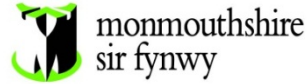


# Public Document Pack



Neuadd y Sir  
Y Rhadyr  
Brynbuga

Dydd Mawrth, 26 Mehefin 2018

Dear Cyngorwyr,

## CABINET

Gofynnir i chi fynychu cyfarfod **Cabinet** a gynhelir yn **Steve Greenslade Room, County Hall, Usk** ar **Dydd Mercher, 4ydd Gorffennaf, 2018**, am **2.00 pm**.

## AGENDA

1. Ymddiheuriadau am absenoldeb
2. Datganiadau o Fuddiant
3. I ystyried yr adroddiadau canlynol (copdau ynghlwm):

i. **CYLLID ADRAN 106 Y KNOLL, Y FENNI**

1 - 14

### Isadrannau/Wardiau yr Effeithir arnynt: Y Fenni

Pwrpas: Ceisio cymeradwyaeth yr Aelodau i ddefnyddio balans oddi-ar y safle Adran 106 o ddatblygiad Y Knoll, y Fenni a chynnwys y cyllid hwn yn y gyllideb gyfalaf ar gyfer 2018/19.

Awdur: Mike Moran,  
Cydgysylltydd Seilwaith

Cymunedol

Manylion Cyswllt:

mikemoran@monmouthshire.gov.  
uk  
.gov.uk

- i. DATGAN BOD ODDEUTU 36 ERW O DIR AMAETHYDDOL YN WEDDILL I'R GOFYNION A CHEISIO CANIATÂD I'W WAREDU 15 - 20

Isadrannau/Wardiau yr Effeithir  
arnynt: Trellech Unedig

Pwrpas: Pwrpas yr adroddiad hwn yw datgan bod oddeutu 36 erw o dir amaethyddol yn weddill i'r gofynion a cheisio caniatâd i'w waredu

Awdur: Gareth King MRICS – Prif Syrfëwr Ystadau

Manylion Cyswllt:

garethking@monmouthshire.gov.u  
k

- i. AILSTRWYTHURO ATYNIADAU 21 - 40

Isadrannau/Wardiau yr Effeithir  
arnynt: Pob un

Pwrpas: Cynnig newidiadau yn y Gyfarwyddiaeth Fenter o fewn Twristiaeth, Hamdden, Diwylliant a'r Gwasanaethau Ieuenctid i'r strwythur staffio yng Nghastell Cil-y-coed, Canolfan Groeso Casgwent, Neuadd y Sir a Hen Orsaf Tyndyrn.

Awdur: Ian Saunders, Pennaeth Twristiaeth, Hamdden, Diwylliant a Gwasanaethau Ieuenctid  
Marie Bartlett, Rheolwr Cyllid

Manylion Cyswllt:  
[iansunders@monmouthshire.gov.uk](mailto:iansunders@monmouthshire.gov.uk);  
[richardsimpkins@monmouthshire.gov.uk](mailto:richardsimpkins@monmouthshire.gov.uk);  
[mariebartlett@monmouthshire.gov.uk](mailto:mariebartlett@monmouthshire.gov.uk)  
; [mariebartlett@monmouthshire.gov.uk](mailto:mariebartlett@monmouthshire.gov.uk)

Isadrannau/Wardiau yr Effeithir  
arnynt: Pob un

Pwrpas: Mae'r adroddiad hwn yn ceisio cymeradwyaeth i eithrio'r holl adawyr gofal hyd at 25 mlwydd oed rhag talu'r dreth gyngor.

Awdur: Ruth Donovan, Pennaeth Cynorthwyol Cyllid, Refeniw, Systemau a Thrysorlys

Manylion Cyswllt:  
ruthdonovan@monmouthshire.gov.uk  
v.uk  
.gov.uk

- i. POLISI A GWEITHDREFN ADENNILL DYLEDION PRYDAU YSGOL  
YN Y SECTOR CYNRADD

55 - 66

Isadrannau/Wardiau yr Effeithir  
arnynt: Pob un

Pwrpas: Mae'r adroddiad hwn yn amlinellu'r problemau sy'n ymwneud â rheoli dyledion

prydau ysgol o fewn y sector cynradd. Ystyriwyd adroddiad ar y pwnc yn y Pwyllgor Dethol Plant a Phobl Ifanc ar 17<sup>eg</sup> Mai 2018 a chynhwysir adborth o'r cyfarfod yn yr adroddiad hwn.

Mae'r adroddiad hwn yn ceisio penderfyniad y Cabinet ar y modd y dylid rheoli dyledion prydau ysgol yn y sector cynradd a rhoi cyfrif amdanynt yn y flwyddyn academaidd newydd.

Awdur: Roger Hoggins, Pennaeth Gweithrediadau

Manylion Cyswllt:  
rogerhoggins@monmouthshire.gov.uk

Pwrpas: Mae'r adroddiad hwn yn ceisio rhoi diweddariad i'r Cabinet ar yr ymarfer ymgynghori statudol a wnaed mewn perthynas â'r model darparu gwasanaethau arfaethedig newydd ar gyfer disgyblion ag Anghenion Dysgu Ychwanegol a Chynhwysiant ar draws Sir Fynwy.

Mae'r adroddiad hwn hefyd yn ceisio caniatâd y Cabinet i ddiwygio'r amserlen ymgynghori, gan ganiatáu cyfle i fyfyrion ymhellach ar yr adborth a gafwyd yn ystod y broses ymgynghori ac ystyried sut y gallai hyn effeithio ar y model cyflawni arfaethedig yn y dyfodol.

Awdur: Will McLean

Manylion Cyswllt:

willmclean@monmouthshire.gov.  
uk

@monmouthshire.gov.uk

- i. CYCHWYN DA I BAWB - STRATEGAETH LEIHOU SIR FYNWY AR GYFER DRAFFT NEET (HEB FOD MEWN ADDYSG, CYFLOGAETH NA HYFFORDDIANT)

129 -  
168

Isadrannau/Wardiau yr Effeithir  
arnynt: Pob un

Pwrpas: Cyflwyno Strategaeth  
Leihau Drafft NEET Sir Fynwy ar  
gyfer ei chymeradwyo yn dilyn  
craffu arni yn y Pwyllgor Dethol  
Plant a Phobl Ifanc ar 28ain  
Mehefin 2018

Awdur: Hannah Jones, Rheolwr  
Menter Ieuencid Cyngor Sir  
Fynwy

Manylion Cyswllt:  
hannahjones@monmouthshire.go  
v.uk

- i. GWEITHGOR CRONFA'R EGLWYS YNG NGHYMURU

169 -  
180

Isadrannau/Wardiau yr Effeithir  
arnynt: Pob un

Pwrpas: Pwrpas yr adroddiad hwn  
yw gwneud argymhellion i'r  
Cabinet ar y Rhestr o Geisiadau ar  
gyfer cyfarfod 2 Gweithgor yr  
Eglwys yng Nghymru ym  
mlwyddyn ariannol 2018/19 a  
gynhaliwyd ar 21ain Mehefin  
2018.

Awdur: David Jarrett – Uwch  
Gyfrifydd - Cymorth Busnes Cyllid  
Canolog

Manylion Cyswllt:  
davejarrett@monmouthshire.gov.  
uk

Yours sincerely,

**Paul Matthews**  
Chief Executive



**PORTFFOLIOS CABINET**

<b>Cynghorydd Sir</b>	<b>Maes Cyfrifoldeb</b>	<b>Gwaith Partneriaeth ac Allanol</b>	<b>Ward</b>
P.A. Fox (Arweinydd)	<b>Strategaeth a Chyfeiriad Awdurdod Cyfan</b> CCR Cyd Gabinet a Datblygu Rhanbarthol; Trosolwg Sefydliad; Gweithio Rhanbarthol; Cysylltiadau Llywodraeth; Bwrdd Gwasanaethau Cyhoeddus; WLGA	Cyngor WLGA WLGA Bwrdd Cydlynu Gwasanaethau Cyhoeddus	Porthysgewin
R.J.W. Greenland (Dirprwy Arweinydd)	<b>Menter</b> Cynllunio Defnydd Tir; Datblygu Economaidd; Twristiaeth; Rheoli Datblygu; Rheoli Adeiladu; Tai a Digartrefedd; Hamdden; Ieuenctid; Addysg Oedolion; Addysg Awyr Agored; Hybiau Cymunedol; Gwasanaethau Diwylliannol	Cyngor WLGA Twristiaeth Rhanbarth y Brifddinas	Devauden
P. Jordan	<b>Llywodraethiant</b> Cefnogaeth y Cyngor a Phenderfyniadau Gweithrediaeth; Craffu; Safonau Pwyllgor Rheoleiddiol; Llywodraethiant Cymunedol; Cefnogaeth Aelodaeth; Etholiadau; Hyrwyddo Democratiaeth ac Ymgysylltu: Y Gyfraith; Moeseg a Safonau; Perfformiad Awdurdod Cyfan; Cynllunio a Gwerthuso Gwasanaeth Awdurdod Cyfan; Cydlynu Corff Rheoleiddiol		Cantref
R. John	<b>Plant a Phobl Ifanc</b> Safonau Ysgolion; Gwella Ysgolion; Llywodraethiant Ysgolion; Trosolwg EAS; Blynyddoedd Cynnar; Anghenion Dysgu Ychwanegol; Cynhwysiant; Cwricwlwm Estynedig; Derbyniadau; Dalgylchoedd; Cynnig Ôl-16; Cydlynu gyda Choleg Gwent.	Cyd Grŵp Addysg (EAS) CBAC	Llanfihangel Troddi
P. Jones	<b>Gofal Cymdeithasol, Diogelu ac Iechyd</b> Plant; Oedolion; Maethu a Mabwysiadu; Gwasanaeth Troseddu Ieuenctid; Cefnogi Pobl; Diogelu Awdurdod Cyfan (Plant ac Oedolion); Anableddau; Iechyd Meddwl; Iechyd Cyhoeddus; Cydlynu Iechyd.		Rhaglan
P. Murphy	<b>Adnoddau</b> Cyllid; Technoleg Gwybodaeth (SRS); Adnoddau Dynol; Hyfforddiant; Iechyd a Diogelwch; Cynllunio Argyfwng; Caffaeliad; Archwilio; Tir ac Adeiladau (yn cynnwys Stadau, Mynwentydd, Rhandiroedd, Ffermydd); Cynnal a Chadw Eiddo; Swyddfa Ddigidol; Swyddfa Fasnachol	Consortium Prynu Prosiect Gwyrdd Cymru	Caerwent

S.B. Jones	<b>Gweithrediadau Sir</b> Cynnal a Chadw Priffyrdd, Rheoli Trafnidiaeth, Traffig a Rhwydwaith, Rheolaeth Stad; Gwastraff yn cynnwys Ailgylchu; Cyfleusterau Cyhoeddus; Meysydd Parcio; Parciau a Gofodau Agored; Glanhau; Cefn Gwlad; Tirluniau a Bioamrywiaeth; Risg Llifogydd.	SEWTA Prosiect Gwyrdd	Goetre Fawr
S. Jones	<b>Cyfiawnder Cymdeithasol a Datblygu Cymunedol</b> Ymgysylltu â'r Gymuned; Amddifadedd ar Arwahanrwydd; Diogelwch y Gymuned; Cydlyniaeth Gymdeithasol; Tlodi; Cydraddoldeb; Amrywiaeth; Y Gymraeg; Cysylltiadau Cyhoeddus; Safonau Masnach; Iechyd yr Amgylchedd; Trwyddedu; Cyfathrebu		Llanofar

# Nodau a Gwerthoedd Cyngor Sir Fynwy

## Ein diben

Adeiladu Cymunedau Cynaliadwy a Chydnerth

### Amcanion y gweithiwn tuag atynt

- Rhoi'r dechrau gorau posibl mewn bywyd i bobl
- Sir lewyrchus a chysylltiedig
- Cynyddu i'r eithaf botensial yr amgylchedd naturiol ac adeiledig
- Llesiant gydol oes
- Cyngor gyda ffocws ar y dyfodol

## Ein Gwerthoedd

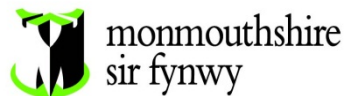
**Bod yn agored.** Rydym yn agored ac yn onest. Mae pobl yn cael cyfle i gymryd rhan mewn penderfyniadau sy'n effeithio arnynt, dweud beth sy'n bwysig iddynt a gwneud pethau drostynt eu hunain/eu cymunedau. Os na allwn wneud rhywbeth i helpu, byddwn yn dweud hynny; os bydd yn cymryd peth amser i gael yr ateb, byddwn yn esbonio pam; os na allwn ateb yn syth, byddwn yn ceisio eich cysylltu gyda'r bobl a all helpu - mae adeiladu ymddiriedaeth ac ymgysylltu yn sylfaen allweddol.

**Tegwch.** Darparwn gyfleoedd teg, i helpu pobl a chymunedau i ffynnu. Os nad yw rhywbeth yn ymddangos yn deg, byddwn yn gwrando ac yn esbonio pam. Byddwn bob amser yn ceisio trin pawb yn deg ac yn gyson. Ni allwn wneud pawb yn hapus bob amser, ond byddwn yn ymrwmo i wrando ac esbonio pam y gwnaethom weithredu fel y gwnaethom.

**Hyblygrwydd.** Byddwn yn parhau i newid a bod yn hyblyg i alluogi cyflwyno'r gwasanaethau mwyaf effeithlon ac effeithiol. Mae hyn yn golygu ymrwymiad gwirioneddol i weithio gyda phawb i groesawu ffyrdd newydd o weithio.

**Gwaith Tîm.** Byddwn yn gweithio gyda chi a'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan fel y gallwn gyflawni pethau gwych gyda'n gilydd. Nid ydym yn gweld ein hunain fel 'trefnwyr' neu ddatrysyr problemau, ond gwnawn y gorau o syniadau, asedau ac adnoddau sydd ar gael i wneud yn siŵr ein bod yn gwneud y pethau sy'n cael yr effaith mwyaf cadarnhaol ar ein pobl a lleoedd.

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<b>SUBJECT:</b>	<b>THE KNOLL ABERGAVENNY S106 FUNDING</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE TO BE CONSIDERED:</b>	<b>4<sup>th</sup> JULY 2018</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>ALL ABERGAVENNY WARDS</b>

## 1. PURPOSE

To seek member approval to utilise Section 106 off-site balances from the development at The Knoll, Abergavenny and to include this funding in the capital budget for 2018/19.

## 2. RECOMMENDATION

- 2.1 that a capital budget of £26,082 be created in 2018/19 to part fund the following projects and that this is funded from a corresponding contribution from the Section 106 balances held by the County Council in respect of the development at The Knoll, Abergavenny (Finance Code N583).
- 2.2 that grants in the amounts shown be allocated to the following projects:

<b>Scheme</b>	<b>£</b>
1. Friends of Bailey Park	3,300
2. Friends of Linda Vista Gardens	1,590
3. Abergavenny Community Trust	2,140
4. Synergy Choir	3,300
5. Off Road Cycling Feasibility Study	5,000
6. Castle Meadows and Linda Vista Improvements (balance)	<u>10,752</u>
<b>Total</b>	<b>26,082</b>

## 3. KEY ISSUES

- 3.1 The Council has received an off-site recreation contribution from the developer of the residential properties at the Knoll site in Abergavenny. The Section 106 Agreement specifies that the funding should be used towards adult recreation within a five mile radius of the site. The funding is to be used towards new schemes of a recreational nature or towards capital improvement works towards to an existing recreational asset.
- 3.2 The scheme was advertised for organisations to submit grant requests for projects in the local area and, by the closing date, six applications for funding were received. These are set out at **Appendix A** to this report. Two of the applications do not meet the grant criteria of adult recreation – one request was for roof repairs/replacement at a church and the other was for a theatre redecoration/refurbishment project.
- 3.3 At the same time, members will be aware that the Council has been looking at the possibility of establishing an off road cycling facility/velo park in the Abergavenny area to enhance the reputation of the town as one of the main cycling centres in Wales. This is covered in more detail in para 3.7 below.

- 3.4 Friends of Bailey Park – the friends group works closely with the Council to improve facilities and amenities in the park, which is an important recreational space for the local community. The group has identified the need to provide new picnic tables and benches in the park to encourage park visitors to “linger for longer”, especially those with mobility problems. Currently there are no picnic facilities in the park which means that visitors and families use the boundary walls when they bring food into the park.
- 3.4 Friends of Linda Vista Gardens – this is another voluntary friends group that works closely with Council officers and members to carry out improvements and to promote awareness and wider use of this unique recreational space. There are many improvements that have been identified for the gardens, including the provision of picnic tables and benches. They feel that this will encourage more use of the site by families and older people.
- 3.5 Abergavenny Community Trust – the trust currently has a lease of the former primary school site in Park Street which is used as a local community facility by many groups in and around Abergavenny. The site and the building are located at different levels, particularly the large garden area to the rear of the main building, next to the car park which is accessed off Merthyr Road. An external access ramp links the two levels outside of the building and there is an internal ramp connecting the main hall to the lower level where the old classrooms spaces are located. The grant proposed will allow the trust to carry out further access improvements at the site, which will be used for the first time this summer as one of two venues for the open access playschemes promoted in partnership with the Town Council and the Torfaen Play Service.
- 3.6 Synergy Choir – Synergy is an acapella singing group whose aim is to preserve the style of and to promote the style of close harmony singing. This is a self-funding, voluntary group with a membership drawn from the local community. The choir performs regularly at local community functions, ranging from local schools and churches to charity and fund raising events. As the choir performs at many different venues, both indoor and outdoor, it is seeking assistance towards the cost of purchasing a modern, lightweight and robust portable staging system.
- 3.7 Cycling Feasibility Study - The national governing body, Welsh Cycling, has worked closely with the Council and local cycling clubs in recent years to promote extremely popular and successful national and local cycling events in the town. In its national facilities strategy (February 2017), Welsh Cycling has identified the lack of suitable regional facilities for off-road cycling as one of the main barriers to the development of the sport in Wales. Some of the cycling events have been held at the King Henry School site and this site is also used on a regular basis by the local cycling clubs in the town. The aim of this proposal is to commission a study to look at the feasibility and cost of providing a bespoke off road facility that will help to develop and maintain the sport of cycling not only in the Abergavenny but in Monmouthshire as a whole. This is not a new concept – the Council previously investigated the possibility of developing a similar facility at the Gilwern Outdoor Education Centre site but this initiative was not taken forward following discussions with the Brecon Beacons National Park, which is the local planning authority for that area. This study would include the identification and assessment of possible sites in Abergavenny and the surrounding area, but not within the National Park.

#### **4. OPTIONS APPRAISAL**

An options appraisal has not been carried out in respect of this funding, as the Council invited applications from local community groups and therefore the applications received have been given due consideration.

#### **5. EVALUATION CRITERIA**

Please see evaluation criteria set out in **Appendix B**

#### **6. REASONS**

- 6.1 To ensure that the funding received from the development can be spent in the current financial year;
- 6.2 To enable grants to be made to the successful projects when contractual commitments have been entered into in each case.

#### **7. RESOURCE IMPLICATIONS**

- 7.1 The off-site recreation funding from this development has a “spend by” date of 29<sup>th</sup> September 2019;
- 7.2 The grant applications were made in 2016 and there has been a significant delay in reporting this matter to Cabinet. The level of the grants proposed in para 2.2 includes an uplift of 10% to compensate for the increased cost of supplies and materials incurred as a result of that delay;
- 7.3 The amount of the grants recommended for approval in para 2.2 is less than the Section 106 funding available from this development so it is proposed that the difference (£10,712) is used to carry out improvements to Castle Meadows and Linda Vista Gardens – in particular the footpaths into the meadows and into Linda Vista from the Byefield Lane car park and within Linda Vista Gardens themselves - which are two important recreation sites within the area of benefit specified in the Section 106 Agreement.

#### **8. WELL BEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING & CORPORATE PARENTING)**

See attached at **Appendix C**

#### **9. CONSULTEES**

Cabinet Members	Local Members
Section 106 Working Group	Leadership Team
Assistant Head of Finance/Deputy S151 Officer	

#### **10. BACKGROUND PAPERS:**

Section 106 Agreement dated 11<sup>th</sup> November 2013 between the Council, Blue Cedar Homes and two private individuals

#### **11. AUTHOR**

Mike Moran, Community Infrastructure Coordinator  
Tel: 07894 573834 Email: mikemor@monmouthshire.gov.uk

## APPENDIX A

Report to Cabinet on 4<sup>th</sup> July 2018 – The Knoll Section 106 Funding

### Applications Received

No	Applicant	Project	Scheme Cost	Grant Request	Uplift 10%	Grant Offer
			£	£	£	£
1	Abergavenny Community Trust	Access Improvements	1,944	1,944	195	2,140
2	Friends of Linda Vista	Benches/Picnic Tables	1,600	1,440	144	1,590
3	Christchurch	Roof repair/replacement	4,800	3,800	0	0
4	Friends of Bailey Park	Benches/Picnic Tables	3,880	3,000	300	3,300
5	Melville Theatre	Redecoration and Refurbishment	7,020	3,020	0	0
6	Synergy Acapella Choir	Portable Staging	5,000	3,000	300	3,300
7	MCC	Velo Park Feasibility Study	5,000	5,000	N/A	5,000
	<b>Total</b>					<b>15,330</b>

Grants are not recommended for approval for projects 3 and 5 as these do not relate to adult outdoor recreation and therefore they are not eligible for funding from this source.



Report to Cabinet on 4<sup>th</sup> July 2018 – The Knoll Section 106 Funding

## Evaluation Criteria

<b>Title of Report:</b>	<b>The Knoll (Abergavenny) Section 106 Funding</b>
<b>Date decision was made:</b>	<b>4<sup>th</sup> July 2018</b>
<b>Report Author:</b>	<b>Mike Moran, Community Infrastructure Coordinator</b>

**What will happen as a result of this decision being approved by Cabinet or Council?**

What is the desired outcome of the decision?  
 What effect will the decision have on the public/officers?

Improvements are made to a number of established and popular public open spaces in Abergavenny  
 An independent study will be undertaken to establish the feasibility of establishing an off-road cycle provision in the Abergavenny area, which will inform future planning of cycling provision in the county.

One year appraisal

**What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?**

Think about what you will use to assess whether the decision has had a positive or negative effect:  
 Was there been an increase/decrease in the number of users  
 Was the level of service to the customer changed and how will you know  
 If decision is to restructure departments, has there been any effect on the team (e.g. increase in sick leave)

Positive feedback is received from individuals and groups and from children & families that use the respective open spaces and the community centre  
 Positive feedback is received from the respective Friends Groups set up to assist the Council with the three open spaces concerned  
 Sufficient information is available as a result of the feasibility study to inform future facility planning for both the Council and for Welsh Cycling

One year appraisal

**What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?**

Give an overview of the planned costs associated with the project, which should already be included in the report, so that once the evaluation is completed there is a quick overview of whether it was delivered on budget or if the desired level of savings was achieved.

The total budget cost is £26,082 but this is likely to attract additional funding from other sources





<b>Name of the Officer:</b> Mike Moran <b>Phone no:</b> 07894 573834 <b>E-mail:</b> mikemoran@monmouthshire.gov.uk	<b>Decision on inclusion of funding in 2018/19 capital budget</b>  <b>Decision on funding allocation in Abergavenny from S106 balances</b>
<b>Name of Service:</b> Enterprise	<b>Date completed:</b> 18 <sup>th</sup> June 2018

**NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc**





1. Page 7


**Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Positive - the projects will be funded from S106 balances provided by developer of residential housing Abergavenny, so there is no call on the Council's core capital budget.	
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Positive – the three open spaces involved are important community and recreation facilities in the local area - the project will involve landscape improvements and making the most of the natural environment	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Positive - the proposals in this report involve improving peoples' physical and mental well being. In addition to their value as well used open recreation sites, the locations are used for events that provide a focal point for a number of family oriented activities.</p>	
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>The proposal will contribute to the safety and cohesiveness of the local community in which it is located.</p>	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The availability of good quality and accessible open spaces in the local community means that local people do not have to travel to other areas by car or by public transport, thereby contributing to a reduction in harmful nitrogen dioxide emissions</p>	
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>There are no specific proposals in this report to promote and protect the Welsh language but the improvements proposed will encourage more participation in outdoor recreational activities.</p>	<p>Encourage the use of the Welsh language in on-site signage – bilingual noticeboards would promote the Welsh language and encourage Welsh language speakers to use the sites.</p>
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>The improvements will encourage improved access for and participation by disabled people and people with other support needs – also by all sections of the community regardless of background or ability</p>	

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Long Term</b></p> <p>Balancing short term need with long term and planning for the future</p>	<p>The sustainability of the sites has been assessed and officers are confident that the investments proposed will be sustainable in the longer term.</p>	<p>Funding is proposed from existing S106 balances to cover the cost of the works proposed.</p>
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>The project involves working closely with other parties to deliver improved facilities and to ensure better access for children with disabilities and support needs.</p>	
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>The views of Cabinet members, the local county council members and representatives of the three friends' groups have been sought.</p>	
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The project involves the enhancement of facilities, as per the intention of the Section 106 Agreement from where the funding has arisen. Problem prevention is not the basis upon which the funding has been given but investing in the improvement of existing facilities will help to prevent problems occurring.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The project will have a positive impact on the health &amp; well being of people living in the area of benefit stipulated in the Section 106 Agreements.</p>	

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>No employment/training issues identified The recommendation will benefit residents of all ages living in the local area</p>		<p>Continue to consider the needs of people with protected characteristics when formulating proposals.</p>
Disability	<p>The improvements proposed will be designed to be accessible to people with disabilities/mobility issues</p>		
Gender reassignment	<p>Neutral</p>		

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Marriage or civil partnership	Neutral		
Pregnancy or maternity	The site will be designed for ease of access for pushchairs and wheelchairs		
Race	Neutral		
Religion or Belief	Neutral		
Sex	The project that is the subject of this report is of equal benefit to both males and females		
Sexual Orientation	Neutral		
Welsh Language	Neutral	Although the recommendation is considered to be neutral it does nothing specifically to promote the use of the Welsh language	It may be possible in the future to encourage applications that actively promote the Welsh language

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**4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?**

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Positive: all of the proposals are designed to increase participation by local people, irrespective of their backgrounds		
Corporate Parenting	Neutral		

**5. What evidence and data has informed the development of your proposal?**

- Local population figures taken from the 2011 Census data, updated
- Information submitted by members of the three Friends Groups for Bailey Park, Castle Meadows and Linda Vista Gardens

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

**Positive Impacts**

- The proposal complies with the statutory tests relating to Section 106 funding
- The scheme will have a positive impact upon the health and well being of local residents
- Some people with protected characteristics will benefit from the play area improvement project

**Negative Impacts**

- It is difficult to demonstrate that the project will have a meaningful benefit for promoting the Welsh language

The above impacts have not materially changed the recommendations contained in the report.

