



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 11 January 2021

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: Tuesday, 19 January 2021
Time: 10:00
Venue: By Microsoft Teams,

The business to be considered at the meeting is listed overleaf.

Yours sincerely

Cleland Sneddon
Chief Executive

Members

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Gerry Convery, Margaret Cooper, Margaret Cowie, Mary Donnelly, Fiona Dryburgh, Joe Fagan, Ian Harrow, Mark Horsham, Martin Grant Hose, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Jared Wark, David Watson

Substitutes

Maureen Devlin, Isobel Dorman, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Kenny McCreary, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Andy Harvey, Ann Marie Hobson

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

1 Declaration of Interests

- 2 Minutes of Previous Meeting** 5 - 12
Minutes of the meeting of the Education Resources Committee held on 27 October 2020 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- | | |
|---|---------|
| 3 Education Resources - Revenue Budget Monitoring | 13 - 18 |
| Joint report dated 14 December 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |
| 4 Education Resources - Capital Budget Monitoring | 19 - 22 |
| Joint report dated 21 December 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |
| 5 Education Resources - Workforce Monitoring - September and October 2020 | 23 - 30 |
| Joint report dated 8 December 2020 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | |

Item(s) for Decision

- | | |
|--|---------|
| 6 Acquisition of Our Lady of Lourdes Primary School | 31 - 38 |
| Report dated 17 December 2020 by the Executive Director (Education Resources). (Copy attached) | |
| 7 Review of Admissions Policy for Early Learning and Childcare Establishments | 39 - 46 |
| Report dated 23 December 2020 by the Executive Director (Education Resources). (Copy attached) | |

Item(s) for Noting		
8	Education Resource Plan 2020-2021 - Quarter 2 Progress Report Report dated 11 January 2021 by the Executive Director (Education Resources). (Copy attached)	47 - 78
9	Update of the Education Resources Risk Register and Risk Control Plan Report dated 15 December 2020 by the Executive Director (Education Resources). (Copy attached)	79 - 94
10	Standards and Quality Report 2019/2020 Report dated 17 December 2020 by the Executive Director (Education Resources). (Copy attached)	95 - 126
11	COVID19 – Education Resources Update Report dated 11 January 2021 by the Executive Director (Education Resources). (Copy attached)	127 - 134
12	Supporting Learners and Families - Digital Inclusion Report dated 5 January 2021 by the Executive Director (Education Resources). (Copy attached)	135 - 138
13	Youth, Family and Community Learning Service Delivery Update Report dated 22 December 2020 by the Executive Director (Education Resources). (Copy attached)	139 - 150
14	Additional Support for Learning Review - Support for Learning All our Children, All their Potential Report dated 23 December 2020 by the Executive Director (Education Resources). (Copy attached)	151 - 156
15	Overview: Incorporation of the United Nations Convention on the Rights of the Child into Domestic Law in Scotland Report dated 22 December 2020 by the Executive Director (Education Resources). (Copy attached)	157 - 182
16	Youth Employability and Work Based Learning Report dated 23 December 2020 by the Executive Director (Education Resources). (Copy attached)	183 - 192
17	Response to Call for Views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill Report dated 22 December 2020 by the Executive Director (Education Resources). (Copy attached)	193 - 200

Urgent Business

- 18 Urgent Business**
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Pauline MacRae/Lynn Paterson

Clerk Telephone: 01698 454108 / 01698 454669

Clerk Email: pauline.macrae@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Microsoft Teams on 27 October 2020

Chair:

Councillor Katy Loudon

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Stephanie Callaghan, Councillor Gerry Convery, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Fiona Dryburgh, Councillor Joe Fagan, Councillor Ian Harrow, Councillor Mark Horsham, Councillor Martin Grant Hose, Councillor Eileen Logan (*substitute for Councillor Margaret B Walker*), Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Jared Wark, Councillor David Watson

Councillors' Apologies:

Councillor John Ross, Councillor Margaret B Walker

External Members Present:

Andy Harvey, Christine Hall

External Members' Apologies:

Gillian Coulter, Ann Marie Hobson, Dr Nagy Iskander, Hilary Kirby, John Mulligan

Attending:

Education Resources

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Broad General Education); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Service and School Estate)

Finance and Corporate Resources

M M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; M Milne, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy)

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 18 August 2020 were submitted for approval as a correct record.

The Committee decided: that the minutes be approved as a correct record.

3 Education Resources – Revenue Budget Monitoring 2020/2021

A joint report dated 24 September 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 14 August 2020 against budgeted expenditure for 2020/2021 for Education Resources.

As at 14 August 2020, there was an overspend of £1.474 million, as detailed in Appendix A to the report. Costs incurred in relation to the Resources' Covid-19 response were outlined in Appendix B to the report.

The Committee decided:

- (1) that the overspend of £1.474 million at 14 August 2020 be noted;
- (2) that the expenditure incurred in relation to the Resources' Covid-19 response be noted;
and
- (3) that the budget virements, as detailed in Appendix A to the report, be approved.

[Reference: Minutes of 18 August 2020 (Paragraph 5)]

4 Education Resources – Capital Budget Monitoring 2020/2021

A joint report dated 8 October 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2020/2021 and summarising the expenditure position at 14 August 2020.

The Education Resources' capital programme amounted to £22.656 million and expenditure as at 14 August 2020 was £2.558 million. The progress in delivery of the capital programme had been affected by the lockdown due to Covid-19 and the ongoing requirements of social distancing. As a result, on 23 September 2020, the Executive Committee approved a revised General Services capital programme based on deliverability which could be achieved in the current year. The revised base programme for Education Resources was £21.453 million. In addition, £1.253 million of additional funding received in relation to Digital Inclusion revised the Resources' capital programme to £22.656 million.

The Committee decided: that the 2020/2021 revised capital programme of £22.656 million, and expenditure to date of £2.558 million, be noted.

[Reference: Minutes of 18 August 2020 (Paragraph 6) and Minutes of the Executive Committee of 23 September 2020 (Paragraph 4)]

5 Education Resources – Workforce Monitoring – July and August 2020

A joint report dated 23 September 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period July and August 2020:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 13 June 2020

The Committee decided: that the report be noted.

[Reference: Minutes of 18 August 2020 (Paragraph 7)]

6 Acquisition of Our Lady of Lourdes Primary School Building, East Kilbride

A report dated 5 October 2020 by the Executive Director (Education Resources) was submitted on a proposal to acquire the accommodation at Our Lady of Lourdes Primary School Building, East Kilbride.

In January 2004, the Council had entered into a 20 year lease with Investec Asset Finance plc to provide a modular construction building to be utilised as a school building for Our Lady of Lourdes Primary School and Nursery Class, East Kilbride. The rental terms were 10 annual instalments of £580,800, followed by 10 further annual instalments of £59,900, with the lease terms ending on 24 January 2024. The report highlighted that:-

- ◆ a total of £177,900 in rental costs remained due between now and the end of the lease agreement
- ◆ at the end of the contract, the Council was obliged to pay for the removal of the modular units from the site, estimated to cost in the region of £200,000 to £300,000
- ◆ the East Kilbride Community Growth Area and Philipshill Housing Development would generate up to an additional 137 pupils and, consequently, required 3 additional classrooms which would be funded by Developer Contributions
- ◆ the 15 year old building required capital investment to ensure that it met the high standards of the Council's recently completed Schools' Modernisation Programme, however, it would be necessary for the Council to secure the future occupation of the property beyond the end of the current lease arrangement

On the basis that the purchase of the property would deliver control to the Council to decide when and how it wished to invest in the building, provisional negotiations had resulted in terms being offered, as outlined in section 5 of the report. Consideration had been given to all the property options and it was considered that the acquisition of the accommodation at Our Lady of Lourdes Primary School, East Kilbride represented best value for money.

Officers responded to members' questions and, following a full discussion, Councillor Loudon, seconded by Councillor Craig, moved the recommendations contained in the report. Councillor Anderson, seconded by Councillor Cooper, moved as an amendment that consideration of the report be deferred and that a further report be submitted detailing costs in respect of all options in relation to the school building.

On a vote being taken by roll call, members voted as follows:-

Motion

Stephanie Callaghan, Peter Craig, Katy Loudon, Carol Nugent

Amendment

Alex Allison, John Anderson, Margaret Cooper, Margaret Cowie, Mary Donnelly, Fiona Dryburgh, Joe Fagan, Gerry Convery, Christine Hall, Ian Harrow, Mark Horsham, Martin Grant Hose, Eileen Logan, Monique McAdams, Ian McAllan, Julia Marrs, Gladys Miller, Lynne Nailon, Graham Scott, Jared Wark, David Watson

Abstained

Andy Harvey

4 members voted for the motion, 21 for the amendment and 1 abstained. The amendment was declared carried.

The Committee decided:

that consideration of the report be deferred and that a further report be submitted detailing costs in respect of all options in relation to the school building.

7 Developing the Young Workforce (DYW) - School Co-ordinators

A joint report dated 7 October 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted providing an update on:-

- ♦ an opportunity to create Developing the Young Workforce (DYW) School Co-ordinator posts in all South Lanarkshire secondary schools
- ♦ a funding application submitted by DYW Lanarkshire and the East Dunbartonshire Regional Group, in partnership with Educational Resources, to participate in a Scottish Government Initiative

Developing the Young Workforce (DYW) was the Scottish Government's Youth Employment Strategy, launched in 2014, to better prepare young people for the world of work. DYW Regional Groups, a network of 21 industry led groups, were established to strengthen employer engagement with education and to provide support to pupils in Scotland's publicly funded secondary schools. The DYW Lanarkshire and East Dunbartonshire (DYW LED) Regional Group supported DYW activity in schools in South Lanarkshire, North Lanarkshire and East Dunbartonshire. In South Lanarkshire, the DYW LED worked closely with schools, employers, the Youth Employability Service and Skills Development Scotland.

In response to the current economic challenges as a result of the Covid-19 pandemic and the anticipated increase in youth unemployment, the Scottish Government had invited DYW groups to submit applications to fund DYW Co-ordinator posts in all secondary schools.

The DYW LED Regional Group, working in partnership with Education Resources, submitted a funding application for £522,833 for the period November 2020 to March 2022 to support a DYW co-ordinator in South Lanarkshire's 20 secondary schools. The role of the Co-ordinator would be to ensure that the DYW agenda continued to be embedded in the curriculum, with a particular focus on those young people who were most at risk from leaving school and not securing a positive destination.

A decision on the funding application was expected to be confirmed in November 2020. If successful, an exercise would be undertaken to allocate funding to each secondary school and a partnership agreement developed between DYW LED and the Council to support this activity. The funding would support up to a 0.5 FTE post of DYW Co-ordinator in each school. A Development Officer, based centrally, would support the Co-ordinator posts.

The specific roles of the Co-ordinator were detailed in section 4.3 of the report.

The Committee decided:

- (1) that the funding opportunity to create Developing the Young Workforce (DYW) Co-ordinators in all South Lanarkshire secondary schools be noted; and
- (2) that, subject to receipt of a grant award from the Scottish Government, the proposal to create Co-ordinator posts, as detailed in the report, be approved.

8 Community Mental Health Support for Children and Young People

A joint report dated 5 October 2020 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) and the Director, Health and Social Care was submitted on:-

- ♦ developments and funding in relation to Children and Young People's Community Mental Health Support (CYPCMHS) and the governance of CYPCMHS in South Lanarkshire
- ♦ a proposal to establish 2 posts to assist with developments and future commissioning for community mental health interventions

In 2019/2020, the Scottish Government allocated £2 million for councils across Scotland to enable them to prepare to implement community mental health and wellbeing services for children and young people. A Framework developed by the Children and Young People's Mental Health and Wellbeing Programme Board was issued to councils which outlined the support that was required and the expectation of how this would fit within existing mental health supports from universal services and clinical care, with an emphasis on early intervention.

Each local authority was allocated £62,500 for planning, development, programme and change management costs. During this initial planning period, the Scottish Government's expectation was that the funding provided would be utilised, as appropriate, in planning and preparation and could be used to support a post with the capacity to take this work forward.

A further £15 million per annum would be available in 2020/2021, with the Council due to receive around £800,000, however, this funding would only be paid as part year costs due to the delay caused by the Covid-19 pandemic.

Details of the governance arrangements for the programme were outlined in the report. The Getting it Right for South Lanarkshire's Children's Services Strategy Group would oversee the initiative and a partnership steering group would be created and chaired by a proposed new Senior Educational Psychologist, within Education Resources, who would oversee and manage the programme. There was a requirement that the programme would be community facing with engagement with children at community level. It was, therefore, proposed that a post of Planning and Development Officer, within Social Work Resources, be created to support the Senior Educational Psychologist. The posts would be established on the following basis:-

- ♦ 1 FTE post of Senior Educational Psychologist within Education Resources on Salary Grade 1, SNCT (£62,787)
- ♦ 1 FTE post of Planning and Development Officer within Social Work Resources on Salary Grade 3, Level 2 to 4 (£32,994 to £38,779)

The Committee decided:

- (1) that the governance arrangements of the Children and Young People's Community and Mental Health Support be noted; and
- (2) that the establishment of the 2 posts, as detailed above, be approved.

9 School Holiday Dates for Sessions 2021/2022

A report dated 5 October 2020 by the Executive Director (Education Resources) was submitted on the proposed holiday arrangements for schools in South Lanarkshire for session 2021/2022. Neighbouring educational authorities, all teachers, trades unions and parent councils had been consulted on the proposals.

The Committee decided: that the following school holidays for session 2021/2022 be approved:-

Session 2021/2022

First Term	<i>Teachers' In-service</i>	<i>Thursday</i>	<i>12 August 2021</i>
	<i>In-service day</i>	<i>Friday</i>	<i>13 August 2021</i>
	Pupils return	Monday	16 August 2021
September	Close on	Thursday	23 September 2021
Weekend	Re-open	Tuesday	28 September 2021

October Break	Close on Re-open	Friday Monday	8 October 2021 18 October 2021
	<i>In-service day</i>	<i>Monday</i>	<i>15 November 2021</i>
Christmas	Close on Re-open	Wednesday Wednesday	22 December 2021 at 2.30pm 5 January 2022
Second Term			
February break	Close on Closed	Friday Monday and Tuesday	11 February 2022 14 February 2022 15 February 2022
	<i>In-service day</i>	<i>Wednesday</i>	<i>16 February 2022</i>
Spring break/Easter	Close on Re-open	Friday Tuesday	1 April 2022 at 2.30pm 19 April 2022
Third Term			
Local Holiday	Closed Re-open	Monday Tuesday	2 May 2022 3 May 2022
	<i>In-service day</i>	<i>Thursday</i>	<i>5 May 2022</i>
Local Holiday*	Close on Re-open	Thursday Tuesday	26 May 2022 31 May 2022

*Lanark schools to observe 9 and 10 June 2022 (Lanimers)

Summer break	Close	Friday	24 June 2022 at 1.00pm
--------------	-------	--------	-------------------------------

Proposed in-service days	*2 dates for teachers' in-service training for August 2022 still to be confirmed.
--------------------------	---

Working Days for Teachers

195

[Reference: Minutes of 27 November 2018 (Paragraph 6)]

10 Covid-19 Update on Education Recovery

A report dated 12 October 2020 by the Executive Director (Education Resources) was submitted on the Education Resources' response to the Covid-19 pandemic by schools and educational settings since the beginning of the new term in August 2020.

Ongoing communication and consultation had taken place with stakeholders which included Headteachers of primary, secondary and ASN schools, representatives of the professional associations and unions. Advice and guidance provided to schools and education establishments enabled them to complete their individual and detailed plans for re-opening on 12 August 2020.

A jointly agreed protocol was in place with NHS Lanarkshire Public Health for reporting on, and acting quickly, to assess any reported positive case involving a young person or adult which might impact on a school or educational setting. This 7 a day week process of reporting had enabled NHS Lanarkshire Public Health, Education Resources, schools and services to work together to provide clear and coherent outcomes in a timeous manner and in the context of a global pandemic.

Further advice and guidance had been provided to schools in relation to:-

- ♦ compliance with new restrictions which came into place across the NHS Lanarkshire area

- ◆ arrangements around restrictions in place for visitors to take account of the national directive which included the exclusion of parents/cares from entering school premises, except for a specific and agreed purpose
- ◆ mandatory wearing of masks for staff and pupils in secondary schools when entering and leaving the building and when moving around in corridors, communal areas and school transport

A series of meetings had taken place with Headteachers, some focus groups of pupils and parents and trades unions to hear what had gone well and if there were any suggested changes or improvements. A summary of some of the key learning points, attached as Appendix 1 to the report, would be kept under review. Focus groups would continue to meet and their views would be used to help and shape Resource guidance.

The Committee decided: that the Education Resources' response, in partnership with NHS Lanarkshire Public Health, to Covid-19 be noted.

[Reference: Minutes of 18 August 2020 (Paragraph 12)]

11 West Partnership Improvement Collaborative on Regional Improvement Plan 2019/2020

A report dated 25 September 2020 by the Executive Director (Education Resources) was submitted on the evaluation of work undertaken by the West Partnership (Glasgow Regional Education Improvement Collaborative) in 2019/2020.

On 6 August 2019, the Committee noted the progress of the West Partnership and the content of its Improvement Plan for 2019/2020. Progress over the academic year 2019/2020 towards achieving each of the associated target outcomes and expected impacts set out in the Improvement Plan was detailed in Appendix 1 to the report.

Overall, the West Partnership had made good progress implementing its Regional Improvement Plan and the evidence findings would help inform and shape the West Partnership's Improvement Plan for 2020 to 2023.

The evaluation report had been submitted to Education Scotland and the Scottish Government.

The Committee decided: that the West Partnership's evaluation of the Regional Improvement Plan 2019/2020 be noted.

[Reference: Minutes of 6 August 2019 (Paragraph 11)]

12 West Partnership Improvement Collaborative Improvement Plan 2020 to 2023

A report dated 25 September 2020 by the Executive Director (Education Resources) was submitted on the West Partnership's Improvement Plan 2020 to 2023.

The West Partnership Improvement Plan 2020 to 2023, attached as Appendix 1 to the report, set out the key areas for collaborative action to enable improvement across the partnership region. The Improvement Plan captured those areas where collaboration between partners would be beneficial. Not all schools and local authorities would participate in all activities, however, the Plan set out the Partnership's offer to schools and educational settings, based on stakeholder views, on what they would benefit from.

The Plan was organised under the following 3 key areas, each led by 2 Directors of Education/Chief Education Officers:-

- ◆ collaborative learning networks
- ◆ curriculum, learning and teaching
- ◆ leadership, empowerment and improvement

A fourth workstream, evaluation and reporting, was also led by 2 Directors of Education.

The Improvement Plan had been submitted to Education Scotland and the Scottish Government.

The Scottish Government had again invited bids to support the implementation of each Regional Improvement Collaborative's Improvement Plan. The West Partnership's bid for 2020 to 2023 was £1.339 million.

The Committee decided: that the West Partnership Improvement Collaborative Improvement Plan 2020 to 2023 be noted.

[Reference: Minutes of 6 August 2019 (Paragraph 11)]

13 Education Resources - Notification of Contracts Awarded -1 April to 30 September 2020

A report dated 1 October 2020 by the Executive Director (Education Resources) was submitted on contracts awarded by Education Resources during the period 1 April to 30 September 2020.

In terms of Standing Order Nos 21.8 and 22.5 of the Standing Orders on Contracts, Resources were required to notify the relevant Committee of contracts awarded. Details of the contracts awarded by Education Resources were provided in the appendix to the report.

The Committee decided: that the report be noted.

[Reference: Note of 19 May 2020 (Paragraph 10)]

14 Urgent Business

There were no items of urgent business.

Report

3

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Revenue Budget Monitoring 2020/2021 - Education Resources
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure against the revenue budget for the period 1 April 2020 to 6 November 2020 for Education Resources.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that an overspend of £4.008m as at 6 November 2020 on Education Resources' revenue budget as detailed in Appendix A of the report be noted.
- (2) that the proposed budget virements be approved.

3. Background

3.1. This is the third revenue budget monitoring report presented to the Education Resources Committee for the financial year 2020/2021.

3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations and outlines the specific costs incurred in relation to the Resources' COVID response in Appendix B.

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £9.685m awarded for Pupil Equity Funding (PEF) and £1.963m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2020/21 is £11.648m and this is contained within this reported position.

4.2. In relation to PEF funding, the £9.685m represents £1.422m 2019/2020 carry forward and £8.263m for the 2020/2021 allocation. Spend and commitment as at 6 November 2020 is £6.031m, with £3.654m still to spend. This includes known staff costs for the period 1 April 2020 to 31 March 2021.

4.3. PEF spend this year is expected to be impacted by the restriction schools are facing as a result of the pandemic. Programmes supporting groups of children and young people, trips and extra curricular activities and those provided via external professional are all restricted as a result with an impact on this year's spend. It is anticipated PEF 2020/2021 carry forward as at 31 March 2021 will be around £2.450m and this will be available for the school session April to June 2021 in line with the PEF guidance.

- 4.4 Scottish Government announcements have given councils flexibility on how they use their Pupil Equity Fund (PEF) monies this financial year. This situation continues to be monitored.
- 4.5. In relation to SAC funding, spend and commitment to date is £1.577m with £0.386m still to spend. Staff costs to 31 March 2021 are reflected within this position and, as this is a specific grant allocation, funding is received based on actual spend. The Committee will continue to be updated with the spend position for 2020/2021 throughout the year.
- 5. Employee Implications**
- 5.1. None
- 6. Financial Implications**
- 6.1. As at 6 November 2020, there is an overspend of £4.008m against the phased budget.
- 6.2. Variance explanations are outlined in Appendix A and this overspend, in the main, is COVID related and reflects additional Education recovery teachers employed on 1 year fixed term contracts and short term supply; the increased cost of supply teachers in relation to the application of the SNCT guidance on payment arrangements for staff; expenditure incurred in the operation of the hubs for key worker children during lockdown; costs of sanitising stations, PPE, cleaning supplies and enhanced cleaning regimes for our schools and establishments and a reduction in budgeted income from Early Years fees and music tuition, all as a result of the ongoing pandemic.
- 6.3. The council has received funding for specific education costs relating to the pandemic including additional teachers, support staff and mobilising schools for reopening, including ongoing cleaning and PPE costs. This is £2.127m at 6 November 2020 (period 8) with total revenue funding for the year of £4.939m confirmed. This funding is not included in the appendices. Instead, it is reported at a corporate level to the Executive Committee where all COVID spend and income is reported in its entirety.
- 6.4. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendix A to this report.
- 7. Climate Change, Sustainability and Environmental Implications**
- 7.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.
- 8. Other Implications**
- 8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outcome exercise ensures early warning for corrective action to be taken where appropriate.
- 9 Equality Impact Assessment and Consultation Arrangements**
- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

14 December 2020

Link(s) to Council Values/Objectives

- ◆ Accountable, Effective and Efficient

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 6 November 2020

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Louise Harvey

Ext: 2658 (Tel: 01698 452658)

E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 6 November 2020 (No.8)

Education Resources Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 06/11/20	Actual 06/11/20	Variance 06/11/20		% Variance 06/11/20	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	277,932	277,932	0	162,074	163,944	(1,870)	over	(1.2%)	1,a,b,c,d,e,h
Property Costs	24,766	24,766	0	18,810	19,951	(1,141)	over	(6.1%)	2,h
Supplies & Services	13,134	13,134	0	3,257	3,703	(446)	over	(13.7%)	3,b,d,h
Transport & Plant	11,121	11,121	0	6,052	6,263	(211)	over	(3.5%)	4,b,h
Administration Costs	1,430	1,430	0	1,009	1,047	(38)	over	(3.8%)	h
Payments to Other Bodies	27,144	27,144	0	12,296	12,182	114	under	0.9%	5,e,f,h
Payments to Contractors	35,565	35,565	0	17,198	17,128	70	under	0.4%	h
Transfer Payments	2,245	2,245	0	2,233	2,273	(40)	over	(1.8%)	g,h
Financing Charges	396	396	0	187	187	0	-	0.0%	h
Total Controllable Exp.	393,733	393,733	0	223,116	226,678	(3,562)	over	(1.6%)	
Total Controllable Inc.	(43,268)	(43,268)	0	(39,226)	(38,780)	(446)	under recovered	(1.1%)	6,e,f,g,h
Net Controllable Exp.	350,465	350,465	0	183,890	187,898	(4,008)	over	(2.2%)	

Variance Explanations

- The overspend is mainly due to additional Education recovery teachers employed on 1 year fixed term contracts with the funding for these held within the central Corporate Items COVID-19 budget. In addition, there is an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19.
- The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August. The funding for these is held within the central Corporate Items COVID-19 budget. This is partially offset by the timing of rates charges from schools and establishments becoming operational.
- The overspend is due to expenditure incurred on personal protective equipment and wipes following the return to schools in August. The funding for this is held within the central Corporate Items COVID-19 budget. This is partially offset by unspent budget in relation to both the Holiday Lunch Club and Breakfast Club programmes this financial year. These are being utilised, in part, to offset the sessional staff costs for the provision of Summer Hubs as a result of COVID.
- The overspend is due to the cost of school transport for both ASN and mainstream schools.
- The underspend is mainly due to less than anticipated core Early Years spend to date. In addition, there has been reduced placements within Other Local Authorities. These are partially offset by greater than anticipated expenditure on Independent School Placements. This is a demand led service.
- The under recovery of income relates to reduced income received from Early Learning & Childcare fees and Instrumental Music Service fees in the financial year to date as a result of the ongoing pandemic.

Budget Virements

- Establish budget to reflect the receipt of funding for Early Years Modern Apprentices. Net Effect £0.991m: Employee Costs £0.991m.
- Transfer budget to Corporate Items for funding for Education Recovery for Teachers, Support staff, Digital Inclusion and Transport. Net Effect (£3.755m): Employee Costs (£3.467m), Supplies and Services (£0.216m) and Transport (£0.072m).
- Transfers from reserves in relation to the DSYW project. Net Effect £0.090m: Employee Costs £0.090m.
- Realignment of Pupil Equity Fund budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £2.486m and Supplies and Services (£2.486m).
- Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £1.230m, Payments to Other Bodies (£0.970m) and Income (£0.260m).
- Establish budget to reflect the receipt of Transitional Support Fund. Net Effect £0.000m: Payments to Other Bodies £0.608m and Income (£0.608m).
- Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.234m and Income (£0.234m).
- Realignment of DMS. Net Effect £0.000m: Employee Costs £0.306m, Property Costs (£0.081m), Supplies and Services (£0.617m), Transport and Plant (£0.002m), Administration Costs £0.189m, Payments to Other Bodies £0.207m, Payments to Contractors £0.018m, Transfer Payments (£0.003m), Financing Charges £0.006m and Income (£0.023m).

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 6 November 2020 (No.8)

Education Resources COVID

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 06/11/20	Actual 06/11/20	Variance 06/11/20		% Variance 06/11/20	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	0	0	0	0	1,700	(1,700)	Over	n/a	1
Property Costs	0	0	0	0	1,372	(1,372)	Over	n/a	2
Supplies & Services	0	0	0	0	888	(888)	Over	n/a	3
Transport & Plant	0	0	0	0	2	(2)	Over	n/a	
Administration Costs	0	0	0	0	90	(90)	Over	n/a	4
Payments to Other Bodies	0	0	0	0	50	(50)	Over	n/a	5
Payments to Contractors	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	40	(40)	Over	n/a	6
Financing Charges	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	0	0	0	0	4,142	(4,142)	Over	n/a	
Total Controllable Inc.	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	0	0	0	0	4,142	(4,142)	Over	n/a	

Variance Explanations

1. The overspend is mainly due to additional Education recovery teachers employed on 1 year fixed term contracts with the funding for these held within the central Corporate Items COVID-19 budget. In addition, there is an increased cost of supply teachers in relation to SNCT guidance on payment arrangements for staff due to COVID-19.
2. The overspend is mainly due to increased cleaning requirements within schools and Early Years establishments and expenditure incurred on sanitising stations and additional hand washing supplies following the return to schools in August. The funding for these is held within the central Corporate Items COVID-19 budget.
3. The overspend is mainly due to expenditure incurred on personal protective equipment and wipes following the return to schools in August. The funding for this is held within the central Corporate Items COVID-19 budget.
4. The overspend is mainly due to costs associated with COVID related signage required for schools for their return in August.
5. The overspend is due to expenditure incurred on the provision of critical childcare for families of key workers to date.
6. The overspend is due to increased expenditure on footwear and clothing grants as a result of additional claimants becoming eligible due to COVID-19.

Report

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Capital Budget Monitoring 2020/21 - Education Resources
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April 2020 to 6 November 2020.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation:-

- (1) that the Education Resources capital programme of £23.153 million, and expenditure to date of £10.490 million, be noted.

3. Background

3.1. This is the third capital monitoring report presented to the Education Resources Committee for the financial year 2020/2021. Further reports will follow throughout the year.

3.2. The budget reflects the approved programme for the year (Executive Committee, 23 September 2020). It also includes budget adjustments presented to the Executive Committee thereafter, up to and including its meeting on 16 December 2020. For Education Resources, these totalled an increase of £0.497 million and these are detailed in Appendix A. This takes the Education Resources programme for 2020/2021 to £23.153 million.

3.3. The report details the financial position for Education Resources in Appendix A.

4. Employee Implications

4.1. There are no employee implications as a result of this report.

5. Financial Implications

5.1. As detailed in Section 3.2, the revised capital programme for Education Resources for 2020/2021 is £23.153 million. Spend to 6 November 2020 amounts to £10.490 million.

6. Climate Change, Sustainability and Environmental Implications

- 6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

7. Other Implications

- 7.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

21 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Accountable, Effective, Efficient and Transparent

Previous References

- Executive Committee, 23 September 2020
- Executive Committee, 4 November 2020
- Executive Committee, 16 December 2020

List of Background Papers

- Financial ledger to 6 November 2020

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Lorraine O'Hagan, Finance Manager (Strategy)

Ext: 2601 (Tel: 01698 452601)

E-mail: lorraine.o'hagan@southlanarkshire.gov.uk

**South Lanarkshire Council
Capital Expenditure 2020-21
Education Resources Programme
For Period 1 April 2020 – 6 November 2020**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Actual Expenditure £000
Primary School Modernisation Programme	417	0	0	417	152
ICT Developments	3,500	1,253	0	4,753	981
Early Years 1,140 Hours	12,879	425	0	13,304	7,954
Other	4,657	22	0	4,679	1,403
TOTAL	21,453	1,700	0	23,153	10,490

For Information Only

Budget Adjustments presented to Executive Committee 4 November 2020:

Budget Adjustments

COVID-19 Mitigation Funding for School Transport

£0.072m

Total Budget Adjustments

£0.072m

Budget Adjustments presented to Executive Committee 16 December 2020:

Budget Adjustments

St Mark's Primary School and Nursery

Early Years – 1,140 Hours

Total Budget Adjustments

-
£0.425
£0.425

Report

Report to: **Education Resources Committee**
 Date of Meeting: **19 January 2021**
 Report by: **Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring – September and October 2020**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for September and October 2020 relating to Education Resources.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the following employment information for September and October 2020 relating to Education Resources be noted:-

- ◆ attendance statistics;
- ◆ occupational health;
- ◆ accident/incident statistics;
- ◆ discipline, grievance and dignity at work cases;
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 14 September 2020

3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for September and October 2020.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of October 2020 for Education Resources.

The Resource absence figure for October 2020 was 4.1%, which represents an increase of 0.5% when compared to last month and is 0.7% lower than the Council-wide figure. Compared to October 2019, the Resource absence figure has increased by 0.6%.

Based on the absence figures at October 2020 and annual trends, the projected annual average absence for the Resource for 2020/2021 is 3.4%, compared to a Council-wide average figure of 4.4%.

For the financial year 2020/2021, the projected average days lost per employee equates to 5.8 days, compared with the overall figure for the Council of 8.1 days per employee.

Managers follow the procedures outlined in the Maximising Attendance Policy to support employees to remain at work, or to return to work after a sickness absence. There are comprehensive employee supports in place and, additionally, Personnel Services work in close partnership with line managers and Resource Management Teams on a case management basis to ensure that appropriate actions are taken.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. At the time of this report, the Council overall absence level was 6.3% with 1.7% of this relating to Covid-19 for sickness and special leave.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 269 referrals were made this period, a decrease of 56 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 169 accidents/incidents recorded within the Resource this period, an increase of 13 when compared to the same period last year. The new electronic reporting system is in place and enables a more timely process for reporting incidents. The improved reporting system together with the ongoing work of Education Resources to promote and embed the PPRUDB framework across all establishments provides a foundation for analysing data, building capacity and targeting interventions with a view to reducing incidents.

On further analysis of this data, 161 reports relate to physical incidents (95% of the total number reported).

4.4. Discipline, Grievance and Dignity at Work (Appendix 2)

One disciplinary hearing was held within the Resource this period, which is a decrease of 2 when compared with the same period last year. One grievance hearing was raised within the Resource this period, which remains unchanged when compared with the same period last year. No Dignity at Work complaints were raised within the Resource this period, which is a decrease of 4 when compared with the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were 30 leavers in the Resource this period who were eligible for an exit interview. This figure has decreased by 2 when compared with the same period last year. Exit interviews were held with 37% of employees compared with 28% for the same period last year.

4.6. When processing an employee termination, managers are asked to identify whether they intend to replace the employee who had left the Council. If they indicate that they do not intend to replace the employee, they are asked to select from four options:

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term contract

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period September and October 2020, 57 (41.27 FTE) employees in total left employment and managers indicated that all posts were being filled.

5. Staffing Watch

5.1. There has been an increase of 84 in the number of employees in post from 13 June 2020 to 14 September 2020.

6 Employee Implications

6.1. There are no implications for employees arising from the information presented in this report.

7. Financial Implications

7.1. All financial implications are accommodated within existing budgets.

8. Climate Change, Sustainability and Environmental Implications

8.1 There are no Climate Change, Sustainability and Environmental Implications arising from the information presented in this report.

9. Other Implications

9.1. There are no risk implications in terms of the information contained within this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

10.2. There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

8 December 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, effective, efficient and transparent
- ◆ Fair, open and sustainable
- ◆ Ambitious, self aware and improving
- ◆ Excellent employer
- ◆ Focused on people and their needs
- ◆ Working with and respecting others

Previous References

- ◆ Education Resources – 27 October 2020

List of Background Papers

- ◆ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Laurane Rhind, Personnel Services Manager

Ext: 4239 (Tel: 01698 454721)

E-mail: Laurane.Rhind@southlanarkshire.gov.uk

ABSENCE TRENDS - 2018/2019, 2019/2020 & 2020/2021
Education Resources

APT&C				Teachers				Resource Total				Council Wide			
	2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021		2018 / 2019	2019 / 2020	2020 / 2021
April	4.1	3.5	3.9	April	1.9	2.9	2.9	April	2.8	3.2	3.3	April	4.1	4.0	4.4
May	4.5	4.2	2.2	May	2.1	3.2	1.4	May	3.1	3.6	1.8	May	4.2	4.4	3.1
June	4.4	3.8	1.8	June	2.3	2.7	0.9	June	3.2	3.2	1.3	June	4.3	4.4	2.7
July	2.4	2.4	1.3	July	1.0	1.2	0.5	July	1.6	1.7	0.9	July	3.4	3.4	2.3
August	2.7	2.8	2.7	August	1.2	1.3	1.2	August	1.8	2.0	1.8	August	3.6	3.7	3.1
September	4.1	4.3	4.8	September	2.2	2.5	2.7	September	3.0	3.3	3.6	September	4.4	4.5	4.2
October	4.7	4.5	5.4	October	2.2	2.6	3.2	October	3.2	3.5	4.1	October	4.4	4.6	4.8
November	5.7	5.8		November	3.5	3.8		November	4.4	4.7		November	5.1	5.5	
December	5.4	5.5		December	3.1	3.8		December	4.1	4.6		December	4.8	5.7	
January	5.1	5.1		January	3.3	3.4		January	4.1	4.2		January	4.9	5.3	
February	5.3	5.7		February	4.0	3.8		February	4.5	4.6		February	5.2	5.6	
March	5.0	7.1		March	3.9	4.8		March	4.4	5.8		March	4.9	6.2	
Annual Average	4.5	4.6	4.3	Annual Average	2.6	3.0	2.7	Annual Average	3.4	3.7	3.4	Annual Average	4.4	4.8	4.4
Average Apr-Oct	3.8	3.6	3.2	Average Apr-Oct	1.8	2.3	1.8	Average Apr-Oct	2.7	2.9	2.4	Average Apr-Oct	4.1	4.1	3.5

No of Employees at 31 October 2020	3050	No of Employees at 31 October 2020	3975	No of Employees at 31 October 2020	7025	No of Employees at 31 October 2020	15834
------------------------------------	------	------------------------------------	------	------------------------------------	------	------------------------------------	-------

For the financial year 2020/21, the projected average days lost per employee equates to 5.8 days.

EDUCATION RESOURCES

	Sep-Oct 2019	Sep-Oct 2020
MEDICAL EXAMINATIONS		
Number of Employees Attending	52	31
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	31	12
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	142	101
REFERRALS TO EMPLOYEE SUPPORT OFFICER	97	122
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	3	3
TOTAL	325	269

CAUSE OF ACCIDENTS/INCIDENTS	Sep-Oct 2019	Sep-Oct 2020
Over 7 day absences	1	0
Minor	2	2
Violent Incident: Physical****	138	161
Violent Incident: Verbal*****	15	6
Total Accidents/Incidents	156	169

*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or penetrating injury as defined by the HSE.

**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.

***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.

****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.

****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.

****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.

RECORD OF DISCIPLINARY HEARINGS	Sep-Oct 2019	Sep-Oct 2020
Total Number of Hearings	3	1

Time Taken to Convene Hearing Sep - Oct 2020

0-3 Weeks
0

4-6 Weeks
0

Over 6 Weeks
1

RECORD OF GRIEVANCE HEARINGS	Sep-Oct 2019	Sep-Oct 2020
Number of Grievances	1	1
Still in Progress	1	1

RECORD OF DIGNITY AT WORK	Sep-Oct 2019	Sep-Oct 2020
Number of Incidents	4	0
Still in Process	4	0

ANALYSIS OF REASONS FOR LEAVING	Sep-Oct 2019	Sep-Oct 2020
Career Advancement	2	0
Moving Outwith Area	2	2
Childcare/caring responsibilities	1	2
Dissatisfaction With Terms and Conditions	0	1
Other	4	6
Number of Exit Interviews conducted	9	11

Total Number of Leavers Eligible for Exit Interview	32	30
--	-----------	-----------

Percentage of interviews conducted	28%	37%
---	------------	------------

	Sept - Oct 2020		Reconciliation figure		Cumulative total	
			Apr - Aug 2020			
	FTE*	H/C**	FTE	H/C	FTE	H/C
Terminations/Leavers	41.27	57	107.06	164	148.33	221
Being replaced	41.27	57	106.62	162	147.89	219
Filled on fixed term basis	0.00	0	0.00	0	0.00	0
Plan to transfer this budget to another post	0.00	0	0.10	1	0.10	1
End of fixed term contract	0.00	0	0.34	1	0.34	1
Held pending service Review	0.00	0	0.00	0	0.00	0
Plan to remove for savings	0.00	0	0.00	0	0.00	0

* Full time equivalent

** Head count/number of employees

**JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES**

1. As at 14 September 2020

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	697	67	2351	750	3865				
	Other	139	83	509	2139	2870				
	Total Employees	836	150	2860	2889	6735				
	*Full - Time Equivalent No of Employees									
	Salary Bands									
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.60	3541.00	3546.6
Other	1.00	1017.21	791.07	136.30	49.64	12.60	4.00	57.63	6.40	2075.85

1. As at 13 June 2020

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	694	61	2272	734	3761				
	Other	140	83	510	2157	2890				
	Total Employees	834	144	2782	2891	6651				
	*Full - Time Equivalent No of Employees									
	Salary Bands									
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.34	0.00	0.00	0.00	1.00	0.00	4.00	3444.90	3450.24
Other	1.00	1039.95	778.48	134.03	47.64	13.00	4.00	58.23	7.40	2083.73

Report

6

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Acquisition of Our Lady of Lourdes Primary School Building
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ seek approval for the acquisition of the accommodation that makes up Our Lady of Lourdes Primary School in East Kilbride.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Council acquire the accommodation at Our Lady of Lourdes Primary School, East Kilbride on the main terms and conditions outlined in Section 6 of this report;
- (2) that the Executive Director (Housing and Technical Resources), in consultation with the Head of Administration and Legal Services, if appropriate, be authorised to conclude all matters in respect of the acquisition and to enter into the necessary legal agreements on terms which are in the best interests of the Council
- (3) that, in terms of funding for the proposal, this aspect of the matter be referred to the Executive Committee in order that approval can be sought to add this project into the capital programme and to initiate the borrowing of funds; and,
- (4) that it be noted that Education Resources will use its annual revenue budget available to repay the borrowing costs.

