to the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included). This creates a picture of need across the whole city. In providing allocations account is taken of the roll related requirements within each school, such as health and safety and this informs the core allocation of PSAs. A formula based approach is then used to enhance the core allocation of Pupil Support Assistants, thereby increasing entitlement in direct relation to the identified additional support needs of pupils.
- 3.3 Additionality is provided to support schools in further implementation of mainstreaming, particularly where teaching staff is not available as we transition from previous models. The process for identifying need is via the annual ASG Transition Conference where the needs of P6 and P7 pupils are discussed. This process leads to the identification of vulnerable learners who will require additional support to prepare for and transition successfully in to secondary school.
- 3.4 To address the rise in the number of children being given a diagnosis of an ASC (Autistic Spectrum Condition) the Autism Outreach team is being enhanced. A Principal Teacher, based at The Centre of Excellence, has been appointed and the compliment of teachers has been increased. The addition of skilled PSAs to this team will further enhance this provision and support the presumption of mainstream.

- 3.5 In order to create greater capacity at local level and to enable schools to deploy support more timeously in response to identified needs a local pool of staff, to be accessed by Associated Schools Groups, will be created. This allocation has been made on a roll related basis.
- 3.6 A number of children and young people who are in care are accessing educational provision outwith Aberdeen City. In order to maintain their learning within an appropriate environment an allocation of Pupil Support Assistant hours is given following the development of a robust Child's Plan.

There is a need to promote the use of British Sign Language, which can be met by providing a specialist Pupil Support Assistant. The role of this PSA will be to deliver training to improve practice.

4. FINANCIAL IMPLICATIONS

- 4.1 The additional funding is being targeted to the needs of learners across the city as detailed in the table below. The initial allocation, April – December 2017, has been made to primary and secondary schools to ensure that the additional staff can fill these roles timeously. This allocation will be monitored and if appropriate a revised allocation will be made from December – April 2018. The BSL co-ordinator and Autism Outreach posts are being progressed and it is anticipated the recruitment process will be completed before the October break. Through the CSSF (Children's Specialist Service Forum) approval has been given for Pupil Support Assistant hours to be allocated to support children and young people who are looked after and accommodated outwith Aberdeen city. Partnership Forums have been advised of their allocations and colleagues within Associated School Groups are planning the deployment of the resource in order to meet the needs of learners who require targeted support.

School	Contractual Weeks	Weekly hours per post	Corporate fte	Posts	Salary (Inc on – costs) £
Primary Additionality	39	25	15.1	29.8	463,780
Secondary Additionality	39	27.5	2.7	4.9	84,040
BSL Communicator	39	27.5	0.6	1	17,090
Autism Outreach team	39	27.5	1.1	2	34,180
Out of Authority	39	27.5	2.2	4	68,360
Partnership Forums	39	25	9.1	17.9	278,390
Total			30.8	59.6	945,840

5. LEGAL IMPLICATIONS

There are no legal implications.

6. MANAGEMENT OF RISK

6.1 Financial

Without adequate, timely support, from additional Pupil Support Assistants, learners with additional support needs may not make the progress they should. Furthermore, failure to provide sufficient support within our mainstream provision can lead to more costly targeted and specialist interventions

6.2 Employee

A lack of early/accessible intervention can contribute to an elevated level of distress in children/young people and could therefore have a negative impact on staff. Additional Pupil Support Assistants will help reduce the risk by being able to implement timeous and effective strategies.

New staff are more likely to require training, which may have to be delivered by employees who have greater experience. This will require careful management and support to minimise the impact on workload / capacity.

6.3 Community

Children and young people who do not have a positive school experience are more likely to have reduced school attendance and this can have a negative impact on local communities. Pupils not attending regularly are unlikely to achieve a positive destination and can be at risk of being at harm.

This investment mitigates against the risks to children and young people as they would be more supported in their local school environment by additional support staff.

6.4 Technology

No identified risks.

6.5 Legal

Reduce potential legal risks associated with Tribunal cases regarding perceived lack of additional support.

7. IMPACT SECTION

7.1 Economy

The creation of additional posts will have a positive effect on employment, providing additional opportunities for those who wish to work within this sector. It is anticipated this will impact positively on the local economy.

In the longer term improved attainment for individual children and young people will promote their chances of securing positive and sustained destinations, which will enable them to make an ongoing contribution to the local economy.

7.2 People

The allocation of this additional resource to children and young people who require assistance to access learning, will have a positive impact on many with protected characteristics, including those experiencing poverty. It will impact on the ability of children and young people to engage more successfully with their learning, leading to improved outcomes.

The creation of the specific post to support the extended use of British Sign Language will have a positive impact on those who experience hearing impairment. There will also be a positive impact on staff who will have access to the support which will be made available to them.

The increased allocation of Pupil Support Assistants to Associated Schools Groups will enable senior staff to access additional support more timeously. The provision of support at an early stage / when a child or young person faces a specific barrier to their learning is key to maintain engagement in learning. This local support will enable early and proportionate intervention.

There is evidence of increased numbers of children and young people being given a diagnosis of an ASC (Autistic Spectrum Condition). The addition of Pupil Support Assistants to the Autism Outreach team will supplement the support already provided by the teachers in the team. Increased capacity in schools to support this vulnerable group of learners will be widely welcomed.

Looked After Children can be some of the most vulnerable learners. In some cases the success of an educational placement has a significant impact on care arrangements. In order to maintain a place within mainstream provision investment in a Pupil Support Assistant can be an effective support by providing the continuity of a trusted adult, which the young person may not have experienced.

The increased level of support will have a positive impact on the confidence of parents and carers as schools demonstrate an increased capacity to meet the needs of children and young people.

The employment opportunities will have a positive impact on those who secure posts. They will benefit from the experience of working in a rewarding environment in which the positive impact of their intervention is demonstrable.

The additional cohort of support staff available across the service will have a positive impact on the current cohort of staff working within the Education service. It will increase the capacity of schools and services to meet the needs of individual children and young people.

7.3 Place

Engaging children and young people in learning and raising their attainment will allow them to develop the four capacities of Curriculum for Excellence. As adults and citizens of Aberdeen City they will have a more positive impact on their community and will be less dependent on the support services provided by the council.

7.4 Technology

It is anticipated that the provision of additional staff within classrooms will provide opportunities for increased numbers of children and young people to access technological assistance to support their learning. This will be achieved by creating

greater capacity within the classroom allowing a broader range of tasks to be planned and supervised.

8. BACKGROUND PAPERS

Audit of additional support needs (2017)
Exclusion & Attendance data (2016/17)

9. APPENDICES (if applicable)

None

10. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	14 September 2017
REPORT TITLE	Cordyce School Consultation Timetable
REPORT NUMBER	ECS/17/045
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Andrew Jones

1. PURPOSE OF REPORT:-

- 1.1 This report provides an update on the planned timescale for the statutory public consultation on the future of Cordyce School, following advice received on this from Education Scotland.

2. RECOMMENDATION(S)

- 2.1 It is recommended that Committee agrees to the amended timetable for the statutory public consultation on the proposal to close Cordyce School, and instructs the Head of Education to report to the Committee on the outcome of the consultation at its meeting in January 2018.

3. BACKGROUND/MAIN ISSUES / OTHER HEADINGS AS APPROPRIATE

- 3.1 At its meeting on 1 June 2017, following consideration of a report on future plans for Pupil Support Services and Cordyce School, the Education and Children's Services Committee agreed the following:

- *to instruct the Head of Inclusion to oversee the preparation of a proposal document for public consultation on the proposal to close [Cordyce School] in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended; and*
- *to report to the Committee on the outcome of the statutory consultation at the November Committee meeting to enable a decision on the future of [Cordyce School] to be made.*

- 3.2 Following that decision, officers began informal discussions with colleagues at Education Scotland, who are required to oversee and make comment on the statutory consultation arrangements for school closure proposals.