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**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>	<b>Progress</b>
Work with the respective Friends Groups, the Community Centre Management Group and with Welsh Cycling to impement the proposals	Following the decision of Cabinet and over the next 12-18 mionths	Mike Moran, Community Infrastructure Coordinator	To be reported



8. **MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated in: July 2021	To be reported to the Section 106 Working Group
--	---

9. **VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	S106 funding received	September 2014	
2	Applications received from local organisations	June 2016	
4	Consultation with Cabinet and Senior Leadership	June 2018	No amendments made at this stage
5	Consultation with local Abergavenny Members	June 2018	No amendments made at this stage
6	MCC Cabinet Meeting	4 <sup>th</sup> July 2018	Decision sought on allocation of funding and on the inclusion of funding in the 2018/19 capital budget

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**SUBJECT: TO DECLARE SURPLUS TO REQUIREMENTS AND SEEK CONSENT FOR THE DISPOSAL OF APPROX. 36 ACRES OF AGRICULTURAL LAND**

**MEETING: Cabinet**

**DATE: 4<sup>th</sup> July 2018**

**DIVISION/WARDS AFFECTED: Trellech United**

## 1. PURPOSE:

The purpose of this report is to declare surplus to requirements circa 36 acres of agricultural land and seek consent for its disposal

## 2. RECOMMENDATIONS:

- 2.1 - That the asset known as Trellech 2/3/8, encompassing circa 36 acres of land between Llanishen and Trellech be declared surplus following the land being handed back the Council earlier this year.
- 2.2 - That consent be given for the land to be disposed of on the open market by the Council's Estates Team.
- 2.3 - That consent is given for the Estates Manager, in consultation with the Cabinet Member for Resources, to agree the method of disposal and any other related matters in relation to this disposal.
- 2.4 - That the budgets set out below are made available to fund the necessary costs of the disposal of the land.

## 3. KEY ISSUES:

- 3.1 - Following the vacation of the land by the previous tenant in Spring 2018 the land is currently being held by the Estates Department as land in hand.
- 3.2 - No internal use has been identified following consultation in line with the Council's Disposal Policy and as a result we would like to declare the land surplus to requirements.
- 3.3 - Provided the land is declared surplus to requirements, it would then be offered for sale on the open market, in order to generate the greatest possible capital receipt for the Council.
- 3.4 - In order to fund the holding and disposal costs following the land being declared surplus, the budgets outline below are allocated.

## 4. OPTIONS APPRAISAL

- 4.1 - Declare the land surplus and dispose of the land for the greatest capital receipt, this is the preferred option in order for the capital receipt to support the 21<sup>st</sup> Century Schools programme
- 4.2 - Retain the land and re-let - This has been considered alongside the potential revenue income that is foregone by selling the land. Having reviewed the matter, taking account of

the need to fund the 21<sup>st</sup> Century Schools programme disposal is considered the best option.

## **5. EVALUATION CRITERIA**

An evaluation assessment has been included at Appendix A for future evaluation of whether the decision has been successfully implemented.

## **6. REASONS:**

6.1 - The disposal of the land will generate a capital receipt for the Council which will in turn help fund the 21<sup>st</sup> Century School's programme

## **7. RESOURCE IMPLICATIONS:**

7.1 - As part of this decision we ask that a budget of £3,000 be made available from the Fixed Asset Disposal cost centre to meet any costs incurred in the course of the transaction.

7.2 - As part of this decision we ask that a budget of £2,000 be made available from FO47 revenue costs to fund any holding costs incurred by Estates.

7.3 - A capital receipt will be received from the sale of the property to contribute towards the 21<sup>st</sup> Century Schools programme.

7.4 - The Council Estates Team and Legal Services and Land Charges team will manage the transaction following advertisement of the land on behalf of the Council by an appointed agent.

## **8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

This decision does not impact on the delivery of any service or the provision of any service by the Council and therefore, while the implications have been considered a full assessment is not needed.

## **9. CONSULTEES:**

SLT

All Cabinet Members

Local Ward Member - Cllr D Blakebrough

Estates Manager - Ben Winstanley

Monitoring Officer - Robert Tranter

Legal Services - Joanne Chase

*Continued.....*

**10. BACKGROUND PAPERS:**

Location Plan - 1:10,000 scale

**11. AUTHOR:** Gareth King MRICS - Principal Estates Surveyor

**12. CONTACT DETAILS:**

**Tel:** 01633 748 331

**E-mail:** [garethking@monmouthshire.gov.uk](mailto:garethking@monmouthshire.gov.uk)

## Evaluation Criteria – Cabinet, Individual Cabinet Member Decisions & Council

<b>Title of Report:</b>	<b>TO DECLARE SURPLUS TO REQUIREMENTS AND SEEK CONSENT FOR THE DISPOSAL OF APPROX. 36 ACRES OF AGRICULTURAL LAND</b>
<b>Date decision was made:</b>	<b>4<sup>TH</sup> July 2018</b>
<b>Report Author:</b>	<b>Gareth King - Principal Estates Surveyor</b>

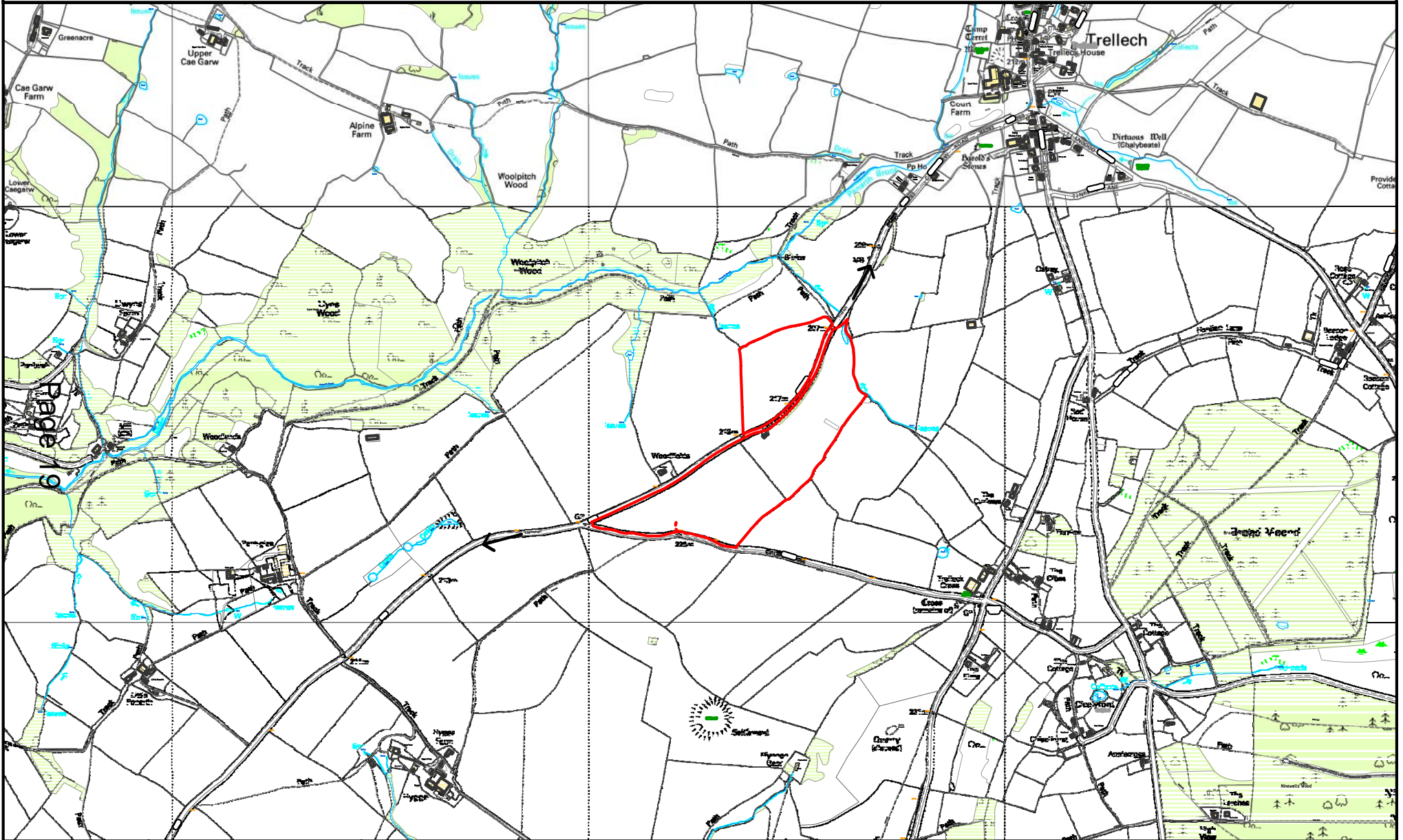
<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>
<p>What is the desired outcome of the decision? - That the land be declared surplus and sold.          What effect will the decision have on the public/officers? - No services will be affected by this decision</p>
<p>12 month appraisal</p> <p>Was the desired outcome achieved? What has changed as a result of the decision? Have things improved overall as a result of the decision being taken?</p>

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>
<p>Think about what you will use to assess whether the decision has had a positive or negative effect:          Has the capital receipt for the sale been received          Has owners transferred to the new owners.</p>
<p>12 month appraisal</p> <p><i>Paint a picture of what has happened since the decision was implemented. Give an overview of how you fared against the criteria. What worked well, what didn't work well. The reasons why you might not have achieved the desired level of outcome. Detail the positive outcomes as a direct result of the decision. If something didn't work, why didn't it work and how has that effected implementation.</i></p>

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>
<p>A total of £5,000 is requested for the management of the asset and the disposal (provided consent is given).</p>
<p>12 month appraisal</p> <p><i>Give an overview of whether the decision was implemented within the budget set out in the report or whether the desired amount of savings was realised. If not, give a brief overview of the reasons why and what the actual costs/savings were.</i></p>

<p>Any other comments</p>
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# Land between Llanishen & Trellech



GIS Team  
 Monmouthshire County Council  
 County Hall  
 Cwmbran NP44 2XH  
[www.monmouthshire.gov.uk/maps](http://www.monmouthshire.gov.uk/maps)

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Details  
 Plotting in MapInfo made easier

Drawn By	Scale	Date
	1:12500	3/22/2018

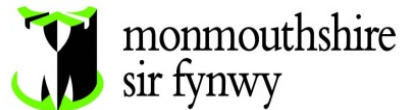
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**SUBJECT: RESTRUCTURING OF ATTRACTIONS**  
**MEETING: CABINET**  
**DATE: 4<sup>th</sup> JULY 2018**

**DIVISION/WARDS AFFECTED: All**

**1. PURPOSE:**

1.1 To propose changes in the Enterprise Directorate within Tourism, Leisure, Culture and Youth Services to the staffing structure at Caldicot Castle, Chepstow Tourist Information Centre, Shirehall and Tintern Old Station.

**2. RECOMMENDATIONS:**

2.1 To approve the changes to the staffing structure as outlined in the body of the report to that shown in Appendix 1.

2.2 To approve that any redundancy and early pension costs will be met by the Corporate Redundancy budget.

**3. KEY ISSUES:**

3.1 The costs of running these four sites has exceeded the service budget for the last five financial years as demonstrated in Table1 below. In order to deliver these services within the restricted financial envelope for 2018/19 changes will need to be made to both the management and staffing structures. It is also imperative that the drive to generate income continues in order to meet potential increasing costs and that new income streams are identified and delivered upon. Even though we recognise there is no net budget saving this new proposed structure will ensure a more cost effective and efficient way of delivering the services, which in turn will optimize performance. This will also benefit the authority from a financial perspective ensuring we are able to operate within the net total budget.

**Table 1: Financial Outturn for Attractions**

<b>Financial Year</b>	<b>Total Amount £</b>	<b>Total Budget £</b>	<b>Over Spend £</b>
<b>2013/14</b>	600,951	552,953	47,998
<b>2014/15</b>	517,291	366,760	150,530
<b>2015/16</b>	427,681	246,038	181,643
<b>2016/17</b>	524,093	221,528	302,566
<b>2017/18</b>	578,865	408,159	170,706

#### **4. REASONS:**

- 4.1 Caldicot Castle, Chepstow Tourist Information Centre, Shirehall and Tintern Old Station currently operate independently of each other but there is a need to run these as a family of services who should rely upon one another for promotion, support and optimal operation. It therefore makes sense to bring these services together due to their distinct synergies. Creating a new model of opportunity for these services will enable them to sustain and build on the work that has already been achieved so far.

#### **Management Structure**

- 4.2 In order to bring these services together and work within the restricted financial envelope, a new management structure needs to be implemented. The creation of a new management role, the Visitor Attractions Group Manager would oversee all four sites to ensure that the services work together in a more cohesive way. A key part of this role is to identify new income streams in order to reduce the overall costs of these services. The four existing site manager's roles would be deleted.
- 4.3 Part of the additional resources released from these deleted posts will be reinvested into front line staff at sites to ensure that customers continue to receive excellent service and have a good experience.
- 4.4 A new role, a Wedding, Conference and Activities Co-ordinator will be established who will have a wider remit for all of the sites. The post will identify and increase business through weddings, conferences, small community events and meetings. This role will hold responsibility for staffing issues within Shirehall, Old Station and Chepstow TIC.
- 4.5 An additional business support officer (0.54 FTE) has been built in to support the day to day activities of the sites; the management team and complement the existing administration team, to ensure that staff at the sites can concentrate on the delivery of services to the public.

#### **Old Station, Tintern**

- 4.6 The existing post of site manager will be deleted as management will be undertaken by the Visitor Attractions Group Manager. The site is open seven days a week from April to October and the new role of Site Supervisor will be created to provide cover for the summer opening hours of 10 am to 6pm. It is anticipated that two posts would be created to cover the required weekly 56 hours at Grade F. Additional weekly support (35 hours) to cover weekends and other busy periods will be provided by new Visitor Assistant roles (grade D). It is anticipated that these will be filled by existing casual staff on contracted hours.

## **Caldicot Castle and Country Park**

- 4.7 Caldicot Castle and Country Park has previously been managed on a part time basis and it is evident that this has not been successful. The castle needs to be adequately staffed to ensure that the castle can be safely opened to the public during the summer period and also to maintain access to the Country Park during the winter season. It is proposed that the full time role of Site Co-ordinator be established.
- 4.8 The Castle opening hours between April and October are 11am to 4pm. The castle is closed on Mondays with the exception of bank holidays. Seasonal Visitor Assistant posts will be established (grade E) to cover this summer period and likely to be filled by two part time posts to ensure that adequate cover is achieved.
- 4.9 The Café at the Castle is also seasonal and its staffing is currently provided by casual workers. It is proposed to formalise this arrangement and have Catering Assistants (Grade C). It is anticipated that these posts would be filled by existing casual staff. The staffing rotas provide additional support during the summer, weekends and school holiday periods.
- 4.10 The Castle Country Park requires support all year round to ensure that it is a safe environment for visitors. This involves the daily practical management of the Country Park, including grass cutting, tree and shrub management as well as assisting with organising car parking, and marshalling at special events. The current posts of Operational Assistant (currently vacant) and Site Warden will be deleted and replaced with Park Rangers (Grade D). The Park Rangers between them will work 7 days a week (49 hours per week). The Park Rangers will also provide support to Old Station, Tintern, particularly in the winter months when that site is closed to the public.
- 4.11 Support for the newly developed Site management plan will continue to be provided by staff members of the countryside team. The new Site co-ordinator would be responsible for the ongoing delivery of the plan.
- 4.12 Small community events are an integral part of the Castle operations and the new structure includes additional casual staff hours to support this. This role will be undertaken at a more strategic level as part of the role identified in the management section above. This results in the role of the Castle Events coordinator being deleted.

## **Shirehall**

- 4.13 The existing post of Shirehall Site Manager will be deleted and management will be undertaken by the Visitor Attractions Group Manager. Shirehall will continue to open all year round, six days per week with opening hours ranging from 08.30 to 22.00 to cover long term commitments. In order to deliver these hours and ensure adequate cover, site supervisor posts (grade F) will be required. Visitor Assistant posts (grade D) will also be created to provide reception cover and general support.
- 4.14 As a result of the above requirements, the duty officer post, the receptionist and visitor and events assistants will be deleted.
- 4.15 Small community events are an integral part of the Shirehall's operations and the new structure includes additional casual staff hours to support this.

## **Chepstow Tourist Information Centre (TIC)**

- 4.16 The existing post of Tourism Business Development Co-ordinator will be deleted as management will be undertaken by the Visitor Attractions Group Manager. New posts are to be created to help deliver the transformation of Chepstow's visitor information centre. A full time site supervisor role will be created at Grade F. Day to day support will be provided by Visitor Assistants to cover the opening hours. Current posts are filled by casual staff and it is anticipated that they would transfer across to the new roles of Visitor Assistants with contracted hours.

## **5. RESOURCE IMPLICATIONS:**

- 5.1 The cost of the new structure (based on anticipated 18/19 pay rates and at top of scale) are £472,521 which is in line with the current budgeted cost of £472,744. The tables in appendix 2 shows the existing structure and compares this to the new structure. The new structure includes the cost of weekend and bank holiday enhancements and the cost of providing holiday cover for front line staff.
- 5.2 Initially a process will be conducted to recruit to positions. This process will recognise that a number of officers are being placed 'at risk of redundancy'. Where appropriate, they will be considered for opportunities in keeping with the Council's employment policies.
- 5.3 It is not possible at this stage to give an accurate estimation of costs associated with severance of employment if any given that there are processes to work through. It is not envisaged that this will be a significant cost at this stage. These will be reported back to Cabinet once the full impact is known.

## **6. SAFEGUARDING IMPLICATIONS**

- 6.1 Tourism, Leisure, Culture and Youth services are committed to ensuring that people living within the County are safe and protected. These services share a responsibility, both collectively and individually, to ensure that children and adults at risk are protected from harm. Within these services staff will continue to prioritise safeguarding measures, reflect on current practice and continue to train staff to the appropriate levels. Employees, volunteers and contractors who come into contact with children or adults at risk in the course of their duties will be expected to understand their responsibility and where necessary take action to safeguard and promote the welfare of vulnerable people.

## **7. CONSULTEES**

- 7.1 All staff affected by these proposed changes have been consulted with and any comments received have been answered and further information provided where possible. Unions have also received this report prior to those consultations commencing.

Senior Leadership Team

## **8. BACKGROUND PAPERS FUTURE GENERATIONS IMPLICATIONS**

- 8.1 The completed Future Generations Evaluation can be found in Appendix 4.

## **9. AUTHORS:**

**Ian Saunders, Head of Tourism, Leisure, Culture and Youth Services**  
**Richard Simpkins, Business Manager Tourism, Leisure, Culture and Youth Services**  
**Marie Bartlett, Finance Manager**

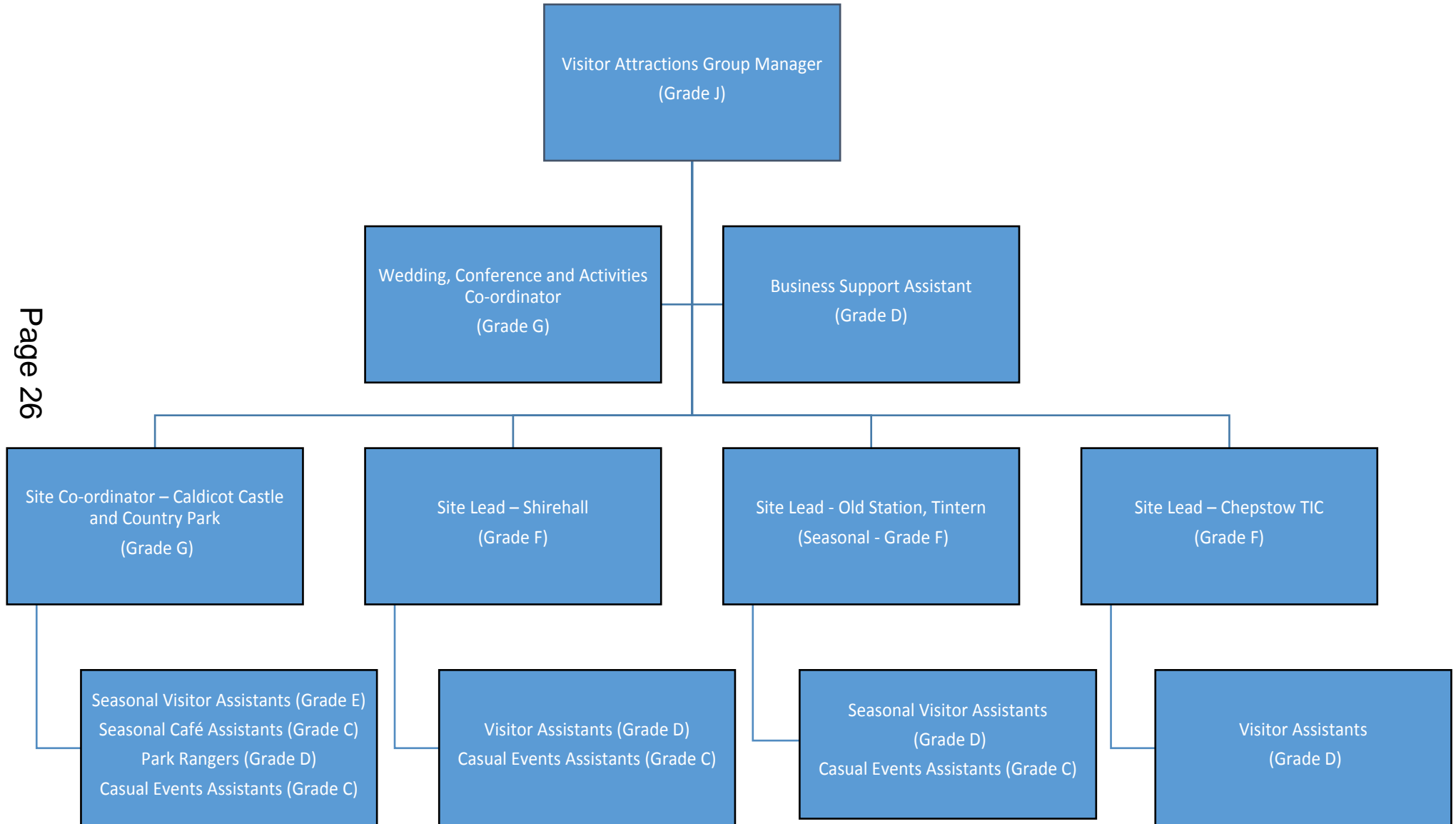
## **10. CONTACT DETAILS:**

**E-mail:** [IanSaunders@monmouthshire.gov.uk](mailto:IanSaunders@monmouthshire.gov.uk) **mob:** 07876545793

**E-mail:** [RichardSimpkins@monmouthshire.gov.uk](mailto:RichardSimpkins@monmouthshire.gov.uk) **mob:** 07884061183

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## Appendix 1 – Proposed Structure for Visitor Attractions



## Appendix 2 – Costings of the Proposed Structure for Visitor Attractions

EXISTING STRUCTURE	FTE	Grade	Existing Budget	NEW STRUCTURE	FTE	Grade	Budget at top of scale	Hours
<b>MANAGEMENT</b>								
				Visitor Attractions Group Manager	1.00	J	54,342	Full time
				Weddings, Conferences and Activities Co-ordinator	1.00	G	39,462	Full time
				Business Support Assistant	0.54	D	16,337	20 hrs per week
<b>CALDICOT CASTLE &amp; COUNTRY PARK</b>								
				Site Co-ordinator (Castle & Country Park)	1.00	G	39,462	Full time
Castle Manager (vacant)	1.00	I	43,928	Post deleted				
Events Co-ordinator	1.00	H	43,928	Post deleted				
Site Warden	1.00	C	24,721	Post deleted				
				Park Ranger	1.32	D	35,401	Full time - 49 hours per week
Operations Assistant (vacant)	1.00	E	29,928	Visitor Assistants (seasonal)	0.80	E	24,129	Season
Events Assistant	0.30	E	8,320	Post deleted				
				Catering Officer (seasonal)	0.83	C	15,991	Season - various hrs
Catering Assistant	0.31	C	7,110	Casual Hours			2,809	
Casual Hours			11,928	Enhancements / Cover			18,038	
<b>OLD STATION TINTERN</b>								
Site Manager	1.00	I	48,932	Post deleted				
				Site Lead (seasonal)	0.94	F	33,415	Season - 56 hrs per week
Casual Hours			48,820	Visitor Assistants (seasonal)	0.60	D	16,047	Season - 35 hrs per week
				Enhancements / Cover			9,945	
<b>SHIREHALL</b>								
General Manager	1.00	I	48,932	Post deleted				
				Site Lead	1.73	F	60,175	Full time - 64 hrs per week
Duty Officer	0.80	E	23,814	Post deleted				
				Visitor Assistants	0.90	D	22,897	Various
Receptionist	1.00	D	26,604	Post deleted				
TIC Receptionist	0.61	D	15,724	Post deleted				

EXISTING STRUCTURE	FTE	Grade	Existing Budget	NEW STRUCTURE	FTE	Grade	Budget at top of scale	Hours
Visitor & Events Assistant	0.41	C	8,549	Post deleted				
Casual Hours			17,732	Casual Hours			4,693	
				Enhancements / Cover			8,571	
<b>CHEPSTOW TIC</b>								
Tourism Business Development Co-ordinator	1.00	G	39,522	Post deleted				
				Site Lead	1.00	F	34,789	Full time
Casual Hours		D	24,252	Visitor Assistants	0.90	D	26,172	Various
				Enhancements / Cover			9,846	
TOTAL			472,744				472,521	



### Appendix 3 - Evaluation Criteria – Cabinet, Individual Cabinet Member Decisions & Council

<b>Title of Report:</b>	<b>Attractions Restructure</b>
<b>Date decision was made:</b>	<b>4<sup>th</sup> July 2018</b>
<b>Report Author:</b>	<b>Ian Saunders, Marie Bartlett and Richard Simpkins</b>

**What will happen as a result of this decision being approved by Cabinet or Council?**

A restructure will take place to make the attractions function as a more cohesive unit and put a team in place to drive performance and delivery.