3. Background

- 3.1. In January 2004, the Council entered into a 20 year lease with Investec Asset Finance plc (Investec) to provide a modular construction building to be utilised as a school building for Our Lady of Lourdes Primary School and Nursery Class. The lease term ends on 30 January, 2024.
- 3.2. The rental terms were 10 annual instalments of £580,800 followed by 10 further annual instalments of £59,300. A total of £177,900 rental remains due between now and the end of the lease agreement.
- 3.3. The Council is obliged, at the end of the contract, to pay for the removal of the modular units from the site, the cost of which is estimated to be in the region of £200,000 to £300,000.

4. Education Requirements and Legal Position.

- 4.1. The Primary School currently has 13 classroom spaces with a Pupil Planning capacity of 390. The current three years roll prediction, excluding large scale housing developments, is 345 pupils. It is predicted that the E.K. Community Growth Area and Phillipshill Housing Development will generate up to 137 additional denominational primary school pupils when complete. This would give a pupil roll of 482 pupils, requiring 16 classrooms. Therefore, an additional 3 classrooms will be required and Developer Contributions have been agreed to fund this expansion.
- 4.2. Being completed and occupied in February 2004, there is a recognition within Education Resources and Housing and Technical Resources that the building, being now 15 years old, now requires capital investment to ensure that it meets the very high standards of the Council's recently completed Schools Modernisation Programme.
- 4.3. Prior to making any investment, however, it is necessary to secure the future occupation of the property beyond the end of the current agreement in 2024.
- 4.4. Although the Council's lease for the modular units is with Investec, discussions have been taking place with Portakabin (Scotland) Ltd ("Portakabin"). Portakabin are Investec's agents in terms of an agency agreement entered into with Paton Plant Ltd (as Portakabin were known at that time) and, as such, have the only rights to negotiate a deal on the sale/lease extension of the modular units.

5. Updated Position

- 5.1. On the basis that purchase delivers control of the property to the Council and enables the Council to decide when and how it wishes to invest in the school building, provisional negotiations with Portakabin have resulted in the following terms being offered:

A purchase price of £626,900 plus VAT

(a) £499,000 for the purchase of the units

£127,900 towards the remaining 3 years rental obligation

(b) Date of entry takes place this calendar year.

(c) Portakabin to pay £50,000 of the costs associated with "buying out" the remaining 3 years of the existing contract with Investec.

- 5.2. Following full discussion at the Education Committee of 27 October 2020, the Committee decided that the report be deferred and that further information be provided. As requested, Appendix 1 provides additional information on estimate costs of required capital investment in the existing building, estimate costs of additional accommodation due to population growth and estimate costs of a new build.
- 5.3. All the property options have been considered and the recommendations represent best value and give the Council security to invest in the accommodation to ensure it meets the very high standards of the Council's recently completed Schools Modernisation Programme.

6. Employee Implications

- 6.1. There are no employee implications to be considered at this time.

7. Financial Implications

- 7.1. The total cost to take ownership of the building is £0.627m. It is proposed that the Council borrow to fund the purchase, with the repayments being made annually from the Education Resources lease budget available, which is £0.059m.

7.2. Although Education Resources has the annual revenue budget to cover the cost of paying for the acquisition over a period of time, the matter requires to be referred to Executive Committee where the authority to borrow the initial funding and agree a capital programme sits.

8. Climate Change, Sustainability and Environmental Implications

8.1. The recommendation, which retains the existing property, minimises impact on climate change, sustainability and environmental implications. Any future works to the building will consider potential energy improvements.

9. Other Implications

9.1. None.

10. Equality Impact Assessment and Consultation Arrangements

10.1. There was no requirement to carry out an Equality Impact Assessment in terms of this report.

10.2. Consultation and engagement has taken place with the school and other stakeholders.

Tony McDaid
Executive Director (Education Resources)

17 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning

Previous References

- Education Committee 27 October 2020

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Lynn Sherry, Head of Education (Support Services and School Estate)

Ext: 5620 (Tel: 01698 455620)

E-mail: lynn.sherry@southlanarkshire.gov.uk

**Our Lady of Lourdes Primary School
Education Committee Additional Information Request**

Additional Information	Est Cost £m	Funding
Continue with the existing building		
<p>1. Cost to buy out the lease Prior to making any investment, it would be necessary to secure the future occupation of the property beyond the end of the current agreement in January 2024. The cost of buying out the lease is £627,000. (£499k capital purchase plus £127k towards the remaining 3 years rental obligation) and would be funded through the repayments being made annually from the Education Resources lease budget available of £0.059m.</p>	£0.6m	Yes
<p>2. Investment to bring existing building up to standard Following an additional assessment and review of the building Housing and Technical Resources have considered the short to medium term investment of the existing building. From this, it has been recommended that investment is required in the roof, windows and external walls. This investment in the roof would resolve the current issue with water ingress, while replacement windows and external cladding would improve energy efficiency while enhancing the appearance of the building.</p> <p>It is estimated that this initial investment could be in the region of £1.5m - £2m. Due to timing and issues of undertaking works while children at present, it is anticipated that works could commence during summer recess 2022. There are currently no funds within the capital programme for these works specifically.</p> <p>As with all other education buildings further investment to upgrade services and decoration would be based on assessed need and would be managed from within the lifecycle budget, or form part of a future capital programme.</p>	£1.5m- £2m	No
<p>3. Future Growth : Impact of new housing developments It is predicted that the E.K. Community Growth Area and Phillipshill Housing Development will necessitate the requirement for an additional 3 classrooms and Developer Contributions of £2.5m have been agreed to fund this expansion.</p> <p>Based on the current projections it is proposed that the extension be available for August 2025. This should be reviewed annually to assess the number of housing completions in the catchment area. 3 additional classrooms would be required, with associated Toilets, Cloaks, Storage and an additional Management Office. The Gym Hall, Dining and other non-classroom spaces are already consistent with 17 classroom primary schools provided through the recently completed Schools Modernisation Programme.</p>	£2.5m	Yes

<p>Options to be reviewed at the feasibility design stage using this funding would include:</p> <ul style="list-style-type: none"> - A 3 classroom extension to the existing building. - Relocating the Nursery to a separate building on campus, conversion of the Nursery area to classrooms. - Partial restructuring of the existing building and an extension to allow improvements to the playground and external security. <p>The feasibility study is programmed to commence in early 2021 and be completed by summer 2021. This would allow for consideration as to the timing for all works.</p> <p>The increase in nursery children will be accommodated in a new nursery at Jackton Primary School.</p>		
<u>Estimate Total</u>	£4.6m- £5.1m	
<p>Build a new school</p> <p>1. Like for like build Based on like for like replacement of a 3,300m² school, estimated costs are in the region of £12m to £15m. Due to topography, access and the location on the site of the existing school, a tandem build option would present significant challenges. The costs may therefore increase and this could only be assessed through feasibility study and site investigation. No suitable local decant building was identified to allow for a new build on the existing building footprint so no decant costs have been assumed.</p> <p>Alternative site within the catchment area A review of Council land assets within the school catchment area has been undertaken by Estates Services. There are no sites without significant development issues, either Planning, Topographical or Contractual.</p> <p>A school build could take around 24 months allowing for feasibility, design and tendering. Any relocation of the school site would require a statutory consultation and could add approximately 6 months to any timescale.</p> <p>2. Future Growth : Impact of new housing developments As previously stated a further 3 classrooms and ancillary accommodation would be likely and the agreed Developer Contributions of £2.5m would be used to fund this.</p> <p>3. Costs to return the building at the end of the lease Continue with the remaining 3 years lease payments.</p> <p>There would also be costs associated with the physical return of the building to Portakabin, then allowing that part of the site to be developed into external playground space.</p>	<p>£12m- £15m</p> <p>£2.5m</p> <p>£0.18m</p> <p>£0.2m- £0.3m</p>	<p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<u>Estimate Total</u>	£14.88m- £17.98m	

Schools Modernisation

Modular Units - Reclad

St Bride's Primary School Nursery Class, Bothwell

Modular Units were moved from Bankhead Primary where they were used as a temporary nursery during construction and then clad with brick.



KEAR Campus

The building was initially used as the Rutherglen Decant Building, moved to KEAR Campus site and reclad.



Mossneuk Primary School

Existing modular units were retained on site throughout construction of new build school, and were clad with brick to tie in with the new building.



Report

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Review of Admissions Policy for Early Learning and Childcare Establishments
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ outline the review of the policy for admissions of children into early learning and childcare establishments in South Lanarkshire, following a consultation and to seek approval of the admissions policy for the allocation of places to local authority and funded provider establishments from March 2021.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the priorities for admission to all early learning and childcare establishments, as detailed in Appendix 1, be approved:
- (2) that the admissions policy and process for the allocation of places to all early learning and childcare establishments be implemented from March 2021; and
- (3) that the admissions policy for Early Learning and Childcare (ELC) establishments be endorsed and referred to the Executive Committee for formal approval.

3. Background

- 3.1. The Education Resources Committee approved a new admissions policy for early years establishments in September 1996 following a period of consultation on priorities for admissions. The priorities took account of the new statutory duties of the Children (Scotland) Act 1995 which was due to be implemented in April 1997, ensuring that priority places would be available for 'children in need'.
- 3.2. On 31 March 1998, the Education Resources Committee approved a revised admissions policy in light of national policy development.
- 3.3. The Government issued guidance under the Standards in Scotland's Schools etc Act 2000 concerning Councils reviewing their admissions policies every two years, which guidance the Council has to have regard to. The last review was completed in November 2019 and reported to Committee on 10 December 2019 for implementation.
- 3.4. To strengthen the role of early years support in children's and families' lives, the Act increased the amount and flexibility of free early learning and childcare from 475 hours a year to a minimum of 600 hours for 3 and 4 year olds, and 2 year olds who are, or

have been at any time since turning 2, looked after or subject to a kinship care order. The 600 hours is made available by local authorities within a minimum framework. In current practice, this means that a child's early learning and childcare pattern is not less than two and a half hours or more than eight hours a day. It is also available over at least 38 weeks throughout the year and can be outwith term time. This was implemented from August 2014.

- 3.5. In January 2014, the First Minister announced that free early learning and childcare provision would be further extended to every two year-old from families seeking work. This provided places for around 15% of all two year-olds and was implemented from August 2014. A further expansion included 2 year olds, where eligibility is determined by criteria currently used for the provision for free school meals for school aged children. This development was implemented from October 2015 and provides places for 27% of all 2 year olds.
- 3.6. The Children and Young People Act (Scotland) 2014 committed to almost double the entitlement to 1140 hours per year from August 2020. This commitment was first made in the 'One Scotland' Programme for Government 2014-2015. Subsequent Programmes for Government have also reiterated this commitment.
- 3.7. Funding Follows the Child, Interim Guidance, Scottish Government, August 2020 outlines the long-term policy framework that will support the delivery of funded ELC, and was agreed by both Scottish Government and COSLA.
- 3.8. In March 2020, the Scottish Government revoked the legislation to deliver 1140 hours of Early Learning and Childcare for eligible 2-5 year old children from August 2020 due to the on-going COVID pandemic. The impact of the lockdown from March was paused delays in recruitment and building programmes.
- 3.9. On 10 December 2020, Maree Todd, Minister for Children and Young People, informed Parliament that the joint delivery board had recommended a date of August 2021 for the statutory duty to be reinstated. This recommendation is now with ministers and COSLA leaders. We await confirmation of this implementation date.
- 3.10. The Minister also informed Parliament of the introduction to legislation on expanding full implementation of revised deferral eligibility in 2023 and we await further details on this.
- 3.11. The Scottish Government's entitlement to a funded Early Learning and Childcare place is the term following the child's 3rd birthday.

4. Admissions Policy

- 4.1. The Council approved 'early access for 3 year olds' in March 2019 and this has been fully implemented since August 2019. Across the Council area, children can commence free early learning and childcare provision from the Monday following their 3rd birthday.
- 4.2. The current admissions policy has a closing date of the end of February each year which enables parents/carers to have their child's place confirmed no later than May of each year. In addition, closing dates for 'Early Entry to Primary School' and 'Deferred Entry from School' will be 20 January. Late applications received after the closing date are considered on a monthly basis. Direct contact on any admissions

enquiry now sits with the Early Years Manager and ELC Lead Locality Officers as part of a strategy to support effective communications.

- 4.3. Views were sought from parents/carers on the revised Policy. The current consultation was undertaken from October 2020 and concluded in November 2020. 373 individual responses were received from parents/carers, 104 from individual staff employed in Local Authority Establishments, 80 Local Authority Establishments and 43 from Funded Providers. It was noted that responses from establishments and funded providers reflected the opinions of their parents and staff. Responses were received from parents with children aged birth to five years and a range of opinions from those who attend local authority, funded providers, childminders, parent and toddler groups, playgroups and also parents who are not currently using any ELC provision. Responses were also received from a number of Grandparents and Parents who are yet to use early learning and childcare provision. It is worth noting that responses were received from all postcode areas of the Council.
- 4.4. Some of the main points raised by parents/carers in the consultation exercise will be taken forward and implemented from March 2021 and include the following:

Parents who wish their child to attend 38 weeks	59%
Parents who wish their child to attend more than 38 weeks up to 50 weeks	25%
Parents who wish their child to attend 52 weeks	16%
<ul style="list-style-type: none"> 64% of Parents confirmed that they would choose a minimum of 6 hour sessions no matter the provision for their child with 36% noting a range of options of full days or am/pm sessions between a minimum of a 4 hour session with up to 10 hour session. 61% strongly confirming the need for greater flexibility and accessibility 88% of Parents believe 'blended childcare' for children should be between two provisions, e.g., nursery class and funded provider or childminder and that one learning plan should be agreed between the two providers 	

- 4.5. There was overwhelming support and very positive feedback from Parents whose children are benefiting from 1140 hours early learning and childcare and the positive benefits for their children. They also confirmed the level of support this provides for working families, those engaged in training/study and those seeking employment.
- 4.6. Parents and staff were unanimous that all early learning and childcare provision must be of the highest quality and meet the needs of all children

5. Proposals

- 5.1. The proposed admissions policy is outlined in Appendix 1.
- 5.2. The admissions policy priorities will be used for the allocation of all early learning and childcare places. Once all places are allocated, particular patterns of sessions are then matched wherever possible and should address options for increased flexibility. Where there are too many requests for the preferred sessions than places available, a ballot will be held in line with agreed procedures.

- 5.3. In relation to the proposed priorities for allocation of additional hours, a number of Local Authority Early Learning and Childcare establishments may be able to offer additional hours on a paid basis or to children who fall within the Council's exemption criteria, if they have sufficient places and staff. The charge to parents and/or carers for this service is detailed within the Council's Nursery Fees Policy.

Additional hours will be allocated in accordance with the following priorities:

Category 1	All Priority 1 children
Category 2	Children whose parents and/or carer are in employment or education and those exempt for charges
Category 3	All other children

- 5.4. In terms of delivering 1140 hours of early learning and childcare there will be a range of options available for parents/carers to enable them to choose a term time 38 weeks or provision up to 52 weeks per year.

Week and hours	Sessions
• 38 week (term time) provision	• 5 sessions of 6 hours per day.
• 48 week 23 hours 45 minutes per week	• 5 sessions of 4 hours 45 minutes
• 50 week 23 hours per week	• 5 sessions of 4 hours 40 minutes
• 52 week 22 hours per week	• 5 sessions of 4 hours 25 minutes

Funding can also be used for a full day pattern of a maximum of 10 hours per day. Some examples are as follows:

Week and hours	Sessions
• 48 week 23 hours 45 minutes per week	• 2 full days of 9 hours 30 minutes and one session of 4 hours 45 minutes
• 50 week 23 hours per week	• 2 full days and one session of 3 hours
• 52 week 22 hours per week	• 2 full days and one session of 2 hours

- 5.5. Deferred entry to Primary School

If a parent and/or carer applies for deferred entry to primary school for their child they may be able to access an additional year of funded Early Learning and Childcare.

- 5.6. This will only be considered where either of the following apply:-

- children whose 4th birthday falls in the January or February of the year they are due to start primary school. These children are considered returning children.
- when parent/carers wish to be considered for deferred entry for their child where the 4th birthday falls between August and December their application will be considered by an Admissions Scrutiny Group.

6. Employee Implications

- 6.1 In order to meet the requirements of the Act and ensure greater flexibility in future options of service delivery, the bi-annual review of the admissions policy, Education Resources will continue to engage with parents/families to assess how best to deliver 1140 hours of early learning and childcare for all eligible children.

7. Financial Implications

- 7.1. The Nursery Charges Policy will apply to the allocation of nursery places where applicable and will reflect inflationary increase.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no climate change, sustainability and environmental implications arising from this report.

9. Other Implications

- 9.1. The main risk associated with this report in taking forward the legislative requirements in the Children and Young People (Scotland) Act at this stage is that we still await further additions to the legislation.

To mitigate the risk, a further evaluation on the impact on the new legislation and the eligibility criteria to determine affordability and sustainability will be monitored.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report introduces an amendment to the existing Admissions policy. Since it highlights the proposed expansion of free early learning and childcare provision, an equality impact assessment will be undertaken prior to the Council's full implementation in August 2021.
- 10.2. Consultation involved an on-line consultation for all stakeholders as well as focus discussions with identified groups.

Tony McDaid,
Executive Director (Education Resources)

23 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

- Education Resources Committee – 10 December 2019
- Education Resources Committee – 6 February 2018
- Executive Committee – 28 February 2018

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Stewart Nicolson, Head of Education

Ext: 4475 (Tel: 01698 454475)

E-mail: stewart.nicolson@southlanarkshire.gov.uk



Education Resources
South Lanarkshire Council Early Learning and Childcare Admissions Policy 2021

<i>Current Policy Children aged 0-3 years</i>	<i>New Proposed Policy Children aged 0-3 years</i>	<i>Current Policy Children aged 3-5 years</i>	<i>New Proposed Policy Children aged 3-5 years</i>
<i>Priority 1</i>	<i>Priority 1</i>	<i>Priority 1</i>	<i>Priority 1</i>
Children affected by Abuse Children with additional support needs Looked after and Accommodated Children from birth up to 2 years old Children who at any time from the age of 2 years have been a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the home <i>All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment</i> *2 year olds as required by relevant legislation from time to time applying		Children affected by Abuse Children with additional support needs Children who at any time have been a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the Home <i>All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment</i> as required by relevant legislation from time to time applying	

Current Policy Children aged 0-3 years	New Proposed Policy Children aged 0-3 years	Current Policy Children aged 3-5 years	New Proposed Policy Children aged 3-5 years
Priority 2	Priority 2	Priority 2	Priority 2
New applications		Children in their pre-school year – new applications Deferred entry children Aug/Dec - approved Transfer application pre-school year children • change in circumstances	• those not receiving their first choice of provision
Priority 3	Priority 3	Priority 3	Priority 3
Transfer applications • change in circumstances	• those not receiving their first choice of provision	Transfer applications ante-pre-school year • change in circumstances	• those not receiving their first choice of provision
Priority 4	Priority 4	Priority 4	Priority 4
Transfer applications – parental choice		Transfer application pre-school year children - parental choice Transfer applications ante-pre-school year – parental choice	
Priority 5	Priority 5	Priority 5	Priority 5
All children resident outwith South Lanarkshire Council who are within a catchment area of a primary school within the Council Area		All children resident outwith South Lanarkshire Council who are within a catchment area of a primary school within the Council Area	
	Priority 6		Priority 6
	All children resident outwith South Lanarkshire Council		All children resident outwith South Lanarkshire Council

The allocation of any place within an early learning and childcare establishment must be allocated using the following policy.

Additional Hours Allocation Criteria

Category 1	All Priority 1 Children
Category 2	Children whose parents and/or carer are in employment or education and those exempt for charges
Category 3	All other children

- Priorities 1-5 are children who are resident within South Lanarkshire Council Area and those children who are catchment pupils for a South Lanarkshire Council Primary school
- All children (non SLC primary school catchment children) residing outwith the Council no matter the circumstances are considered priority 6
- Eligible children will have access to Early Learning and Childcare regardless of age, gender, race, religion or need.
- Early Learning and Childcare will be provided on a non-denominational basis.
- Securing a place in a school nursery class does not guarantee a primary school place within the same primary school
- Children deferring entry from Primary 1 January and February birthdays Council are considered returning children
- Children deferring entry from Primary 1 August to December birthdays who have been approved for a deferred year of funding are considered returning children
- Additional hours are only considered once all eligible children have been allocated their entitlement Transfer applications no matter when received will only be applicable within one academic year.
- Siblings and multiple birth families will be offered the same pattern of attendance/Session within the same nursery.
- All applications from parents for Cross Border funding will be considered by the Cross Border Funding Protocol Admissions Group
- Blended models agreed between two providers

Report

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Education Resource Plan: Quarter 2 Progress Report 2020-21
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide the Education Resource Plan Quarter 2 Progress Report 2020-21, for the period 1 April 2020 to 30 September 2020

2. Recommendations

2.1. The Committee is asked to approve the following recommendations:-

- (1) that the Education Resource Plan Quarter 2 Progress Report 2020-21 as summarised in paragraph 5.2.. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that the areas for improvement and associated management actions as detailed in paragraph 5.4. of this report, be noted; and
- (4) that the additional scrutiny of reporting the updated status of those measures identified as 'report later' at Quarter 4 2019-20, as summarised in paragraph 5.5. and detailed at Appendix 3 of this report, be noted.

3. Background

3.1. The Education Resource Plan 2020-21 was approved by this Committee on 18 August 2020 and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2020-21.

3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the council's performance management arrangements and provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the Priorities set out in the Council Plan Connect 2017-22.

3.3. As Elected Members are aware, due to the Covid 19 pandemic, the council was forced to suspend or reduce a number of services that could not be continued in full due to government advice, including adhering to physical distancing requirements for residents and for staff. The council was also obliged to redirect resources so that it could deliver vital new services and supports for individuals, communities and businesses. There has been an inevitable impact on performance in some areas.

4. Resource Objectives 2020-21

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect Priorities in 2020-21. These are detailed at Appendix 1.

5. Quarter 2 Progress Report 2020-21

- 5.1. Progress against all Resource Plan measures is contained in the Quarter 2 Progress Report 2020-21, attached as Appendix 2. This report has been produced from the council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

Status	Definition
Blue	Project complete
Green	The timescale or target has been met as per expectations
Amber	There has been minor slippage against timescale or minor shortfall against target
Red	There has been major slippage against timescale or major shortfall against target
Report later	The information is not yet available to allow us to say whether the target has been reached or not. This will be reported when available
Contextual	Included for 'information only', to set performance information in context

- 5.2. Measures which are classified as 'red' are considered in detail at section 5.4. of this report. To ensure adequate scrutiny of performance across all Resources, the council's Performance and Review Scrutiny Forum may consider 'red' and/or 'amber' measures at a future meeting.

The overall summary of progress to date is as follows and performance should be considered in the context of the impact of responding to Covid:

Status	Measures			
	Statistical	Project	Total	%
Blue	0	0	0	0.0%
Green	4	27	31	67.4%
Amber	3	1	4	8.7%
Red	0	0	0	0.0%
Report later/Contextual	11	0	11	23.9%
Totals	18	28	46	100.0%

(Data correct as at 18 November 2020)

- 5.3. Key achievements in the period from April to September (Qrt 2) 2020-21, are noted below:

5.3.1.

Connect Priority	Ensure communities are safe, strong and sustainable
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	Over 2,000 staff attended the remote awareness-raising sessions on Attachment in May with others being rolled-out during 2020/21 to ensure staff are fully aware of their role in providing safe and supportive environments for learners.

Support children and young people to develop their skills for learning, life and work	A total of 3,239 young people left school in South Lanarkshire in 2018-2019. The South Lanarkshire School Leaver Destination Rate (SLDR) was 95.7% and this performance measure is above the national rate for the 5 th consecutive year.
Ensure inclusion and equality are at the heart of what we do	A 'climate change' strategy group has been established and is engaging with young people on identifying sustainability and climate change ideas that matter to them and to plan for a young person's conference to align with CPO26 (Nov 2021).

Connect Priority	Promote sustainable and inclusive economic growth and tackle disadvantage
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Hamilton Grammar school received two awards for the work of young people in the Young Enterprise Scotland Awards, namely; <ul style="list-style-type: none"> • People's Choice Award • Social Impact Award
Support children and young people to develop their skills for learning, life and work	Through the equity agenda schools have developed a position statement on the cost of the school day to help alleviate unintended consequences, which limits or inhibits participation in supporting learning and the involvement of families in activities.

Connect Priority	Get it right for children and young people
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	The Staff Learning Centre website was created in June 2020 to support continuity of learning. Webinars and resources for digital learning for teachers and staff which are dynamic and responsive to their needs in order to expand the potential of remote learning are now available.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	In July 2020, 3,500 Chromebooks and 750 mobile devices were distributed to schools to support families to help remove some barriers to digital learning. Further procurement will be made in the next quarter.
Ensure inclusion and equality are at the heart of what we do	Woodhill ELC, Kirkmuirhill opened on Monday 14 th September 2020.
Improve health and wellbeing to enable children and families to flourish	Trinity High school achieved an MB Quality Mark Award for their work in Nurture. They are the first Secondary in Scotland and the UK to be re-accredited for this work and for the difference this is making to the lives of many young people and they have shared this best practice with other schools.

Connect Priority:	Improve health, care and wellbeing
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	The Educational Psychology Service developed guidance to support positive health and wellbeing during the period of post COVID recovery- <i>Supporting Mental Health and Wellbeing through transition, reconnection and recovery: an attachment informed approach</i> . A short film can be accessed via the link below: https://youtu.be/bhsJHUiRV8k
Ensure inclusion and equality are at the heart of what we do	513 young people achieved a range of awards through Youth, Family and Community Learning programmes.

5.3.2. In addition to working towards these Priorities, we recognise that the Council will continually aim to improve and ensure effective and efficient use of resources, and that business will be conducted with integrity and transparency and will operate to the highest standards. In order to monitor and report progress against these values, Resource objectives have also been identified under the heading Delivering the Plan and Achieving Best Value.

5.4. Areas for improvement
There were no measures classified as 'red'.

However, it is worth highlighting that the work of the Council and the efforts of teachers and staff in schools to support children and young people from when schools re-opened in August 2020 has been remarkable and deserves to be recognised.

5.5. Report later
Measures in the quarterly progress report which are not red, amber or green can be assigned a status of 'report later' or 'contextual'. Of the 29 measures identified in those categories at Quarter 4 2019-20, 23 are Local Government Benchmarking Framework indicators, for which the 2019-20 results will not be published until February 2021. Progress on many of the measures was adversely affected by the Covid crisis. The updated status and explanatory narrative relating to the remaining six 'report later' measures is detailed at Appendix 3.

6. Employee Implications

6.1. The objectives noted within the Resource Plan inform the Service Action Plans, where applicable, and in turn the Performance Appraisal process for individual employees.

7 Financial Implications

7.1. The objectives within the Resource Plan are reflected in the respective annual Resource Revenue and Capital budgets and, longer term, within the framework of the council's approved Financial Strategy.

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no climate change or environmental implications as a result of this report.
- 8.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

9. Other Implications

- 9.1. The Community Plan 2017-27 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.
- 9.2. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.
- 9.3. The Resource Plan takes into account Resource responsibilities in relation to sustainable development and climate change.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. Many of the actions detailed within the Resource Plan reflect ongoing strategies and policies which will be or have been the subject of consultation and equality impact assessment.

Tony McDaid
Executive Director (Education Resources)

11 January 2021

Link(s) to Council Values/Priorities

- The Resource Plan has been structured upon the Vision, Values and Priorities in the Council Plan Connect 2017-22

Previous References

- Education Resources Quarter 2 Progress Report 2019-20: 10 December 2019

List of Background Papers

- Council Plan Connect 2017-22 –Executive Committee on 8 November 2017 and approved by the full Council on 6 December 2017: mid-term review of Connect endorsed by the Executive Committee 24 June 2020
- Education Resource Plan 2020-21 –Education Resources Committee 18 August 2020

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Des Dickson (Education Operations Manager)

Ext: 4495 (Tel: 01698 454495)

E-mail: des.dickson@southlanarkshire.gov.uk

Education Resource Objectives 2020-21

Council Priority	Resource Objective
Ensure communities are safe, strong and sustainable	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Support children and young people to develop their skills for learning, life and work • Ensure inclusion and equality are at the heart of what we do
Promote sustainable and inclusive economic growth and tackle disadvantage	<ul style="list-style-type: none"> • Raise standards in literacy, numeracy and close the poverty-related attainment gap • Support children and young people to develop their skills for learning, life and work
Get it right for children and young people	<ul style="list-style-type: none"> • Raise standards in literacy, numeracy and close the poverty-related attainment gap • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do
Improve health, care and wellbeing	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do

Education Resources

improve

Resource Plan

Performance Report 2020-21

Quarter 2 : April 2020 - September 2020

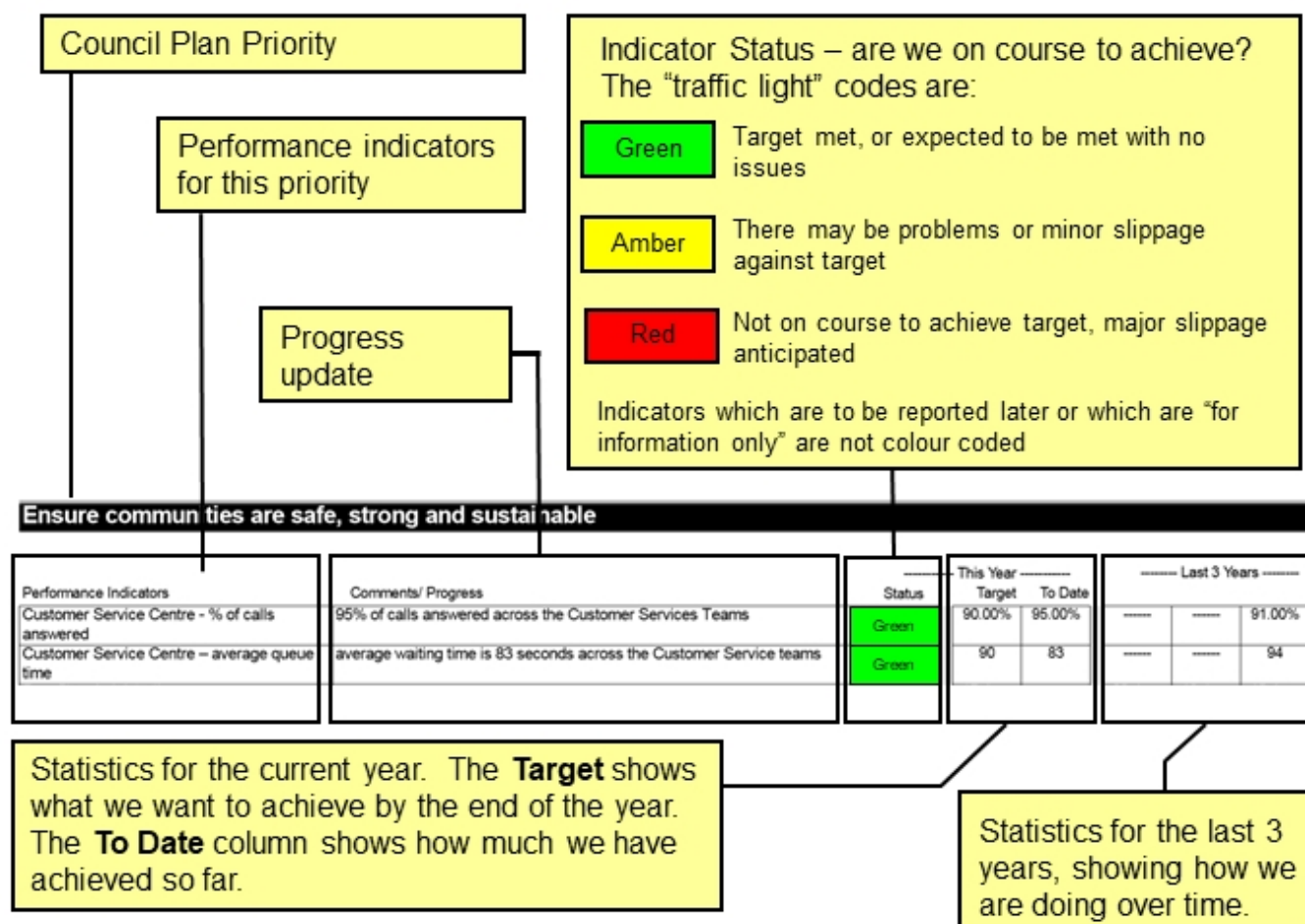
(This represents the cumulative position to September 2020)

Summary - number of measures green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Green	Amber	Red	Report later / Contextual	Total
Promote sustainable and inclusive economic growth and tackle disadvantage				4	4
Get it right for children and young people	3	3		7	13
Improve health, care and wellbeing	1				1
<i>Ensure communities are safe, strong and sustainable</i>					
<i>Delivering the plan and achieving best value</i>					
Total	4	3	0	11	18

Guide to the Performance Indicators report

Each of the performance indicators is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented.



Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Percentage of schools able to stay open after the re-start in August 2020	All schools have remained open from the re-start in August until the end of Quarter 2.	Green	100.0%	100.0%	0.0%	0.0%	0.0%
Improve the attendance of children and young people at school	The overall attendance rate for Primary, Secondary and ASN schools in session 2020/21 as at 11 September 2020 was 91.9%. This must be considered in the context of the ongoing Covid-19 crisis.	Green	93.1%	91.9%	93.4%	92.8%	92.9%
Increase the % attendance of looked after children	The overall attendance rate for Looked After Children in Primary, Secondary and ASN schools in session 2020/21 as at 11 September 2020 was 87.9%. This must be considered in the context of the ongoing Covid-19 crisis.	Green	89.7%	87.9%	89.9%	90.9%	89.6%
Reduce the number of exclusions (openings per 1,000 pupils) of care experienced children and young people	Report to be provided at Quarter 4.	Report Later		-----			
Reduce the number of exclusions (openings per 1,000 pupils) of children and young people in all schools	Report to be provided at Quarter 4.	Report Later		-----			
Percentage of pupils gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	64.4%	-----	64.4%	63.8%	64.9%
Percentage of pupils gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	36.7%	-----	36.2%	36.7%	37.2%
Numbers of learners who achieve the Curriculum and Excellence levels	Data not collected for 2019/20. The next data collection is scheduled for June 2021.	Report Later	-----	-----			

Support children and young people to develop their skills for learning, life and work

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Percentage of pupils entering positive destinations	Report to be provided at Quarter 4.	Report Later	95.0%	-----	95.8%	96.4%	95.7%

Get it right for children and young people**Support children and young people to develop their skills for learning, life and work**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Increase the numbers of young people involved in the Foundation Apprenticeship Scheme at National 4/National 5 level by June 2021	Report to be provided at Quarter 4.	Report Later	-----	-----			
Increase the uptake of young people on work-based learning through the GradU8 programme by June 2021	<p>Prior to Covid the youth employability team had secured over 1000 places on GradU8 for senior phase pupils across a wider subject choice and had developed a new timetable model to allow increased take up.</p> <p>However to achieve physical distancing in colleges and allow young people to safely take part it was necessary to reduce the courses offered and places available. In October 488 young people started on the programme.</p>	Amber		-----			
Number of young people taking up the offer of foundation apprenticeships	<p>Due to the challenges around Covid-19 and limits on the numbers of young people able to attend college due to physical distancing the delivery South Lanarkshire Foundation Apprenticeship (FA) consortium programme was moved from college to newly established hubs in South Lanarkshire Council schools. This reduced the capacity of the programme but allowed those young people who took up the option to be taught in-person without the need for blended learning. 180 young people started the programme in October.</p> <p>The Glasgow FA consortium programme, which South Lanarkshire pupils can access is delivered online for 2020/21 due to the challenges around Covid. 154 pupils commenced in October 2020.</p>	Amber					
Number of young people taking up the offer of work-based learning and qualifications through the GradU8 programme	488 young people started on GradU8 in October 2020. All young people are working towards qualifications at SCQF level 4 or 5 including a pilot delivery of the new Level 4 /5 Foundation Apprenticeship in construction which is being delivered as part of the GradU8 programme. The number of starts is less than the target due to the impact of covid-19 which has reduced the number of spaces available in order to achieve physical distancing within colleges.	Amber					

Raise standards in literacy, numeracy and close the poverty-related attainment gap

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	46.0%	-----	0.0%	0.0%	0.0%
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	20.0%	-----	0.0%	0.0%	0.0%

Improve health and wellbeing to enable children and families to flourish

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Reduce the gap for positive destination outcomes for care experienced young people	Report to be provided at Quarter 4.	Report Later	4.0%	-----	8.0%	6.4%	4.1%

Support children and young people to develop their skills for learning, life and work

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	Report to be provided at Quarter 4.	Report Later	3.1%	-----	3.5%	3.2%	2.7%

Improve health and wellbeing to enable children and families to flourish

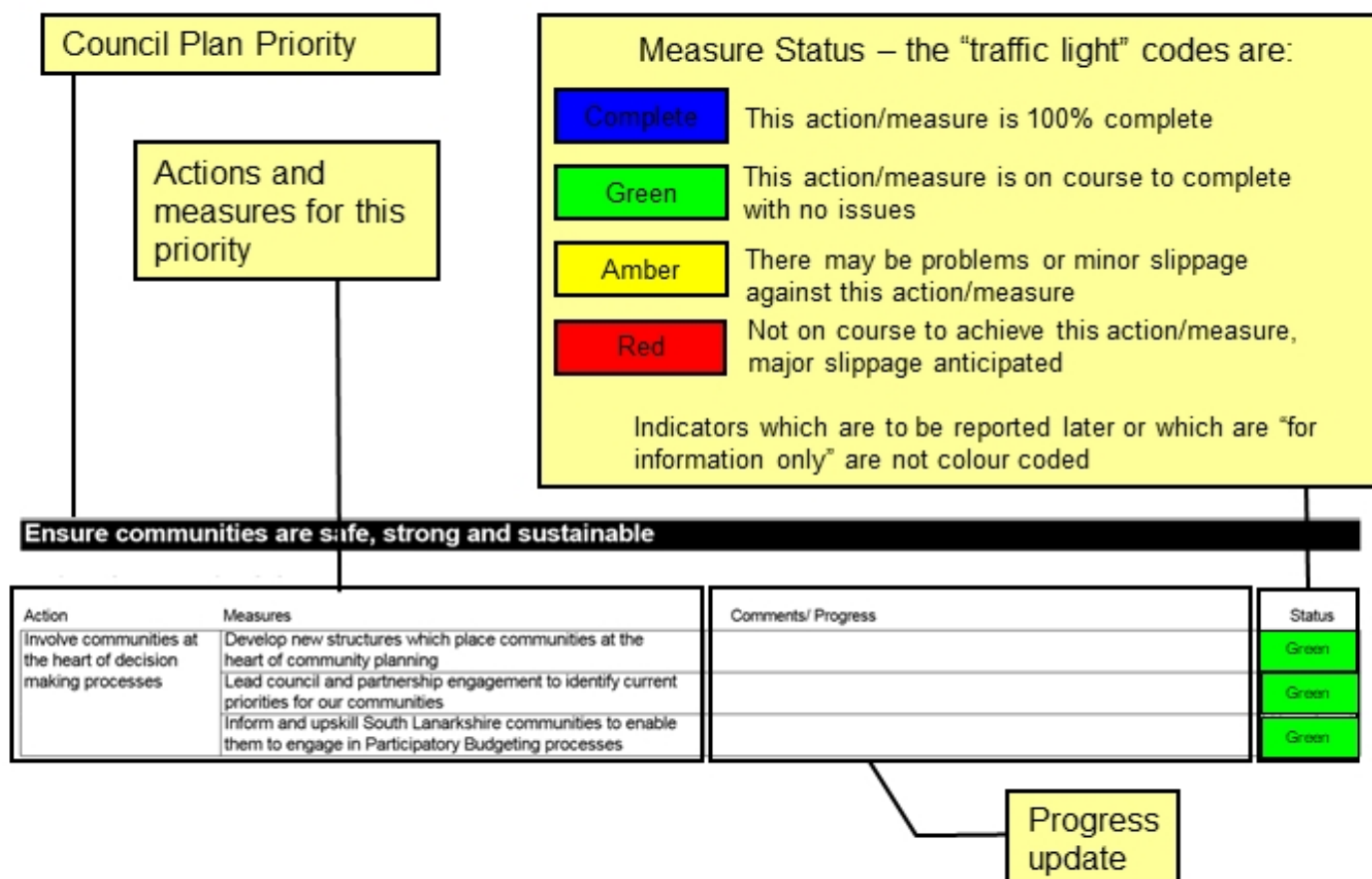
Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2017/18	2018/19	2019/20
Numbers of young people participating in and benefitting from nurturing programmes	<p>An audit was undertaken at the end of August 2020 within schools in South Lanarkshire. Results showed that as at the end of Quarter 2, 318 young people were participating and benefitting from nurturing programmes within South Lanarkshire.</p> <p>This is a new measure for 2020/21 and will set the benchmark for measuring future performance.</p>	Green	-----	318.0	0.0	0.0	0.0

Summary - number of measures complete, green, amber and red under each Council Plan Priority / Theme

Council Priority/ Theme	Complete	Green	Amber	Red	Report later	Total
Promote sustainable and inclusive economic growth and tackle disadvantage		6	1			7
Get it right for children and young people		13				13
Improve health, care and wellbeing		6				6
Ensure communities are safe, strong and sustainable		2				2
<i>Delivering the plan and achieving best value</i>						
Total	0	27	1	0	0	28

Guide to the Performance Measures report

Each of the performance measures is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented.



Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
--------	----------	--------------------	--------

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Continue to raise attainment in literacy and numeracy across learning in the Broad General Education and in the Senior Phase	Provide support, guidance and challenge to schools through training, sharing of best practice and through the development of self-improving networks	<p>All establishments were provided with a Local Authority Recovery Guidance Framework for blended learning in June and for a full return in August. These documents covered both operational guidance and a framework for curriculum planning and support for classroom teachers to plan for Learning, Teaching and Assessment.</p> <p>A consultation process took place with schools within which individual establishments were asked to consider their own recovery plans. The consultative group consisted of Head Teachers who were able to provide a perspective informed by national discussion and from a variety of school contexts.</p> <p>The School Improvement Plan was revised to take account of recovery advice and schools submitted their recovery plans under three main headings of: Continuity of Learning, Equity and Health & Wellbeing. Three Curriculum & Quality Improvement Service (CQIS) Boards have now been established under the same headings to support the work of schools in these areas. The Boards are the main vehicles for decision making and formulating policy around Lead Officer workstreams. They will act as a safeguarding vehicle to make sure the direction of travel is clear and joined up and inform the strategic direction of Education Management Team.</p> <p>Schools have submitted a Learning Community return outlining their plans for Continuity of Learning should they be required to return to either a blended or full time model of working from home in line with the South Lanarkshire Council definition of Continuity of Learning as follows; continuation of educational experience in the event of an individual or group self-isolation absence in response to instruction from NHS Lanarkshire. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more learners. A set of guiding principles were issued to schools to support their own framework in order to respond to individual or group self-isolation.</p> <p>School leaders have responded confidently to the needs of their school community and are well placed to react to any change with the support of the CQIS.</p>	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Take forward Curriculum for Excellence in schools and establishments	Provide professional learning activities which support learning and teaching in line with the National Improvement Framework and which will deliver better outcomes for learners	A recovery focussed programme of learning and teaching professional learning continues to evolve to meet need. This work is led by a Lead Officer with an appropriately focussed remit. All of the work of the Curriculum & Quality Improvement Service (CQIS) team is aligned to the National Improvement Framework (NIF) drivers but is currently focussed on recovery.	Green
Progress implementation of a consistent tracking, monitoring and reporting system across ASN provision	Assess the attainment of children and young people in ASN provision through the tracking and monitoring system to effect improvement	Working Group has identified a specific, bespoke and unique IT system that measures ASN Individual Milestones, pre Early to Third level, with an evidence bank and a bolt on option across the whole ASN estate. This system was presented to the Education Management Team, 16 September 2020, and has been agreed and will now go to procurement for checks. This will allow equity and Equality across the ASN estate for measuring progress.	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Continue to explore the roll-out of remote/distance learning and virtual learning environments to improve learning outcomes	Ensure schools have access to appropriate support to access and develop new digital technologies to support learning	<p>The Staff Learning Centre website was created in June to support continuity of learning. A large section of this site is devoted to digital support. A number of webinars and resources for digital learning have been made available for colleagues in schools to access. There is weekly training, help guides, instruction booklets and advice for using different platforms. This is regularly updated based on requests for support from teachers across the authority.</p> <p>In July South Lanarkshire Council made a successful bid to Scottish Government to support their digital inclusion agenda and received over £1.4m. This has resulted in the planned procurement of over 3,500 Chromebooks, 750 mobile devices to access the internet and the recruitment of a member of staff to support families by removing barriers to digital learning. Almost all of these Chromebooks have been distributed to schools who are linking directly with families and all current requests for mobile internet access have been met.</p> <p>The next steps after priority requests have been met, is to widen access across South Lanarkshire Council to ensure all pupils can access suitable digital devices to carry out learning at home.</p>	Green
Deliver on the legislative actions in the Learning Together Action Plan	Provide opportunities for parents/carers to be active participants in their children's learning	The Parental Involvement and Engagement Strategy provides examples of how parent/carers support children's learning. With the current pandemic support is being provided through digital engagement as families are not able to visit schools or nurseries.	Green
	Take forward the learning community model of engagement with parents/carers in line with the Parental Involvement Strategy (SLC 2019)	The Parental Involvement and Engagement Strategy focuses on the importance of the health and wellbeing and attachment and these are the core focus of schools and nurseries at present.	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Use digital technology to reach and engage with parent councils/forums	Establish 4 on-line forums for parent council/forums on a locality basis to support a more inclusive approach of engagement	Over 100 parents/carers have attended the locality based on-line Q&A meetings with the Executive Director with another planned for December 2020.	Green
Ensure the requirement by the General Teaching Council for Scotland's professional, review and development and professional update is met	Continue to ensure professional, review and development and professional update takes place in all schools in line with GTCS standards	The General teaching Council have extended the 2019-2020 update submission date to December 2020.	Green

Ensure inclusion and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Implement the delivery of 1140 hours early learning and childcare in line with the revised Scottish Government timetable for 2020-21	Restart of the 1140 hours early years and childcare capital programme line with Scottish Government expectations in partnership with council services	Allocation of admissions for eligible 2-5 year olds has delivered 83% of eligible children receiving 1140 hours. Recruitment of staff for the 1140 has been achieved. All eligible children attending funded providers are receiving 1140 hours funding. 45% of the Scottish Government target for eligible 2 year olds has been achieved. The first of the new builds - Woodhill opened 14 September 2020. Glengowan Nursery Class, Milburn Kirkstyle and Rooftop are on target to open during Quarter 3.	Green

Get it right for children and young people**Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Implement the delivery of 1140 hours early learning and childcare in line with the revised Scottish Government timetable for 2020-22	Engage with partner providers to further support the roll-out of 1140 hours of early learning and childcare and to meet the needs of communities	<p>Procurement process completed. 108 funded providers. Funding planned and delivered every 4 weeks in advance. Programme of support including COVID support, training and development being delivered.</p> <p>All children attending funded providers receiving 1140 hours free Early Learning and Childcare.</p>	Green

Get it right for children and young people**Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Engage with children and young people to empower them to influence and contribute to policy and guidance that impacts on them	Provide opportunities for children and young people to be actively engaged in activities that empower them to influence and shape policy and guidance	<p>To ensure that the views of South Lanarkshire's young people are fully represented both locally and nationally, South Lanarkshire Youth Council (SLYC) and Members of the Scottish Youth Parliament (MSYP) have continued to participate in a range of activities through platforms such as Zoom.</p> <p>SLYC chair has hosted monthly board meetings with members looking at a wide range of issues that affect young people.</p> <p>SLYC chair in partnership with YFCL staff has chaired weekly meetings to involve members in looking at a refresh of South Lanarkshire's Youth Strategy to make sure it is currently viable to the needs of young people and changed to reflect current needs. This process has been informed by the Youth Survey and the views of 286 participants.</p> <p>SLYC and MSYP members supported the development and distribution of the Psychological Services COVID 19 survey resulting in 1563 S1-S6 pupils responding.</p> <p>464 young people engaging through the summer childcare provision developed their understanding of influencing and shaping through exploring and agreeing the wide and diverse programme that they participated in.</p> <p>Digital technologies such as Instagram and Facebook were explored to develop methods of engagement with young people and to promote and participate in opportunities.</p> <p>Approximately 5000 food and activity bags were distributed to vulnerable learners and families across the authority during Quarter 1 and Quarter 2, and the contents were determined through consultation and discussion with those learners and families to ensure it was appropriate for needs.</p>	Green

Get it right for children and young people**Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Consolidate and extend the range of vocational programmes designed to support the learner journey	Provide opportunities for young people to receive accreditation through Youth, Family and Community Learning programmes by June 2021	<p>During the periods of restriction and particularly during the initial lockdown period research was undertaken to expand the range of awards that we support and how best to implement these.</p> <p>Toolkits developed by Youth Scotland to encourage young people to engage with Hi5, Dynamic Youth and Youth Achievement Awards at home were distributed.</p> <p>Duke of Edinburgh participants were encouraged to continue with their volunteering, physical and skills sections. In some cases, participants have had to change their plans to activities that can be done in or around their own homes. Since 23 March 2020 there have been 36 Bronze, 16 Silver and 10 Gold awards have been completed and a total of 96 participants.</p> <p>Overall, despite the multiple barriers as a result of the pandemic a total of 513 young people and adults benefitted from achieving a range of accredited awards including SQA Core Skills in ICT, HI-5 awards, Dynamic Youth Awards, Youth Achievement Awards, and Duke of Edinburgh awards. From this 418 learners in total gained an accredited Dynamic Youth or HI-5 award through the 'summer sessions' programme outlined below. The impact of recognition of achievement sees improvement in self-esteem and self-belief in learners and raises aspirations.</p>	Green
Take forward with schools the Developing Scotland's Young Workforce actions	Implement the actions in the Developing Scotland's Young Workforce report designed to improve outcomes for learners on a school by school basis	Provision for vocational qualifications to be increased further, either as direct providers or as part of bespoke programmes such as Foundation Apprenticeships, Senior Phase Curriculum, GradU8, Aspire & RISE – ongoing work with Youth Employability, Skills Development Scotland and colleges to support young people in these areas and with any possible Covid-19 measures affecting delivery/participation.	Green

Improve health, care and wellbeing**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Continue to support the reopening of schools/establishments in line with Scottish Government and Public Health guidance	Deliver safe environments for the new session in August 2020, and beyond, by completing a dynamic review of risk assessments and safe systems of work, and putting in place hygiene and cleaning practices in partnership with council services	Risk assessment and safe systems of work have been introduced to all education establishments. They follow government guidance and we have had full consultation with our trade union partners. They have also been agreed by our corporate health and safety team. Each head of establishment has adapted the risk assessment for their own establishment and published this on their website. We have reviewed the risk assessment and safe systems of work following further guidance from the government and the updated documents are currently with our trade union partners for comment before being reissued to all heads of establishment.	Green

Ensure inclusion and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Continue to roll-out awareness raising and training to support the implementation of the Attachment strategy	Deliver further awareness raising and training on attachment, to achieve a consistent approach and to ensure children and young people feel schools and establishments are safe and supportive environments by May 2021	The Psychological Service delivered remote awareness-raising sessions within learning community meetings to all heads of establishments in May 2020. They also delivered remote awareness raising sessions to practitioners in June 2020. These sessions were attended by over 2000 staff. Level 1 attachment training is now written and ready for implementation. Following feedback, the Level 1 training will be delivered to all schools either in November or the February inset days. This is a wider timescale than was initially planned, but offers schools flexibility given the impact of Covid-19 and the demands placed on them.	Green

Improve health, care and wellbeing**Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Further embed the principles of attachment and resilience across establishments and with families to support the care and wellbeing of learners	Continue to promote and share best practice on attachment to support and build the resilience of learners	The Psychological Service produced attachment informed recovery guidance which has been distributed to all primary and secondary schools.	Green

Improve health, care and wellbeing**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Progress review of Getting it Right for Every Child multiagency planning processes	Ensure child protection and wellbeing practices are being applied consistently in schools and settings to help deliver positive outcomes for children and young people	<p>Use of the Wellbeing application and Wellbeing assessments has been fully implemented and consistently applied across key processes within Education Inclusion. This is supporting well informed decision making and delivery of positive outcomes. Protocols are in place with Social Work to transfer child protection information in a timely and secure manner. Multi- agency processes with Police Scotland, NHS Lanarkshire and the voluntary sector provide a robust framework to consider the needs of children in need of support and protection.</p> <p>A survey for all Joint Assessment Team (JAT) meeting participants was created by the Review group and has 100 responses. This will now be analysed. Focused groups are planned for Clydesdale to scope the Clydesdale JAT fully. A summary report will highlight key themes and considerations for actions.</p>	Green

Improve health, care and wellbeing**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Implement Counselling through schools for children aged 10 and over in line with the Scottish Government framework	Assess the impact of the involvement of young people aged 10 and over in the 'counselling service in schools' programme by June 2021	<p>Educational Psychological Services produced South Lanarkshire Framework for the Delivery of Counselling through Schools which was issued to all schools. Quality Improvement Officer (QIO) for Counselling liaised with them to rigorously assess all applications from counselling providers. This is an ongoing process as the application process is still open</p> <p>List of appropriate counselling providers is now in place.</p> <p>QIO researched examples of good practice to produce templates, flowcharts and operational guidance to support schools.</p> <p>Detailed operational guidance and support is due to be distributed to schools during October/November 2020.</p>	Green
Continue to develop approaches to health and wellbeing with a focus on mental health strategies	Assess the impact of health and wellbeing strategies on learners and staff during the recovery phase, in partnership with the educational psychologist team to determine what works well	<p>The service has worked collaboratively to deliver large scale surveys for stakeholders, and summarise and disseminate findings to Education Management Team and stakeholders. The findings have been used to support recovery planning. Over 5000 parents and 3000 children and young people took part. A Head Teacher survey is now planned.</p> <p>A range of advice and guidance has been developed during this period that supports the wellbeing of learners and staff.</p>	Green

Ensure communities are safe, strong and sustainable**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Deliver on the legislative actions in the Learning Together Action Plan	Ensure that the legislative actions in respect of parental involvement and engagement are met to improve support for Parent Councils/groups	Parent Councils are being supported to meet on-line via teams and zoom meetings and to continue to be involved in the appointment process for Head Teachers/Depute Head Teacher posts.	Green

Ensure inclusion and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Embed climate change awareness and sustainability more widely in schools and educational settings	Promote curricular programmes on climate change through Curriculum for Excellence including further engagement with young people to help shape and influence the next steps	A centrally coordinated 'Climate Change' strategy group has been established. Initial next steps have been agreed. A learner participation committee of young people will be created to inform curriculum planning. The committee will promote approaches and activities in schools designed to mitigate the effects of climate change and improve teaching and learning in the principles of climate change. Schools will be required to audit their current curriculum provision of sustainability and climate change and identify next steps and areas for further support. The Curriculum & Quality Improvement Service (CQIS) Sway will signpost initiatives and programmes from partners and third sector organisations to support establishments. In preparation for the climate change conference, COP26 in Glasgow November 2021, scoping activities are underway for South Lanarkshire's schools to engage with a conference of significant international importance, including potential partnerships with universities.	Green

Promote sustainable and inclusive economic growth and tackle disadvantage**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Support vulnerable groups and learners living in deprived areas to help close the poverty related attainment gap taking account of the impact of Covid-19	Assess the impact of pupil equity support for the most vulnerable groups and learners living in deprived areas and report on progress made in terms of closing the poverty related attainment gap	All schools submitted a Pupil Equity Fund (PEF) Profile of Spend for 2019-20 and for 2020-21. These have been analysed and any queries are currently being raised with Head Teachers. All 20 Scottish Attainment Challenge (SAC) schools have submitted their end of year evaluations for 2019-20 and they will be submitted to the Scottish Government 30th October 2020. Support around recovery with regards to equity has been given through the Recovery School Improvement Plan (SIP) documentation, the Equity Post, equity FAQs and through regular contact with schools (phone calls, emails, visits). Updated guidance on the use of staffing through PEF/SAC funding has been revised and disseminated to schools. All schools are altering their PEF/SAC plans to take account of Covid-19 and further Career Long Professional Learning (CLPL) around this will be provided for schools in the coming months, as requested by schools in the recent Equity CLPL consultation.	Green
Increase opportunities for English for speakers of other languages (ESOL)	Provide programmes in local communities to enable learners to develop their language skills	Due to current restrictions in working with adult learners 89 English for Speakers of Other Languages (ESOL) learners across the service continue to be engaged through digital media, including ongoing groupwork through Zoom. 78 participants have reported an improvement in their language skills and 46 feel more able to support their child's learning. A further 57 have reported an increase in their confidence and self-esteem and 46 have improved their social skills.	Green

Promote sustainable and inclusive economic growth and tackle disadvantage**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Take forward actions that will help to address the 'cost of the school day'	Implement actions from the Child Poverty Action Plan which will help to reduce the financial impact on families with sending their child to school	Over 1000 physical resource packs and over 100 sanitary product packs were delivered to our most vulnerable primary pupils during the school closure period. Secondary schools delivered similar packs to secondary pupils. Schools have signposted to Cost of the School Day guidance and supports through the SIP Recovery Plan guidance, @SLCEquity Twitter Feed and through the Equity Post. There is evidence that schools are signposting financial supports and looking at Cost of the School day, e.g. in schools' Twitter feeds and on websites. Digital inclusion has been addressed through the SG IT device scheme with a number of Chromebooks and MI-fi devices being distributed to our most disadvantaged learners. A number of schools are also lending out IT devices in addition to this to further mitigate any digital barriers to learning.	Green
Provide free emergency sanitary products within schools and educational settings	Continue to maintain the provision of free emergency sanitary products for access by young	The provision of free emergency sanitary products for access by young people continues across all schools.	Green

Ensure inclusion and equality are at the heart of what we do

Action	Measures	Comments/ Progress	Status
Deliver a summer programme of activities for children and young people	Provide a 'summer programme' to meet the help reduce food poverty amongst families	During Quarter 2, as part of the Emergency Childcare for key workers, approximately 450 participants accessed the Summer Sessions which ran within 10 locations across South Lanarkshire. Participants had access to free nutritious meals – breakfast, lunch and an afternoon snack. A total of 6229 free meals were provided across the duration of the programme. This encouraged participants to try out healthy food options, as well as, setting a positive impact on their daily eating routines.	Green

Promote sustainable and inclusive economic growth and tackle disadvantage**Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Further develop the employability skills of young people	Continue to build and sustain the strategic partnerships with colleges, universities, business partners to widen the employability opportunities for learners in the senior phase	Provision for wider achievement qualifications are increased by all secondary establishments such as Access to Engineering Academy, NC/HNC dual delivery with Further Education partners - SQA National Progression Award in Criminology taking place with young people from Calderside and delivered virtually, Access to Engineering Academy taking place across 7 schools and again delivered virtually.	Green

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Continue to provide breakfast clubs when safe to do so	Provide breakfast clubs when safe to do so to support families and to help close the poverty related attainment gap	A risk assessment has been completed to restart breakfast clubs , however due to the increase in national and local cases and the impact on close contacts self isolating we have not been able to restart this service. We will continue to monitor the situation and will restart this provision whenever it is safe to do so.	Amber

'Report later' measures

Measure	Comments at Quarter 4 2019-20	Updated status at Q2 2020-21	Updated comments
Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	N/A	HMIE inspection process suspended due to Coronavirus.
Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	N/A	HMIE inspection process suspended due to Coronavirus.
Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	N/A	HMIE inspection process suspended due to Coronavirus.
Proportion of schools receiving positive inspection reports	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	N/A	HMIE inspection process suspended due to Coronavirus.
Develop an action plan for validation/evaluation process for the implementation of the new national standard for Early Learning and Childcare	Process being finalised.	Amber	Due to the delay by the Scottish Government to the implementation of the National Standard, the processes will be finalised this year for implementation in August 2021.
Achieve a 5% reduction in the rate of accidents / violent incidents involving employees by June 2020 and report this rate and	A new on-line health and safety platform is being used to record accident and incidents. The new system is at the early		New data being produced is presented differently and therefore not comparable to previously reported data. Once the training roll out of

Measure	Comments at Quarter 4 2019-20	Updated status at Q2 2020-21	Updated comments
preventative actions to Education Resources Committee	stages of implementation.		the new procedure has taken place and a qualitative review of returns are carried out, updates will be provided to Committee. Work is ongoing to further develop, review, record and report incidents appropriately to ensure that staff are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents.

The 'Report later' status of the following LGBF indicators remains the same. As already reported the data will be published in 2021.

Local Government Benchmarking (LGBF) Indicators	Comment
Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy	These are Local Government Benchmarking Framework (LGBF) indicators. The LGBF results for 2019-20 are due to be published by the Improvement Service in February 2021.
Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy	
Overall Average Total Tariff	
Average Total Tariff SIMD Quintile 1	
Average Total Tariff SIMD Quintile 2	
Average Total Tariff SIMD Quintile 3	
Average Total Tariff SIMD Quintile 4	
Average Total Tariff SIMD Quintile 5	
Percentage of pupils gaining 5 or more awards at Level 5	
Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	
Percentage of pupils gaining 5 or more awards at Level 6	
Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	
Percentage of adults satisfied with local schools	
Percentage of funded Early Years provision which is graded good/better	
Percentage of Pupils Entering Positive Destinations	
Participation rate for 16-19 year olds (per 100)	
School attendance rate	
School attendance rate - looked after children	
School exclusion rates (per 1,000 pupils)	
School exclusion rates (per 1,000 looked after children)	
Cost per primary school pupil	
Cost per secondary school pupil	
Cost per pre-school education registration	

(Data/Information correct as at 18 November 2020)

Report

9

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Update of the Education Resources Risk Register and Risk Control Plan
----------	--

1. Purpose of Report

- 1.1. The purpose of the report is to:-
 - ♦ present an update on the Risk Register and Risk Control actions for Education Resources

2. Recommendation(s)

- 2.1. Committee is asked to approve the following recommendation(s):-
 - (1) that the contents of the Resource Risk Register are noted

3. Background

- 3.1. The Council's Risk Management Strategy, which was reviewed in April 2020, promotes consideration of risk in service delivery, planning and decision making processes. The strategy requires Resources to record and review risks and control actions regularly. Education Resources follows Council guidance in developing, monitoring and updating a risk register on an ongoing basis.
- 3.2. The purpose of the register is to ensure that the Resource is fully aware of its top risks and that these risks are prioritised and controls are in place to eliminate or minimise their impact.
- 3.3. The Resource scores the risks in accordance with the Council scoring mechanism, based on likelihood and impact. This results in risks being scored between one and twenty five (low – very high).
- 3.4. Risks are scored on their inherent score (risk if we do nothing) and their residual risk (risk after applying controls).
- 3.5. The last update of the Education Resources Risk Register was reported to the Education Resources Committee in January 2020.
- 3.6. The Council's top risk register and risk control plan has been reviewed. This work was completed in October 2020.
- 3.7. The Central Risk Management team annually review Resource compliance with the Risk Management Strategy. The outcome of the 2020/2021 review identified that Education Resources achieved 100 per cent compliance, scoring 42 out of a possible 42.

4. Resource Risk Management

- 4.1. Each Resource has a Resource Risk Management Group which has responsibility for the promotion and management of risk.
- 4.2. The Education Resources Risk Management Group continues to meet on a quarterly basis as part of the Resource Health and Safety Partnership Working Group.
- 4.3. The work of the group over the last year has focused on the review and update of the Resource Risk Register and ensuring that the register reflected the Resource planning process.

5. Risk Register

- 5.1. Work has been completed to finalise the review of the Resource Risk Register. This considered risks at both Service and Council strategic levels.
- 5.2. The Resource Risk Register will be monitored on an ongoing basis to allow new risks to be added and for the control measures and scores of the existing risks to be reviewed in light of new information.
- 5.3. Risks can result from internal or external influences e.g. the impact of projected funding cuts or legislative changes.
- 5.4. The development process for the Resource Plan requires a risk assessment process to be undertaken as appropriate, resulting in some actions within the Resource Plan having a corresponding risk identified within the risk register.
- 5.5. The main changes to the register for 2021 are:
 - The introduction of risks associated with the Covid 19 Pandemic
 - Risks associated with the impacts of severe service disruption have increased
 - Risks associated with the national expansion of Early Years provision have decreased
 - Risks associated with pupil : teacher ratios have decreased
 - All risks have been rescored in line with the revised 5x5 risk scoring matrix. The scoring matrix was changed from a 3x3 matrix, following a review of the Council's Risk Management Strategy at the start of the year. The revised 5x5 scoring matrix and definitions for likelihood and impact is shown at Appendix 1.
- 5.6. Risks scored 15 to 25 are considered to be very high risks and risks scored eight to 12 are considered to be high risks. Very high and high risks are monitored closely. The top risks identified for the Resource i.e. those that are residually scored as being very high and high, are attached at Appendix 2.
- 5.7. A clear link has been made to the Council's top risks.
- 5.8. Risks evaluated residually as being medium or low risk will be monitored to ensure that they continue to be adequately managed.
- 5.9. The Committee is asked to note the contents of the Resource Risk Register.

6. Insurance Hotspots

- 6.1. As part of the work that is currently being undertaken in connection with the ongoing Insurance Fund Review, the Council's insurers were approached and asked to carry out an analysis of our claims experience for the last five years for Public Liability, Employers' Liability, motor and property claims, with a view to identifying areas where

a number of similar types of claim or high value claims were originating, through claims reports.

- 6.2. The first stage of the analysis has been completed, and insurers have now been asked to provide their opinion on mitigating measures that can be implemented by the Council to prevent future reoccurrence of the identified insurance hotspot areas. The outcome of this hotspot review will be reported as part of the Insurance Fund Review recommendations.

7. Scope and Appetite for Risk

- 7.1. South Lanarkshire Council aims to be risk embracing, that is it will accept a tolerable level of risk in seeking service efficiencies and in agreeing control measures.
- 7.2. The level of risk facing the Council is measured both before (inherent risk) and after (residual risk) consideration of controls. The Council should never carry a high residual risk exposure as this would indicate instability but a low residual risk exposure should also be avoided as this indicates lack of innovation.
- 7.3. The Council's universal risk tolerance levels were recently updated as part of the review of the risk management strategy this year, with the ideal risk profile defined as:
- ◆ No more than 10 per cent of residual risks at a very high level
 - ◆ No more than 15 per cent of risks at a high level
 - ◆ Around 50 to 60 per cent of residual risks at a medium level
 - ◆ No more than 30 per cent of residual risks at a low level
- 7.4. Table 1 below shows the top risks heat map, i.e. it details the total number of risks for each individual residual risk score. Table 2 below notes the overall risk profile for the top risks.

Table 1 – Top Risks: Heat Map

Likelihood	5 Almost Certain					
	4 Likely					
	3 Possible					
	2 Unlikely					
	1 Rare					
		1 Negligible	2 Minor	3 Moderate	4 Major	5 Catastrophic
		Impact				

Table 2 –Top Risks: Education Risk Profile

Risk Category	Risk Rating	Number of risks	Number of residual risks	Percentage of residual risks
1	Very high	15	3	18%
2	High	2	12	70%
3	Medium	0	2	12%
4	Low			

- 7.5. It should be noted that whilst the profile shown in Table 2 appears outwith the ideal universal risk exposure defined by the Risk Management Strategy, the risks shown relate only to those at the highest level currently being faced by the Resource and do not include low risk numbers, the inclusion of which would bring the profile within that of the Council average.
- 7.6. A direct comparison of risk scores for this year compared to last year is not possible, given the change in the scoring matrix, along with the addition of a new very high risk rating.
- 7.7. Like all parts of the Council, the work of Education Resources has been significantly impacted by the Covid 19 pandemic. This has increased our levels of risk across multiple areas. The Resource has ensured however that all inherent risks scored at a high level have well-informed, costed, practicable and necessary control measures in place. Where further control measures are required, these are included within the Resource risk control plan.

8. Risk Control Actions

- 8.1. There were no risk control actions due for delivery between April and October 2020
- 8.2. Progress with completion of Resource Risk Control Actions is monitored on a monthly basis by the Central Risk Management team. This is also reviewed by the Resource Risk Group.
- 8.3. Any actions to mitigate risks within the Risk Control Plan will be progressed by the relevant officers within Education.

9. Major Projects, Partnerships or Change

- 9.1. Education Resources operates within a number of high level partnerships including those in relation to school transport, early learning and school estate.
- 9.2. Appropriate risk management arrangements are in place for these high level partnerships.

10. Next Steps

- 10.1. The Resource Risk Management Group will continue to meet on a quarterly basis. The risk register will be reviewed on an ongoing basis by the group to ensure that risks remain valid for the appropriate Service areas and to identify new areas of risk that affect the Resource. An update report will be provided to Committee on an annual basis.

11. Employee Implications

- 11.1. Time will be required by the Resource Risk Management Group in the management of the Resource Risk Register and Risk Control Plan.

12. Financial Implications

- 12.1. There are no direct financial implications associated with the Resource's top risks. There are a number of proposed risks which are classified under the heading of financial, including additional costs stemming from Covid-19. Where this is the case, the appropriate controls and actions have been included in the risk control cards and progress will be monitored.

13. Climate Change, Sustainability and Environmental Implications

- 13.1. There are no climate change, sustainability and environmental implications arising from this report.

14. Other Implications

- 14.1. Failure to demonstrate that risk is actively considered and managed can not only lead to avoidable financial loss but could also affect delivery of services and could affect the Resources' reputation.

15. Equality Impact Assessment and Consultation Arrangements

- 15.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.
- 15.2. Consultation on the content of this report has been undertaken with members of the Education Resources' Risk Management Group.

Tony McDaid
Executive Director (Education Resources)

15 December 2020

Link(s) to Council Objectives, Improvement Themes and Values

- ♦ Accountable, effective, efficient and transparent

Previous References

- ♦ Education Resources Committee – 10 December 2019

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Lynn Sherry, Head of Education (Support Services and School Estate)

Ext: 5620 (Tel: 01698 455620)

E-mail: lynn.sherry@southlanarkshire.gov

2020 Risk scoring matrix and likelihood and impact definitions

Appendix 1

Likelihood

Score	1	2	3	4	5
Description	Rare	Unlikely	Possible	Likely	Almost certain
Likelihood of occurrence	1 in 10 years	1 in 3 years	1 in 2 years	Annually	Monthly
Probability of occurrence	The event may occur in certain circumstances	The event could occur	The event may occur	The event will probably occur	The event is expected to occur or occurs regularly

Impact

	Reputation	Financial	Service delivery/ Time to recover	Compliance	Safety
1 Negligible	Public concern restricted to local complaints	<£50,000 per annum	No impact to service quality; limited disruption to operations.	No external interest	Minor injury – no lost time
2 Minor	Minor adverse local/public/media attention and complaints	£50,000-£250,000 per annum	Minor impact to service quality; minor service standards are not met; short term	Very minor attention from legislative/regulatory body	Minor injury – resulting in lost time
3 Moderate	Adverse national media Public attention	£250,000 to £500,000 per annum	Significant fall in service quality; major partnership relationships strained; serious disruption in service standards	Short-term attention from legislative/regulatory body	Major injury or ill health resulting in lost time
4 Major	Serious negative national or regional criticism	£500,000 to £1million per annum	Major impact to service delivery; multiple service standards are not met; long term disruption to operations; multiple partnerships affected	Medium-term attention from legislative/regulatory body	Fatality; Or injuries to several people
5 Catastrophic	Prolonged international, regional and national condemnation	>£1million per annum	Catastrophic fail in service quality and key service standards are not met; long term catastrophic interruption to operations; several major partnerships are affected	National impact with rapid intervention of legislative/regulatory body	Multiple fatalities; Or injuries to large number of people

The assessments for impact and likelihood combine to provide an overall inherent risk score on the scale of between 1 and 25, using the Council's recognised risk matrix.