- 3.3 As a result of these discussions it has become clear that there is insufficient time available to carry out a thorough consultation on the future of Cordyce School, whilst adhering to the statutory timescales set out within the Schools (Consultation) (Scotland) Act 2010 as amended, and to present the full findings of this consultation to the Committee at its meeting on 16 November.
- 3.4 Given that this consultation will include a proposal to close a school, it will be important for the Council to demonstrate that it has taken sufficient time to consider the outcomes from the consultation before making its final decision on the future of the school.
- 3.5 Scottish Ministers have the power to call in decisions made by Councils on school closures, and when determining whether or not to do so, will consider the extent to which the Council has followed the statutory processes and taken sufficient time to consider the arguments which have been put forwards.
- 3.6 It is therefore recommended that the previous instruction by Committee, for the outcomes of the consultation to be reported to the November 2017 meeting, is amended, so that officers are instead instructed to report on the consultation at the Committee meeting to be held in January 2018. This would give sufficient time for the statutory consultation process to be fully carried out, and for all submissions from stakeholders and any recommendations from Education Scotland to be properly considered by officers, before a final consultation report is written and submitted to the Committee.
- 3.7 The recommended timetable for the consultation, which complies with the statutory timescales, would therefore be as follows:
- Preparation of consultation proposal document
Mon 24 July to Tues 29 August 2017
 - Public consultation period
Wed 30 August to Fri 13 October 2017 (31 school days)
(Statutory requirement is 6 weeks including a minimum of 30 school days)
 - Collated consultation submissions to be sent to Education Scotland
Fri 20 October 2017
 - Education Scotland to consider submissions and write report on the consultation
Mon 23 October to Fri 10 November 2017 (3 weeks)
(Statutory requirement is a minimum of 3 weeks)
 - ACC officers consider all submissions including Education Scotland report, and write final consultation report
Mon 13 November to Fri 1 December 2017
 - ACC consultation report published
Mon 4 December 2017

(Statutory requirement to publish the report at least 3 weeks before a decision on the proposals is taken by Committee)

- ECS Committee decision
January 2018 (date of Committee to be confirmed)

4. FINANCIAL IMPLICATIONS

- 4.1 If the recommendation to extend the timetable for carrying out the consultation is accepted, this would delay the final decision on the future of Cordyce School from being made. If that decision is to be the closure of the school, then a delayed decision will mean that any savings associated with that closure could not be realised as quickly as they might have been, had the decision been taken earlier. Given that the revised timetable for consultation adds approximately two months to the process, the cost implications of the delay are likely to be minimal (see outline of running costs below).
- 4.2 However, if the recommendations are not accepted and the original decision to have officers report to the November committee on the outcomes of the consultation remains in place, then the recommended timetable for the consultation would need to be curtailed.
- 4.3 This would increase the risk of any decision to close Cordyce School being called in by Scottish Ministers, and if the School Closure Review Panel were to subsequently decide not to allow the closure on the basis that the consultation had not been properly carried out, a five year moratorium would be imposed on the Council, preventing it from considering closure again within that period.
- 4.4 As a result the Council would be required to continue to meet the costs of keeping the Cordyce School building open for at least five more years. The average annual costs of running the building are outlined below:
- Oil & Electricity - £48,800
 - Carbon Charges - £5,400
 - Water - £5,400
 - Cleaning - £26,660
 - Repairs/Maintenance - £32,400
 - Grounds Maintenance - £4,700
 - Waste Collection - £5,900
 - Rates - £0. (Expected to be £80k once vacated after initial rates relief period).
- 4.5 These figures were calculated based on the school being fully operational with pupils enrolled at the school. If the building was required to remain open but with no pupils on the roll, then energy, cleaning and waste collection costs would be reduced. However, with no pupils on the roll the Council would become liable for the payment of non-domestic rates for the building (after an initial period of rates relief discount), and an additional cost of £80,000 per year would also apply.

5. LEGAL IMPLICATIONS

- 5.5 If the recommendations within this report are not accepted, and the timetable for the consultation is required to be curtailed in order to meet the original November reporting deadline, the Council would be at a very high risk of failing to comply with legislation, by not adhering to the timescales set out in the Schools (Consultation) (Scotland) Act 2010 (as amended).

6. MANAGEMENT OF RISK

Financial

- 6.1 The financial risks associated with not accepting the recommendations in this report are set out in Section 4, above.

Employee

- 6.2 Pupils who previously attended Cordyce School have now left education or are following bespoke learning pathways, and there will be no children on the roll at Cordyce in August 2017. Consequently the staff who previously worked with these pupils have already been deployed elsewhere within the service, and will not be affected by any change to the timetable for consulting on the future of the school. There are therefore no employee related risks associated with the recommendations in this report.

Customer / citizen

- 6.3 There are no customer / citizen related risks associated with the recommendations in this report. Pupils who previously attended Cordyce School have now left education or are now following bespoke learning pathways, and there will be no children on the roll at Cordyce in August 2017. Any changes to the timescale for a decision on the future of the school will therefore have no direct impact on pupils or their parents.

Environmental

- 6.4 There are no environmental related risks associated with the recommendations in this report.

Technological

- 6.5 There are no technological related risks associated with the recommendations in this report.

Legal

- 6.6 The legal risks associated with not accepting the recommendations in this report are set out in Section 5, above.

Reputational

- 6.7 If the recommendations in this report are not accepted and the timetable for the consultation is curtailed, then there is a high level risk of damage to the Council's reputation, in that its commitment to undertaking thorough consultation on school closure proposals could be called into question.

7. IMPACT SECTION

Economy

- 7.1 The proposed changes to the timetable for the consultation will not have any significant impact on the economy.

People

- 7.2 An Equality and Human Rights Impact Assessment has been carried out and no negative impacts on people with protected characteristics have been identified which relate to the recommendations within this report.

- 7.3 Accepting the proposals to extend the timetable for public consultation will impact positively on the people of Aberdeen, in that it will help them to feel fully consulted and engaged in the decision making process for the future of Cordyce School. It will also impact positively on the staff involved in the consultation, as it will help them to feel empowered to carry out a thorough and effective consultation.

Place

- 7.4 The proposed changes to the timetable for the consultation will not have any significant impact on Place or the environment.

Technology

- 7.5 The proposed changes to the timetable for the consultation will not have any significant impact on technology.

8. BACKGROUND PAPERS

- Education and Children's Services Committee, 1 June 2017 – Agenda Item 10.6: *Future Plans for Pupil Support Services and Cordyce School.*
- Schools (Consultation) (Scotland) Act 2010 (Amended May 2015)

9. REPORT AUTHOR DETAILS

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HEAD OF SERVICE DETAILS

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Proposal Document

Proposal:

To permanently close Cordyce School in Aberdeen, with effect from 1 April 2018

Statutory Consultation Period

Wednesday 30 August 2017 to Friday 13 October 2017 (inclusive)

All submissions expressing views on the proposals detailed in this document should be made in writing or by email by 5.00pm on Friday 13 October 2017.

It is intended to respond to issues raised from correspondence within a report presented to the Education and Children's Service Committee in January 2018.

Contents

List of Consultees

1. Background
2. The Proposal
3. The Impact of the Proposal
4. Educational Benefits
5. Options for Consultation
6. Additional Information
7. Public Meeting
8. Submission of Views
9. Outcome of Consultation
10. Appendices

LIST OF CONSULTEES

Notice of the issuing of this Proposal Document will be provided to:

- The City-Wide Parent Forum
- All Aberdeen City secondary school head teachers and ASN staff
- The trade unions representatives of the above staff
- Constituency MSPs for Aberdeen
- Regional MSPs for the area
- Constituency MPs for Aberdeen
- Community Planning Partnership Board
- The Director of Corporate Governance, Aberdeen City Council
- The Director of Communities, Housing and Infrastructure, Aberdeen City Council

A copy of this document is available from:

- Aberdeen City Council, Marischal College, Broad Street, Aberdeen, AB10 1AB
- Central Library, Rosemount Viaduct, Aberdeen, AB25 1GW
- All secondary schools in Aberdeen City

The Proposal Document is also available on the Aberdeen City Council website:

www.aberdeencity.gov.uk/XXXXXXXX

This document is available in alternative formats or in translated form for readers whose first language is not English. Please apply to Education and Children's Services, Marischal College, Broad Street, Aberdeen, AB10 1AB, by telephone on 01224 522273; or by e-mail:

schoolestate@aberdeencity.gov.uk

STATUTORY CONSULTATION

1. BACKGROUND

ABERDEEN CITY COUNCIL’S VISION FOR EDUCATION

- 1.1 Aberdeen City Council has a Vision which conveys a picture of the aspirations and expectations of our service users, stakeholders and the wider community and makes clear linkage to the Corporate Vision and six key strategic priorities:

Our Corporate Vision is:

for Aberdeen to be an ambitious, achieving, smart city with the following strategic priorities:



- 1.2 Our vision for Education is:

Improving learning opportunities to deliver better outcomes.

- 1.3 This Proposal Document seeks comment on the proposal to close Cordyce School in Aberdeen, following the adoption of an alternative provision for supporting secondary aged children with emotional and behavioural support needs.

2. THE PROPOSAL

- 2.1 Cordyce School in Aberdeen was established to provide secondary education for pupils with additional support needs arising from social, emotional and behavioural difficulties. Children have previously attended the school from all parts of Aberdeen City.
- 2.2 The Standards in Scotland’s Schools Act 2000 introduced the presumption of mainstreaming, which requires local authorities to start with the assumption that all children and young people should access learning within their local school, alongside their peers, rather than necessarily attending a separate school specifically for children with additional support needs.
- 2.3 Since then, further legislation and national guidance has promoted the need for local authorities to put children and young people at the centre of our processes, and to engage them and their families in the process of planning for their learning as well as their wellbeing.