**What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?**

This will all come back to performance against budget, targets and development of these service areas.

**What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?**

Bringing it back in line with the financial envelop of these services which is £472,342. There may be some further redundancy costs that are yet to be determined.

**Any other comments**

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## Future Generations Evaluation (Includes Equalities and Sustainability)

<p><b>Name of the Officer</b> Richard Simpkins</p> <p><b>Phone no:</b> 07884061183 <b>E-mail:</b> <a href="mailto:richardsimpkins@monmouthshire.gov.uk">richardsimpkins@monmouthshire.gov.uk</a></p>	<p><b>To consider a proposed draft Attractions Restructure</b></p>
<p><b>Name of Service:</b> Enterprise including Tourism, Leisure, Culture and Youth Services</p>	<p><b>Date Future Generations Evaluation</b> 11<sup>th</sup> June 2018</p>

*NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc.*





Does your proposal deliver any of the well-being goals below?


Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>To ensure much valued local services are maintained and by their nature provide employment, growth and an increasingly skilled workforce.</p>	<p>Keeping services open and local but with more community focus and coordination – helping knit communities together.</p> <p>Positive engagement and coordination with community focused services.</p> <p>Income generation and investment in key aspects of the business will ensure the culture and business thrives and there is sustained growth moving forwards.</p> <p>Continue to invest and grow our very successful volunteering scheme.</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>Continue our close working partnership with countryside and planning and ensuring our green spaces and cultural heritage is well maintained and supported.</p>	<p>Any new delivery models will also seek to develop partnerships and support landscape scale action, provide expert advice and seek to access new forms of funding to secure partnership action.</p>
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Positive impact by ensuring quality services are provided by offering events and opportunities to encourage a fit and healthy lifestyle through its 4 attractions and countryside.</p> <p>The new structure will ensure that events and activities are also well signposted and the benefits of such activities demonstrated.</p>	<p>Working with key partners through the Public Service Board will ensure that physical and mental health through activity is widely available and that the Attractions are central to this by working directly with its communities. The work inside Creating An Active and Healthy Monmouthshire Group connects to key acts such as Social Services Wales (Act) the Wellbeing Future Generations, Environment Act and also key strategies and drivers such as obesity including the Gwent Child Obesity Strategy, Get Wales Moving (replacing Climbing Higher) etc. The new model will focus on the 4 Attractions working more closely together in promoting events and activities and open spaces that benefit people's health and wellbeing by their very nature.</p>
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>The formation of this new structure will sustain and grow services through improved community engagement and connection with local priorities - this can lead to service improvements and continuing to understand what matters to our customers and partners.</p>	<p>This new structure is based on cohesion and continuity to ensure it encourages a community focus as one of its social drivers.</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The formulation of a new Attractions structure will have delegated responsibility to ensure high standards are met and maintained that do not conflict with the global drivers.</p>	<p>Any decisions made within the new structure will take into account global and well-being issues as part of its day to day processes.</p>
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>The Attractions contribute greatly to the local culture, heritage and art, including the promotion and protection of the Welsh language.</p>	<p>One of the key drivers will be the promotion of activity, health, culture and art and its structure and key developments will reflect that.</p> <p>The ability to react to the current markets and trends will enable the Attractions to meet these outcomes.</p>
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>The Attractions will continue to provide services for all age ranges and deliver a diverse and comprehensive package for all of its communities.</p>	<p>With the ability to better market and understand data across the 4 venues there will be opportunities to target areas of the community that may not currently be aware of the offer.</p> <p>The ability to extend our current work towards promoting facilities and activities across all 4 sites as part of the wider TLCY model will create greater awareness of the total offer available.</p>

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The new proposed model fits within the existing budget framework for this area and there is a focus on commerciality to ensure these services remain sustainable and grow.</p>	<p>Reducing budgets and savings have led to some service areas altering core hours of operation. There has been a concerted effort to assist by mobilising volunteers, making efficiencies and generating additional income to ensure negative impact of reducing budgets is mitigated.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>The services have some key partners from funding, grants and delivery of service. Some key partners include other LA's, Public Health Wales, NRW, Sport &amp; Art Wales, Visit Wales, Town &amp; Community Council, Youth Offer partnership, Creating Active &amp; Healthy Monmouthshire, Schools, Unions and these will continue to be developed.</p>	<p>The good partnership working TLCY are involved in will continue and a more joined up approach with the new proposed structure will assist in developing this in a more cohesive and joined up way of working.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>Engagement and consultation has taken place over the past 2 weeks with human resources, unions and all staff currently working at the 4 venues in scope.</p>	<p>TLCY prides itself on customer engagement and seeking views of users and citizens of Monmouthshire on what is important to them and this will continue with a more joined up approach in terms of marketing what we have to offer.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Business plans for all service areas within TLCY are being developed with the site teams and managers. In the plans there are opportunities for growth and investment.</p> <p>If this is not done the services will be managing decline and income targets will not be maintained causing a downward spiral.</p>	<p>This new structure will develop a staff and investigate how best to mobilise it's incredible talented teams across the various business opportunities and services. We are currently identifying key income pipelines for each area and how these can be developed and joined up as part of a wider piece of work with a new delivery model.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The opportunity to develop a new way of delivering services and sustaining their long term future should give the opportunity to better connect wellbeing outcomes to other partners and bodies. All the venues in scope contribute to the wellbeing goals although some are more clearly defined than others. It is important that the Attractions are able to clearly demonstrate and understand their input into the wellbeing goals – it is also important to consider the impact.</p>	<p>One of the key drivers moving forwards will be the promotion of activity, health, culture and art and its structure and key developments will reflect that. All of this will be linked back to ensuring the key priorities of the Future Generations Act are met. A single outcome measurement framework will be developed to help the Attractions as part of the wider TLCY service measure its impact on all of the wellbeing goals</p>

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

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Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>The Attractions will provide greater opportunities for all ages as it will look to invest, develop and build on existing facilities and programs. There will also be a joined up approach so that all venues in scope provide a much wider offer. The new model will also provide opportunity for existing staff to grow within their roles. These positive impacts will apply to all protected characteristics listed below.</p>	n/a	<p>Asking all of our customers and partners what matters to them will evidently improve our services. If we are in a position in the future to redesign and invest in facilities we will see an improved offer for all.</p>
Disability	<p>Any new re-design and development will be compliant with the Equality Act 2010.</p>	n/a	<p>Working with key partners we have ensured all new facilities and re-developments have/will be fit for purpose and suitable for all abilities.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment	As in Age row	n/a	As in Age row
Marriage or civil partnership	As in Age row	n/a	As in Age row
Pregnancy or maternity	As in Age row	n/a	As in Age row
Race	As in Age row	n/a	As in Age row
Religion or Belief	As in Age row	n/a	As in Age row
Sex	As in Age row	n/a	As in Age row
Sexual Orientation	As in Age row	n/a	As in Age row
Welsh Language	<p>Consideration will be given to any new signage and plans for any redevelopments to comply with the Welsh Language (Wales) Measure 2011. All marketing materials and general information for customers will be provided bilingually including planned social media. There are current Welsh Language courses running for all front of house staff to meet and greet customers and these will be developed. All job adverts are now advertised as requesting Welsh speakers as part of the person specification.</p>	n/a	<p>Our staff are engaging in improving their ability to communicate through the medium of Welsh but there is an ongoing need to engage in the workforce planning process to ensure that we eventually have enough staff with Welsh Language skills to provide services to the public through the medium of Welsh. In order to achieve this there is support for this centrally via a scheduled training program to ensure our teams are in a good position to deliver the core aims within a set timeframe.</p>



4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	We will ensure safeguarding is at the forefront of all plans with the relevant documentation, systems and procedures and levels of training in place for all staff relevant to the role consistently across the board.	n/a	We will continue to prioritise our safeguarding measures, reflect on current practice and continue to train staff to the appropriate levels. All service areas have updated SAFE procedures in place in line with MCC procedures and a training database is maintained by all managers to reflect upskilling of staff within this area.
Corporate Parenting	We will continue to work with our partners to assist in any way we can and add value to the current provisions.	n/a	We will continue to have representation for this area at all team meetings and continuously monitor and review all systems and procedures mentioned above to ensure we are providing as safe an environment for all of our customers as possible. We actively encourage all staff to be vigilant and report any instances they feel appropriate and have procedures in place for this.

**5. What evidence and data has informed the development of your proposal?**

The Cabinet report proposing the move to a new Attractions Structure is founded upon the following information:

- Budget information for the service to ensure they remain sustainable
- A new proposed model to assist in bringing facilities and products closer together and to help cross market

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The purpose of the proposed Attractions restructure is to ensure much valued local services are maintained and by their nature continue to provide employment, growth and an increasingly skilled workforce. The proposals will enable services to be kept open but with more community focus and coordination, helping knit communities together and clear joined up marketing across. Activities in establishing the new structure will require positive engagement and coordination with community focused services as well as income generation and investment in key aspects of the business to ensure the culture and business thrives. Incorporated services will contribute greatly to our local culture, heritage and art with the promotion of activity, health and wellbeing forming part of its key drivers.

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress
Presenting to Cabinet	4 <sup>th</sup> July 2018	Ian Saunders, Richard Simpkins and Marie Bartlett	<b>Scheduled</b>
Move to new structure ASAP	As soon as a decision is made	Ian Saunders, Richard Simpkins and Marie Bartlett	<b>Pending decision</b>

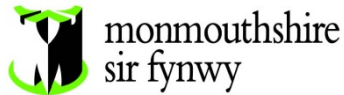
**8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

The impacts of this proposal will be evaluated on:	Ongoing (in line with the above schedule)
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9. **VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1	<i>Restructuring of Attractions</i>	<i>June 2018</i>	

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<b>SUBJECT:</b>	<b>CARE LEAVERS – COUNCIL TAX EXEMPTION</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>4<sup>th</sup> July 2018</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>ALL</b>

## 1. PURPOSE:

This report seeks approval to exempt all care leavers up to the age of 25 from paying council tax.

## 2. RECOMMENDATIONS:

- 2.1 To award 100% discretionary council tax relief to all care leavers aged between 18 to 25 who are residing in the County.
- 2.2 To adopt the proposed relief scheme noted in 4.4.2 below

## 3. KEY ISSUES:

- 3.1 In October 2017, Torfaen County Borough Council became the first council in Wales to take the decision to exempt care leavers from paying council tax, effective from April 2018. Since then the Welsh Revenues Group and the Welsh Local Government Association (WLGA) have been lobbying Welsh Government to change Council Tax Legislation to exempt all care leavers across Wales.
- 3.2 To date the Welsh Government has decided not to update the Council Tax Legislation and have instead encouraged Council's to introduce their own schemes under Section 13A of the Local Government Finance Act 1992. This Act gives the Council power to reduce a liability for council tax in relation to particular cases or by determining class(es) of cases that it may determine and where national discounts and exemptions cannot be applied.
- 3.3 The Council has responsibility as a Corporate Parent to support young people in its care. In agreeing the Corporate Parenting Strategy on 6<sup>th</sup> June 2018, Cabinet agreed to ensure that young people in our care have the opportunity to live a safe, happy and fulfilling life.
- 3.4 In extending this relief to care leavers from both Monmouthshire and other Local Authorities this will enhance our corporate parent responsibilities and help to support all care leavers living in the County to move into adulthood.

## 4. OPTIONS APPRAISAL

### 4.1 **Option 1** – *Do nothing and continue to charge care leavers council tax*

4.1.1 This option doesn't necessarily fit with the Authority's role as a corporate parent.

### 4.2 **Option 2**– *Wait to see if Welsh Government change the legislation to exempt care leavers from paying council tax*

4.2.1 Legislative changes take time to introduce. Welsh Government have also indicated that this isn't something that they are looking to do in the immediate future. Instead they have actively encouraged Local Authorities to introduce their own local schemes.

### 4.3 **Option 3** – *To introduce our own scheme under Section 13A of the Local Government Finance Act 1992*

4.3.1 This option allows the Council to act now and apply the relief to 2018/19 council tax accounts.

4.4 Option 3 was therefore considered to be the best approach. It is proposed that the principles of this 'Care Leavers Relief' be applied as follows:

4.4.1 The Council uses its powers under 13A of the Local Government Finance Act 1992 to exempt care leavers from paying council tax.

4.4.2 The principles of the proposed relief are to be applied as follows:

- The claimant is a care leaver, aged between 18 and 25 and is not fully exempt from paying council tax on any other basis.
- The amount of discount awarded will be the net liability after all other discounts and exemptions have been applied.
- The relief will apply to council tax payers for whom their local council held corporate parenting responsibility at the point when the claimant left care, who are residing in Monmouthshire and are liable to pay council tax to Monmouthshire County Council.
- Where a care leaver moves out of the area and then returns, the relief can be reclaimed as long as the claimant returns before they turn 25.
- Where the care leaver is jointly liable for council tax the relief will be applied to the household and so non care leavers may subsequently benefit.
- The relief will be awarded from the 2018/19 financial year (i.e. from 1<sup>st</sup> April 2018). Any unpaid monies from previous years will still remain due.
- The Council will have discretion to back date any future awards to 1<sup>st</sup> April 2018.

- Once the care leaver turns 26, full council tax is due.

4.4.3 The relief will be administered by the Revenues Team in conjunction with the Children Services Team. Where the care leaver is from another Local Authority, who has acted as corporate parent, written confirmation will be obtained prior to awarding the relief. Processes will need to be developed to allow this relief to be applied to the appropriate accounts when it becomes due.

## 5. EVALUATION CRITERIA

An evaluation assessment has been included at Appendix A for future evaluation of whether the decision has been successfully implemented. The decision will come back to this committee in 12 months for review. ***A TEMPLATE FORM IS AVAILABLE AT THE END OF THIS DOC.***

## 6. REASONS

The Council has responsibility as a Corporate Parent to support young people in its care. The Council seeks to further support young people leaving care to become independent adults.

## 7. RESOURCE IMPLICATIONS

7.1 As at 31<sup>st</sup> March 2018 Monmouthshire had 68 care leavers aged between 18 and 25. Of these 37 were known to be living in the County, with 12 being the main ratepayer. Further analysis determined that after Housing Benefits and other council tax exemptions/discounts were applied (e.g. Single Person Discount, Council Tax Reduction Scheme) 4 care leavers were currently liable to pay council tax to a value of £3,500.

7.2 A further review of care leaver information supplied by the Children Services Team identified that another 12 care leavers were expected to turn 18 during the 2018/19 financial year. Applying the assumptions identified above and based on an average Band D charge it is estimated that a further charge of £3,000 will fall due.

7.3 It isn't possible to determine the number of care leavers from other Authorities who may be eligible for this relief. However the above analysis suggests that the sums involved are likely to be small.

7.4 Taking points 7.1, 7.2 and 7.3 together it is estimated that the cost of providing this new relief to care leavers will be approximately £6,500 per annum.

7.5 The cost of this relief scheme will fall to the Council and will not affect the other precepting bodies. The financial impact will be borne by the Council Tax income budget.

## 8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):

The corporate parenting and safeguarding implications associated with this proposal can be found in Appendix One

**9. CONSULTEES:**

Consultees are listed below:

- Cabinet
- Senior Leadership Team
- Chief Officer - Resources
- Chief Officer – Social Care, Health & Housing
- Children Services Team
- Social Care Finance
- Children & Young People’s Select Committee – Pre decision scrutiny on 28<sup>th</sup> June 2018. The Committee fully endorsed the proposal

**10. BACKGROUND PAPERS:**

Appendix One: Future Generations Evaluation Form

**11. AUTHOR:**

Ruth Donovan– Assistant Head of Finance: Revenues, Systems & Exchequer

**12. CONTACT DETAILS:**

**Tel:** 01633 644592

**E-mail:** [Ruthdonovan@monmouthshire.gov.uk](mailto:Ruthdonovan@monmouthshire.gov.uk)



## Evaluation Criteria – Cabinet, Individual Cabinet Member Decisions & Council

<b>Title of Report:</b>	
<b>Date decision was made:</b>	
<b>Report Author:</b>	

### What will happen as a result of this decision being approved by Cabinet or Council?

What is the desired outcome of the decision?  
What effect will the decision have on the public/officers?

12 month appraisal

Was the desired outcome achieved? What has changed as a result of the decision? Have things improved overall as a result of the decision being taken?

### What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?

Think about what you will use to assess whether the decision has had a positive or negative effect:  
Has there been an increase/decrease in the number of users  
Has the level of service to the customer changed and how will you know  
If decision is to restructure departments, has there been any effect on the team (e.g. increase in sick leave)

2 month appraisal

*Paint a picture of what has happened since the decision was implemented. Give an overview of how you fared against the criteria. What worked well, what didn't work well. The reasons why you might not have achieved the desired level of outcome. Detail the positive outcomes as a direct result of the decision. If something didn't work, why didn't it work and how has that effected implementation.*

### What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?

Give an overview of the planned costs associated with the project, which should already be included in the report, so that once the evaluation is completed there is a quick overview of whether it was delivered on budget or if the desired level of savings was achieved.

12 month appraisal

*Give an overview of whether the decision was implemented within the budget set out in the report or whether the desired amount of savings was realised. If not, give a brief overview of the reasons why and what the actual costs/savings were.*

Any other comments





## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Ruth Donovan</p> <p><b>Phone no:</b> 01633 644592 <b>E-mail:</b> <a href="mailto:ruthdonovan@monmouthshire.gov.uk">ruthdonovan@monmouthshire.gov.uk</a></p>	<p>To seek approval to exempt all care leavers up to the age of 25 from paying council tax</p>
<p><b>Name of Service:</b> Revenues, Systems and Exchequer</p>	<p><b>Date Future Generations Evaluation form completed:</b> 13.06.18</p>

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**NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc.**





- Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.


Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Supports care leavers to successfully move into adulthood and to gain financial stability</p>	<p>N/A</p>
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and</p>	<p>N/A</p>	<p>N/A</p>

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
can adapt to change (e.g. climate change)		
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Helps maintain emotional wellbeing, resilience and good mental health	N/A
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	N/A	N/A
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	N/A	N/A
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	N/A	N/A
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	Helps care leavers to fulfil their potential	N/A

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

<b>Sustainable Development Principle</b>	<b>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</b>	<b>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</b>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Long Term</b></p> <p>Balancing short term need with long term and planning for the future</p>	<p>This proposal will help care leavers transition into adulthood and lead full and rewarding lives</p>	<p>N/A</p>
 <p><b>Collaboration</b></p> <p>Working together with other partners to deliver objectives</p>	<p>The Revenues and Children Services Teams will work together and where necessary with other Councils to ensure this relief is applied automatically for care leavers living in the County</p>	<p>N/A</p>
 <p><b>Involvement</b></p> <p>Involving those with an interest and seeking their views</p>	<p>N/A</p>	<p>N/A</p>
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Helps care leavers to plan and manage their finances</p>	<p>N/A</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	N/A	N/A

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	Help care leavers transition into adulthood	N/A	N/A
Disability	N/A	N/A	N/A
Gender reassignment	N/A	N/A	N/A
Marriage or civil partnership	N/A	N/A	N/A

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Pregnancy or maternity	N/A	N/A	N/A
Race	N/A	N/A	N/A
Religion or Belief	N/A	N/A	N/A
Sex	N/A	N/A	N/A
Sexual Orientation	N/A	N/A	N/A
Welsh Language	N/A	N/A	N/A

**Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Helps care leavers manage their money and not get into debt.	N/A	N/A
Corporate Parenting	Complements our corporate parenting role and will provide financial support for care leavers, helping them to move into and sustain independent living.	N/A	N/A

**5. What evidence and data has informed the development of your proposal?**

Discussions and correspondence with the :

- Wales Revenues Group
- Welsh Government
- Children Services Team
- Revenues Manager

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

This will have a positive impact for our care leavers and will provide financial support to them at an important time in their lives. This support will help to sustain their independence.

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**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress
Annual review of the scheme	End of the 2018/19 financial year	Revenues Manager	-

**8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

The impacts of this proposal will be evaluated on: Annually



**9. VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.**

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>

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<b>SUBJECT:</b>	<b>PRIMARY SCHOOL MEAL DEBT RECOVERY POLICY AND PROCEDURE</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>4<sup>TH</sup> JULY 2018</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>ALL</b>

**NON-PUBLICATION – not applicable**

## **1. PURPOSE:**

This report outlines the issues surrounding school meal debt management within primary schools. A report on the matter was considered at the Children and Young People Select Committee on the 17<sup>th</sup> May 2018 and feedback from the meeting is provided in this report.

This report seeks a Cabinet decision on how primary sector school meal debt should be managed and accounted for in the new academic year.

## **2. RECOMMENDATIONS:**

2.1 That debt associated with the provision to primary sector children of school meals and other chargeable services (breakfast club, school trips etc.) be managed using the following policy and procedure.

1. That no action be taken to recover debt until the value of the debt has exceeded £10.
2. That the person responsible for paying for the service (likely the parent or guardian) receive written advice of the debt on 3 occasions over a period of 3 weeks.
3. In the event of the debt remaining outstanding that the person responsible for paying for the service be invited to a meeting to discuss why the debt exists.
4. That where appropriate the person be offered terms by which the debt might be settled over a period of time.
5. That the Chief Officer for CYP or Head of Operations be delegated authority, in consultation with the Cabinet member for CYP, to waive the debt or alternatively to withdraw the service, this action not to be taken until the person responsible for paying for the service has been advised and given one week to resolve the matter to the satisfaction of the council.

2.2 That any debt that is ultimately not recovered and subsequently written off for primary sector school meals and breakfast club (when it starts in the new academic year) be accounted for through the LEA budget rather than the individual school budget.

2.3 That all other debt be accounted for through the individual school budgets (e.g. school trips)

### **3. KEY ISSUES:**

This matter was referred to the CYP Select Committee on the 17<sup>th</sup> May 2018. The link below opens the agenda, reports and drfat minutes for the committee:

<https://democracy.monmouthshire.gov.uk/ieListDocuments.aspx?CId=136&MId=2533&Ver=4>

In summary the Select Committee acknowledged the sensitivity of the managing debt in these circumstances and felt that a child should not be denied a meal.

During the discussion officers confirmed that before the recommended process is instigated the school staff will contact the parent/guardian to seek to recover any debt. In the first instance it is quite likely that the school may have a more detailed knowledge of the child and family so will seek to resolve the problem informally.

### **4. OPTIONS APPRAISAL**

There are options surrounding how debt management might be approached. These would be permutations on the speed and nature of the recovery policy and procedure. For example an alternative policy would be to not pursue debt recovery and at the other end of the spectrum would be to instigate formal debt recovery as soon as an account moves into deficit. No debt recovery might result in increased debt levels overall if it promoted a view amongst some parents that there are no implications of allowing their account to move into debt. Whilst moving to debt recovery at an early stage might appear unnecessarily draconian and resource hungry as accounts may dip in and out of debt but overall remain balanced.

The process recommended coupled with earlier intervention at school level is seen as an appropriate level of response to ensure debt does not escalate but also allows discretion to take account of circumstance surrounding individual cases.

### **5. EVALUATION CRITERIA**

The level of debt will be monitored by officers with any major deterioration in debt levels being reported through the financial performance monitoring and reporting undertaken during the year.

### **6. REASONS:**

In financial terms this matter should not be exaggerated. As at the 8th May 2018 the level of debt outstanding for primary school meals was £8,335 ranging from just over £1,000 in one school to £12 in another. The annual income generated by the primary school meal service is around £953,000 so the current debt level is less than 1% of gross income.

This policy and procedure is intended to offer a pragmatic and incremental approach to debt recovery offering several stages along with flexibility and discretion in arriving at an appropriate way forward for individual cases.

### **7. RESOURCE IMPLICATIONS:**

As at the 8th May 2018 the level of debt outstanding for primary school meals was £8,335 ranging from just over £1,000 in one school to £12 in another. The annual income generated by the primary school meal service is around £953,000 so the current debt level is less than 1% of gross income.

**8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

APPENDIX 1

**9. CONSULTEES:**

CYP select committee  
Cabinet  
SLT

**10. BACKGROUND PAPERS:**

Report to CYP select committee on 17<sup>th</sup> May 2018

**11. AUTHOR: Roger Hoggins, Head of Operations**

**12. CONTACT DETAILS:**

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## Future Generations Evaluation

(includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer :</b> Roger Hoggins</p> <p><b>Phone no:</b> 01633 644133 or 07767 246138 <b>E-mail:</b> rogerhoggins@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal:</b></p> <p>To develop a policy and procedure to manage debt arising for services (school meals) paid for by parents and guardians of children.</p>
<p><b>Name of Service:</b> Schools catering plus debt management</p>	<p><b>Date Future Generations Evaluation:</b> 10/05/18</p>

***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***

- Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.



Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>There is no statutory obligation to provide a school meal service other than free school meals. However all welsh local authorities provide schools catering as an option for parents to take advantage of rather than preparing and providing packed lunches for their child(ren). The service creates jobs for catering staff.</p>	




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	As far as possible ingredients are sourced from local suppliers albeit the public sector must comply with OJEU procurement principles.	
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Studies have confirmed that eating at mid day improves the attention span of children during afternoons. The meals provided by schools throughout Wales are governed by the WG healthy eating agenda which ensures that the meal provides a nutritionally balanced diet. Not to receive a meal at lunch time could detrimentally impact upon a child's health, welfare and capacity to learn.	
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Not applicable	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Obesity is increasingly being highlighted as a growing problem generally for the adult and child population. The school meal service offers a balanced diet where the various elements (vitamins, fats, sodium, calcium, nutrients etc.) are measured for each recipe and menu to offer a balanced diet across the week. It is acknowledged that this is only one meal within the day but it does contribute to the child being best placed to learn.	
<b>A Wales of vibrant culture and thriving Welsh language</b>		



Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation		
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	The policy, when approved, will not affect children entitled to free school meals but an account in debt may indicate difficult financial circumstances for a family. The policy needs to balance the needs of the child with managing debt.	