Risk matrix

Likelihood	5 Almost Certain	5	10	15	20	25
	4 Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Rare	1	2	3	4	5
		1 Negligible	2 Minor	3 Moderate	4 Major	5 Catastrophic
		Impact				

The risk score is calculated as follows:

Likelihood score x Impact score = Risk Score

Education Resources Top Risk Register 2020/2021 – (Very High and High Risks)

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>Failure to provide adequate response to the Covid-19 Pandemic</p> <p>The Council does not provide an adequate response to the pandemic; maintaining critical services; delivering emergency response commitments as a Category One Responder; and protecting wellbeing of employees and service users as far as reasonably practicable. Responding to the pandemic will impact on everything else the Council does.</p> <p>Education Resources is unable to meet statutory obligations in relation to the provision of education and other services for children and young people and their continuous improvement.</p> <p>Council Top Risk</p>	25	<p>Strong links with NHS Incident Management Team, SLC Covid Working Group, Local Resilience Partnership and relevant government agencies.</p> <p>Regular liaison with all Headteachers and other stakeholders to provide up to date information on continuity planning, revised curriculum delivery and robust health and safety arrangements to minimise Covid 19 transmission in educational establishments including Risk Assessment, SSOW and PPE provision.</p> <p>Group set up to consider concerns raised by all relevant agencies, including Police Scotland, in relation to children and families deemed to be at potential risk.</p> <p>Specialist support and advice from Educational Psychologists to children, young people and employees.</p> <p>Frequent and ongoing support for Headteachers and other managers in providing up to date and consistent information to parents and learners.</p> <p>A range of approaches to ensure safe and compliant continuity of learning including local Childcare Hubs for children of key workers and vulnerable children.</p> <p>Provision of welfare services and products to learners e.g. free school meal payments, other welfare payments, sanitary products, IT devices, internet access, physical resources/stationery.</p>	20	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>Reduction in available funding and income. The financial pressures placed on budgets, including those as a result of Covid 19 restrictions, and the impact of efficiency measures place a risk on the delivery of core services.</p> <p>Council Top Risk</p>	25	<p>Continuous financial monitoring will take place in line with good governance arrangements.</p> <p>Planned regular meetings with Corporate Finance will assist in reviewing, monitoring and identifying further solutions and help ensure a balanced budget. Senior Officers have contributed to Corporate Services efficiency groups and the Resource is represented on the Corporate Procurement Group.</p> <p>A number of review groups have been established within the Resource to look at more effective service delivery models in light of budget reductions including the possible impacts of the pandemic.</p> <p>Separate tracking of additional costs connected to Covid 19 and any national funding allocated.</p> <p>Estimated inflationary levels for employee pay award and PPP contracts, the two largest areas of spend, are built into the Council's annual budget.</p>	20	All
<p>The Council is significantly affected by the impact of the UK leaving the European Union The UK leaving the EU could have significant impacts on:</p> <ul style="list-style-type: none"> • Funding and Finance • Workforce and employment • Procurement • Legislation <p>Council Top Risk</p>	20	<p>Education Resources works closely with Finance and Corporate Resources on an ongoing basis to help assess the impacts of Brexit on our financial and workforce planning including those in relation to procurement and recruitment.</p> <p>The Resource works closely with Heads of Establishment to maximise the additional funding made available from the Scottish Government to tackle the poverty related attainment gap.</p>	20	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>Decommissioning of a range of SEEMIS supported IT functions by 2021.</p> <p>Withdrawal of elements of the current SEEMIS suite of ICT support which currently contributes to the recording, managing and monitoring of data essential for service delivery such as cover teachers bookings and co-ordination of ASN transport.</p>	25	<p>Dedicated Officer time to assist in fully identifying the elements of support being removed and assessing the level of impact on service delivery.</p> <p>Cross Resource working e.g. Finance, Personnel and IT to consider the level of impact and mitigating actions necessary, including timescales and resources required to do so. Also working with other local authorities to gain shared solutions where possible, design in-house systems or purchase IT products.</p> <p>Impact analysis on cover teacher bookings, ASN transport planning and co-ordination, recording of certain pupil information, processing of supplier payments, temporary teacher payments, budgeting and commitment recording for financial management.</p>	12	All
<p>Impact of severe service disruption caused by major or emergency events. Failure to fulfil emergency response commitments befitting the Council's status as a Category One (emergency) responder.</p> <p>Lack of tested business continuity plans can seriously and immediately impact on service delivery and have the potential to disrupt all aspects of learning and teaching. Whilst the need can arise from a number of emergency situations e.g. health epidemic, fire or weather, the outcome is most likely to be a breakdown of service delivery. Further consequences can arise in relation to the impact on individual, families and the wider community.</p> <p>Council Top Risk</p>	25	<p>Clear processes for Fire Inspection and property maintenance audits are in place in all establishments.</p> <p>Incident reports are analysed monthly in partnership with HTR (break-in, fire and vandalism).</p> <p>Schools have fire sprinkler or suppressor systems.</p> <p>Pandemic/health and contingency plans are in place (other than covid19 which is identified as a separate risk).</p> <p>The Resource follows all counter terrorism measures and advice.</p>	12	Support Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>Failure to improve educational achievement and attainment and meet the aims of the National Improvement Framework.</p> <p>Improvement in attainment particularly in literacy and numeracy, closing the poverty attainment gap, promoting health and wellbeing and improving positive school leaver destinations are the priority for all schools. The availability of resources, curricular changes, standards of leadership and wider socio-economic issues can affect levels of attainment and achievement. This applies also to adult literacy and numeracy initiatives as well as other community learning activities.</p>	25	<p>This is a national issue with schools and establishments to take forward priorities within the National Improvement Framework, (including using PEF and SAC funding) in order to raise attainment in literacy and numeracy, close the equity gap and provide more positive destinations.</p> <p>Continuous improvement remains an overarching aim of Education Resources, with a focus at the moment being health and wellbeing and continuity of learning during the backdrop of Covid 19.</p> <p>Trend data is available for analysis. Positive strides have been made in enhancing analytic skills within schools. Progress is monitored continuously at primary and secondary levels and required actions taken.</p>	12	All
<p>Failure to promote positive relationships and understand distressed behaviours.</p> <p>Failure to promote positive relationships and understand distressed behaviours can lead to continued behaviour which can disrupt effective teaching and learning. It can affect school and individual performance, lower employee morale and divert resources from front line provision. Failure to proactively understand distressed behaviour and continue to seek strategies in relation to children and young people can lead to serious physical or psychological injury as well as creating barriers to learning, affecting Council reputation and increasing the risk of litigation.</p> <p>An extended lockdown period may increase distressed behaviours on return to school.</p>	20	<p>The 'Promoting Positive Relationships and Understanding Distressed Behaviour' Resource has been launched across the Resource for all establishments and will be supported by a learn-online module providing CPD for all staff. Additional specialist training is made available where required (Pivotal MAPA). New and improved procedures for clear recording of incidents, including those reported as violent incidents are also available – Operating Procedure A30.</p> <p>Multi agency planning processes based on a staged intervention approach facilitate information sharing and robust assessment and planning responses.</p> <p>Continued use of anti-bullying guidance 'Treat me well' developed and launched in partnership with Respect Me, the national organisation for anti-bullying.</p>	12	Inclusion Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
		<p>Schools now using this as a basis when considering the introduction of a variety of supports such as peer mentors, mediation, health ambassadors and other initiatives to support the messages of anti-bullying, respect and the importance of positive mental health and wellbeing. SEEMIS system now available to record bullying incidents.</p> <p>Working group established to consider the provision of a counselling service across primary, secondary and special schools.</p>		
<p>Failure to adequately prepare for national expansion in early years education and childcare provision The Scottish Government is committed to increasing the Early Learning and Childcare (ELC) entitlement to 1140 hours for all 3 and 4 year olds in addition to eligible 2 year olds (based on FME) by August 2020.</p> <p>This represents a significant expansion of services within the Council requiring considerable capital and revenue resources. The Council is likely to face challenges in acquiring the necessary physical assets and staffing levels with the added impact of the pandemic.</p> <p>A failure to meet these levels could affect both quality and availability of services for service users in South Lanarkshire.</p> <p>Council Top Risk</p>	16	<p>All arrangements under continuous review following the Scottish Government announcement that the deadline for expansion in early years has been moved to August 2021.</p> <p>Consultations with parents under 'Together we can, and we will' completed.</p> <p>Review of estimate numbers of children and existing accommodation undertaken. Requirements of major extensions and new builds identified and approved at Executive Committee. Building works progressing Workforce planning underway including apprenticeships and on-going recruitment campaigns</p> <p>Discussions with partner providers including availability of places within their establishments, confirmation on the rate of pay per nursery place, introduction of new procurement procedures and quality standards required.</p>	9	Early Years, School Estate

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>Failure to meet Child Protection and other care and wellbeing legislation.</p> <p>Failure to meet Child Protection requirements can result in significant harm to children and young people. Failure to provide appropriate levels of care and welfare within school can lead to harm, injury, isolation and create barriers to learning. Failure to progress a Healthy Lifestyle agenda can lead to poor eating habits, lack of exercise and poor health as well as challenging behaviours, disruption and poor engagement. Failure to manage non-attendance can result in increased risks for children, lower attainment and achievement, disengagement with key services, poor results for schools and damage to Council reputation.</p>	25	<p>Our Child Protection procedures are firmly embedded in all schools and services. The importance of reporting and recording arrangements on Click and Go is known. All schools have a policy on notification of unauthorised pupil absence.</p> <p>GIRFEC is an Improvement Priority within Resource and Establishment planning. Child Protection training is mandatory for employees.</p> <p>Effective participation in the multi-agency Children's Services planning process</p> <p>External validation on care and welfare practices is in place via HMle / Care Inspectorate inspections.</p> <p>During lockdown and through periods of Covid 19 self-isolation work undertaken to provide continued support to our most vulnerable children and families.</p>	9	Inclusion Services
<p>Procurement practice fails to meet statutory requirements</p> <p>Failure to meet statutory procurement requirements can result in poor contract management, poor value for money, legal challenge and financial penalty</p> <p>Council Top Risk</p>	25	<p>Representation on the Corporate Procurement Review Groups.</p> <p>Regular meetings with procurement colleagues on issues arising and planning for contract requirements and contract renewals.</p> <p>Working with the Central Procurement Team to ensure an effectively targeted PEF spend while still ensuring procurement compliance.</p>	9	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>ICT and other data rich processes in Education fail to meet service user, employee and legislative requirements.</p> <p>Failure to have an effective strategy and mechanisms in place to manage and protect the data we hold can increase the risk of fraud, theft, organised crime and cyber-attacks as well as leading to loss of trust with stakeholders and damage to the reputation of the Resource and Council. Failure to comply with legislative requirements associated with information governance and data management (including GDPR sharing data, systems failure, virus attack, loss of confidential or sensitive information, outdated equipment, inappropriate access, mis-use of email and on line protection) will have adverse consequences for the Council.</p>	20	<p>Mandatory information governance training/GDPR.</p> <p>Information sharing protocols and revised data transfer procedures are in place.</p> <p>Operating Procedure providing guidance on the use of electronic devices.</p> <p>As part of the school ICT managed service contract, virus protect software is updated and downloaded regularly, and workstations and servers are also refreshed regularly.</p> <p>Appropriate Privacy Impact Assessments in place for all 3rd party apps in use within schools.</p>	9	All
<p>Failure to meet legislative requirements in relation to Health and Safety</p> <p>Failure to comply with current Health and Safety legislation and guidance can result in injury or death to employees and service users. The Council would be liable for such occurrences and as such at risk of prosecution.</p> <p>Council Top Risk</p>	20	<p>All educational establishments use the Corporate Occupational Health and Safety Management System.</p> <p>Detailed Employee Health and Safety SSOW for all sectors and curricular areas. All properties are inspected regularly in line with Fire and Workplace Health and Safety regulations. A Health and Safety Training Matrix and Resource Health and Safety Strategy Group.</p> <p>Headteachers and managers are supported in their management of risk by Support Co-ordinators.</p>	9	Support Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>Reduced levels of staffing and employee development. A significant reduction in appropriately trained and competent employees as a result of budgetary reduction can result in poor performance, ineffective change management, reduced levels of provision, establishment closures, unsafe working practices, low morale and stress.</p> <p>Council Top Risk</p>	20	<p>The Resource Learning & Development Board plans effective and efficient employee development across all sectors. A Resource Learning and Development Plan is in place. Workforce planning and succession planning procedures are well established. Staff undertake a range of mandatory courses to ensure compliance with essential relevant training requirements. There is effective partnership working with Trade Unions on outcomes from wide scale consultative processes such as the Employee Survey.</p> <p>Where budget savings have reduced the number of employees within a service, a review of priorities and tasks is completed to ensure change is planned and the impact on all stakeholders is minimised.</p>	9	All
<p>Failure to meet sustainable development and climate change objectives Failure to meet local objectives will limit the Council's ability to meet organisational objectives. This can increase cost, damage reputation and affect health and wellbeing.</p> <p>Council Top Risk</p>	20	<p>Close working with other Resources to reduce energy usage and non-recyclable waste within educational establishments. Also close work with schools on promoting the environmental aspects of the curriculum and encouraging pupil ownership of local targets.</p> <p>Membership of the Council's Climate Change and Sustainability Steering Group.</p> <p>We will seek to share experiences and knowledge with colleagues from the West Partnership.</p>	9	Support Services / CQIS
<p>Failure to meet commitments to meet teacher numbers and pupil/teacher ratios The Scottish Government and the Council has made a commitment to protect teacher numbers and the pupil: teacher ratio. An estimated increase in pupil numbers and potentially inadequate numbers of teachers across the national education system may pose a threat in meeting the numbers required and maintaining the existing ratio.</p>	20	<p>Planning for projected increases in pupil numbers is ongoing taking account of changes to provision as a result of the pandemic.</p> <p>Regular workforce monitoring meetings take place, chaired by the Executive Director, to give early consideration to teacher staffing requirements and effective recruitment methods.</p>	8	Education/ Finance/ Personnel

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
This could result in possible financial penalty and increasing reputational risk, as well as disruption to service delivery.		An evaluation of staff absence and therefore likely cover requirements are also considered.		

Report

10

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Standards and Quality Report 2019/2020
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the Education Resources' Standards and Quality Report for session 2019/2020.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Resources' Standards and Quality Report for session 2019/2020 highlighted in Appendix 1 be noted.

3. Background

3.1. Education Resources sets out how it takes forward the progress priorities within CONNECT, the South Lanarkshire Council plan. The vehicle for reporting on service delivery is through Improve and on progress reports presented to the Committee which align to the measures and actions in the Education Resources plan.

3.2. Education Resources has a clear purpose which is the "golden thread" that informs annual planning and reporting. This purpose is to "raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities. This is badged under the shorter heading "inspire, transform, strengthen."

3.3. The priorities of Education Resources commonly referred to as our 'strategy on a page' are:-

- ◆ raise standards in literacy and numeracy and close the poverty-related attainment gap
- ◆ improve health and wellbeing and enable children and families to flourish
- ◆ support children and young people to develop their skills for learning, life and work
- ◆ ensure inclusion and equality are at the heart of all we do

4. National reporting requirements

4.1. The publication, in 2016, of the update to the 'Statutory Guidance Standards in Scotland's Schools Etc. Act 2000', places a statutory duty on schools and local authorities to report on progress towards achieving the National Improvement Framework (NIF) priorities, including raising attainment for all and closing the poverty-related achievement gap.

4.2. In addition to Council planning and reporting formats, Education Resources are also required to submit additional reports on progress to the Scottish Government. This includes an annual report on progress towards meeting the NIF priorities and a report on the impact of Pupil Equity Funding.

4.3. The production of an annual published Standards and Quality Report forms part of this requirement.

5. South Lanarkshire Council Education Resources' Standards and Quality Report

5.1. The purpose of the Standards and Quality Report is to provide high-level information about the successes and achievements of Education Resources. It has been written to provide information about how Education Resources is performing as a Service, the kind of activities being delivered and examples of the impact that these are having on children, young people, and families. Its key purpose is to provide information and assurance about the educational experiences offered to learners.

5.2. The report for session 2019/2020 is shorter than in previous years as the COVID-19 situation and the subsequent response of Education Resources meant that priorities were realigned in light of the pandemic and the full opening of schools and educational settings from August 2020.

5.3. In addition, the data available for Session 2019/2020 was limited as CFE data was not gathered due to the impact of COVID-19 and arrangements for National Qualifications were based on teacher professional judgment rather than the usual exam diet. Some data i.e. attendance and exclusions takes in the period of school closure from March to June 2020. The report provides a broad overview of the data landscape at this time and in light of national guidance.

5.4. The report makes specific links to both the Council's priorities as an Education Resource and the National Improvement Framework Priorities.

5.5. The report gives details about the key work of Education Resources including information about Leadership Development and how schools are supported within the areas of Teaching and Learning and Assessment and Moderation. It also describes developments and achievements within the areas of Literacy, Numeracy, Health and Wellbeing and in achieving success in Post-16 destinations. A summary of school inspection activity and how schools are supported to be self-improving establishments is also included.

5.6. The report also makes specific reference to the response of Education Resources to the COVID-19 situation and details support for schools. Priorities for 2020/2021 are also contained within the report. These link directly to the annual Education Resources plan.

6. Next Steps

6.1. The report has been sent to the Scottish Government and will be published on the South Lanarkshire Council website, so it is accessible to all stakeholders.

6.2. A similar report will be published in the autumn term of each year, reflecting the work of the previous school session. The format and content will continue to meet national requirements for reporting and give information to stakeholders.

- 6.3. The Committee is also asked through this report to acknowledge the work and commitment of all staff in our schools and educational settings to the way they had to adapt to changing circumstance and for the way they have continued to support children and families.

7. Employee Implications

- 7.1. None.

8. Financial Implications

- 8.1. Financial implications are within existing budgetary resources.

9. Climate Change, Sustainability and Environmental Implications

- 9.1. There are no climate change, sustainability and environmental implications arising from this report.

10. Other Implications

- 10.1. There are no risk implications in terms of the information contained in this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 11.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Tony McDaid

Executive Director (Education Resources)

17 December 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning

Previous References

- ◆ Education Resources Committee – October 2019

List of Background Papers

- ◆ Education Resources Resource Plan
- ◆ South Lanarkshire Council Leadership Framework
- ◆ Council Plan

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

Carole McKenzie, Head of Education (Broad General Education)

Ext: 4468 (Tel: 01698 454468)

E-mail: carole.mckenzie@southlanarkshire.gov.uk

South Lanarkshire Council

Local Authority Schools Performance Report 2019-2020 based on National Improvement Priorities

Our Vision
Improve the quality of life of everyone in South Lanarkshire

Our Values
Focused on people and their needs
Working with and respecting others
Accountable, effective, efficient and transparent
Ambitious, self aware and improving
Fair, open and sustainable
Excellent employer

inspire transform strengthen


 #itsSLC

Our Purpose:

To raise achievement and attainment, inspire learners, transform learning, and work in partnership to strengthen our communities.

Our priorities are to:

Raise standards in literacy and numeracy and close the poverty-related attainment gap.

Improve health and wellbeing to enable children and families to flourish.

Support children and young people to develop their skills for learning, life and work.

Ensure inclusion and equality are at the heart of what we do.

To take forward our priorities we will:

- > Provide high-quality learning experiences for all
- > Deliver a meaningful curriculum to support the learner journey

- > Use evidence to effect improvement
- > Build leadership capacity within a strong framework of governance

- > Encourage innovation and creativity
- > Strengthen our partnership working

www.southlanarkshire.gov.uk If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Produced for Education Resources by Communications and Strategy, 04/09/2020 Phone: 0303 123 1015 Email: equalities@southlanarkshire.gov.uk

99

Introduction

South Lanarkshire Council is the 5th largest Local Authority in Scotland. It is responsible for delivering education through 124 Primary Schools, 17 Secondary schools and 7 Additional Support Needs Schools. The work of the service is led by Tony McDaid, Executive Director and supported by four Heads of Service.

As an authority we strive to be information intelligent and ensure we have a robust understanding about context, at a learner, a school and a local authority level. Our work is led by the Education Resources Plan which is carefully aligned to reflect national and local priorities. Session 19/20 was an unusual one as by March 2020 our usual work was interrupted by the response to the COVID 19 pandemic which led to schools being closed and “core business” being paused as schools were supported to deliver home-based learning and prepare for next steps for schools re-opening.

The data landscape changed significantly as CFE levels were not collected and SQ results based on teacher Professional Judgment.

As such, this is an abridged and amended Standards and Quality report to reflect these unusual times. It aims to give key highlights of our work under the main priorities of the National Improvement Framework and our response to supporting schools with the recovery agenda.

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people



South Lanarkshire Council’s overall vision is to “improve the quality of life of everyone in South Lanarkshire Council.”

Education Resources’ key purpose is to:

“Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities”

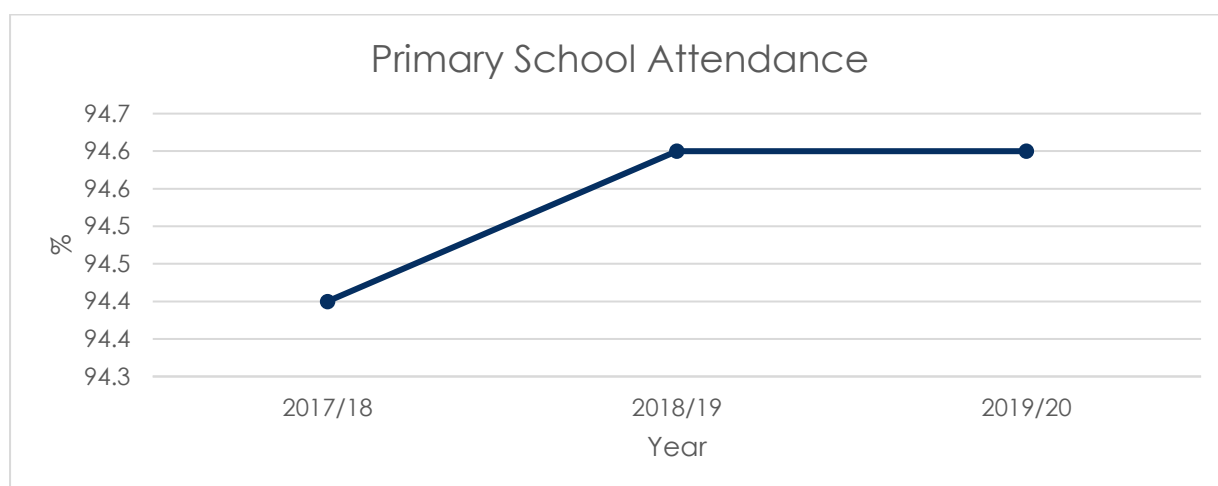
The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

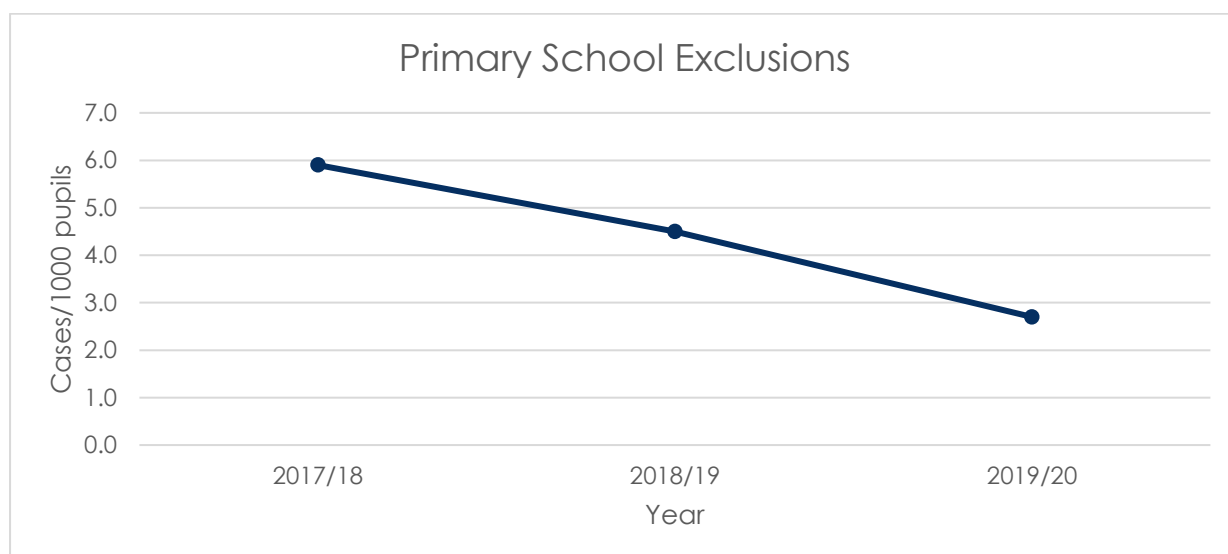
Attendance and Exclusions

****Please note – 2019/20 data includes the months of March – June 2020 when South Lanarkshire Learners were learning from home.**

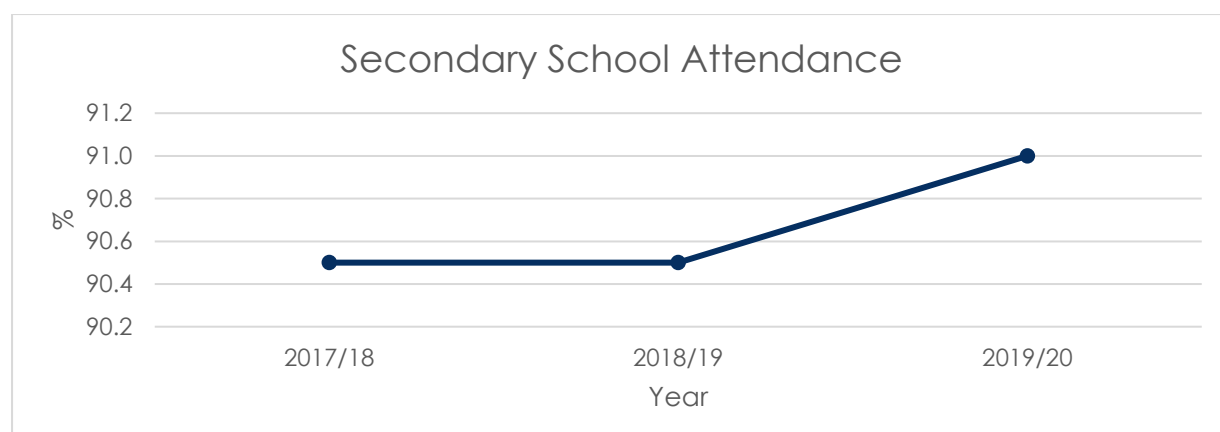
South Lanarkshire Council Education Resources continue to support Primary colleagues to focus on improving attendance outcomes for children within their establishments. Often as a result of focussed equity related interventions, primary establishments have been able to sustain the excellent attendance outcomes demonstrated in 2018/19.



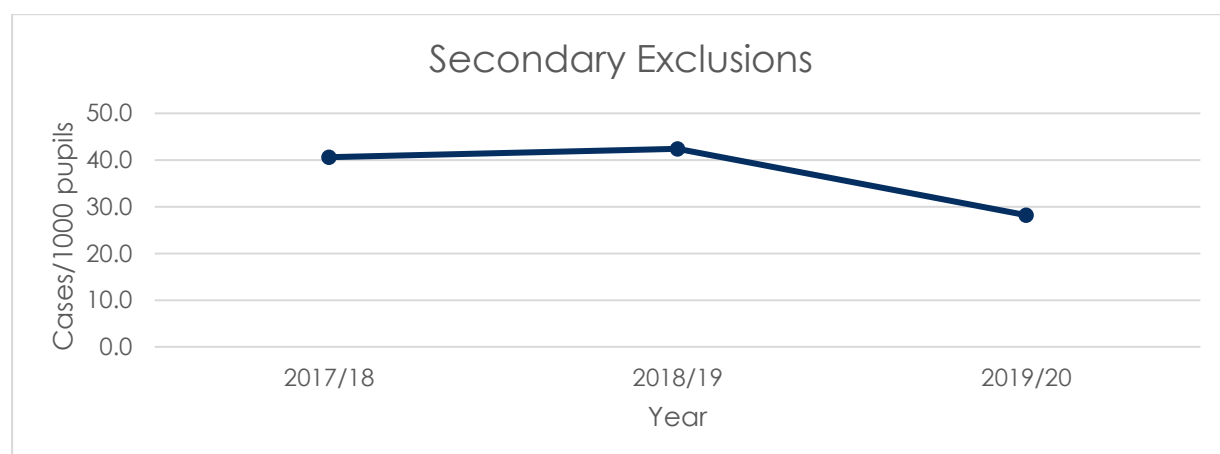
In 2019/20 Primary school exclusions fell by 1.8 cases/1000 pupils.



After a focus on understanding learners' barriers to attendance at the previous session's attainment review meetings, secondary school attendance levels increased by 0.5% points to 91%.



In 2019/20 Secondary School exclusions fell by 14.2 cases/1000 pupils.



School Improvement

School improvement is everyone's core business. At the heart of school improvement lies a relentless focus on high-quality learning and teaching in each and every classroom. This can only be achieved if the direction of travel is clear, appropriate goals are set and if everyone in the school community is on board. Conditions must be right for school improvement work to be a central part of school life and relationships are at the heart of this. Within South Lanarkshire Council we encourage and support schools to take the lead on developments, empower practitioners to be creative and support both successes and challenges as an integral part of learning.

Successes and Impact Session 2019/20

School Inspections

It is recognised that schools and their staff can find the process of preparing for inspection challenging. In addition, significant and rapid changes in National educational policy and inspection models over recent years have left schools less certain about new expectations for inspections.

In order to best prepare schools for the increased rigour and focus areas of changing educational policy, expectations around self-evaluation for improvement and the new inspection models, support and challenge for establishments has been wide-ranging. It is important to note that support is given to all schools, not just those pending inspection. This support has comprised of a number of key elements, including:

- the launch of a School Improvement Manual which provides guidance on a range of school improvement policy and practice
- the provision of resources to support self-evaluation for self-improvement e.g. HGIOS4 and HGIOELC Toolkits, summary of inspection findings analysis and a preparation for inspection pack
- revised School Improvement Planning and Standards and Quality Reporting frameworks which reflect all National Guidance and support self-evaluation for self-improvement. Head Teachers are provided the opportunity to attend a one to one support and challenge 'clinic' session with the Lead Officer for School Improvement to discuss this documentation
- Validated Self Evaluation (VSE) - The VSE approach has helped establishments strengthen their self-evaluation processes and gain information which influences their School Improvement Planning and Standards and Quality Reporting processes
- the establishment of an SLC Tracking and Monitoring system for Primary and Secondary establishments respectively including training opportunities to support implementation
- focused dialogue on establishment evaluation during Quality Link Officer visits
- the continuation of a targeted Active Literacy programme to support identified schools
- the creation of the central Learning and Teaching Group which has worked to develop resources to support schools in their evaluation of learning and teaching. Schools have been offered the opportunity to participate in a Professional Learning Community Programme to further enhance consistency across establishments with particular reference to improving pedagogy for equity. An associated training programme is also planned for play based learning in the early years and a self-evaluation programme for classroom practitioners
- attendance at National and West Partnership events to support Moderation and Achievement of a Level
- the use of Statistical Summary Report (SSR) data for both primary and secondary schools, which has focussed on the use of data to inform school improvement
- the successful and increasingly popular Self-Improving Attainment Family Groups (previously called Professional Learning Trios) which focus on supporting schools with school improvement, facilitating increased collaborative activity between schools

Education Scotland place importance on the role of Associate Assessors (AAs) on their inspection teams. AAs are usually experienced Head Teachers who have been nominated by the authority, trained by Education Scotland, and then deployed on HMIE inspections. Currently, SLC has 8 AAs. The AA Network continues to provide an opportunity for AAs within the authority to meet and discuss issues relating to inspection and to contribute to, and inform, the support provided for schools.

Inspections during session 2019/20

During 2019/2020, 14 South Lanarkshire Council (SLC) schools were inspected. This breaks down as:-

- 12 primaries in total – 8 primary schools experienced the full model for inspection; 6 of those primary schools with nursery classes
- 4 primary school inspections experienced the short inspection model; 1 of those primary schools with nursery classes
- 2 Secondary Schools

Of the 14 schools inspected this session, all received “positive” outcomes i.e. a grade of satisfactory or above for all Quality Indicators. There were no evaluations of either “weak” or “unsatisfactory” awarded during any inspection for any of the Quality Indicators. In addition, there was no requirement for follow-up inspection activity as an outcome of any of the school inspections.

An analysis of establishment’s self-evaluations compared with the evaluations that they receive during inspection activity demonstrates that there is little variance between these i.e. establishment evaluations are reasonably well aligned to those of inspection teams. Alignment is important given that, as part of the National Improvement Framework requirements for data from Local Authorities, this information is collected and evaluated by Education Scotland and helps form a view of how well we know our schools.

In 2011 Education Resources introduced a more rigorous, coherent and proportionate strategy to evaluate schools and establishments. As a result, the Validated Self Evaluation (VSE) programme was introduced and implemented. This is a process where schools evaluate aspects of their work and then engage with the Central Team to validate their findings and improve further.

In 2019-2020 a total of 15 establishments have engaged in the VSE programme; 13 Primary Schools (5 of which have Nursery Classes) and 2 Secondary Schools. A further 6 VSE visits from April – June 2020 were cancelled as a result of COVID-19 and will be re-scheduled in the new session in agreement with establishments.

Almost all establishments have focused on themes from Quality Indicator 2.3 (Learning, Teaching and Assessment). A few establishments have also included a theme from quality indicators 1.3 (Leadership of change) or 3.1 (Wellbeing, equality and inclusion.) While key strengths and action points are very specific to individual schools, the information is tracked centrally to identify emerging patterns and themes across the service.

Head Teachers and other senior managers, such as Senior Managers of Pupil Support are voluntarily participating VSE teams and playing a highly valued role. Volunteer evaluations suggest that this opportunity provides excellent professional development and is key to the empowerment of head teachers and other staff involved.

During Session 19/20, the Biggar Learning Community engaged in a Systems Leadership Project supported by Anton Florek and The Staff College. As an outcome of this work, the Head Teachers committed to engaging in a cluster approach to carrying out VSE across their own learning community. Following 4 twilight training sessions, this model was successfully piloted across 3 primary schools in the cluster to date.

The current SLC VSE establishment model is now well established. There is now scope consider other approaches such as thematic or learning community themed models. e.g. pupil voice, empowerment, health and wellbeing.

School Improvement: Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- Education Scotland have indicated that there will be no school inspections during Session 2020/2021 to allow schools to return to normal post COVID 19.
- The establishment of the national Regional Improvement Collaborative has provided an opportunity to extend our work beyond SLC to work in partnership with colleagues from other West Partnership local authorities. These opportunities will continue to be explored during session 2019/2020 and 2020/2021.
- Due to COVID-19 It is proposed that no further VSE activity is undertaken until it is safe to do so. However, Following the success of the Biggar Learning Community model, there is scope to build further capacity across other learning communities working collaboratively to validate aspects of one another's self-evaluation. There are also many established Professional Learning Trios and Network groups which could be an effective vehicle to take this forward.
- The establishment of national Regional Improvement Collaborative (RIC) provides an opportunity to extend our VSE programme beyond SLC to work in partnership with colleagues from other West Partnership local authorities who have a similar VSE programme. There has not been the opportunity to explore this during 2019-2020 therefore this proposal is carried forward.

Supporting Leadership

Successes and Impact 2019/20

A key priority for Education Resources is to support colleagues on their leadership journey and work with Education Scotland and the range of programmes they offer.

Recruitment to the Into Headship programme is coordinated by local authorities so South Lanarkshire Council (SLC) play a key role in identifying appropriate candidates through a robust recruitment process. Application forms are received, and candidates are interviewed in order to gain a place on the programme.

For the duration of the programme candidates are allocated a mentor in the form of an experienced SLC head teacher and upon completion of the programme, assignments that have been assessed by Strathclyde University go through a professional verification process by SLC colleagues.

SLC current position re Into Headship:

- 37 colleagues have completed Into Headship
- 14 of the 37 are secondary deputy head teachers
- 12 of the 37 are primary colleagues who were already or are now substantive head teachers

To ensure SLC has appropriate candidates available for permanent posts, colleagues in schools have been informed of this new legislation by SLC through Education Newsletters and emails. The recruitment process for Into Headship programme for next session has also been promoted in this way.

Secondary Networks

As a mechanism to upskill our most dynamic secondary Deputy Head Teachers, the opportunity to engage with Head Teacher colleagues at secondary Head Teacher professional networks was offered.

Senior Phase Lead Teachers

Senior Phase Lead teachers were appointed, per subject, to support the development of curricular networking across the secondary estate. With designated space on the SLC² website, and with a bespoke mechanism to 'meet', each Lead Teacher is provided with the opportunity to connect their subject colleagues.

Leadership: Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- The recruitment for permanent head teachers must consider the new legislation with the Standard for Headship being an essential requirement for the post.
- Continue to ensure professional, review and development and professional update takes place in all schools in line with GTCS standards

Teaching and Learning: Improving Pedagogy

Successes and Impact 19/20

This year saw the continuation and culmination of the Tapestry programme, "Leading Learning: Improving Pedagogy". This rigorous approach to career long professional learning continued to include elements of research, professional reading, dialogue between practitioners and action within classrooms to ensure pedagogical practice was improving. It continued to use the Teacher Learning Community (TLC) approach, with 36 Primary schools and 8 Secondaries across the authority being involved.

Tapestry Leaders continued with Year 2 of the programme, attending an additional 3 workshops led by Tapestry tutors and then disseminated this learning within their own school. Final evaluations of the programme showed that 100% of leaders were convinced that TLCs were making a contribution to improving learning in their school and 91% felt their involvement in the programme allowed them to develop further their own leadership.

69 Tapestry Leaders from the authority successfully applied for and gained GTCS accreditation for the work they had undertaken. The programme has been very well received,

supporting the development of pedagogy, empowering staff and developing leadership within our schools as well as positively impacting the learning experiences of South Lanarkshire pupils:

"Thank you for an excellent programme which has challenged my thinking and my practice."

"I feel equipped with more knowledge to constantly reflect upon and improve my practice."

"This has been an invaluable experience as a teacher, leader and learner."

"This was an excellent programme which gives sustainable strategies to improve the learning. Embedded within the school, you can see the results!"

"I feel that I have made improvements in my own pedagogy and have helped to empower staff in my school to drive school improvement."

"I have changed the way I plan and have implemented a variety of useful techniques to help close the attainment gap in my class/school."

Twenty three practitioners from twenty one of our primary schools took part in the "Improving Our Classrooms" project, delivered by staff from Glasgow City Council led by the West Partnership. The programme gave classroom practitioners the chance to get back to basics with elements of the Curriculum as well as Learning, Teaching and Assessment before leading a small test of change project within their own class, to close an identified attainment gap.

Practitioners attended six day-long interactive CLPL sessions. Trio visits between schools took place throughout February and early March. A virtual Academic Skills session took place in the final term, with input from Glasgow Caledonian University. Following this, twenty practitioners completed a written project, giving them 15 Masters' Level credits from the University.

As part of the project, eight Principal Teachers/Depute Head Teachers became mentors for trios of participants. This leadership and coaching role ensured participants were well supported throughout the process.

There was extremely positive feedback from all participants:

"I have honestly loved being part of the IOC course and will be encouraging all staff to undertake this CPD. I have learned skills that I will continue to utilise throughout the rest of my teaching career."

"It was so refreshing and has had a real positive impact on the way I go about my daily practice."

Assessment and Moderation

Successes and Impact 2019/20

The model for moderation developed last session at SLC and RIC level continued to be implemented across the authority in a number of ways to ensure the shared understanding of standards is clear and more consistent.

Across the year, professional learning opportunities allowed this model to be shared, promoted and rolled out to Leadership Team representatives as well as newly established "Mod Cons" (Moderation Contacts) in each Primary School. These training opportunities were evaluated very positively and have allowed for more consistency in approach and understanding of the process within our schools.

Following SLC input, "Mod Cons" were encouraged to facilitate training/offer guidance and support within their own establishment, where required.

Thirty-eight practitioners from across the authority undertook professional learning leading up to the West Partnership Moderation Event, where they were able to build up their knowledge of the process of moderation. Although the event was cancelled in late March due to the current restrictions, the training was noted to be of high value to the practitioners, with many rolling out their learning to others within their own establishment.

Work within the Secondary BGE Moderation Collaboratives continued, with subject area leads from the original Collaborative (in East Kilbride and Strathaven) undertaking training, developing areas of the Learning, Teaching and Assessment cycle. This work was due to lead to a moderation event in May 2020 involving all staff within each of the four schools. The Collaborative was led by a group of DHTs from each of the schools and the progress, success and impact of this model was shared at the Scottish Learning Festival as well as across the RIC, where it was very positively received.

The BGE Collaborative model was rolled out across the authority, with two other Collaboratives set up across the Clydesdale area (including Carluke, Lanark, Lesmahagow and Biggar) and the Rutherglen/Hamilton area (including Holy Cross, Stonelaw, Kear and Larkhall). Subject leads in each of these establishments undertook training to ensure a shared understanding of the process of moderation. Again, this work was leading to a shared event, across the schools, in May.

Across all local areas, evaluation of the work was positive, with the collaborative element of the process – teams from across different schools working together to form a shared understanding – being the most prominent positive feature. It was also recognised as having an impact on the pupils within these schools, where learning experiences and shared expectations allowed pupils to achieve at their own level, with no ceiling on their learning.

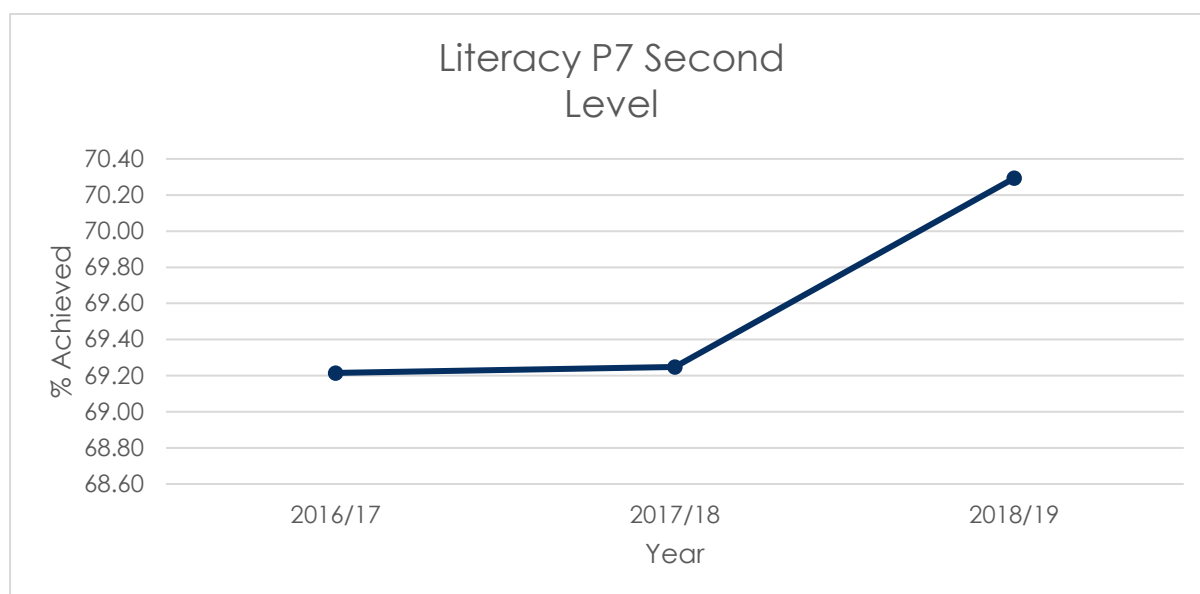
Learning, Teaching and Assessment: Challenges and Next Steps in line with the Education Resource Plan for 2020/21

Implement a programme of CLPL which will support our schools throughout the Recovery period and beyond, which focuses on the core pedagogical skills (many identified through the Tapestry and Improving Our Classroom programme)

Continue the programme of Mod Con events and training, involving current Primary colleagues as well as introducing Secondary lead teachers, to support the delivery of effective assessment and moderation approaches as well as ensure empowerment of a wide range of practitioners.

Continued involvement in West Partnership opportunities to widen the network of collaboration and support.

