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To: Councillor Wheeler, Convener; Councillor Malik, Vice Convener; Councillor Jennifer Stewart, the Depute Provost; Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor and Mennie; and Mrs Tracey Blackie (Parent Representative - Primary / ASN), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools) and one vacancy (Third Religious Representative).

Town House,
ABERDEEN, 12 January 2021

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet remotely on **WEDNESDAY, 20 JANUARY 2021 at 10.00am.**

In accordance with UK and Scottish Government guidance, meetings of this Committee will be held remotely as required. In these circumstances the meetings will be recorded and available on the Committee page on the website shortly after the meeting.

FRASER BELL
CHIEF OFFICER - GOVERNANCE

B U S I N E S S

NOTIFICATION 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 declare any interests (Pages 5 - 6)

DEPUTATIONS

- 4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

- 5.1 Minute of Previous Meeting of 26 November 2020 (Pages 7 - 10)

NOTICES OF MOTION

- 6.1 There are no Notices of Motion at this time

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 11 - 14)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no referrals at this time

PERFORMANCE & RISK

- 9.1 Education Operations Performance Management Framework - CUS/21/006 (Pages 15 - 30)
- 9.2 Supporting Learners Data Capture - OPE/21/008 (Pages 31 - 42)

GENERAL BUSINESS

- 10.1 Early Learning and Childcare Expansion: Reinstatement of 1140 hours - OPE/21/007 (Pages 43 - 52)
- 10.2 Early Learning and Childcare Admissions Policy 2021 - OPE/20/243 (Pages 53 - 86)
- 10.3 Extension of Bucksburn Academy - Outline Business Case - RES/21/010 (Pages 87 - 96)

EXEMPT BUSINESS

- 11.1 Extension to Bucksburn Academy - Outline Business Case - Exempt Appendix (Pages 97 - 142)

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

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, email sdunsmuir@aberdeencity.gov.uk

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DECLARATIONS OF INTEREST

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.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 26 November 2020. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Wheeler, Convener; Councillor Malik, Vice-Convener; Councillor Jennifer Stewart, the Depute Provost; and Councillors Alphonse, Bell, Cameron, Duncan (as substitute for Councillor Lesley Dunbar), Greig, Hutchison, Imrie, Macdonald, MacGregor and Mennie. External Members:- Mrs Tracey Blackie (Parent Representative - Primary / ASN), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools).

The agenda and reports associated with this minute can be found [here](#).

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.

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING OF 17 SEPTEMBER 2020

2. The Committee had before it the minute of its previous meeting of 17 September 2020.

The Committee resolved:-

- (i) in relation to article 11 (Accessibility Plan) to note that officers had agreed to consider the submission provided by Dr Murray which had been circulated prior to the last Committee; and
- (ii) to otherwise approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance.

The Committee resolved:-

- (i) to note the updates provided in the planner in relation to item 10 (Campus Model for School Provision) and item 16 (School Estate Plan);
- (ii) to agree to remove items 9 and 12 (Inspection Reporting) as no inspections had been held nor were planned by the time of the January 2021 meeting; and
- (iii) to otherwise note the planner.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
26 November 2020

EDUCATION IMPROVEMENT DATA SURVEILLANCE - CUS/20/220

4. The Committee had before it a report by the Director of Customer Services and Chief Operating Officer which provided information on data used to inform the initial and current Education Service COVID-19 response. The report also outlined the present position in regard to data availability from the 2020 SQA exam diet and national analysis of the 2019/20 Curriculum for Excellence outcomes.

The report recommended:-

that Committee –

- (a) note how data had informed the Education Service's COVID-19 response and was presently being used to track critical aspects of education provision, aligning with the terms of the Council's current National Improvement Framework priorities; and
- (b) note the current limitations around attainment and achievement data availability, and that a future report would, where possible, offer expanded analysis from the 2019/20 academic year around data tracking of the Education Improvement Journey.

The Committee resolved:-

- (i) to note that officers would circulate information to Members outwith the meeting on how looked after children had been faring throughout the pandemic, whether in kinship, residential or foster care;
- (ii) to note that non-attendance due to concerns around COVID-19 was far lower in Aberdeen than in other parts of the country and to congratulate all education staff for the work undertaken to ensure that parents and children felt safe;
- (iii) to request that the Chief Education Officer prepare a future service update with any further information that was available, for example, on any changes to education provision as a result of the data gathered; and
- (iv) to approve the recommendations.

CLUSTER RISK REGISTERS - OPE/20/213

5. With reference to article 6 of the minute of its meeting of 12 November 2019, the Committee had before it a report by the Chief Education Officer which presented the Cluster Risk Registers and Assurance Maps in accordance with Committee Terms of Reference to provide assurance on the Council's system of risk management.

The report recommended:-

that Committee note the Cluster Risk Registers and Assurance Maps set out in Appendices A and B to the report.

The Committee resolved:-

- (i) in relation to the Assurance Map on page 55, to note that officers would consider how to include/reflect input from parents/carers or Parent Councils and update if possible; and

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- (ii) to note the report.

MINIMISING EXCLUSION POLICY - OPE/20/221

6. The Committee had before it a report by the Chief Operating Officer which sought approval for the refreshed Minimising Exclusion Policy. The report advised that the current Exclusion Policy had been written in 2017 and predated the publication of the updated “Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions”.

The report recommended:-

that Committee –

- (a) note the work undertaken to review the current Exclusion Policy; and
- (b) approve the refreshed Minimising Exclusion Policy.

The Committee resolved:-

- (i) in relation to section 2.2 of the policy guidance, to note that officers would provide details to Miss Scott on how to access the guidance available in the risk and health and safety assessment;
- (ii) to agree that the statement on page 85 “*Education and Children’s Services Policy is that exclusion must be seen as an absolute last resort.*” should be moved to the beginning of the policy;
- (iii) in relation to the statement on page 92 “*In exceptional circumstances as part of a positive phased and agreed re-engagement strategy, and with the agreement of parents, Central Officers, the young person, partner agencies, and the Virtual School if a learner is looked after, a relevant personalised timetable may be developed by the school.*” to request that an example of such a timetable be included in the document to assist staff;
- (iv) to note that officers would circulate information outwith the meeting to Members on the results of the latest survey on the revised policy, as the data had not been available in time to include with the report;
- (v) to note that officers would investigate whether it would be possible to provide Members with further information on children who had been excluded on more than one occasion, noting that this might not be possible if the children could be identified; and
- (vi) to approve the recommendations.

SUPPORTING LEARNERS UPDATE - OPE/20/219

7. With reference to article 6 of the minute of its meeting of 12 March 2020, the Committee had before it a report by the Chief Operating Officer which addressed the instruction that further work be undertaken with regard to the findings from the Educational Institute of Scotland’s survey of 3 February 2019. The report provided an update on the work undertaken to understand the findings of the EIS Survey in the

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26 November 2020

context of an overall progress update of the Supporting Learners work stream and programme plan.

The report recommended:-

that Committee –

- (a) note the approach being taken and progress made to date; and
- (b) instruct the Programme Manager to report on the programme within three Committee cycles.

The Committee resolved:-

to approve the recommendations.

SENIOR PHASE - OPE/20/222

8. The Committee had before it a report by the Chief Operating Officer which sought approval to begin the reshape of the partnership senior phase offering around a changing local economy.

The report recommended:-

that Committee –

- (a) note the analysis of performance across the senior phase and how the COVID-19 pandemic had impacted on employability and training options for young people leaving school;
- (b) approve the proposed direction of travel to ensure that the partnership curriculum ideally supported school leavers into further, higher education or employment;
- (c) approve the education service framework in Appendix B to the report;
- (d) instruct the Chief Education Officer to update the framework in Appendix B if updated national guidance was published; and
- (e) instructed the Chief Education Officer to report on progress within 3 Committee cycles.

The Committee resolved:-

- (i) to note that officers were in discussion with secondary colleagues in respect of a 'one stop shop' for data, including those awards which did not currently appear in the Insight data and were hopeful that this could be presented in future reports;
- (ii) to note that officers were monitoring both the drop in numbers presenting for National 4 and the participation rates for male students and would make contact with other Scottish cities following the comparison of Local Government Benchmarking data to determine if there were any common themes and challenges at a national level; and
- (iii) to approve the recommendations.

- **COUNCILLOR JOHN WHEELER, Convener**

	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	20 January 2021								
4	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
5	Supporting Learners Data Capture	To present the latest data		Craig McDermott	Education	Operations	1.1.1		
6	Early Learning and Childcare Expansion: Reinstatement of 1140 hours	To update Committee on the recent paper presented to COSLA in respect of the reinstatement of 1140 hours of ELC		Aisling MacQuarrie	Education	Operations	1.1.1 / 1.1.2		
7	Early Learning and Childcare Admissions Policy 2021	To update the ELC Policy		Louise Beaton	Integrated Children's and Family Services	Operations	1.1.5		
8	Extension to Bucksburn Academy - Outline Business Case	Council Budget 03/03/20 - To instruct the Chief Officer Corporate Landlord to take forward the proposals for the future anticipated school roll increase at Bucksburn Academy to the Education Operational Delivery Committee on 26 November 2020		Maria Thies	Corporate Landlord	Resources	1.1.2		
9	17 March 2021								
10	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
11	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
12	03 June 2021								
13	Education Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	Reports will be presented approx May and November each year	Reyna Stewart	Data and Insights	Customer	1.1.3		
14	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
15	Supporting Learners	EOD Committee 26/11/20 - The Committee resolved to note the approach being taken and progress made to date; and instruct the Programme Manager to report on the programme within 3 committee cycles.		Craig McDermott	Education	Operations	1.1.1		
16	Lochside Academy - Transport & Safe Routes to Schools Annual Update	E&CS Committee 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year).		Chris Cormack / Vycki Ritson	Strategic Place Planning / Operations and Protective Services	Commissioning / Operations	1.1.1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
29	Cluster Risk Register - Education / Integrated Children's & Family Services	To report on the cluster risk register		Eleanor Sheppard	Education	Operations	1.1.4		
30	2022								
31	School Estate Plan	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee (now to be submitted to City Growth and Resources Committee instead of CPC in line with the changes to the Terms of Reference agreed by Council in March 2019)	Given the impact of the pandemic on the provision of education this item has been deferred until Summer 2022. This will provide officers time to determine if Scottish Government guidance will be provided on how education will be delivered in the future and how a school estate may look in light of this.	Andrew Jones	Corporate Landlord	Resources	1.1.2		
32	2023								
33	Accessibility Plan	EOD Committee 17/09/20 - to instruct the Chief Education Officer to review the impact of the plan in three years' time		Eleanor Sheppard	Education	Operations	1.1.5		
34	Minimising Exclusion Policy	To present the revised exclusion policy for approval		Mhairi Shewan	Education	Operations	1.1.5		

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	20 January 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Performance Management Framework Report – Education Operations
REPORT NUMBER	CUS/21/006
DIRECTOR	Andy MacDonald
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Alex Paterson
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

- 1.1 To present Committee with the status of key performance measures relating to the Education Operational cluster.

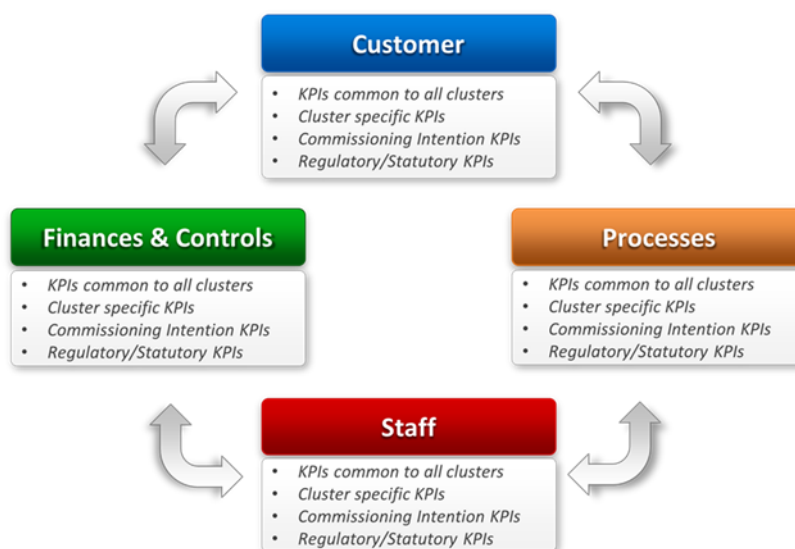
2. RECOMMENDATION

- 2.1 That the Committee note the report and provide comments and observations on the performance information contained in the report Appendix.

3. BACKGROUND

- 3.1 This report is to provide members with key performance measures in relation to the Education Operational cluster as expressed within the 2020/21 Council Delivery Plan.
- 3.2 Introduced in 2019/20, Performance Management Framework Reporting against in-house delivery directly contributing to the City's Local Outcome Agreement Plan, initially through the Operational Delivery and City Growth and Resources Committees, has informed development of the 2020/21 Council Delivery Plan (the Plan) that was agreed by Council on the 3rd March 2020.
- 3.3 The 'Performance Management' section of the Plan explains how the commitments and deliverables will be supported and scrutinised through the Council's Performance Management Framework, which establishes robust performance management of service delivery. This section also outlines the systematic approach that will be taken during 2020/21 to identify, plan and deliver improvement.
- 3.4 The Plan also reflects on the revised governance arrangements for Committee reporting, agreed on 2nd March 2020, and the roll-out of Performance Management Framework reporting against those additional Services which directly deliver against the City's Local Outcome Improvement Plan, (alongside Enabling services which support the LOIP) and the introduction of Service Standards against each function/cluster, that builds on the original Framework.

- 3.5 The Performance Management Framework provides for an amended approach within which performance will be reported to Committees. This presents performance data and analysis within four core perspectives, as shown below, which provides for uniformity of performance reporting across Committees.



Data Context

- 3.6 With recognition of the continued impact of COVID-19 related delays in data availability at national levels, it is still not wholly possible to offer consistent reflection on the suite of outcome related Education Service key performance indicators in line with the timescales originally anticipated.
- 3.7 At the same time, the Service, along with colleagues in Analytics and Insight, has, where possible, sought to develop and incorporate additional input/output measures, alongside extended contextual narratives, which offer assurance around service delivery and performance.
- 3.8 Exceptions in performance, and areas of interest, from the data within this report are highlighted through the Service Analysis sections in Appendix A. Where there are direct service delivery risks arising from the application of the Scottish Government's COVID-19 legislation and/or COVID-19 Strategic Framework, mitigation activity is noted within these sections.
- 3.9 Appendix A provides a summary dashboard of current performance across the Education Operations cluster, with reference to recent trends and performance against target.
- 3.10 Within the summary dashboard the following symbols are used:

Performance Measures

Traffic Light Icon

- 🟢 On target or within 5% of target/benchmarked outcome
- 🟡 Within 5% and 20% of target/benchmarked outcome and being monitored



Below 20% of target/benchmarked outcome and being actively pursued



Data only – target not appropriate/benchmarked outcome not available

4. FINANCIAL IMPLICATIONS

There are no direct financial implications arising out of this report.

