

Report

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| Report to: | Education Resources Committee |
| Date of Meeting: | 18 August 2020 |
| Report by: | Executive Director (Education Resources) Executive Director (Finance and Corporate Resources) |

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| Subject: | Getting it Right for Every Child: Administrative support |
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ Provide an update on the implementation of the national SEEMiS Wellbeing Application and the development of a single point of contact to process, store and share sensitive wellbeing information for vulnerable children and families and
- ◆ seek approval for the 2 FTE temporary administrative posts and employees to be converted to permanent posts on the Education Resources establishment.

2. Recommendation(s)

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

- (1) that the 2 FTE temporary administration posts and employees, as detailed in paragraph 6.1, are converted from temporary to permanent posts on the Education Resources establishment, and
- (2) that the progress made to deliver Scottish Government ambitions as detailed in the Children and Young People Scotland Act 2014 be noted.

3. Background

3.1. Since 2017, Education Resources have been working to fully embed the principles of Getting it right for every child, through the implementation of the national SEEMiS Wellbeing Application. A comprehensive training programme has been delivered to promoted staff across Early Years, Primary and Secondary to ensure that staff have the necessary skills, knowledge, and confidence to gather, assess and manage wellbeing information. The Wellbeing application and associated Wellbeing Assessment, is now embedded as the primary tool used to support wellbeing and improve outcomes for vulnerable children and families. This furthers Scottish Government ambitions as detailed in the Children and Young People (Scotland) Act 2014.

3.2. Use of the Wellbeing Application has also created opportunities to consider improvements to the ways in which sensitive wellbeing information is communicated, processed and stored, both within Education Resources and across partnerships. Recent changes to data protection/information sharing legislation has increased requirements to ensure that all personal data is handled appropriately. A 'single point of contact' has been established which provides a fully secure communications network. Information received via this secure e-mail is uploaded directly into the

Wellbeing Application and stored in the pupil's file. Similarly, confidential information which requires to be shared securely e.g. with another local authority can be uploaded and shared via single point of contact, minimising potential for security breaches.

- 3.3. In 2017, a pilot project was undertaken with Police Scotland, to test the effectiveness of a single point of contact to transfer sensitive information between agencies. Vulnerable Person reports are now shared routinely, enabling Education staff to provide on-going support. The volume of these reports has increased on a year by year basis.

4. Current Position

4.1. *Additional Support Needs processes*

The combination of adopting the Wellbeing Application and establishing a single point of contact within Education Resources, has provided the framework to review and improve existing processes and partnership arrangements. New guidance has been issued to support Additional Support Needs processes, embedding use of the Wellbeing Application and the secure sharing of information. The needs of approximately 600 children have been considered, with early evaluation indicating improvements in the quality of assessments contributing to more informed decision making.

4.2. *Child Protection processes*

Since 2019, Education and Social Work Resources have been working to improve the transfer of information for children subject to Child Protection measures. Agreement has been reached to direct all Child Protection notifications, minutes of meetings etc. to the single point of contact, where they are uploaded to the Wellbeing Application, actioned by the appropriate member of school staff and stored in the child's file. This will replace posting /e-mailing confidential information and will also provide more robust audit and quality assurance capacity.

4.3. *Multi-agency working*

Arrangements are currently in place whereby all requests for an Initial Referral Discussion (IRD), are sent to the single point of contact. This process brings agencies together to consider risk of harm and make decisions as to whether Child Protection procedures are required. Multi agency guidance is currently being updated which will refine partnership responsibilities, but the role of the single point of contact will remain crucial in ensuring that appropriate Education representatives contribute to multi agency discussions within 24 hours of the concern being raised. A national pilot is also ongoing to improve the Joint Investigative Interview (JII) process, following on from an IRD. Again, this process has an extremely tight timescale, and the single point of contact is being utilised to facilitate information sharing.

4.4. *Children affected by homelessness*

Further work is under development with Housing and Technical Resources to explore how information can be shared to support children affected by homelessness to ensure that Education staff are alert to their needs and able to respond appropriately.

4.5. *Children affected by domestic violence*

An approach has also been received from agencies working within the Domestic Violence agenda and Multi-agency Risk Assessment Conference (MARAC) process, who are keen to explore improved information sharing. This will form part of an improvement project in the coming months.

5. Proposal

- 5.1. In 2017, Education Resources sought approval to create two additional administrative posts to support the implementation of the Wellbeing Application and operation of the single point of contact. This gave capacity to assess the volume of information being processed via the single point of contact and inform future decisions regarding requirements going forward. Current partnership arrangements are generating a significant level of information which is being shared and stored in line with data sharing requirements. This will continue to increase as improvement work with partners extends the scope and management of information to be processed.
- 5.2. Inclusive Education Services consider that this additionality cannot be met within the existing resources of the administrative team and that there is a need to retain the two administrative posts created to support this crucial area of work.

6. Employee Implications

- 6.1. It is requested that the temporary posts are added to the establishment on a permanent basis, as detailed below, noting there is sufficient budget available to meet these costs.

| Post | Current Number of Posts (FTE) | Proposed Number of Posts (FTE) | Grade | SCP Range | Hourly Rate | Annual Salary | Gross Cost inc on costs 30.3% |
|--------------------|-------------------------------|--------------------------------|-------------------|-----------|-------------|---------------|-------------------------------|
| Admin Assistant | 1 Temp | 1 Perm | Grade 2 Level 1-2 | Scp 34-40 | £11.78 | £21,497 | £28,010 |
| | | | | | - | - | - |
| | | | | | £12.86 | £23,468 | £30,579 |
| Clerical Assistant | 1 Temp | 1 Perm | Grade 1 Level 3 | Scp 25-27 | £10.34 | £18,869 | £24,586 |
| | | | | | - | - | - |
| | | | | | £10.64 | £19,416 | £25,300 |
| Totals | 2 Temp | 2 Perm | | | | | £52,596 |
| | | | | | | | - |
| | | | | | | | £55-879 |

7 Financial Implications

- 7.1 The costs associated with this proposal will be met by redirecting existing staffing resources within Education Resources.

8 Climate Change, Sustainability and Environmental Implications

- 8.1 There are no implications for climate change, sustainability or environmental implication arising from the recommendations in this report.

9 Other Implications

- 9.1 There are no other 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 existing policy, function, or strategy and therefore, no impact assessment is required. There is no requirement for consultation

Tony McDaid
Executive Director (Education Resources Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

10 August 2020

Link(s) to Council Values/Ambitions/Objectives

- ♦ Raise educational attainment for all

Previous References

List of Background Papers

- ♦ Executive Committee –May 2018.

Contact for Further Information

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

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