Literacy



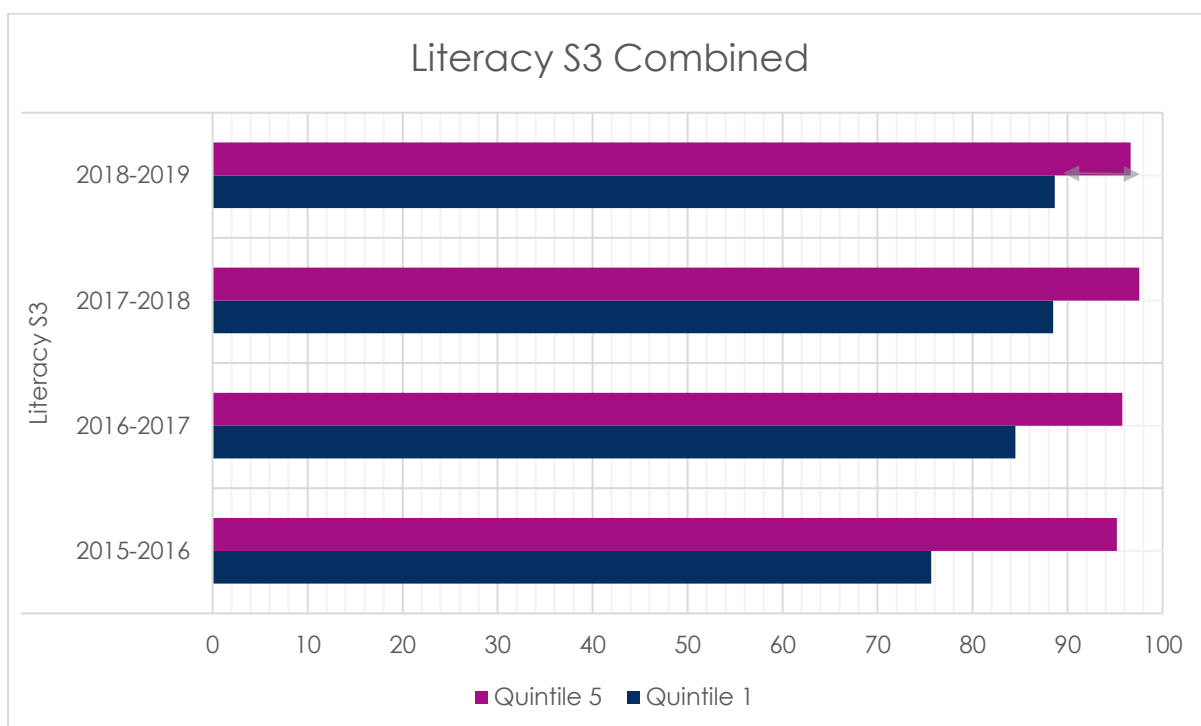
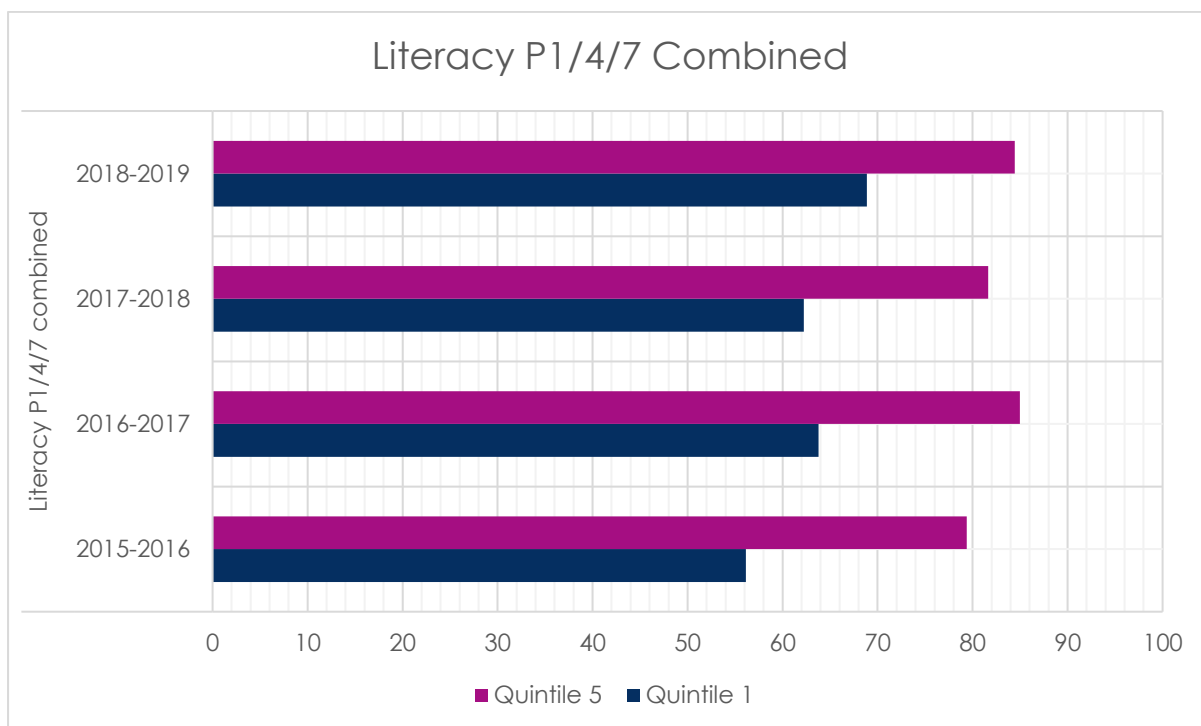
In 2018/19, by the end of P7 Achievement of a CfE Level in Literacy increased to 70.29% This is an increase of 1.04% from 2017/18.

In 2019 79.98% of South Lanarkshire School Leavers achieved at least SCQF Level 5 Literacy. This is 0.37% point increase since 2018.

Successes and Impact Session 2019/20

A systematic approach to teaching and learning in phonics, spelling, and reading via Active Literacy is having a positive impact on improving literacy in our primary schools. In 2018/19 Achievement in CfE Level in Reading at P7 increased to 79.9%. This is an increase of 1.4% from 2106/17. Key to this success is high quality face to face training for teachers across all primary stages and includes professional learning sessions for senior leaders. Over 1200 teachers have benefited from this training, since 2017, and feedback has been excellent. As a crucial lever to improving standards, Active Literacy professional learning is being augmented by additional twilight sessions focusing on foundational literacy skills at Early Level including sessions focusing on components of reading development and robust tracking of early reading skills. The establishment of an Early Level Reading Interventions interactive Handbook for teachers to use in order to identify, understand, assess and support weak literacy skills at Early Level, has been well- received by school staff.

Over the last 3 years there has been a steady reduction in the poverty related attainment gap, and attainment in Literacy at all reported levels has improved steadily over the last 3 years. Whilst CFE levels were not gathered in 2020 we are confident that progress is continuing to be made.



Effective practice has been identified in raising standards in reading across secondary schools where a Literacy Support Framework exists, and target groups are identified at P7/S1 and are supported via appropriate timetabled interventions with positive impact tracked to exit point.

This session a key piece of work for the Literacy Team has been to further develop the South Lanarkshire Literacy Strategy included in the SLC Curriculum Framework resource. This has enabled us to offer our schools additional guidance and support on Literacy learning, teaching and assessment emanating from current local, national and international advice. Although the impact of this guidance has not yet been formally measured, it is our intention to use this guide to raise standards by exploring and promoting effective practice via associated professional learning events and in this way monitor impact.



In conjunction with Psychological Service and Inclusion Services, training was provided for Literacy Co-ordinators (Pri and Sec) on the newly launched South Lanarkshire Framework for identifying, understanding and addressing weak literacy skills and dyslexia. 95 Literacy Co-ordinators attended.

In response to continued demand (Primary stages), face to face training/webinars in phonics, spelling and reading for practitioners and Senior Leaders has been delivered alongside the development of online modules to complement face to face training.

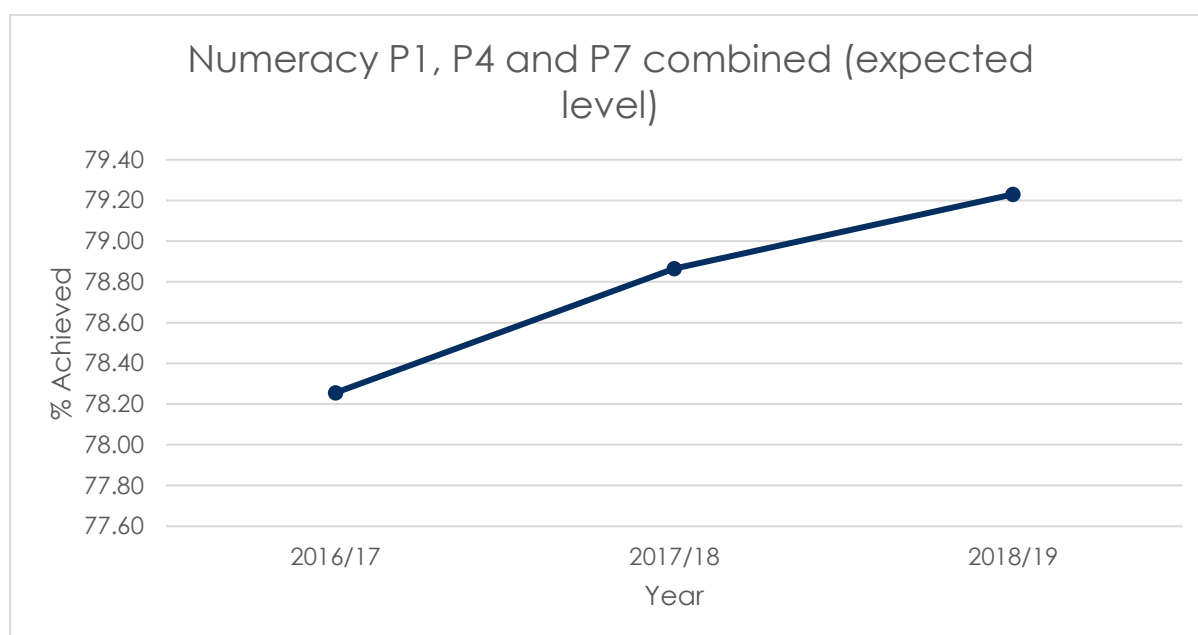
Supporting Literacy Learning at First Level and Beyond- a series of 5 twilights; assessment of reading, important components of reading, and the use of digital tools to support and enhance teaching and learning in key literacy skills, was rolled out. The aim of this suite of CLPL twilights was support teachers to effectively identify, understand and address weak literacy skills at various stages of a learner's reading journey at First Level and beyond. This pilot programme proved to be extremely popular and was oversubscribed.

Talk for Writing face to face training from accredited Talk for Writing trainers in understanding the pedagogy of how children can learn to write well, was delivered.

Teachers as Readers group- using the OU/UKLA programme to widen the scope of teachers knowledge and experience of children's literature in order to help them increase children's motivation and enthusiasm for reading, especially those less successful in literacy, 25 primary teachers have embarked on context specific projects which have been designed to increase their pupils' engagement in reading for enjoyment.

Literacy intervention training - Catch Up Literacy and Fresh Start Phonics for Primary and secondary staff was also delivered.

Numeracy



In 2018/19, Achievement of a CfE Level In Numeracy in Primary settings increased to 79.23% This is an increase of 0.36% points from 2017/18.

In 2019 90.08% of South Lanarkshire Council school leavers achieved at least SCQF Level 4 Numeracy, this is an increase of 0.68% points from 2018.

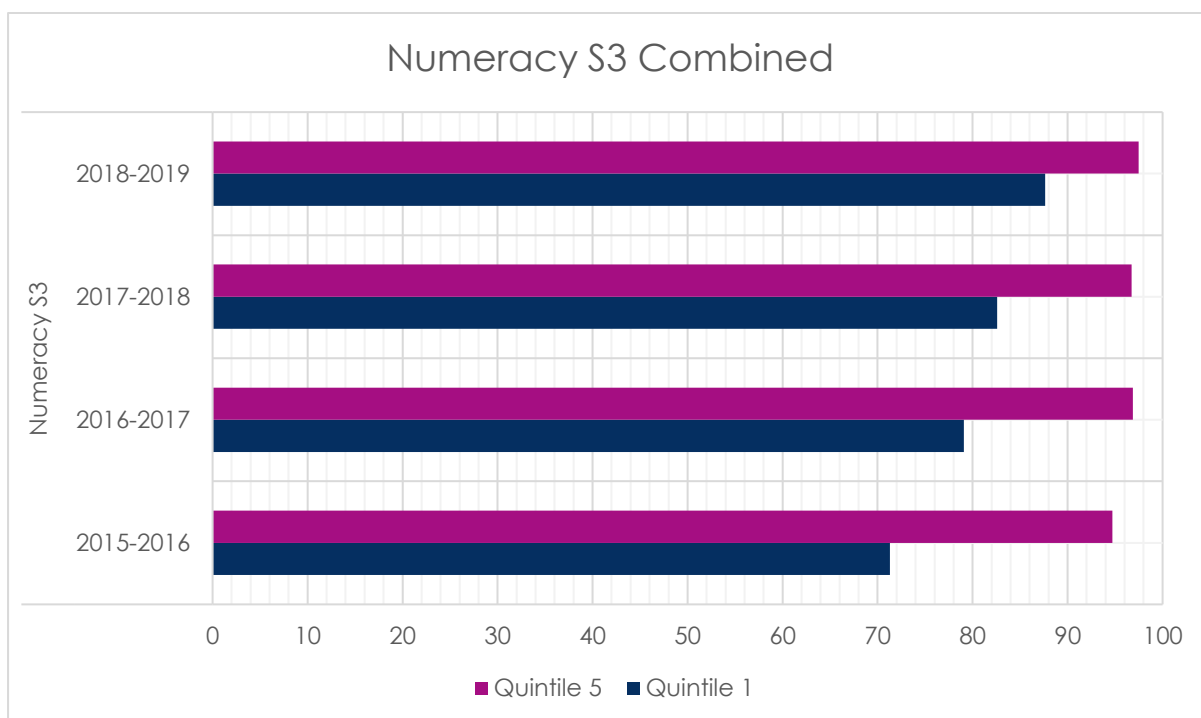
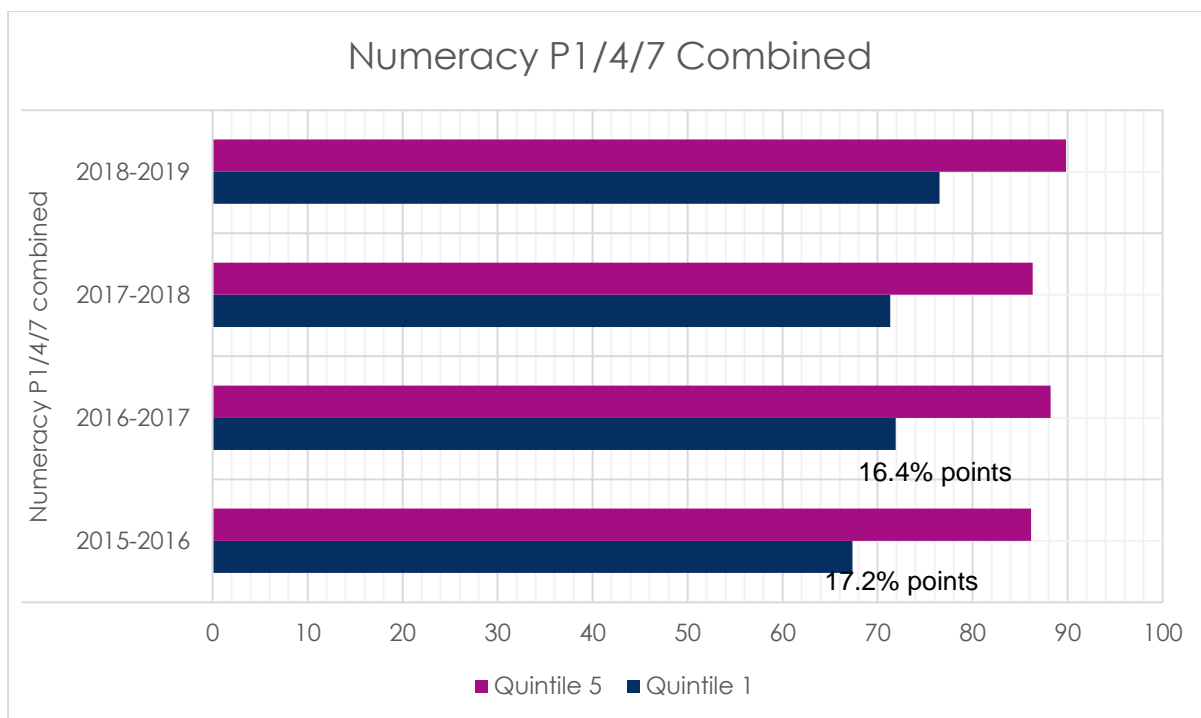
In 2019 66.11% of South Lanarkshire Council school leavers achieved at least SCQF Level 5 Numeracy, this is an increase of 1.52% points from 2018.

Successes and Impact Session 2019/20

Numeracy Co-ordinators events continue to inform schools across the authority of new and emerging good practice. This includes partnership working between the Numeracy team and Psychological Services. A training session on 'Principles of Effective Teaching in Mathematics' was used as a platform to launch the Framework for Numeracy and Mathematics. This framework sits alongside the Framework for the Curriculum.

The Framework for Numeracy and Mathematics builds on the advice given in the South Lanarkshire Council Numeracy Strategy and provides advice and guidance on high quality Learning, Teaching and Assessment in Numeracy and Mathematics. It also includes progressive pathways at Early, First and Second level. These pathways are designed to support the planning of Learning, Teaching and Assessment at these levels.

Over the last 4 years there has been a steady reduction in the poverty related attainment gap, and attainment in Numeracy at all reported levels has improved steadily over the last 3 years. Whilst CFE levels were not gathered in 2020 we are confident that progress is continuing to be made.



Numeracy Interventions most commonly used in South Lanarkshire Council schools and having the greatest impact on learners across schools are: Catch Up Numeracy, Maths Recovery, 5 Minute Number Box, Number Talks, Big Maths

Evaluations from training events from Catch up Numeracy, Maths Recovery and Number Talks all indicate that staff value centre led professional learning opportunities and report increased confidence to plan for more varied and research based Learning, Teaching and assessment strategies.



Local Authority Numeracy officers offer well planned learning opportunities linked to the Numeracy and Mathematics Strategy. Training in 2019/20 has been focussed on; NQT training - Numeracy responsibility of all, Catch up Numeracy Training – for Teaching and support staff, Conceptual Numeracy training – for 6 pilot schools, Number Talks training, Maths Recovery training.

The impact of the conceptual Numeracy training is still to be evaluated as a result of school closures. However, evaluations from the training are very positive with 100% of participants stating that the training will have an immediate impact on their work and 97% stating that they were confident in using the new methodology in their classroom. All participants have also had individual follow-up sessions from the Numeracy Development Officer to address any issues and ensure consistency of approach and implementation.

Attainment data from each establishment at key levels is being used to identify those needing most support as well as identifying where successes are being made.

The good practice from establishments demonstrating success over time is being shared across the authority.

Literacy and Numeracy: Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- Maintaining and improving levels of attainment as well as continuing to reduce the poverty related attainment gap, especially given the current conditions.
- Delivering the same, high quality CLPL in the current climate. We will fully utilise digital platforms to deliver future CLPL activity, and provide the level of support required to every establishment to raise standards whilst re-evaluating the barriers to learning within establishments as a result of school closures.
- Development Officers will use data and local intelligence to identify establishments in most need of support, and there will be an expansion of conceptual Numeracy training to provide a consistency of approach and strengthen pedagogy across South Lanarkshire
- There will be an increased focus on ensuring assessment of literacy skills is robust, reliable and purposeful with increasing engagement of reading among children and young people given the current health and safety restrictions due to Covid-19. Via staff professional learning we will raise awareness of Disciplinary Literacy and its demands, at Second Level and beyond, and continue to share effective practice in relation to our ASN Literacy Framework and Support for Learning in Secondary.

Health and Wellbeing

Successes and Impact Session 2019/20

South Lanarkshire Council Psychological Service's Attachment Strategy has paved the way for a journey towards attachment-informed practice. All establishments have engaged with professional learning led by the Psychological Services team and attachment theory is now beginning to underpin the life and work of the service.

In response to the Scottish Government's review of Personal and Social Education (PSE), the South Lanarkshire Council Education Resources team undertook an audit of PSE provision across the secondary estate. Each establishment engaged in a follow up visit to review and discuss responses. The outcome of this programme resulted in the launch of a PSE staff network which was instrumental in planning a range of CLPL and collaborative working opportunities to build on existing highly effective practice.



As a result of feedback provided by school leaders in a recent audit, curricular aspects of health and wellbeing have been targeted for additional training and input from a variety of partner agencies. Work has been undertaken with schools and teachers on how to deliver learning associated with the new relationships, sexual health and parenthood resource, Active Schools and substance abuse.

Part of South Lanarkshire Council's recent response to Covid-19 was the launch of a new SLC Website, intended to be a 'one stop shop' for sharing 'blended learning' learning resources. As this evolved a staff wellbeing area was created which provided a variety of resources and guidance for staff to help support teachers through the increased pressures of the recent lockdown. Traffic analytics for this website have reflected the popularity for the site as a resource. As the landscape evolves towards our 'new normal', so too will the resource.

To understand the impact of lockdown on children and families to allow the service and schools to reflect need on our return to school, HWB questionnaires were devised and successfully distributed. Responses and feedback from 2400 children and young people plus 5800 parents were received, analysed and acted upon.

To follow on from this, a staff version of the questionnaire is currently underway. It is expected that the results from this will inform work to support staff wellbeing moving forward.



More than 80 Primary schools utilise and deliver rights-based learning through the 'Making Rights Real' programme. This ensures opportunities for pupil voice and a platform for pupil leadership within establishments.

Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- Although originally planned to be a face to face launch, the attachment strategy will continue to be rolled out digitally until such times as a full event can be planned. A training plan for the new session is presently being devised incorporating initial feedback from Head Teachers and including a variety of ICT platforms to provide alternative CPL activities and training.
- A new training plan will be created with partners to continue with development opportunities for schools to link in with specialist agencies to aid delivery of PSE curriculum.
- In response to the feedback from stakeholders and in order to further support the needs of the workforce, Education Resources will aim to develop and highlight a range of supports for educators across the system, building on work initially taken forward across the authority. Partnership working and guidance from CERG and Education Scotland will be incorporated into this planning.
- Data from wellbeing surveys will be collated and used to plan responsive support and training based on need. HT "Support Pods" will be formulated and run jointly by Lead Officers and EPS.

Closing the Attainment Gap

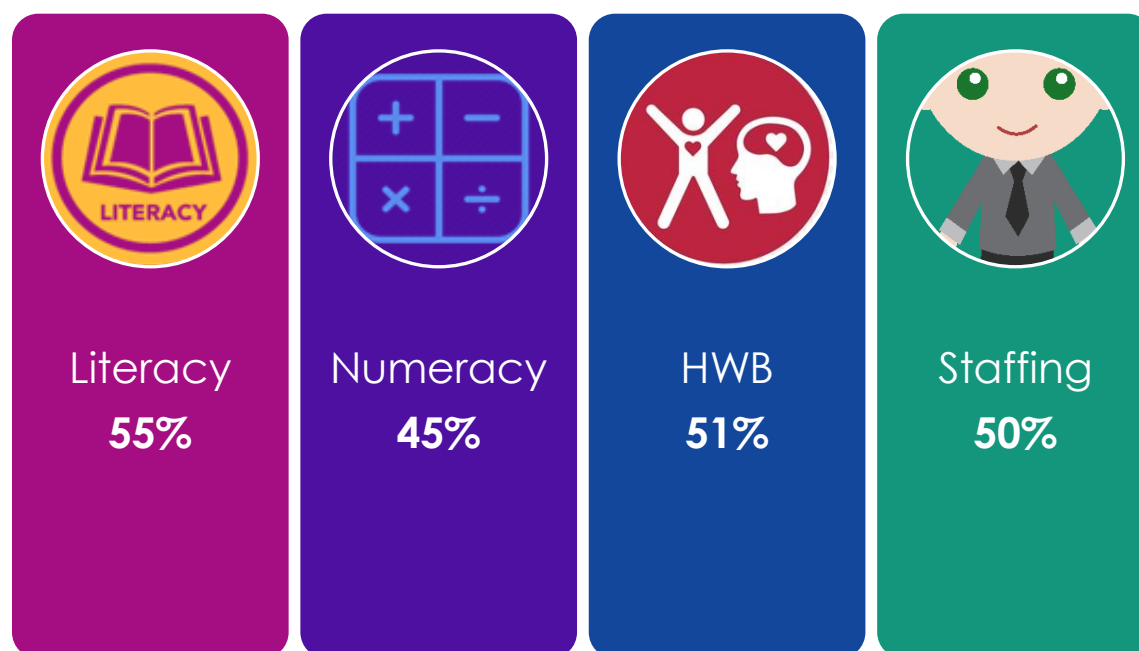
Successes and Impact 2019/20

South Lanarkshire Council have developed comprehensive guidance, accompanied by a wide range of professional learning which support schools to explore their bespoke equity agenda. This guidance is regularly updated as appropriate. Early on it became clear that with nearly 150 school establishments across the authority, from an extensive range of contexts, one size would never fit all. With core guidance on managing finance and statutory reporting, most other support is centred around empowering school leaders and the exploration of data with a view to building capacity and developing understanding at a local level. Establishments are offered opportunities to discuss and engage with their data at attainment clinics, both specific to their 'gap' and more generally. Establishments are also offered individual feedback on

essential reporting. All opportunities are exceptionally well attended and received, with almost all HTs reporting these have a positive impact on the equity agenda within their schools.

South Lanarkshire establishments have engaged in a wide range of equity approaches, each one bespoke to need as identified through robust interrogation of data. Ongoing tracking of impact is essential and reflection around continuation/cessation is encouraged at regular intervals. Generally, establishments have centred planning round Literacy, Numeracy and Health and Wellbeing approaches with a particular focus on nurture, resulting in several schools achieving Nurturing Schools accreditation.

The image below outlines a breakdown of the % of schools who have tackled each of these main areas with their Pupil Equity Funding:



(Schools are currently engaging with interventions in more than one area)

In the 2019/20 Improvement Planning cycle, as part of the equity agenda, schools were asked to consider the cost of their school day. Netherburn PS developed an IT Lending scheme, which was identified as an example of good practice by the Child Poverty Action Group and shared nationally through a video on the Child Poverty Action Group website: <https://cpag.org.uk/scotland/CoSD/resources>

Some examples of strong partnership working associated with closing the poverty related attainment gap can be found in; Duncanrig and Calderside Learning Communities, both of whom engaged in a practitioner enquiry project in partnership with the University of Strathclyde; Beckford Primary School in partnership with South Lanarkshire Council Psychological Services and SALT who are currently seeing the positive impact of an approach to improve language development of P1s - now being rolled out to 4 more SAC primary schools; Crosshouse Primary School have been able to report significant improvement in outcomes through Catch Up Literacy and Numeracy interventions, and have been innovative in their use of additional equity staffing; Lanark Grammar School led an out-reach supported study programme in 3 associated villages.

As establishments and school leaders continue to become more proficient in use of data; approaches are becoming more bespoke to individual need and more focussed on impact. Establishments are also now more focussed on approaches and sustainability when planning spend.

To attempt to alleviate some of the financial pressures on South Lanarkshire Council families as covid-19 continues to impact on the economy and employment, Equity Physical resources packs were made up and distributed to primary school pupils. These were to encourage home-learning set by schools. 1017 physical resource packs were delivered to vulnerable families. Just over 100 sanitary packs delivered centrally to primary aged pupils. Hundreds of secondary equity packs were also distributed by secondary schools, supported by the local authority strategic lead for Equity. Further resources from Book Trust were also circulated to vulnerable families.

Cost of the School Day Conference

On the 16th of January 2020, Head Teachers from across South Lanarkshire Council came together for a Cost of the School Day Conference.

Currently there can be a cost to *all* aspects of education from getting dressed in the morning to eating lunch, socialising with friends, going to class and coming home. Throughout the course of the day, educational colleagues were asked to reflect of the cost of their school day and consider where learning could be made as close to cost neutral as possible.

Organisations such as Money Matters were able to explore the difficulties associated with poverty and the real need to ensure that all of our families are able to access education in the same way. Schools have been asked to prioritise cost of the school day in their planning processes moving forward.



As part of the cost of the School Day conference Head Teachers made 'pledges' to reduce financial barriers to accessing the daily learning in their schools

Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- A shift towards Numeracy interventions has been observed as schools embed initially launched Literacy and Health and Wellbeing interventions and continue to explore attainment trends and less obvious gaps.
- The Equity Team plan to continue to support and challenge schools in a now very well embedded programme. Through a variety of mechanisms, good practice will continue to be highlighted and shared. Primary and Secondary equity lead networks will continue to advise on this work virtually.

- Assess the impact of pupil equity support and report on progress made in terms of closing the authority poverty related attainment gap.
- Further upskill classroom teachers and school staff to “drill-down” and identify specific barriers for individual pupils and use this information to put in place the most appropriate approaches to overcome these barriers.
- Support schools to re-identify their “gap” following the period of school closure.
- Support schools to adapt their equity approaches to take into account the ongoing global pandemic, ensuring supports can continue for our most vulnerable pupils.
- Implement actions from the Child Poverty Action Plan which will help to reduce the financial impact on families with sending their child to school.

Senior Phase

Attainment in 2018/19

In 2019 South Lanarkshire Council ‘highest 20%’ school leavers attained at the highest level they have in 5 years. They achieved 20 average total tariff points above Virtual Comparator and 14 average total tariff points above the national cohort. The ‘Middle 60%’ and ‘lowest 20%’ also attained above both Virtual Comparator and National cohorts.

In 2019, an additional 2.25% of learners leaving South Lanarkshire Council schools achieved at least 5 qualifications at SCQF level 3 compared to 2018.

In 2019, an additional 2.04% of learners leaving South Lanarkshire Council schools achieved at least 5 qualifications at SCQF level 4 compared to 2018.

In 2019, an additional 0.52% of learners leaving South Lanarkshire Council schools achieved at least 5 qualifications at SCQF level 6 compared to 2018.

Attainment in 2019/20

Based on internal data analysis, attainment of the 2019/20 leavers cohort has been exceptionally strong across all measures compared to similar comparisons undertaken in previous years. Unfortunately, due to Covid-19 and the implications for the delayed release of Scottish Government’s Insight tool, we do not have this information in a format that would allow us to publish comparable data for 2020.

Post School Destinations

In 2018/19, 95.74% of South Lanarkshire Council school leavers progressed to a positive post school destination. This compares to a National figure of 95.05%.

The Curriculum and Quality Improvement Service within South Lanarkshire Council Education Resources has made significant investments to support learners into

positive post school destinations and continues to celebrate success in this area. In particular, our most deprived cohort (SIMD Quintile 1) of leavers' positive destination figure was greater than the National statistic for the same group by 1.13% points.

Successes and Impact 2019/20

Establishments are supported to continue to engage with the Career Education Standard in partnership with Skills Development Scotland and Education Scotland.

To support the implementation of the new Work Placement Standard, a network of secondary school-based colleagues was established. Ongoing support through this network has resulted in all schools now supporting learners to undertake appropriate work placements at a time and place relevant to their learner journey. Flexible and self-found placements are commonly used to ensure work placement opportunities provide continuity and progression with senior phase learning.



Through extensive work with a Secondary Head Teacher Curriculum network and a secondary Deputy Head Teacher 'Timetabler' network, recommendations set out in the 15-24 Learner Journey Review are being revisited on a regular basis.

Through work with Professor Mark Priestley and Carol McDonald (HMIE), Secondary colleagues are given the opportunity to explore possibilities and have their thinking challenged during robust professional dialogue with their colleagues and national experts.

Schools were asked to consider how their curriculum evolution was responding to their Insight data. This area is further explored during 1:1 attainment meetings as part of the Local Authority SSR programme.

Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- Education Resources are currently working with stakeholders on a comprehensive Skills Framework, from early level through to fourth level in the BGE, then mapped to Senior Phase qualifications.
- Where it is safe to do so, Senior Phase learners will start considering physically attending work placements from October. All risk assessments will be undertaken by this stage. Schools will be able to access the New Gateway Work Placement Portal, our Local Authority Virtual and Work Inspiration offer which supports most career areas, and we will continue to sustain our strategic partnerships with colleges, universities and business partners to widen employability opportunities for learners.

- Plans to offer a more diverse range of pathways, involving a wide range of external stakeholders have been seriously impacted by Covid-19. Involvement of external stakeholders will be challenging given the current mitigation/risk management for full time return to school.
- Increase the numbers of young people involved in the Foundation Apprenticeship Scheme at National 4/National 5 level by June 2021.
- Implement the actions in the Developing Scotland's Young Workforce report designed to improve outcomes for learners on a school by school basis.

Continuity of Learning in response to COVID 19 pandemic

Successes and Impact 2019/20

Since March 2020 our school leaders have been well supported to lead their schools through the Covid-19 pandemic. Centrally coordinated teams with stakeholder involvement when appropriate, were set up to provide specialist consistent responses to the following broad themes: Learning, Teaching and Assessment and Curriculum planning (for both blended learning and full return models), cleaning, catering, transport, staffing. School leaders were then empowered to plan for a return to school life with the confidence that they had operational guidance to support their journey. Feedback from school leaders has been overwhelmingly positive.

Some key highlights of this work:

A recovery curriculum planning group provided comprehensive guidance for classroom teachers return to the classroom – Recovery Curriculum planning documentation (blended learning and full return versions) Timetabling support for secondary schools) Classroom teacher checklists.

A website was created to support continuity of learning called South Lanarkshire Council's Staff Learning Centre. All teachers, support assistants and early years workers were given to access this site. All schools asked to submit resources that could be shared across the authority to support others which was shared via Twitter - both by individual schools and CQIS team.

Subject Lead Teachers in Secondary schools asked to submit resources and establish an online area (Google Classroom/Microsoft Team) to share resources and support one another.

The site provided information and guidance documents during the ever changing landscape at the time of extended closure, access to a range of resources that could be used to support learning at home, advice and links for Health and Wellbeing, Career Long Professional Learning and advice from GTCS and other national bodies.

Additions to the site were made as resources and activities were shared by colleagues from different establishments as well as the development of a Digital Support section that contains a range of guidance documents, webinars and online support to enable colleagues to collaborate with each other as well as communicate digitally with children and families learning at home.



Some key digital developments included the introduction of Guardian Email Summaries that allows teachers to send updates of classwork and homework directly from Google Classrooms to parents and carers, and Google Meet for Learners, allowing videoconferencing to take place with learners.

All schools, including ASN establishments, were asked to identify the needs of their families regarding digital devices and connectivity. A formal audit was then carried out to identify priority 1 families – Families/children who are entitled to free meals (based on income) with no internet access and with no suitable devices to support learning at home, and priority 2 - Families/children who are entitled to free meals (based on income) who have Wi-Fi at home but no appropriate access to devices to support learning.

Initial data from the schools and analysis of FME has resulted in a bid for funding to procure over 5,000 devices and connectivity for 800 families. 259 devices will be touchscreen to support ASN pupils. Schools were provided with guidance for lending chromebooks to families during the period of school closure.

The Scottish Government are currently offering grant funding to support digital inclusion with South Lanarkshire Council preparing a bid for Chromebook devices and connectivity solutions to enable all families to access digital resources and blended learning approaches as we progress into the new term.

Challenges and Next Steps in line with the Education Resource Plan for 2020/21

- We will continue to develop the SLC website to support blended learning and promote and expand access to the SLC site. Further support professional learning to utilise digital learning tools effectively. Our Digital Support Officer is already providing webinars and online meetings, but a more formal structured programme of CLPL will be offered to develop digital skills and increase the number of Google Educators within SLC.
- The devices on loan to families from schools will be required back when schools re-open to pupils. Priority 1 families identified will have access to the devices purchased from the Scottish Government stock available. Mifi devices for connectivity will be provided with a one year Vodafone contract from SLC procurement route.
- Other devices from SLC managed service supplier will be procured to meet the balance of priority 2 families and to widen the provision to support families with siblings requiring access. Plans are being drawn up now to overcome initial challenges of procurement and distribution of devices.
- To meet the challenge of supporting connectivity, monitoring usage and impact of the devices, further digital support will be made available for families.

- Provide opportunities for parents/carers to be active participants in their children's learning.

Recovery Planning

Although on March 20th, 2020 all of our work was interrupted, schools were well positioned to react to circumstance and suitably armed to start to consider a blended learning recovery curriculum.

As an Education Service we pride ourselves in empowering our headteachers, schools and staff to be agile and solution focused in order to best meet the needs of the local community. In what is uncharted territory, we continued to apply this principle, but in order to do so were keen to provide leaders with a clear framework, based on national guidance, ensuring local decisions are made in a collegiate and transparent way.

A Local Authority framework was produced within which primary and secondary schools were asked to consider their individual recovery curriculum plans for August 2020.

Primary Curriculum Recovery

Within the Primary Framework, schools were offered one curriculum 'model' from which to start their planning. (It was not deemed necessary to offer more than one model to primary schools)

The framework was shaped by the following guiding principles;

- All learners would have access to 2 full days of learning in school and 2 days of learning at home. We want to maximise the time learning at school whilst remaining within the current Health and Safety guidance.
- To work towards maximising learning as outlined in the Scottish Government's 'Covid-19 (Coronavirus); Reopening Schools Guide', Head Teachers were asked to split their school community in to two cohorts, each representing as close to 50% of the total school population as possible. These cohorts, either in whole or in part, were not to be in the school building at the same time and were **based on the underlying principle of facilitating family groupings**.
- Establishments were asked to operate on a target of maximum teacher/learner contact and plan their curriculum to minimise movement around the school building.
- Where possible, schools were asked to examine where targeted support for particular groups of learners could be considered i.e. for vulnerable/at risk learners.
- Establishments were asked to operate on a rolling week basis, starting on a Wednesday to allow time for planning and preparation, with teachers planning on the basis of delivering the same learning episodes to either whole cohorts at a time or to two groups of learners across the week; depending on the school context. Schools were empowered to decide which mode of delivery worked best for their learners and families. All groups will attend on the same days each week.
- Establishments were asked to focus on an initial recovery curriculum of literacy, numeracy and HWB with other skills-based tasks considered where possible and taking account of the school environment.

Secondary Curriculum Recovery

Within the Secondary Framework, schools were offered the option of 3 curriculum 'models' from which to start their planning.

The framework was shaped by the following guiding principles;

- Each group of locality Head Teachers were asked to agree on one core model with an agreed time allocation per learner per week to ensure consistency of learning provision across the locality. After this schools were empowered to personalise within the model to meet local demands.
- To work towards maximising learning as outlined in the Scottish Government's 'Covid-19 (Coronavirus); Reopening Schools Guide', Head Teachers were asked to split their school community in to two cohorts, each representing as close to 50% of the total school population as possible. These cohorts, either in whole or in part, were not to be in the school building at the same time.
- Establishment were asked to operate on a target of maximum teacher/learner contact and to plan their curriculum to minimise movement around the school building.
- Each school was asked to plan for equal 'in school' time per year group to ensure consistency of experience regardless of the year group.
- Where possible, schools were asked to examine where targeted support for particular groups of learners could be considered i.e. for vulnerable/at risk learners.
- Establishments were asked to maintain the existing structure of their school week (ie – 5 day a week schools plan a 5 day a week recovery model and 4.5 day a week schools plan a 4.5 day a week recovery model)

On June 24th when a full return was announced, again, schools responded confidently and collegiately to ensure a safe return to as close to a 'normal' curriculum as possible.