- 2.4 During 2013/2014, Aberdeen City Council commissioned a review of Inclusion within the city, which was conducted by two national experts. Following this review a number of recommendations were made. These included:
- Implementation of the presumption of mainstreaming
 - Providing earlier intervention and support
 - Reducing exclusions, particularly of vulnerable children and young people
 - Reducing out of authority placements
 - Streamlining processes to support improvements in multi- agency working
- 2.5 In planning to implement these recommendations, the transformation of services for children and young people with social, emotional and mental health needs, including the services provided by Cordyce School, has been a key focus. The main objective of this transformation has been to ensure that all of our children and young people have timeous access to an appropriate level of support to address their individual needs, and not just those who are placed in a specialist school.
- 2.6 In bringing about this transformation, Aberdeen City Council has worked with its third sector partners to support the development of bespoke pathways for young people, focused on the needs of individuals and consisting of a range of interventions and opportunities to promote learning and wellbeing. In light of this there has been a gradual reduction in the pupil roll at Cordyce school, and an increase in the number of children and young people whose needs have been met within mainstream schools.
- 2.7 It is anticipated that this work will continue, and that there will no longer be any young people placed within Cordyce School. Since August 2017, there have been no pupils enrolled at the school.
- 2.8 Given the changes described above and the introduction of this new approach to supporting young people's development, it is proposed that Cordyce School is permanently closed, with effect from 1 April 2018.
- 2.9 The likely effects of the proposed changes are described below.

3. THE IMPACT OF THE PROPOSAL

Cordyce School

- 3.1 Cordyce School is situated in Riverview Drive, Dyce, Aberdeen. The school site is spread over three separate buildings, two of which were originally built as accommodation blocks as the school was previously operated as a residential school.
- 3.2 The building is generally considered to be in a poor condition. The most recent assessment of the building resulted in the school being rated C (poor) for both its condition and its suitability for use as a school. It also has an energy performance rating of G (very poor).
- 3.3 When the school had a full pupil roll, it had the highest running cost per pupil of all schools in Aberdeen. The average annual running costs for the building are shown below:
- Oil & Electricity - £48,800
 - Carbon Charges - £5,400
 - Water - £5,400

- Cleaning - £26,660
- Repairs/Maintenance - £32,400
- Grounds Maintenance - £4,700
- Waste Collection - £5,900

Total annual running cost: **£129,260**

- 3.4 Closure of the school would help to bring about a reduction in running costs for the Council, as in the short term there would be a reduced need for fuel and facilities management costs, even whilst the site remains within the Council's ownership. However, whilst the site remains within the Council's ownership but not operating as a school, the payment of non-domestic rates relief would be required, at a cost of approximately £80,000 per year after an initial rates relief discount period.
- 3.5 If the Council should later decide to dispose of the site altogether, then all of the above costs including non-domestic rates would be removed.
- 3.6 Should the proposal to close Cordyce School be accepted, it is not anticipated that there will be any significant negative impact on pupils, given that there are no longer any pupils enrolled at the school. Details of the likely education benefits of the proposed change for all pupils in Aberdeen City are detailed in Section 4 below.
- 3.7 As there are no pupils enrolled at the school, members of staff who previously worked at the school have already been deployed elsewhere within Education and Children's Services. A decision to close the school would therefore have no significant impact on staff.

Secondary Schools in Aberdeen City

- 3.8
- Should the proposals be accepted, this will have a small impact in how secondary schools provide support for young people who have experienced a number of exclusions. However this in line with the changes which have been put in place with the implementation of presumption of mainstreaming as recommended in the 2014 review of Inclusion. Further details of the full arrangements for providing support for children with social and emotional needs can be found in appendix 1.

4. EDUCATIONAL BENEFITS

- 4.1 The proposals described in this document will have the following benefits:

Context

4.1 An appreciation of the educational benefits related to the closure of Cordyce School requires an awareness of the background to the recent history of the school and the recent work which has been undertaken to transform services within Aberdeen City. The transformation of services is directly linked to the delivery of improved outcomes for all children and young people but specifically those with additional support needs which relate to social, emotional and mental health needs. (See **Appendix 1** for Aberdeen City's Continuum of Provision)

Background

4.2 As Cordyce was originally a residential school the staff compliment was made up of teachers, PSAs, Education Social Workers and Education Support Workers. The school can accommodate up to 44 young people. The ratio of staff to pupils was high and latterly, as the number of young people on the roll decreased (May 2017 total of 4) did not provide best value, especially given the high level of management posts.

TEACHERS AND PSAs	EDUCATION WORKERS	SOCIAL WORKERS	ADMIN POSTS
Head Teacher Depute Head Teacher x 2 Principal Teachers x 2 Class Teachers 14.42fte	Principal Social Worker 4 Senior Social Workers Social Workers Education Workers 1.5	 17 Support	Administrator Support Assistant 64 hours

Recent History

4.3.1 There has been a steady decline in the number of pupils attending Cordyce School and only 6 pupils were on the school roll for session 2016/17. A number of factors led to this reduction: an increased level of understanding amongst teaching staff of the needs of children and young people with social and emotional needs; an awareness of these within the continuum of additional support needs; increased skill level of staff, within our secondary schools, which enables the majority of young people to have their needs met within mainstream provision; more effective multi-agency working to address a broader range of needs.

4.3.2 In preparing for the transition of these 6 young people, a full review of each individual pupil took place, considerable work was then undertaken to plan appropriate Learning Pathways to meet the diverse needs. Account was taken of the fact that individuals were embarking on key transitions either from the Broad General Education to the study of qualifications with an exam component; or a move into the world of work / further education.

4.3.3 The Bespoke Pathways for the young people ensured that they experienced appropriate challenge and relevance in their learning. This approach had a positive impact on attendance and engagement. The young people benefited from a range of experiences beyond the school campus, which built their confidence and helped them to transition to life beyond Cordyce school.

4.3.4 This model was also deployed across the city to successfully support those young people for whom full-time mainstream education provision was a challenge.

Limitations of provision at Cordyce School

4.4.1 The recruitment difficulties faced within the service has impacted on Cordyce School, creating significant limitations as a result. The school is unable to provide a broad curriculum which meets the needs of all learners. Although the school had experienced teachers the range of subject specialisms was limited and it was not possible to offer a breadth of options to provide sufficient personalisation and choice for the young people. Significant demands were placed on individuals who had to develop many aspects of the curriculum in order to provide sufficient

breadth. Any changes in staff e.g. maternity leave impacted on the school's ability to provide coherence and progression. As a result it was increasingly challenging for the school to deliver the entitlements of Curriculum for Excellence to all of the young people.

4.4.2 The setting of Cordyce school provides a positive environment for Outdoor Learning and this was capitalised on, however, the school building itself does not provide a suitably stimulating environment for the most vulnerable learners. Unfortunately, incidents of vandalism, sometimes carried out by the young people themselves, have contributed to the decline in the state of the building.

4.4.3 During 2016 – 17 discussions with the young people confirmed that they had a positive view of the school, however, many of them referred to the fact that they were 'the worst behaved' young people in the city. It is of great concern to think that the young people, and presumably others across the city, hold this view. From this it is clear that there is the potential for young people to be stigmatised / gain a reputation for having attended Cordyce. This is detrimental to the school but more importantly to the young people themselves.

4.4.4 In 2014 the Review of Inclusion in Aberdeen City recommended the transformation of services to implement the presumption of mainstream, to increase the number of children being educated within their local school and to reduce the number of children being placed out with the authority. As a result of the focus on presumption of mainstream; the reduction in the number of children and young people being permanently removed from the roll has led to a steady decline in the number of pupils attending Cordyce School. There are no pupils on the school roll for session 2017/18.

Aberdeen City's Continuum of Provision

4.5.1 Following the transformation of the service there is now a clear continuum of provision, which sets out the supports available for children and young people at Universal, Targeted and Specialist level and which reflects the requirements outlined in the Children and Young People's Act (2014). The continuum supports the delivery of timeous and proportionate support for individual children and young people, who will remain on the roll of their mainstream school. This will ensure that young people continue to have access to a broad curriculum and those who know the child best will continue to lead and coordinate the supports they require to access learning.

4.5.2 Schools will be supported to ensure that where it is required appropriate adjustment is made in order for individual children and young people to access their learning. To ensure the diverse needs of the individual young people are met planning meetings involve the young people, staff, parents / carers as well as personnel from the agencies working with them, to ensure every young person has a Child's Plan and where appropriate a Person-centred Risk Assessment. The focus of these plans is:

- the delivery of an appropriate curriculum, with an emphasis on literacy, numeracy and health and Wellbeing
- the provision of therapeutic interventions to address social, emotional and mental health needs
- the identification of family supports
- the preparation for transitions and in particular transitions beyond school

Revised Targeted and Specialist Provisions

4.6.1 Targeted provisions will be delivered in schools, supported by the teams of staff based within the Partnership Forums. These teams represent 75% of the resource previously deployed from the centre. Signposting and advice continue to be provided by the Education Support team.

4.6.2 Off-site provision has been reviewed and in place of Cordyce a number of satellite hubs will offer shared placements for young people, allowing them to maintain a place within their mainstream schools. These provisions will address the needs of the children and young people whose presenting behaviours result from: poor attachment; significant mental health issues, engagement in high risk behaviour, or from the challenge of being a young parent.