5. LEGAL IMPLICATIONS

There are no direct legal implications arising out of this report.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	None	N/A	N/A
Compliance	No significant related legal risks.	L	Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.
Operational	No significant related employee risks.	L	Oversight by Elected Members of core employee health and safety data supports the Council's obligations as an employer
Financial	No significant related financial risks.	L	Overview data on specific limited aspects of the cluster's financial performance is provided within this report
Reputational	Lack of sufficient access to information for citizens	L	Placing of information in the public domain is contributed to by this report. Reporting of service performance serves to enhance the Council's reputation for transparency and accountability.
Environment / Climate	None		N/A

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	<p>The provision of information on cluster performance supports scrutiny of progress against the delivery of the following Policy Statements:</p> <p>2 - UNICEF Child Friendly accreditation</p> <p>3 -Work with the Scottish Government to provide flexible and affordable childcare for working families on the lowest incomes</p> <p>4 - Support the implementation of Developing the Young Workforce, seek to gain the highest level of investors in young people accreditation and ensure there is a focus on supporting pupils excel in STEM subjects</p> <p>7 – Commit to closing the attainment gap in education while working with partners in the city.</p>
Aberdeen City Local Outcome Improvement Plan	
<p>Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.</p>	<p>The data within this report supports the delivery of Children & Young People Stretch Outcomes in the LOIP, and informs many of the improvement projects within the LOIP including to. Increase the number of people employed in growth sectors (digital/ creative; food and drink. life sciences; tourism; social care and health and construction) by 5% by 2021</p>
<p>Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p> <p>90% of children and young people will report that they feel mentally well by 2026.</p> <p>95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>95% of children living in our priority localities will sustain</p>	<p>The detail within this report supports the delivery of each of the Children & Young People Stretch Outcomes 3 to 7 in the LOIP. This includes the following projects:</p> <p>Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021.</p> <p>Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022.</p> <p>Increase the number of young people who effectively transition from primary school to secondary school by 2021</p> <p>Increase the range and number of accredited courses being provided by schools & partners by</p>

<p>a positive destination upon leaving school by 2026.</p> <p>Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</p> <p>25% fewer young people (under 18) charged with an offence by 2026.</p>	<p>25% by 2021.</p> <p>Increase the number of young people taking up foundation apprenticeships to 142 by 2021. Reduce the number of winter leavers with no positive destination by 50% by 2021.</p> <p>Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021</p> <p>Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022.</p> <p>Increase the number of curricular offerings shaped by school communities by 20%, by 2021.</p> <p>Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.</p> <p>Increase children, young people, and families' awareness and understanding of future skill requirements by June 2021.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>Respectively, this informs delivery of the following improvement projects:</p> <p>Increase the number of people with autism who are supported to be in education, employment or training by 2021.</p> <p>Increase number of people in local communities promoting wellbeing and good health choices by 2021.</p> <p>100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.</p>
<p>Regional and City Strategies</p>	<p>The report reflects outcomes aligned to the City's National Improvement Framework for education</p>
<p>UK and Scottish Legislative and Policy Programmes</p>	<p>The report reflects outcomes aligned to the Scottish Government's National Improvement Framework and Early Learning and Childcare Expansion Programme</p>

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8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	The recommendations arising from this report do not require that a full Equality and Human Rights Impact Assessment be completed
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

Council Delivery Plan 20/21 – COM/20/052, Council. 3rd March

Covid-19 - Governance Arrangements Update, COM/20/094, 30th June 2020

Local Outcome Improvement Plan

10. APPENDICES

Appendix A – Performance Summary Dashboard

11. REPORT AUTHOR CONTACT DETAILS

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Appendix A - Performance Management Framework Report – Education Operations

1. Customer

Cluster Level Measures – Local Indicators (Service Standards)








Performance Indicator	Current Status	2020/21 Target
<p>Early learning and childcare settings will meet the National Standard *</p> <p>See commentary below</p>	No activity in Q2	100%
<p>Primary, secondary, and special schools will achieve an average evaluation of ‘good’ or better in core QI *</p> <p>See commentary below</p>	No activity in Q2	100%

Service Analysis

Formal Inspection Outcomes

*Due to COVID-19 provisions, no routine inspections of either Early Learning and Childcare settings or schools-based provision has been undertaken by the Care Inspectorate or Education Scotland since March 2020. It is presently envisaged that a more limited risk-based schedule of inspections will be fully outlined to local authorities by the end of the 2020 calendar year.

In the meantime, the Care Inspectorate has introduced a self-evaluation model [Key Question 5](#) which providers are to be asked to submit in due course. This indicator focuses on the implementation of the national Covid-19 guidance in ELC settings (including out of school care and childminders) and establishes how well services are responding to ensure children are secure and confident within different delivery models.

Performance Measure	2019/20	July 2020/21	August 2020/21	September 2020/21	Status	Long Trend	2020/21 Target
	Value	Value	Value	Value			
Total No. complaints received (stage 1 and 2) – Education	93	4	5	4			
% of complaints resolved within timescale stage 1 and 2) – Education	59.1%	25,0%	60,0%	75,0%			75%*
% of complaints with at least one point upheld (stage 1 and 2) – Education	24.7%	50,0%	40.0%	75.0%			
Total No. of lessons learnt identified (stage 1 and 2) – Education**	12	0	1	0			

Service Analysis

Complaints Handling

Drill-down Data for September 2020, which is the most recently available, indicated that the Service was meeting the monthly complaint resolution target of 75%, and marginally exceeding the corporate figure of 74.5%, with incremental improvements across the three-month period which aggregate up to the Quarter 2 outcome.

The 'within timescale' outcome across Q2 shows some improvement in resolution times both from that experienced in Q1, and the comparable 2018/19 and 2017/18 Quarters, which also fall within the school Summer holiday period. This is suggestive of a degree of recovery from the Response phase where operation of the Service and management of complaints handling was materially affected by COVID provisions. The number of complaints received remains stable and comparatively low but at the same time, the proportion, and number, of Complaints that were upheld, either in part or as a whole, rose from 2 in Q1 to 7 in Q2.

Cluster Level Measures – 2019/20 National and Local Performance Indicators

Performance Measure	2018/19	2019/20	Status	Short Trend	Long Trend	2019/20 National Figure
	Value	Value				
Percentage of adult population expressing satisfaction with schools per year (Scottish Household Survey)	69%	71%				73%

Performance Measure	2018/19	2019/20	Status	Short Trend	Long Trend	2019/20 National Figure
	Value	Value				
% of parents/carers expressing that they agree and/or strongly agree with the statement 'I am satisfied with the school' per fiscal year (Education Scotland)	82.0%	82.2%				84.0%

Service Analysis

Scottish Household Survey







The Scottish Household Survey (SHS) figure for the percentage of adult population with primary and secondary school aged children, (base size: 130) expressing satisfaction with schools, drawn from the recently published 2019 Survey, indicates an improving trend which matches the national year-on-year growth pattern although at a slightly lower level than the Scotland figure. This data also feeds into the annual Local Government Benchmarking Framework reporting which would be due to be published in the early part of 2021.

Education Scotland Parent/Carer Survey





Comparative local data, derived from a larger sample size, (1019 responses) conducted independently by Education Scotland from surveying of parent/carers during formal inspections between April 2019 and March 2020 has now been published in full through the release of Additional Evidence documents covering 11 primary and secondary establishments inspected during this period.(including further inspection visits) This indicates that parental/carers satisfaction levels (those who strongly agree/agree with the statement 'I am satisfied with the school') had risen marginally to 82.2% in 2019/20.

The separate figure for Early Learning Centre provision was 90.7%, up from 90% in 2018/19, although the sample size is significantly lower (90 responses) and should be judged to be static.

Cluster Level Measures – 2020/21 National COVID-19 Performance Indicators* (School Attendance and Absence)

Performance Measure	August 2020	September 2020	October 2020	November 2020	Status	Long Trend	Level 2 Monthly Figure	National Monthly Figure
	Value	Value	Value	Value				
% of primary and secondary pupil attendance by openings	87.3%	93.3%	93.7%	93.6%			93.2%	90.3%
% of primary and secondary non-Covid related pupil absence by openings	10.1%	4.9%	5.2%	5.2%			5.3%	6.2%
% of primary and secondary Covid related pupil absence by openings	2.6%	1.8%	1.1%	1.1%			1.5%	3.5%

Cluster Level Measures – 2020/21 National COVID-19 Performance Indicators* (Status of Childcare Services)

Performance Measure	August 2020	September 2020	October 2020	November 2020	Status	Long Trend	Level 2 Monthly Figure	National Monthly Figure
	Value	Value	Value	Value				
% of LA childcare services open	67.0%	93.0%	98.0%	98.0%			95.7%	96.0%
% of total childcare services open	68.0%	90.0%	96.0%	96.0%			94.2%	94.0%

COVID-19 Indicators note

*These rounded figures relate to attendance/absence levels by openings, and childcare settings at month end snapshot points which are benchmarked with both the national outcomes and those of other Scottish local authorities. Source: Scottish Government Education Analytical Services. The most recent data covers the period up to 30th November 2020. Level 2 data refers to the average of all local authorities placed in Level 2 of the COVID-19 Strategic Framework at the snapshot point. For consistency of comparison with months that were pre-Strategic Framework implementation, data from those authorities which were in Level 2 as at its introduction, have been projected backwards.

Service Analysis

Pupil Attendance and Absence

As noted within the recent Service Update, [Covid19 Pupil Attendance and Absence](#) attendance/absence information is now under continuous review in the context of the present legislation and COVID-19 related guidance to schools.

The data relating to attendance and non-Covid related absence provides support for the tracking of local annual and national biennial publications which are part of the Service’s Annual KPI suite. Although influenced in part by wider community Covid rates and perceptions of risk, which create fluctuations at snapshot points, attendance and absence rates for the City are trending positively and compare well with both similar LA’s by Urban geography and national levels.

As an additional benchmark, the most recent nationally published information on overall pupil attendance recorded full year City attendances of 93.3% in comparison with a Scotland figure of 93.0% (by half day openings). On this basis, attendance levels are being maintained at levels similar to those in previous years.

Childcare Settings


Aberdeen City sits in the upper quartile of Local Authorities for the proportion of LA managed/funded childcare settings which are open (i.e., accepting placements up to their full present capacity), matching that of Dumfries and Glasgow, exceeding the figures for Edinburgh and Scotland, both at 96%, and the Level 2 Average. Dundee, Midlothian, Moray and West Lothian were the only authorities to achieve 100% re-instatement of services, based on status notifications to the Care Inspectorate.

The proportion of Total Day Care of Children provision within the community (including childminding, private and no-profit provision) which is open is similarly placed with only Midlothian, Argyll and Bute, Dundee and East Dunbartonshire achieving higher overall opening levels. In turn, the Aberdeen figures reflected that 78% of childminding settings were open, 96.0% of private day care settings were available as were 91.0% of voluntary/not for profit settings.

It is worth noting that the day care of children delivery models differ in each local authority and can materially influence the overall outcomes so some caution requires to be exercised when comparing even ‘nearest-neighbour’ authorities through these datasets.

1. Processes

Cluster Level Measures – Local Indicators (Service Standards)

Performance Indicator	Current Status	2020/21 Target
We will meet all requests for early learning and childcare placements		100%

The limitations placed on ELC providers by current COVID-19 restrictions have had some impact on the timing of placement commencement arising from phasing of uptake and extended induction periods. This has also stimulated development of additional Outdoor Nursery provision, supplementing re-modelling/expansion of existing provision and new build provision being driven by the City’s ELC Expansion Plan.

The next phase of placings (Term 2) is effectively complete, although some offer acceptances were pending return and processing towards 2020-year end, with all requests having been provided with an offer under the terms of the ELC Admissions Policy. Digitalisation of the ELC placings system is due to be rolled out in 2021 and work towards this objective is on-going.

The Scottish Government published updated guidance on the operation of Early Learning and Childminding provision on 30th October [Covid-19 Early Learning and Childcare Services Guidance](#) to reflect the implementation of the [Covid-19 Strategic Framework](#) which adjusted the initial provisions, based on evidence gained from the early re-opening phases of ELC and additional scientific evidence.

The national ELC Joint Delivery Board made a recommendation to COSLA leaders and Scottish Ministers on 14th December to reinstate the 1140 hours national duty by commencement of Term 1 in 2021, (subject to COVID-19 Strategic Framework provisions current at the time) which was accepted*.

* A report on Early Learning and Childcare Expansion report also being considered at 10.2 within this meeting of Committee.

We will meet all requests for primary and secondary school placements		100%
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Presently all requests for primary and secondary placements are being met with a small number of requests being addressed through the placing appeals system.

We will process requests for additional support to meet the wellbeing needs of children and young people within 40 days		100%
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Additional Support Applications

The request for assistance procedure has been restructured with a move to a single, electronic system, which incorporates: Children’s Social Work, Child’s Planning Support, Outreach Education Services, Multi-Agency ‘Fit Like’ Family Wellbeing Hubs, Language Support Provision and the School Nursing Service. There is not as yet a “set” turn-around time for the revised request system, however, aspirationally it is hoped a response can be issued between 10-15 days. This figure, on testing, would offer a revision to the current Service Standard, In the meantime, COVID-19 restrictions continue to impose limitations as to the number of schools peripatetic services can physically attend in a one-week period, however, services have adapted service delivery to maximise their reach e.g. virtual consultation, targeted-intensive support offer.

Child’s Planning Support* now operates a calendar of dates, which is made available to schools and health visitors at least one year in advance. This supports enhanced transition planning for children/young people deemed to be in need of specialist/targeted level planning. The Forum now convenes multiple times per annum in a bid to reduce wait time. This has reduced the turn-around cycle (closing date → forum date → feedback date) to under 40 days in most cases. There are currently exceptions to this whereby COVID-19 has restricted the number of learner observations possible within a week, therefore, the turn-around time for Nursery → Primary 1 requests in particular remains above 40 days. This aspect of the calendar will be closely monitored moving forward to align the turn-around time.

*A report detailing Supporting Learners data and methodologies is also being considered at 9.2 within this meeting of Committee.

Cluster Level Measures – 2019/2020 National Performance Indicators (shared with Early Intervention and Community Empowerment)

Performance Measure	2019	2020	Status	National 2020 Figure
	Value	Value		
% of primary school pupils P1-3 present on survey date registered for and taking Free School Meals	74.8%	71.3%		74.7%
% of primary school pupils P4-7 present on survey date registered for and taking Free School Meals	81.6%	86.4%		81.4%
% of secondary school pupils present on survey date registered for and taking Free School Meals	55.5%	52.3%		70.9%
% of special school pupils present on survey date registered for and taking Free School Meals	86.2%	95.8%		86.8%
% of primary schools meeting the target for Physical Education provision	100.0%	100.0%		99.6%
% of secondary schools meeting the target for Physical Education provision	100.0%	100.0%		94.1%

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Service Analysis

Free School Meals Uptake

The detail above represents high-level summary data from the recent release of the 2020 Healthy Living Survey, against which additional analysis has yet to be undertaken. Notwithstanding completion of this work, the overall position in comparison with national uptake of Free School Meals was generally favourable. Where year-on-year decline in uptake was noted, this mirrors the national trends while the improvement in P4-7 and Special School pupil uptake was ahead of the national figures.

The Committee Business Planner reflects that a Free School Meals Annual Report will be presented to the June meeting of this Committee which will analyse the more substantive full year local data and 2021 survey outcomes, including assessing the progress made by implementing new workstreams, the impact of Covid on FSM



registration and uptake, and detail any required adjustments for the following school year. The annual Healthy Survey is normally conducted in February each year, but local education authorities are awaiting additional guidance on timescales for completion during 2021.

Underlying the dataset, the proportion of P4-7 pupils eligible and registered for Free School Meals fell marginally with 13.3% of primary pupils in this category, against 13.5% in 2019. The overall number of P4-7 pupils on the school roll (8,758) rose by just under 0.6% while eligible P4-7 pupils remained static at 1,046. At Secondary level, both pupils on the school roll (8,982) and those eligible for Free School Meals (1,124) increased but with eligible pupils rising more quickly resulting in a rise in the proportion of eligible pupils to 12.5% from 12.3% in 2019.

Source: The information comes from the latest School Healthy Living Survey, conducted in the week commencing February 2020, of all publicly funded schools in Scotland.

3. Staff



Cluster Level Measures – 2020-21 Local Indicators

Performance Measure	August 2020	September 2020	October 2020	Status	Long Trend - Monthly
	Value	Value	Value		
Establishment actual FTE – Education	2,782.69	2,841.26	2,840.64		

Service Analysis

Staffing

At the national return publication date of 23rd November, Aberdeen City Council recorded an additional 26 teaching staff had been recruited in response to the Scottish Government's provision of ring-fenced funding provided to local authorities through the Covid-19 Education Recovery grant, This accounts for just over half of the overall increase in teaching staff noted below. The Scottish Government intends to publish additional national information around the implementation of the School Counsellor commitment early in 2021 on validation of the Local Authority submissions.

Performance Measure	2019/20	Quarter 1 2020/21	Quarter 2 2020/21	Status	Long Trend - Quarterly
	Annual Baseline Value	Value			
H&S Employee Reportable by Cluster – Education	6	0	0		

Performance Measure	2019/20	Quarter 1 2020/21	Quarter 2 2020/21	Status	Long Trend - Quarterly
	Annual Baseline Value	Value			
H&S Employee Non-Reportable by Cluster – Education	344	0	53		

Cluster Level Measures – 2020 National Staffing Indicators

Performance Measure	2019	2020	Status	Long Trend - Annual	National Figure
	Value	Value			
Number of Teachers in schools (excluding ELC*)	1,675	1,725			
Pupil Teacher Ratio (pupils per teacher)	13.8	13.7			13.3

Service Analysis

Teaching Staff

The number of Teaching Staff in schools has risen in each of the previous four years from a 2016 baseline of 1,603, with a 3% increase in numbers between 2019 and 2020. For context, the number of primary/secondary and special school pupils on roll at the Census points in 2019 and 2020 respectively were 22,788 and 23,041 representing an increase of just over 1.1%

At the Census point in September 2020, the City’s Pupil Teacher Ratio was statistically unchanged but continues the long-term improvement trend and, although marginally higher than the national figure of 13.3, is in line with the ‘Four Cities’ average of 13.8, which is similarly unchanged from 2019

*Detailed supplementary statistics covering overall staffing provision within ELC settings and support staffing in schools will be released in March 2021.

Source: Summary Statistics for Schools in Scotland 2020 Bulletin No 11, 15th December 2020

Performance Indicator	August 2020		September 2020		October 2020	
	Value	Status	Value	Status	Value	Status
Staff Expenditure – % spend to full year budget profile – Education*	43.14%		51.06%		59.53%	

Finance and Controls Note

^Work is presently ongoing to develop publication of additional individual cluster-based Control measures which will be reflected in future 2020/2021 performance reporting.*Full function level data relating to capital spend and financial performance is provided separately through City Growth and Resources (Finance) reporting.