## 2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>This report seeks to develop a policy for the management of debt (largely around primary sector school meals) so it can be construed as a 'business' decision for the authority but there is a balance to be struck between the authority's financial interests and supporting the welfare of the child.</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>		

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>Some school headteachers have highlighted this as a problem to be resolved. They are encountering debt on accounts and need to ascertain how the authority should react to the issue of financial mangement and the child's welfare.</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The draft proposal seeks to work with the parent/guardian to manage the debt without impact upon the child and withdrawal of the service is the last matter considered.</p>	
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p><i>There is space to describe impacts on people, economy and environment under the Wellbeing Goals above, so instead focus here on how you will better integrate them and balance any competing impacts. Also think about impacts the proposal may have on other organisations.</i></p>	

- 3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link:<http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	The draft procedure looks at ensuring that a child continues to receive a school meal whilst any debt is resolved in line with the draft procedure	The potential exists that a child may not receive a meal at mid day if the service is withdrawn by the authority and the parent/guardian have not made arrangements for the child to receive a meal at lunchtime. There are child welfare implications should this occur.	The draft procedure includes several procedural checks that seek to protect the welfare of the child whilst also seeking to protect the council's financial interest.
Disability	<i>Not applicable</i>		
Gender reassignment	<i>Not applicable</i>		
Marriage or civil partnership	<i>Not applicable</i>		
Pregnancy or maternity	<i>Not applicable</i>		
Race	<i>Not applicable</i>		
Religion or Belief	<i>Not applicable</i>		
Sex	<i>Not applicable</i>		
Sexual Orientation	<i>Not applicable</i>		
Welsh Language	<i>Not applicable</i>		

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	The report refers to the welfare of the child rather than safeguarding but it might be construed as a safeguarding matter if ultimately the policy results in a child not receiving a meal during their day in school. The procedure strives to ensure that the withdrawal of the school meal provided by the Council is a last resort following a staged procedure designed to reduce this outcome.	The draft procedure has the potential to see the council withdrawing the provision of a school meal. There is no obligation upon the authority to provide the meal. This is a paid for service so withdrawal would be the result of the parent/guardian not paying for the service but it does create the risk of a child not receiving a lunch time meal	
Corporate Parenting	The procedure will apply on the same basis for 'looked after children'		

5. What evidence and data has informed the development of your proposal?

The matter has been raised by some headteachers and discussed amongst officers along with some consideration of what schemes other authorities might be applying.  
 The extent of the problem is not significant but officers require adoption of a policy and procedure that may be applied consistently throughout MCC's primary sector schools.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The positive and negative impacts are outlined in the FGEA document.

The discussion amongst members of the select committee will eventually influence the policy and procedure submitted to Cabinet

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress
Draft a report to return to select ctee or alternatively report the proposal direct to Cabinet for resolution	July '18	Roger Hoggins	

**8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

The impacts of this proposal will be evaluated on:

**9. VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.**

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	Select committee	17/05/18	
2	Cabinet	04/07/18	Following CYP select ctee consideration the cabinet report explains that schools with instigate debt recovery at an informal level before this policy is used.

<b>SUBJECT:</b>	<b>CONSULTATION PAPER FOR INCLUSION REVIEW.</b>
<b>MEETING:</b>	<b>CABINET</b>
<b>DATE:</b>	<b>4<sup>TH</sup> JULY 2018</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>ALL</b>

## 1. PURPOSE:

This report seeks to provide Cabinet with an update on the statutory consultation exercise undertaken in relation to the proposed new delivery model of services for pupils with Additional Learning Needs and Inclusion services across Monmouthshire.

This report also seeks permission from Cabinet to amend the consultation timeline, allowing for an opportunity for further reflection on the feedback received during the consultation process and consider how this may impact on the proposed delivery model going forward.

## 2. RECOMMENDATIONS:

To approve the amended timeline associated with this statutory consultation process, which proposes that Cabinet take their final decision on 5<sup>th</sup> December 2018 rather than 7<sup>th</sup> November 2018 as originally proposed.

## 3. KEY ISSUES:

- 3.1 On 7<sup>th</sup> March 2018 Cabinet gave approval for the local authority to engage in the statutory consultation process which proposed a new model for the delivery of ALN and Inclusion services.
- 3.2 The proposed new delivery model outlined the following:

*Establishment of a new special school that will deliver the full range of provision required to meet the needs of children and young people aged 3-19 with ASD, SEBD, PMLD and severe learning difficulties within the County. The existing Mounton House Special School will close as a result of the proposal and form the site of the new special school.*

*The new special school will offer provision for a wide range of Additional Learning and behavioural needs delivered through multiple satellite settings placed across the County. The proposal will ensure provision is provided locally to children whose needs cannot be met within mainstream settings and require more specialist support. The existing Pupil Referral Service (PRS) will also be enhanced to provide a greater range of outreach support and provision for children and young people at risk of exclusion.*

- 3.3 The consultation period commenced on 16<sup>th</sup> April 2018 for a period of 6 weeks, concluding on 27<sup>th</sup> May 2018.
- 3.4 During the consultation period, officers engaged in an extensive consultation process with the community and key partners. Consultation sessions with children, staff, governors and parents were undertaken for the 8 schools identified as being directly affected by the proposed new delivery model. A consultation meeting with staff and management committee for the Pupil Referral Service was also undertaken.
- 3.5 Following the closure of the consultation period, officers are now analysing the responses received and preparing the consultation report required to engage in the next stage of the statutory process.
- 3.6 The consultation process thus far has identified many positives and on balance shows support for the proposed new delivery model. The general themes around the positive feedback received were:
- The proposals will ensure equity across the county in terms of the provision offered for children with ALN and behavioural difficulties through the delivery of a single management structure
  - The proposals provide greater opportunities for children and young people to be educated within their communities alongside their peers.
  - The proposals enhance the support to schools through the delivery of onsite inclusion centres, which will provide opportunities to support children often at risk of exclusion.
  - The clear approach of early intervention, development of skills and capacity within the school system is welcome and aligns to the National and Regional position.
- 3.7 However, the process has also identified some key themes / areas of concern which in summary include:
- The management arrangements for the proposed new delivery model, which would see the new special school taking responsible for the satellite Special Needs Resource Base (SNRB) centres as opposed to the schools on which they are currently hosted.
  - A concern regarding the lack of equity associated with the proposals and as a result the distances that children and young people may still need to travel even with the provision located within Monmouthshire.
  - The proposed designations for some of the satellite SNRB centres located on school sites and whether the current provision available can meet these needs
  - How the needs of children with moderate learning difficulties would be met outside of an SNRB environment
  - The proposal for a mixed gender, full age range provision for children with ASD and SEBD on the same site raised some concerns both in terms of safety of pupils and general management arrangements.
- 3.8 An amendment to the timeline as proposed below would allow for an opportunity to fully explore and reflect on the concerns raised prior to bring further recommendations to Cabinet.



<b>Consultation Stage</b>	<b>Date</b>
Cabinet to receive a copy of the consultation report with recommendations on a delivery model against which statutory notices will be published	<b>5<sup>th</sup> September 2018</b>
Statutory Notices are published and statutory objection period opens	<b>17<sup>th</sup> September 2018 – 15<sup>th</sup> October 2018</b>
Cabinet to receive objection report and take final decision on whether to implement the proposals	<b>5<sup>th</sup> December 2018</b>
Proposals Implemented	<b>Between 1<sup>st</sup> April 2019 and 1<sup>st</sup> September 2019</b>

#### **4. OPTIONS APPRAISAL**

There were four options considered, which were detailed in the consultation document considered and agreed by Cabinet on 7<sup>th</sup> March 2018.

A copy of the consultation document has been included under appendix 1.

#### **5. EVALUATION CRITERIA**

This is included in appendix 2.

#### **6. REASONS:**

The consultation process was designed to allow the authority to test some specific models of provision and to illicit key concerns from stakeholders. To that extent the process was very successful and given the richness of the feedback officers require more time to ensure that all of the potential options are tested and any new permutations developed.

#### **7. RESOURCE IMPLICATIONS:**

Within the original preferred model, (once fully operational), a full year savings of £500,000 was identified. However, if agreed there will only be partial saving in 2019-20 of £200,000.

A further report to Cabinet offering recommendations to implement a preferred delivery model will be brought to the Cabinet meeting on 5<sup>th</sup> September 2018 and will reflect any changes to the above, if applicable.

#### **8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

This is included in appendix 3.

#### **9. CONSULTEES:**

CYP DMT  
Cabinet Member for Education

**10. BACKGROUND PAPERS:**

Welsh Government School Organisation code

**11. AUTHOR:**

Will McLean

**12. CONTACT DETAILS:**

**Tel: 01633 644582**

**E-mail: [willmclean@monmouthshire.gov.uk](mailto:willmclean@monmouthshire.gov.uk)**

<b>Title of Report:</b>	<b>CONSULTATION PAPER FOR INCLUSION REVIEW</b>
<b>Date decision was made:</b>	4 <sup>th</sup> July 2018
<b>Report Author:</b>	Nikki Wellington

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>
This will allow the Children and Young People Directorate to consult all partners on the proposed changes to the inclusion provision across Monmouthshire.
36 Month appraisal

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>
Meeting more of the needs of our young people within Monmouthshire. Reduce the number of pupils that need to access education in other authorities.
36 month appraisal

<b>What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?</b>
Once the model is fully operational, the full year savings will be £500,000, however if agreed there will only be partial saving in 2019-20 of £200,000.
36 month appraisal

Any other comments
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monmouthshire  
sir fynwy

# CONSULTATION DOCUMENT

Reorganisation of ALN & Inclusion Services -  
Appendix 1

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## 1. Glossary of terms used in this document

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Abbreviation	Description
ALN	Additional Learning Needs
SEBD	Social, Emotional and Behavioural Difficulties
ASD	Autistic Spectrum Disorder
SLD	Severe Learning Difficulties
SLCD	Speech, Language and Communication Disorder
PMLD	Profound and Multiple Learning Difficulties
SNRB	Special Needs Resource Base
LA	Local Authority
NOR	Numbers on Roll



## 2. Introduction

---

Monmouthshire County Council has a statutory duty to secure sufficient and suitable school places for children within its County, and in doing so ensure that resources and facilities are efficiently utilised to deliver the education opportunities that our children deserve.

This document represents the Council's responsibilities as part of the School Standards and Organisation (Wales) Act 2013 to consult with appropriate stakeholders when giving consideration to any significant school reorganisation proposals.

The purpose of the consultation is:

***To seek the views of our community and key stakeholders on proposals to implement a new delivery model to meet the needs of children and young people with additional learning needs (ALN) and those presenting with challenging behaviour.***

The consultation document clarifies our aims for the future, identifies the key principles behind our proposal, and provides an analysis of both current and projected need. It refers to the Welsh Government plans to transform expectations, experiences and outcomes for children and young people with additional learning needs (ALN) specifically through the introduction of new legislation under the Additional Learning Needs and Tribunal (Wales) Act planned for implementation from September 2020.

### 3. Background to the review of ALN and Inclusion Services

Monmouthshire is committed to improving the educational achievement and attainment for all children and young people in in the county through the provision of an inclusive education system that places the child or young person at the centre.

Through our work with schools, parents and key partners, we seek to:

- Secure equality of access to education for all children and young people
- Deliver a high quality and inclusive curriculum for all learners
- Educate our children and young people in their local communities whenever possible
- Support children and young people and their families to enable them to live a happy and fulfilling life
- Provide meaningful opportunities for learners to access support when they need it and return to their community school as soon as they are able
- Meet the needs of children and young people now and be suitably adaptable to meet changing needs in the future

The aims above link directly to our Directorate core values, which aspire to ensure that all of our children and young people will:

- **Be ready for school** - through engagement with our Early Years and Flying Start programmes.
- **Be in school** - supported by our Access and Education Welfare teams.
- **Be well behaved** - through support from our Behaviour and Inclusion teams.
- **Be well taught** - by the teachers and teaching assistants in our schools.

Over the last five years, we have made progress towards fulfilling this commitment for the majority of our children and young people. However, there is still more to do to ensure that this is the case for children and young people and particularly for learners with ALN and social, emotional and behavioural difficulties (SEBD).

In November 2012, Estyn reported that the quality of Local Authority (LA) education for children and young people with ALN in Monmouthshire was unsatisfactory. In its follow-up visit in November 2016, Estyn reported that the authority had made good progress in addressing almost all areas. However, Estyn recognised the ‘lack of specialist facilities for learners with autistic spectrum disorder (ASD), social emotional and behavioural difficulties and severe learning difficulties’ which meant that “learners had to travel long distances to attend specialist out of county placements” and this remained an area to be addressed.

Since this time and through its 21<sup>st</sup> Century Schools programme, the Council has extended its secondary provision by including a Special Needs Resource Base (SNRB) in the new schools in Caldicot and Monmouth. Whilst this will increase the capacity of secondary SNRB ALN provision across the county, it does not address the needs of all learners with SEBD, especially girls and younger learners.

Consequently, in January 2017, the LA established an ALN Steering group with representation from LA Officers, Headteachers, ALN Coordinators, Governors, Children Services Officers and SNAP Cymru to review and improve the provision

and the capacity to meet a wider range of needs within the county for children and young people with ALN and SEBD.

The review included an analysis of current and projected pupil needs, an evaluation of the skills and capacity within schools, the impact of high cost out of county placements and our readiness to meet the expected requirements of the Additional Learning Needs (Wales) Bill at the point of implementation. Our analysis indicated that:

- Our local ALN and SEBD provision did not meet the needs of many of our children and young people and as a result, they were accessing education in an out of county placements. Further scrutiny identified a significant shortfall in provision for ASD, Speech Language and Communication Disorder (SLCD) and SEBD within the county and an excess of provision for Moderate Learning Difficulties (MLD).  
It also became clear that the proportion of primary fixed term exclusions shows an increasing trend over the past 5 years and mainstream secondary fixed term exclusions have increased and are now at a level in excess of 2012/13 levels eradicating all the falls in 2013/14.
- There is a need to develop skills and capacity within our school system to ensure that more pupils are educated in their local area and where possible in mainstream schools
- The increasing financial pressures associated with the significant numbers of children and young people being educated outside Monmouthshire were not only having a significant impact on the overall provision for children and young people in schools, but also on other service areas such as the Passenger Transport Unit
- Our current model would not enable us to meet fully the requirements of the new ALN Act when implemented because we cannot ensure equality of education opportunity and access.

The aim of this reform programme is to secure equality of access to education for children and young people, including those with ALN and SEBD, which meets needs and enables them to participate in, benefit from and enjoy learning by:

- **Securing excellent teaching and learning** to deliver a high quality and inclusive curriculum for all learners and in doing so this will underpin all our systems and processes
- **Building the capacity of schools** to educate their children and young people in their local community and within the Council wherever possible
- **Implementing systems and processes to facilitate early assessment, intervention and support** using a range of multi-agency providers including third sector organisations
- **Securing effective Cluster partnership arrangements** to become the key driver for the implementation of our strategy
- **Maintaining a consistent approach to nurture and well-being** to support learners and their families across the county
- **Securing effective and transparent multi-agency working** to ensure the best possible outcomes for learner's well-being and achievement

- **Maintaining home / host school registration and establishing revolving door arrangements** to provide opportunities for children and young people to access the support they need and return to their community school ensuring that resources follow the learner and appropriate provision is maintained to meet identified need
- **Securing good access to local, high quality, flexible provision** that is appropriate and is able to meet current and changing needs
- **Adopting an “invest to save”** approach in order to achieve best practice and build sustainability

The Steering Group considered four main options, and the LA seconded a Headteacher to develop and refine the final model for service delivery based on the work of the Steering Group. After further consultation and amendment, the final model has become our ‘Proposal’ to redesign our model of delivery around the needs of our children and young people, establish specialist provision for ASD and SEBD within Monmouthshire and in doing so, reduce the need for learners to travel long distances.

The Council’s ALN and Inclusion Strategy sets out the guiding principles applied to ensure our proposed model of delivery addresses the local needs of our children as follows:

- All of our children and young people are valued, whatever their needs, so that they can experience success in their learning, reach their potential, enjoy high levels of well-being and maximise their life chances
- Meeting the needs of children and young people with ALN and SEBD is a priority and is everyone’s responsibility
- The overwhelming majority of children and young people are educated with their peers and in their local community
- Appropriate, specialist provision to meet the needs of our children and young people is available within the local authority
- All parties, including schools, parents and wider agencies work together and in the best interests of the child.

In considering our options and developing our proposals we have paid due regard to the requirements of the Future Generations Act (Wales) 2015, the United Nations Convention on the Rights of the Child (UNCRC) and the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

## 4. Current provision across Monmouthshire

Monmouthshire County Council currently supports pupils with ALN and SEBD by utilising a combination of provision. This could be in a mainstream class, specialist provision in a Special Needs Resource Base (SNRB) within mainstream school, support and intervention from our Pupil Referral Service (PRS), our Special School in Monmouthshire or a Special School in another LA, and in some cases, in an Independent Special School outside of the county.

Our current provision within Monmouthshire supports the following needs and is located at a number of sites as indicated below:

Support base	Provision offered	Capacity
Overmonnow SNRB, Monmouth	Moderate to severe learning difficulties, profound and complex needs, ASD and other pervasive developmental disorders	20
Pembroke SNRB, Chepstow	Moderate to severe learning difficulties, profound and complex needs, ASD and other pervasive developmental disorders	20
Deri View SNRB, Abergavenny	Moderate learning difficulties and another additional identified need including language, social, emotional and behavioral difficulties (SEBD)	20
Caldicot School SNRB	Moderate to severe learning difficulties	55
Monmouth School SNRB (from September 2018)	Moderate to severe learning difficulties	55
Mounton House Special School, Chepstow	Day and residential provision for boys aged 11-16 with social, emotional and behavioral difficulties (SEBD)	58
Pupil Referral Service	ASD outreach provision for primary and secondary age pupils	As required

Whilst on the surface it appears that there is a wide range of ALN and SEBD provision available across the county, the high number of children and young people accessing specialist provision outside of the county indicates that the provision we have currently, does not align with the provision we need. Our analysis shows that at present, our in County provision is unable to support many children and young people with the following needs:

- High functioning ASD anxiety and behavioural difficulties
- Young people at the point of transition into secondary school with Profound and Multiple Learning Difficulties (PMLD),
- Young people at the point of transition into secondary school with severe learning difficulties
- Younger learners and girls presenting with SEBD
- Severe hearing or visual impairment

Our challenge as a Council is to ensure that our ALN and Inclusion model of delivery is 'fit for purpose' for all learners. In addition, the new model must be appropriate to meet the needs of the groups of children and young people above so that they can also access services as required, as locally as possible and at the very least within Monmouthshire.

## 5. What options did we consider?

The ALN and Inclusion review identified that there is an excess of provision for moderate learning difficulties that could be met within mainstream schools for the majority of learners. Conversely, there is insufficient provision for children and young people with ASD, anxiety and behavioural difficulties in both the primary and secondary phase; younger pupils and girls with SEBD; secondary provision for learners with PMLD and severe learning difficulties and children with severe hearing or visual impairment.

The ALN Steering Group considered a number of options and made a recommendation on the proposed model to move forward. The main options for the new model considered by the group are outlined below. The table for each option illustrates how they would address the requirements and any specific advantages and disadvantages.

### 5.1 Options Appraisal

**Option 1** – Do nothing and maintain the status quo. This would mean there would be no change to provision.

Option 1	
Status Quo	
Advantages	Disadvantages
Minimal risk / disruption to destabilising existing service delivery	We will not fully meet the needs of children and young people in Monmouthshire as indicated by our review of provision
	There will continue to be a large number of children and young people placed in provision outside of their local community
	The number of out of county placements would continue to be high
	The currently very high costs associated with out of county placements would continue to rise

**Option 2** – Establish a new ALN provision and a new SEBD/behaviour provision within Monmouthshire to meet our local needs.

This would mean creating a new Special School for ALN to include our current provision in our SNRBs and extending our current SEBD provision to include girls and pupils from 5 to 19 years of age.

<b>Option 2</b>	
<b><i>Develop separate behaviour and ALN provisions to meet local need</i></b>	
<b>Advantages</b>	<b>Disadvantages</b>
Will meet a greater range of children and young people's needs within their local community	May develop a silo approach to meeting and addressing behaviour and Additional Learning Needs.
Provide an opportunity to enhance the capacity of schools to enable them to provide for a wider range of ALN and behaviour issues	This will result in difficulties in developing a holistic approach to meeting the needs of children and young people and delivery suitable support to their families
	The costs associated with this option will be higher than other options due to the additional management costs associated with running two separate provisions
	Cost of change / risk of disruption to service delivery

**Option 3** – Develop a commissioned agreement with an independent provider to deliver ALN and Inclusion provision on behalf of the Local Authority. This would mean that our Special School and SNRBs could be closed when delivery transfers to the commissioned provider.

<b>Option 3</b>	
<b><i>Develop a commissioned agreement with an independent provider for them to deliver ALN provision on behalf of the Local Authority</i></b>	
<b>Advantages</b>	<b>Disadvantages</b>
Suitable provision could be provided locally	A suitable provider would need to be available to accept the commission
Provide an opportunity to enhance the capacity of schools to enable them to provide for a wider range of ALN and behaviour issues	The costs associated with this option would be very high, and are likely to increase significantly in future
	The Local Authority would lose its specialist provision, current outreach support and school to school work would be chargeable as all independent providers are trading businesses
	The provision may develop to meet needs that do not align to those within our county
	Cost of change / risk of disruption to service delivery

**Option 4** – Establish a new special school that will deliver the full range of provision required to meet the needs of children and young people with ASD, SEBD, PMLD and severe learning difficulties within the Local Authority.

This would mean that existing provision for ALN would be re-designated to accommodate a wider range of need and transferred to the new Special School under the management of the Headteacher. The provision for SEBD/Inclusion would also be re-designated, extended and transferred to the new Special School under the management of the Headteacher. The Pupil Referral Service would be satellite provision closely linked to, but independent from the school.

<b>Option 4</b>	
<b><i>Establish a new special school that will deliver the full range of provision required to meet the needs of children and young people within the Local Authority</i></b>	
<b>Advantages</b>	<b>Disadvantages</b>
Will meet the needs of the majority of children and young people within the County	A very small number of children and young people with very specialized needs will still need to access education in out of county placements
Provide an opportunity for Children and Young people to be educated within their local community where appropriate by enhancing the capacity of schools enabling them to provide for a wider range of ALN and behaviour needs	
Provide a cohesive and holistic approach to meeting the needs of the majority of learners irrespective of need, age or gender	
Satellite nature of the provision will enable almost all children and young people to be educated locally, significantly reducing travelling times	
New provision would ensure continuity of provision for almost all children and young people from 3 to 19 years within the county.	
Maximise the use of the resources at our disposal, including sharing staff expertise and developing strong school-to-school working.	
The number of children and young people required to attend out of county placements would reduce	
The financial impact on pupils and other service areas would reduce significantly	
	Cost of change / risk of disruption to service delivery



## 5.2 The Preferred Option

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Our preferred option is option 4. This proposal contains two distinct, but intrinsically linked elements. The first element focuses on the provision for children and young people with ALN and the second element on the inclusion of and provision for children and young people with challenging behaviour. The key reasons for this are that it:

- meets our requirements in full
- provides a continuum of provision for our children and young people
- can respond to the changing needs of our children and young people
- can be delivered locally to reduce the need for significant travel
- reduces the inequality in accessing suitable provision within Monmouthshire

We have developed our proposal for a new model of delivery for ALN and Inclusion to address our identified needs. The Council now wishes to gather the views of stakeholders for consideration when determining a way forward.

## 6. Consultation Arrangements

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The Council proposes ***to implement a new delivery model to meet the needs of children and young people with additional learning needs (ALN) and those presenting with challenging behaviour.***

The council is now engaging in statutory consultation processes with all interested parties to ensure that any decision taken by the Council is one that is informed.

The timescales for the formal consultation aspects of these statutory proposals are:

Statutory Consultation Period commences	Statutory Consultation Period concludes	Period of consultation
16 <sup>th</sup> April 2018	27 <sup>th</sup> May 2018	6 weeks (including 20 school days)

### 6.1 Formal consultation process

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The formal consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the Council determines whether or not proposals are to be implemented.

The Council seeks to engage with a wide range of stakeholders on the proposals outlined in this consultation document. A full list of the consultees can be found under Appendix 2.

As part of the consultation process, the Council also intends to hold consultation sessions with staff, governors, parents and members of the community to ensure engagement with all interested parties who may wish to learn about the proposal:

Council Officers will be in attendance to explain the proposals in detail and answer any questions and ensure all comments/views made are recorded.

In addition to the above, any views, comments, or questions on the proposals can be submitted to the Council by:

- Writing to School and Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.
- Emailing [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk).
- Completing the response pro-forma which can be found under appendix 1 and returning it to School and Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN.

Comments must be submitted to the Authority by midnight on the **27<sup>th</sup> May 2018**.

It is important to note that any unfavourable comments made during the consultation period will not be treated as objections to the proposals, but will be accepted as adverse comments. Objections to the proposals can only be accepted after the consultation period has concluded and should the Council determine to proceed with the proposals by way of publishing statutory notices. If you wish to object, you will need to do so in writing should the Council enter into a statutory objection period. If consultees submit a request during the objection period, asking for a response submitted at the consultation stage to be treated as an objection this will be accepted.

## **6.2 Consultation with Children and Young People**

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The views of children and young people are extremely important to the Council and therefore children and young people will be provided with opportunities to contribute to this consultation process. The Council has produced a summary version of this consultation document which will be made accessible for all children and young people affected by this proposal.

The Council also intends to hold sessions with the relevant School Councils and individual learners where this is felt to be appropriate and practicable. Our consultation with children and young people will be delivered through the support of our schools and key partners and their views captured and considered in any reports that determine our way forward.

## **6.3 Conclusion of the Formal Consultation process**

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The opportunity to respond to the proposals outlined within this consultation document will conclude **midnight on 27<sup>th</sup> May 2018**. The Council's Cabinet will then be provided with a consultation report analysing the views shared by consultees

during the formal consultation process and determine whether or not they wish to proceed with the proposal. A copy of the consultation report will also be made available to consultees within 13 weeks of the closure of the formal consultation period.