4.6.3 Hubs will operate within the context of highly inclusive mainstream provisions, where skilled staff will be able to meet the needs of the majority of learners. Hub provisions will:

- have high aspirations for children and young people, demonstrating creativity, flexibility and ambition
- work in partnership with other agencies to deliver a range of bespoke pathways
- deliver appropriate therapeutic interventions
- have well planned and supported transitions
- deliver effective engagement with families

4.6.4 Education Support Officers will work in partnership with colleagues from within the service, Children's Social Work and partners, including third sector organisations, to ensure a broad and appropriate range of interventions are available for the most vulnerable children and young people.

4.6.5 The new Centre of Excellence to replace Pre-School ASN, Hazlewood and Woodlands schools will meet the needs of Aberdeen City's children and young people with the most severe and complex needs. The provision will also be the hub for a number of Outreach Services and will host key partners.

4.7 Educational Benefits

- Maintaining their place within a mainstream provision is, for the majority of children and young people, the option most likely to promote success. Children and young people can continue to be supported by those who know them best and in the company of peers. The continuum of provision in Aberdeen City will reduce the number of children and young people removed for the roll of their school and placed in an alternative location / out of authority.
- The transfer of 75% of central support to Local Partnership forums will enable schools to enhance their capacity for inclusive practice. The impact of an inclusive ethos in schools will benefit all learners, their families and the wider community.
- Improved Outcomes for all children and young people with additional support needs will result from the restructuring of education support services. The transformed additional support needs service will deliver earlier intervention to a broader range of children and young people. By intervening early there is less likelihood of children and young people becoming disengaged from their learning, therefore, more likely to meet their potential.
- Teaching and support staff will continue to have access to a broad range of Continuous Professional Learning opportunities to ensure that they can make reasonable adjustments in the classroom at Universal level. Staff who previously supported children out with the

mainstream setting will work alongside school teams, providing further CPL through modelling of best practice.

- More immediate access to time-defined support from the Partnership Forum teams will provide targeted interventions for individuals and small groups. Vulnerable young people will be supported during the transition to S1 by the Targeted Transitions Team (previously Pupil Support Service).
- In early primary the Specialist Early Intervention Team will support schools to better meet the needs of children who require significant support to transition to full-time mainstream education.
- Outreach provisions from Hubs and the Centre of Excellence will focus on improving literacy, numeracy and health and wellbeing.
- For young people who face barriers to learning due to social, emotional and mental health needs Bespoke Pathways, which take account of their strengths and interests will seek to provide opportunities for attainment and achievement.
- Bespoke Pathways will provide the flexibility to focus on the key skills individual young people need. By building on existing partnerships with key third sector partners e.g. Foyer Futures and SHMU (Station House Media Unit) young people will have access to a range of opportunities, which will develop their skills for learning, life and work. Key workers will work alongside young people to develop their skills, enabling them to complete Employability Skills programmes and to participate in work experience.
- Shared Placements, which support continued mainstream attendance, will ensure young people have access to universal provisions to support the development of skills for life, work and learning e.g. careers support, financial management. Accessing this support within mainstream schools will allow for continued engagement with peers and the promotion of social and team skills.
- Earlier intervention is designed to support young people to access more of the Broad General Education. If there is a need for additional support, delivered off-site, children and young people will remain on the school roll. As a result, schools will retain responsibility for the delivery of a curriculum which provides challenge, enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. Child's Plans and Bespoke Pathways will ensure that these principles are upheld and will ensure accountability for the delivery of the actions within the plan / pathway.
- Aberdeen City's GIRFEC procedures highlight the need for children and young people to be engaged in planning processes, either by attending meetings or sharing their views with the Named Person / an advocate. Ensuring that the voice of the child or young person is heard means plans should reflect their preferences and choices.
- At specialist level all young people and families will be invited to engage with the Multi-Agency Specialist Team to allow them to develop an awareness of the provisions on offer, enabling them to engage more fully in the planning process when the Bespoke Pathway is being created.

- There has been an ongoing focus on the promotion of children and young people's wellbeing and reinforcement of the need to consider social and emotional needs within the context of additional support needs. This focus will continue as the recommendations from the Mental Health strategy (2017) are taken forward.
- At all stages school staff are advised to use the Wellbeing Indicators as a key tool for carrying out a holistic assessment of need. Children and families are engaged in this process and at targeted level a multi-agency plan requires input from a range of partners. Through this process personal, social, health and emotional needs are identified and planned for.
- Extension of the partnership between Foyer Futures and NHS School Nurse team will provide a higher level of direct input to children and young people, thereby addressing wellbeing needs. This includes support for young people with mental health issues who may face challenges engaging learning within the mainstream environment.
- All central teams will have a responsibility for the promotion of inclusive practice and for the provision of support for all learners. This will enable school leaders to identify aspects of systemic practice for which they require support. Curriculum Officers will have a key role to play in promoting effective classroom practice.
- The transformation of the service provides school leaders with access to managers of the targeted and specialist provisions. This interface will enable officers to reinforce key messages and to provide signposting and advice to enable schools to further develop their inclusive practice in order to meet the needs of all learners.
- The Virtual School Head Teacher will retain responsibility for promoting improved outcomes for Looked After Children and those on the edge of care. This will include tracking and monitoring of this group of children and young people. Feedback will be provided to the Quality Improvement Manager.
- Specialist provision for those with severe and complex needs and those with social, emotional and mental health needs will be overseen by one Service Manager. A key aim is to further develop Outreach Services from the Centre of Excellence to support schools to meet the needs of a more diverse group of children and young people.
- Parents will be engaged in the development of Child's Plans, Person-Centred Risk Assessments and Bespoke Pathways. Named Person training will continue to encourage colleagues to acknowledge and respect the role of parents in identifying the needs of children and young people and the unique perspective they bring to planning to address these needs.
- A strong feature of the Continuum of Provision is the focus on the development of partnerships as a means of enhancing capacity. Through the partnership with Foyer Futures young people will benefit from a range of services which this organisation can deliver or can access on behalf of young people. With employability being a strong feature of the work of Foyer Futures vulnerable learners will have access to a range of provisions otherwise not available to them.
- The transformation of the service will bring more effective and efficient use of resources. Local Partnership Forums will secure support for ASG schools from local services, including

the third sector and business. This support will be in the form of contributions to systemic change and interventions for individuals / groups of learners.

- The partnership with Foyer Futures will have a significant impact on securing best value. The cost of the resource and provisions which will be delivered within the Service Level Agreement will in fact lead to a reduction in the current costs. Access to dedicated accommodation within a high quality location will be significantly less than the costs related to the upkeep of Cordyce School. In addition, through joint planning of projects we will be able to access funding not normally available to support educational establishments.
- In this new model as each school maintains responsibility for all of its pupils the Quality Improvement Officer will be well placed to review the outcomes for all children and young people. Where necessary they will be able to broker further support for schools to enable them to achieve the best possible outcomes for children and young people.

5. OPTIONS FOR CONSULTATION

5.1 The options under consideration and for which the Council seeks comment from interested stakeholders are:

- (i) To retain the status quo and maintain the existing Cordyce School;
- (ii) To permanently close Cordyce School in Aberdeen.

6. ADDITIONAL INFORMATION

6.1 To assist stakeholders in accessing relevant information, a dedicated area of Aberdeen City Council website has been populated with all information within this consultation document and further detail on the consultation process and data relating to the proposal.

The relevant web pages can be accessed at:

www.aberdeencity.gov.uk/XXXXXXXX

Please contact us on the telephone number below if you want this document in Braille, large print or on an audio CD, or if you want the document translated into another language.

إذا كنت تود الحصول على هذه الوثيقة بالخط العريض أو البريلا أو الأشرطة الصوتية المدمجة أو كنت تود ترجمتها الى لغة أخرى فالرجاء الاتصال بنا على الهاتف أدناه.

আপনি যদি এই দলিলটি ব্রেইলে, বড় ছাপার অক্ষরে বা শোনার জন্য সিডি, অথবা দলিলটি অন্য কোন ভাষায় অনুদিত চান তবে অনুগ্রহ করে নীচের টেলিফোন নম্বরে ফোন করে আমাদের সাথে যোগাযোগ করুন।

如欲索取此文件的凸字版、大字版、語音光碟，或其他語文翻譯本，請致電下列號碼。

Proszę się skontaktować z nami pod poniższym numerem telefonu jeśli ten dokument jest wymagany w alfabecie Brajla, w dużym druku, na płycie kompaktowej CD lub przetłumaczony na inny język.

Пожалуйста, свяжитесь с нами по номеру телефона, указанному ниже, если Вы хотите получить этот документ шрифтом Брайля, крупным шрифтом или на компактном аудио диске, а также если Вам нужен перевод этого документа на другой язык.



01224 522273

6.2 A copy of this statutory consultation document will be available for public consultation during the period of consultation at the following venues:

- Marischal College
- Central Library
- Aberdeen Grammar School
- Bridge of Don Academy
- Bucksburn Academy
- Cults Academy
- Dyce Academy
- Harlaw Academy
- Hazlehead Academy
- Kincorth Academy
- Northfield Academy
- Oldmachar Academy
- St Machar Academy
- Torry Academy

7. PUBLIC MEETING

7.1 A public meeting to discuss the proposals will take place on:

Wednesday 20 September 2017, from 7.00pm to 8.00pm at Bucksburn Academy.