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

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	20 January 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners Data Capture
REPORT NUMBER	OPE/21/008
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Craig McDermott
TERMS OF REFERENCE	1.1.1

1.1 PURPOSE OF REPORT

1.1.1 Further analysis of local and national data has been undertaken to greater understand the changing needs of children and young people in Aberdeen City. This report seeks to share this information with elected members in the context of Request for Assistance data, particularly those pertaining to Child’s Planning Support.

2.1 RECOMMENDATIONS

That Committee:-

2.1.1 notes the ongoing analysis work to better understand the changing needs of children, young people and their families;

2.1.2 endorses the delivery of two primary and two secondary enhanced provisions in order to meet the increasing demand for specialist level Child’s Planning Support; and

2.1.3 instructs the Programme Manager to report progress, including supporting data, as part of the Supporting Learners programme update, which is scheduled for EODC in two committee cycles (June 2021).

3.1 BACKGROUND

3.1.1 The Programme Manager – Supporting Learners regularly reports the progress of the Supporting Learners Workstream to Committee to ensure Elected Members remain abreast of progress. In September 2020, Committee endorsed an agile, data-driven approach to service delivery through report

Supporting Learners (OPE/20/126). This ensures services are well placed to identify and target need at the earliest opportunity.

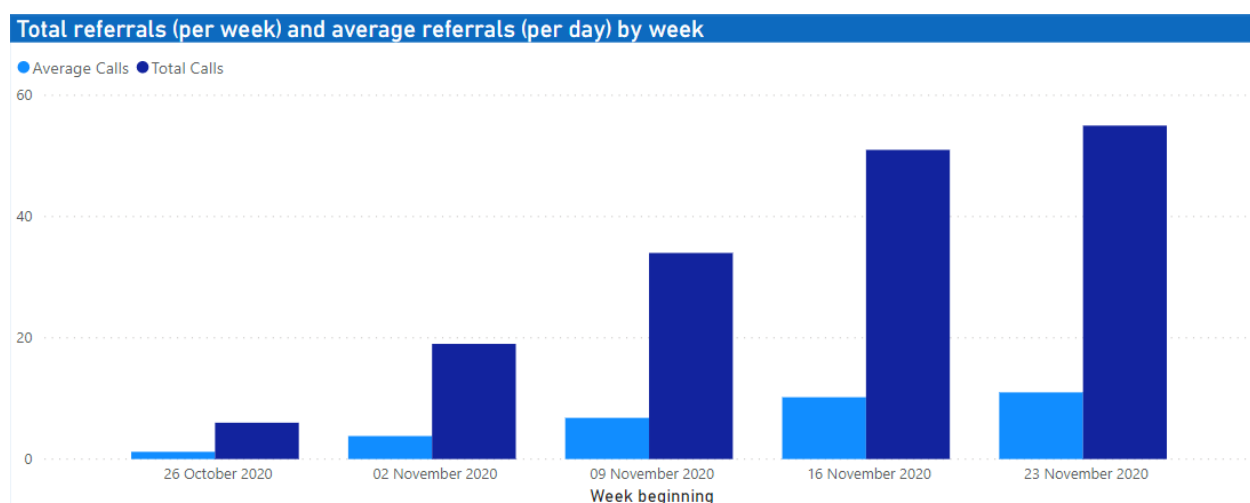
3.1.2 Data gathered throughout 2020 (by the Emergency Support Forum, Virtual School Helpline, Care for People, and the Health and Wellbeing Collaborative) evidences the ongoing impact the COVID-19 pandemic is having on families. In particular, difficulties pertaining to poverty (food and finance), mental health and wellbeing, increases in instances of domestic violence, and substance misuse are evident. The ‘lockdown period’ also posed challenges for families of children/young people with additional support needs, particularly those with an autistic spectrum condition and/or attention deficit hyperactivity disorder.

3.1.3 Anecdotal evidence, gathered through face-to-face consultation, about the demand on specialist services and provision was presented to committee in reports *Supporting Learners in an Empowered System* (OPE/20/054) and *Supporting Learners* (OPE/20/219). Both note increased demand on these provisions resulting from the changing needs of children and young people. Advances in medicine and wider societal changes account for an increased complexity of need within specialist services and provision.

3.2 REQUEST FOR ASSISTANCE

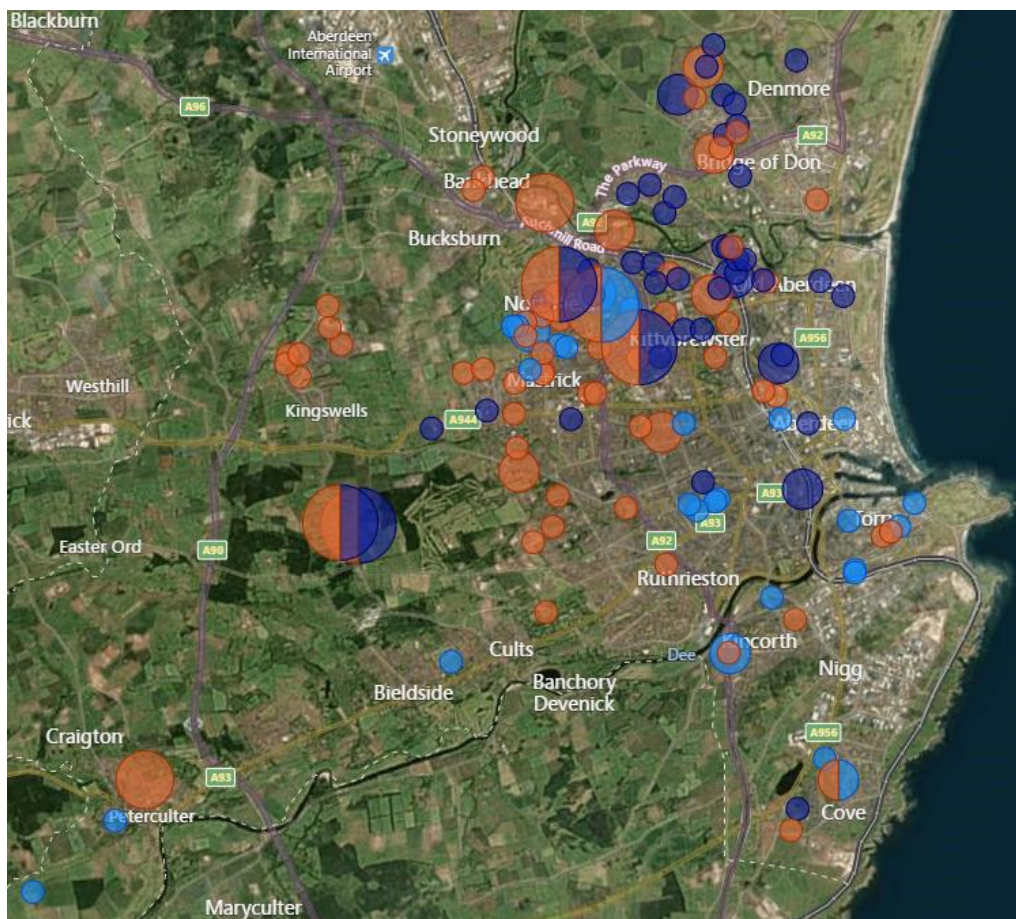
3.2.1 In line with national best practice, the term ‘Request for Assistance’ is used to describe the process of a Team Around the Child (TAC) seeking support from a partner service/organisation. In keeping with the principles of Getting it Right for Every Child (GIRFEC), the foundation of request for assistance is partnership working to overcome barriers to wellbeing. The request for assistance system includes education outreach services (e.g. Autism Outreach Service, Educational Psychology Service, English as an Additional Language Service, Dyslexia Outreach Service etc.), Children’s Social Work, the School Nursing Service, Language Support Provision, ‘Fit Like?’ Family Wellbeing Hubs, and Child’s Planning Support.

3.2.2 The new request for assistance system went live on 26 October 2020. Initial data capture evidences a steady, week-on-week increase in request numbers:



At the time of writing, the daily average is 11.0 requests. The jump noted during week beginning 16 November 2020 can be attributed to a Child's Planning Support calendar deadline. The initial, sharp increase may be attributed to increasing familiarity with the system, which was secured via webinar-style training and materials made available to staff via SharePoint.

3.2.3 Requests are linked to the child's postcode (alongside school, Associated School Group (ASG), and city locality). The following map outlines the postcode spread of the requests received to date:



Although a concentrated number of requests are evident within the North-West city centre, the map indicates assistance being sought across the city. The colour of the circle represents the locality in which the originating school sits: colours stray out with the geographical spread of their locality where a learner attends the school out-of-zone.

3.3 THE NEEDS OF LEARNERS

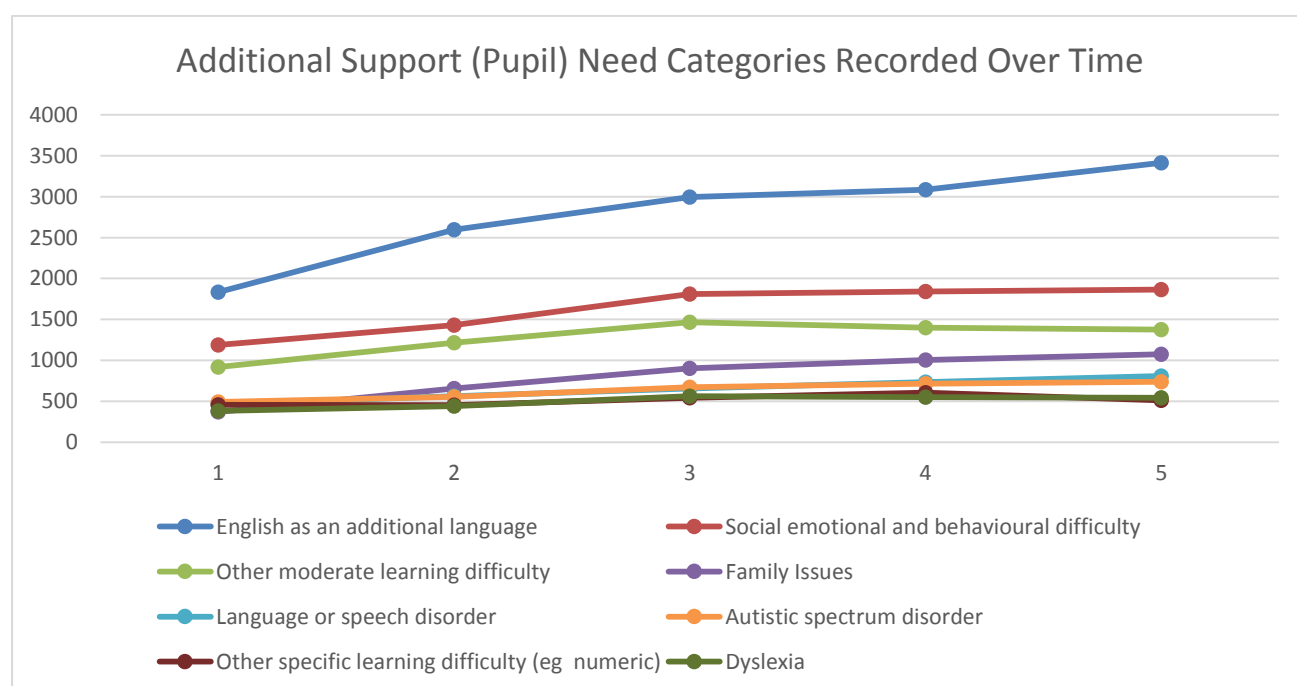
3.3.1 A snapshot of learner need data was reported to Committee in March 2020 in report *Supporting Learners in an Empowered System* (OPE/20/054). Guidance for schools has since been published to support the consistency of recording pupil need across the City. Further analysis has been undertaken to better understand the needs profile across Aberdeen City and how it has changed over the past five academic years. Data from SEEMiS and figures available nationally have been used. The following table shows the proportion of school-

aged children/young people with a recorded additional support need during that period:

Academic Year Commencing:	Proportion of Aberdeen City Learner Population	Proportion of Scottish Learner Population
August 2016	20.7%	24.0%
August 2017	27.9%	25.7%
August 2018	31.9%	27.8%
August 2019	33.0%	29.9%
August 2020	33.7%	30.9%*
5-year Average	29.4%	27.5%

*National data for session 2020-2021 will not be published until mid-2021. This figure is taken from the National Review of Additional Support for Learning (Morgan, 2020).

3.3.2 The following graph shows the eight most frequently recorded pupil need categories and how they have changed over time in Aberdeen City:

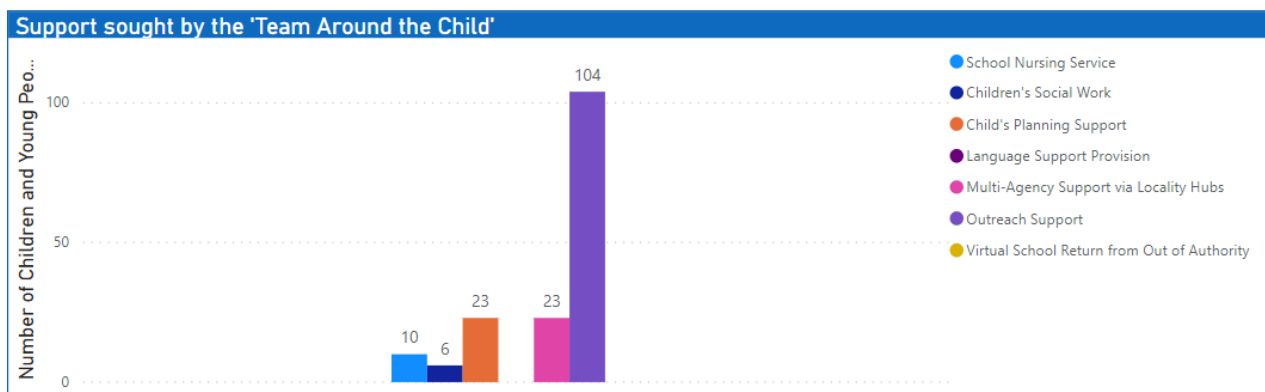


The pupil need categories used by schools are decided nationally and recorded using SEEMiS. Following its introduction in mid/late 2014, the sharp rise noted after 2016 may partially be attributed to increasing staff familiarity with recording pupil need in SEEMiS.

3.3.3 The request for assistance system evidences support being sought for learners with needs recorded within these eight categories, but the frequency of request is not, in most cases, directly proportional with prevalence:

Need Category	Proportion of Requests
Social/Emotional/Behavioural Needs	40.8%
Autistic Spectrum Condition	21.4%
Dyslexia	23.3%
Family Issues	19.9%
Language or Speech Disorder	16.0%
English as an Additional Language	13.9%
Other Moderate Learning Difficulty	4.9%
Other Specific Learning Difficulty (e.g. numeric)	1.9%

3.3.4 To date, a large proportion of requests have been received for outreach support from education outreach services:



In particular, demand has been evidenced for the Dyslexia Outreach Service, Educational Psychology Service, and Autism Outreach Service. Some outreach services (such as Sensory Support Services) support children from birth and receive referrals from the National Health Service; currently, these numbers are not reflected in the request for assistance data capture. As the new system commenced part-way through the academic year, it should be noted that the numbers above do not account for request for assistance received prior to 26 October 2020. This is particularly significant for Child's Planning Support for two reasons:

- 1) Health Visitors make use of a generic email address to request Child's Planning Support for children under school age;
- 2) A calendar deadline passed just before this system went live.

More detailed information about this service is provided below.

3.4 CHILD'S PLANNING SUPPORT

3.4.1 The need for specialist provision is assessed via Child's Planning Support. Consisting of colleagues from education, social work, and health, the Forum now meets several times per year to consider requests for assistance made for

specialist planning. To support a TAC with their ongoing planning, requests are made in conjunction with a calendar of key dates. This is particularly important in terms of enhanced transition planning for children embarking on a significant transition e.g. into Primary 1; from Primary 7 to Secondary 1.

- 3.4.2 68 Child Plans were reviewed at the most recent meeting of the Forum (November 2020). They pertain to requests across all stages: developmental Early Learning and Childcare (ELC); primary; and secondary. The following level of planning was identified:

Level of Planning	Number of Plans
Specialist	37
Mainstream with Targeted Support	21
Mainstream with Universal Support	6
Discussion deferred (due to age/stage)	4

- 3.4.3 Based on the child's current educational setting, plans received represent the following spread across the three City localities:

Locality	Proportion of Plans
Dee	40.4%
Don	28.1%
West	31.6%

- 3.4.4 Certain settings (such as Mile End ASN Provision and Orchard Brae), coupled with the fact parents have a legal right to apply to any school of their choosing, bias the dataset in 3.4.3; it creates a misrepresentation in terms of need spread across the city. When evaluated using child's postcode, the plans received represent the following spread across the City localities.