Post August 2020: How are schools have been supported

Recovery: Next Steps

Should schools be required to return to either a blended or full-time model of working from home, our aspiration is that children and young peoples' learning experience is as **continuous** as context allows.

South Lanarkshire Council's Definition of Continuity of Learning

The South Lanarkshire Council definition of **Continuity of Learning** is the **continuation** of educational experience in the event of an individual or group self-isolation absence in response to instruction from NHS Lanarkshire. It is a critical component of school emergency management, as it promotes the **continuation** of teaching and learning despite circumstances that interrupt normal school attendance for one or more learners.

Continuity of learning should be as close to the daily face to face experience as context allows.

Continuity of Learning Guiding Principles

Primary and secondary establishments were asked to consider their individual **continuity of learning** plans for the academic session 2020/21. Schools should then develop and share their own framework in order to respond to individual or group self-isolation.

Each establishment's framework should be shaped by the following guiding principles;

- All plans should be developed in partnership with parents, learners and staff
- Establishments should have their own vision of what **continuity of learning** should look like in its best form in their context, and should aspire towards this at every step
- All stakeholders should have a clear understanding that any response to individual or group self-isolation will depend on specific circumstance eg number of learners/staff in self isolation, wellness/personal circumstances of staff/learners who are now in self isolation, available infrastructure, period of isolation
- Appropriate time within an establishment's WTA should be given to activity (including CLPL) to support **continuity of learning**
- Where possible, consistency across a learning community should be agreed with a clear understanding and narrative where differences exist
- The learning experience for individual learners should be as progressive as context allows.

Schools were asked to submit a Learning Community return, following individual school discussion, on their plans for Readiness to Learn From Home under the following headings; establishing knowledge of digital access, selecting an online platform, staff CLPL, dealing with individual/group/learner absence, structure and content of an online day, consultation with parents/carers and absence contingency. These returns highlighted the need for additional support for schools in learning, teaching and assessment via an online platform, additional access for learners and families to digital equipment as well as an online safety programme.

All areas for development have been identified with the Education Resources Plan as well as Lead Officer plans. School leaders have once again responded confidently to the needs of their school community and are well placed to react to any change.



Report

11

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	COVID19 – Education Resources Update
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the Education Resources response to COVID-19 by schools and educational settings and on the new Scottish Government guidance announced on Saturday, 19 December and publication of supplementary guidance on 6 January 2021.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the efforts of staff in schools and educational settings to adapt to the changing guidance and in being agile to respond to these changes whilst ensuring the safety and wellbeing of children, young people and staff be noted;
- (2) that it be noted that the partnership arrangements and protocols in place with NHS Public Health Lanarkshire who lead on the incident management of cases, are operating on a daily basis to ensure the wellbeing of individuals is at the heart of the assessment process for each case;
- (3) that the timeline of new guidance and impact on schools, educational settings, children and young people listed at Appendix 1, be noted.

3. Background

3.1. Schools and educational settings across South Lanarkshire re-opened to all learners on Wednesday 12 August 2020. This is testament to the work of all staff in schools and nurseries in adhering to safe systems of work, infection control measures, the personal hygiene arrangements, maintaining physical distancing, PPE and the cleaning regimes which are in place to keep staff and all learners safe. We also recognise the significant challenges that occur each day for school and educational settings in complying with Covid19 safe practices and on their involvement in the assessment process of positive cases with NHSL Public Health specialists.

3.2 All positive cases which impact on a school or educational setting and involve a member of staff or young person have been subject to a rigorous self-assessment by NHS Lanarkshire Public Health. This may conclude that some people who have been identified as close contacts will have to self-isolate, the extent of the communication required for parents/carers, families and staff, and if necessary, a further clean as an additional precaution or that no further action is required.

3.3 The work of schools and educational settings in completing the necessary assessment form required by NHSL Public Health and if necessary, attending the daily on-line

meetings with support from central staff in Education Resources is a core part of the actions taken to keep people safe. The efforts to maintain and sustain this by schools and educational settings deserves to be commended. Education Resources, in partnership with NHSL Public Health, continued with the assessment process over the Christmas and New Year holiday period and to consciously give schools and Head Teachers some respite from the pressures that they have had to deal with in this regard when a positive case occurs.

3.4. NHS Lanarkshire Public Health have deemed, based on the evidence presented at the daily assessment meetings, that almost all positive cases have been community-based transmissions.

3.5 The assessment process of reporting has enabled NHS Lanarkshire Public Health, Education Resources, schools and services to work together to provide clear and coherent outcomes in a timeous matter which by its very nature is dynamic during a pandemic.

4. **Adapting to new guidance and keeping connected**

4.1 Regular information bulletins have been issued from the Executive Director to acknowledge the work and commitment of staff in the front-line in our schools and services as well as keeping them up to date on changes to national guidance. A key aspect being to provide as much clarity as possible to schools and educational settings and other stakeholders on national and health related guidance.

4.2 A series of meetings with Head Teachers has taken place since August 2021 with some focus groups of pupils and parents and regular liaison with the trades unions to hear what has gone well and if there are any changes or improvements people would like to see being made.

4.3 **SQA examinations**

On 7 October 2020, the Scottish Government announced that the national 5 exams will not take place in 2020/21. On 8 December 2020, the Scottish Government announced that both Higher and Advanced Higher examinations will not take place in 2021. Regular dialogue has taken place with secondary school Head Teachers, staff, the professional associations, the trade unions and the SQA on the impact of this decision for pupils, families and staff. South Lanarkshire Education Resources are developing moderation procedures to support schools with making predicated judgements.

4.4 The move to the assessment model as was the case last year, but now with the national lessons learned from the previous year being incorporated means there is a clearer understanding of the moderation process and the principal of equity is a core aspect for 2020/21.

4.5 Following the Scottish Government's announcement on Saturday 19 December 2020 of changes to the opening of schools and educational settings from January 2021 and on the new restrictions associated with Level 4 over the Christmas and the New Year period a special meeting with all Head Teachers was convened on Monday 21 December 2020 in advance of the school holiday on Tuesday, 22 December 2020.

4.6 Further details of the arrangements for the phased re-opening of schools in January 2021 are provided in para 6. COVID-19 School re-opening arrangements for 2021 (<https://www.gov.scot/publications/coronavirus-covid-19-school-re-opening-arrangements-for-january-2021/>)

- 4.7 Our staff have worked incredibly hard since August keeping schools open under challenging circumstances. They now face another challenge in terms of moving to a different model of learning at short notice and keeping staff, parents/carers, children and young people and all who support the delivery of education services, like janitors, cleaners, catering staff and other providers, including the professional associations and trades unions, updated and informed has been a significant challenge before schools closed on 22 December 2020.

5. Arrangements for the phased re-opening of South Lanarkshire Council schools in January 2021

- 5.1 The First Minister announced on Saturday, 19 December 2020 that arrangements for pupils returning to school in January 2021 have now changed in response to the COVID situation. It is important to note that for all children the guiding principle remains, that if they can learn safely at home, they should. Our duty of care to our most vulnerable children must be balanced carefully with the need to reduce social contact to prevent the spread of the virus between households and across society.

The impact for schools and educational settings in light of the new Scottish Government guidance <https://www.gov.scot/publications/coronavirus-covid-19-school-re-opening-arrangements-for-january-2021/pages/schools-opening-timeline/> was:-

Christmas holiday period

Schools finished for the Christmas holiday on 22 December 2020 and were due to re-open on Wednesday 6 January 2021.

The new guidance stated that **the majority of pupils the holidays have now been extended until Monday 11th January.**

Re-opening of schools in January 2021

The school holidays were extended until Monday 11th January with the following exception:

The exception is for those children who have both parents (or, in the case of a single parent family, the main carer) as designated key workers and who are unable to source alternative childcare.

Children who fall into this category will be able to attend school from **Thursday 7 January** where they will be supervised by staff.

On **Wednesday 6 January 2021**, school staff will return to allow planning to take place for the safe return of children of key workers and vulnerable children.

- 5.2 A keyworker is defined as:
- Health and Care workers directly supporting COVID response, and associated staff; Health and Care workers supporting life threatening emergency work, as well as critical primary and community care provision; Energy suppliers (small numbers identified as top priority already); staff providing childcare/learning.
 - All other Health and Care workers, and wider public sector workers providing emergency/critical welfare services (for example: fire, police, prisons, social workers), as well as those supporting our Critical National Infrastructure, without whom serious damage to the welfare of the people of Scotland could be caused.

- All workers (private, public or third sector) without whom there could be a significant impact on Scotland (but where the response to COVID-19, or the ability to perform essential tasks to keep the country running, would not be severely compromised).

5.3 In order to be eligible to access childcare:

- both parents must be keyworkers. (or, in the case of a single parent should meet criteria)
- children should attend only when there are no alternative childcare arrangements
- keyworkers who are able to work from home are not eligible for critical childcare.

5.4 A key worker enrolment form was prepared and families who fall into this category to complete and return this enrolment to the school attended by their child by e-mail prior to 7 January 2021.

5.5 **School Transport**

All existing transport arrangements were in place from 7 January for children of keyworkers.

5.6 **Free school meals**

The Council continued with Free School meal payments for families during the extended holiday period (6 to 8 Jan) and the week of remote learning (11 to 15 Jan).

5.7 **Week Beginning 11th Jan - Online learning**

All other children have access to remote learning during this week which they will access from home. Schools will be in touch with individual arrangements on how children can access learning.

Children of key workers can continue to attend school where they will be helped to access online learning activities.

In addition, schools have made contact with individual families whose children may require access to school for other reasons.

5.8 **Timeline**

A timeline from August 2020, including the new guidance for January 2021 and beyond the and impact on schools, educational settings, children and young people listed at Appendix 1, be noted.

6 **Return to school by pupils**

6.1 The fundamental premise is that education continues on a full-time basis for all children from 11 January 2021. This will comprise a combination of direct interaction, on-line and offline tasks/activities and tutorial support.

6.2 A guidance note for schools has been prepared and distributed to headteachers, and HT meetings on 8 January 2021 provide the opportunity for clarification and discussion.

6.3 Headteachers will continue to oversee communication with parents and be in regular contact to ensure the principles of each school's learning offer is clear and that any individual concerns are dealt with promptly.

7. **Support for School Staff**

7.1 School buildings remain open for staff to access materials and resources and to undertake any work required for the delivery of remote learning that cannot be done at home.

Further training and materials have been provided to staff in the use of technology to support remote learning. This includes access to the bank of video lessons created by the West Partnership as the West Online School (West OS).

- 7.2 School staff are considered as key workers and as such their children can attend school to allow them to undertake their duties as per the conditions in para 6.1.
- 7.3 During the period of remote learning, school staff who are shielding will not attend school and will work from home.
- 7.4 Arrangements are in place for school staff who are otherwise vulnerable eg pregnant teachers in the 3rd trimester. Schools were asked to revisit their individual risk assessments and further temporary adjustments may be possible during the period of remote learning eg limiting/removing a member of staff from the supervision rota.

8. Remote Learning

- 8.1. The remote learning offer is intended to replicate a normal school day, in as far as it is possible and reasonable to do so.
- 8.2. There is an expectation that schools will provide high quality learning experiences during this period.
 - All schools have already agreed the principles of a robust and well-thought-out remote learning offer ready to be delivered.
 - All schools have access to support materials provided by the CQIS as well as information contained on the SLC2 website.
 - All SLC teachers also now have access to an ever-increasing catalogue of pre-recorded video lessons as part of the West Partnership online school (West OS) accessible via GLOW.

9 Test and Protect over the Christmas and New Year period

- 9.1 Positive school cases of COVID19 over the holiday period, continued to be assessed by NHS Lanarkshire (NHS) Public Health specialists, with the support of South Lanarkshire Council Education Headquarters (HQ) staff, to investigate and identify close contacts. This activity was ongoing from when schools closed on Tuesday 22 December 2020 until they returned on Wednesday 6th January 2021.
- 9.2 This arrangement took place for all schools and educational settings across Lanarkshire and was agreed by the Covid19 Pan Lanarkshire Tactical Group with assessment meetings in place for schools and also for premises and businesses via Environmental Health staff.

10. Employee Implications

- 10.1. There no pending employee implications arising from the recommendations in this report. However, Education Resources continues to monitor the impact of staff absences related to Covid19 as well as other absences as part of our workforce planning arrangements with weekly review meetings taking place. This enables Education Resources in partnership with Personnel Services to look at trends and to manage any potential cover requirements required to help keep schools and educational settings open.

11 Financial Implications

- 11.1. There are no financial implications arising from the recommendations in this report.

12 Climate Change, Sustainability and Environmental Implications

- 12.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

13. Other Implications

- 13.1 The requirement to update risk assessments is set out in the Scottish Government guidance and steps have been taken to do this as the safety and wellbeing of all adults, children and young people is paramount.

14. Equality Impact Assessment and Consultation Arrangements

- 14.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.
- 14.2. Consultation has taken place with a wide range of stakeholders on a variety during the period of school Closure including children and young people, parents, staff and unions in a range of areas such as digital access, safe return to school, emergency childcare, access to free school meals.

Tony McDaid

Executive Director (Education Resources)

11 January 2021

Link(s) to Council Values/Ambitions/Objectives

- Increase achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

Education Committee – October 2020

List of Background Papers

- COVID-19 School re-opening arrangements for 2021
(<https://www.gov.scot/publications/coronavirus-covid-19-school-re-opening-arrangements-for-january-2021/>)
- Education Resources Local Phasing Delivery Plan
- Scottish Government Guidance on preparing for the start of the new school term in August 2020.

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:

Des Dickson, Education Operations Manager

Ext: 4495 (Tel: 01698 454495)

E-mail: des.dickson@southlanarkshire.gov.uk



Information update and timeline of new guidance

- 1.1 August 2021
The national guidance on the re-opening of schools highlighted, that '*we do not expect the return to school in August to be a return to normality*'. It was important that both staff and pupils had the opportunity to become familiar with the new layouts in their school, introduce hygiene practice of washing or sanitising, implement arrangements for entering and exiting, lunch and interval breaks and new routines. The Local Phasing Delivery Plan was reviewed to consider the implications of this change.
- 1.2 On 26 August 2020 the Scottish Government issued guidance on the mandatory wearing of face masks for staff and pupils in secondary schools when entering and leaving the building and when moving around in corridors, communal areas and on school transport.
- 1.3 On 23 September 2020 further advice was provided to schools and educational settings on the arrangements around the restrictions in place for visitors which takes account of the national directive which still includes the exclusion of parents/carers from entering school premises, except for a specific and agreed purpose and as well as other potential visitors.
- 1.4 On 30 September 2020 one of the most significant changes affecting household members who were asked to self-isolate if they were identified as a close contact came into effect. This means that no longer is there a requirement for all household members of those identified as close contacts to self-isolate, which is warmly welcomed by families.
- 1.5 On the 7 October 2020 the Scottish Government announced further details on the wearing of face masks in the workplace including for schools and other settings.
- 1.6 On 7 October 2020 the Scottish Government announced that the national 5 exams will not take place in 2020/21.
- 1.7 On 8 December 2020 the Scottish Government announced that both Higher and Advanced Higher examinations will not take place on 2021.
- 1.8 December – General announcement on introduction of new restrictions for Scotland – moving to Level 4 and the implications for Christmas and into the new year.
- 1.9 On 21 December 2020 the Scottish Government published new guidance entitled, COVID-19 School re-opening arrangements for 2021 (*refer to para 5 of this report for more details on the arrangements*)
(<https://www.gov.scot/publications/coronavirus-covid-19-school-re-opening-arrangements-for-january-2021/>)
- 1.10 From 5 January to 8 January 2021, attendance in schools should be restricted to vulnerable children and children of key workers only.
- 1.11 The school holiday period has effectively been extended for all other children (i.e. those not meeting the definitions of vulnerable children, or children of key workers) until Monday 11 January 2021.

- 1.12 From Monday 11 January to Friday 29 January, vulnerable children and the children of key workers will continue to attend school in-person. Schools will switch from offering childcare and wellbeing support to learning and teaching on 11 January for these groups (attendance in schools should be restricted to all necessary staff, vulnerable children and children of key workers).
- 1.13 All other pupils should be provided with an appropriate timetable of remote learning during the period from Monday 11 January to Friday 29 January.
- 1.14 A review of these arrangements will be undertaken by the Scottish Government on Monday 18 January, taking into account the latest evidence about the new variant and progress in reducing community transmission levels.
- 1.15 Arrangements for the period from Monday 1 February onwards will be communicated at the earliest opportunity to local authorities by the Scottish Government following this review.

Footnote

Please find attached the final version of the updated supplementary guidance which has just issued (6th January 2021) and which can be found online here: [Coronavirus \(COVID-19\): school re-opening arrangements for January 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/coronavirus-covid-19/school-re-opening-arrangements-for-january-2021/pages/2-1.aspx).

Report

12

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education

Subject:	Supporting Learners and Families - Digital Inclusion
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise members of the progress made by Education Resources to take forward the Scottish Government's Digital Inclusion Agenda.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) the action by the Council, through Education Resources, to meet the needs of families regarding digital inclusion to support learning at home, be noted.

3. Background

3.1. The Scottish Government announced in June that it would be making funds available to support Digital Inclusion and invited Education departments to bid for this to support families with access to appropriate devices and connectivity for learning at home.

3.2. South Lanarkshire Council was able to access a grant of up to £1.46m in support of this agenda.

3.3. A bid was submitted by the July 2020 deadline requesting devices, connectivity and support for families.

3.4. In August 2020, the first 2 parts of the bid were accepted for devices and connectivity with the third part for supports being accepted at a later date.

4. SLC Education Resources Bid

4.1. The SLC bid gave consideration to 3 areas:

- (1) Part 1 Priority Access
- (2) Part 2 Widening Access
- (3) Part 3 Supporting Access

4.2. Part 1 – Priority Access

An audit by schools of families across South Lanarkshire Council identified that 2,200 Chromebook devices would be required to meet the immediate need of families who currently have no access to digital devices at home for families who were in receipt of Free School Meals.

- 4.3. To support families with no connectivity, 480 Mifi devices with a one year Vodafone contract providing unlimited data were also required.
- 4.4. Part 2 – Widening Access
3200 further Chromebook devices were required to meet the need of families who currently have extremely limited digital access that is shared across the whole family and does not facilitate learning at home (eg access only to a mobile phone). This applied initially to families in receipt of Free School Meals, but has been widened to all families.
- 4.5. Consideration was also given to support pupils with additional support needs and 400 Chromebooks with touch screens were purchased.
- 4.6. Part 3 – Supporting Access
The need to support families with set up and connectivity was also identified as a key factor in ensuring that the devices could be used by children at home. Initial distribution and follow up technical support was provided in the form of a named contact for digital inclusion.
- 4.7. This contact facilitates the distribution of devices and directly links up with targeted vulnerable families regarding set up, connectivity and user access issues.

5. Progress and Impact to Date

- 5.1. 1,792 Chromebooks were initially procured from the XMA stock ringfenced by the Scottish Government and these were distributed in August to vulnerable families.
- 5.2. A further 1,825 Chromebooks were procured from RM who currently manage our school networks and these have been distributed throughout the term.
- 5.3. All priority families' requests were met by the end of October, including the additional requests from schools due to changes in family circumstances e.g. as a result of furlough or job loss and the impact of Covid-19.
- 5.4. All request from families for Mifi connectivity devices have been met with over 700 families now having internet access.
- 5.5. In December 2020 a further 1,175 Chromebooks were delivered and these were set up by RM for distribution throughout December 2020 and January 2021.
- 5.6. Ongoing training is available for teachers to support pupils in the use of these devices in the form of a range of Career-long Professional Learning CLPL opportunities including webinars and online training in the use of digital tools to improve the digital skills of young people and allow them to use the devices for learning at home.
- 5.7. Supports and recordings of webinars are available for staff on the South Lanarkshire Council Staff Learning Centre site.
- 5.8. The Council has procured 5,177 Chromebooks for distribution to pupils to support them with learning at home. By the time all aspects of the bid have been met, with the funding available, this will rise to approximately 5,500.
- 5.9. The Digital Learning team continues to engage with Scottish Government and with schools to consider further opportunities to extend supports and the availability of devices.

- 5.10. Some comments and feedback received from schools and parents:
“Children who are working in isolation in school are engaging more fully into the work of the class and feel they are getting to do the same as their peers. Children who are working from home are also engaging with learning more positively and this is leading to an increase in staff engagement with google classroom as they can see the benefits for their learners.”
- 5.11. “Families have been so grateful for the devices, it’s making all the difference in their children having access to the same learning as everyone else.”
- 5.12. “This has been a fantastic project. Without the devices it was difficult to encourage the families to engage with digital learning, it just wasn’t realistic. Now we can give them the device and they are getting onto Glow and using Google Classroom, it’s been such a bonus for these families.”
- 5.13. A primary colleague fed back that she has a family with 5 children – 3 currently in Primary – who are delighted they can now take part as they only had mum’s phone in lockdown and they now all have access to devices.

6. Next Steps

- 6.1. Ongoing monitoring of the effectiveness of roll out of Chromebooks will now take place.

7. Employee Implications

- 7.1. None

8. Financial Implications

- 8.1. The Digital Inclusion agenda is grant funded by Scottish Government.

9. Climate Change, Sustainability and Environmental Implications

- 9.1. There are no climate change, sustainability and environmental implications in terms of the information contained in this report.

10. Other Implications

- 10.1. There are no risk implications in terms of the information contained in this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 11.2. Consultation has taken place with schools, services, RM, Finance and IT Services, trade unions and the professional associations.

Tony McDaid
Executive Director (Education Resources)

5 January 2021

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning

Previous References

- ◆ None

List of Background Papers

- ◆ None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Stewart Nicolson, Head of Education (Senior Phase)

Ext: 01698 454475 (Tel: 01698 454475)

E-mail: stewart.nicolson@southlanarkshire.gov.uk

Report

13

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Youth, Family and Community Learning Service Delivery Update
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on delivery of Youth, Family and Community Learning Service provision for vulnerable children and families since August 2020.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the activities, ability to adapt and the impact of services delivered to meet the needs of vulnerable children and families, be noted.

3. Background

3.1. The Youth, Family and Community Learning Service presented an update to the Education Resources Committee on 18 August 2020 providing an overview of the emergency childcare provision for key workers during the summer period, in addition to wider service delivery across the Youth, Family and Community Learning Service.

3.2. This paper presents an overview and update on the range of engagement, impact and service delivered to communities across South Lanarkshire. This paper outlines the acknowledgement that the Youth, Family and Community Learning Service has received in recognition of the impact of service delivery during COVID-19 lockdown, the work undertaken to progress national strategic developments and standards expected in delivery of CLD services and the 50th anniversary of Universal Connections at the Key, East Kilbride facility.

4. Youth voice and engagement

4.1. In recent months, members of the South Lanarkshire Youth Council and the Scottish Youth Parliament (SYP) have been active in representing their peers at local and national level.

The range of activity has included:

- review and re-write of the Key Priorities under the South Lanarkshire Youth Strategy – Health and Wellbeing, Youth Friendly Services, Learning and Working, Youth Rights and Decision Making – drawing on the issues raised through surveys such as the Youth Partnership (Corporate Connections Board) Youth Survey, SYP member motion engagement and engagement with peers

- Discussions to progress a Youth Housing Forum within the East Kilbride area, drawing on the nationally recognised practice developed within the Larkhall area with Housing and Technical Resources and the Tenants' Information Service
- Youth Ambassador representation on the West Partnership's Youth Partnership Forum, exploring and sharing information in relation to progressing the PSE curriculum.
- Consultation on the Scottish Youth Parliament Manifesto 'FromScotland'sYoungPeople' to help shape SYP policy for the next 5 years.
- Participation in the Black History Month planning team within the Scottish Youth Parliament, facilitating weekly sessions about the issues facing black young people and systemic racism. In addition to this, two members presented a joint motion about reforming the education system to be representative of the BAME influence in Scottish society and culture, as well as Scotland's role in the slave trade and colonization as an integral part of the Scottish education system.
- Attending the UNCRC session with the Scottish Parliament Equalities and Human Rights Committee to share their views and experiences concerning the integration of the United Nations Convention on the Rights of the Child (UNCRC) into Scottish law.

4.2. Engagement during the COVID-19 pandemic has stimulated consideration and research into improvements to enhance and further enable the voice of all young people across South Lanarkshire. During the initial pandemic lockdown, the Youth, Family and Community Learning Service increased engagement using digital technologies with the aim of maintaining contact with young people and ensuring continuity of dialogue and service provision. It became clear that the immediacy and flexibility of digital technology (TikTok, Instagram, Facebook etc.) could be used more effectively to inform and elicit responses in real time.

4.3. Having conducted a range of focus groups to consult with young people on youth democracy, we propose to expand the delivery model of the youth participation network to the digital sphere. By expanding in this way, a bigger and more diverse range of participants can be consulted and have an influence on the decisions which impact upon them and their communities, in line with Youth, Family and Community Learning Service's vision of 'supporting a more engaged and equal society', giving communities 'choices and voices' and assisting the Council in preparations toward duties expected under the UN Convention in the Rights of the Child (Incorporation) (Scotland) Bill such as Child Rights and Wellbeing Impact Risk Assessments

5. Youth Work Education Recovery Fund

5.1. The Youth Work Education Recovery Fund was established to enable the sector to support young people in some of the country's most vulnerable communities to engage and re-engage with vital learning opportunities. Awards made from this fund will support programmes until August 2021.

5.2. The fund administered by YouthLink Scotland, has made 64 awards to organisations across Scotland working with young people impacted by the COVID-19 pandemic. Over 13,000 young people in Scotland stand to benefit directly from the Fund.

5.3. The Youth, Family and Community Learning Service were successful in securing funding for three developments to support recovery and continuity of learning. These developments are as follows:

1. **KEAR** have been funded to provide additionality to the 'recovery curriculum' model and timetable, enhancing learning opportunities for young people on evenings and

weekends in addition to daytime provision. The programme has 3 interrelated and connected themes:

- Outdoor learning –
 - supporting transition from Primary Bases to KEAR Campus facility using methods such as Forest School to reduce anxiety, improve confidence and support the most at risk young people
 - Bespoke outdoor learning timetable to support young people across the secondary provision to access weekly outdoor learning sessions
- Fitness –
 - K-Active sports based leadership programme is aimed at the senior phase learners to support their development of skills for life. The programme and structure provides each young person the opportunity to progress through a number of stages that improves their learning experience and gain Sport Leadership qualifications.
 - Goals project uses football as a tool engagement and learning that takes the learning environment on to the football pitch. Targeting S1 to S3 pupils, the process develops relationships between learners and staff, builds confidence, expands experiences and raises aspirations, whilst introducing learners in to Sports Leadership qualifications and progression.
- Mental Health and Wellbeing –
 - Recognising the impact that COVID-19 lockdown has had on confidence and anxiety in relation to returning to the school learning environment and to support young people improve their school attendance, a mental health and wellbeing programme delivered through a youth work approach will seek to increase resilience and secure increased attendance.
 - Mental health and wellbeing senior phase programme will support young people secure their attendance and develop their aspirations for life beyond school. Learners will undertake accredited awards that fit with their aspirations and ambitions through a comprehensive volunteer development programme to nurture transferable personal skills and confidence to life after school.

2. **‘Active All Ages’** (Hamilton Universal Connections) is an exciting, flexible and innovative series of programmes and opportunities that will target the most vulnerable children and young people.

The intervention is delivered across two phases in partnership with local schools and is tailored to meet the needs of the young people. A number of positive outcomes will be achieved through participation including improving mental health and physical well-being, improved confidence and self-esteem, and the opportunity for accredited qualifications. It will also tackle issues in relation to addiction that have been exacerbated by the pandemic.

- Phase 1 (transition to secondary school):
The Play Maker Award – an introduction into leadership for young people aged ten and over. The award is designed for use in a variety of education settings and focuses on developing learner’s leadership skills.
- Phase 2 (young people 12 – 18):
Personal Skills Programme. - the Personal Skills Programme (PSP) is a learning programme that allows learners to develop the skills and behaviours needed to be better prepared for their next step in education or employment. From August 2020 the Personal Skills Programme has added additional support to enable both face to face and socially distanced delivery in 2020/2021, thus ensuring a flexible delivery model.

The programme is delivered through three key themes enabling learners to achieve five linked awards:

Theme	Award	Learning hours
Transition	Pioneer Award	10
Active Citizenship	Ambassador Award	10
Active Citizenship	Community Influencer Award	10
Progression	Skills Pathfinder Award	10
Progression	Skills Reflection Award	10

- Learning, Education and Development (LEAD) Programme - this supplements the PSP programme and is an option for young people who have a particular interest in sport and dance and those who would benefit from achieving a Sports Leader Award (SCQF Level 4). A key aspect of the programme is developing and upskilling young leaders. The young leaders will be tasked with developing programmes and building capacity through delivery of a range of health and wellbeing activities with the support of youth work staff in local communities and primary schools.
- 'You Wanna B£T' - recent research indicates that gambling among teenagers is a real but hidden problem in Scotland, and indicative research since the pandemic has shown that this problem has become exacerbated due to the impact of lockdown. 'You Wanna B£T' is a flexible gambling education and prevention programme created in partnership with Fast Forward, demonstrating the dangers of teenage gambling and how it can lead to negative events in life. This interactive course can be rolled out in various settings from youth clubs to classrooms.

3. Youth, Family and Community Learning STEM Programme provides a structured programme, drawing together STEM activities, which enable participants to work on a broad range of skills and enhance their learning through the medium of youth work. This is achieved through a mix of direct learning sessions as part of their supported curriculum offer through youth work programmes such as Links-2-Life, delivered within community settings or blended curriculum choices where youth work practice is delivering learning within schools. This work will be linked to Coding Clubs set up in each of the locality areas, encouraging the separate groups to work together in collaborative learning experiences, and continue learning beyond the confines of the school day.

To strengthen this learning offer further, Arts is included within the programme (therefore now a 'STEAM' programme) as this promotes a more flexible educational approach and recognises the creativity and expression skills inherent in the arts. The programme offered is designed to be flexible to allow participation regardless of skill or knowledge.

The coding tuition will be delivered by Paisley YMCA who have built up a reputation over the past 5 years for teaching coding and other digital skills through a youth work approach. As the groups progress, the Code Clubs in each area will then participate

in a 'Hackathon' celebration event where, in addition to formal recognition of achievements and awards presented, the stop motion, art and robotics they have created through learning to code will be displayed in addition to the gallery presentations that will take place to the public.

6. Awards and Accreditation

- 6.1. Across the Youth, Family and Community Learning Service, work has been undertaken on the long-term sustainability of awards. This has included training and supporting new leaders and assessors to help them develop groups and work on COVID-19 safe plans, particularly for Duke of Edinburgh Award expeditions. Outdoor learning has remained a key feature in engaging learners to assist them with their mental health and well-being. Using this approach 144 awards have been achieved which include the Duke of Edinburgh Award, John Muir Discovery Award, Food Hygiene, Lowland Leader Award and Hill & Moorland Leader Award.
- 6.2. During the summer emergency childcare provision, learners from 101 primary and secondary school establishments achieved 388 Hi5 Awards and 4 Dynamic Youth Awards, recording 23,969 hours of participation. Since August 2020, 147 young people have achieved a Hi5 Award or Dynamic Youth Award. These Awards are owned and operated by Youth Scotland and have been credit rated and levelled by the Scottish Qualifications Authority (SQA) on the Scottish Credit and Qualifications Framework (SCQF). They provide a means of recording and evidencing the achievements of individual children and young people through their participation in youth work activities and follow a 'Plan, Do and Review' cycle. The self-reflection element of the award is the basis for the evaluation process as it presents accessible questions that seek to determine the impact of the programme and activity on the participant.
- 6.3. Adult learners have also completed 17 ASDAN Short Courses. These courses have helped learners to develop skills and knowledge in cooking and food preparation and expressive arts as well as increasing confidence in relationship and health education.

7. Pathfinder Programme Activity

- 7.1. In addition to providing ongoing support to families on the 'edges of care' in the three Cambuslang/Rutherglen High Schools, the Pathfinders team successfully attracted £10,000 funding to deliver a Food Insecurity pilot programme. One of only six successful bids, the South Lanarkshire project aimed to deliver a dignified response to food insecurity and tackle holiday period learning loss. Given the potential risk of young people and families disengaging from learning during the pandemic, young people and families were targeted on the basis that they were previous low attenders or were in danger of complete disengagement from school.
- 7.2. Pathfinders involved 29 families over the summer in a programme involving healthy eating/cooking, physical activity and horticulture. The bulk of money was spent on delivering food and equipment to families.

Participants commented that:

'...yeah, it helps a lot because it's helped me build my confidence as well, because I don't like - for example I'm not..... have anxiety, so i don't like talking to new people sometimes. So it's actually helping me that I'm talking to you right now.'

'It's actually hard to believe, but my dad lives in England, so somehow all of this has brought me and my dad closer as well, we talk a lot now. Because it put my confidence

up, now I'm speaking to people that I never thought that I would. It's bringing me closer to my family now, so it's actually helped me a lot more than everyone thought it would'

Quote from a parent:

'It's reinforced her relationship that she has with the staff, and I would say that's a huge one for us. I think the activities that were done are a massive benefit, but I think that relationship and just keeping contact going was absolutely huge. I think she knew she had somebody who was there for her all the way through, and she knew that person would be there for her when she went back to school. I think that was huge for her.'

- 7.3. The full report, including all projects that were delivered across Scotland, can be accessed through the following link:

<https://www.youthlinkscotland.org/news/november-2020/food-insecurity-pilot-demonstrates-youth-work-benefits-in-tackling-learning-loss/>

8. Junior Pathfinders

- 8.1. Supported by Inclusion as Prevention funding, two full-time Pathfinder posts have been developed to support a 'test of change' in the Cambuslang and Rutherglen locality. Burgh and Cathkin Primary schools have been identified for this additional resource to support children and their wider families.
- 8.2. The posts, funded until end of August 2021, will utilise Community Learning and Development methodology to engage children and families throughout the school term and during holiday periods. Using an early intervention approach, and using some of the learning from the 18 month period of secondary school Pathfinder Programme activity, we will be offering a flexible approach to improve long-term outcomes for some of our most vulnerable families.

9. Pupil Equity Funding (PEF)

- 9.1. Schools were invited to secure Youth, Family and Community Learning Officers utilising Pupil Equity Fund budgets as part of the delivery model to target closing the poverty related attainment gap. Offers received resulted in PEF support for the following establishments:
- High Blantyre PS
 - Glenlee PS
 - St Paul's PS
 - Woodside PS
 - Rigside PS
 - Holy Cross
- 9.2. The addition of Youth, Family and Community Learning staff provides a range of supports and programmes for learners and families, delivered by CLD professionals, in areas such as health and wellbeing, achievement, securing attendance, improving relationships and removing barriers to learning.

10. Re-opening of Facilities

- 10.1. Up until August 2020, Youth, Family and Community Learning teams including ESOL (English for Speakers of Other Languages), ALN (Adult Literacy and Numeracy), KEAR Campus, Universal Connections and After School Clubs created approximately 6000 activity packs to support children, families and young people of all ages, including children and young people with additional support needs, to improve the mental health

of learners and keep them active by providing them with activities that they could carry out on their own and/or with their families. The packs were bespoke, learner centred and were prioritised for learners and families who have limited access to technology or printing facilities. Underpinning this was the process whereby learners and families received the face-to-face element of visits to deliver activity bags and weekly phone calls to support a stable environment, conducive to securing continuity of learning.

- 10.2. National guidance in August 2020 allowed for a return to staggered group work in centres and detached work to take place in addition to good practice that had developed during lockdown, such as online delivery and activity packs. This was managed through a staged process of development of safe systems of work and risk assessments, to ensure the maximum learning engagement could take place with the safety of all at the centre of the process.

11. Adult Learning

- 11.1. A range of targeted interventions has been put in place to support vulnerable adult learners throughout the pandemic. Using a range of social media platforms, Youth, Family and Community Learning Teams have uploaded information on parenting, mental health and wellbeing, relevant training courses or webinars and links to key national awareness events such as mental health week and international men's health week. Tailored distance learning packs and socially distanced outdoor learning sessions were arranged, including adult healthy walking groups involving safe local walks to reduce social isolation and improve physical and mental wellbeing.
- 11.2. The delivery of provision has also taken place in partnership with other agencies. An example of this is the support given to the Whitehill Activity Group to work within the community to provide fun activities for Whitehill children, young people, families and adults to support learning and development and create a more coherent, inclusive community.
- 11.3. Over 370 themed activity packs have been distributed within this community to support local residents. Weekly online sessions are delivered to support health and wellbeing and reduce social isolation including quizzes, positive affirmations, tips to get outside, healthy recipes, information sharing and art activities. In addition, there has been weekly employability support for adults with job search online, posting available jobs and opportunities in the area, CV creation and support with online applications.
- 11.4. Celebrating the success of adult learners and ESOL (English for Speakers of Other Languages), the 15th edition of 'BOOST!' was published highlighting the successful range of activities and learning that took place including:
- Continuation of classes by moving them online
 - Supporting learners to access services
 - Summer programme – summer reading challenge, Friday food challenge, Top summer songs and learning packs
 - Learner's achievements and qualifications
 - Creative writing publications

12. Connecting Scotland Programme

- 12.1. Connecting Scotland is a Scottish Government programme set up in response to the COVID-19 pandemic and is delivered in partnership with local councils and the Scottish Council for Voluntary Organisations (SCVO). During phase 1, Youth, Family and Community Learning Service successfully received 13 devices through the Community Participation and Engagement Team.

- 12.2. Phase 2 of the Connecting Scotland programme supports low income households without proper internet access to get online and develop key digital skills with the assistance of Scottish Government funding.
- 12.3. It targets disadvantaged families with children and young people leaving care up to the age of 26. These families will receive an iPad or Chromebook device, 12 months of unlimited internet data, and technical support to get online safely and securely.
- 12.4. The Youth, Family and Community Learning Service made a direct application to the programme and have been allocated 165 iPads/chrome books and 120 MiFi devices with 24 months of connectivity.
- 12.5. We will take delivery of these devices in January 2021 and will roll out a programme of delivery and support to existing learners who have been identified as lacking resource and/or skills to be digitally included. This will be maintained by 10 Service 'Digital Champions' who will support learners with set up and provide ongoing support that will enable them to maximise the use of their devices. This will be in line with learner needs and identified goals.
- 12.6. Support will be provided on a one-to-one and group work basis and will also include telephone support when required.
- 12.7. In addition to the Connecting Scotland programme devices, a successful application was made to YouthLink Scotland to access a further 15 devices and 8 MiFi devices for digitally excluded young people.

13. Impact and Acknowledgement

- 13.1. Members of the Youth, Family and Community Learning management team continue to promote the work of South Lanarkshire Council and influence the policy agenda at a regional and national level. Taking account of post COVID-19 recovery planning, this work seeks to strengthen CLD practice and policy, whilst supporting improved professional learning and strengthening collaboration to create a clearer platform for benchmarking and secure improvement for CLD. During 2020, the work of the West Partnership Families and Communities work-stream and CLD Managers group have been working to strengthen links with community planning partnerships and wider education to support joint self-evaluation and improvement planning around family engagement, recovery and CLD planning.
- 13.2. Youth, Family and Community Learning staff have also provided an input to final year Initial Teacher Education (ITE) students from University of Glasgow on the theory of Youth Work and Adult Learning in Curriculum for Excellence and closing the poverty related attainment gap.
- 13.3. Youth, Family and Community Learning were invited to lead a presentation at the National Youth Work Conference on Responding Fast – COVID-19 Pandemic which highlighted how our teams adopted new and creative ways of engaging with young people, families and communities including the use of new technologies, and delivery models that blends high quality online learning and face-to-face work across a range of settings.
- 13.4. A member of the Youth, Family and Community Learning management team was invited to an international conference in London to give a presentation on the 'YouWannaBET' programme, a very successful youth work programme developed by

Youth, Family and Community Learning Service and other partners that focuses on the dangers of teenage gambling, and helps participants develop strategies to address this.