8. SUBMISSION OF VIEWS

8.1 Any interested stakeholders may respond to the consultation online, via the Council's Consultation Hub: <https://consultation.aberdeencity.gov.uk/>

Responses can also be submitted by completing the comment form attached at Appendix 1, and sending it to:

Cordyce School Consultation
Education & Children's Services
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
ABERDEEN
AB10 1AB

Alternatively comments can be submitted in writing to the address above, or by sending an email to:

schoolestate@aberdeencity.gov.uk

All responses should be submitted before 5.00pm on Friday 13 October 2017.

9. OUTCOME OF CONSULTATION

9.1 A summary of submissions will be published on the council website at

www.aberdeencity.gov.uk/XXXXXXXXX

9.2 A report on the consultation will be delivered to the Education & Children's Services Committee in January 2018. This will provide information for Elected Members to make a final decision on the proposal.

Comment Form Cordyce School Proposals 2017

Public Consultation

Proposal:

To permanently close Cordyce School in Aberdeen, with effect from 1 April 2018

All completed comment forms will be included in a final Consultation Report to the Education & Children's Services Committee.

Contact Information (Optional)

Provision of personal information is optional. Your personal details will not be published, nor will they be used for any purpose without your expressed consent.

First name(s):	
Last name:	
Address:	
Postal Code:	
Phone:	
Email:	
I am a	Please tick (✓) all applicable boxes
parent/carer of current primary pupil(s) <input type="checkbox"/>	School name: _____
parent/carer of current secondary pupil(s) <input type="checkbox"/>	School name: _____
parent/carer of future pupil(s) (pre 5 child) <input type="checkbox"/>	
local resident <input type="checkbox"/>	
other <input type="checkbox"/>	
If other, please describe:	

What is the most positive part of the proposal (if any)?

What is/are your main concern(s) about the proposal?

What would you like the Council to know about the proposal?

Overall, do you support the proposal? (Please tick) Yes No

Any other comments?

Thank you for your comments.

Please send this form to:

Cordyce School Consultation
Education & Children's Services
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
ABERDEEN
AB10 1AB

or by email to schoolestate@aberdeencity.gov.uk

by 5.00pm on Friday 13 October 2017

Further information about the consultation process, including a full list of all meetings, as well as the Consultation Document, is available from the Council website at www.aberdeencity.gov.uk/XXXXXX

ABERDEEN CITY'S CONTINUUM OF PROVISION



TRANSFORMATION OF SERVICES

Drivers for change

- Standards in Scotland's Schools Act 2000
- Children and Young People's Act 2014
- Mental Health Strategy (2017)
- Inclusion Review recommendations
- Requests for change from staff and families
- Integrated Children's Services Inspection
- EPS validated self-evaluation
- Data including attainment, attendance, exclusions and violent incidents

During the Inclusion Review schools expressed the desire for:

- an increase in locally based resource
- an increase in the contact that support service colleagues have with children & young people
- a strengthening of the links which support service colleagues have with schools
- increased engagement by support service colleagues with groups of children
- increased opportunities for specialist teachers to contribute to wider staff development

In essence, colleagues provided a mandate for increased access to the provisions which have only been available to relatively small numbers of children from across the city.

Developments following the Inclusion Review

Following the Inclusion Review of 2014 an Inclusion Team was established to take forward the review recommendations. The team identified the need for a clear focus on flexible and timeous approaches to reduce the number of part-time timetables, exclusions and out of authority placements, particularly for the following groups of children and young people:

- Pupils in early primary with Attachment issues
- Pupils in early primary with FASD
- Pupils being diagnosed with Autistic Spectrum Disorder
- Pupils living in homes where alcohol and drugs are misused
- Looked After Children

In addition to the appointment of the Inclusion Team a Virtual School Head Teacher for Looked after Children was also appointed. The remit of this person is to:

- influence policy and develop and improve services for Looked After (Care Experienced) Children
- promote individual achievement, health, and wellbeing.
- provide advice, support and training to professionals, schools and carers
- improve access to specialist services, including health assessments, mental health assessments and treatment.
- provide access to professional advice and guidance on education, training and employment.
- promote additional opportunities for out of school learning and leisure

Orchard Brae School, a brand new purpose-built specialist provision for children and young people aged 3 - 18 who are affected by profound, multiple and complex disability opens in August 2017. Significant research and planning has gone in to creating a learning environment that is flexible and accessible to pupils, from both a physical and sensory point of view. The school offers a number of specialist facilities including: a swimming pool, hydro pool, rebound therapy trampoline, sensory and soft play rooms and a specially designed outdoor area to encourage and facilitate outdoor learning. There is also an independent living unit where young adults can develop and practise their independence skills in preparation for life beyond school.

Orchard Brae will provide very individual, personalised and holistic education and support for pupils from across Aberdeen City within the school and as part of a new Outreach Service. There is a focus on multi-agency working with education, health and social work combining to support children and families to ensure each pupil is given every opportunity to maximise their potential. The curriculum is highly specialised and differentiated in order to meet the individual needs of each child.

Review of children and young people placed out of the authority

The service reviews for children and young people who had been placed outwith the Authority identified the need for interventions which provide more timeous and tailored supports to meet need. As a result provisions have been devised to reverse the trend of increasing numbers of children going out of the city, including young people who attended Cordyce school.

ABERDEEN CITY'S ADDITIONAL SUPPORT NEEDS PROVISION

Key Principles



A Continuum of Provision

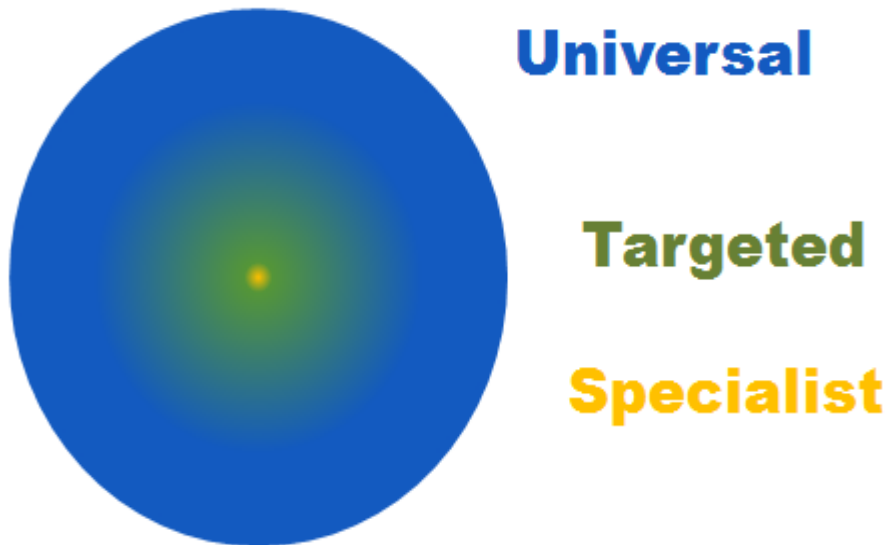
The transformation of Aberdeen City's services, outlined below, will lead to a further reduction in the need for our young people to be removed on a permanent basis from their local mainstream school. The transformation will ensure that the specialist skills which were invested in a small number of young people under the previous model will be more effectively deployed to meet the needs of children, young people, families and education staff across the city.

Improved Outcomes

- More children being supported in their learning within their local mainstream school
- Earlier intervention with children, young people and their families
- Reduction in removal from roll and an emphasis on reducing exclusions for particularly vulnerable children and young people
- Greater flexibility in terms of the curriculum and pathways available to individuals
- Reduction in the number of specialist services which only provide support for a defined number of pupils
- An increase in the nature and capacity of outreach services
- Increased and more effective multi-agency working delivered timeously

All provision should be viewed within the context of Aberdeen City's continuum of provision, which is based on the assumption that all children and young people are entitled to have their needs met through reasonable adjustment, which is proportionate and timeous. Interventions do not have arbitrary start and finish points and children are not defined by a level of support.