Locality	Proportion of Plans
Dee	30.4%
Don	33.9%
West	35.7%

- 3.4.5 Continuing to use the child's postcode, the breakdown of those identified as requiring a specialist level of planning is as follows:

Locality	Proportion of Plans
Dee	38.7%

Don	32.3%
West	29.0%

3.4.6 Breaking down the same data in 3.4.5 (children identified as requiring a specialist level of planning, based on the child's postcode) by ASG affords further insight into the spread of need within a locality:

ASG	Locality	Proportion of Plans
Aberdeen Grammar	Dee	6.5%
Cults		16.1%
Harlaw		6.5%
Lochside		9.7%
Dyce	Don	6.5%
Oldmachar		6.5%
St Machar		19.4%
Bucksburn	West	6.5%
Hazlehead		3.2%
Northfield		19.4%

Bridge of Don is omitted as no requests pertain to this ASG when analysed using the child's postcode.

3.4.7 84 requests for Child's Planning Support have been received in advance of the February 2021 Forum, which focuses primarily on transition from Nursery to Primary 1. Work is currently ongoing to better understand the needs represented in these requests. Although the exact number who require specialist level planning has yet to be identified, spaces available for Primary 1 entry to specialist provision are anticipated to be significantly less than the requisite number.

3.4.8 Data generated from session 2019-2020 offers a broad source of comparison, although it must be recognised that a new system is now in place to capture Child's Planning Support: crucially, this process has not concluded for 2020-2021 and the data presented in 3.4.2 – 3.4.7 represents a 'live capture'. The following data combines the two systems for the purposes of comparing the total number / proportion of Child's Planning Support requests:

Locality	2019-2020	2020-2021
Total	88	152
Dee	30.7%	35.21%

Don	29.6%	33.8%
West	39.8%	31.0%

ASG	Locality	2019-2020	2020-2021
Aberdeen Grammar	Dee	7.95%	4.9%
Cults		5.7%	5.6%
Harlaw		6.8%	4.2%
Lochside		10.2%	20.42%
Bridge of Don	Don	1.1%	2.1%
Dyce		5.7%	2.8%
Oldmachar		2.3%	6.3%
St Machar		20.5%	22.5%
Bucksburn	West	11.4%	7.0%
Hazlehead		4.6%	2.1%
Northfield		23.9%	21.8%

The growth in the overall number of requests for support may be attributed to greater visibility of the system alongside a move to increase the number of opportunities to submit such a request. In addition, work has been undertaken throughout 2020 to engender greater transparency around the system. It is, however, extremely likely that the lockdown period has impacted negatively on children with more complex needs and their needs are presenting more acutely.

- 3.4.9 In certain cases, data evidences the need for further professional learning around the presumption of mainstream so there is a shared understanding of the learner profile within specialist provision. This is planned for 2021.

3.5 MANAGING THE DEMAND

3.5.1 Enhanced Provision provides an augmented level of support within a mainstream setting. This is particularly relevant where a child/young person's social, emotional and/or learning needs would not be best-met within a specialist provision. The level of education support is provided in accordance with staff:pupil ratios agreed nationally via the Scottish Negotiating Committee for Teachers (SNCT). In addition, Pupil Support Assistants and partners relevant to a child's plan (e.g. allied health professionals) support the provision. Enhanced Provision employ an individualised approach to allow children/young people to participate in curricular and extra-curricular opportunities. Each enhanced provision has capacity for seven learners.

3.5.2 In the context of securing a holistic, best-match location to support need across and between localities, the review of city-wide data (provided above and that

relating to the capacity of the school estate) supports the delivery of Enhanced Provision in Kaimhill Primary, Glashieburn Primary, Bridge of Don Academy, and Cults Academy. For example, because of its physical location in the city, Bridge of Don Academy is accessible across Don and parts of West localities.

- 3.5.3 The impact of such a provision will be monitored carefully by school leadership teams, central officers, and the Child's Planning Support Forum. Ongoing moderation and consistency of approach will be monitored by the PT Outreach – Child's Planning Support over the course of the year to determine if this enhanced support should be considered as an interim measure post COVID-19 or a longer term provision.
- 3.5.4 The Devolved School Management (DSM) scheme was reviewed, consulted upon, and presented to Committee in September 2020 in report *Devolved School Management* (OPE/21/112). This DSM scheme does not include specialist provision. The formulae pertaining to specialist provision has not been reviewed in several years. As such, benchmarking work is ongoing to afford officers greater insight into how local authorities across Scotland best deploy specialist resource to meet the needs of learners. Officers are confident that agile use of resource will enable effective resourcing of the provisions.

4. FINANCIAL IMPLICATIONS

- 4.1 Enhanced Provision Teacher and Pupil Support Assistant posts will be budgeted from existing vacancies within pupil support services.
- 4.2 Where applicable (in accordance with national policy) transport will be provided. Alternative delivery models – such as virtual engagement – has created flexibility that can be deployed to support budgeting and absorption of transport costs e.g. sourced from within an existing funding envelope. The review described in 3.5.4 will support a long-term and sustainable approach to this moving forward.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has many legal duties including those of:
- The Children (Scotland) Act 1995
 - The Standards in Schools etc. (Scotland) Act 2000
 - The Education (Additional Support for Learning) (Scotland) Act 2004
 - The Equality Act 2010
 - The Children and Young People (Scotland) Act 2014

The approach being taken to establish the provision outlined in this Report will assist the Council as Education Authority to fulfil these duties more effectively, and secure necessary and appropriate education and additional support for our children and young people.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Risk of not achieving positive outcomes for children and young people.	L	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.
Compliance	Non-compliance with legislation, financial claims and legal challenge (tribunals).	M	Mitigated by services being realigned to better meet the needs of our young people in Aberdeen City and prevent escalation of need.
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the needs of vulnerable young people. This may trigger an increase in incidents/near miss.	L	Mitigated by offering high quality professional learning for staff to ensure that they meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010.
Financial	Risk of not having sufficient resource.	M	Mitigated by realigning service delivery and resource to better meet the needs of our young people in Aberdeen City today.
Reputational	Risk of not effectively meeting the needs of all learners. Risk of staff feeling overwhelmed.	L	Data scrutiny drives flexible approach to service delivery to better meet the needs of our young people in Aberdeen City.
Environment / Climate	Risk of environmental factors inhibiting positive outcomes for learners	L	Service realignment will strengthen universal/targeted support and sharing of best practice, thus preventing escalation of need through strengthened practice and reasonable adjustment.

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	<p>This report outlines proposed activity to strengthen the education authority’s position with regards to securing positive outcomes for all learners, whilst meeting statutory requirements associated with additional support needs and equality. The overall programme has proactively subsumed the recommendations of the ‘Support for Learning: All Our Children and All Their Potential’ Report, which makes express mention of such provision. In particular, this report links to the Policy Statement in relation to People, 7: ‘Commit to closing the attainment gap in education while working with partners across the city’.</p>
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	<p>The proposals within this report support the delivery of LOIP Stretch Outcomes 1 and 6. Continued judicious use of funding and appropriate targeting of additional resources will ensure that children and young people, including those from disadvantaged backgrounds, are fully accessing education and more likely to achieve their potential and contribute to the economy.</p> <p>Specific links:</p> <p>Stretch outcome 1 10% increase in employment across priority and volume growth sectors 2026</p> <p>Stretch outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>
Prosperous People Stretch Outcomes	<p>The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them.</p> <p>Effective use of all resources and allowing each school community full control of these resources will help to ensure all initiatives and interventions are selected and implemented based on the needs of each school community and planned effectively to impact positively on all children and young</p>

	<p>people and are particularly targeted at those who are adversely affected by poverty.</p> <p>Specific links to:</p> <p>Stretch Outcome 4 90% of children and young people will report that they feel mentally well by 2026</p> <p>Stretch Outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026,</p> <p>Stretch Outcome 7 Child Friendly City which supports all children to prosper and engage actively with their communities by 2026</p>
Prosperous Place Stretch Outcomes	Underpinning the work of all schools in Aberdeen City is reducing the poverty related attainment gap and achieving excellence and equity for all.
UK and Scottish Legislative and Policy Programmes	<p>Education (Additional Support for Learning) (Scotland) Act 2004 as amended (and associated Code of Practice)</p> <p>Equality Act 2010</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

None

11. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	20 January 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Early Learning and Childcare Expansion: Reinstatement of 1140 hours
REPORT NUMBER	OPE/21/007
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Aisling MacQuarrie
TERMS OF REFERENCE	1.1.1; 1.1.2

1. PURPOSE OF REPORT

- 1.1 The report provides an update to the Committee on the reinstatement of the statutory duty on Local Authorities to provide 1140 hours per annum of Early Learning and Childcare (ELC hereafter) to eligible 2-year olds and all 3 and 4 year old children from August 2021.
- 1.2 The report seeks to provide assurance of ongoing works to support the delivery of ELC expansion and meet the implementation date of August 2021.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 acknowledge the work to date and agree to the new date of August 2021 for the reinstatement and implementation of 1140 hours of ELC provision; and
- 2.2 note service updates will be regularly circulated to Members to advise of ongoing works to support the delivery of ELC expansion.

3. BACKGROUND

Impact of Covid-19

- 3.1 The Scottish Government on the 30 March 2020 removed the duty on Local Authorities to make available 1140 hours of ELC to all eligible 2-year olds and all 3 and 4-year-old children from August 2020. On the aforementioned date, the Children and Young People (Scotland) Act 2014 (Modification) (No.2) Revocation Order 2020 was enacted. The Order revoked the change to the Children and Young People (Scotland) Act 2014, which required education authorities to secure 1140 hours of ELC provision for all eligible children from August 2020. The removal of the statutory duty was in recognition of the negative impact of coronavirus (Covid-19) restrictions and the ongoing response to the pandemic on planned work to deliver 1140 hours.

- 3.2 Regrettably, the pandemic disrupted planned workforce activities, caused delays to the capital programme and limited capacity in settings as a result of Covid-19 public health guidance. To this end, the Aberdeen City Council ELC Expansion team have reviewed and re-profiled the programme to ensure progress, where possible, has continued and the appropriate mitigations are in place to ensure the quality and integrity of the programme is not compromised. Robust governance arrangements are in place and programme progress is reported to and monitored by the ELC programme board on a monthly basis.

Revised Timeline: ELC Joint Delivery Board Recommendation

- 3.3 The implementation of ELC expansion is overseen by the ELC Joint Delivery Board. The ELC Joint Delivery Board met on 4th December 2020 to consider a report on the revised date for full implementation of the expansion to 1140 hours. The Joint Delivery Board has recommended to Scottish Ministers and COSLA leaders that August 2021 should be the date to reinstate the 1140 hours duty. On 14 December 2020, this recommendation was agreed by Scottish Ministers and COSLA Leaders.

- 3.4 Further recommendations by the ELC Joint Delivery Board are the following:
- Agree that where there is potential to deliver expanded hours ahead of that date, this will be delivered to families;
 - Agree the end goal of the expansion is “That all eligible children whose families wish to access up to 1140 hours should be able to do so, in a way which meets the national standard and the principles of funding follows the child”;
 - Agree that from August 2021 the eligibility for the 2-year-old ELC offer is extended to include children with a parent with care experience. Legislation for this commitment will be developed by the Scottish Government in due course.

Current Position: Aberdeen City Council ELC Expansion Programme

- 3.5 The transformational change necessary to deliver expanded services has centred around the following areas: Quality, Workforce, Capital and Digital / Communications. Since lockdown the team have been closely monitoring the impact of Covid-19 on the programme and adopted a solution focused approach to identify how to continue to progress the programme against changing circumstances.

Quality

- 3.6 The delivery of quality ELC is crucial to improving long term outcomes for children and families. Without high quality ELC – from both a structural and process point of view – the positive benefits will not be realised. Early Years can mitigate against the long-term costs to the system, but poor quality can increase the cost.

- 3.7 As outlined in the Aberdeen City ELC Delivery Plan family learning is a key focus of the programme. ELC Expansion is an opportunity to support families to build capacity and crucially, deliver an offer that is shaped around the needs of families and the distinct needs of each locality. It is acknowledged that the pandemic will exacerbate and expose inequalities in our communities (financial, health and learning). To this end, the Early Years team have sought to upskill staff to support families who are in vulnerable situations and provide targeted support to children who are at risk of poor outcomes.
- 3.8 To support staff a comprehensive training needs assessment was undertaken to identify areas of professional development to enhance quality and support staff confidence in the implementation of expansion. In response to the challenges presented by Covid-19, the professional learning development programme is now online and fully accessible to all Early Years staff. Feedback from staff and the funded provider sector have shaped materials, activities and delivery.
- 3.9 Parents as Early Education Partners (PEEP) training has been delivered online to our Early Years workforce to ensure they are fully supported and ready to respond to the post-pandemic needs of children and families.
- 3.10 Excellence and Equity Practitioners will support fellow practitioners to measure the impact of change to ensure that work remains focused on improving outcomes for the least advantaged children. The Excellence and Equity Practitioners will play a key role in leading and responding to the distinct needs of each locality.
- 3.11 To improve outcomes for children and families the service seeks to build on a joined-up approach to early intervention strategies with Children's Social Work colleagues and Health partners. Following the completion of the refurbishment of Seaton (ex Woodlands) project, this facility will become a nursery for the delivery of 1140 and a hub for wrap around support. In addition to the provision of ELC, the hub will provide a wide range of family support to encourage family and community capacity building and address the equity agenda. Adopting an integrated approach will strengthen our preventative work to offer additional support to families in need.
- 3.12 By building capacity in the workforce through professional learning, and clarifying roles and responsibilities, we seek to develop the confidence and skills of the workforce as we transition towards the delivery of 1140. This will also enable staff to best meet the needs of children and families across the city.

Workforce

- 3.13 The increase in ELC hours requires additional staff and has created new opportunities for the Aberdeen City Council workforce. The impact of Covid-19 and the ongoing response to the pandemic delayed and impacted on the overall workforce pipeline to deliver expansion. The urgent need to deliver critical childcare to the children of key workers and to families most in need took

precedence. However, the programme has resumed internal workforce planning and external recruitment activities.

- 3.14 In preparation of ELC expansion the staffing formula for ELC settings has been revised and new roles such as Support Worker and the Early Years Modern Apprenticeship established. The introduction of these roles creates a flexible and sustainable staffing model. The role of Support Worker (G9) is a more cost-effective way to deliver ELC. The creation of these roles offers a clear career pathway into the profession supporting career changers or school leavers. Longer term this approach supports workforce continuity. As a result of service redesign, approximately 25 FTE of Childcare Support Workers (G9) from Childcare Service within Integrated Children and Family Services have transferred into the Support Worker G9 role in ELC. To meet the resource gap, a very successful recruitment campaign was undertaken internally and externally to recruit to these key roles and Support Workers have now been placed in settings.
- 3.15 Expansion also necessitates the need for additional Senior Early Years Practitioners (SEYPs). To support succession planning and to reduce the need to recruit externally to these roles, a leadership programme has been developed to support aspiring Early Years Practitioners (EYPs) to step up into the leadership role of a SEYP. Recruitment to this first leadership cohort, consisting of 30 EYPs, has recently been completed and successful candidates placed into roles. Due to the success of this approach a second cohort of the 'Stepping into Leadership' programme has now commenced.
- 3.16 The 12-month EYP Trainee programme, which was open to Aberdeen City Council employees seeking to retrain and become qualified Early Years Practitioners, will create approximately 80 additional EYPs. Trainee cohorts 2 and 3 are due to complete by the new year of 2021 and Spring 2021, respectively. The aforementioned activities will contribute to increasing the capacity and capability in our workforce.
- 3.17 To deliver a fully flexible 'year-round' offer to families, existing staff had been offered the opportunity to move from a 39-week term time contract to a 52-week contract and/or increase their weekly working hours. Approximately, 60% of the Early Years workforce indicated they wished to change their current working arrangement. Following on from a three-month engagement programme with existing staff, working closely with People and Organisation and Trade Union colleagues, variations to contracts of employment were due to commence in mid-March 2020. This activity had been paused due to Covid-19 and the focus on delivering emergency childcare. It is our intention to re-engage with existing staff to discuss the opportunities and recommence that process in consultation with People and Organisation and Trade Union colleagues from January 2021 onwards.

Private, Voluntary and Independent (PVI) sector

- 3.18 Supporting the resilience and sustainability of the Private Voluntary and Independent (PVI) sector has been a priority of the programme. ELC providers based in Aberdeen, who have applied to Aberdeen City Council to become a

funded provider have been able to offer up to 1140 hours, if they are able to do so, to city-resident families from August 2020. To note, a funded provider can be a private nursery, a playgroup and a childminder. Previously, childminders were not able to deliver funded hours. The variety of high-quality providers has offered more options to families to meet their childcare needs. By enabling partner providers to deliver up to 1140 hours of ELC we have increased flexibility and choice for families.