If the decision is taken by the Council's Cabinet to proceed with the proposals, a statutory notice will be published. The Council will allow for a statutory notice period lasting 28 days from the date of publication to enable consultees to express their views in the form of supporting or objecting to the proposals.

The Council's Cabinet will then consider the responses received during the statutory notice period in the form of an objection report, and make the final decision as to whether to proceed with the proposal.

The proposed timetable for decision making following the formal consultation process is:

Stage of process	Key date
Cabinet consider the results of the consultation and determines whether to proceed with proposals	4 <sup>th</sup> July 2018
Council publish statutory notice and enter into objection period	3 <sup>rd</sup> September 2018
Cabinet consider the objection report and determine whether or not to implement the proposals	7 <sup>th</sup> November 2018

#### 6.4 Implementation of the Proposals

Should the outcome of the statutory consultation processes determine that the Council are to proceed with the proposals outlined in this consultation document, the implementation of such proposals will be staggered commencing on 1<sup>st</sup> April 2019 and concluding on 1<sup>st</sup> September 2019. Details of the regulated alterations associated with this proposal together with the proposed implementation timeline can be found under appendix 4.

#### 6.5 Consultation process timeline

Process	Key dates
<b>Publication of formal consultation document</b>	16 <sup>th</sup> April 2018
<b>Deadline for responses to consultation proposals</b>	27 <sup>th</sup> May 2018
<b>Consultation report to be presented to Cabinet</b> <b>Publication of consultation report</b>	4 <sup>th</sup> July 2018
<i>Cabinet consider consultation report and determine whether to proceed with proposals</i>	

If agreed - Proceed to next stage If not agreed - proposals will end	
<b>Publication of Statutory Notices and enter into objection period</b> <i>If approved, the Statutory Notice will be published on the County Council's and any other proposer's websites and posted in the named schools and other conspicuous places within the community. Copies of the notice will be made available to the relevant schools to distribute to pupils, parents/carers and members of staff.</i>  <i>Opportunity to formally object to the proposals.</i>	3 <sup>rd</sup> September 2018
<b>Deadline for submitting objections to proposals</b> <i>28 days from date of publishing statutory notices</i>	10 <sup>th</sup> October 2018
<b>Objection report presented to Cabinet</b> <i>Cabinet Consider objection report and determine whether to implement proposals in light of any objections received</i>	7 <sup>th</sup> November 2018
<b>Council publish Cabinet decision</b>	December 2018
<b>Implementation of proposals</b> <i>Staggered implementation – please see appendix 4</i>	April 2019 – September 2019

## 7. The Proposal

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The Local Authority wishes to consult on the establishment of a new special school that will deliver the full range of provision required to meet the needs of children and young people aged 3-19 with ASD, SEBD, PMLD and severe learning difficulties within the County. The existing Mounton House Special School will close as a result of the proposal and form the site of the new special school.

The new special school will offer provision for a wide range of Additional Learning and behavioural needs delivered through multiple satellite settings placed across the County. The proposal will ensure provision is provided locally to children whose needs cannot be met within mainstream settings and require more specialist support. The existing Pupil Referral Service (PRS) will also be enhanced to provide a greater range of outreach support and provision for children and young people at risk of exclusion.

### 7.1 Reasons for the proposal

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The key reasons why the Council proposes to introduce a new model for the delivery of ALN and Inclusion in the county are:

- The number of pupils attending Mounton House Special School have declined significantly over recent years and there is significant spare capacity at the school.
- The forecasted number of pupils expected to require placement at Mounton House Special School continues to decline in line with the current provision on offer.
- Mounton House designation is for pupils diagnosed with SEBD and if pupils have a diagnosis of ASD and specialist placement is required then they have to be placed in external specialist provision.
- Mounton House provides provision for boys with SEBD at key stage 3 and 4 only.
- The Council currently has no specialist behaviour support for secondary aged girls with SEBD or ASD.
- The Council currently has no specialist behaviour support for Primary aged pupils (boys and girls) with SEBD.
- The Council currently has no specialist behaviour support for Primary aged pupils (boys and girls) with ASD.
- The limitations of current ALN provision due to the designation of our existing SNRBs throughout the County means that a large number of our children and young people are placed in out of county educational placements.
- The Council is committed to reducing the number of exclusions currently taking place across schools in the County.
- The PRS operates on an outreach basis at primary phase and primary exclusions are too high.
- The PRS operates on an outreach basis at KS3 and some young people experience repeated episodes of fixed term exclusion.
- There is a need for greater PRS capacity at KS4.
- There is a need to provide earlier assessment for pupils so that needs can be assessed and intervention can be put in place earlier.
- There is a significant need to provide support for pupils with SLCD and ASD.

## **7.2 Expected outcome of the proposed delivery model**

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The delivery of the new model will:

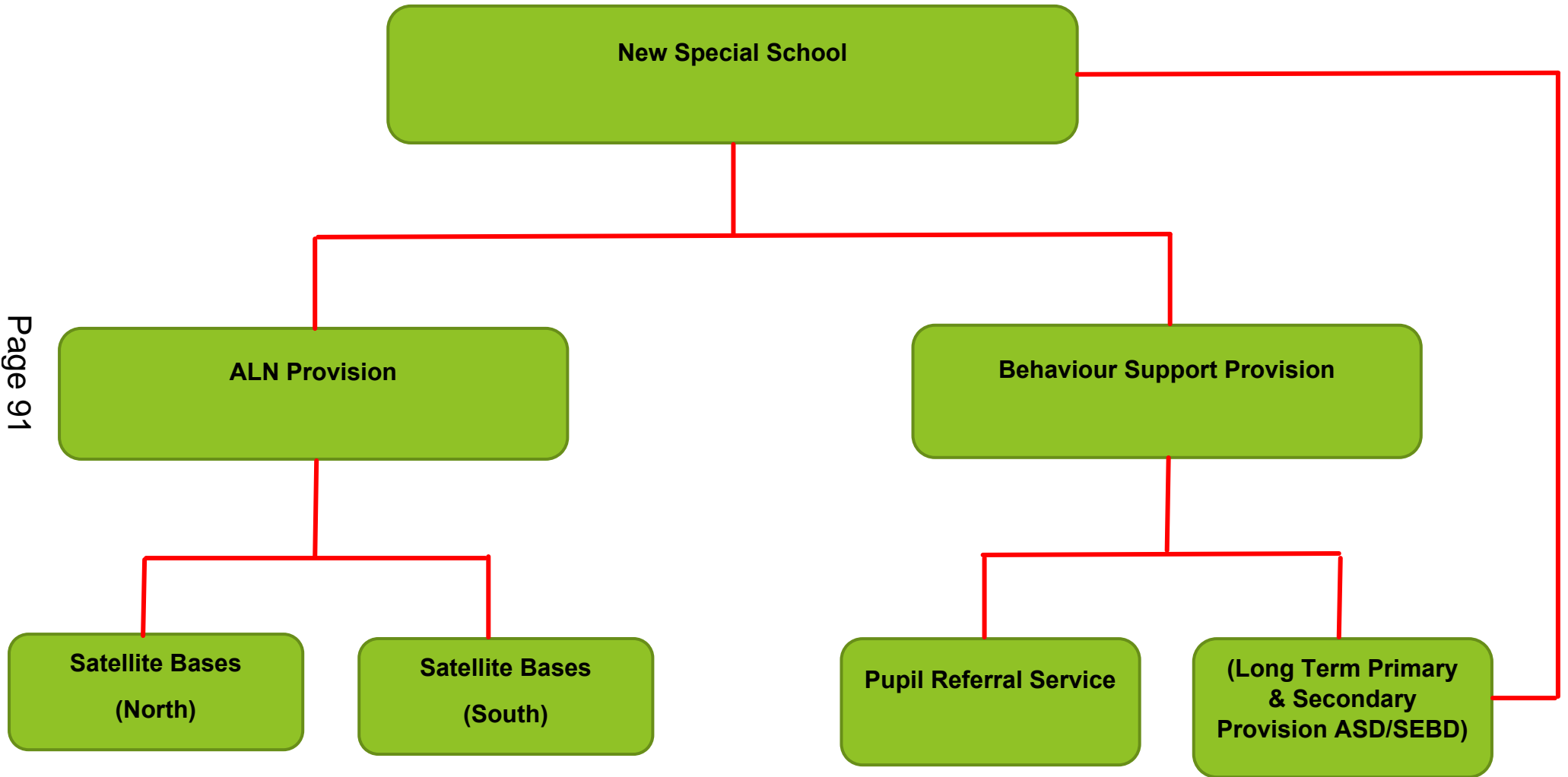
- Support the delivery of the key principles in the Future Generations Act.
- Place the child's needs at heart of the provision in alignment with the UN Convention on the Rights of the Child.
- Address the ten aims of the new Additional Learning Needs Bill and Statutory Code of Practice.
- Provide more children and young people with suitable provision to meet their needs locally.
- Reduced Management Costs.
- Enhance the existing provision for ALN.

- Rationalise the provision for behaviour and inclusion to provide local provision for increased number of children and young people.

### 7.3 Overarching Delivery Model

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### Proposed delivery of Additional Learning Needs

The Council will continue to work closely with our schools to ensure that, where appropriate, children with additional learning needs are suitably supported in inclusive, mainstream settings based on the assumption that mainstream education is the most suitable setting for all learners. However, for those children and young people for whom a mainstream setting cannot be met, the Council proposes the following offer:

#### Primary Provision

The provision that will be on offer for primary aged children will be managed through the proposed new special school and delivered through multiple satellite settings located throughout the County. The provision on offer will be mirrored in both the North and South of the County to ensure that needs can be met locally and equitably.

The proposed provision will feature the following:

- Two specialist Special Needs Resource Base (SNRB) centres which will provide provision for Autistic Spectrum Disorder, Speech Language and Communication Difficulties and include an Assessment Centre. One will be located in the North and one will be located in the South of the County.
- Two specialist SNRB centres one located in the North and one located in the South of the County offering provision for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.

#### Secondary Provision

The provision that will be on offer for secondary aged children will also be managed through the proposed new special school. The delivery of this provision will be through multiple satellite settings located throughout the County. The provision on offer will be mirrored in both the North and South of the County to ensure that needs can be met locally and offer a mirrored provision to that in place at the primary settings to ensure that the majority of children's needs can be met within the county, with only minimal specialist out of county placements required.

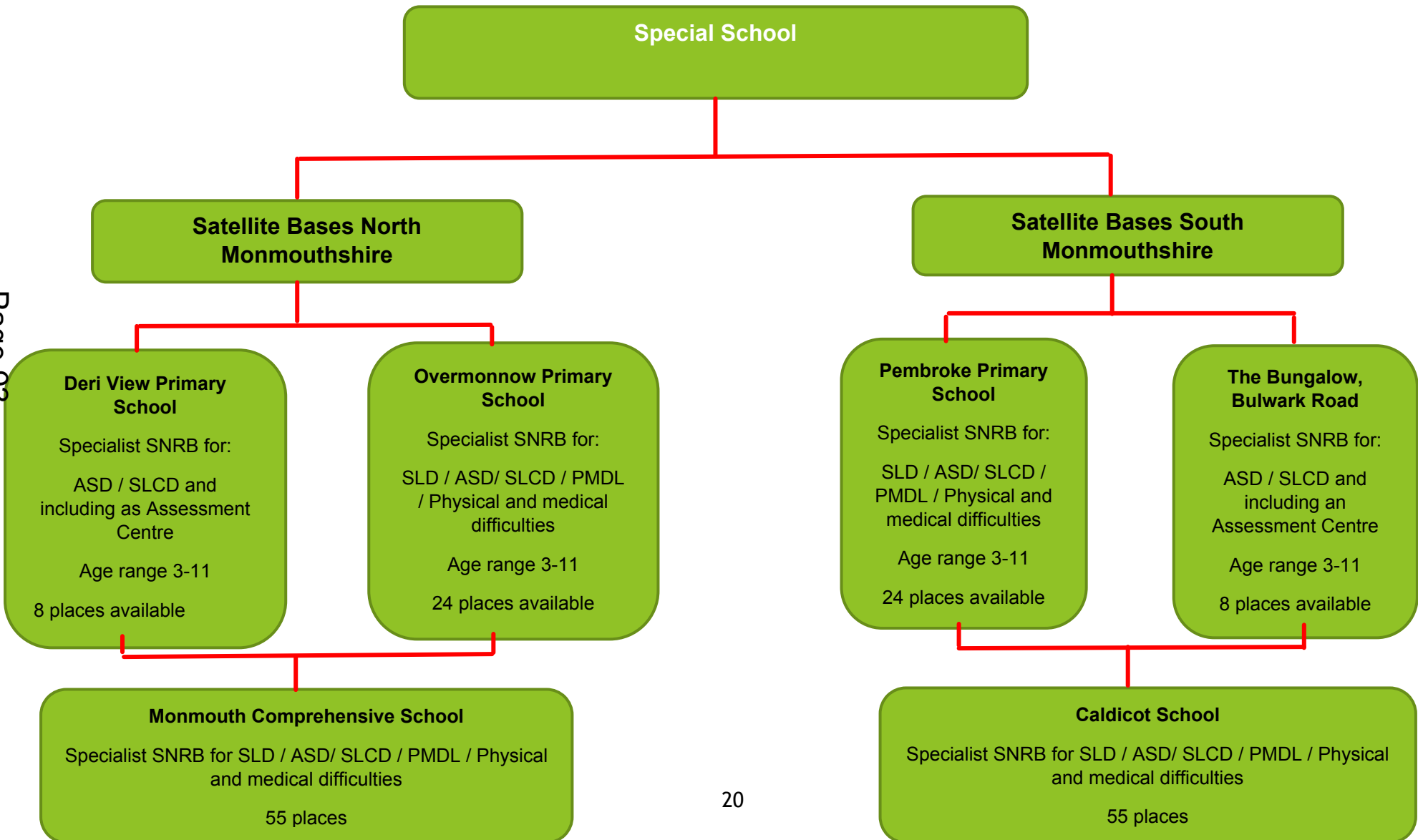
The proposed provision will feature the following:

Two specialist SNRB centres one located in the North and one located in the South of the County offering provision for Complex Needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties. In time, the provision on offer in the North of the county could be delivered across two sites to ensure provision is available as locally as possible.

The model overleaf provides a visual to our proposal to meet the needs of children and young people with Additional Learning Needs requiring specialist support. The proposed model will increase the number of places available for ALN within the county from 115 currently to 174 at the point of full implementation.



## 7.4 Proposed model for delivery of Additional Learning Needs



## Proposed delivery of specialist support for Children with challenging behaviour

The council will continue to work closely with our schools to ensure that, where appropriate, children can be appropriately supported in mainstream settings along with their peers. However, for those children whose needs require more specialist support, the Council proposes the following offer:

### Primary Provision

The Pupil Referral Service continuum of intervention will consist of outreach provision upon receipt of a completed referral from each school.

The proposals in this model will involve the establishment of two regional Pupil Referral Unit (PRU) basis, one located in the north and one located in the south which will provide short term provision away from their school site for young people at risk of exclusion, or for those who have been permanently excluded. This will provide provision for up to 16 pupils.

For those requiring more long term support, the proposals would form a specialist provision for those with a diagnosis of SEBD/ASD. This provision will provide support for up to 16 pupils.

### Secondary

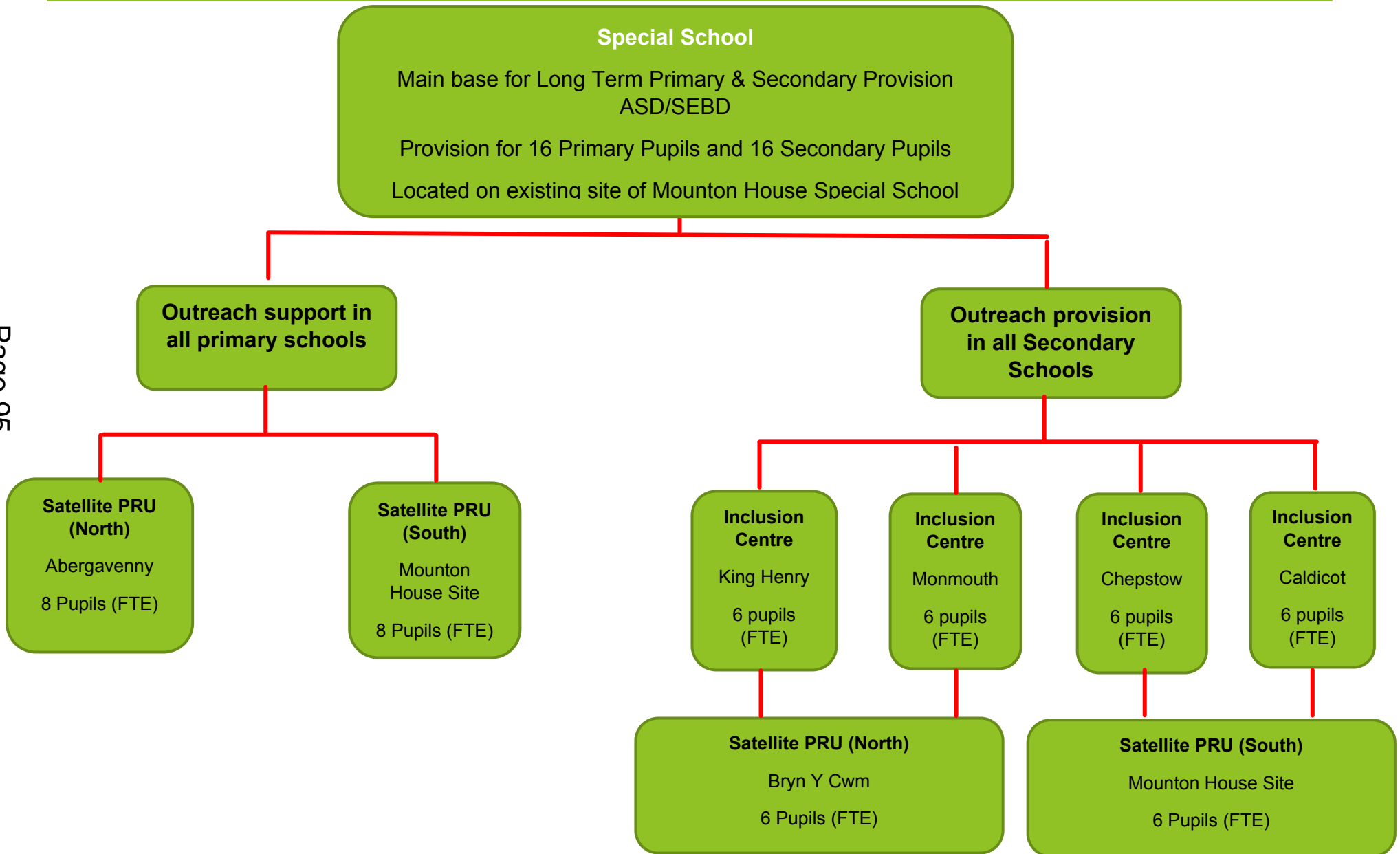
The Pupil Referral Service continuum of intervention will consist of outreach provision delivered through the formation of 4 inclusion centres based in each secondary school. This will allow for the provision of intervention for 6 FTE pupils in each school.

There will be 2 regional basis, one north and one south which will provide provision for young people at risk of exclusion or who have been permanently excluded. This will provide provision for up to 12 pupils.

For those requiring more long term support, the proposals would form a specialist provision for those with a diagnosis of SEBD/ASD. This provision will provide support for up to 16 pupils.

The model overleaf provides a visual to our proposals to meet the needs of children with Behavioural needs that require specialist support.

## 7.5 Proposed model for delivery of support for challenging behaviour



## 7.6 Regulated alterations required to implement proposal

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In order to implement the above proposal the following regulated alterations are necessary:

- Close Mounton House Special School.
- Establish a new 3-19 Special school on the Mounton House site to cater for pupils (boys and girls) with Social Emotional Behaviour Difficulties, Attention Deficit Hyperactivity Disorder and Autistic Spectrum Disorder (ASD). This will be for 16 primary aged pupils and 16 secondary aged pupils. The new special School will manage the provision of multiple satellite services for additional learning and behavioural needs located across the county.
- Enhance the services currently offered by the Pupil Referral Service to deliver a wider range of services to pupils in foundation phase to key stage 4.
  - Outreach support through Inclusion centres at each Secondary school offering support for 6 FTE pupil place per centre.
  - Develop Satellite Primary PRU bases in the North and South of the County offering support for 8 FTE pupils per site.
  - Develop long term PRU centre located on the existing Mounton House site which will provide provision for children and young people at risk of exclusion or who have been permanently excluded. This will provide provision for up to 8 primary pupils and 6 secondary pupils.

As a result of the above, the following regulated alternations are also required:

### Provision in the North of the County

- Re-designate Overmonnow Primary School and Special Needs Resource Base (SNRB) to Overmonnow Primary School and Nursery unit. This will mean the SNRB will be a satellite centre under the control of the New Special School and not Overmonnow Primary School.
- Increase the capacity of Overmonnow SNRB from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.
- Re-designate Deri View Primary School with SNRB to Deri View Primary School and Nursery unit. This will mean the SNRB will be a satellite centre under the control of the New Special School and not Deri View Primary School.
- Change the type of provision offered at Deri View SNRB in order to cater for Autistic Spectrum Disorder, Speech Language and Communication Disorder, including an Assessment Centre.

- Re-designate Monmouth Comprehensive School with SNRB to Monmouth Comprehensive School. This will mean the SNRB will be a satellite centre under the control of the New Special School and not Monmouth Comprehensive School.
- Change the type of provision offered at Monmouth Comprehensive School SNRB in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.

*Provision in the South of the County*

- Re-designate Pembroke Primary School with SNRB to Pembroke Primary School and Nursery unit. This will mean the SNRB will be a satellite centre under the control of the new Special School and not Pembroke Primary School.
- Increase the capacity of Pembroke SNRB from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.
- Establish a new primary Satellite SNRB at The Bungalow on Bulwark Road, Chepstow under the control of the new Special School to cater for Autistic Spectrum Disorder and Speech Language and Communication Disorder and including an Assessment Centre.
- Re-designate Caldicot School with SNRB to Caldicot School. This will mean the SNRB will be a satellite centre under the control of the new Special School and not Caldicot School.
- Change the type of provision offered at Caldicot School SNRB in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.

## 8. Schools affected by the Proposals

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The following table shows general information on the schools likely to be affected by the proposals.

School Name	Language Category	School Type	Capacity & Admission Number	Age Range	Pupil Numbers PLASC 2018
Overmonnow Primary School & SNRB	EM	Community	390/55	3-11	347
Deri View Primary School & SNRB	EM	Community	330/47	3-11	262
Monmouth Comprehensive School & SNRB	EM	Community	1600/253	11-18	1582
King Henry VIII Secondary School	EM	Community	1308/219	11-18	973

<b>Pembroke Primary School &amp; SNRB</b>	EM	Community	210/30	3-11	222
<b>Caldicot School &amp; SNRB</b>	EM	Community	1502/253	11-18	1312
<b>Chepstow School</b>	EM	Community	1282/193	11-18	928
<b>Mounton House Special School</b>	EM	Community	58	11-16	32

### 8.1 Analysis of NOR at schools affected by the proposals

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The following table shows the number of reception to year 6 pupils that have been attending schools affected by the proposals since January 2013, based on PLASC data and includes pupils on roll at resource bases.

<b>School Name</b>	<b>January 2017</b>	<b>January 2016</b>	<b>January 2015</b>	<b>January 2014</b>	<b>January 2013</b>
<b>Overmonnow Primary School &amp; SNRB</b>	344	355	352	365	347
<b>Deri View Primary School &amp; SNRB</b>	253	262	264	260	278
<b>Monmouth Comprehensive School (including an SNRB)</b>	1582	1626	1638	1635	1633

<b>September 2018)</b>					
<b>King Henry VIII Secondary School</b>	956	960	971	1002	1068
<b>Pembroke Primary School &amp; SNRB</b>	222	228	224	217	217
<b>Caldicot School &amp; SNRB</b>	1282	1240	1350	1285	1381
<b>Chepstow School</b>	977	978	928	910	938
<b>Mounton House Special School</b>	33	40	42	43	45

### 8.3 NOR at specialist in County provision

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The following table shows the number of pupils attending specialist provision within Monmouthshire (January 2018):

<b>School Name</b>	<b>Number of Pupils attending Specialist provision</b>
Overmonnow SNRB	18
Pembroke SNRB	20
Deri View SNRB	0
Caldicot School SNRB	55
Monmouth School SNRB	4
Mounton House Special School	33
Pupil Referral Service	TBC



#### 8.4 NOR at specialist out of County provision

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The following table shows the number of pupils attending specialist provision outside of Monmouthshire (January 2018).

<b>Independent Specialist Provision</b>	<b>Number of Pupils attending Specialist provision</b>
Specialist ASD Provision (Low average to high ability ASD pupils with significant levels of anxiety/behaviour) Examples include North Hill House, Grateley, Hedgeway and Headlands	12
SEBD (Low average to average ability pupils) Male and Female. Examples include Talocher and Headlands	6
Autism, severe learning difficulties, anxiety and behaviour. Examples include TyCoryton, TyBronllys and Summer Gil House	NA
Specialist School for pupils with Visual Impairment or Hearing Impairment. Examples include RNIB Exeter, New College Worcester and Mary Hare	3
Specialist physical, medical placement. Example includes Craig Y Parc	NA
Moderate Learning, Specific Learning difficulties – Example includes Bredon, Shapwich School	2

We will consult with all of the above schools on the proposals.

<b>Out of County Local Authority Specialist Provision</b>	<b>Number of Pupils attending Specialist provision (January 2018)</b>
Special School for pupils with PMLD, SLD, AUT, Medical, Complex Difficulties.	46
Specialist provision for pupils with ASD/AUT.	2
Specialist provision for pupils with speech and language difficulties.	4
Specialist provision for pupils with SEBD.	2

The above figures do not include those pupils with SEN attending other LA mainstream provision/schools with SEN due to Welsh Language, catchment or parental preference for example Ysgol Gyfun Gwynllyw. Mounon House has a capacity of 58 pupils. The school provides provision for male students only. Currently there are only 33 places being utilised of which 8 are Monmouthshire students.