Continuum of Provision



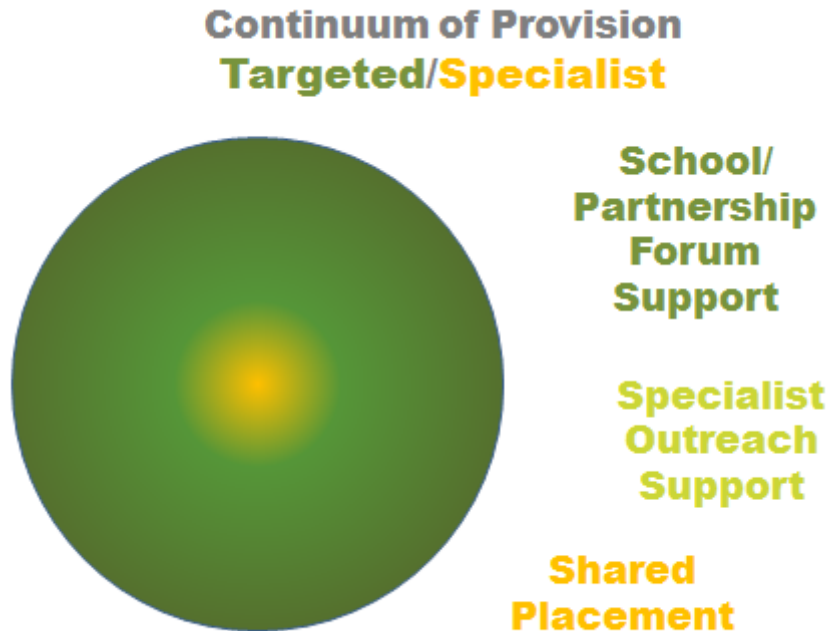
UNIVERSAL PROVISION

Universal support is that which is delivered in school by all school staff - teaching and support, enhanced by support from other parts of the service e.g. Educational Psychology Service and Curriculum Officers.

Core Requirements

- the provision of a welcoming environment in all areas of the school
- adoption of GIRFEC principles and processes
- the delivery of all Curriculum for Excellence Entitlements to all children and young people
- the delivery of a robust health and wellbeing curriculum across the school
- a clear focus on the needs of each individual and the delivery of bespoke interventions when required e.g. social skills / self-regulation
- effective planning based on appropriate assessment; listening to and respecting the views of those who know the child best
- commitment to long-term / consistent support for learners
- providing a 'Go To' person / place / activity for vulnerable learners
- building genuine, non-judgemental partnerships with all parents

The transformation of our services, which will deliver targeted and specialist support are designed to meet the needs of children and young people with severe and complex needs and those with social, emotional and mental health needs.



TARGETED PROVISION

Targeted support is delivered by all 'universal' providers and enhanced by other service providers e.g. Community Learning and Development and Family Education Workers; Partnership Forum Teams (ESW, Teacher, PSA), Partnership Forum providers, including third sector and business partners.

Core Requirements

- effective gathering and analysis of local data to develop a shared knowledge of the community – its resources, needs and aspirations.
- evidence based knowledge of 'The Gaps'
- strong commitment to sharing expertise and resources
- effective planning (individual / partnerships)
- effective Child's Planning / GIRFEC processes
- carefully planned ASG wide activities / projects with a shared commitment to wider achievement
- acknowledgement of the impact on achievement and attainment of bespoke interventions

Examples of Targeted Resource

School Resource	Local Partnership Resource (managed by the Local Partnership Forum)	Wider Resource
Class / subject teachers Pupil Support Assistants SfL advice / intervention PTs Pupil Support Principal Teachers (faculty) DHT / Year Head Educational Psychologist School Nurse / Doctor EAL / Sensory Support / Dyslexia Service Autism Outreach	Systemic development via collegiate working with partners Partner interventions Additional PSA / teaching hours* ESW allocation* Home School Liaison officers / Family Liaison officers Targeted Transitions Team (formerly PSS)** Family Learning / CLD Community Facilities	Skills Development Scotland Therapeutic experiences: Music / Art Therapy Outdoor Learning: Riding for the Disabled, Adventure Aberdeen SHMU (Station House Media Unit) Work Experience Placements

*75% of resource previously held centrally has been disbursed to Local Partnerships to enable ASGs to deploy colleagues on an early intervention basis.

**The Pupil Support Service Secondary Outreach team will focus on supporting those children who require additional support to enable them to make a successful transition to secondary education.

SPECIALIST PROVISION

Education Support Officers and the Virtual School Head Teacher will plan and work in partnership across agencies and with schools to address social, emotional and mental wellbeing needs. They will support the development of Bespoke Pathways for children, young people and their families, enabling them to develop resilience and the skills to make successful transitions.

Core Requirements

- joint assessment and analysis of need by school / central teams / key partners
- provision of outreach educational and family supports
- provision of off-site educational provision to promote attainment in literacy and numeracy
- provision of shared placements to maintain links with the school and to ensure access to an appropriate curriculum
- provision of a range of therapeutic interventions to support emotional wellbeing

Achieved through

- effective GIRFEC processes
- effective gathering and analysis of city and individual data
- awareness of partner agendas and commitment to supporting the same
- joint planning of pathways for children and young people
- joint planning and delivery of intervention projects at specialist level
- robust Child's Plans / Bespoke Pathways which are regularly reviewed by schools
- provision which promotes achievement and attainment whilst promoting 4 capacities and key skills for life and work

A focus on vulnerable learners

- those who may experience inequality related to: gender, sexual orientation, ethnicity those with an ASC
- those who have experience trauma and loss
- those who are refugees or asylum seekers
- those who have poor attachment
- those who have family stresses as a result of: poverty, poor housing; alcohol and substance misuse, domestic violence,
- those who have become disengaged and hard to reach
- those who are at risk of or are within the criminal justice system
- those who are young parents or carers
- those who have mental health needs which have led to them becoming isolated, school phobics / refusers

Specialist Provsion Continuum

- children and young people and their families will be key to the process of developing an appropriate Bespoke Pathway
- the process by which specialist input is accessed puts the needs of the child/young person and/or those supporting them at the centre of planning
- within specialist level children and young people are likely to benefit from a blend of experiences including inputs at Universat and Targeted level
- the aim is to draw on the strengths of who and what may be helpful to the child or young person, it is not a stage whereby existing partners and supports are supplanted by 'Specialst Services'
- specialist inputs will be tailored to meet the needs of the children and young people and/or those supporting them and will be proportionate to the level of need
- in order to meet identified needs Specialist supports and interventions will be creatively designed and flexibly deployed

Examples of Specialist Interventions

- advice and guidance from appropriate professionals from the Specialist Intervention Partnerships Team (multi-agency / third sector partners)
- locally delivered PSA / teaching input (delivered by staff from the Centre of Excellence / Social Emotional and Mental Health needs outreach provisions)
- involvement of the Specialist Early Intervention Team (formerly PSS primary)
- access to bespoke learning experiences based on strengths and motivational factors; and which delivers the principles of challenge, enjoymnet, breadfth, progression, depth, personalistion and choice, coherence and relevance
- involvement of the St Nicholas Pupil Support Centre team
- access to learning sessions at St Nicholas Pupil Support Centre
- shared placement with access to Third Sector locations e.g. The Foyer
- access to Mental Health and Wellbeing supports via key partners e.g. The Foyer, NHS School Nurse team

Accessing Specialist support

In order to access specialist support all 'Requests for Assistance' will follow the same referral process. The Multi-Agency Screening Tream, which will be made up of representatives from Education, Health, Children's Social Work and Third Sector. The team will provide advice and signposting for Named Persons and Lead Professionals and will support the development of Bespoke Pathways for individuals.

By working in close partnership with the child or young person and their family at an early stage and through effective partnership working agencies the combined knoweldge, expertise and resource will deliver the following outcomes:

- Bespoke Pathways for individual children and young people
- raised attainment in literacy and numeracy through increased engagement and focused work with individuals
- improve wellbeing, specifically mental health, through access to specialist / therapeutic interventions
- further develop young workforce links through employability programmes and work experience placements

The service will benefit from:

- enhanced links with other organisations enabled through the key partnerships
- access to funding for partnership projects which would not be available to Education
- the development of sustainable and cost effective provisions

At specialist level the range of enhanced provisions and new partnerships, which will be available across the city, will allow us to better meet the needs of the most vulnerable children and young people in Aberdeen City making the campus at Cordyce redundant.

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ABERDEEN CITY COUNCIL

COMMITTEE	EDUCATION AND CHILDREN'S SERVICES
DATE	14 September 2017
REPORT TITLE	Review of Residential Child Care
REPORT NUMBER	ECS/17/048
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Andrea McGill

1. PURPOSE OF REPORT

- 1.1 To provide an updated report on the progress of the Children's Residential Service Redesign, originally outlined and agreed at ECS Committee on 17 November 2016.

2. RECOMMENDATION(S)

It is recommended that the Committee -

- (a) note the progress in relation to progressing the staffing restructure within the Children's Residential Service; and
- (b) note the impact of change on work practices and implications for improved outcomes.

3 BACKGROUND/MAIN ISSUES

- 3.1 The following summarises developments and the progress within Children's Residential Services, since the Committee Report submitted on 17 November 2016. The purpose of the November 2016 Committee Report was to share the conclusions of the Review of Residential Childcare and to outline and seek approval for the proposed changes to the model for service delivery, including; workforce development; investment in the residential estate and placement capacity in light of emerging trends. The latter indicates that young people stay in local children's homes for longer periods and have multiple complexities. These factors suggest that to be effective, residential child care should be underpinned by a clear theoretical basis and that this should be able to be practiced across the residential workforce, as an ethos of care. To make this the case in Aberdeen City the following actions have been progressed.