Capital

- 3.19 As part of Aberdeen City Council's ELC Expansion programme, we are investing in our learning estate. The provision of 1140 necessitates changes to some of our current nursery environments to ensure they are fit for purpose to deliver additional hours as well as the establishment of new facilities. The programme seeks to create high quality and impactful learning environments.
- 3.20 The design team and main contractor have been evaluating the impact on the programme of Government guidance and the requirement to comply with physical distancing measures. The current projected programme dates of all twenty-seven capital projects are scheduled to be completed by August 2021 – subject to Scottish Government exercising their statutory authority and understanding that there could be further lockdowns or restrictions. To date, four projects of the twenty-seven projects have been completed: Greenbrae School nursery; Walker Road School nursery; Quarryhill School nursery and Tullos School nursery.
- 3.21 There are ongoing discussion with Education, Corporate Landlord and Capital teams to develop options to ensure the 1140 hours is available in the event a project is delayed or programmed completed beyond the new date for Local Authorities to deliver 1140 of ELC.

Digital and Communications

- 3.22 SEEMiS Early Years is a data management system, which is currently being developed and designed by SEEMiS to enable Local Authorities and providers to manage funded 1140 places. The roll out of the system has been delayed to Summer '21. In lieu of the delay and to support the admissions process, which will open in January '21, the Early Years team have collaborated with Information Technology colleagues to develop an interim solution. This will result in the ELC nursery applications process moving online. The interim solution will be user friendly and accessible parents / carers seeking to apply for a nursery place.
- 3.23 Supporting communications will be distributed to parents/carers to advise that nursery applications can now be submitted online. This is part of a broader refreshed communications plan, which seeks to raise the profile of the programme and the investment Aberdeen City Council is making into Early Years to give children the best start to life.

Transition to 1140 Hours

- 3.24 The disruption caused by Covid-19 has limited the ability of Aberdeen City Council settings to deliver additional hours/sessions. The introduction of 'bubbles', staff teams not being able to work across sessions, additional cleaning and the challenges of social distancing as per national guidance have also contributed to limiting settings capacity to offer additional hours to families. A measured and cautious approach was adopted to ensure that provision could be delivered safely for children, families and staff. In light of said circumstances, it was determined that local authority nurseries would offer the current statutory entitlement of 600 hours from August 2020 onwards.
- 3.25 However, in line with Aberdeen City Council's route map and current Scottish Government guidance, local authority nursery settings have sought to offer more flexibility to parents/carers, where possible. From October 2020, settings have been able to accommodate blended placement. More recently, staff teams have been able to work across sessions with the appropriate mitigations and risk assessments in place.
- 3.26 It is our plan to phase in additional hours from 2021 onwards, where possible, and subject to public health guidance and Covid-19 restrictions. The model of provision may need to be directive initially, but it would provide further flexibility to families and enable staff to develop practice in preparation of the reinstatement of 1140 hours.
- 3.27 The phasing in of additional hours is achievable as workforce planning activities have resumed, staff teams are also maximising the use of outdoor environment and new health and safety routines have become embedded.
- 3.28 It is recommended a phased approach is taken with priority areas offering increased hours from Term 3 in the first instance and as we progress towards Term 4 scale up the offer across settings more widely. The Early Years team will support settings and ensure that robust risk assessments are in place. Staff will also be in place and there will be no additional staffing costs to scaling up the offer. The introduction of additional hours will provide greater flexibility to parents and the provision of high-quality ELC will support child development and improve the early years' experience of our youngest children.

4. FINANCIAL IMPLICATIONS

- 4.1 The Scottish Government and COSLA agreed a multi-year funding package to deliver ELC expansion.

Revenue Allocation:

2017/18 £'m	2018/19 £'m	2019/20 £'m	2020/21 £'m	2021/22 £'m
£0.89	£2.30	£12.04	£23.24	£25.19

Capital Allocation:

2017/18 £'m	2018/19 £'m	2019/20 £'m	2020/21 £'m	Total
£1.040	£7.400	£8.000	£6.000	£23.040

4.2 Staffing entitlements for all settings have been built into the Revenue budget. In Capital, where appropriate, contingency planning has been included in the current estimated final cost. The Expansion team continue to work closely with colleagues in Finance to monitor spend and ensure robust financial planning is in place.

5. LEGAL IMPLICATIONS

5.1 The reinstatement of 1140 hours of ELC to all eligible children, following agreement between Scottish Ministers and COSLA, will become a statutory duty from August 2021.

5.2 The expansion of ELC will bring a number of duties on the Local Authority under the Children and Young People (Scotland) Act 2014.

5.3 Aberdeen City Council will retain the statutory responsibility for ensuring that funded ELC entitlement is available to all eligible children in the city.

5.4 Aberdeen City Council will continue to be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for all families in the city.

6. MANAGEMENT OF RISK

6.1 The following risks have been considered as part of the overall Early Learning and Childcare Expansion Delivery Programme:

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Risk of not delivering on legal obligations by August 2021.	L	Mitigated by the work of the ELC Programme Board and associated projects.
Compliance	Risk of not meeting statutory obligations around 1140 hours.	L	Mitigated by the work of the ELC Programme Board and associated projects.
Operational	Risk of not designing an offer around the needs of our customers.	M	Mitigated through consultation with communities and the creation of Early Learning and Childcare Locality Lead Officer posts which support Early Learning and Childcare in each Locality.

	Covid-19 risk and restrictions dependent on tier category	M	ACC will be led by public health and national guidance to ensure the safe delivery of ELC.
Financial	Risk of building a financially unsustainable model	L	Care has been taken to redesign ELC to create a sustainable delivery model.
Reputational	Risk of not delivering on legal obligations by August 2021	L	Mitigated by the work of the ELC Programme Board and associated projects.
Environment / Climate	N/A		

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	The proposals within this report support the delivery of Policy Statement 3 (People) - Work with the Scottish Government to provide flexible and affordable childcare for working families on the lowest incomes.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	<p>The Expansion of Early Learning and Childcare will have an extremely positive impact on this priority theme and will help to deliver the LOIP Stretch Outcome 1 '10% increase in employment across priority and volume growth sectors by 2026'.</p> <p>Example:</p> <p>The workforce needs to increase significantly in order to deliver the increase in ELC provision.</p> <p>29 Aberdeen City Council employees retrained as Early Years Practitioners in Cohort 1 of the Retraining Programme. A further 29 are near completion of their retraining as Early Years Practitioners in Cohort 2 and 16 in Cohort 3.</p> <p>In addition, we have 7 Modern Apprenticeships training to become Early Years Practitioners as part of our 'Grow Our Own' workforce strategy. This is a new role in our Local Authority ELC settings and provides a positive destination and career pathway for our young people.</p>

Prosperous People Stretch Outcomes	<p>The provision of high quality Early Learning and Childcare will help to deliver the LOIP Stretch Outcome 3 ‘95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026’.</p> <p>Example:</p> <p>The provision of high-quality Early Learning and Childcare will support early speech, language and literacy; will ensure that families receive the parenting and family support they need; and will enable families to take up employment and training opportunities.</p>
Prosperous Place Stretch Outcomes	<p>The provision of high quality Early Learning and Childcare will help to deliver the LOIP Stretch Aim 13 ‘No one in Aberdeen will go without food due to poverty by 2026’</p> <p>Example:</p> <p>The increase in funded ELC will enable more families to take up employment and training opportunities, thus reducing poverty. More hours will be available in Local Authority ELC settings and Funded Provider ELC settings will be an option for many families who could not afford this previously.</p>
Regional and City Strategies	<p>The proposals within this report support the Strategic Development Plan by supporting the workforce. The provision of high-quality Early Learning and Childcare will support families to take up employment and training opportunities.</p>
UK and Scottish Legislative and Policy Programmes	<p>The report sets out the Council’s Early Learning and Childcare Admissions Policy, which supports the duty placed upon the Council by the Children and Young People (Scotland) Act 2014, to deliver Early Learning and Childcare to all three and four-year olds and eligible two-year olds.</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	EHIRA completed
Data Protection Impact Assessment	Not required.

9. BACKGROUND PAPERS

- 9.1. Item 10.02 Early Learning and Childcare Delivery Plan; Education and Children's Services Committee 14th September 2017
- 9.2. Item 4(b) General Fund Revenue Budget, Council Budget Meeting 5th March 2019.

10. APPENDICES

N/A

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	20 January 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Early Learning and Childcare (ELC) Admissions Policy 2021
REPORT NUMBER	OPE/20/243
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Louise Beaton and Aisling MacQuarrie
TERMS OF REFERENCE	1.1.5

1. PURPOSE OF REPORT

- 1.1 The aim of the Early Learning and Childcare (ELC) Admissions Policy is to give clear guidance to staff and parents/carers on the admissions process and procedures for Local Authority ELC settings.
- 1.2 This report seeks Committee approval of the updated ELC Admissions Policy 2021. This takes account of the ELC Expansion programme and the phasing in of additional hours up to 1140 hours funded ELC provision.

2. RECOMMENDATION

- 2.1 That the Committee approve the updated Aberdeen City Council ELC Admissions Policy 2021, and instruct the Chief Operating Officer to implement the policy with effect from 21 January 2021.

3. BACKGROUND

The National Context

- 3.1 A Blueprint for 2020: The Expansion of Early Learning and Childcare, published in March 2017, outlined the Scottish Government commitment to expanding the provision of funded ELC from 600 to 1140 hours by 2020.
- 3.2 In light of the impact of the Covid-19 pandemic, the Scottish Government and COSLA jointly agreed to remove the statutory duty on local authorities to provide 1140 hours of ELC from August 2020 earlier this year. On 14 December 2020, a joint letter to all Local Authorities from Maree Todd, Minister for Children and Young People and Cllr Stephen McCabe, COSLA Spokesperson for Children and Young People about the ELC Expansion, confirmed that the statutory duty would be reinstated, with 1140 hours to be reinstated for August 2021.

- 3.3 Currently all three and four year-olds, and eligible two-year olds, receive 600 hours of funded ELC per year. Under the new plans, this will almost double funded hours of ELC available to families. This means more funded hours, more choice of where children can go to access their ELC entitlement and more flexible models of ELC.
- 3.4 The guiding principles which underpin ELC expansion are:
- Quality
 - Flexibility
 - Affordability
 - Accessibility

The Local Context

- 3.5 The Aberdeen City: Early Learning and Childcare Delivery Plan was approved by Aberdeen City Council Education and Children's Services Committee on 16 November 2017. This sets out the Council's plan to provide local, flexible ELC which is accessible, affordable and of high quality.
- 3.6 Each local offer will be designed around the needs of families in each locality. The provision of universally accessible and high quality ELC will play a vital role in helping to close the poverty-related attainment gap.
- 3.7 Parents will have the choice to apply for the additional hours, up to 1140 hours per year. There is no legal requirement nor expectation for parents or carers to take up their full entitlement. Families can choose what works best for them.
- 3.8 In keeping with initial plans approved by Committee, Aberdeen City Council will offer a range of flexible models in each locality / Associated School Group (ASG):
- Full day provision
 - Half day provision – morning or afternoon
 - Blended provision – a combination of local authority and funded provider / childminder provision.
- 3.9 School settings and funded providers, including private nursery settings, playgroups and childminders, will be offering the additional hours. Continued partnership working is important. A significant number of children use funded providers and we would like to ensure additional hours can continue to be used in a range of settings to meet the needs of families.
- 3.10 All settings delivering 1140 hours are required to meet the National Standard (Grade 4 or above) to ensure a high quality ELC service is being delivered to the children of Aberdeen. This extends to local authority settings as well as private nurseries, playgroups and childminders in partnership with the Council.

Early Learning and Childcare (ELC) Admissions Policy 2021

- 3.11 The ELC Admissions Policy 2020 was approved by the Education Operational Delivery Committee on 12 November 2019.
- 3.12 The Policy gives clear guidance to staff and parents/carers about Aberdeen City Council's ELC admissions process and procedures for local authority ELC settings. It also outlines all ELC options via Associated School Group (ASG). This will also include Funded Providers and Childminders, which will give parents more information, choice and flexibility about accessing their ELC entitlement to meet their needs.
- 3.13 The Policy details our statutory duties, entitlement, eligible 2's and Additional Support Needs provision and criteria for admissions. Supporting guidance will be issued to local authority ELC settings in a separate document.
- 3.14 There are no proposals to change the criteria in the ELC Admissions Policy 2021 from those approved by Committee in November 2019. ELC places will continue to be allocated according to the following list of criteria:
1. All children looked after or assessed as 'in need' defined in the Children (Scotland) Act 1995. A Professional Support for Application to ELC form must be completed to determine whether a child meets the criteria.
 2. All applications for children who are currently attending an Eligible 2's place. A limited number of places may be reserved for Eligible children who will turn 2 during the school session.
 3. All applications for children in the Associated School Group (ASG) zone, oldest first. In the event of there being more applications than places at a setting, priority will be given to children living in the Primary School Zone in which the setting is based.
 4. All applications for children who have a sibling in the school parents are applying for, including those not resident in the City, in accordance with section 23(3A) of the Education (Scotland) Act 1980. The sibling criteria will only come into effect when children have a sibling in ELC or Primary 1-6 at the time of the application. Siblings from the same family, although not living together at the same address, can apply under this criteria.
 5. All other applications from children resident in the City. Places will be allocated in the first instance to children who have childcare in the ASG zone and then to children who live out of ASG zone, oldest first.
 6. Children who are resident outwith the City. For children resident outwith the city boundary, not including children with a sibling (as they will come under band 4), the address of a childminder or carer within the city does not entitle the child to an ELC place. Places will be allocated oldest first.
- 3.15 The ELC Admissions Policy 2021 has been updated to include:
- Priority ELC Places (at Section 4.2 of the draft Policy); and
 - Cross Boundary Agreement with Aberdeenshire Council (at Section 5.8).

Priority ELC Places (PELCP)

3.16 Family support is a key element of the ELC Expansion programme, adopting a whole family approach to support child and family wellbeing at a universal level. To this end, ELC capital projects have been designed to support family learning to create welcoming and inviting spaces for families and children, with the inclusion of family rooms, where possible. To support children and families who would benefit from early intervention and wrap around support by multi agencies, it is recommended that a portion of places be reserved at the recently refurbished Links Nursery and Hub to support families. The Links Nursery is a 90-place nursery, which will cater for eligible 2-year olds and all 3 to 4-year olds. It is recommended that 20% of the available places be reserved to support families in need, referred to as Priority ELC places. Applications will be linked to the single request for assistance application and reviewed throughout the year.

3.17 Requests can be made from the undernoted professionals:

- Education psychology services
- Social work
- Health professionals

With priority given to the following:

- Children on child protection register or identified through child protection procedures;
- Referrals from the social work department where a child is considered to be in need and would benefit from a Priority ELC place;
- Help the children remain within the family environment;
- Support the child's return to the family.

Where the aforementioned professionals for children are concerned about the circumstance of the child, parents or family such as:

- Speech and Language Therapy (SALT)
- Children who have had significant time out of settings for health reasons; and
- Children who are affected by the wellbeing of any person in the family.

3.18 This approach will strengthen our preventative work to support family wellbeing and contribute towards the Closing the Gap agenda and meet the aspirations of the LOIP to ensure every child has the best start to life. The remaining 80% of places will be allocated according to the criteria listed in 3.14 above.

Cross Boundary Agreement with Aberdeenshire Council

3.19 The Children and Young People (Scotland) Act 2014 places a statutory duty on Local Authorities to deliver ELC with sufficient flexibility to allow parents and carers, an appropriate degree of choice when accessing the services.

- 3.20 A Cross Boundary Agreement is currently being developed with Aberdeenshire Council.
- 3.21 Children resident in Aberdeenshire are already entitled to attend an Aberdeen City Local Authority ELC setting under bands 4 and 6 of the ELC Admissions criteria. However, a Cross Boundary Agreement with Aberdeenshire Council will ensure we have an agreed protocol in place to enable children from neighbouring authorities to take up their ELC entitlement at Funded Provider ELC settings in line with Funding Follows the Child and the Guiding Principles of ELC Expansion.
- 3.22 Both Aberdeen City Council and Aberdeenshire Council acknowledge and agree that the delivery of Cross Boundary Placements assists them both in discharging their duties under the Act, to provide ELC in a flexible manner.
- 3.23 Aberdeen City Council and Aberdeenshire Council have agreed to work together to facilitate the provision of ELC for eligible children outside their own authority areas within the other Party's authority area. Both Authorities have agreed to enter this agreement to outline the principles and funding arrangements that are agreed between them in respect of ELC delivered in the other's authority area.
- 3.24 The Agreement details:
- Application and Admissions
 - Performance of Cross Boundary Placements
 - Record Keeping
 - Costs – Reconciliation and Payments
 - Freedom of Information
 - Confidentiality
 - Complaints Procedures and Child Protection Issues

Consultation

- 3.25 The following people have been consulted during the process of drafting the ELC Admissions Policy 2021:
- Aberdeen City Council Administration Leaders: Cllr Laing; Cllr Lumsden; and Cllr Boulton
 - Aberdeen City Council EODC Convener and Vice Convener: Cllr Wheeler; and Cllr Malik
 - Aberdeen City Council Chief Executive
 - Aberdeen City Council Chief Operating Officer
 - Aberdeen City Council Chief Officer – Children's and Family Services
 - Aberdeen City Council Chief Education Officer
 - Aberdeen City Council Assurance Manager
 - Aberdeen City Council Data Protection Officer
 - Aberdeen City Council Chief Officer Digital
 - Aberdeen City Council Chief Officer Finance
 - Aberdeen City Council Chief Officer Governance

- Finance Partner
- Legal Services Manager
- Aberdeen City Council Early Years Team
- Aberdeen City Council Head Teachers
- Aberdeenshire Early Years Team

3.26 Focus Groups were held in September 2019, in advance of the new ELC Admissions Policy for 2020, to seek views on the Policy and the criteria in the Policy. This involved Head Teachers, Early Years Practitioners, Funded Providers and parents. The majority of stakeholders were in agreement with these and these remain unchanged in the updated 2021 Policy.