- 13.5. Since the conference, national broadcasters have been in contact to explore the possibility of staff and participants being involved in a documentary in relation to this.
- 13.6. Through an active role in the work of CLD Managers Scotland and CLD Standards Council for Scotland, Youth, Family and Community Learning Service professional knowledge and experience has resulted in:
- The development of Key Performance Indicators for CLD and producing guidance on CLD Plans 2021-2024;
 - Input to development of Scottish Government's Life-long Learning Strategy; ESOL lead link with Education Scotland;
 - Submitting evidence on the impact of youth work as part of the process of consultation on UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill 2020;
 - Representation on Scottish Government's Curriculum and Assessment Board;
 - Input to the OECD Review of Curriculum for Excellence with representation of the Scottish Practitioners Forum;
 - Development of Standards for Approval of initial qualifying degree programmes from CLD, CLD Placement Standards and Fitness to Practice Certificates; and
 - Development of CLD Career Pathway Review and Professional Learning Strategy
- 13.7. The impact of the programmes delivered by the Youth, Family and Community Learning Service, has continued to attract national attention relating to our response to the COVID-19 pandemic. As a result, several case studies highlighting interesting examples of practice have been published in a range of publications, social media posts and websites including the National Improvement Hub. These have included:
- Learning through lockdown: The impact of youth work during Summer 2020
 - <https://www.youthlinkscotland.org/media/5251/learning-through-lockdown.pdf>
 - Youth Work and the Scottish Attainment Challenge, Learner Engagement
 - <https://www.youthlinkscotland.org/media/5319/national-evaluation-publication.pdf>
 - <https://www.youthlinkscotland.org/media/5342/04-kear-campus.pdf>
 - The Link Magazine Autumn 2020 – Youth, Family and Community Learning Activity Packs
 - <https://www.youthlinkscotland.org/media/5452/the-link-autumn-2020.pdf>
 - Education Scotland Twitter Post:
 - <https://twitter.com/edscotclld/status/1291682391199821825>
- “We want to highlight how CLD responded to Covid-19. The first is from South Lanarkshire Council Youth Family & Community Family Learning Packs See Link: <https://bit.ly/2EU3Rg8> #BecauseOfCLD @LauraMc50938627 @johngalt1877 @hynd_robert @wp_education”
- 13.8. The examples above illustrated the extent to which Youth, Family and Community Learning (YFCL) teams provided a comprehensive range of bespoke, often remote, learning opportunities targeted to those most in need of support. As part of the

published reports on Youth Work and the Scottish Attainment Challenge, the reports state that teachers value the diverse range of learning opportunities youth workers can offer – creating alternative pathways for young people.

‘The YFCL approach is a really good fit... The range of programmes and supports on offer has already enhanced the school... and experiences for the kids are becoming richer and more diverse as this service develops.’ “They [the youth work team] have delivered a resilience programme which has been effective in supporting schools to deliver an alternative curriculum for a targeted group of children. The team built up strong positive relationships with children and families which was pivotal in raising self-esteem and self-worth. This then impacted positively on their engagement in class which led to raised attainment.’

- 13.9. The Youth, Family and Community Learning team within KEAR Campus were also highlighted as providing effective support to 142 young people with social, emotional, and behavioural needs to eliminate barriers to learning and achievement. Tailored access to youth work as an integrated part of the school timetable ranging from 1:1 nurture sessions and group work focussed on raising confidence, developing skills and aspirations.

Emma, 16:

‘I’ve been at school loads cause of my programmes.YFCL gave me loads more programmes and now I have qualifications and that and I’m going to college next year and I’m a sports leader now.’

Parent:

‘He’s a lucky boy - thanks to everyone at YFCL and KEAR staff, who have never given up on him and are always there to support him when, at times, it would have probably been easier not to. #alwaysgrateful.’

14. Workforce Development

- 14.1. Throughout lockdown and post lockdown, staff within the Youth, Family and Community Learning Service have undertaken continuous professional learning to support the achievement of excellent service delivery. These learning opportunities have been available to paid and voluntary staff and also to partner organisations through the Youth, Family and Community Learning Service Learning and Development Plan and in line with the Community Learning and Development Standard Council’s Professional Learning Strategy.
- 14.2. A key area of development has been in the use of digital engagement tools. Staff have undertaken training with national bodies such as Youth Scotland and YouthLink Scotland, in order to facilitate the delivery of service in line with the changing circumstances of COVID 19. Staff have also undergone training in the online use of toolkits to enable them to deliver and encourage young people to engage with Hi5, Dynamic Youth and Youth Achievement Awards at home.
- 14.3. Staff undertaking SVQ 3 Youth work, Personal Development Award – Support Adult Literacies Learning (SALL) and assessor/ verifier awards have continued using new on-line systems and support meetings to great effect. SVQ Assessor/Verifier training has continued through the use of email and online platforms, with standardisation of SQA qualifications delivered to learners and staff also taking place through these delivery methods.

- 14.4. A new area of development has resulted in STEM training undertaken across the service, again through national bodies. This has included STEM Leaders Award training for tutor assessors allowing participants to become tutor assessors for both the formal (aligned to Curriculum for Excellence Second, Third and Fourth Level) and non-formal (aligned to SCQF Levels 4-6) Young STEM Leader Programme.
- 14.5. Staff have engaged in 2 webinars on the attachment strategy and have refreshed MAPA training.
- 14.6. Nationally, the Youth, Family and Community Learning Service is engaged with a range of Continuing Professional Development (CPD) developments.

These include working with:

- the CLD Standards Council regarding staff CPD needs across the country and advising on the delivery and assessment of SQA qualifications
- the CLD Standards Council on the refresh of the Youth Work SVQ levels 5 and 6.
- the National CPD Network to establish training needs, delivery methods and sharing of practice for CLD practitioners across Scotland.
- chairing of the CLD West Alliance Forum that feeds into the National CPD Network
- Education Scotland to aid the presentation of online 'blethers' on different aspects of remote CLD delivery.

Youth, Family and Community Learning Service staff also attended, the virtual National YouthLink conference and the CLD Standards Council conference.

15. 50th Anniversary Celebrations

- 15.1. In October 2020, Universal Connections at the Key Youth Centre, celebrated its 50th anniversary as the first, purpose-built youth facility in Scotland. To mark the occasion and celebrate the history of the centre a year of activities were kicked off by a week themed across the 5 decades. Each day from Monday to Friday, the social media content was developed to reflect a different decade from the 1970's – 2010's, with a mix on information and promotion of what the centre offers as well as activities that could be carried out at home and online.
- 15.2. The programmes and history of the centre were brought together through the eyes of Mathieson P.I., the hotshot, maverick detective, who tries to solve the mystery of the missing 50 Years celebratory plaque. His adventures start during the welcome video to the year of celebrations and are played out over 4 further episodes of "The Past & The Curious" as he wades through the history of the centre, and attempts to solve the crime in this tense, 'whodunnit?!' His adventures can be followed here:

(50th Year Celebration Launch) <https://m.facebook.com/watch/384471549258471/>

(Mathieson P.I. – The Past & The Curious)
<https://m.facebook.com/watch/3067430786682456/>

- 15.3 To complement online activity, 100 activity packs were developed which were distributed to the most vulnerable families and young people. These included activities such as cake making and t-shirt designing linked with the celebrations and something that could be kept as a memory of the 50th Anniversary celebrations.

15.4 A 50th Celebration booklet was also created utilising content sourced from past users and members of staff. It is hoped to follow this later in 2021 with a second publication looking at now and the future.

16. Employee Implications

16.1. None

17. Financial Implications

17.1. None

18. Climate Change, Sustainability and Environmental Implications

18.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

19. Other Implications

19.1. There are no risk implications arising from the information contained in this report.

20. Equality Impact Assessment and Consultation Arrangements

20.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

20.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Tony McDaid

Executive Director (Education Resources Resources)

22 December 2020

Link(s) to Council Values/Ambitions/Objectives

- ◆ Protect vulnerable children, young people and adults
- ◆ Increase achievement, raise educational attainment and support lifelong learning

Previous References

- ◆ Provision of Emergency Childcare Provision for Keyworkers and Services for Vulnerable Children during the Summer Holiday Period 2020 – Education Resources Committee – 18 August 2020

List of Background Papers

- ◆ None

Contact for Further Information:

If you would like to inspect the background papers or want further information, please contact:-

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

Report

14

Report to:	Education Resources Committee
Date of Meeting:	19 January 2020
Report by:	Executive Director (Education Resources)

Subject:	Additional Support for Learning Review- Support for Learning: All our Children, All their Potential
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ inform the Committee of the outcome of the review of the implementation of additional support for learning (ASL) in schools; and
- ◆ advise of the Scottish Government's response to the review in the form of an Action Plan published in October 2020

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the outcome of the Additional Support for Learning Review chaired by Angela Morgan, Deputy first Minister be noted.
- (2) that the contents of the Scottish Government's action plan on the Additional Support for Learning Review be noted.

3. Background

3.1. A review of the implementation of additional support for learning in schools was announced by the Deputy First Minister in January 2019. Angela Morgan was appointed as the independent chair of the review in September 2019.

3.2. The review was implemented between October and December 2019 and the Chair undertook a desk review and analysis of evidence that informed the engagement phase. She gathered the views of stakeholders across Scotland, including South Lanarkshire and submitted a report to the Scottish Ministers and COSLA at the end of February 2020.

3.3. The review considered:

- ◆ how ASL legislation works in practice across all educational settings
- ◆ the quality of learning and support, including overall achievement and positive destinations achieved post school
- ◆ the different approaches to planning and assessment to meet the needs of children and young people
- ◆ the roles and responsibilities of support staff, teaching staff, leadership role, education authorities and national agencies
- ◆ the areas of practice that could be further enhanced through better use of current resources to support practice, staffing or other aspects of provision

- 3.4. The most recent statistics indicate that children who face additional barriers to learning and to fulfilling their potential comprise 30.9% of our school age population. The children and young people referred to in the report are those who have additional support needs as set out under the Education (Additional Support for Learning) (Scotland) Act 2004.

4. What did Children and Young People Tell the Review?

- 4.1. Children and young people were clear that they want to be included in their schools and communities. They feel that it is important that those working in schools are aware of additional support needs and sensitive to individual needs. They identified the following issues as being important:

- ◆ Meaningful relationships between children and young people and staff are important for learning
- ◆ A willingness to adapt teaching approaches to children and young people's learning styles, needs and varying pace and challenge and the use of technology is helpful
- ◆ Schools need to be a safe place
- ◆ All school staff need to have more knowledge and understanding of additional support needs so they can meet everyone's needs
- ◆ Children and young people with additional support needs don't want to be underestimated for their ability and capability
- ◆ More understanding and empathy from their peers would improve their learning experience
- ◆ Timely responses to bullying were important
- ◆ Support should be consistent
- ◆ Communication needs to improve, particularly at transition
- ◆ They need to feel involved in information sharing as part of decision making
- ◆ ASL needs to be adequately funded

5. Overview of Findings and Recommendations

- 5.1. The findings and recommendations of the report are divided into nine themes:

Theme 1: Vision and visibility

- ◆ Development of a national overarching vision statement
- ◆ Positive public communication plan highlighting the range of conditions and issues identified in the ASL legislation
- ◆ Achievements and successes of children and young people with ASN must be celebrated publicly and given parity with attainment and exam results
- ◆ Language of ASL must change to stop focussing on deficits
- ◆ National measurement framework must be developed and the National Improvement Framework must be revised to ensure parity
- ◆ Framework should be rooted in improvement methodology and support local improvement and not comparison.
- ◆ Measurement must value diversity of achievement and experience
- ◆ Investment in Pupil Support Assistants must be measured for impact and improvement on children and young people's experiences and achievements
- ◆ Plan to test how the National Performance Framework can be expanded to include achievement measures should be developed

Theme 2: Mainstreaming and inclusion

- ◆ Independent review of Curriculum for Excellence must integrate the findings of this review and focus on equity for all children

- ◆ The work of the Scottish Education Council must be informed by this review

Theme 3: Maintaining focus, but overcoming fragmentation

- ◆ There must be clear, values driven leadership
- ◆ Local authority planning must incorporate the implications of ASL for all services
- ◆ Children and young people with ASN must be fully considered in policy making at all levels
- ◆ Children, young people, parents, carers must be partners in the development of policy and guidance across the system

Theme 4: Resources

- ◆ Audit Scotland must use the key themes and findings of the audit of educational outcomes to inform the scope of their national performance audit on outcomes for children and young people with additional support needs
- ◆ This must include assessment and impact of spend, highlighting good practice and gaps
- ◆ Grant aided schools must examine how their specialist expertise can be developed to be complementary to statutory mainstream and specialist provision

Theme 5: Workforce development and support

- ◆ Teacher recruitment, selection, education and professional development must align with the changing profile of children and young people across Scotland.
- ◆ The Classroom Support Staff working group must, as part of their work, undertake a review of roles and remits of Pupil Support Assistants including how teacher/PSA roles interact and complement each other and issues related to career progression

Theme 6: Relationships between schools and parents/carers

- ◆ Practice in relation to working together including planning for transition should support and promote positive relationships
- ◆ Parents and carers must be equal partners in the development of key guidance
- ◆ Further investment is needed for family support services
- ◆ The use of mediation should be promoted

Theme 7: Relationships and behaviour

- ◆ The remit and membership of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) should be reviewed and updated
- ◆ SAGRABIS should be more closely aligned with the work of the ASL Implementation Group

Theme 8: Understanding Rights

- ◆ The incorporation of the UNCRC and its impact on Additional Support for Learning legislation and processes must be anticipated and planned for
- ◆ The planned review of CSPs must take the review findings into account

Theme 9: Assurance mechanism and inspection

- ◆ A mechanism should be developed with the Additional Support for Learning Implementation Group (ASLIG) and put in place to allow progress against the review recommendations to be reported and scrutinised
- ◆ Local authorities must take account of the findings of the report to review and align their quality improvement processes to drive improvements in processes, practice and outcomes

- 5.2. The overarching recommendation of the review is in relation to the participation of children and young people and is that children and young people must be involved in all decision making relating to additional support for learning.

6. Next Steps

- 6.1. The Scottish Government has produced an Action Plan www.gov.scot/isbn/9781800042094 with responses to each of the themes which will be overseen by ASLIG. Progress will be reported by October 2021.
- 6.2. Inclusion Services will consider the recommendations of the review and actions detailed in the action plan for local implementation and will embed resultant actions into established planning mechanisms.

7. Employee Implications

- 7.1. There are no staffing implications

8. Financial Implications

- 8.1. There are no financial implications

9. Climate Change, Sustainability and Environmental Implications

- 9.1. There are no climate change, sustainability and environmental implications arising from this report.

10. Other Implications

- 10.1. There are no risk implications in terms of the information contained in this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.
- 11.2. Consultation and engagement has taken place with children, young people, schools and services and other agencies.

Tony McDaid

Executive Director (Education Resources Resources)

23 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- focused on people and their needs
- working with and respecting others
- accountable, effective, efficient, and transparent
- ambitious, self-aware and improving

Previous References

None

List of Background Papers

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

Report

15

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Overview: Incorporation of the United Nations Convention on the Rights of the Child into Domestic Law in Scotland
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ inform the Committee of the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into domestic law in Scotland
- ◆ advise of the response made on behalf of South Lanarkshire Council's Children's Services Partnership to the Scottish Government consultation on the incorporation of the UNCRC into domestic law in Scotland

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the main elements of the Bill and the response to the consultation on incorporation of the UNCRC into domestic law in Scotland, be noted.
- (2) to note the analysis of the Scottish Government's response to the UN Committee's eleven recommendations in taking a children's rights approach to responding to COVID-19.

3. Background

3.1. On 1 September 2020, the UNCRC (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament and is deemed one of the most significant pieces of legislation to be introduced since devolution. A consultation on the Bill was opened on 7 September and closed on 16 October 2020.

4. The United Nations Convention on the Rights of the Child

4.1. The UNCRC is the global 'gold standard' for children's rights and sets out the fundamental rights of all children (Appendix 1). It is the most ratified human rights treaty in the world and sets out the specific rights that all children have to help them fulfil their potential, including rights relating to health and education, leisure and play, fair and equal treatment, protection from exploitation and the right to be heard. The UK ratified the UNCRC in 1991.

4.2. We already use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help provide every child with a good start in life and a safe, healthy and happy childhood. It forms the basis of the Getting it Right for Every Child (GIRFEC) approach.

5. The UNCRC (Incorporation) (Scotland) Bill

5.1. Scotland is preparing to become the first country in the world to directly incorporate the UNCRC into domestic law.

5.2. The main elements of the Bill are:

- ◆ directly incorporates the UNCRC as far as possible within the powers of the Scottish Parliament
- ◆ makes it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements
- ◆ gives power to the Children's Commissioner to take legal action in relation to children's rights
- ◆ requires Ministers to produce a Children's Rights Scheme setting out how they comply with children's rights and to report annually
- ◆ requires listed public authorities to report every three years on how they comply with children's rights.

5.3. The Bill also allows for incorporation of the articles of the UNCRC currently beyond the powers of the Scottish Parliament, should these change in the future.

5.4. By directly incorporating the UNCRC into Scots law, and to the maximum extent possible under the current powers of the Parliament, children's rights will mean children and young people will be involved in the decisions that affect their lives and that their rights are always respected, protected and fulfilled by public authorities. Where necessary, children will be able to go to courts to enforce their rights.

6. Scottish Government Children's Rights Activity

6.1. The Scottish Government has undertaken a range of activity linked to developing the rights of children and young people, including:

- ◆ publication of the human rights of children action plan, 'Progressing the human rights of children in Scotland: 2018 – 2021 action plan'
- ◆ annual cabinet meeting involving members of the Children's Parliament and Scottish Youth Parliament dealing with issues such as relationships, bullying, equality, mosquito devices, period poverty, UNCRC and Brexit. Progress reports are published
- ◆ Introduction of a First Minister's Question Time with children and young people dealing with topics including education, mental health, housing and equalities. These events were co-ordinated by YouthLink Scotland and Children in Scotland
- ◆ Development of a series of guides relating to children's rights in the area of employment, performances and sports
- ◆ Design of the Child Rights and Wellbeing Impact Assessment (CRWIA) to support the Scottish Government in assessing whether policies and legislation will realise children's rights
- ◆ A response to the UN Committee's eleven recommendations on taking a children's rights approach to responding to COVID -19 (Appendix 2)

7. Next Steps

7.1. The next steps taken by Education resources thus far include:-

- ◆ A response to the consultation on the Bill has been submitted on behalf of South Lanarkshire Children's Services Partnership (Appendix 3)

7.2. Following enactment of the legislation, further steps require to be taken to audit and identify any potential gaps in training, policy formulation and procedures at establishment, Resource and Council level to support the implementation of the legislation.

8. Employee Implications

8.1. There are no staffing implications

9. Financial Implications

9.1. There are no financial implications.

10. Climate Change, Sustainability and Environmental Implications

10.1. There are no climate change, sustainability and environmental implications arising from this report.

11. Other Implications

11.1. There are no risk implications in terms of the information contained in this report.

12. Equality Impact Assessment and Consultation Arrangements

12.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.

12.2. Plans are in place to engage with children, young people, schools, services and other agencies when the new law comes into force.

Tony McDaid

Executive Director (Education Resources)

22 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- focused on people and their needs
- working with and respecting others
- accountable, effective, efficient, and transparent
- ambitious, self-aware and improving
- raise educational achievement and attainment

Previous References

None

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org.uk/crc/op](https://www.unicef.org.uk/crc/op)

UN Committee on the Rights of the Child: COVID-19 Statement

On 8 April 2020, the United Nations Committee on the Rights of the Child published a statement that expresses concern about the situation of children globally, particularly those in situations of vulnerability, due to the effects of the COVID-19. The Scottish Government recognises the need to embed human rights of the child in taking measures to tackle the public health threat posed by the COVID-19 pandemic. The table below sets out our approach to the COVID-19 response, particularly in relation to the 11 areas highlighted by the Committee.

Area	Recommendations	Scottish Government Response
1	Consider the health, social, educational, economic and recreational impacts of the pandemic on the rights of the child.	<p>Children's rights and wellbeing matter now, more than ever. A children's rights approach is being embedded into our response to COVID-19.</p> <p>Officials are establishing a systematic rights-based approach to the COVID-19 response, including monitoring, reporting and reviewing mechanisms for emergency powers.</p> <p>We are working with third sector organisations to monitor and/or support strategies to mitigate the economic and social impact of the COVID-19 pandemic and to protect children, particularly those living in poverty.</p> <p>Child Rights and Wellbeing Impact Assessments are being prepared for key policies and legislation to gauge the impact on children's rights and wellbeing and mitigate any negative impacts. A CRWIA was published for the Coronavirus (Scotland) Act 2020.</p>

2	<p>Explore alternative and creative solutions for children to enjoy their rights to rest, leisure, recreation and cultural and artistic activities.</p>	<p>The Scottish Government is committed to giving young people all over Scotland a chance to take part in the arts, as demonstrated through our Time to Shine youth arts strategy. Officials are working with Creative Scotland to explore the barriers to young people experiencing culture at this time.</p> <p>We are working with key partners to support families with play and learning at home during the current restrictions including through the Parent Club website. The website provides advice, information and resources for families, including advice and links to provide ideas and encourage parents to keep children physically active. We are also developing an online platform which will include digital content for children and families to keep physically active.</p> <p>We also recognise that young carers may need extra support to take a fun break from their caring role. Young Scot has been working closely with the Scottish Government to adapt its young carer package to help support young carers as they self-isolate or physically distance. This has included launching new digital opportunities which young carers can access safely at home.</p> <p>The Scottish Government has provided funding to a number of youth work organisations to support their work in engaging with young people through digital means. We have also invested in YouthLink Scotland to support the skills and capacity of the youth work sector through digital youth work training targeting youth workers across</p>
---	---	---

		<p>Scotland. Youth workers are supporting young people with activities to do online and activity packs to use at home. Many are also offering telephone support to young people, especially those who are struggling with their mental health.</p>
3	<p>Ensure that online learning does not exacerbate existing inequalities or replace student-teacher interaction.</p>	<p>Enabling families to have access to digital technology also plays an important role in ensuring that children and young people can participate online, access the support they need, carry out school work at home and connect with family and friends.</p> <p>We are working with local authorities to identify those in need of further support with regard to digital devices and/or connectivity. The Children and Families Directorate has provided funding that will enable Children 1st and Aberlour to be part of the <i>Connecting Scotland</i> pilot, which will commence shortly. The pilot will provide laptops suitable for education purposes and 6 months data via a sim to families highlighted by Children 1st and Aberlour as being particularly in need.</p> <p>The Scottish Government's "Connecting Scotland" project is currently working with industry and other partners to identify and support digitally excluded households, whether that be through devices, connectivity or skills.</p> <p>One Parent Families Scotland, Barnardo's and Action for Children have also received funding from the Immediate Priorities Fund to help provide direct support to families during the COVID-19 pandemic, including addressing</p>

		<p>digital access. This investment is part of the Scottish Government's wider £350 million Communities Funding.</p> <p>We are working with Education Scotland in exploring a range of options to support the learning of our children and young people at this time. Education Scotland is helping local authority officers and teachers ensure learning continues during this challenging period.</p> <p>Closing the Poverty-related attainment gap remains the defining mission of the Scottish Government. We recognise the challenges that this unprecedented situation presents, in particular for vulnerable children and families from the most deprived backgrounds. That is why we are continuing with our commitment to invest £182 million from the Attainment Scotland Fund in 2020/21. It's also why we have committed to extend funding for the Scottish Attainment Challenge at current levels beyond the lifetime of this parliament and into 2021/22.</p> <p>On Friday 1 May, the Deputy First Minister announced that over £250 million in Pupil Equity Funding will be made available to schools over 2020/21 and 2021/22 meaning that, for the first time, PEF allocations have been confirmed for two years, to provide more certainty for head teachers and aid learning during the Coronavirus (COVID-19) pandemic.</p> <p>The Scottish Government is providing local authorities/schools with flexibility to redirect Attainment Scotland Funding aimed at closing the attainment gap to</p>
--	--	--

		<p>help mitigate the impacts of school closures on our most disadvantaged families. This plays an important part in mitigating the impact of home learning arrangements that may prove more challenging for our most disadvantaged families to adapt to. Examples include providing tablets to support digital learning at home and transport to enable learners to attend hubs and supporting home-school link workers to maintain regular contact with children.</p> <p>The Scottish Government has published 'Coronavirus (COVID-19): supporting pupils, parents and teachers - learning during term 4': comprehensive guidance to help support continuity for children and young people's learning for the term ahead.</p> <p>National Parent Forum of Scotland have also published term 4 guidance for parents and carers. This provides an overview of the measures in place and steps being taken, at a national and local level, to support children and young people, including those with additional support needs.</p> <p>The Parent Club website also provides advice for parents and carers about home learning. This includes specific pages with advice about supporting children and young people with additional support needs.</p> <p><u>Information</u> on the continued provision of care and support for children and young people with complex additional support needs can be found in the 'Coronavirus</p>
--	--	--

		(COVID-19): school and early learning closures - guidance about key workers and vulnerable children’.
4	Ensure children continue to receive nutritious meals provided through school feeding schemes.	<p>The ‘Coronavirus (COVID-19): school and early learning closures - guidance about key workers and vulnerable children’, provides information to support local authorities in the continued provision of free school meals.</p> <p>We have provided our local authority partners with £30 million of new investment from the Scottish Government Food Fund to support families unable to access food as a result of COVID-19 and are working with them to ensure that this provision is continued in a way that meets local needs and circumstances, as well as the latest health protection advice.</p> <p>Our latest returns from local authorities show that over 150,000 children and young people are receiving a meal provision, either through a voucher, direct payment, home delivery or at an educational or early years setting.</p> <p>In some local authority areas more than one approach is being put in place due to the multiple complexities associated with reaching all vulnerable children and young people.</p> <p>We firmly believe that this flexibility is key in order for our local authority partners to support all vulnerable families, whether they be in a remote, rural or urban location.</p>

		<p>We are aware that some low income families have significant overdrafts and therefore a direct payment may not provide the means to access food as intended.</p> <p>It is recognised that in the current circumstances some families will become eligible for free school meals. Local authorities have the power to provide free school meals to families who would not normally be eligible but are experiencing financial hardship as a result of COVID-19.</p>
5	Maintain the provision of basic services for children including healthcare, water, sanitation and birth registration.	<p>By using the strength of universal services such as maternity, health visiting and family nurse partnership, we have established routes and relationships with all children, families and pregnant women across Scotland, who are able to offer support and advice at this challenging time in multiple ways.</p> <p>Health Visitors and Family Nurses exercising the function of the named person are focussing on higher risk families and younger children.</p> <p>Multiple workstreams have been established to consider the secondary health impacts for children and young people, and where actions taken to address the pandemic emergency are widening inequalities. The Scottish Government is working alongside Public Health Scotland and Child Health Commissioners to drive this forward.</p> <p>On birth registration, the focus of services in this area at the moment unfortunately has to be on the registration of deaths and still-births. However, the Scottish</p>

		Government and National Records of Scotland recognise the importance of birth registration and will make announcements on resuming birth registration as soon as we can.
6	Define core child protection services as essential and ensure that they remain functioning and available, including home visits when necessary, and provide professional mental health services for children living in lockdown.	<p>The Scottish Ministers are clear that the Children (Equal Protection from Assault) (Scotland) Act should continue to have full effect in November 2020, as originally planned.</p> <p>Additional supplementary child protection guidance, including in relation to children affected by domestic violence, was disseminated to stakeholders on 31 March 2020. This guidance advises on how processes can be streamlined and modified to take account of current challenges without compromising actions to protect children and young people, consistent with children's rights. The guidance is clear that the pandemic must not affect the protections afforded to children.</p> <p>The guidance also notes the continuing importance of the ongoing support of a named person or first point of contact and underlines that local areas must ensure that parents and carers are clear about how they can get advice or raise concerns in relation to their children.</p> <p>We have also developed guidance to assist children's residential care services during the pandemic, and continue to work closely with Police Scotland and other key stakeholders to resolve any issues as they arise for those caring for looked after children and young people.</p>

		<p>We have provided £60,000 to Childline to adapt and respond to rising demand, and ensure continued service to meet the growing counselling need from children and young people.</p> <p>We have provided £15,236 to Stop it Now! Scotland to adapt their service delivery to respond to the increased risks currently facing children across Scotland and develop tailored resources to replace outreach work.</p> <p>On 27 March, Minister for Mental Health Clare Haughey announced a further £3.8 million to begin to increase the capacity of NHS 24's telephone and online services. This includes £2.6 million to expand the NHS 24 Mental Health Hub and Breathing Space telephone helpline and web support service and £1.2 million to provide extra capacity for Computerised Cognitive Behavioural Therapy (CCBT). Information about these expanded services will come on line as they become active.</p> <p>On 3 May, we announced £105,000 funding to the organisation Young Scot to support them to add content to their existing webpage focussing on general wellbeing and mental health. This will be a universal offer, available to all children and young people, and will connect the general population level information and link to practical support. There will also be appropriate links and signposting for young people who may be experiencing mental ill health or distress, to ensure young people can access the right support for their circumstances.</p>
--	--	--

		Advice for parents on supporting their children's mental wellbeing during this time is also available on the Parent Club website.
7	<p>Protect vulnerable children from the exceptional circumstances caused by the pandemic.</p> <p>These include children with disabilities; children living in poverty; children in street situations; migrant, asylum-seeking, refugee and internally displaced children; minority and indigenous children; children with underlying health conditions including HIV/AIDS; children deprived of their liberty or confined in police lock-up facilities, prisons, secure care centres, migrant detention centres or camps; and children living in institutions.</p> <p>States should respect the right of every child to non-discrimination in its measures to address the COVID-19 pandemic as well as take targeted measures to protect children in vulnerable situations.</p>	<p>Ministers are clear that we must continue to focus on ensuring that all children and families who need additional support during the crisis can access that support, including through local hubs, other community and place-based initiatives, and local 3rd sector activity.</p> <p>The Children and Families Directorate is working with partners to establish robust processes for monitoring the impact of the pandemic on the needs of children and young people who are at risk or who may become 'at risk' as a result of the crisis. On 24 April we published the Supporting Vulnerable Children and Young People - Data Intelligence Report. This report provides a clear commentary about the impact of the COVID-19 outbreak for children at risk and their families and on the ways that services are adapting and responding to the crisis.</p> <p>The Scottish Government is aware that the current situation may be placing additional strain on young carers. We established a new fund of £500,000 to help local carer organisations and young carer services transition to supporting carers remotely. This will include tailored advice and training to help them understand how best to keep in touch with carers and young carers in their communities</p> <p>The Coronavirus (COVID-19): staying at home and away from others (social distancing) guidance has been</p>

		<p>amended, allowing vulnerable people, including those who are autistic or have learning disabilities to exercise more than once per day to enable them to keep to their routines and ease their anxiety.</p> <p>On 24 March, we wrote to NHS Boards stating that people with learning disabilities and autism are exempt from the COVID-19 'no visitors' policy. This means children with learning disabilities are able to be supported by their families in hospital.</p> <p>Commissioned by the Scottish Government, the Scottish Commission for Learning Disabilities has a hub of resources available to people with learning disabilities and those who support them. These resources include easy read materials on the virus and government advice, self-help guides for supporting your mental health and a clinical guide for supporting someone with a learning disability in hospital. These are available on the Scottish Commission for Learning Disabilities website and the easy read Government advice can be found on Ready Scotland.</p> <p>The Scottish Government is in weekly contact with all 5 secure care centres to offer support, share intelligence and good practice guidance and seek assurances about the wellbeing of young people and staff. These discussions have yielded practice and process improvements around access to PPE and testing for staff and young people. Other innovations include young person-friendly explanatory material about the pandemic impacts developed by Kibble and shared with other</p>
--	--	---

		providers to support young people, and the purchase and sharing of new technology to support young people to maintain and develop family contacts. New residential care guidance , with relevance for secure care, was developed and published on 23 April.
8	Release children in all forms of detention, whenever possible, and provide children who cannot be released with the means to maintain regular contact with their families.	<p>A number of short-term prisoners nearing the end of their time in custody are to be released early, under measures designed to help tackle the coronavirus (COVID-19) outbreak. The plan will help prison and healthcare staff to continue to manage safely all those who remain in their care during the outbreak and follows measures taken across the world including elsewhere in the UK.</p> <p>Regulations have been laid before Parliament so that release can start from 4th May. The scheme will be limited to those sentenced to 18 months or less and who on 4th May have 90 days or less left to serve. The release of prisoners under the regulations will be subject to exclusions to ensure public protection, such as those who are imprisoned for life or with convictions for sexual offences, domestic abuse or terrorism offences.</p> <p>The early release regulations make specific provision so that they include the release of young offenders. Those in prison custody who are designated as young offenders can be considered as eligible for release providing that they fulfil the rest of the criteria set out in the regulations.</p>
9	Prevent the arrest or detention of children for violating State guidance and directives relating to COVID-19, and	We are sympathetic to the concerns of stakeholders, around the definition of a child. However, the emergency Coronavirus legislation is for temporary measures that

	<p>ensure that any child who was arrested or detained is immediately returned to his or her family.</p>	<p>are urgently needed to deal with the Coronavirus outbreak, and to mitigate the disruption it is causing. This is about maintaining the safe and stable application of current law and policy. It would not be appropriate to try to resolve a complex, cross-cutting range of issues in an emergency bill.</p> <p>Defining a child as under 16 is, e.g., in line with when a person can marry, vote in Scottish elections and leave home. In Scotland, most parental responsibilities and rights end when the affected child turns 16.</p> <p>It is for the Chief Constable to determine the operational approach that police officers should take in exercising the powers in Schedule 21 of the UK Government's Coronavirus Act 2020 and also in the Health Protection (Coronavirus) (Restrictions) (Scotland) Regulations 2020.</p> <p>Police Scotland have produced operational guidance on the proportionate application of these powers for dissemination to constables along with proactive communications and social media highlighting that, even in these exceptional times, their approach to policing will remain governed by consent, with "soft enforcement" as the default setting.</p> <p>Police have the power to instruct adults to take steps to stop their children (those under 16) breaking these rules; adults may be fined or prosecuted where they do not take reasonable steps to encourage their children to abide by these regulations. And, where they encounter three or</p>
--	---	---

		<p>more people are gathered they may direct the gathering to disperse.</p> <p>Police Scotland recognises that the vast majority of children do not engage in criminal or other antisocial activity. However, if such activity occurs, the police will work with local communities and relevant partners to understand why these issues arise and to determine the causes of such behaviour. This includes activities that encourage positive outcomes for children and improve the quality of life for communities as a whole.</p> <p>In determining whether to arrest a child, police officers will take full account of the provisions contained in the Criminal Justice (Scotland) Act 2016 (“the Act”) and the guidance set out in the Care and Welfare of Persons in Police Custody; the Criminal Justice (Scotland) Act 2016 (Arrest Process); and Offending by Children Standard Operating Procedures.</p> <p>Section 50 of the Criminal Justice (Scotland) Act 2016 states that “a constable must take every precaution to ensure that a person is not unreasonably or unnecessarily held in police custody”. Compliance with Section 50 is the responsibility of all police officers involved from the arresting and enquiry officers to the custody officer. This “beyond all reasonable doubt” test applies to children and adults alike.</p>
10	Disseminate accurate information about COVID-19 and how to prevent infection in languages and formats that are child-friendly and accessible to all children including	Scottish Ministers consider it of paramount importance at this time to ensure that children and young people can source clear, and accessible information about the virus

	<p>children with disabilities, migrant children and children with limited access to the Internet.</p>	<p>and for their voices to be heard in the decision making process.</p> <p>We are working with Children in Scotland, Children's Parliament, Scottish Youth Parliament, Young Scot and others to ensure clear and consistent messaging is developed and communicated to children and young people about COVID-19. Young Scot have received £46,992 from the Immediate Priorities Fund to enhance its digital capability over the next six months to inform young people and encourage them to support the movement to flatten the curve of Coronavirus in Scotland. This investment is part of the Scottish Government's wider £350 million Communities Funding.</p> <p>The Parent Club website has clear information for families. The Scottish Government marketing team are working with their partnership agency to explore further opportunities to produce and disseminate, through partner organisations, key information to parents within minority and seldom heard groups.</p>
11	<p>Provide opportunities for children's views to be heard and taken into account in decision-making processes on the pandemic.</p>	<p>The First Minister has answered video questions from children and young people about COVID-19 on 3 occasions (23 March, 7 April and 29 April). The videos have been released on the Young Scot YouTube channel and shared across Scottish Government, including Parent Club, and relevant partner social media channels.</p> <p>The Scottish Youth Parliament, in partnership with Young Scot and YouthLink Scotland, delivered "<i>Lockdown Lowdown</i>", an online survey developed by young people</p>

		<p>for young people, to help identify what they need from the Scottish Government, the NHS, COSLA, local authorities and others.</p> <p>The Children's Parliament has delivered the "Children and the Coronavirus: How are you doing? (April 2020)", an online survey of nearly 4000 children, aged between 8 and 14 years old, from across Scotland on their concerns about COVID-19.</p> <p>The reports from both surveys have been shared widely with Scottish Government officials and will inform ongoing policy development.</p> <p>COVID-19 - Communications with Children and Young People Working Group (Children in Scotland, Children's Parliament, Scottish Youth Parliament and Young Scot) is set up as a mechanism for highlighting emerging issues. Their work will enrich communication between the Scottish Government and children and young People.</p>
--	--	---

Call for Views – The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill

Question	Response	Source
Section One		
Will the Bill make it easier for children to access their rights?	<p>In theory yes, it will give children more confidence to articulate their views and speak up when they need to refer to their rights and have them upheld. It also provides a key source of support and guidance in Scotland's Children's Commissioner's office.</p> <p>Our expectation is that the incorporation will improve outcomes, however there is still a lot to be done in terms of raising awareness amongst vulnerable groups in understanding and using rights and building confidence to access support to ensure their rights are upheld. Key adults supporting children require to understand the UNCRC and the bill, ensuring that those working in education, child protection and working with care experienced children and young people are competent and confident in their use.</p> <p>Support for activity to raise, reinforce and remind families, communities, and the workforce about the importance of the awareness of the new bill amongst children and young people. Thereafter routinely seeking opportunities via the school curriculum and other key forums. This should be one of the benefits of the Children's Rights Charter/Framework.</p>	
What do you think about the ability to take public authorities to court to enforce children's rights in Scotland?	<p>Yes, we agree with this aspect of the bill. Enforceability is crucial in respecting children's rights and a range of enforcement powers in respect of different acts will make this a better option for children.</p> <p>We encourage and welcome a proactive culture for children's rights in Scotland with a duty to comply is required.</p> <p>There are safeguards in the children's hearing system to maintain compatibility with UNCRC.</p>	

	Public authorities need to know what is expected and from whom to secure best practice in ensuring rights are upheld.	
What more could the Bill do to make children's rights stronger in Scotland?	<p>We think that a duty for an explicit children's rights policy by local authorities or respective partners e.g. Education, Social Work, Health Board, Police is key to improving outcomes in putting rights firmly on the agenda.</p> <p>Provide a specific focus on vulnerable groups – e.g. disabled, asylum seekers, care experienced children, BME communities etc regarding non-discrimination (article 2).</p> <p>Maybe more consideration of additional resources for the Children's Commissioner's Office to carry out the increase tasks associated with the bill.</p> <p>The bill should have its own CRWIA and adopt the principles of wellbeing in an 'all policies' approach.</p> <p>Are you considering what the consequences for public bodies not upholding children's rights might look like? E.g. Children's Commissioner role to seek compensation on behalf of children? Scale?</p>	
If you work for an organisation or public authority, what resources do you need to help children and young people access their rights? Will you require additional resources or training to implement the Bill, for example to make or respond to challenges in court?	<p>Will funding come to public bodies with the implementation of duties, i.e. to support staff training at different levels to maintain a necessary level of knowledge and expertise? What additional tools or resources will be made available?</p> <p>We think that support from decision makers is essential to establish staff competence and confidence in autonomy for supporting children's rights. Certain groups of staff will also require an enhanced level of training in awareness of the UNCRC and the duties to job specific roles e.g. working with children with communication difficulties.</p> <p>One potential area of developing good practice in South Lanarkshire, is the production of a Children's Rights Handbook! This is part of our awareness raising/training agenda.</p> <p>While South Lanarkshire already have learn online modules for staff to complete, a Children's Rights module could be incorporated into this for all staff (new and current) to complete and incorporated into the already established school's annual checklist so that Head Teachers know to discuss Children's Rights yearly with staff, it would be a requirement.</p>	

	<p>Differentiated resources would be needed, (cost implication), especially for our ASN pupils of all ages and training for all school staff, not just teaching staff, would be essential.</p> <p>The Scottish Government should consider a national resource for training and branding that can be used for a consistent message and understanding e.g. e-learning module. National message has to be clear in highlighting the benefits of children's rights with a clear link to the work of the Children's Commissioner</p> <p>We think we will require a level of investment to update our existing resources and paperwork e.g. HR staff may have to revisit job descriptions?</p>	
Section Two		
Are there any relevant equalities and human rights issues related to this Bill, or potential barriers to rights, that you think we should look at?	<p>Yes (article 12 v article 3) e.g. children's views around their wants and needs v's what public authorities decide is in the best interest of the child. SW, Reporter, Child Protection, Mental Health etc</p> <p>Part 4 of the Children and Young Persons (Scotland) Act 2014 - Named Person in breach of parents' rights, may be some unforeseen consequences as a result of the bill.</p> <p>It is likely there will be an increased demand for advocacy services which may be an issue of accessibility due to limited capacity. We need to ensure that there is a consistency of quality and regulation of advocacy services for children to provide the best possible standard of support for children and young people facing challenges including at times of increased vulnerability.</p> <p>We need to learn from previous examples e.g. ASN children/parents perspective / experience of difficulties in accessing support they are entitled to. Routine engagement and participation is essential going forward.</p>	
What are your views on the provisions in the Bill that allow the courts to strike down legislation judged to be incompatible with the UNCRC?	While we generally have legislation that is in place and compliant to human rights and UNCRC, we need to be aware that conflicts may occur and need an effective approach to manage this consistently.	