4. ETHOS OF CARE

- 4.1 Residential childcare is pivotal to the delivery of the wider children's social work service and needs to link to key objectives to be functionally aligned to the core aims of the service. Many young people who are accommodated in our care present as distressed with challenging behaviours due to attachment difficulties. Some of these young people feel so emotionally disorganised, and out of control

that they spend their lives trying to feel safe by attempting to control everything around them (Hughes 2008).

- 4.2 Local experience reflects national trends, in that children who are accommodated often have increasingly complex emotional and mental health needs. These children have often been exposed to -numerous episodes of early disruption in their care, which has been traumatic. Children who have significant attachment disorders often benefit from care where there are fewer peers and a higher ratio of carers.
- 4.3 To promote a practice which is increasingly therapeutic and reflective of contemporary research, a calendar of awareness raising and specific workforce development training is being delivered for Aberdeen City Council by Scottish Attachment in Action. This will be delivered to both the residential work force and the Alternative Family Care Service, (whose focus is on identifying and supporting foster and adoptive care placements). All residential staff have a three day cohort date to undertake this training which will further embed our ethos of care. In addition two conference events have been agreed which will allow the approach to delivering care to be shared with a wider audience of stakeholders.
- 4.5 In combination, this offers up to 240 training places in terms of conference and cohort options.
- 4.6 The training draws on the approach enshrined within Dyadic Developmental Psychotherapy (DDP) which is to provide attachment parenting responses from our staff to young people who we look after. With specific reference to looked after children in residential care who have often been negatively impacted by early experiences of abuse, trauma and neglect. The aim of this specialised training is to better equip our workforce and attune their responses to the needs of the young people we have in our care. In the longer term we aim to improve outcomes for this group and potentially prevent escalation of negative coping strategies which can lead to future harm and disadvantages in adulthood.
- 4.7 An additional benefit of commissioning staff training and development of this type is that it will have a unifying impact on the residential workforce, shift their perception of their status and consequently should lead to better retention of personnel as staff recognise the investment made in their development.

5. RESIDENTIAL STAFF RECRUITMENT AND RETENTION

- 5.1 Attracting and recruiting into the residential childcare workforce has historically encountered challenges. This reflects the already well documented factors which have served to bias job market preferences away from social care and social work professions in North East Scotland. The vacancy level for residential childcare has demonstrated some recent improvement; however the overall level of vacancy in terms of staffing establishment is at 20% below staffing establishment capacity, with vacancies across both promoted and operational grade posts.
- 5.2 The residential service recruitment strategy is supported by a strategically themed working group which has sought to broaden interest in joining the residential workforce, targeting students undertaking HNC Social Care level

qualifications, in addition to those completing higher level qualifications. It is planned to further develop a strategic approach to match skills and qualifications to meet the essential gaps in our workforce. In particular, to potentially develop approaches which, for example, may encourage males into the social care workforce.

6. JOB TITLES

- 6.1 The new job titles and job profiles of Residential Practitioner and Trainee Residential Practitioner have been introduced (the job title of Support Worker continues to apply to those staff members who do not have a degree level qualification in Social Work). It is planned and anticipated that the Support Worker job title will be phased out as individuals complete the anticipated SQA level 9 qualification.
- 6.2 The post of Senior Support Worker has been deleted from the staffing structure and replaced by the post of Team Leader. Interviews have taken place for the remaining management team vacancies in respect of two Team Leader and one Clinical Practitioner posts and interviews for these positions will continue until preferred candidates have been identified.

7. STAFF MATCHING MEETINGS

- 7.1 Matching meetings have now taken place with all employees within Children's Residential Services. This provided an opportunity to meet with individuals, to discuss the new job titles and profiles, in addition to sharing suggestions, providing clarification and allaying any confusion in relation to the process of change and the individual impact of the nationally and locally supported proposed SQA level 9 qualification in Residential Childcare.

8. BUILDINGS AND ESTATE

- 8.1 Refurbishment works at 311 Clifton Road are now complete and the commissioned provision delivered on our behalf by Action for Children is now operational from this site. Modernisation and updating of the physical resources within our children's home estate is being progressed. Staff recruitment challenges has limited the number of children's homes which are in operation. There are presently 23 young people accommodated in our local homes. There is limited capacity to accommodate additional young people, given the challenges outlined in terms of staffing provision. .
- 8.2 The limitations in our capacity to accommodate additional young people in need is an area of concern given both, the expansion of statutory duties to support young people where they remain in placement as an agreed Continuing Care plan and with regards to our duties in terms of the Children and Young People (Scotland) Act 2014. In addition utilising our local provision to better meet and respond to complex need and reduce the use of externally purchased provision is also of concern. Further scoping will be required.
- 8.3 The proposals presented and agreed at committee in November 2016 are being progressed and prioritised, with indications of success in terms of workforce

development and culture shift progression. Strategic issues concerning recruitment to the workforce at sufficient levels remains a wider challenge and subject to a long term sustained approach, further aligning the service to the wider goals and outcomes of children's social work.

9. FINANCIAL IMPLICATIONS

- 9.1 There are no financial implications arising from the recommendations of this report. The report presented to the Finance Policy and Resources Committee on 1 December 2016 provided a comprehensive analysis of the financial implications of this new staffing structure.

10. LEGAL IMPLICATIONS

- 10.1 To more effectively meet our statutory duties towards young people in care and in terms of the care experienced by young people as set out in the Children and Young Person Scotland Act (2014).
- 10.2 The council has a range of duties and powers which it must discharge and were it not to do so it could face legal challenge and sanction. More significantly vulnerable children and young people could be at risk of an increased level of significant harm. There is a significant reputational risk to the council of not having a quality Residential Child Care Service in place.
- 10.3 The implementation of the revised model will ensure that the council discharges its duties and obligations effectively and develops a quality residential child care service, thus mitigating any potential risks highlighted above.

11. MANAGEMENT OF RISK

11.1 Financial

The financial risk is in the recruitment to the residential workforce, as this will impact on the capacity of the service to care for children and young people.
Medium risk.

11.2 Employee

Workforce development and training has been viewed very positively by the service. The level 9 qualification has been paused by the Scottish Government and failure to deliver this training opportunity may have an impact on the recruitment and retention of staff.
Low Risk

11.3 Customer / Citizen

Young people who are being cared for in the children's homes are choosing to stay and the age range has increased. This is reflective of the care being offered.
Low Risk.

11.4 **Environmental**

The options appraisal that was completed considered the use and function of each of the children's homes.

Low Risk

11.5 **Technological**

No risks have been identified.

No Risk

11.6 **Legal**

As stated in the report the Children and Young people (Scotland) Act 2014 places duties on local Authorities in their care of young people to support them to "stay put".

Medium Risk

11.7 **Reputational**

There is to be a route and branch review of residential childcare in Scotland and the redesign of the service may offer the opportunity to share the good practice that is developing in the city.

Low Risk

12. **IMPACT SECTION**

12.1 **Technology**

The Council recognises that enabling technology is central to innovative, integrated and transformed public services.

13. **IMPACT**

13.1 **Economy**

- The delivery of an attachment based, informed residential care service is considered innovative. The delivery of the Service will be research based and reflects the high skills and existing knowledge of the residential childcare workforce. It will ensure that residential staff have equal knowledge, skills, values and status as other professionals within the wider children's services workforce;
- Promote a culture of learning and professional development of the individual, the team and the service.
- Promote professional practice which is enabling of safe care and located within a cycle of practice improvement and quality assurance.

13.2 **People**

- Young people in our children's homes are respected, included and achieving. They are listened to, valued and their views are reflected in decision making.
- The approach to planning and delivering residential childcare is innovative and effectively maximises the skills of the workforce and their capacity.

- An Equality and Human Right Impact assessment has been completed, demonstrating the alignment of the approach in our residential care to a key Education and Children Services equality objective in promoting young people's rights within an environment which protects and enhances wellbeing
- This is an investment in our young people and will serve to assist them in having better outcomes, particularly in respect of their mental health and potential for emotional growth.
- Effectively meet our statutory duties towards young people in care and the care experienced by young people.
- Retain a future focus in terms of meeting our workforce development needs in relation to SSSC workforce qualification standards.
- Enable young people from the local communities of Aberdeen to retain a sense of identity and maintain significant relationships.
- Improve outcomes from key transitions and limit the number of placement moves young people experience.
- Promote a culture of learning and professional development of the individual, the team and the service.

13.3 Place

- The redesign of residential child care and the potential for young people to remain in our care until the age of 21 and to support continued relationships with family and community

13.4 Technology

- A website is being developed for care experienced children and young people in partnership with SHMU. The website will be developed input from young people and will be accessible to young people to improve engagement and consultation.

14. BACKGROUND PAPERS

Hughes, D 2013 Emotional and Behavioural Difficulties (Coram, BAAF)

15. APPENDICES (if applicable)

Ethos of Care

<http://thezone/nmsruntime/saveasdialog.asp?IID=39946&sID=431>

16. REPORT AUTHOR DETAILS

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COMMITTEE	Education and Children's Services
DATE	14 September 2017
REPORT TITLE	Scottish Child Abuse Inquiry
REPORT NUMBER	ECS/17/049
DIRECTOR	Gayle Gorman
REPORT AUTHOR	Gaynor Clarke

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to advise Committee of resource implications arising as a result of responding to statutory notices issued by the Scottish Child Abuse Inquiry and to highlight the potential financial and legal implications for the Council arising from the Limitation (Childhood Abuse) (Scotland) Act 2017.