3.27 A comprehensive ELC Expansion Consultation was undertaken at the end of 2019. This sought the views of parents, carers and parents-to-be on the increased ELC entitlement and uptake and shaped the proposed ELC offer in each Locality.

4. FINANCIAL IMPLICATIONS

4.1 Aberdeen City Council, as primary guarantor of quality and key enabler of flexibility and choice, is currently funded by a specific grant from the Scottish Government to deliver ELC. Officers have worked with finance colleagues to ensure that our plans realise a sustainable Early Learning and Childcare provision. In 2021/22 the ELC Expansion funding will remain ring fenced & will form part of GAE in 2022/23.

4.2 Reciprocal arrangements will be in place via a Cross Boundary Agreement with Aberdeenshire Council. This means that an equal number of ELC places will be provided by each neighbouring Local Authority. For example, if Aberdeen City Council provide more funded ELC places than Aberdeenshire Council, the additional places will be recharged to Aberdeenshire Council in line with the Reconciliation and Payments part of the Cross Boundary Agreement on a quarterly basis. This ensures equity and Best Value for both Authorities.

5. LEGAL IMPLICATIONS

5.1 The expansion of ELC will bring a number of duties on the Local Authority under the Children and Young People (Scotland) Act 2014:

- Aberdeen City Council will retain the statutory responsibility for ensuring that funded ELC entitlement is available to all eligible children in the city.
- Aberdeen City Council will continue to be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for all families in the city.

6. MANAGEMENT OF RISK

6.1 This report is brought to the January meeting of the Education Operational Delivery Committee in order to have the updated Policy approved in time for the commencement of the Admissions Process for August 2021 at the end of January 2021.

6.2 Any delay in commencing the ELC Admissions process could cause risks to customer, employee and reputation. For example, applications not being processed, and places not being allocated in time.

6.3 The following risks have been considered as part of the overall ELC Expansion Delivery Programme:

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Risk of not delivering on legal obligations by August 2021.	Medium	Mitigated by the work of the ELC Programme Board and associated projects.
Compliance	Risk of not meeting statutory obligations around 1140 hours.	Low	Mitigated by the work of the ELC Programme Board and associated projects.
Operational	Risk of not designing an offer around the needs of our customers. Risk of not attracting enough new practitioners into the workforce.	Low Low	Mitigated through consultation with communities and the creation of Early Learning and Childcare Locality Lead Officer posts which support ELC in each Locality. Mitigated through the activities being undertaken as approved in Aberdeen City: Workforce Delivery Plan – Early Learning and Childcare approved by Education Operational Delivery Committee on 6 December 2018.
Financial	Risk of building a financially unsustainable model.	Low	Care has been taken to redesign ELC around improving quality rather than simply doubling to reflect the additional hours.
Reputational	Risk of not delivering on legal obligations by August 2021	Medium	Mitigated by the work of the ELC Programme Board and associated projects.
Environment / Climate	N/A		

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	The proposals within this report support the delivery of Policy Statement 3 (People) - Work with the Scottish Government to provide flexible and affordable childcare for working families on the lowest incomes.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	<p>The Expansion of Early Learning and Childcare (ELC) will have an extremely positive impact on this priority theme and will help to deliver the LOIP Stretch Outcome 1 '10% increase in employment across priority and volume growth sectors by 2026'.</p> <p>Example: The workforce needs to increase significantly in order to deliver the increase in ELC provision.</p> <p>29 Aberdeen City Council employees retrained as Early Years Practitioners in Cohort 1 of the Retraining Programme. A further 29 are near completion of their retraining as Early Years Practitioners in Cohort 2 and 16 in Cohort 3.</p> <p>In addition, we have 7 Modern Apprenticeships training to become Early Years Practitioners as part of our 'Grow Our Own' workforce strategy. This is a new role in our Local Authority ELC settings and provides a positive destination and career pathway for our young people.</p>
Prosperous People Stretch Outcomes	<p>The provision of high quality ELC will help to deliver the LOIP Stretch Outcome 3 '95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026'.</p> <p>Example: The provision of high quality ELC will support early speech, language and literacy; will ensure that families receive the parenting and family support they need; and will enable families to take up employment and training opportunities.</p>
Prosperous Place Stretch Outcomes	<p>The provision of high quality ELC will help to deliver the LOIP Stretch Aim 13 'No one in Aberdeen will go without food due to poverty by 2026'</p> <p>Example:</p>

	The increase in funded ELC will enable more families to take up employment and training opportunities, thus reducing poverty. More hours will be available in Local Authority ELC settings and Funded Provider ELC settings will be an option for many families who could not afford this previously.
Regional and City Strategies	The proposals within this report support the Strategic Development Plan by supporting the workforce. The provision of high quality ELC will support families to take up employment and training opportunities.
UK and Scottish Legislative and Policy Programmes	The report sets out the Council's ELC Admissions Policy, which supports the duty placed upon the Council by the Children and Young People (Scotland) Act 2014, to deliver ELC to all three and four-year olds and eligible two-year olds.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	EHRIA completed.
Data Protection Impact Assessment	A Data Protection Impact Assessment is currently being developed to support the new online application process for ELC Admissions from 2021.

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix 1 Aberdeen City Council Early Learning and Childcare Admission Policy 2021 (Draft)

Appendix 2 Early Learning and Childcare Settings in Aberdeen City listed by Associated School Group (ASG)

11. REPORT AUTHOR CONTACT DETAILS

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Early Learning and Childcare Admissions Policy

**Updated and Approved by Education Operational Delivery Committee
on 20 January 2021 (TBC)
with an implementation date of 21 January 2021**

Document Control

Approval Date	12 November 2019
Implementation Date	1 December 2019
Policy Number	POL-O-0001
Policy Author(s) and Owner	Service Manager – Early Years and Chief Education Officer
Approval Authority	Education Operational Delivery Committee
Scheduled Review	November 2020
Changes	Updated 21 December 2020

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1. Purpose Statement

- 1.1 The aim of the Early Learning and Childcare Admissions Policy is to give clear guidance to staff and parents/carers on the admissions process and procedures for local authority early learning and childcare (ELC) settings. This is with a view to mitigating the risk of not delivering on our statutory duties as outlined in the Children and Young People (Scotland) Act 2014.
- 1.2 Aberdeen City Council is committed to, in the future, expanding the provision of funded ELC for eligible 2 year olds and all 3 and 4 years olds, in line with Scottish Government Blueprint for 2020: Expansion of Early Learning and Childcare. This expansion will increase the entitlement from 600 hours per year to 1140 hours and will include the provision of meals from August 2021, in line with the reinstated statutory duty. This policy will help ensure the Council is able to meet that new statutory duty.
- 1.3 The expansion prioritises a high quality experience for each child, recognising the significant contribution that universally accessible ELC can make to a child's development.
- 1.4 Aberdeen City Council will offer choice and flexibility to families so that they can choose the options which best suits their family. A number of flexible models will be available within each Associated School Group (ASG).

2. Application and Scope Statement

- 2.1 This Policy applies to all Early Learning and Childcare Admissions for Aberdeen City Council.
- 2.2 The Children and Young People (Scotland) Act 2014 places a duty on local authorities to secure Early Learning and Childcare for all eligible children. In addition, they also have a duty to provide an additional year of funded Early Learning and Childcare for children with a birthday in January and February where their parents request it.
- 2.3 Aberdeen City Council has a duty to secure Early Learning and Childcare (ELC) for all parents who would like to access a place for their child. However, ELC is an entitlement and there is no obligation for parents to take up the full 1140 hours.

3. Responsibilities

- 3.1 Overall responsibility for managing this policy is held by the Chief Education Officer.
- 3.2 Any instances of non-compliance with the policy should be reported to Chief Education Officer.
- 3.3 Feedback on the policy should be communicated to the Chief Education Officer.

4. Policy Statements

4.1 **Criteria for Early Learning and Childcare Admission**

- 4.1.1 The Criteria for Early Learning and Childcare Admission changed from Primary School Zone to Associated School Group (ASG) Zone, approved by Education Operational Delivery Committee in on 12 November 2019, to reflect the range of flexible models which will be offered in each locality / Associated School Group (ASG).
- 4.1.2 All children continuing in an ELC setting, where the model offered there meets their needs, will be guaranteed a place.
- 4.1.3 For all new Local Authority applications, ELC places will be allocated according to the following list of criteria:
 1. All children looked after or assessed as 'in need' defined in the Children (Scotland) Act 1995. A Professional Support for Application to ELC form must be completed to determine whether a child meets the criteria.
 2. All applications for children who are currently attending an Eligible 2's place. A limited number of places may be reserved for Eligible children who will turn 2 during the school session.
 3. All applications for children in the Associated School Group (ASG) zone, oldest first. In the event of there being more applications than places at a setting, priority will be given to children living in the Primary School Zone in which the setting is based.
 4. All applications for children who have a sibling in the school parents are applying for, including those not resident in the City, in accordance with section 23(3A) of the Education (Scotland) Act 1980. The sibling criteria will only come into effect

when children have a sibling in ELC or Primary 1-6 at the time of the application. Siblings from the same family, although not living together at the same address, can apply under this criteria.

5. All other applications from children resident in the City. Places will be allocated in the first instance to children who have childcare in the ASG zone and then to children who live out of ASG zone, oldest first.
6. Children who are resident outwith the City. For children resident outwith the city boundary, not including children with a sibling (as they will come under band 4), the address of a childminder or carer within the city does not entitle the child to an ELC place. Places will be allocated oldest first.

PLEASE BE AWARE: Even though an ELC place may be offered based on a sibling being at the same school, this WILL NOT guarantee a place for Primary 1. A school placing request for out of zone children will still be required and no priority will be given to out of zone children who have attended ELC.

4.2 Priority ELC Places (PELCP)

4.2.1 Family support is a key element of the ELC Expansion programme; adopting a whole family approach to support child and family wellbeing at a universal level. To this end, ELC capital projects have been designed to support family learning to create welcoming and inviting spaces for families and children, with the inclusion of family rooms, where possible. To support children and families who would benefit from early intervention and wrap around support by multi agencies, a portion of places will be reserved at the recently refurbished Links Nursery and Hub to support families. The Links Nursery is a 90-place nursery, which will cater for eligible 2-year olds and all 3 to 4-year olds. 20% of the available places will be reserved to support families in need, referred to as Priority ELC places. Applications will be linked to the single request for assistance application and reviewed throughout the year.

4.2.2 Requests can be made from the undernoted professionals:

- Education psychology services;
- Social work; and
- Health professionals

4.2.3 Priority will be given as follows:

- Children on child protection register or identified through child protection procedures;

- Referrals from the social work department where a child is considered to be in need and would benefit from a Priority ELC place;
- Help the children remain within the family environment; and
- Support the child's return to the family.

Where the aforementioned professionals for children are concerned about the circumstance of the child, parents or family such as:

- Speech and Language Therapy (SALT);
- Children who have had significant time out of settings for health reasons; and
- Children who are affected by the wellbeing of any person in the family.

4.2.4 This approach will strengthen our preventative work to support family wellbeing and contribute towards the Closing the Gap agenda and meet the aspirations of the LOIP to ensure every child has the best start to life. The remaining 80% of places will be allocated according to the criteria listed in 4.1.3 above.

5. Supporting Procedures

5.1 Age of Children for Enrolling

5.1.1 The Provision of Early Learning and Childcare (Specified Children) (Scotland) Order 2014, refers to three school terms namely, autumn, spring and summer.

5.1.2 Children who are age 4 are entitled to a full year of Early Learning and Childcare (ELC). Children who are turning 3 are entitled to an ELC place for the following number of terms if their birthday falls within the following dates. (*Pro rata*)

Child's Date of Birth	ELC Entitlement	Duration
1 Mar 2018 to 31 Aug 2018	Three terms	From Term 1 August to December
1 Sep 2018 to 31 Dec 2018	Two terms	From Term 2 January to March
1 Jan 2019 to 28 Feb 2019	One term	From Term 3 April to July

5.2 Early Learning and Childcare for Eligible 2-year old children

- 5.2.1 All Local Authorities in Scotland also offer ELC provision for eligible 2-year old children who are Looked After, subject to a Kinship Care Order or Parent Appointed Guardianship or whose families are in receipt of certain benefits.
- 5.2.2 Eligible 2-year old children are also entitled to up to 1140 hours of funded ELC. This is from the term after their 2nd birthday until the term after their 3rd birthday when they are entitled to universal Early Learning and Childcare.
- 5.2.3 Provision includes: Local Authority ELC settings and Children's and Family Resource Centres; Registered Childminders; and Funded Provider settings. This enables us to offer choice and flexibility to families in respect of location, type and hours of provision.
- 5.2.4 Children will be entitled to an Eligible 2's place if their family is in receipt of the following benefits:
- Income Support
 - Job Seekers Allowance (income based)
 - Any income related element of Employment and Support Allowance
 - Incapacity or Severe Disablement Allowance
 - State Pension Credit
 - Child Tax Credit (CTC), but not Working Tax Credit and your income is less than £16,105
 - Child Tax Credit and Working Tax Credit and your income is under £7,320
 - Support under Part V1 of the Immigration and Asylum Act 1999
 - Universal Credit and your household take-home pay, is £610 or less.

Or if the child is age 2 or over and is or, since they turned 2 has been (in terms of legal status):

- Looked After by a local council;
- The subject of a Kinship Care Order; or
- The subject of a Guardianship Order; or
- Has a care experienced parent.

5.3 Early Learning and Childcare for children with additional support needs

- 5.3.1 Aberdeen City Council has a policy of inclusion and where possible children will be supported to attend their local ELC setting. Parents may choose to have their child attend his/her local school ELC setting or Funded Provider. The Local

Authority or Funded Provider will advise the parents as to their ability to meet the child's needs.

- 5.3.2 Orchard Brae School in Howes Road is an Aberdeen City Council setting for children with severe and complex additional support needs. The school has a 40 place developmental Early Learning and Childcare provision.
- 5.3.3 Parents who wish their child to attend mainstream provision should follow the general Early Learning and Childcare Admission process. With parental permission, Early Learning and Childcare staff can consult with the Educational Psychologist regarding meeting a child's additional support needs in the mainstream setting.
- 5.3.4 Access to specialist Early Learning and Childcare provision is made by application through a Child's Plan to a multi-disciplinary assessment panel that includes the NHS Child Development Team, a Health Visitor, an Educational Psychologist, and a Service Manager (Education). The panel meets three times per year.
- 5.3.5 An Early Learning and Childcare place will be offered that is considered the most appropriate available, to meet the needs of the child. **If the parent does not wish to accept the offer, it is open to the parent of a child with additional support needs to make a placing request to attend ELC provision including Funded Provider provision and special provision.**

5.4 Targeted Support

- 5.4.1 Aberdeen City Council has a range of services and expertise to support children in need of additional support. Given the wide range of additional support needs, the individual circumstances of the child have to be considered when determining how best to support. ELC teams are well placed to design interventions to support children in the first instance. In addition, advice and guidance can be sought from the Early Years Team who will help identify partners across the service or partnership best placed to support.

5.5 Deferred entry to Primary One

- 5.5.1 Early Learning and Childcare (ELC) provision in Aberdeen City is designed to offer children a continuum of early learning experiences from ELC into Primary 1. However, for a few children it may be beneficial to have an additional year in ELC.
- 5.5.2 Children who are 4 in January or February, whose parents request that their entry to primary school is deferred, are entitled to an additional year of publicly

funded Early Learning and Childcare. No deferred entry request form is required, parents simply need to apply in the usual way for an ELC place.

- 5.5.3 Children who turn 5 between the start of the school year and the last day of December may request a deferred place but this is at the discretion of the Local Authority.
- 5.5.4 Parents considering deferred entry will be given a copy of the Deferred Entry leaflet. The deferred entry request form has been expanded to accommodate more detailed narrative.
- 5.5.5 The decision to apply for a deferred place should be a **joint** decision between parents and staff at the school. Where staff at the school do not support the parents' request, reasons must be shared with parents and given on the request form.
- 5.5.6 To ensure a consistent approach is taken throughout the city, decisions regarding deferred entry places are made by a multi-agency panel who meet each year in February. A decision to agree a deferred entry will only be made when the panel are certain that a deferred entry will be beneficial to the child. **In every case, where a parent wishes to request deferred entry, schools and ELC setting must work with the parent and submit a form on their behalf.**

5.6 Early entry to Primary One

- 5.6.1 Children start Primary 1 aged between 4 and a half and 5 and a half depending on when the child's birthday falls. This is a matter of law. Some parents/carers whose child has a birthday after this date can request if their child can be admitted early. e.g. starting school the previous August. For those wishing to apply for Early Entry enrolment, application should be made in writing to the Head Teacher of the school you wish your child to attend, no later than 28th February of the year you wish your child to start school.
- 5.6.2 This is known as an Early Entry Request. It is not the same as a Placing Request as you cannot request in law that your child start early in a school other than your local catchment school.