### 8.5 Projected Need

Our initial projections for ALN over the next five years indicates that whilst the overall proportion of pupils with additional learning needs remains consistent, the nature of the presenting and identified needs suggest that there will be a growing demand for specialist provision for children and young people with ASD, Speech, Language and Communication Difficulties (SLCD). The recent and rising trend in the number of children and young people presenting with SEBD, strongly suggests that we will continue to see numbers increase over the next three to five years.

The following table show the projected numbers on roll at Mounon House Special School.

<b>Year Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>7</b>	1	3 Max at present	2 Max at present
<b>8</b>	4	1	3 Max at present
<b>9</b>	6	4	1

<b>10</b>	10	6	4
<b>11</b>	12	10	6
<b>Total</b>	<b>33</b>	<b>24</b>	<b>16</b>

The following tables shows the number of primary age pupils currently on roll who have Additional Learning Needs and are at school action plus, SAPRA, statemented, SNRB and small class and specialist provision. This also includes the number of young people we have in out county provision at present.

	SLCD					PMLD					PMED				
	SA+	SAPRA	Statement	SNRB/small class	Specialist	SA+	SAPRA	Statement	SNRB/small class	Specialist	SA+	SAPRA	Statement	SNRB/small class	Specialist
<b>Year Group</b>															
<b>Nursery</b>	2	1	0	0	0	0	0	0	0	0	0	1	0	1	0
<b>Reception</b>	1	4	1	1	0	0	0	1	0	0	0	2	0	0	0
<b>Year 1</b>	0	1	1	0	0	0	0	0	0	0	0	0	2	0	0
<b>Year 2</b>	0	2	3	1	0	0	0	0	0	0	0	2	0	0	0
<b>Year 3</b>	0	2	2	2	0	0	0	1	1	0	0	1	1	0	0
<b>Year 4</b>	0	3	2	0	0	0	0	0	0	0	2	1	1	0	0
<b>Year 5</b>	0	0	6	4	0	0	0	0	0	0	0	0	0	0	0
<b>Year 6</b>															
<b>Total</b>	<b>3</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>0</b>

	MED					MLD					ASD					SEBD					
	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	SA+	SAPRA	Statement	SNRB/sma II class	Specialist	
<b>Year Group</b>																					
<b>Nursery</b>	2	1	0	3	0	0	1	0	1	0	2	5	1	5	0	0	0	0	0	0	0
<b>Reception</b>	0	2	1	2	1	0	2	0	1	0	0	4	3	3	1	0	0	0	0	0	0
<b>Year 1</b>	0	4	0	1	1	0	0	0	0	0	0	1	4	0	2	0	1	0	0	0	0
<b>Year 2</b>	0	1	3	4	0	1	1	0	2	0	0	0	6	3	2	0	4	2	2	0	0
<b>Year 3</b>	0	1	1	1	0	0	3	2	4	0	0	3	1	1	0	0	3	3	1	0	0
<b>Year 4</b>	0	1	0	0	0	1	0	1	0	0	0	9	5	2	0	1	1	0	0		
<b>Year 5</b>	0	0	3	2	0	0	0	1	1	0	0	0	7	4	0	0	1	1	1	0	0
<b>Year 6</b>																					
<b>Total</b>	<b>2</b>	<b>10</b>	<b>8</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>27</b>	<b>18</b>	<b>5</b>	<b>1</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>

## 9. Impact of proposals

The following section provides data on the quality and standards of education in the schools affected and the likely impact the proposals will have on the quality of Education and support for children with ALN.

### 9.1 Quality and standards of education

The outcomes of the most recent Estyn inspections and the latest national categorisation for the six schools affected by the proposals are as follows:

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Overmonnow Primary School and SNRB</b>	June 2011	Good	Good	Good	Good	Good

In the latest national categorisation for schools across Wales, the EAS has placed Overmonnow Primary School and SNRB in 'yellow' support category indicating the school requires a limited amount of support to improve standards. The school was in the 'amber' support category for the previous two years and therefore it needs less support now and it is an improving school.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Deri View Primary School and SNRB</b>	January 2013	Adequate	Adequate	Adequate	Adequate	Adequate

In the latest national categorisation for schools across Wales, the EAS has placed Deri View Primary School and SNRB in 'yellow' support category indicating that the school requires a limited amount of support to improve standards. The school was in 'green' support category in the previous year and therefore needs more support than it did previously, this is because of new leadership arrangements.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Pembroke Primary School and SNRB</b>	June 2015	Adequate	Adequate	Unsatisfactory	Adequate	Unsatisfactory

In the latest national categorisation for schools across Wales, the EAS has placed Pembroke Primary School and SNRB in 'yellow' support category indicating the school requires a limited amount of support to improve standards. The school was in the 'red' support category two years ago and therefore it needs significantly less support now and it is an improving school.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Monmouth Comprehensive</b>		Adequate	Good	Good	Adequate	Good

<b>School and SNRB</b>	November 2015					
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In the latest national categorisation for schools across Wales, the EAS has placed Monmouth Comprehensive School in 'yellow' support category indicating the school requires a limited amount of support to improve standards. The school was in 'amber' support category in the previous year and therefore needs less support than it previously required.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>King Henry VIII Secondary School</b>	December 2014	Adequate	Adequate	Adequate	Adequate	Adequate

In the latest national categorisation for schools across Wales, the EAS has placed King Henry VIII Secondary School in the 'yellow' support category indicating that the school requires a limited amount of support to improve standards further. The school was in 'amber' support category in the previous year and therefore needs less support than it previously required.

School	Inspection date	Outcomes	Provision	Leadership and management	Overall Performance	
					Performance	Prospects for improvement
<b>Caldicot Secondary School and SNRB</b>	November 2013	Good	Good	Good	Good	Good

In the latest national categorisation for schools across Wales, the EAS has placed Caldicot School in the 'yellow' support category indicating that the school requires a limited amount of support to improve standards further. The school has been in 'yellow' support category for the last three years.

School	Inspection date	Outcomes	Provision	Leadership and	Overall Performance
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				management	Performance	Prospects for improvement
<b>Mounton House Special School</b>	May 2015	Adequate	Adequate	Adequate	Adequate	Adequate

In the latest national categorisation for schools across Wales, the EAS has placed Mounton House Special School in ‘amber’ support category indicating that the school requires a sustained amount of support to improve standards. The school was in ‘red’ support category two years ago and therefore it needs less support than it did previously.

#### New Inspection Framework

School	Inspection Date	Standards	Wellbeing and attitudes to learning	Teaching and Learning Experiences	Care, support and guidance	Leadership and Management
<b>Chepstow School</b>	September 2017	Good	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement

In the latest National categorisation for schools across Wales, The EAS has placed Chepstow School in ‘amber’ support category indicating that the school requires a sustained amount of support to improve standards. The school was in a ‘yellow’ support category in the previous year and therefore it now requires more support.

Estyn the Office of Her Majesty’s Chief Inspector of Education and Training in Wales independently inspects quality and standards in education and training providers in Wales including the schools and settings within Monmouthshire.

Since September 2012, the LA has commissioned the Education Achievement Service (EAS) to provide our school improvement service to support and lead school improvement in all of our schools. As part of this proposal, the Council will work in partnership with the EAS to secure a greater level of support for schools named within our proposal to ensure that the current level for standards, wellbeing and leadership are enhanced following the implementation of the proposal.

Academic outcomes for the last three years for the end of phase core indicator for the four primary schools and three secondary schools likely to be affected by the proposal are outlined below.

### Primary School Performance

Whilst there has been a degree of fluctuation over this period, a high proportion, especially in primary schools is influenced by the level of identified need within the relevant cohort, particularly where the school has an SNRB. Should the proposal be agreed and implemented, we would expect to see an improvement in outcomes for all of our primary schools, including those potentially affected by the proposal.

### Foundation Phase Indicator

Primary School	Foundation Phase Indicator								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Overmonnow Primary</b>	90.7%	91.8%	86.9%	86.8%	91.7%	87.0%	78.0%	93.7%	87.3%
<b>Deri View Primary</b>	85.7%	91.8%	86.9%	83.8%	91.7%	87.0%	88.1%	93.7%	87.3%
<b>Pembroke Primary</b>	93.1%	91.8%	86.9%	90.9%	91.7%	87.0%	93.1%	93.7%	87.3%

### Key Stage 2 Core Subject Indicator

Primary	Key Stage 2 Core Subject Indicator		
	2015	2016	2017



School									
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Overmonnow Primary</b>	86.0%	91.7%	87.7%	94.2%	94.1%	88.6%	86.4%	93.2%	89.2%
<b>Deri View Primary</b>	85.1%	91.7%	87.7%	90.9%	94.1%	88.6%	88.2%	93.2%	89.2%
<b>Pembroke Primary</b>	91.4%	91.7%	87.7%	84.4%	94.1%	88.6%	87.1%	93.2%	89.2%

### Secondary School Performance

There has been an improvement in outcomes at the end of key stage 3 in two of the secondary schools potentially affected by the proposal and a decline in the third.

Secondary School	Key Stage 3 Core Subject Indicator								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Monmouth Comprehensive</b>	93.4%	90.8%	83.9%	93.6%	91.9%	85.9%	91.9%	92.7%	87.4%
<b>King Henry VIII School</b>	89.8%	90.8%	83.9%	92.5%	91.9%	85.9%	94.1%	92.7%	87.4%
<b>Caldicot School</b>	91.5%	90.8%	83.9%	93.3%	91.9%	85.9%	94.1%	92.7%	87.4%
<b>Chepstow School</b>	93.2%	90.8%	83.9%	93.8%	91.9%	85.9%	94.6%	92.7%	87.4%

Key Stage 4 Level 2 Threshold including English and mathematics

There has been an improvement in outcomes in the key stage 4 Level 2 Threshold including English and mathematics at the end of key stage 4 in two of the secondary schools potentially affected by the proposal and a decline in the third.

Secondary School	Key Stage 4 Core Subject Indicator Level 2 Threshold including English and mathematics								
	2015			2016			2017		
	School	LA Average	All Wales Average	School	LA Average	All Wales Average	School	LA Average	All Wales Average
<b>Monmouth Comprehensive</b>	68.4%	66.9%	57.9%	69.7%	67.0%	60.3%	74.0%	67.0%	54.6%
<b>King Henry VIII School</b>	63.5%	66.9%	57.9%	71.2%	67.0%	60.3%	63.3%	67.0%	54.6%
<b>Caldicot School</b>	68.7%	66.9%	57.9%	69.7%	67.0%	60.3%	61.3%	67.0%	54.6%
<b>Chepstow School</b>	70.7%	66.9%	57.9%	62.5%	67.0%	60.3%	69.8%	67.0%	54.6%

The proposal would create more specialist ALN and Inclusion provision in all four clusters across the county. This would mean that more pupils could access specialist support, delivered by suitably trained practitioners locally. This would increase levels of pupil participation and engagement in education and reduce travel times for children and young people.

The location of specialist SNRBs on the site of these schools would provide enhanced access to bespoke outreach support. In doing so, schools would be able to build the skills and expertise necessary to enable staff in mainstream settings to meet a wider range of pupil need.

As a result, if the proposal is agreed and implemented, we would expect to see an increase in outcomes across all of our schools because more schools would be confident and be better supported to meet a wider range of pupil need, particularly those schools with a SNRB on site. In addition, pupils with severe and complex needs would have access to a wider range of specialist, local provision.

## 9.2 Wellbeing

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### Secondary School Fixed-term Exclusions (FTE)

The following table shows the number of days lost to FTE in each of our secondary schools over the last 5 years. Whilst numbers are comparatively low, there is a rising trend of FTE in three of our secondary schools. Conversely, there is a reduction in our fourth secondary school and in our Special School over the same period.

Secondary School	2012/13	2013/14	2014/15	2015/16	2016/17
<b>Caldicot School</b>	278	174	175	216.5	129.5
<b>Chepstow School</b>	80	35	65	134	143.5
<b>King Henry VIII</b>	105	55	108.5	95.5	185.5
<b>Monmouth</b>	18	14.5	23	29.5	62
<b>Mounton House</b>	298	167.5	166	118	113

### Primary School FTE

The following table shows the number of days lost to FTE in our primary schools over the last 5 years indicating a rapidly increasing number of FTE in our primary schools.

Primary School	2012/13	2013/14	2014/15	2015/16	2016/17
<b>All Primary Schools</b>	50.5	60	41	111	185

The enhancement and extension of inclusion provision across the county is expected to have a significant and positive impact on the number of FTEs in both our primary and secondary schools should the proposal be accepted and implemented.

## 10. Risks and counter measures

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	Risk Description	Counter Measures
1	Parental preference – parents may still wish to send their child to out of county special schools	<ul style="list-style-type: none"> <li>- Production of a Monmouthshire “Provision Guide for Parents”</li> <li>- Parent engagement events to explain ‘new’ provision</li> <li>- Marketing of new provision with prospective parents</li> <li>- Rebranding where appropriate</li> </ul>

2	Failure to provide the appropriate number of pupil places	<ul style="list-style-type: none"> <li>- Early involvement with the Special Education Needs Team to identify pupil numbers</li> <li>- Flexibility within the new model to allow for any changes</li> </ul>
3	Cost of implementing new provision	<ul style="list-style-type: none"> <li>- Finance Manager involved at all stages to ensure that new model is within the allocated budget</li> <li>- Invest to save principles applied as current costs are extremely high due to out of county placement fees</li> </ul>
4	Staffing	<ul style="list-style-type: none"> <li>- Apply MCC policy to ensure that staff 'at risk' have prior consideration for posts within the new provision</li> <li>- Provide appropriate training for staff to undertake new more specialist roles</li> <li>- Appoint staff with relevant expertise to deliver the proposed model</li> </ul>
5	Key partners or stakeholders are not involved in the early planning process of the project.	<ul style="list-style-type: none"> <li>- Early involvement of a multi-agency Steering group</li> <li>- Engage and consult with stakeholders.</li> <li>- Ensure all stakeholders are aware and have agreed delivery timescales.</li> </ul>
6	Key deadlines to be identified at an early stage to avoid delays	<ul style="list-style-type: none"> <li>- Project Board is established and key milestone dates are identified and agreed.</li> <li>- Resources allocation/ responsibility identified.</li> </ul>

- |  |   |
|--|---|
|  | - Reviewed on a regular basis and updated and communicated to all stakeholders. |
|--|---|

## 11. Finance

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The ALN budgets are split between central resources and schools, the school budgets are delegated out to the schools based on a number of factors including staffing and non-pay factors.

The current costs are excluding pre 16 transport.

The total ALN Budget is currently £7.4m the majority of which goes out to schools.

The new special school will be managed by a governing body and all budgets will be delegated via the Fair Funding regulations for the governing body to manage. The PRU will be managed by the Local Authority via a management committee structure.

We will require capital investment in some of the schools to make them fit for purpose, the cost of this investment is yet to be identified and will be dependent on the outcome of the consultation. Any investment will require a decision by Council and in the first instance we would look to offset the costs against any revenue savings identified.

The revenue savings are anticipated to be £200,000 in the first year and in a full year it is anticipated to rise to £500,000.

There are a number of staff that will have the right skills and qualifications to be able to transfer over to the new model, however where it is not possible the Protection of Employment Policy will be followed for staff that may need to be made redundant and we will work in full consultation with the unions.

## 12. Staffing

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With this proposal, there will be new opportunities for jobs. Some staff that have the correct skills to be able to support pupils under the proposed model, however there will be vacancies where there is a skills gap. There will also be some staff losses, where staff do not have the required skills or where the service is being redesigned and there is not a requirement for that post.

Where there are staff losses, the Protection of Employment Policy will be followed and all staff will be consulted with. Staff will be redeployed where possible, therefore minimising that risk.

### 13. Land and Buildings

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The proposal does not involve a new build programme so there is no transfer or disposal of land necessary, therefore there will be no capital receipts as a result of this project. However, under the proposal the new Special School (existing Mounon House site) will need some capital works to bring the school up to standard and make it suitable for children and young people aged 3-19 and of both genders. At this stage we anticipate this to be minimal.

### 14. Admission Arrangements

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The Council will remain as the admissions authority for the new special school and its satellite centres.

The process for admission into the new provision will be managed through a panel consisting of key partners and agencies who will determine whether placement is appropriate. Placement at the provision will be coordinated by the Authority, Educational Psychology Service in collaboration with centre staff and parents.

### 15. Home to school transport

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Home to school transport will be provided in line with the current policy which states pupils will receive free home to school transport to their catchment or nearest suitable school residing 1.5 miles (primary) and 2 miles (Secondary).

Further details of the policy can be found on the following link.

<http://www.monmouthshire.gov.uk/school-transport-home-to-school>

The transport policy has been written in conjunction with the Learner Travel (Wales) Measure 2008.

## **16. Other Information**

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Further Information and regular up-dates on this proposal can be found on [www.monmouthshire.gov.uk/schoolreorganisation](http://www.monmouthshire.gov.uk/schoolreorganisation).

Frequently asked questions will be up-loaded weekly and put onto the Monmouthshire County Council Website.

## **Appendix 1 - Response Pro-forma**

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## PROPOSAL – Reorganisation of ALN and Inclusion Services

### YOUR VIEWS

We would like your views on the above proposal. Please complete this pro-forma and return it to the address at the bottom, alternatively it can be handed in at the consultation event.

School & Student Access Unit, Monmouthshire County Council, PO Box 106, Caldicot, NP26 9AN or email [strategicreview@monmouthshire.gov.uk](mailto:strategicreview@monmouthshire.gov.uk)

Please tick the box if you wish to be notified of the publication of the consultation report

## Appendix 2 - List of Consultees

- Parents, Guardians and carers of all pupils of schools directly affected by the proposal
- Parents of children who are in receipt of a statement of ALN
- Parents of children who are in receipt of a School action plus resource assist (SAPRA)
- Headteacher, staff and governors of schools directly affected by the proposal.
- Out of county Schools affected by the proposal.
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school

- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Directors of Education of affected LA's – Caerphilly, South Gloucestershire, Merthyr, Bristol, Rhodda Cynon Taff, North Somerset, Somerset, Swindon, Vale of Glamorgan, Cardiff
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Government
- ESTYN
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Education Achievement Service
- Gwent Police and Crime Commissioner
- SNAP Cymru Parent Partnership Service
- Local Health Board

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## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Nikki Wellington</p> <p><b>Phone no:</b> 01633 644549 <b>E-mail:</b> nicolawellington@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To remodel the inclusion model for Monmouthshire to ensure that provision is developed in county to ensure that pupils are able to remain within Monmouthshire.</p>
<p><b>Name of Service</b> CYP Finance</p>	<p><b>Date Future Generations Evaluation</b> 9<sup>th</sup> February 2018</p>

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***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***



1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>With this proposal, there will be new opportunities for jobs. Staff will be offered training for the skills required in this new model to support the pupils.</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No impact	No impact
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	Where possible the needs of the pupils will be met in county, near to their homes and local communities. This will have a positive effect on wellbeing for families.  There may be a few pupils, whose needs are best met outside of the county. This will be done in full consultation with all parties concerned.	All needs will be considered and the views of parents and children will be central to decision making process to ensure that the education placement is the most appropriate for the pupil and their identified needs.
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Pupils will be supported by their local community, they will remain with their peer group where possible.	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing		
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	By remaining in their local communities wherever possible, pupils will be able to engage, participate and embrace the Welsh culture and heritage.	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances		

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>Because the provision will be within Monmouthshire, the needs of the child will be known and where appropriate, it will be easier to plan for the longer-term needs of that pupil.</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>Partners such as Social Services and Health are key partners in securing success and they will be consulted at all stages and their views will discussed and considered when determining the most appropriate provision to meet the needs of the pupil.</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>All partners and key stakeholders will be consulted, along with parents and parent advocacy groups such as SNAP. The views of children and young people will be listened to and will form a central part of the decision making process.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p data-bbox="152 608 293 635">Prevention</p> <p data-bbox="342 368 501 667">Putting resources into preventing problems occurring or getting worse</p>	<p data-bbox="546 256 1312 440">The needs of the pupil will be identified at the earliest point of need irrespective of where that occurs. This will enable interventions to be put in place so that pupils have the support they need at the earliest opportunity to ensure maximum benefit.</p> <p data-bbox="546 480 1323 778">The proposed range of provision across the county will mean that pupils can be offered short term provision if required. This means that pupils will have appropriate support within the provision and outreach support to make a successful transition back into school when appropriate. Outreach support will ensure that staff will be provided with training and guidance to effectively support the pupil back into school. This is not possible with our current model.</p>	
 <p data-bbox="152 1054 293 1082">Integration</p> <p data-bbox="342 818 517 1082">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="546 818 1323 967">All partners will work together and therefore the partners will have a clear understanding of the needs of that pupil so that they can collectively act in the best interests of the child or young person in determining the most suitable provision.</p> <p data-bbox="546 975 1272 1082">This will allow them to better meet the child or young person's educational needs as well as their wider social, emotional and community needs.</p>	

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)



Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<i>The proposed model will have a positive impact on our young people. The model will allow pupils be educated in their local community where possible and to remain with their peer groups.</i>	<i>It is not anticipated that pupils that are already settled in an out of county school will be moved back in county. However there may be circumstances where their needs can now be met in county, in these circumstances there may be an opportunity to move the pupil. This may cause concerns for the pupil.</i>	<i>The interests of the pupil will be heard and their opinion will be key to any decision so it is made in the best interest of that pupil.</i>
Disability	<i>Pupils needs will be identified earlier and support provided at an earlier age. The model will look to support pupils in their local communities where possible.</i>	<i>It is not anticipated that pupils that are already settled in an out of county school will be moved back in county. However there may be circumstances where their needs can now be met in county, in these circumstances there may be an opportunity to move the pupil. This may cause concerns for the pupil.</i>	<i>The interests of the pupil will be heard and their opinion will be key to any decision so it is made in the best interest of that pupil.</i>
Gender Reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex			

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Sexual Orientation			
Welsh Language	<i>Where pupils are able to be educated within Monmouthshire they will follow the Welsh curriculum. This will include learning the Welsh Language and Culture of Wales.</i>		

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

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	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's safeguarding policies will apply and we will be able to monitor better.</i>		
Corporate Parenting	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's policies will apply and we will be able to monitor better.</i>		

5. What evidence and data has informed the development of your proposal?

Pupil data.  
 Review of current and future needs.  
 Current provision within our schools.  
 Current and and future budgets.  
 Working groups with Heads, parent advocacy  
 Exclusion data.

**SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The positive impact is the proposal to identify needs at an earlier age and to educate pupils in their own communities, where possible. This will have a positive impact on the wellbeing of the pupils and their families. The main negative impact is the potential redundancies for staff where they cannot be redeployed,

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress

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**8. MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	August 2020.
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**9. VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Cabinet.	7 <sup>th</sup> March 2018.	



<b>SUBJECT:</b>	<b>DRAFT MONMOUTHSHIRE NEET ( NOT IN EDUCATION, EMPLOYMENT OR TRAINING) REDUCTION STRATEGY</b>
<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>4<sup>th</sup> July 2018</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>ALL</b>

**1. PURPOSE:**

- 1.1 To present the draft Monmouthshire NEET Reduction Strategy for approval following scrutiny at CYP Select Committee 28<sup>th</sup> June 2018

**2. RECOMMENDATIONS:**

- 2.1 That Cabinet approves the final draft version of the Monmouthshire NEET Reduction Strategy ( Appendix 1).

**3. KEY ISSUES:**

- 3.1 This draft Monmouthshire NEET Reduction Strategy demonstrates our commitment as a Council to address NEET reduction in our county in order to create better opportunities and outcomes for our young people, through a partnership approach.
- 3.2 The Inspire programmes will require additional match funding to extend the programme in line with the NEET reduction strategy and continue to impact on NEET figures and outcomes. A report will be going to Economy and Development Select Committee on 19<sup>th</sup> July and Cabinet during Summer Recess.
- 3.3 Cabinet have previously been made aware of Welsh Government Youth Engagement and Progression Framework 2013 and the local authority's responsibility to provide a delivery model centred on individual need. The six key areas of the framework are embedded in the draft Monmouthshire NEET Reduction Strategy and reflect added value whilst addressing the needs and aspirations of Monmouthshire's young people.

**4. OPTIONS APPRAISAL**

Option	Benefits	Risks	Comments
<ul style="list-style-type: none"> <li>Do nothing</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>Lack of direction and vision in service delivery</li> </ul>	<ul style="list-style-type: none"> <li>As a council we must have a NEET Reduction</li> </ul>

		<ul style="list-style-type: none"> <li>• Duplication across partners</li> <li>• No integrated approach to provide opportunities for future project development and co-delivery</li> <li>• Increase in the number of young people at risk or who are NEET</li> </ul>	Strategy in place
<ul style="list-style-type: none"> <li>• Implementation of the Monmouthshire NEET Reduction Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Improve young people's skills and future employment opportunities</li> <li>• Increased partnership working and co-delivery of projects</li> <li>• Shared expertise and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of buy-in from partners</li> <li>• Loss of externally funded programmes that support NEET reduction</li> </ul>	<ul style="list-style-type: none"> <li>• As a council we must have a NEET Reduction Strategy in place</li> </ul>

**5. EVALUATION CRITERIA**

5.1 An evaluation assessment has been included in Appendix 2 for future evaluation of whether the decision has been successfully implemented. The decision will be evaluated by CYP Select Committee, which will make recommendations of any proposed changes to Cabinet.

5.2 An annual report will be presented to CYP Select Committee to review progress to date

5.3 The NEET Strategy and Action Plan will be monitored through the following local forums;

- Children and Young People's (CYP) Departmental Management Team
- Enterprise and Community Development Departmental Management Team
- CYP Strategic Partnership
- Post 16 Steering Group

## **6. REASONS:**

6.1 The previous Monmouthshire NEET Reduction Strategy 2015 -2018 is now out of date and a new strategy for the next 3 years is essential to ensure continued improvements year on year in the number of young people who have entered and engaged in education, employment or training at age 16. There still remains scope to ensure all young people secure and sustain a positive destination after leaving compulsory education.