2. RECOMMENDATION(S)

It is recommended that the Committee:-

- (a) note the resource required to support Aberdeen City's response to the Scottish Child Abuse Inquiry;
- (b) note the financial and legal implications for the Council arising from the Limitation (Childhood Abuse) (Scotland) Act 2017.

3. BACKGROUND/MAIN ISSUES

- 3.1 The Scottish Child Abuse Inquiry (SCAI) was set up in 2015 to look at the abuse of children in care. The overall aim and purpose of this Inquiry is to raise public awareness of the abuse of children in care, particularly during the periods covered by the Inquiry, past period 1930 – 17 December 2014 and present period 18 December 2014 – to present day. The Inquiry will provide an opportunity for public acknowledgement of the suffering of those children and a forum for validation of their experience and testimony.
- 3.2 The SCAI will investigate the nature and extent of abuse of children whilst in care in Scotland, during the relevant time frame. The Inquiry will consider the extent to which institutions and bodies with legal responsibility for the care of children failed in their duty to protect children in care in Scotland (or children whose care was arranged in Scotland) from abuse (regardless of

where that abuse occurred), and in particular, to identify any systemic failures in fulfilling that duty.

3.3 The SCAI will report to Scottish Government Ministers within four years with recommendations for the future to improve the law, policies and practices in Scotland and the report will be presented to Scottish Parliament.

3.4 The SCAI may, by Notice issued under Section 21 of the Inquiries Act 2005, require people and organisations to attend the Inquiry to give evidence or provide written statements or provide documents and records relating to the subject matter contained in the Notice. Aberdeen City Council has so far been served with 3 Notices by the SCAI requiring intensive research of the Council's records.

3.5 **Human resource**

3.6 Human resource required to research and support Aberdeen City's timeous responses to the Section 21 Notices issued by the SCAI cannot be underestimated or undervalued, given the scope of the Inquiry.

3.7 Capacity and resource to proceed with this statutory function is being grown. The project team will support the SCAI Programme Board to provide timeous reply to the Inquiry by ensuring the Authority provides an effectively coordinated response.

3.8 Project streams have increased in terms of volume and pace of work to be complete by specified dates, a project management approach has been implemented to ensure all tasks complete on time.

3.9 Due to the nature of the inquiry, the volume of research and processes, including accessing highly complex, sensitive and confidential data, it is critical the team are resilient, competent and supported to ensure capacity to respond timeously.

3.10 **Limitation (Childhood Abuse) (Scotland) Act 2017**

3.11 The Limitation (Childhood Abuse) (Scotland) Bill became an Act of the Scottish Parliament on 28 July 2017 and is expected to be brought into force in October 2017. The Act removes the normal 3 year statutory time limit for raising personal injury claims where the claim relates to childhood abuse (excluding abuse that happened within families) and the following conditions are met:-

- the damages must be for personal injury;
- the pursuer must have been a child, i.e. under 18, when the circumstances giving rise to the claim took place or began;
- the circumstances giving rise to the court action must be abuse which includes sexual, physical emotional abuse and abuse which takes the form of neglect;
- the pursuer must be the person who sustained the injury – not a third party. This precludes claims on behalf of an abuse victim who has subsequently died.

Abuse includes sexual abuse, physical abuse, emotional abuse and neglect.

- 3.12 The Act has retrospective effect and applies to incidents of abuse which took place on or after 26 September 1964.
- 3.13 The Act makes provision for actions which were previously litigated and disposed of by the Court or by way of settlement, to be re-raised where the Court ruled that the case was time-barred or, in specific circumstances, was settled based on the reasonable belief that it would have been time-barred.
- 3.14 Even although an individual can satisfy all the conditions required for the raising of a personal injury action under the 2017 Act, a Court may not allow a Court action to proceed where the defender satisfies the Court that:
- a fair hearing would not be possible; or
 - the defender would be substantially prejudiced if the action were to proceed. The Court will have regard to the pursuer's interest in the case proceeding in reaching its decision.

The Court's interpretation of "fair hearing" and "substantial prejudice" will be of significant importance to defenders and insurers.

- 3.15 There are likely to be a number of personal injury claims raised against the Council in respect of its Social Work function and as statutory successor as a result of this change in the law.

4. FINANCIAL IMPLICATIONS

- 4.1 Human resource costs resulting from the SCAI are to be funded internally in year 1: 2017/2018 - £84,000; and year 2: 2018/2019 - £130,000. The Council financial performance report to Committee on 23 August recommended that £130,000 be allocated from the contingency budget to fund additional resources to respond to the SCAI.
- 4.2 Financial implication resulting from the introduction of the Limitation (Childhood Abuse) (Scotland) Act 2017 are not quantifiable at this time. The Scottish Government has estimated that approximately 2200 cases could emerge as a result of the change in the law Scotland wide. This risk has been escalated to the corporate risk register.

5. LEGAL IMPLICATIONS

5.1 The Inquiries Act 2005

- 5.2 It is a criminal offence to fail without reasonable excuse to comply with the terms of a Section 21 Notice issued by the SCAI. A person who is guilty of such an offence is liable on summary conviction to a fine not exceeding £1000 or to imprisonment for a term not exceeding six months, or to both. It is therefore essential that sufficient resource is allocated to provide response to such Notices in the timescales set by the SCAI.

5.3 Limitation (Childhood Abuse) (Scotland) Act 2017

5.4 The introduction of the 2017 Act will, in all likelihood, result in a number of personal injury claims being raised against the Council which would have previously been time-barred under the pre-existing legislation.

6. MANAGEMENT OF RISK

6.1 Financial

6.2 The Limitation (Childhood Abuse) (Scotland) Act removes the usual three year limitation period for personal injury claims. Whilst the number of claims which might be raised against the Council is unknown, there is recognition of this as a contingent liability in the 2016/17 accounts.

6.3 Employee

6.4 Recruitment and retention of foster carers and residential child care workers may be challenging due to the high profile of the Inquiry and consideration will be given to the support needed by carers and residential workforce. The level of risk cannot be quantified at this time.

6.5 Care experienced employees may require additional support. It is considered that the risk is low, mitigating actions to support the risk include professional supervision for social work employees and counselling support services are available to all staff. Staff briefings have already highlighted what support is available and how to access it.

6.6 Citizen

6.7 Current Policy, Guidance and Legislation offers a level of protection that has been developed over many years and this will continue to be the case, the Education and Children's Service Plan makes a commitment to ensuring children and young people's voices are heard and listened to, to support service development.

6.8 Environmental

6.9 There are no environmental risks associated with this report.

6.10 Technological

6.11 There are no technological risks associated with this report.

6.12 Legal

6.13 Whilst cognisant of the potential criminal sanctions if failing to respond to the Section 21 Notices issued by SCAI timeously, it is considered that the risk is low. Mitigating actions to ensure the risk remains low is reliant on the human

resource being in place to support the SCAI Programme Board's response to the Notices.

6.14 Reputational

- 6.15 Members should be aware that the Inquiry is investigating historic systemic failings across Scotland; we are responding fully to Section 21 Notices and being active, open and transparent in our responses.

7. IMPACT SECTION

7.1 Economy

- 7.2 We aim to ensure continued quality of care provision for children and young people and deliver workforce development and expansion within childcare services, and ensure that the Authority shows how the impact on children has been considered in all strategic planning and decision making.

7.3 People

- 7.4 Our response to the Inquiry supports our 'Children are Our Future' page 26 – 34 and 'People are Resilient, Included and Supported When In Need' page 35 – 41 primary drivers within the Local Outcome Improvement Plan (LOIP) 2016-26 <http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf>

- 7.5 The Inquiry will report to Scottish Government Ministers within 4 years with recommendations for the future to improve the law, policies and practices in Scotland. The report must also be presented to the Scottish Parliament. By learning from historic systemic failings and using lessons learned should ensure children experience positive care.

- 7.6 Equality and Human Rights Impact Assessment (EHRIA)
An EHRIA has been carried out and will enhance EHRIA positive outcomes.

7.7 Place

- 7.8 Our response to the Inquiry supports our 'Empowered, Resilient and Sustainable Communities' page 42 – 50 primary driver within the Local Outcome Improvement Plan (LOIP) 2016-26
<http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf>

7.9 Technology

- 7.10 Our use of technology to response to the Inquiry and the development of a dedicated resource to support stakeholder inquiries has been developed to exploit digital connectivity and technologies, and supports our 'Creating a Digital Place' page 51 – 56 primary drivers within the Local Outcome Improvement Plan (LOIP) 2016-26
<http://communityplanningaberdeen.org.uk/wp-content/uploads/2016/08/FINAL-LOIP-22-AUG-16.pdf>

8. BACKGROUND PAPERS

N/A

9. APPENDICES (if applicable)

N/A

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