5.7 Right of Appeal

- 5.7.1 There is no right of appeal against a decision of Aberdeen City Council not to offer an Early Learning and Childcare place at a specified mainstream Early Learning and Childcare (ELC) provision. Section 28A of the Education (Scotland)

Act 1980 sets out the Local Authority duty to comply with placing requests to schools but specifically states 'not nursery schools or nursery classes in a primary school'.

5.7.2 As parents cannot make a placing request for a mainstream ELC place they have no right of appeal. The School Placings and Exclusions Appeals Committee therefore has no power to hear any appeals for mainstream ELC provision.

5.7.3 The Education (Additional Support for Learning) (Scotland) Act 2004 as amended does allow the parents of children with additional support needs to make placing requests for ELC. Where that ELC provision falls within the definition of a special school, any appeal against the refusal of a placing request is to the First Tier Tribunal for Scotland (Health and Education Chamber).

5.8 Cross Boundary Agreement with Aberdeenshire Council

5.8.1 The Children and Young People (Scotland) Act 2014 places a statutory duty on Local Authorities to deliver ELC with sufficient flexibility to allow parents and carers, an appropriate degree of choice when accessing the services.

5.8.2 A Cross Boundary Agreement has been developed with Aberdeenshire Council.

5.8.3 Children resident in Aberdeenshire are already entitled to attend an Aberdeen City Local Authority ELC setting under band 4 and 6 of the ELC Admissions criteria. However, a Cross Boundary Agreement with Aberdeenshire Council will ensure we have an agreed protocol in place to enable children from neighbouring authorities to take up their ELC entitlement at Funded Provider ELC settings in line with Funding Follows the Child and the Guiding Principles of ELC Expansion.

5.8.4 Both Aberdeen City Council and Aberdeenshire Council acknowledge and agree that the delivery of Cross Boundary placements assists them both in discharging their duties under the Act, to provide ELC in a flexible manner.

5.8.5 Aberdeen City Council and Aberdeenshire Council have agreed to work together to facilitate the provision of Early Learning and Childcare for eligible children outside their own authority areas within the other Party's authority area. Both Authorities have agreed to enter this agreement to outline the principles and funding arrangements that are agreed between them in respect of ELC delivered in the other's authority area.

6. Definitions

ACC :	Aberdeen City Council
ELC :	Early Learning and Childcare
Customer :	All 3 and 4 year old children and eligible 2 year old children who access an Early Learning and Childcare Place, and their parents, carers and families.
Funded Provider :	Any Registered Early Learning and Childcare setting which delivers ELC in partnership with ACC. For example, Private Nursery, Playgroup, Childminder.
ASG :	Associated School Group (Secondary School Zone)

7. Risk

- 7.1 This policy aims to ensure that all families in Aberdeen have access to ELC provision, in line with statutory duties, set out in the Children and Young People (Scotland) Act 2014, and that allocations are made in a lawful and consistent way.
- 7.2 This will be achieved through the consistent implementation of this policy. Implementation of this policy will be monitored by the Early Years Team with any emerging risks escalated to the Chief Education Officer for action.
- 7.3 Any delay in commencing the ELC Admissions process could cause risks to customer, employee and reputation. For example, applications not being processed, and places not being allocated in time.

8. Policy Performance

- 8.1 Early Learning and Childcare admissions can be measured by the total number of places allocated per setting and by the percentage of places allocated by choice.
- 8.2 Performance will also be measured by reduction of risk, for example the reduction in complaints that Aberdeen City Council receives about not complying with its statutory duties.

9. Design and Delivery

9.1 The policy is aligned to supporting the delivery of the Target Operating Model:

Customer Service: The Policy will help ensure a customer centred approach offering a range of flexible models which will be offered in each locality / Associated School Group (ASG).

Organisational Design: Admissions will be managed by a central team, with a streamlined digital solution anticipated in 2021 to allow a more efficient Admissions process.

Governance: The policy on all Early Learning and Childcare Admissions will ensure a fair and consistent approach and ensure choice and flexibility for our customers. Day to day responsibility for the policy will be held by the Chief Education Officer

Processes : The Policy is designed to reflect the range of flexible models which will be offered in each locality / Associated School Group (ASG) to provide choice for families.

10. Housekeeping and Maintenance

10.1 This Policy replaces all other policies relating to Early Learning and Childcare Admissions. The Policy will be reviewed annually with relevant dates updated. The guidance documents which support this Policy will also be reviewed and updated on an annual basis to reflect any changes to dates, settings, national best practice and learning from implementation of this policy.

11. Communication and Distribution

11.1 The policy will be shared and communicated to parents and key stakeholders via Local Authority Early Learning and Childcare Settings, Funded Providers, Aberdeen City Council website and The Intranet.

12. Information Management

12.1 Data relating to Early Learning and Childcare Admissions will be collected via the Early Learning and Childcare Admissions system, and is processed, stored and managed in accordance with the Council's Corporate Information Policy. A separate Data Protection Impact Assessment is available.

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If you are deaf or have a hearing impairment, you can still communicate with the Council via Text Relay by dialling 18001 + telephone number:



General enquiries about the Early Learning and Childcare Admissions Policy should be directed to the Aberdeen City Council Early Years Team.

Email: EYAdmissions@aberdeencity.gov.uk

Telephone: 01224 764654

Early Learning and Childcare Settings in Aberdeen City

Listed by Associated School Group (ASG)

Funded Provider settings are listed here for information only. Private or Voluntary settings have their own process for allocating spaces and parents are advised to contact the setting(s) they are interested in.

A number of childminders have also entered into partnership with Aberdeen City Council to deliver Funded places. Please contact Family Information Service for further details:

www.aberdeencity.gov.uk/fis or email: fis@aberdeencity.gov.uk

Please note - some of the models illustrated here may change.

ABERDEEN GRAMMAR SCHOOL			
Local Authority Setting	Address	Telephone (01224)	Provision
Ashley Road School	45 Ashley Road Aberdeen AB10 6RU	588732	9am-3pm x Term Time
Gilcomstoun School	Skene Street Aberdeen AB10 1PG	642722	8am-6pm x 46 weeks
Gaelic Nursery @ Gilcomstoun School	Skene Street Aberdeen AB10 1PG	642722	9am-3pm x Term Time
Mile End School	Midsocket Road Aberdeen AB15 5LT	498140	8am-6pm x 46 weeks
St Joseph's RC School	3-5 Queens Road Aberdeen AB15 4YL	322730	AM or PM Term Time (3 hour 10 minutes) 600 hours
Skene Square School	61 Skene Square Aberdeen AB25 2UN	630493	AM or PM Term Time (3 hour 10 minutes) 600 hours
Funded Provider Setting	Address	Telephone (01224)	Provision
Albyn School	17-23 Queens Road Aberdeen AB15 4PB	322408	Contact setting
The Bruce Nursery	65 Osborne Place Aberdeen AB25 2BX	646836	Fully Flexible Model
Bright Horizons at 24 St Swithin	24 St Swithin Street Aberdeen AB10 6XD	324555	Contact setting

Bright Horizons at 44 St Swithin	44 St Swithin Street Aberdeen AB10 6XJ	324556	Contact setting
Great Western Pre-School	356-358 Great Western Road Aberdeen AB10 6LX	311949	Fully Flexible Model
Queen's Cross Nursery	Queen's Cross Church Albyn Place, Aberdeen AB10 1YN	624721	9am–3pm x Term Time
Robert Gordon's College	Schoolhill Aberdeen AB10 1FE	646758	Fully Flexible Model
Midstocket Playgroup	Rosemount Centre Belgrave Terrace Aberdeen AB25 2NS	07752532958	9am-3pm x Term Time
Summers Nursery	44 Victoria Street Aberdeen AB10 1XA	628862	Contact setting
Summers Nursery	50 St Swithin Street Aberdeen AB10 6XJ	209966	Contact setting
Little Acorns Nursery (workplace nursery only)	Royal Cornhill Hospital 26 Cornhill Road Aberdeen AB25 2ZT	557457	Workplace nursery
The Kindergarten Nursery	196 Westburn Road Aberdeen AB25 2LT	633803	Contact setting

BRIDGE OF DON ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Braehead School	Braehead Way Bridge of Don Aberdeen AB22 8RR	702330	8am-6pm x 46 weeks
Scotstown School	Scotstown Road Bridge of Don Aberdeen AB22 8HH	703331	9am-3pm x Term Time
Funded Provider Setting	Address	Telephone (01224)	Provision

The Bridges Pre School Nursery	Silverburn Lodge Claymore Drive Bridge of Don Aberdeen AB23 8GD	826508	Fully Flexible Model
Stompers Childcare Services	Campus 3 Science & Technology Park Bridge of Don Aberdeen AB22 8GW	478997	9am-3pm x Term Time
BUCKSBURN ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Brimmond School	Netherhills Place Bucksburn Aberdeen AB21 9DF	719930	8am-6pm x 46 weeks
Kingswells School	Kingswells Avenue Kingswells Aberdeen AB15 8TG	740262	8am-6pm x 46 weeks
Stoneywood School	Stoneywood Road Stoneywood Aberdeen AB21 9HY	712720	8am-6pm x 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
Great Western Pre School	The Village Centre Kingswells Aberdeen AB15 8TG	745364	Fully Flexible Model
Kingswellies	Prime 4 Business Park Kingswells Causeway Kingswells Aberdeen AB15 8PU	741175	8am- 6pm – minimum 2 days or 4 half days

CULTS ACADEMY			
Local Authority Setting	Address	Telephone (01224)	
Culter School	22 School Road Peterculter Aberdeen AB14 ORX	733197	8am-6pm x 46 weeks
Cults School	Earlsells Road	869221	8am-6pm x 46 weeks

	Cults Aberdeen AB15 9RG		
Milltimber School	Monearn Gardens Milltimber Aberdeen AB13 ODX	732517	9am-3pm x Term Time

Funded Provider Setting	Address	Telephone (01224)	Provision
Amber Kindergarten	Camphill Schools Bielside Aberdeen AB15 9EN	865893	Monday – Thursday 9.30am-3.30am Friday – 9.30am- 12.30pm
Broomhill Nursery @ Cults	397 North Deeside Road Cults Aberdeen AB15 9SX	868608	Contact setting
Craigton Lodge Nursery School	5/7 Craigton Crescent Peterculter Aberdeen AB14 0SB	733980	Fully Flexible Model
Culter Playgroup	Village Hall North Deeside Road Peterculter Aberdeen AB14 0UD	733289	Contact setting
Cults Playgroup	North Hall 1 Quarry Road Cults Aberdeen AB15 9EX	868182	9am-12noon x Term Time
St Devenicks Playgroup	St Devenicks Church Hall Baillieswells Road Bielside Aberdeen AB15 9AP	07931223545	Contact setting

DYCE ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Dyce School	Gordon Terrace Dyce Aberdeen AB21 7NF	772220	8am – 6pm 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
J Puddleducks Childcare	162 Victoria Street Dyce Aberdeen AB21 7DN	722212	Contact setting
Bright Horizons at Dyce	1 Aberdeen International Business Park Dyce Drive Dyce Aberdeen AB21 0BR	729272	Contact setting

HARLAW ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Broomhill School	Gray Street Aberdeen AB10 6JF	315487	8am-6pm x 46 weeks
Ferryhill School	Caledonian Place Aberdeen AB11 6TT	586755	9am-3pm x Term Time
Hanover Street School	Beach Boulevard Aberdeen AB24 5HN	569880	9am-3pm x Term Time
Kaimhill School	Pitmedden Terrace Aberdeen AB10 7HR	498150	8am-6pm x 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
Broomhill Nursery @ Fonthill	36 Fonthill Road Aberdeen AB11 6UJ	588898	Contact setting
Great Western Pre School	323 Broomhill Road Aberdeen AB10 7LR	319530	Fully Flexible Model
The Nursery at St Margaret's School	15-17 Albyn Place Aberdeen AB10 1RU	584466	Contact setting
Treehouse Early Education & Care Centre	Robert Gordon's University Garthdee Campus Garthdee Road Aberdeen AB10 7AQ	861840	Contact setting
Little Dreams Nursery	42-44 Bon Accord Street	576130	Contact setting

	Aberdeen AB11 6EL		
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HAZLEHEAD ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Airyhall School	Countesswells Road Aberdeen AB15 8AD	498050	8am-6pm x 46 weeks
Fernielea School	Stronsay Place Aberdeen AB15 6HD	318533	9am-3pm x Term Time
Hazlehead School	Provost Graham Avenue Aberdeen AB15 8HB	498120	8am-6pm x 46 weeks
Kingsford School	Kingsford Road Aberdeen AB16 6PQ	693554	9am-3pm x Term Time 8am-6pm x 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
First Class Nursery	Cunningham Building Macaulay Drive Aberdeen AB15 8QW	321199	Contact setting
Woodend Nursery (workplace nursery only)	Glenburn Wing Cottages Woodend Hospital Aberdeen AB15 6XS	556008	Workplace Nursery

LOCHSIDE ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Abbotswell School	Faulds Gate Kincorth Aberdeen AB12 5QX	872714	9am-3pm x Term Time
Charleston School	Charleston Road Cove Aberdeen AB12 3FH	249349	8am-6pm x 46 weeks
Kirkhill School	Cairngorm Gardens Kincorth Aberdeen AB12 5BS	874439	8am-6pm x 46 weeks
Loirston School	Loirston Avenue Cove	897686	8am-6pm x 46 weeks

	Aberdeen AB12 3HE		
Tullos School	Girdleness Road Aberdeen AB11 8FJ	876621	8am-6pm x 46 weeks
Walker Road School	Walker Road Torry Aberdeen AB11 8DL	879720	8am-6pm x 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
Altens Nursery (workplace nursery only)	102 Hillview Road Altens Aberdeen AB12 3GZ	883911	Workplace Nursery
Beech House Nursery	34 Balnagask Road Aberdeen AB11 8HR	871411	Contact setting
Cove Bay Kindergarten	Cove Road Cove Bay Aberdeen AB12 3NX	249234	Contact setting
Little Clouds Nursery	Nigg Kirk Road Altens Aberdeen AB12 3DF	899965	Contact setting

NORTHFIELD ACADEMY			
Local Authority Setting	Address	Telephone (01224)	
Bramble Brae School	Cummings Park Drive Aberdeen AB16 7BL	692618	AM or PM Term Time (3 hour 10 minutes) 600 hours
Heathryburn School	Howes Road Aberdeen AB16 7RW	788180	8am-6pm x 46 weeks
Holy Family RC School	Summerhill Terrace Aberdeen AB15 6HE	316446	9am-3pm x Term Time
Manor Park School	Danestone Circle Aberdeen AB16 7YB	812060	9am-3pm x Term Time
Muirfield School	Mastrick Drive Aberdeen AB16 6UE	694958	8am-6pm x 46 weeks
Quarryhill School	Birkhall Parade Aberdeen AB16 5QT	692390	8am-6pm x 46 weeks

Westpark School	Cruden Crescent Northfield Aberdeen AB16 7JD	692323	8am-6pm x 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
Angels & Co	St Clements Church Mastrick Drive Aberdeen AB16 6UF	684015	Contact setting
Middlefield Community Project	The Hub Manor Avenue Aberdeen AB16 7UR	697000	Contact setting

OLDMACHAR ACADEMY			
Local Authority Setting	Address	Telephone (01224)	Provision
Danestone School	Fairview Brae Danestone Aberdeen AB22 8ZN	825062	8am-6pm x 46 weeks
Forehill School	Jesmond Drive Bridge of Don Aberdeen AB22 8UR	820904	8am-6pm x 46 weeks
Glashieburn School	Jesmond Drive Bridge of Don Aberdeen AB22 8UR	704476	9am-3pm x Term Time
Greenbrae School	Greenbrae Crescent Bridge of Don Aberdeen AB23 8NJ	704447	8am-6pm x 46 weeks
Middleton Park School	Jesmond Drive Bridge of Don Aberdeen AB22 8UR	820873	9am-3pm x Term Time
Funded Provider Setting	Address	Telephone (01224)	Provision
Oldmachar Community Pre School	Oldmachar Community Association Hall Jesmond Drive Bridge of Don Aberdeen AB22 8UR	706690	Contact setting

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ST MACHAR ACADEMY			
Local Authority Setting	Address	Telephone (01224)	
Ashgrove Children's Centre	Gillespie Place Aberdeen AB25 3BE	482293	9am-3pm x Term Time
Cornhill School	Cornhill Drive Aberdeen AB16 5BL	483234	9am-3pm x Term Time 8am-6pm x 46 weeks
Kittybrewster School	Great Northern Road Aberdeen AB24 3QG	484451	8am-6pm x 46 weeks (4 hours 47 minutes only)
Riverbank School	Dill Road Tillydrone Aberdeen AB24 2XL	483217	8am-6pm x 46 weeks
Seaton School	Seaton Place East Aberdeen AB24 1XE	277920	9am-3pm x Term Time
Sunnybank School	Sunnybank Road Aberdeen AB24 3NJ	261700	9am-3pm x Term Time AM or PM Term Time (3 hour 10 minutes) 600 hours
Woodside School	Clifton Road Aberdeen AB24 4EA	484778	9am-3pm x Term Time 8am-6pm x 46 weeks
Funded Provider Setting	Address	Telephone (01224)	Provision
Aberdeen Lad's Club Community Project	Dill Road Tillydrone Aberdeen AB24 2XL	492672	Contact setting
Donview Nursery	431 Clifton Road Aberdeen AB24 4EB	681276	Contact setting
Fersands Family Centre	Woodside Fountain Centre Marquis Road Aberdeen AB24 2QY	276487	AM or PM – 50 weeks 8am-12.30pm 1pm-5.30pm
The Rocking Horse Nursery (workplace nursery only)	49 College Bounds Aberdeen AB24 3DY	273400	Workplace nursery

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee City Growth and Resources Committee
DATE	Education Operational and Delivery Committee – 20 January 2021 City Growth and Resources Committee – 3 February 2021
EXEMPT	Yes – Appendix 1 Outline Business Case The content of the report is public, but has an exempt appendix – (Item 8 on schedule - Estimated expenditure on contracts)
CONFIDENTIAL	No
REPORT TITLE	Extension of Bucksburn Academy - Outline Business Case
REPORT NUMBER	RES/21/010
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Maria Thies
TERMS OF REFERENCE	Education Operational Delivery Committee – 1.1.1, 1.1.2 City Growth and Resources Committee – 1.1.4, 2.1.1, 4.1

1. PURPOSE OF REPORT

- 1.1 Education Operational Delivery Committee: To note the proposals for the future anticipated school roll increase at Bucksburn Academy and to endorse the preferred design option.
- 1.2 City Growth and Resources Committee: To seek approval of the preferred design option and referral to the budget process for the funding required for the preferred design option to progress to detailed design development (RIBA stage 4).