6.2 We wish to demonstrate our commitment to the NEET reduction agenda as a Council with partners – Secondary Schools, Pupil Referral Service, Special School, Careers Wales Coleg Gwent etc, to implement the strategy action plan to improve outcomes for our young people and communities.

## **7. RESOURCE IMPLICATIONS:**

7.1 A report will be going to Economy and Development Select Committee on 19<sup>th</sup> July and Cabinet during Summer Recess to request additional match funding to extend the Inspire programmes in line with the NEET Reduction Strategy.

7.2 No other direct resourcing needs have been identified as a result of implementing this strategy. The strategy will be used as a tool to inform and align good practise within existing resources through a partnership approach.

## **8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):**

The significant equality impacts identified in the assessment (Appendix 1) are summarised below for members' consideration:

This strategy will improve provision, opportunities and outcomes for all young people who are at risk or who are NEET. It is anticipated that the strategy will have a positive impact on the young peoples' social, emotional, health and wellbeing, education and skills. This proposal does acknowledge that due to personal, social and educational barriers, not every young person will progress and sustain education, employment or training.

The actual impacts from this report's recommendations will be reviewed every year and criteria for monitoring and review will include:

- The number and percentage of Year 11, 12 and 13 school leavers not in education, employment and training.
- The number NEET and unemployed young people 16 -25 years.

**9. CONSULTEES:**

Children and Young Peoples Select Committee 28<sup>th</sup> June 2018

Chief Officer for Children and Young People

Head of Achievement and Attainment

Secondary Schools Head Teachers

Special School Head Teacher

Pupil Referral Service Head Teacher

Children and Young People Departmental Management Team 22<sup>nd</sup> May 2018

Head of Enterprise and Community Development

Enterprise and Community Development Departmental Management Team

28<sup>th</sup> March 2018

CYP Strategic Partnership Group

Post 16 Steering group 29<sup>th</sup> March 2018

Keeping in Touch Group

Young People on Youth Enterprise Programmes

**10. BACKGROUND PAPERS:**

Draft Monmouthshire NEET Reduction Strategy 2018 -2021

(Appendix 1)

Evaluation Criteria

(Appendix 2)

Future Generations Evaluation

(Appendix 3)

**11. AUTHOR:**

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# A Great Start for All

## NEET Reduction Strategy

# Version Control

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<b>Title</b>	A Great Start for All: NEET Reduction Strategy 2018-2021
<b>Purpose</b>	This strategy sets out a clear direction required to deliver on the council's responsibility to sustain a reduction in the number of young people Not Engaged in Education, Employment or Training (NEET) aged 16-24.
<b>Owner</b>	Hannah Jones
<b>Approved by</b>	Unapproved Draft
<b>Date</b>	18/05/2018
<b>Version Number</b>	1.7
<b>Status</b>	Draft
<b>Review Frequency</b>	Annual
<b>Next review date</b>	Tbc
<b>Consultation</b>	Consultation with Post 16 Steering Group, Secondary Schools, Pupil Referral Service, Special School, CYP DMT, Enterprise and Community Development DMT

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Appendix 1: Early Identification Tool – Indicators and Thresholds KS3 & 4

Appendix 2: Next Steps Destination Process

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# Welsh Language and Alternative Formats

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In line with the council's Welsh Language Scheme, a Welsh language version of the Plan will be available on the council's bilingual website.

## Y Gymraeg a fformatau eraill

Yn unol â Chynllun Iaith Gymraeg y Cyngor, bydd fersiwn Gymraeg o'r Cynllun Gwella ar gael ar wefan ddwyieithog y Cyngor

We can also provide this document in Braille, large print, on tape or in electronic form. If you would like a copy in a different format please contact our Equality and Welsh Language Officer by:

Phone: 01633 644010 or 07738340418

Fax: 01633 644666

e mail: [equality@monmouthshire.gov.uk](mailto:equality@monmouthshire.gov.uk)

If you want to comment on the Monmouthshire NEET Reduction Strategy, we welcome your views and feedback.

📧 [youthenterprise@monmouthshire.gov.uk](mailto:youthenterprise@monmouthshire.gov.uk)

🌐 [www.monmouthshire.biz](http://www.monmouthshire.biz)

✉ Hannah Jones, Youth Enterprise Manager, Monmouthshire County Council, County Hall, Usk, NP15 1GA

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@ MonmouthshireYE

# Purpose

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This strategy sets out our commitment to creating better outcomes for children and young people in Monmouthshire through increasing engagement and progression in education, training and employment. It provides direction and a sense of what will be important for the next 3 years to bridge the gap between poverty and attainment.

There has been a continued improvement year on year in the number of young people who have entered and engaged in education, employment or training at age 16 but there still remains scope to ensure that all young people secure and sustain a positive destination after leaving compulsory education.

This strategy aims to create a NEET (not in Education, Employment or Training) free county working with our mainstream schools, Special School, Pupil Referral Service, Careers Wales, colleges and training providers. It recognises that early identification and intervention are vital in supporting young people in their learning and enabling them to reach their potential beyond 16.

This strategy cannot be addressed by one single agency. It has been developed collaboratively with all key stakeholders, identifying key priorities in relation to the increasing engagement and progression and thus reducing the chances of young people becoming NEET.

The NEET Strategy and Action Plan will be monitored through the following local forums;

- Children and Young People's (CYP) Departmental Management Team
- Enterprise and Community Development Departmental Management Team
- CYP Strategic Partnership
- Post 16 Steering Group

# Vision for Monmouthshire

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We want to enable the building of sustainable and resilient communities that support the well-being of current and future generations.

This vision is at the heart of everything we do to improve the economic, social, environmental and cultural well-being of Monmouthshire and we share this with our public service partners as part of the Public Service Board. We will consider sustainable development in how we plan and deliver services to prevent and reduce the number of young people becoming NEET.

We can only achieve great things for our place through the people who live and work here, those on our payroll and those in Monmouthshire's communities including the countless volunteers and groups that give this place a richness and vibrancy. Our Council values reflect who we are, how we do things and how we are shaping the future. We try our best to apply these in everything we do.

**Openness:** We're open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we can't do something to help we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – as we want everyone to trust us.

**Fairness:** We provide a fair choice, to help people and communities thrive. If it doesn't seem fair we'll listen and help explain why. We will always try to treat everyone fairly and consistently. Tell us if you're not happy, we will listen and explain why we did what we did – we don't make all of the rules but we have to follow them. We'll try to make every contact with us as consistent as possible – as that's fair.

**Flexibility:** We are flexible and constantly changing to help the county thrive now and in the future, finding new ways to work with you and our partners to empower you to do business, travel and generate growth. Embracing all the opportunities that new technology and data provide.

**Teamwork:** We'll work with you and our partners to support and inspire everyone to get involved so we can achieve great things together.

This strategy sets out the further information about how we will plan, govern, deliver and evaluate our objectives.

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## Overview

## National Context

The NEET reduction Strategy will impact on the following national strategies and key priorities in Wales:

Youth Engagement and Progression Framework [YEPF] (2013) which provides a delivery model centred on the needs of young people, outlining clear responsibilities of local authorities, schools, careers and a range of organisations to provide better outcomes for young people.

Prosperity for All: The National Strategy (2017), contributing to two of the four themes:

- Prosperous and Secure. We aim to provide opportunities to tackle inequality, on a local basis, enabling young people to fulfil their ambitions and their well-being through secure and sustainable employment. We will break down the barriers many young people face to getting a job.
- Ambitious and Learning. We aim to instil in everyone a passion to learn throughout their lives, inspiring them with the ambition to be the best they possibly can be.

Well-being of Future Generations Act (2015) – The Well-being of Future Generations Act is fundamental legislation that requires us to carry out sustainable development, this should ensure that present needs are met without compromising future generations in meeting their own needs. We have tried to maximise our contribution to achieving each of the seven national wellbeing goals. The contribution our priorities for action make towards the seven national objectives has been assessed and is shown in the table below:

	Contribution to Well-being Goals						
	Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant culture and thriving Welsh Language	Globally responsible Wales
Identifying young people most at risk of disengagement	✓	✓		✓	✓		
Better brokerage and Co-ordination of Support	✓	✓	✓	✓	✓		
Stronger tracking and transition of young people through the system	✓	✓		✓	✓		
Ensuring provision meets the needs of young people	✓	✓	✓	✓	✓	✓	✓
Strengthening employability skills and opportunities for employment	✓	✓	✓	✓	✓	✓	✓
Greater accountability for better outcomes for young people	✓	✓	✓	✓	✓	✓	✓

Hidden Ambitions (2017) – As a council we have a commitment to young people leaving care, and believe they should have 'an active offer of education, work or training as they

make the leap into adulthood'. We aim to offer all of the children under local authority care bespoke access to training and job opportunities in their many of areas of employment, including administration, parks, nurseries, carpentry, social care and housing.

Youth Work Strategy (2014-18) - Supporting the second outcome to contribute to support positive outcomes for young people in mainstream education and training. Youth work intervention will aim to show improvements in behaviour, attendance and progression through key points of transition.

Aligning the Apprenticeship model to the needs of the Welsh Economy (2017) – we will demonstrate as a council that we are committed to developing a culture of supporting young people into apprenticeships and to improve access, equality, equity of opportunity, and link with local business and training providers.

Welsh Government Employability Plan (2018) - we will meet the requirements of the Welsh Government Employability Plan through providing an individualised approach to employability support, contributing to a reduced number of young people who are NEET in Wales. In 2016 there were approximately 57,000 16 -24 year olds in Wales who were NEET. We will provide bespoke solutions for those in greatest need of employability support and tailored support of varying intensity to all people looking for work.

## Local Context

Monmouthshire County Council's Corporate Business Plan (2017-2022) sets out the things the Council will be working on in the medium term. The plan sets out five Organisational Goals (also well-being objectives) supported by 22 commitments. This plan has been developed and aligned to the direction set in the Corporate Plan. 2 of the 5 organisational goals will impact on the NEET reduction Strategy;

1. Provide children and young people with the best possible start in life, one of the measures is to reduce the number of year 11, 12 and 13 school leavers that are NEET.
2. Develop opportunities for communities and businesses to be part of a thriving and well-connected county, one of the measures is to increase apprenticeship and employment opportunity to prevent young people moving out of Monmouthshire.

Monmouthshire Business Growth and Enterprise Strategy (2014 -2020); 1 of the 3 strategic priorities is Growing Entrepreneurs. There is a need not only to create high quality well paid employment which gives young people the means to stay in the county but it also presents an opportunity to raise awareness of entrepreneurial opportunities that exist.

Monmouthshire Corporate Parenting Strategy (2018 -2021) [Draft] – aims to ensure that all looked after children and care leavers are fully supported to engage in education, training or employment post-16.

Monmouthshire & Torfaen Youth Offending Service YOT Plan Cymru (2017/19), objective 5 is to increase engagement in Education, Training and Employment, through developing accredited programmes to increase the 'employability of young people' subject to statutory intervention plans to meet individual need.



People, Places Prosperity – A Strategy for Social Justice (2017- 2022) – In Order To Overcome Inequalities In Access To Economic Prosperity We Will:

- Provide learning, training and employability opportunities for 11-24 years olds to reduce the number of young people who are not in employment, education or training.
- Develop, and act upon, options to improve access to job opportunities in the county and other areas to include providing work placements, traineeships and apprenticeship opportunities whilst taking positive action as a Council to encourage other public partners and businesses to do so;

## Definition of NEET

The term NEET refers to young people who are not engaged in education, employment or training. It is often used to describe young people who are disengaged from learning or employment and have become marginalised from society.

## Why do Young People become NEET?

Young People can become NEET due to a variety of reasons and circumstances. Progressing to post 16 is a significant transition in all young peoples' lives, and transitional management is vital to ensure the risk of young people becoming NEET is reduced or removed. Many of the contributing factors are captured in Monmouthshire's Early Identification Tool, such as:

- Low attendance and high absenteeism
- Low levels of attainment
- Number of exclusions and days excluded
- Additional learning needs
- Free school meals
- Looked after status
- Number of school moves in the last two years
- English as an additional language

However, there are a number of factors that the tool does not capture. These include:

- Caring for a sibling, parent or partner
- Pregnancy or parenting
- Substance misuse
- Physical/mental illness/disability
- Homelessness
- Poverty
- Offending
- Low self esteem
- Domestic Violence
- Adverse Childhood Experiences

## Current Position

### *Destinations of School Leavers*

Over the past 5 years Monmouthshire has continued to show a significant reduction in the number of Year 11, 12, and 13 school leavers known not to be in Education, Training or Employment and remain below the Welsh average as evidenced in the tables below. However, the local authority, schools, careers and other providers cannot be complacent and will continue to strive towards a NEET free county.

	2013	2014	2015	2016	2017
Monmouthshire	2.8%	1.7%	1.9%	2.0%	1.4%
	26	13	15	16	10
Wales	3.7%	3.1%	2.8%	2.0%	1.6%
	1334	1040	911	619	491

#### Year 12 NEET leavers

	2013	2014	2015	2016	2017
Monmouthshire	1.5%	1.6%	1.4%	1.3%	1.4%
	9	9	7	6	7
Wales	2.1%	1.9%	1.6%	1.2%	1.0%
	346	320	255	184	140

#### Year 13 NEET leavers

	2013	2014	2015	2016	2017
Monmouthshire	4.6%	3.46%	3.35%	1.99%	2.1%
	19	15	14	8	8
Wales	4.7%	4.9%	3.76%	3.11%	2.63%
	594	634	490	396	309

### 16 to 18 Year Olds – 5 tier model

NEET data is provided to the Local Authority on a monthly basis by Careers Wales and breaks down the number of young people that currently sit within each tier of the 5 tier model within Monmouthshire. Those learners that sit in tiers 1, 2 and 3 of the 5 tier model are considered to be NEET, whilst those in Tier 4 and 5 are engaging in EET (Education, Employment or Training).

Cohort / Age	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Tier size after 2017 destinations count:	21	37	16	35	1581
Tier size after 2016 destinations count:	44	22	22	58	1639

### Youth Unemployment

The number of unemployed 16 to 24 year olds in Monmouthshire has consistently reduced over the last 4 year, and is currently lower than at any other point in the last 10 years. The percentage of 16 to 24 year olds unemployed has also consistently been lower than the national percentage in Wales.

*Unemployment rate: Young People aged 16 to 24:*

	Year to Date:			
	June 2014	June 2015	June 2016	June 2017
<b>Monmouthshire</b>	700 <sup>1</sup>	600	600	500
	13.3% <sup>2</sup>	10.7%	9.8%	10.4%
<b>Wales</b>	43,000	41,300	29,300	26,900
	19.2%	19.0%	13.8%	13.1%

Source: ONS – NOMIS on 10th January 2018

1: **Unemployed:** Refers to people without a job who were available to start work in the two weeks following their interview and who had either looked for work in the four weeks prior to interview or were waiting to start a job they had already obtained.

2: **Unemployment Rate:** Unemployed as a percentage of the economically active population.

# Priorities for Action

The strategy identifies 6 key areas, these areas are in line with the Youth Engagement and Progression Framework; identifying young people most at risk of disengagement, better brokerage and co-ordination of support, stronger tracking and transition of young people through the system, ensuring provision meets the needs of young people, strengthening employability skills and opportunities for employment and greater accountability for better outcomes for young people.

## 1. Identifying young people most at risk of disengagement

Monitor, develop and improve the Early Identification process in Monmouthshire to ensure the accurate and timely identification of children and young people at risk of disengagement.

Priority 1:			Timescale (years)			Responsible Partners
Objectives	Actions	Performance Indicator	1-2	3-5	5-10	
1. Develop an Early Identification Tool (EIT) for use with Primary School data, to allow for earlier identification and intervention.	Carry out research on the key indicators of risk of NEET among young people in Key Stage 2.  Develop an EIT to reflect these indicators.	Number of young people in primary schools identified as at risk of NEET and receiving subsequent support.	✓			Youth Enterprise  CYP  Primary Schools
2. Monitor and review the effectiveness of the EIT for key stage 3 and 4.	Track the numbers of young people being identified as 'at risk of NEET',  Where appropriate redefine the indicators and thresholds of the system (Appendix 1).	Number of young people in secondary schools, Pupil Referral Service and Special School identified as at risk of NEET and enrolled on subsequent support.  2018-19: 150 2019-20: 150 2020-21: 148	✓	✓		Youth Enterprise  CYP  Secondary Schools  Pupil Referral Service  Special School

3. Ensure that further education colleges within Monmouthshire continue to operate their own EIT Identification Tool, to identify young people at NEET.	Monitor the Post-16 Inspire2Achieve caseload within Monmouthshire  Support interventions at point of disengagement	Number of young people who disengage from further education colleges that are supported into an alternative provision or destination.	✓	✓		Youth Enterprise  Coleg Gwent  Careers Wales
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## 2. Better brokerage and Co-ordination of Support

Facilitate coordination of support by being the central point of contact through the Engagement and Progression Coordinator function.

Priority 2:			Timescale (years)			Responsible Partners
Objectives	Actions	Performance Indicator	1-2	3-5	5-10	
1. Engage young people in the review and improvement of services.	To carry out an annual review of all youth projects and services.  To continue to evaluate projects with young people at the point of exit.	Number of young people and partners involved.  Number of exit evaluations completed by service users.	✓	✓		Post 16 Steering Group
2. Maintain the Lead Worker function through ESF projects Inspire2Achieve and Inspire2Work.	Ensure young people have a central point of contact to coordinate their support and intervention package.	Number of young people supported by Inspire2Achieve and Inspire2Work  2018-19: 235 2019-20: 237 2020-21: 235	✓	✓		Youth Enterprise  Careers Wales  Coleg Gwent

## 3. Stronger tracking and transition of young people through the system

Provide a coordinated approach to support transition between alternative provisions, key stages of compulsory education, and movement from pre to post 16.

Priority 3:	Timescale
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			(years)			
Objectives	Actions	Performance Indicator	1-2	3-5	5-10	Responsible Partners
1 .Monitor young peoples expected destinations over an extended period to ensure that appropriate interventions can be put in place.	<p>Maintain and develop the 'Next Steps' process within secondary schools, Pupil Referral Service and the Special School. (Appendix 2)</p> <p>Work collaboratively with appropriate partners including colleges, training providers and Careers Wales to ensure sustainable destinations for young people.</p>	<p>Number of young people supported through the 'Next Steps' process.</p> <p>Percentage of all Year 11, 12 and 13 leavers known not to be engaged in education, employment or training.</p> <p>Year 11: 2018: 1.2% / 9 actual 2019: 1.1% / 9 actual 2020: 1.0% / 8 actual</p> <p>Year 12: 2018: 1.2% / 5 actual 2019: 1.1% / 5 actual 2020: 1.0% / 4 actual</p> <p>Year 13: 2018: 1.9% / 8 actual 2019: 1.8% / 8 actual 2020: 1.7% / 7 actual</p>	✓	✓		<p>Post 16 Steering Group</p> <p>CYP</p> <p>Secondary Schools</p> <p>Special School</p> <p>PRS</p> <p>Careers Wales</p>
2. Track and monitor young people in tiers 1, 2, 3 and 4 via the Keeping in Touch (KIT) Group.	<p>Continue to operate the 'Keeping in Touch' group on a monthly basis.</p> <p>Ensure close monitoring of those young people in tier 4, and provide appropriate support</p> <p>Review terms of reference for the Keeping In Touch Group</p>	<p>Number of young people in tier 1, 2 and 3 moving into education, employment and training (tier 4 and 5)</p> <p>Annual target = 30 young people</p> <p>Number of young people moving out of tier 4 into tier 5</p> <p>Annual target = 15 young people</p>	✓	✓		<p>Keeping in Touch Group</p>

3. Track Care Leavers to ensure support is in place to assist the young person in entering education, employment or training.	Work with the LACE coordinator to ensure vulnerable young people have additional transition support if required.	Number of care leavers aged 16 -18 years that participate in a local authority work placement and /or traineeship scheme 2018 -2019	✓	✓		Youth Enterprise
	Offer work placement, traineeship and apprenticeship opportunities to vulnerable young people.	Number of care leavers aged 16 – 24 years that gain Apprenticeships within the local authority 2018 - 2021				Care Leaver Team

#### 4. Ensuring provision meets the needs of young people

To maximise local opportunities at appropriate levels that are of the highest quality and meet the needs and aspirations of the young people in Monmouthshire.

Priority 4:			Timescale (years)			Responsible Partners
Objectives	Actions	Performance Indicator	1-2	3-5	5-10	
1. Monitor and improve the accessibility of future pathways and appropriate alternative provision.	<p>Support Careers Fairs in secondary schools and colleges.</p> <p>Take I2A young people to college open days, work based learning taster sessions and further post 16 providers' events.</p> <p>Develop a virtual network of future pathways and appropriate alternative provision, utilising the Monmouthshire.Biz website</p>	<p>Number of young people and parents engaged with at the 4 secondary schools Careers Fair and at Coleg Gwent Careers Fair.</p> <p>Number of I2A young people that attend open days with I2A team and Careers Wales.</p> <p>Number of engagements on the Monmouthshire.Biz website</p>	✓	✓		Post 16 Steering Group

2. Provide bespoke learning and support opportunities for those referred to Youth Enterprise targeted programmes.	Continue to provide bespoke learning opportunities and support young people's well-being through delivery of Youth Enterprise targeted programmes.	Number of new young people engaged on Youth Enterprise targeted programmes.  2018-19: 252  2019-20: 254  2020-21: 252	✓	✓		Youth Enterprise
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## 5. Strengthening employability skills and opportunities for employment

To form a better understanding of local employment needs and trends, to offer new opportunities for young people and to inform service design.

Priority 5:			Timescale (years)			Responsible Partners
Objectives	Actions	Performance Indicator	1-2	3-5	5-10	
1. Ensure training and education links with business to identify the skills needed in Monmouthshire workforce now and in the future.	To contribute to the development of links between local businesses and young people.  Support Careers Wales in maintaining existing relationships within the Business Class programme.	Number of business linked to young people  Number of Monmouthshire Secondary Schools engaged in the programme.	✓	✓		Post 16 Steering Group  Careers Wales
2. Promote and deliver programmes that enhance young people's employability skills and opportunity for future employment.	Continue to deliver existing employability programmes in Monmouthshire.	Number of young people engaged in employability programmes.	✓	✓		Post 16 Steering Group
3. Promote and support enterprise activities in schools in developing future entrepreneurs in Monmouthshire.	To develop and support a programme of enterprise activities with schools, colleges and other Post 16 Provider.	Number of enterprise activities delivered in schools and with post 16 provisions.  Number of enterprise activities supported with	✓	✓		CYP  Secondary Schools  Youth Enterprise



		schools and post 16 provisions.				Post 16 Steering Group
4. To develop a corporate offer of traineeship and apprenticeship opportunities meeting local need.	Increase the number of traineeship and apprenticeship opportunities  Enable young people to sustain traineeships and apprenticeships.	Number of young people engaged in traineeship programme with Monmouthshire County Council  Number of young people engaged in apprenticeships with Monmouthshire County Council	✓	✓		Youth Enterprise  Post Steering Group

### 6. Greater accountability for better outcomes for young people

Monmouthshire County Council has a strong sense of character and purpose. We value our young people, and will work towards providing the best opportunities and outcomes for them.

Priority 6:			Timescale (years)			Responsible Partners
Objectives	Actions	Performance Indicator	1-2	3-5	5-10	
1. Clear leadership and partnership arrangements with a shared purpose of creating valuable prospects for young people.	Review terms of reference for Post 16 Steering Group  Report action plan progress to Business and Community Development Senior Management Team and Children and Young People Departmental Management Team on a quarterly basis.	Number of partners actively engaged in driving forward action plan  Effective implementation of individual actions and performance indicators met.	✓	✓		Youth Enterprise  Post 16 Steering Group
2. Commitment from secondary schools and Careers Wales to ensure progression of all young people and to work towards the common aspiration of a NEET free county.	To review Service Level Agreements with schools and Careers Wales  To meet termly with secondary schools, PRS, Special School and Careers Wales to discuss young people most at risk or potential of becoming NEET and put action plan in place.	Revised Service Level Agreements in place with schools and Careers Wales  A reduction in the number of young people most at risk of becoming NEET in comparison to previous academic year.	✓	✓		Youth Enterprise  Careers Wales  Secondary Schools  Pupil Referral Service

						Special School
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# Evaluation

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This strategy sets out a clear direction required to deliver on the council's responsibility to sustain a reduction in the number of young people Not Engaged in Education, Employment or Training (NEET) aged 16-24. It is important we have clear set of measures to evaluate the progress made to determine the success of the action plan in achieving the overall purpose - *NEET reduction*.

Quantitative data from Schools, Careers Wales, Youth Enterprise and key partners will inform the effectiveness of the strategy. This data will be analysed and compared with other local authorities to evaluate targets and performance.

Qualitative evaluations are key to measure the impact of the interventions outlined in the strategy. We will work with partners who can provide the narrative evidence to support distance travelled and successes achieved, understanding how effective these measures have been over the lifetime of the strategy, as well as understanding the short term effectiveness.

To support this, the post 16 steering group will monitor, evaluate and provide steer to the evolving NEET agenda. The group will consider the quantitative and qualitative evaluations and the following key questions will be used as a guide:

- What change has come about as a result of the strategy?
- Have partners contributed to the actions and how has this been achieved?
- How effective are partners in working to reduce NEETs?

It is important that we have specific quantitative measures so we can track progression and this will be considered alongside the qualitative evidence. We will work with key partners in evaluating the true progress of the strategy.

# Risks

There are risks attached to the delivery of this strategy and good governance will ensure these risks are understood, managed and communicated. The Council has an established risk management policy that sets out the Council's policy and approach to strategic risk management. The risks related to the delivery of this strategy have been identified, assessed and mitigating actions established.