<p>What are your views on the Children's Rights Scheme and the requirement on public authorities to report?</p>	<p>We support this suggestion which would encourage good practice and could be extended to local authorities/health boards (3 year cycle of reporting is not currently a statutory duty), possibly incorporated in Children's Services Plan duty to report annually (as we have done in South Lanarkshire through 'Section 4' of the annual report providing a proactive plan for children's rights activity for the coming year).</p> <p>There should be a minimum standard for the scheme about what needs to be reported on – essential/optional e.g. consultations carried out with children and young people as part of planning decisions – essential, number/outcome of court cases - optional?</p> <p>We think that acknowledging recent learning from COVID-19 is essential, especially where we didn't take a rights-based approach. This will sharpen our focus and awareness regarding how we do things differently in the future.</p>	
<p>Is there anything else you want to tell us about the Bill?</p>	<p>It is important the Bill assists people across Scotland whether, children, young people, families, communities, or the wider workforce supporting them to actively seek to ensure children's rights are embedded in daily life and upheld without question.</p>	

Report

16

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Youth Employability and Work Based Learning
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the progress of the Youth Employability Service's targeted employability and senior-phase work-based learning programmes and in meeting the challenges presented by the Covid-19 pandemic.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the progress and planning for youth employability and work-based learning for young people in the senior phase and post-school up to age 19 (26 if care experienced) be noted.

3. Background

3.1. The Youth Employability Service supports young people at school in the senior phase and post-school up to age 19 (26 if care experienced) to develop and achieve the skills, experience, and qualifications to progress to positive and sustained post-school destinations. The service comprises 3 key programmes

- ♦ ASPIRE
- ♦ GRADU8
- ♦ Foundation Apprenticeships

3.2. These programmes achieve positive outcomes for young people and have made a significant contribution to South Lanarkshire's high positive school leaver destinations and post-school participation measure over the last 6 years. The most recent School Leaver Destination Report (SLDR) for 2018/2019 saw 95.7% of school leavers achieve an initial positive destination which was above the national rate for the 6th consecutive year. The destinations of the 2019/2020 leavers will be confirmed in March 2021.

3.3. The Covid-19 pandemic has been a significant challenge for the delivery of the Youth Employability programmes for 2020/21. The service has worked hard to ensure that vulnerable young people, who are likely to be significantly disadvantaged due to the economic challenges which the Covid-19 pandemic will cause, are supported. A great deal of revised planning, risk assessments and partnership working was required to ensure that programmes could be delivered safely and meet the needs of young people. This has been possible due to the positive partnership

relations between the service, schools and partners including local colleges and Skills Development Scotland.

4. ASPIRE (Targeted Employability Support)

- 4.1. The Aspire programme provides targeted employability support to vulnerable young people who require assistance to move to a positive destination. Aspire is funded by a combination of European Structural Funds, Scottish Government's No-one Left Behind programme, Clyde Windfarm Community Development Fund and Education Resource's core budget and provides a bespoke employability programme for young people aged from the last 6 months of school to age 19 (26 if care experienced) who are at risk of becoming unemployed.
- 4.2. Young people are supported in line with Getting It Right for Every Child and Raising Achievement for All Government initiatives, with a dedicated vocational development worker preparing an individualised action plan designed to address barriers to employment. The action plan may include 1-2-1 support, personal development and confidence building activities, work experience and vocational tasters and individual supports. The worker also ensures support to access services from other key partners, if appropriate, such as counselling. Key to the success of the programme is the 6/12 month aftercare provision within the programme, to assist young people to sustain a positive destination.
- 4.3. During 2019/2020, 391 young people were supported by ASPIRE and a further 60 referrals were assessed and passed to more appropriate services. Of the young people engaged on an action plan 75% progressed from Aspire to a positive destination of employment, further learning, or training. Those young people who did not make a positive transition during this session continue to be tracked and supported to achieve a positive destination.
- 4.4. The Covid-19 restrictions and lockdown in the spring presented significant challenge and required a dynamic and agile approach to be adopted in order to support young people. The Aspire service continued to engage young people through a flexible approach involving more contact via telephone and online support, due to the limitations on face to face interactions. As restrictions eased during the summer months, the service increased the proportion of face-to-face contact with young people and some groupwork and vocational training activity resumed. This has been a changing scenario with the move between levels 3 and 4 of the Scottish Government Covid-19 guidance.
- 4.5. Although the restrictions have proved challenging both to young people and staff, the team has worked hard to support young people and has achieved significant successes both in assisting young people to progress to positive destinations as well as providing wider support, particularly around health and wellbeing and linking young people and their families with wider support services. The service has secured funding to provide 75 young people with laptops and internet access to support them to engage with their vocational development worker and complete employability learning.
- 4.6. Since April 2020, the demand for the Aspire service has increased. The team held virtual 16+ meetings with all secondary schools in May 2020 and 141 referrals were made for young people anticipated to leave school at Christmas 2020. The restrictions had an impact on college related provision due to social distancing and reduced some of the opportunities that would normally be available for these young people. The Aspire team was able to secure alternative provision including an

accredited winter leavers' construction programme through a local training provider and with the required risk assessments and safety guidance in place.

- 4.7. The Aspire service currently has 527 young people registered and a further 210 summer leavers are expected to require support from early 2021.
- 4.8. The Aspire service continues to maintain a focus on young people who are care experienced and works closely with Social Work and Skills Development Scotland to track the destinations of care leavers.
- 4.9. In 2019/20, Aspire supported 89 care experienced young people to complete an Aspire action plan. Of these young people 60 progressed to positive destinations. The remaining 29 continued to be supported and tracked, which is an important element of the work of Aspire.
- 4.10. The service also tracks the impact and on young people who live in the most deprived communities. In 2019/20, just over 41% (159) of young people in the bottom 20% lowest data zones achieved a positive destination rate at the same level as the wider Aspire cohort of 75 %
- 4.11 Case studies of young people who took part in the Aspire programme are shown in Appendix 1.

5. Gradu8

- 5.1. The Gradu8 programme gives young people in the senior phase an opportunity to study towards a vocational qualification in an area of work they may wish to pursue after leaving school as well as an opportunity to experience a different way of learning and an introduction to college. Young people attend college or a local training provider for one-day-a week and work towards SCQF qualifications which provide opportunities to develop skills and knowledge and progress to college, employment or to continue their learning through a foundation or modern apprenticeship.
- 5.2. Prior to the Covid-19 pandemic, significant consultation and planning had taken place with schools to ensure that the Gradu8 programme best met the needs of young people and schools and could be delivered through a timetabled option which minimised the impact on other subjects. This planning resulted in a new locality model with increased subject choice and capacity to offer more than 1000 learning opportunities for pupils starting in August 2020. These plans were significantly altered as a result of the Covid-19 pandemic and the planning for schools returning. The team and partners have done an exceptional job to get a substantial level of provision established.
- 5.3. The Council, in agreement with delivery partners at South Lanarkshire College and New College Lanarkshire reviewed plans to ensure that a programme could be delivered which met the needs of young people within the context of Covid-19 restrictions. This included a commitment to maximise the face-to-face teaching time in the college rather than a move to a blended approach, given the vocational nature of the programme.
- 5.4. The programme is currently delivering 10 subject choices and a total of 445 places were available and taken up by young people in September 2020.
- 5.5. In 2020/2021, the Council secured additional funding from Skills Development Scotland to deliver the new Level 4 / Level 5 Foundation Apprenticeship in

Construction. Following the award of funding, the programme was delivered within the GradU8 timetable model and has delivered 200 learning opportunities for young people. In addition to the classroom-based learning, young people complete a work based challenge unit with involvement and input from local employers.

A list of starts by subject is provided below. The courses are being delivered by South Lanarkshire College, New College Lanarkshire and First Steps Rural Connections in Lanark.

5.6

GradU8 Courses 2020/21	Starts
Childcare	77
Construction	173
Beauty	40
Make Up Artistry	41
Hair & Barbering	44
Health & Social Care	27
Creative & Digital Media	12
Business & Marketing	6
Engineering	12
Uniform services	13
Total	445

- 5.7. A further 30 young people who were due to leave school in December 2020 as winter leavers were supported to complete the L4 / L5 FA in construction. This has given them a unique experience of college based learning and the construction industry. All these young people will get the support of a dedicated vocational development worker to support them to move onto and sustain a positive destination following completion of the course.

- 5.8 Case studies of young people involved in the GradU8 programme are at Appendix 2.

6. Foundation Apprenticeships

- 6.1. Foundation Apprenticeships are a national senior phase option, funded by Skills Development Scotland (SDS) and designed to allow young people to gain valuable, real-world work experience and access work-based learning while they are still at school. The programme is designed to equip young people with skills, experience and knowledge they need to progress to modern and graduate apprenticeship or further study in their chose fields.

Young people have the option of completing over one or two years, and spend time out of school at college and/or with a local employer to complete the Foundation Apprenticeship which is awarded at SCQF level 6.

- 6.2. In 2019/2020, 123 young people completed their Foundation Apprenticeship. This included young people completing both 1 and 2 year programmes. The closure of schools in March had a significant impact on FA delivery and the Council and other providers worked with young people to support them to complete their FA, wherever possible. Where young people were unable to complete key elements of the FA due to lockdown and were not able to complete the full qualification, Skills Development Scotland and SQA introduced a 'letter of recognition' which carried the same weight as a full FA and could be used to support UCAS and college applications.

6.3. The Youth Employability Service worked closely with young people, Skills Development Scotland and FA providers to support young people into positive destinations at the end of their FA. 99% of young people completed an FA progressed to a positive destination.

6.4. 2019/2020 FA destinations

Destination	
Remained at school	1%
College	57%
Employment	2%
Employment - Graduate Apprenticeship	2%
Employment - Modern Apprenticeship	8%
Training	3%
Unemployed	2%
Higher Education	24%

6.5 In 2020/2021, South Lanarkshire Council and South Lanarkshire College entered into a consortium arrangement for the delivery of 5 of the 12 Foundation Apprenticeship frameworks with the remainder of the frameworks available to South Lanarkshire Council pupils through the Glasgow college FA consortium. The plan was that these frameworks would be delivered through a mix of 1 and 2 year options with delivery taking place both at the college's campus and in FA Hubs in the Council's secondary schools. Up to 300 places were due to be available for pupils through the South Lanarkshire FA consortium with a further 120 available through the Glasgow colleges.

6.6. Due to the Covid -19 pandemic, the majority of delivery through the South Lanarkshire Consortium was moved from the college to FA hubs in 8 Council secondary schools. Hubs involve South Lanarkshire College lecturers teaching pupils from different schools. In the event that any young people cannot attend due to requirements to self-isolate, arrangements have been made to live-stream the teaching from the hub to ensure they do not miss any learning.

6.7. The Glasgow FA consortium has delivered the FA programme remotely with young people engaging online either from school or at home. The changes for 2020/2021 reduced the capacity of the programme from that planned, however, despite the challenges, the number of young people engaged on a Foundation Apprenticeship has increased to 374 in 2020/2021 from 330 the previous year.

6.8. 2020/2021 Foundation Apprenticeship starts by provider

Provider	New starts	Returners
South Lanarkshire FA Consortium	123	65
Glasgow FA Consortium	99	70
Other	10	7
Total	232	142

6.9. 2020/2021 Foundation Apprenticeship starts by subject

Foundation Apprenticeship Framework	Pupils
Accountancy	15
Business skills	20
Civil Engineering	35
Creative and Digital Media	38
Engineering systems	31
Financial Services	6
ICT Hardware	1
ICT Software	35
Mechanical Engineering	32
Scientific Technologies	9
Social Services - Children and Young People	98
Social Services and Healthcare	54
Total	374

6.10 Case studies of young people completing Foundation Apprenticeships are at Appendix 3

7. Planning for 2021/2022

7.1 It is anticipated that the demand for youth employability programmes will continue to increase in 2021/22 due to the unique challenges predicted to be faced by young people and the subsequent economic challenges associated with the Covid-19 pandemic.

7.2 **ASPIRE:** Scottish Government Young People's Guarantee funding will support additional capacity in Aspire to support anticipated increase in demand due to expected increases in youth unemployment as the economy responds.

7.3 **GradU8:** Discussions have taken place with colleges to agree delivery plans which are expected to provide up to 1000 vocational based learning opportunities for senior phase pupils

7.4 **Foundation Apprenticeships:** Procurement of the FA programme by Skills Development Scotland has been delayed and confirmation of funding arrangements should be received in January 2021. The South Lanarkshire FA consortium plans to deliver work based learning opportunities to up to 500 young people across a similar subject range to 2020/21 and it is anticipated that pupils will also continue to access opportunities with the Glasgow FA consortium.

8. Employee Implications

8.1. The programmes described in this report are delivered and managed by the Youth Employability Service. External funding supports approximately 25 of the 33 staff and this is likely to be subject to change in the coming years due to changes in European funding associated with Brexit and changes in Scottish Government employability funding. Staff are on temporary contracts until March 2022 and would be redeployed through SWITCH2 processes should the funding come to an end.

9. Financial Implications

9.1. Costs associated with all these programmes are met from the core budget of Education Resources along with the European Social Fund/ Foundation Apprenticeship contract and Scottish Government grants. Funding is in place to secure delivery of the programmes for the 2021/2022 school session. Work will take

place to secure funding for the following 3 years once the Government funding and the UK prosperity fund has been finalised.

10. Climate Change, Sustainability and Environmental Implications

10.1. There are no climate change, sustainability or environmental implications in terms of the information contained within this report.

11. Other Implications

11.1. There are no risk implications in terms of the information contained within this report.

12. Equality Impact Assessment and Consultation Arrangements

12.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

12.2. Consultation and engagement continues to take place with SDS, colleges, training providers and is a core part of delivering a bespoke programme to suit the needs of young people.

Tony McDaid
Executive Director (Education Resources)

23 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References

None

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Stewart Nicolson, Head of Education (Senior Phase)

Tel: 01698 454475

E-mail: stewart.nicolson@southlanarkshire.gov.uk

Appendix 1

Youth Employability – Case Studies

(some names have been changed)

Aspire Case Studies

Amy

Amy was referred to Aspire by her guidance teacher during the Covid-19 pandemic as they were concerned that she would not progress into a positive destination. Her referral stated that she required assistance to keep her motivated. She had an interest in childcare and had previously taken part in the GradU8 programme.

Amy was assigned to a Vocational Development worker from the Aspire team, who initially found it difficult to make contact and engage with Amy but was able to make contact with her mum and began to hold on-line meetings with Amy. Although Amy lacked motivation and direction on how to get into childcare she began to engage well through remote support and a few face to face meetings. An action plan was agreed which had a focus on adding structure and routine to Amy's day and improving her organisational skills and motivation.

Amy was also supported to take part in employability sessions, set up an email address, and complete a CV. Once Amy felt she was ready her worker supported her to apply to college and prepare for interview after which she was given an unconditional place on a level 5 Childcare and Playwork course.

Despite the challenging circumstances Amy engaged well with Aspire, her confidence, awareness of opportunities and overall motivation improved and she is continuing to engage in her college course.

David

David was referred to Aspire by his Social Worker as he required support to progress to a positive destination. David was also receiving support from the Intensive Family Support Team and Addaction and is on a statutory supervision order.

From the beginning David engaged really well with Aspire. He saw it as a fresh start and was keen to do well. An action plan was draw up and he met with his worker regularly, developing a positive relationship and working towards his goal of employment. In order to develop his employability skills David agreed to take part in the 'New Horizons' programme delivered by Skills Exchange Scotland. Although he engaged well initially David lost interest and decided, with his worker's support to prioritise job searching and move to employment. His worker supported him to develop a CV and he began to carry out intensive job search including contacting local employers to seek an opportunity.

David's confidence increased and he began job-searching on his own and applying for jobs and managed to secure a couple of interviews although he was unsuccessful, they gave him much needed interview experience. His worker referred David to a full-time opportunity with a blinds company through South Lanarkshire Council's Covid-19 jobs portal. David attended the interview and did very well, being offered a 3 daywork trial and as a result was offered a permanent full time post which he is thoroughly enjoying.

Appendix 2

GradU8 Case studies

Owen

Owen took part in GradU8 2019/20 and went to New College Lanarkshire to study Hospitality at Level 4. On completion of his course Owen was successful in gaining a full time place at New College Lanarkshire studying Craft Bakery. Using a combination of face to face tuition and blended learning Owen is due to complete his course in June 2021.

“The Hospitality course I did with GradU8 helped me realise what I wanted to do as a career, it was a great way to meet new people and to build my social skills. The GradU8 staff were a great support in college and they helped me apply for my Course”

Erin

Erin completed a GradU8 Level 4 Uniform & Services course at New College Lanarkshire during 2018/19, In 2019/20 she progressed into a GradU8 Level 5 Mental Health & Wellbeing course before leaving school and successfully gaining a full time place at New College Lanarkshire studying an Introduction to Teaching. Using a combination of face to face tuition and blended learning Erin is due to complete her course in June 2021.

Erin says:

“The GradU8 programme helped me realise that I wanted to go to college full time instead of another year at School. The programme helped me make new friends and mix with other people and gain new skills for my future, I am grateful to have been given the opportunity. The GradU8 staff were there to help whatever problem or issue we had and the support from the college lecturers was great”

India

India completed GradU8 Level 5 Engineering at New College Lanarkshire during 2019/20. After school she was successful in progressing to a Foundation Apprenticeship Level 6 in Mechanical Engineering with Kelvin College and in the future plans to join the Royal Navy or Air Force to become an engineer. Using a combination of face to face tuition and blended learning India is due to complete her course in June 2021.

India says;

“ I really enjoyed completing my GradU8 Level 4 Engineering Skills course it has given me the skills and experience to progress onto a Foundation Apprenticeship. I am now doing a Foundation Apprenticeship in Mechanical Engineering at Kelvin College and plan to join the Royal Navy or Air Force and become an engineer”

Robert

I chose to do the Foundation Apprenticeship in engineering because at the time I was not really enjoying school and I wanted something that was more like the real world and something that was more practical and hands on, this is when I was told about the Foundation Apprenticeship so I went to the opening evening and the people who were doing the introduction took all of us a tour around the workshop and told everyone what the course actually included. This got me hooked on the idea of this course the fact that most of it was hands on then the written work you were taught you actually put into practice in the workshop made it appeal more to me than just sitting in a class all day long writing.

I enjoyed every aspect of the Foundation Apprenticeship but the part I enjoyed the most was the practical part and being able to learn so much more new things in the workshop that I wasn't able to learn in school like CNC programming and stripping motors and big pumps in the mechanical unit and trying to figure out what was wrong with them and then putting them back together. I enjoyed this part the most because it was all hands on and I was doing something different each day there was not a day in the workshop that I didn't want to go in or that I was bored all day long like I was in school.

This Foundation Apprenticeship really pushed me to do well in the college but school as well. Before I started the FA I wanted to just leave school and get out working but instead I stuck in and just put my head down in school and during the apprenticeship and now I have an electrical apprenticeship with South Lanarkshire Council which I am really enjoying and learning so much on a daily basis. I believe that if I did not do the FA I would have dropped out of school and would not be in as good of a position that I am in now. Starting the FA and keeping my head down to complete it has been one of the best decisions that I have made I do believe that it helped me grow up and help me mature a lot but it has also put me in one of the best positions I could be in as an 18 year old boy.

Chloe

I always knew I wanted a career in Early Learning and Childcare and saw the Foundation Apprenticeship in Social Services & Young People as my opportunity to gain a qualification in that subject while I was still at school. The Foundation Apprenticeship gave me the chance to get on the job work experience and knowledge that I wouldn't be able to get in school, as well as a level 6 qualification. While on my work placement in St Mark's Nursery Class I not only gained experience in early learning and childcare but I also gained confidence in myself, I developed my team working skills and enhanced my communication skills through my interactions with co-workers, children and parents. After completing my FA, I applied and gained a place with South Lanarkshire Council as a Graduate Apprentice, where I will work full time in a nursery and attend the University of the West of Scotland on day release to complete my Bachelor of Arts Childhood Practice degree. This is an amazing opportunity which I wouldn't have had the chance to do if I hadn't done a Foundation Apprenticeship, I can't wait to start my career in early years!

Report

17

Report to:	Education Resources Committee
Date of Meeting:	19 January 2021
Report by:	Executive Director (Education Resources)

Subject:	Response to Call for Views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill
----------	--

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Committee of South Lanarkshire Council's response to the call for views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the response made on behalf of South Lanarkshire Council to the call for views on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill and to note the main elements of the Bill, be noted.

3. Background

3.1. The Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill is a Member's Bill introduced by Johann Lamont MSP to the Scottish Parliament on 30 September 2020.

3.2. The Call for Views opened on 16 November 2020 and will close on 11 January 2021.

3.3. The Bill aims to improve opportunities for children and young people as they grow up and would require:

- ◆ the Scottish Government to have a National Transitions Strategy explaining how they are going to improve opportunities for disabled children and young people
- ◆ a Scottish Government minister to be responsible for improving opportunities for disabled children and young people moving into adulthood
- ◆ local councils to have plans for each disabled child and young person as they move into adulthood
- ◆ Scottish ministers to review and submit a report to the Parliament every year to update on how the National Transitions Strategy and transition plans are working
- ◆ People and organisations named in the Bill (including Scottish ministers, local councils, health boards and integration joint boards) to follow the aims of the National Transitions Strategy

The Bill also enables Scottish ministers to give:

- ◆ Guidance to local councils about transition plans
- ◆ Directions about transition plans to local councils, health boards, integration joint boards and others named in the Bill

4. Response to the Call for Views

4.1. A working group comprising the following representatives was established to discuss and compile a response to the call for views:

- ◆ Quality Improvement Officer (Inclusive Education Service)
- ◆ Depute Principal Psychologist (Educational Psychology Service)
- ◆ Team Leader (Autism Resource Co-ordination Hub (ARCH))
- ◆ Head Teacher (Secondary school for young people with additional support needs (ASN))
- ◆ Depute Head Teacher (Mainstream secondary school with ASN base provision)
- ◆ Team Leader (Social Work Resources)
- ◆ Fieldwork Manager (Social Work Resources)
- ◆ Solicitor (Legal Services)

The response is attached as Appendix 1.

5. Next Steps

5.1. It is possible that between the closing date for the call for views and the Scottish Parliament election in Spring 2021, the Bill will not have completed all necessary stages. A decision will be made on 'next steps' following the closing date of the call for views.

5.2. Education Resources will monitor progress of the Bill in order to be agile and ready for the introduction of the new Act.

5.3. It is also worth noting that there is universal support for the aims of the Bill which is to improve outcomes for disabled children and young people as they transition into adulthood.

6. Employee Implications

6.1. There are no staffing implications

7. Financial Implications

7.1. There are no financial implications

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no climate change, sustainability and environmental implications arising from this report.

9. Other Implications

9.1. There are no risk implications in terms of the information contained in this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and, therefore, no impact assessment is required.

10.2. Consultation and engagement has taken place with children, young people, schools and educational settings and other agencies.

Tony McDaid

Executive Director (Education Resources Resources)

22 December 2020

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- focused on people and their needs
- working with and respecting others
- accountable, effective, efficient, and transparent
- ambitious, self-aware and improving

Previous References

None

List of Background Papers

- Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

Appendix 1

South Lanarkshire Council Response to Call for Views on Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill January 2021

Q 1. Do you agree with the overall aims of the Bill? If so, do you think the Bill can meet these aims?

We agree unreservedly with the intended aim of improving outcomes for disabled children and young people as they transition to adulthood.

Our view is that this is only achievable and successful if agencies involved with the child and family work in a co-ordinated and multi-agency way. Transition planning is an ongoing process that requires to start earlier for some children and young people depending on their level of need and complexity and will evolve over time. The role of lead professional should be the conduit for supporting the transition plan and for ensuring accountability from all services as the child or young person moves into adulthood. This would particularly focus on contingencies when agreed transitional plans falter or require to be adjusted. We would therefore not advocate a delineated approach as having responsibility lying with an officer in education whilst the child or young person is at school and then transferring to adult services when the child or young person leaves school.

To ensure consistency of post-16 transition planning and processes and to help ensure that all statutory requirements are met, a greater emphasis on multi-agency working and on building a shared understanding of the roles and responsibilities of the partners involved would be welcome. It is the experience of practitioners that the success of GIRFEC was built upon cross-sector training and planning involving education, social work, health and third-sector partners and this could provide a model for developing an understanding of standards in meeting the needs of young people for transitions. In addition to the sectors mentioned above, the provision of suitable post-school transition also requires the involvement of colleges, universities and employers. To ensure the success of any proposed improvements to the transitions process there needs to be a commitment on the part of all these sectors to inter-disciplinary approaches towards building this shared understanding, and on the part of the Scottish Government to provide the resources to facilitate this.

A National Transitions Strategy could have a number of benefits, however, it would be preferable if it complimented or drew together frameworks already in existence and supported a better co-ordination of delivery rather than a stand-alone statutory mechanism - a statutory framework for transition planning already exists within the Education (Additional Support for Learning) (Scotland) Act 2004, the Social Care (Self Directed Support) (Scotland) Act 2013 and the Children and Young People (Scotland) Act 2014. There is a therefore a high risk of duplication with the inception of the Bill.

The Bill in its current format does not address the different criteria use by Adult and Children Services to access a care package. The proposed Bill lacks detail on how the transition from a Children's Services assessed support plan based on the child's welfare principal to the adult priority-based framework which is common in many local authorities, would be managed by the introduction of this Act.

Transition planning cuts across a number of ministers' portfolios and aligning this may be advantageous to enhance accountability however, the danger is that a silo is created that then does not have the desired effect or achieve accountability.

Q 2. Is changing the law the only way to do what the Bill is trying to do? Would the Bill (as it is currently written) have any unexpected or unforeseen effects?

Creating additional legislation would potentially have unforeseen or unexpected consequences and still not achieve its primary aim of improving outcomes for disabled children and young people. The current range and duties imposed in current Scottish and UK legislation means that transitional support should be offered to those 'in need' between the ages of 14-24 as outlined in the Children and Young People (Scotland) Act 2014 which enshrines GIRFEC, but is not consistently applied in other important support provisions including; Self Directed Support (Scotland) Act 2013, Mental Health (Care and Treatment)(Scotland) Act 2003, Education (Additional Support for Learning)(Scotland) Act 2004, and Education (Scotland) Act 2016. We would advocate that there needs to be an alignment of support to enhance the understanding of the obligations of current legislation to ensure services including Community Mental Health provision, CAMHS, Youth Justice, Careers, Employment Support/Sure Start (Remploy in South Lanarkshire Council) and Social Work are all working within a common framework. The addition of this potential legislation could potentially add to the confusion that already exists.

Any new proposed legislation would benefit from awaiting the outcome of the pilot projects being run by the Scottish Transitions Forum which started in November 2020 and are wide ranging in their nature and ambition. The objective of these pilots is to improve the transition process for all children and young people across the country.

The issue of the availability of suitable post-school provision is one that should be addressed before the Bill can be enacted. A lack of suitable provision could have the unintended consequence of leaving local authorities, particularly those with large rural or widely distributed populations, in the position of being unable to meet their statutory requirements. Preceding the enactment of any further legislation with a comprehensive audit of post-16 provision would help to identify where there are gaps and may facilitate the sharing of good practice, and of resources, across agencies and local authorities.

A commitment to all current statutory duties being brought into alignment with GIRFEC and the UNCRPD/UNCRC would be welcomed.

South Lanarkshire Health and Social Care partnership has developed a transition policy underpinned by the Scottish Transitions Forum Principles of Good Transition 3. All partners are committed to addressing the challenges present in implementing this transition policy for improved outcomes for children and young people. With all agencies committed to achieving the best outcomes for children and young people by the implementation of existing legislation and policies, energies may be more productively used focusing on this activity to achieve good outcomes rather than the enactment of further complementary legislation.

The recent review of Additional Support for Learning, independently chaired by Angela Morgan and agreed between Scottish Government, COSLA and ADES produced a detailed action plan which included recommendations/actions that directly affect and link to the aims of this proposed Bill.

Recommendation 6.1.1 ASN Review Action Plan

Include a clear pathway on transitions for children and young people with additional support needs, in the context of learning for life, allowing parents and carers, children and young people and professionals to be informed and supported at key transition points”.

Actions identified include:-

- New policy and practice guidance on GIRFEC will include consideration of individual needs at key transition points.
- The “Principles of Good Transitions 3” provide a framework to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life. The Scottish Government

are working closely with ARC Scotland (the Association for Real Change) on the development and trial of Principles into Practice.

- As part of the refresh of the Code of Practice, the Scottish Government will seek to enhance and align the guidance within the Code on transitions. This will be done in full collaboration with stakeholders, including parents and carers.

Recommendation 8.2 ASN Review Action Plan

The planned review of Coordinated Support Plans must take the findings of this review into account.

Also, it must consider:

- planning mechanisms within a whole life perspective for children and young people with lifelong conditions including transitions between and beyond education settings.
- clarifying the interaction between CSPs and child's plan and GIRFEC
- the relationship between education and partners in health, social work and other agencies to identify where re- alignment is needed in the preparation and delivery of support.
- Where improvements are needed in the availability and accessibility of information and guidance about planning and its processes for all parents and carers and children and young people

Actions Identified Include:

- The Scottish Government have committed to review the use of coordinated support plans. In partnership with COSLA and ADES, we will establish a short life working group which includes all relevant partners to progress this work.
- The short life working group will take full account of the evidence heard as part of this review to inform the review of the use of co-ordinated support plans. It will also fully consider the areas highlighted by the recommendation to establish whether enhancements are needed in areas such as, the availability and accessibility of information and guidance about planning and its processes for children and young people, their families and those who support them.
- Under GIRFEC, the Scottish Government has also committed to revising policy and practice guidance, including a single planning process for children and young people. It will seek to align and clarify the relationship between statutory and non statutory plans and to align those plans.
- This revision will also include a focus on planning for transitions, with an initial priority on those transitions for young people leaving school

Both of these recommendations directly relate to what this Bill aims to achieve. It is unclear from the detail from the information available on the proposed Bill, where this would sit and fit within the outcomes of the ASL review. From an educational perspective a CSP is the only current statutory plan available. The Children and Young People (Scotland) Act 2014 proposed unsuccessfully to introduce a statutory child's plan. The ASL review has highlighted and it is generally accepted, that CSPs are not being consistently utilised effectively and are being somewhat overlooked in favour of well embedded local staged intervention planning processes. Given that there has been a commitment to implementing the action plan almost in its entirety, there is the potential for a further unintended consequence of creating a Bill that sits in a silo rather than compliments and positively enhances the existing legislative framework.

Q 3. The Bill would require the Scottish Government to introduce a National Transitions Strategy. Do you agree with introducing a national transitions strategy and a Scottish Minister to be in charge of it?

For a National Transitions Strategy to be effective it would have to reflect its component parts. A one size fits all approach will not be effective and the danger of this approach would result in inequalities to meeting individual need which would be counterproductive. A national strategy would need to reflect the needs of children and young people across Scotland and these will vary and be dependent on a number of other factors including geography, connectivity and access to opportunities. Transition planning and the identification of post school destinations for a child or young person in the central belt will look very different for a child or young person residing in the Highland and Islands.

There is now a commitment via the Additional Support for Learning review to consider the Scottish Transitions forum framework 'Principles of Good Transitions 3' to inform, structure and encourage the continual improvement of support for young people with additional needs between the ages of 14 and 25 who are making the transition to young adult life. This could form the basis of any strategy.

Q 4. The Bill places a duty on local councils to prepare and implement a transitions plan for each disabled child and young person within their local authority area (section 7-13). They would need also have to explain :

How plans are going to be prepared and managed

What would happen if there was a disagreement about what was in a plan or how it was working.

Do you agree with these proposals?

Within a GIRFEC context identification, planning and assessment for any child and young person throughout their educational journey and beyond should be contextual, set within a framework of staged intervention and ever evolving to meet the changing needs of that child or young person. The language/terminology used within the proposed Bill is perhaps not reflective of the more inclusive terminology we see used in other similar legislation, which tend to refer to the "need for support" or the lack of capacity.

The definition of "disability" in the Bill is taken from section 6 of the Equality Act 2010 ('a physical or mental impairment, which impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities'). However those in receipt of services and potentially in need of something akin to a transition plan may not all meet this relatively high test and we would be concerned of how this would sit and fit within the GIRFEC agenda. There is a risk to those who would not be considered under the definition of 'disability' not being able to access the support/service they require as they transition to adulthood.

Currently there are formal routes for dispute resolution in relation to post school transitions. This would be through mediation or reference to the Health and Education Chamber of the First -tier Tribunal for Scotland. Therefore, there is also potential for duplication or overlap in terms of the proposal in relation to dispute resolution. Our view is that given that there is a current framework in existence for dispute resolution it would be a better approach to align and take account of that.

Additionally, inappropriate decision-making by a Guardian or Attorney already has a very clear legal framework and oversight provided for by the Adult with Incapacity(Scotland) Act 2000/Adult Support and Protection(Scotland) Act 2007 legislation, and the combined statutory roles of the Office of the Public Guardian, Mental Welfare Commission and Local Authority.

The Self-directed Support (Scotland) Act 2013 lays out a set of detailed instructions regarding the timescale for the completion of assessments. SDS is also clear about the need for these assessments to be coproduced in conjunction with the service user, acknowledging them as the experts in their own lives. There was limited information shared that would indicate that the proposed legislation would offer a substantial improvement on existing legislation and policies with regards to undertaking assessments and care planning through the process of transitions.

Q 5. What financial impact do you think the Bill may have, either on the Scottish Government, local councils or other bodies?

To deliver on this Bill within current financial resources or 'modest' additionality would not be possible and result in other unintended consequences. Mandatory legislation could have the unintended effect of diminishing support. Across many local authorities the eligibility criteria for access to supports from Adult services has been raised to 'critical', which means that the Bill could result in those with 'Low', 'Moderate' or 'Substantial' unmet support needs being excluded altogether from Self Directed Support provision or transition planning.

Q 6. Is there anything else you'd like the committee to know about this Bill? Do you have any comments on how the Bill will affect (for better or worse) the rights and quality of life of the people covered by the Bill?

The information currently available lacks detail in specifying how any 'statutory' transition plans would be first and foremost owned by the Young Person themselves, and how their full participation would be upheld.

Across Scotland there is limited availability of accessible alternative and augmentative communication (AAC) public information about existing provision via Additional Support for Learning, Self Directed Support and GIRFEC. There are many good examples such as the information produced by Social Security Scotland and The Independent Review on the Mental Health Act (IRMHA). A rights-based approach is only viable if users and carers are fully informed in a manner they can understand and apply in practice.

The proposed Bill has no definition of 'carers' but regards them as stakeholders whose views must be sought in the preparation and management of a plan. It also anticipates the incorporation of views of advocacy workers, which is not always appropriate. Aside from non-instructed advocacy, it is usually the role of the advocacy worker simply to present the view of their client.

The proposed Bill makes no mention of other proxy decisions makers provided for within the Adults with Incapacity (Scotland) Act 2000. It appears to hold Guardians, parents and 'carers' as equally legally competent substitute decision makers for an incapax Adult in respect of their transition care planning and management. The Social Work (Scotland) Act 1968 is very clear that a local authority may not take on steps to assist an Adult to benefit from a community care service if an Adult has a Guardian (or an Attorney) in place with appropriate power to do so.

The age at which a child is able to challenge his or her own plan in the Bill is at least 14. This appears to be arbitrary and not in line with the recent amendments to legislation made by the Children (Scotland) Act 2020. In the 1995 Act there was a presumption that children over 12 were presumed to be of sufficient age and maturity to give their views in relation to for example, court cases concerning contact. The use of this language had the unfortunate side effect that the views of children under that age were not always sought. The 2020 Act has amended all the relevant legislation, and it is expected that this trend will continue, as the policy intention is that children of almost any age can be supported in a variety of ways to provide a view in decision-making processes which concern them.

Following on from this, little to no account is taken of the recent incorporation into Scots law of the UN Convention on the Rights of the Child, which, among other things, will provide for a Children's Rights Scheme and enhance the role of the Commissioner for Children. It will give children a specific statutory framework and recourse to enforce their rights through the domestic courts. Also, in reference to the above point, the UNCRC states 'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'.