2. RECOMMENDATIONS

That the Education Operational Delivery Committee:

- 2.1 note and endorse the preferred design option to increase the capacity of Bucksburn Academy; and

- 2.2 note that the report will be presented to the City Growth and Resources Committee to seek approval of the preferred design option and referral to the budget process for the funding required for the preferred design option to progress.

That the City Growth and Resources Committee:

- 2.3 approve the preferred design option within the Outline Business Case;
- 2.4 note the overall funding of £1.5m required to progress to the detailed development stage of this project;
- 2.5 refer this project to the Council's Budget Meeting in March 2021; and
- 2.6 instruct Officers to report back to a future meeting of the City Growth and Resources Committee with the Full Business Case.

3. BACKGROUND

- 3.1 At its meeting of 3 March 2020, the Full Council Committee instructed the Chief Officer Corporate Landlord to take forward the proposals for the future anticipated school roll increase at Bucksburn Academy and to report back to the Education Operational Delivery Committee on 26 November 2020, this date was subsequently revised to 20 January 2021 due to the impact of COVID 19.
- 3.2. Bucksburn Academy was built in 2009 and was delivered as part of Aberdeen City Council's 3Rs Public Private Partnership (PPP) project which delivered 2 secondary schools and 8 primary schools. The school is operated and maintained by the 3Rs company, NYOP Education, under a PPP contract. Any alterations or extensions to the building can only be carried out with the agreement of NYOP and all design and construction work can only be carried out by NYOP's contractors on the Council's behalf.
- 3.3 Preliminary discussions with NYOP confirmed they would support the extension of the school, a feasibility study and options appraisal for an extension to Bucksburn Academy was subsequently commissioned based on providing additional capacity for 300 pupils at Bucksburn Academy. This additional capacity is required in order to meet future pupil capacity requirements as a result of the additional 1700 new homes within the Bucksburn Academy catchment area, to be constructed between 2019 and the end of 2025. A further 3400 homes within the school's catchment area are also allocated in the Local Development Plan beyond 2026. Extra capacity is therefore expected to be required at the school in the long term. An extension providing 300 additional places would be appropriate to meet the needs of the school in the medium term. Coupled with the planned rezoning of Kingswells School from Bucksburn to Countesswells (once the new Countesswells Secondary School is built), this would provide flexibility to accommodate further increases in demand for pupil places beyond 2025. This will fulfil our duty under the Section 75 agreements for the Newhills Expansion area – allocations of developer funding "for the purposes of providing new or enhanced secondary school education facilities at Bucksburn Academy".

3.4 The number of additional places required

The increase in pupil numbers is expected to be gradual over the next 6 years and beyond, as the new housing developments are established and continue to grow. Assuming that the plan to rezone Kingswells School to Countesswells goes ahead in 2023, it is anticipated that Bucksburn Academy's current capacity will be sufficient to accommodate the expected additional pupils until August 2022, after which approximately 111 additional pupil places will require to be provided, to accommodate anticipated pupil numbers from 2022 to 2025. This is illustrated in Table 1 below.

3.4.1 If the new school at Countesswells is not completed by 2023, then Kingswells pupils will continue to transfer to Bucksburn Academy after primary school, and it is expected that the requirement for additional places at Bucksburn Academy will increase to 152 in 2023, and 259 by 2025 (see Table 2 below).

Table 1 – Predicted shortfall in spaces for Bucksburn Academy (assuming Kingswells rezoned from 2023)

Current functional capacity : **683**

Year (from Aug)	2018	2019	2020	2021	2022	2023	2024	2025
Pupil Roll	551	624	683	725	794	786	781	770
Capacity Shortfall	-132	-59	0	42	111	103	98	87

Table 2 – Predicted shortfall in spaces for Bucksburn Academy (if Kingswells rezoning is delayed)

Current functional capacity : **683**

Year (from Aug)	2018	2019	2020	2021	2022	2023	2024	2025
Pupil Roll	551	624	683	725	794	835	889	942
Capacity Shortfall	-132	-59	0	42	111	152	206	259

3.4.2 The required additional capacity for Bucksburn Academy in the period from 2022 to 2025, therefore, is likely to range from 111 to 259 pupil places, depending on the programme for delivery of the new school at Countesswells. Significant further demand for additional places at Bucksburn is then expected to arise beyond 2025.

Pupil roll forecast figures can only be approximate, and the above numbers of additional required places are the best estimates based on the data available. It would be prudent to ensure that there are sufficient unused places available at the school to cope with future unanticipated fluctuations in demand, rather than having the school 100% full as soon as the extension is completed.

3.4.3 It is therefore proposed that a new extension to the school providing 300 additional places, is delivered. This would ensure that sufficient space is available at the school to accommodate the new housing developments, and

would allow for any delays in rezoning Kingswells School to the new secondary school at Countesswells.

3.4.4 Longer term requirement

Whilst our school roll forecasts indicate a required capacity increase at the school of up to 259 pupil places between now and 2025, based on current pupil per household rates used for the Bucksburn area, the 3400 homes which are expected to be constructed in the Bucksburn catchment area post 2025 could potentially generate a further 340 pupils at the school, giving an overall increase of 599 pupils in the long term. This means that further action is likely to be required to be taken at a later date, to ensure there is sufficient capacity at the school.

3.4.5 However, as noted above, it is not possible to accurately predict pupil numbers more than 7 years in advance. Moreover, extending the building further at this point to provide accommodation which may not actually be needed for up to 16 years or more, would not be cost effective. It is therefore suggested that an extension providing 300 additional places would be appropriate to meet the needs of the school in the medium term. Coupled with the planned rezoning of Kingswells School, this would provide flexibility to accommodate further increases in demand for pupil places beyond 2025.

3.4.6 Any additional action required in the longer term to ensure there is sufficient capacity at the school will be identified and planned for accordingly.

3.4.7 There is no trigger date within the Section 75 agreement for providing new or enhanced secondary school education facilities at Bucksburn Academy, this is led by the projected school roll forecasts which include projected build out rates from the Housing Land Audit therefore these figures may vary depending on the actual annual build rate achieved by the developer.

3.5 Future Vision

3.5.1 It is recognised that learning takes place within families, at school and in our communities. As such we need to take a broader view and consider how our new school buildings can better serve communities, as part of a community campus model. This approach would support delivery of multi-agency spaces, drive efficiency through the co-location of services supporting the needs of a particular community, and have the potential to maximise delivery of primary prevention and early intervention, in keeping with the Local Outcome Improvement Plan. It is proposed that to ensure a more efficient secondary school estate, with over-provision and under-provision of school places kept to a minimum, new secondary schools have a minimum roll of 1,000 pupils. By providing and investing in an additional 300 pupil places at Bucksburn Academy will ensure adherence to these principles and the building remains a long term sustainable community asset which can serve the needs of both our future pupil population and the wider community within this ASG.

3.6 Design Options

- 3.6.1 A design options appraisal was commissioned via NYOP for a proposed extension to Bucksburn Academy following approval from the Capital Programme Board in April 2019. AHR architects were appointed and were the original Architects who designed the 3Rs schools. A project team with senior user representation (School Head Teacher) and Officers from Corporate Landlord collectively agreed and set the project objectives and key criteria to ensure an optimum design was achieved. Consultation and participation from Senior Users i.e. the Head Teacher and Faculty Heads from Bucksburn Academy during the initial scoping and option appraisal work was key in determining an optimum design solution for the proposed extension.
- 3.6.2 Option 2 within the appended Outline Business Case (OBC) identifies and recommends a preferred design option which would best deliver an extension to Bucksburn Academy to generate an additional 300 pupil places. This design option best meets the project objectives and key criteria from the outset.
- 3.6.3 Other options within the OBC have been identified and discounted accordingly.
- 3.6.4 The design works will also allow the opportunity to address a number of issues in the operation of the current facility, in particular the future sports provision and improving the interface with community and Sport Aberdeen managed facilities.

3.7 Procurement and Funding

- 3.7.1 An external legal and financial advisor was commissioned to establish and evaluate the most efficient and effective procurement and financing route for this project taking into consideration how the procurement would interact with the project for delivery, operation, and ownership. A recommendation of a "Project Variation" (Authority Change) represents the simplest contractual route for the Council to procure the Extension. NYOP remains the single point of responsibility for the Council and is responsible for the carrying out the works required for the Extension.
- 3.7.2 It should also be noted that under the 3Rs contract that the Council holds with NYOP, any permanent extension to the Bucksburn Academy building will result in increases to the annual unitary charge for the provision of the building which will cover maintenance, lifecycle replacement, janitorial and cleaning costs. This charge is funded through revenue, and therefore a permanent uplift in revenue funding would require to be identified in order to meet the additional costs following completion of the extension. The likely size of this increase would be dependent on the size, nature and funding of the extension, this indicative cost is detailed within section 7 of the OBC however, final costs will be determined once detailed design is complete.

3.8 Alternatives

- 3.8.1 The provision and delivery of education at a local level in Scotland is the statutory responsibility of Local Authorities under the Education (Scotland) Act 1980. This involves ensuring adequate and appropriate primary and secondary school provision is in place to serve the needs of existing and new communities in the city. Failure to plan and provide this additional capacity at Bucksburn Academy will result in insufficient capacity available to pupils living in the

Bucksburn ASG. Failure to increase the capacity at Bucksburn Academy would mean that pupils living within the new developments in the Newhills Expansion area would require to be placed at other schools in the area (eg. Dyce Academy or Northfield Academy). However, capacity at these schools is also limited, and for the majority of the new pupils the schools are likely to lie further than 3 miles' safe walking distance from their homes, and the Council would therefore be required to provide free transport to school for these pupils, at a considerable and ongoing revenue cost. This option has been discounted in the OBC in appendix 1.

4. FINANCIAL IMPLICATIONS

- 4.1 Funding to date for this feasibility study and options appraisal have been met by developer contributions aligned to this project. Further funding of £1.5m will be required for the development of the preferred option up to RIBA stage 4 and any associated design works regarding future delivery of PE provision which will allow a full business case to be presented for approval prior to tender award. This funding is expected to be met from the developer contributions associated with this project. Details of developer contributions received to date are provided in the appended Outline Business Case.
- 4.2 The full cost of developing and constructing the Bucksburn Academy extension is likely to be higher than the potential developer contributions available. Financial modelling undertaken by consultants engaged recommends the cheapest method of providing the additional finance required is borrowing from the Public Loan Works Board.
- 4.3 The Council's approved Capital Programme contains other new schools partially funded by developer obligations. The Bucksburn extension would require the programme to "cash flow" any timing differences between project expenditure and available developer obligation funding. The full business case will detail the final development costs of this project, and profile the expected developer obligation funding.
- 4.4 It should also be noted that under the 3Rs contract that the Council holds with NYOP, any permanent extension to the Bucksburn Academy building will result in increases to the annual unitary charge for the provision of the building which will cover maintenance, lifecycle replacement, janitorial and cleaning costs.
- 4.5 This charge is funded through revenue, and therefore a permanent uplift in revenue funding would require to be identified for future financial years in order to meet the additional costs following completion of the extension. The likely size of this increase would be dependent on the size, nature and funding of the extension, this indicative cost is detailed within section 7 of the OBC however, final costs will be determined once detailed design is complete.
- 4.6 Additional financial plans and proposals for future management arrangements of the school will be developed by Integrated Children's and Family Services and may be required to be submitted for separate approval.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report however all future 3Rs contractual amendments and implications will be fully detailed in the full business case.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	N/A		
Compliance	Future 3Rs contract amendments may be complex and add time delays to the delivery programme	M	A project variation has been identified as the most effective way to procure the proposed extension. Agreement on a procurement route at the outset will allow to plan accordingly.
Operational	The preferred option doesn't meet the aspirations of the Community/stakeholders	L	A comprehensive and inclusive communications strategy will form part of this project. Both internal and external stakeholder engagement at key stages of this project will be fundamental to the successful delivery and operation of this new extension. All public meetings/workshops will be carried out in a consistent manner ensuring an inclusive and participative approach. Senior Users have participated in the design option appraisal to date. Further design development will also resolve any other issues around future delivery of PE provision.
Financial	Funding option may not be affordable within current financial constraints of ACC	L	Expert legal advice and evaluation of procurement and financial options has identified the most appropriate and viable

	Non receipt of Developer Contributions	M	<p>route for this proposed project. The funding route is the most economically advantageous option for ACC</p> <p>Regular monitoring, tracking and scrutiny of completions and adherence to schedule of developer contribution payments to ensure payments are received when due to ACC.</p>
Reputational	Risk of damage to Council reputation if the recommendations are not implemented and future capacity requirements are not met.	H	Implementing the recommendations in this report will ensure that this project can proceed to the next stage of development
Environment / Climate	Risk of negative impact on the environment if the recommendations are not implemented and future zoned pupils cannot access education provision within their ASG and therefore would require to be transported to another school further afield.	L	<p>Implementing the recommendations in this report will ensure that this project can proceed to the next stage of development.</p> <p>Including a project objective to meet ACC's aspirations for net zero carbon will ensure any environmental impacts are considered and addressed during the design stage</p>

7. OUTCOMES

Council Delivery Plan	
	Impact of Report
Aberdeen City Council Policy Statement	The proposal within this report supports the delivery of Place Policy Statement 3 – Refresh the local transport strategy, ensuring it includes the results of a city centre parking review; promotes cycle and pedestrian routes; and considers support for public transport. This proposal would provide additional accommodation to ensure pupils living in the Bucksburn ASG can attend their zoned local school which will help promote more

	sustainable routes to schools and contribute to the safety, fitness and wellbeing of our communities.
Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	This project supports the delivery of LOIP Stretch Outcome 1 – 10% increase in employment across priority and volume growth sectors by 2026. The investment in our estate is interlinked with the investment in our workforce and will contribute to the diversification of the local economy.
Prosperous People	LOIP Stretch Outcome 7 - Child Friendly City which supports all children to prosper and engage actively with their communities by 2026 – if the project is accepted to progress to the next stage, the additional capacity created at Bucksburn Academy will allow a larger cohort of pupils to actively engage within their Associated Schools Group (ASG) and wider community. Increasing the capacity of Bucksburn Academy will also ensure that transitions from primary school can be planned accordingly, which has been proven to positively contribute to how children prosper in the secondary stage.
Prosperous Place	LOIP Stretch Outcome 15 - 38% of people walking and 5% of people cycling as main mode of travel by 2026 - Investing in Bucksburn Academy would provide additional accommodation to ensure pupils living in the Bucksburn ASG can attend their zoned local school which will help promote more sustainable routes to schools and contribute to the safety, fitness and wellbeing of our communities.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix 1 – Outline Business Case for Extension to Bucksburn Academy

11. REPORT AUTHOR CONTACT DETAILS

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Exempt information as described in paragraph(s) 8 of Schedule 7A of the Local Government (Scotland) Act 1973.

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