Risk	Reason why identified	Residual Risk Level (Pre – mitigation)				Planned Mitigation & timescales	Residual Risk Level (Post – mitigation)			
		Year	Likelihood	Impact	Risk Level		Year	Likelihood	Impact	Risk Level
<b>UK exit from European Union disrupts funding for Inspire programmes in Monmouthshire</b>	Uncertainty over impact of Brexit on UK economy	18/19	Possible	Substantial	Medium	UK Government has confirmed it will provide guarantee for existing European programmes	18/19	unlikely	Major	Low
		19/20	Possible	Substantial	Medium		19/20	unlikely	Major	Low
		20/21	Possible	Substantial	Medium		20/21	unlikely	Major	Low
<b>The council and partners do not make sufficient progress to improve NEET reduction through partnership working</b>	The council already has partnership arrangements with schools, Careers Wales and other partners, some of these require further development.	18/19	Possible	Substantial	Medium	To implement the NEET reduction action plan. The plan and strategy will be reviewed annually and scrutinised by CYP and Economy and Development Select Committees	18/19	Unlikely	Major	Low
		19/20	Possible	Substantial	Medium		19/20	Unlikely	Major	Low
		20/21	Possible	Substantial	Medium		20/21	Unlikely	Major	Low

## Appendix 2: Early Identification Tool

# Monmouthshire: Early Identification Tool

## Indicators & Thresholds

### Basic Indicators for **All Learners**:

% Attendance	Threshold	60% or less	60-75%	75-85%	86%-88%	89-90%	Over 90%
	Score	5	4	3	2	1	0

% Unauthorised absence	Threshold	10% or more	5-10%	1-5%	0.5-1%	Below 0.5%	0%
	Score	5	4	3	2	1	0

Exclusions	Threshold	2 or more		1		0
	Score	2		1		0

Days Excluded	Threshold	15 or more		1-14		0
	Score	2		1		0

Additional Learning Needs	Threshold	Statement		School Action/+		No ALN
	Score	2		1		0

Free School Meals	Threshold	True		False
	Score	2		0

Looked After Status	Threshold	True		False
	Score	2		0

English Additional Language	Threshold	True		False
	Score	2		0

Number of School Moves (2 yrs)	Threshold	2 or more		1	0
	Score	2		1	0

Attends alternative provision <sup>1</sup>	Threshold	True		False
	Score	2		0

### Attainment indicators for **KS3 Pupils**:

Level in English	Threshold	2 or below	3-4	5	6-8
	Score	3	2	1	0

Level in Maths	Threshold	2 or below	3-4	5	6-8
	Score	3	2	1	0

Level in Science	Threshold	2 or below	3-4	5	6-8
	Score	3	2	1	0

### Attainment indicators for **KS4 Pupils**:

Level in English, Maths, Science	Threshold	Level 1 or below	CSI	Level 2	Level 2 (Eng+Maths)
	Score	5	4	2	0

### TRAFFIC LIGHT SCORING

9 or more = Most at Risk

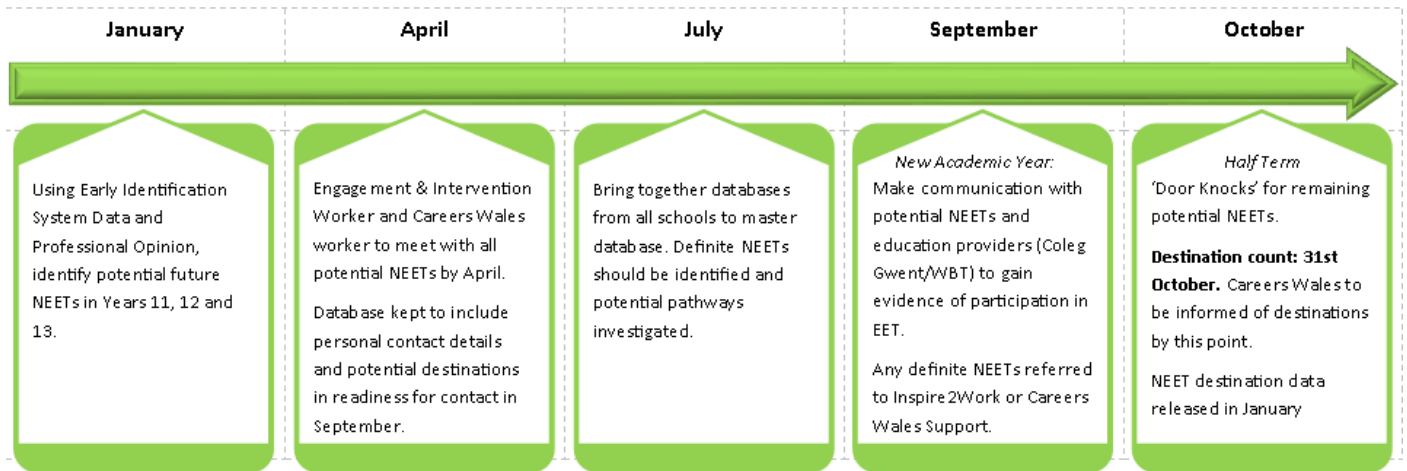
5 to 8 = Some Risk

4 or less = Low Risk

<sup>1</sup> Only used on Individual EI Tool, not included on full year lists. 'Alternative provision' denotes attendance at Mounton House special school or the Pupil Referral Service

## Appendix 3: Next steps Process

### Next Steps Destination Tracking



**Appendix 2 Evaluation Criteria – Cabinet, Individual Cabinet Member Decisions & Council**

<b>Title of Report:</b>	YOUTH ENTERPRISE – DRAFT MONMOUTHSHIRE NEET ( NOT IN EDUCATION, EMPLOYMENT OR TRAINING) REDUCTION STRATEGY 2018 -2021
<b>Date decision was made:</b>	4 <sup>th</sup> July 2018
<b>Report Author:</b>	Hannah Jones

<b>What will happen as a result of this decision being approved by Cabinet or Council?</b>	
Page 1 of 5	<p>Once the strategy has been scrutinised by CYP select committee and approved by cabinet, the six key priorities actions can be developed by the responsible partners and monitored by the Departmental Management Team for Children and Young People, the Departmental Management Team for Enterprise and Community Development, CYP Strategic Partnership and the Post 16 Steering Group</p> <p>The public will have a strategy with a clear vision for NEET intervention and reduction creating better outcomes for our young people. Officers can advocate on behalf of the work of the strategy and share opportunities through the strategy in their wards.</p>
	12 month appraisal

<b>What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?</b>
<p>The following criteria will determine whether the decision has been successfully implemented:</p> <ul style="list-style-type: none"> <li>• Sustaining a continued reduction in the number and percentage of NEET Y11, Y12 and Y13 school leavers</li> </ul>

- Continued reduction in the number of NEET young people 16 -24 years
- Improved future pathway opportunities in particular local employment
- Improved co-ordination of support and interventions for young people most at risk or who are NEET

12 month appraisal

**What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?**

There are no additional costs to Youth Enterprise through the implementation of this strategy This strategy is not designed to save money but address improvements in partnership work and increase engagement with our young people to sustain NEET reduction and provide better outcomes for our young people.

12 month appraisal

**Any comments**







monmouthshire  
sir fynwy

## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Hannah Jones</p> <p><b>Phone no:</b> 07738 340 418 <b>E-mail:</b> hannahjones@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <ul style="list-style-type: none"> <li>To implement the draft Monmouthshire NEET ( not in education, employment or training) Reduction Strategy 2018 -2021</li> </ul>
<p><b>Name of Service:</b> Youth Enterprise</p>	<p><b>Date Future Generations Evaluation</b> 19th May 2018</p>

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**NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc**




**1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.



Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>This strategy sets out our commitment to increase young peoples engagement and progression into education, training and employment. Responsible partners will support young people to make the right choices to move into further education, employment and training. This strategy will aim to enable young people to improve their skills and future employment opportunities.</p>	<p>Person centred approach in supporting future pathways addressing individual need.</p>

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>The programmes outlined in this strategy will address issues such as waste, recycling, minimize energy usage and efficient use of such resources, whilst also raising awareness of environmental issues and healthy lifestyles.</p>	<p>Sharing expertise, networks and resources will ensure a good provision for our young people.</p>
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The programmes outlined in this strategy will work with young people, supporting them to overcome health and wellbeing barriers by either delivering health or wellbeing workshops and/or support, linking learners with health care professionals, organisations and networks and other health and wellbeing services. The young people's health and wellbeing is a crucial element to reducing their overall risk of becoming NEET.</p>	<p>The one to one support from responsible partners will enable us to identify and address individual need. Setting agreed goals and reinforcing recognition and achievements. A reduction in the barriers to participation is a key element to enable young people to be engaged, supported and valued. The level of support offered will be high and consistent.</p>
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>Programmes in the strategy will encourage safe and appropriate use of IT and the internet, developing young peoples' ICT literacy skills, preparing them for further learning, education and training.</p> <p>The programmes will link to the wider community, helping young people be active citizens in their community and have a greater awareness of community safety.</p>	<p>Encourage safer use of the internet and raise awareness of the harmful effects and consequences of inappropriate use of social media</p>
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The strategy will corporate ESDGC (Education, Sustainable Development and Global Citizenship) elements enable young people to become globally responsible citizens.</p>	<p>Working closely with our Local Authority partners and Careers Wales we will share resources and good practices to ensure young people have the best</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
		opportunities to engage in global well –being and how this impact’s on their community.
<p><b>A Wales of vibrant culture and thriving Welsh language</b>  Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	All programmes outlined in this strategy will have marketing, publications and printed literature available bilingually where appropriate. The strategy will conform to the Welsh Language Legislation Welsh Language Wales Measure 2011 and accompanying welsh language standards.	Encouraging young people to embrace the vibrant welsh culture and language.
<p><b>Page 100</b>  <b>A more equal Wales</b>  People can fulfil their potential no matter what their background or circumstances</p>	The strategy will develop effective ways to engage and provide support for those individuals regardless of ethnic origin, gender, disability sexual orientation or religion to ensure all young people actively participate in and benefit from the programme. The LA Equal Opportunity’s Policy stipulates how staff can best promote equality of opportunity and outcomes for young people regardless of age, race, ethnicity and disability.	All of our policies and procedures are guided by the current local and national equal opportunities guidance and legislation.

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The long term future plan is that all young people will secure and sustain a positive destination after leaving compulsory education. This strategy aims to create a NEET free county working with our schools, Pupil Referral Service, special school, Careers Wales, colleges, training providers and local employers. This will reduce the likelihood of future or continuing poverty amongst young people. It will also deliver improved health and well-being for young people, whilst also instilling a work ethic for young people and seeing aspiration levels rise.</p>	<p>This strategy aims to support the development of resilience in those young people most at risk or who are NEET, to improve their confidence and skills. Thus enabling them to progress into education, employment or training..</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This strategy cannot be addressed by one single agency. It has been developed collaboratively with key stakeholders including our schools, Pupil Referral Service, special school, Careers Wales, colleges, training providers and local employers. Thus reducing the chances of young people becoming NEET.</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>Young people, in particular those most vulnerable including Looked After Children have been involved in the development and setting the key priorities of the strategy. Young people will be part of the monitoring and evaluation process of the strategy to demonstrate impact and value added.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Putting resources into preventing problems occurring or getting worse</p> <p><b>Prevention</b></p>	<p>The Inspire programmes ( Inspire2Achieve and Inspire2Work) a key part of the strategy and are preventative initiatives to enable the reduction in the risk of young people becoming NEET and reduction in the number of young people who are NEET.</p> <p>It is anticipated that the long term impact of the programmes will challenge behaviours, actions and attitudes, subsequently establishing firm foundations on which to support in the future and provide generic skills.</p>	<p>The programmes will be monitored and reviewed as part of the action plan to ensure targets are on track and then young people feel the programmes are meeting their needs and expectations.</p>
<p>Page 162</p>  <p>Considering impact on all wellbeing goals together and on other bodies</p> <p><b>Integration</b></p>	<p>Young peoples well being is paramount and supporting them to overcome health and wellbeing barriers by either delivering health and wellbeing programmes and/or support, linking young people with health care professionals, organisations and networks and other health and wellbeing services. The young peoples' health and wellbeing is a crucial element to reducing their overall risk of becoming NEET.</p>	

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	We aim to engage with young people 11-24years most at risk of becoming NEET (not in education, employment or training) or who are NEET.	None identified	N/A
Disability	We aim to engage and support young people to meet with individual needs without discrimination.	None identified	N/A
Gender reassignment	We aim to provide a provision which is inclusive for transgender people and groups We will address any issues in regards to work placements, employment and training opportunities.	None identified	N/A
Marriage or civil partnership	Not applicable	None identified	N/A
Pregnancy or maternity	Risk assessment will be in place for pregnant young people ensures all health and safety measures have been addressed and the well-being of the young person is paramount.	None identified	N/A
Race	Young people referred onto our programmes will be given the same opportunities regardless of race. The relevant support will be provided to meet individual needs	None identified	N/A

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Religion or Belief	We aim to offer bespoke packages of support that will take into account young peoples' religion and religious beliefs.	None identified	N/A
Sex	We aim to offer opportunities that will take into account individual needs regardless of sex.	None identified	N/A
Sexual Orientation	We aim to offer opportunities that will take into account individual needs regardless of sexual orientation.	None identified	N/A
Welsh Language	We will adhere to the Welsh Government Welsh Language Policy. We will aim to provide bilingual learning opportunities if there is a need.	None identified	N/A

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?



Safeguarding	Safeguarding is a priority, young people on our programmes will have a multiple barriers and are vulnerable individuals. All youth enterprise staff and volunteers have completed the Safeguarding level 1.	None identified	N/A
Corporate Parenting	The strategy and action plan targets young people who are looked after children (LAC) and care leavers. We aim to provide a tailor package which is flexible to their needs and circumstances.	None identified	N/A

**5. What evidence and data has informed the development of your proposal?**

The following data has identified and informed the need to develop the Inspire2Achieve programme;

- The Local Authority Early Identification process identifying young people most at risk in key stage 3 and 4.
- The Careers Wales 5 Tier model data, identifying young people 16 -18 years in tier 4 who are in education, employment or training yet are at risk due to circumstances.
- Young people 19 -24 years who are vulnerable and are still in education.

The following data has identified and informed the need to develop the Inspire2Work programme;

- The Careers Wales 5 Tier model data young people in tier 1 and 2 of the system who are NEET
- NOMIS figures identifying the number of 19 -24 year olds that claim job seeker allowance
- 16 -24 vulnerable groups identified through local partnership forums.

The work of the CYP Strategic Partnership, Post 16 Steering Group and the Keeping in Touch Group have identified the need for further intervention for those most vulnerable to participate and engage in the school curriculum and sustain future education, employment and training.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

It is anticipated that the NEET Reduction Strategy will have a positive impact on the young peoples' social, emotional, health and wellbeing, education and skills. This will develop their resilience and improve their life chances. This proposal does acknowledge that due to personal, social and educational barriers, not every young person will progress into further education, training or employment.

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>	<b>Progress</b>
Implementation of the Monmouthshire NEET Reduction Strategy and action plan	July 2018	Hannah Jones	To be reported on an annual basis

**8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

<b>The impacts of this proposal will be evaluated on:</b>	July 2019
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**VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.**

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1	Children and Young Peoples Departmental Management Team (DMT)	22 <sup>nd</sup> May 2018	.Approved by DMT no further amendments
1	Children and Young Peoples Select Committee	28 <sup>th</sup> June 2018	
	Cabinet	4 <sup>th</sup> July 2018	





<b>SUBJECT:</b>	<b>WELSH CHURCH FUND WORKING GROUP</b>
<b>MEETING:</b>	<b>Cabinet</b>
<b>DATE:</b>	<b>04<sup>th</sup> July 2018</b>
<b>DIVISIONS/WARD AFFECTED:</b>	<b>All</b>

## 1. PURPOSE:

- 1.1 The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications for the Welsh Church Fund Working Group meeting 2 of the 2018/19 financial year held on the 21st June 2018.

## 2. RECOMMENDATION:

- 2.1 We resolved that the following grants be awarded as per the schedule of applications.

### SCHEDULE OF APPLICATIONS CONSIDERED 2018/19 – MEETING 2.

1. **St Peter's Church, Llanwenarth Citra** requested £3,000 for the repair and re-establishment of the Bell frame floor and Church roof.

Recommendation: £3,000 was awarded towards the cost of repairing the Bell frame floor and roof due to Health and Safety concerns and to aid in the restoration of this community asset.

2. **St Cadoc's Church, Llangattock -Juxta – Usk** requested £1,000 to assist in the repair of the church eaves due to damage caused by the ingress of squirrels.

Recommendations: £1,000 was awarded to assist in the repairing of the church eaves due to damage caused by squirrels...

3. **Trustees of Llangeview Church**, requested £1,000 required for overdue maintenance to the churchyard

Recommendation: £350 was awarded to contribute to maintenance at the church for two years.

4. **iNEED** requested £3,700 funding assistance in staging the iNEED Hope Festival 2018. This is a festival that brings together people to share a day of music, art and family fun

Recommendation: £250 was awarded to fund the venue cost of staging this charitable event.

5. **Emilie Parry Williams** requested £500 to help fund course fees for a Postgraduate diploma at the Royal Welsh College of Music & Drama.

Recommendation: £500 was awarded to promote and provide funds that would benefit a talented individual within the Monmouthshire community.

6. **Olivia Barberi** requested £500 to help fund the purchase of competition level fencing equipment as she is representing Wales at a senior fencing competition.

Recommendation: £300 was awarded to promote and provide funds that would benefit a talented individual within the Monmouthshire community.

7. **St Arvans Church, St Arvans** requested £2,000 to purchase and fit new wall mounted fan heaters together with their associated installation costs.

Recommendation: £2,000 was awarded towards the cost of replacing inefficient heating at this community facility.

8. **Abergavenny Scout Group** requested £4,000 to purchase a new Box Van Trailer for carrying camping equipment for The Beavers, Cubs and Scouts groups

Recommendation: The application was deferred, as further information is requested.

## OPTIONS APPRAISAL

Options available to the Committee are driven by the information only supplied by the applicants

### 4. EVALUATION CRITERIA

No evaluation criteria is applicable to the grant awarded by the trust

### 5. REASONS

A meeting took place on Thursday 21<sup>st</sup> June 2018 of the Welsh Church Fund Cabinet Working Group to recommend the payment of grants as detailed in the attached schedule (Appendix 2).

County Councillors in attendance:

County Councillor A. Webb (Chair)  
County Councillor D. Evans (Vice Chair)  
County Councillor B. Strong

OFFICERS IN ATTENDANCE:

D. Jarrett      Central Finance Officer  
W Barnard     Committee Administration

#### 5.1 DECLARATIONS OF INTEREST

Item 7, St Arvans Church: County Councillor A. Webb declared a personal, non-prejudicial interest as the applicants were known to her. She took no part in the decision.

## 5.2 APOLOGIES FOR ABSENCE

County Councillor S. Woodhouse

## 5.3 CONFIRMATION OF REPORT OF PREVIOUS MEETING

The minutes of the meetings of the Welsh Church Fund Working Group meeting 1 held on Thursday 19th April 2018 were confirmed as accurate.

## .RESOURCE IMPLICATIONS

A total of £7,400 was allocated at Meeting 2 of the Welsh Church Fund Committee. A remaining balance of £29,339 will be carried forward for distribution within the 2018-19 financial year.

## 6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):

There are no Future Generations, equality, safeguarding, corporate parenting or sustainable development implications directly arising from this report. The assessment is contained in the attached appendix.

## 7. CONSULTEES:

Senior Leadership Team  
All Cabinet Members  
Head of Legal Services  
Assistant Head of Finance  
Central Finance Management Accountant

## 8. BACKGROUND PAPERS:

Welsh Church Fund Schedule of Applications 2018/19– Meetings 2 (Appendix 2)

## 9. AUTHOR:

David Jarrett – Senior Accountant – Central Finance Business Support

## 10. CONTACT DETAILS

Tel. 01633 644657  
e-mail: [daveJarrett@monmouthshire.gov.uk](mailto:daveJarrett@monmouthshire.gov.uk)

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**WELSH CHURCH FUND - APPLICATIONS 2018/19**  
**MEETING 2: 21st June 2018**

**APPENDIX 2**

<u>ORGANISATION</u>	<u>ELECTORAL DIVISION</u>	<u>Signed by Councillor</u>	<u>REQUEST</u>	<u>DECISION</u>	<u>NATURE OF REQUEST</u>	<u>APPROX COST</u>	<u>DATE Received</u>	<u>D of I*</u>	<u>Comments</u>	
<b>NEW APPLICATIONS AWAITING DECISION</b>			£	£		£				
1	St Peter's Church , Llanwenarth Citra	Cantref	P Jordan	£3,000	£3,000	Assistance required to repair roof slates that are loose and have had to be surrounded by protective scaffolding. Also the bell frame floor has become unusable due to degradation over time.	£193,985	20/04/2018	No	Total estimated project costs are £520,000, With the first phase replacing the nave and chancel. Grants from the HLF and other charitable organisations to raise the majority of the funds have been received towards the overall cost
2	St Cadoc's Church, Llangattock - Juxta - Usk	Llanover	Sara Jones	£1,000	£1,000	Repairs to the church eaves caused by the ingress of squirrels	£1,464	01/05/2018	No	
3	Trustees of Llangview Church	Llangibby Fawr	Peter Clarke	£1,000	£350	Funding required for overdue churchyard maintenance and grass cutting	£1,000	18/05/2018	No	The trustees provide a service to the families of the bereaved and the local community by maintaining the churchyard
4	iNEED	Dewstow	Anthony Easson	£3,700	£250	Assistance in staging the iNEED Hope Festival 2018. This is a festival that brings together people to share a day of music, art and family fun	£11,740	29/05/2018	No	iNEED is a registered charity which exists to support the well-being, inclusion and integration of refugees who have been allocated placements in Monmouthshire through meetings in Chepstow twice a week.
5	Emilie Parry Williams	Llanbadoc	Val Smith	£500	£500	Assistance required to help fund course fees for a Postgraduate diploma at the Royal Welsh College of Music & Drama starting in September 2018	£10,176	23/02/2018	No	The applicant is a classical soprano who currently lives in Glascoed and had been studying in London for three years focussing on classical singing and composition.
6	Olive Barberi	Rogiet	L Guppy	£500	£300	Funding assistance required to purchase competition level fencing equipment as the applicant is representing Wales at a senior competition and FIE (International Fencing Federation) level equipment is required to compete at that level	£680.93	01/05/2018	No	The applicant has been selected to represent Wales at the Winton Cup in July. The applicant as competed at the British Youth Championships. The applicant also expects to qualify as a fencing coach and is already a level 2 referee. Also assists with Duke of Edinburgh coaching.
7	St Arvans Church	St Arvans	A Webb	£2,000	£2,000	Funding assistance required to purchase and fit new wall mounted fan heaters together with associated wiring installation	£3,922.00	12/06/2018	Yes	The current level of heating is insufficient to adequately heat the building particularly during the winter months which affects attendances
8	Abergavenny Scout Group	Lansdown	Martyn Groucutt	£3,894	deferred	Funding required to purchase a Box Van Trailer for carrying camping equipment for The Beavers, Cubs and Scouts groups	£3,894.00	12/06/2018	No	There are currently 65 members of the group with 12 leaders. The current trailer is old and heavy and is proving no longer safe to be pulled by modern lighter weight cars.
<b>Late Application</b>										
<b>Deferred Applications</b>										
<b>SUB TOTAL Meeting 2</b>			<b>£15,594</b>	<b>£7,400</b>	<b>OTHER INFORMATION :</b>					
<b>Meeting 1 Award</b>				<b>6,058</b>						
<b>Meeting 2 Award</b>				<b>7,400</b>						
<b>TOTAL AWARDED FOR 2018/19 TO DATE</b>				<b>13,458</b>						
<b>BUDGET 2018/19</b>				<b>31,400</b>						
<b>BALANCE B/F TO 2018/19</b>				<b>£11,397</b>						
<b>Monmouthshire's Allocation for 2018/19</b>				<b>£42,797</b>						
<b>REMAINING BALANCE</b>			<b>£29,339</b>							

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<p><b>Name of the Officer</b> D Jarrett <b>Phone no: 4657</b> <b>E-mail: davejarrett@monmouthshire.gov.uk</b></p>	<p><b>Please give a brief description of the aims of the proposal</b> To assess the Grant Allocation Processes of the Welsh Church Fund for the meeting of the Welsh Church Fund Working Group on the 21<sup>st</sup> June 2018</p>
<p><b>Name of Service</b> Finance</p>	<p><b>Date Future Generations Evaluation</b> 21<sup>st</sup> June 2018</p>

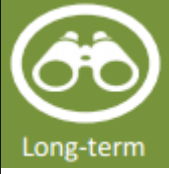
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**1 Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

<b>Well Being Goal</b>	<b>How does the proposal contribute to this goal? (positive and negative)</b>	<b>What actions have been / will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Positive in relation to developing the skills and proficiencies of applicants</p>	
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>Positive in the teaching of biodiversity and ecological issues through the provision of educational resources</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Positive in that people's mental health and physical health is enhanced by a collective activity / process.</p>	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been / will be taken to mitigate any negative impacts or better contribute to positive impacts?
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Positive in relation to connecting the community and its constituents	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Positive in relation to social well-being. Also, helping the environmental well-being of the community through preservation of history.	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Positive in relation to the promotion of culture in the community	
<b>A more equal Wales</b> People can fulfill their potential no matter what their background or circumstances	Positive in respect of helping people to achieve their potential irrespective of individual circumstances	

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 Balancing short term need with long term and planning for the future	Not applicable to Welsh Church Fund Trust	

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p><b>Collaboration</b> Working together with other partners to deliver objectives</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Involvement</b> Involving those with an interest and seeking their views</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Prevention</b> Putting resources into preventing problems occurring or getting worse</p>	Not applicable to Welsh Church Fund Trust	
 <p><b>Integration</b> Positively impacting on people, economy and environment and trying to benefit all three</p>	Not applicable to Welsh Church Fund Trust	

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Age	Encouraging the socializing of differing age groups through social provision	None	
Disability	No impact	None	
Gender reassignment	No impact	No impact	
Marriage or civil partnership	No impact	No Impact	
Race	No impact	No Impact	
Religion or Belief	Encouraging religion through education at the point of delivery through the provision of enhanced facilities	None	
Sex	No impact	No impact	
Sexual Orientation	No impact	No Impact	
Welsh Language	No impact on Welsh Language	No impact on Welsh Language	

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Not applicable		
Corporate Parenting	Not applicable		

5. What evidence and data has informed the development of your proposal?

The evidence and data used for the assessment of each applicant to the Welsh Church Fund is supplied by the applicant upon submission of their application. The data and information supplied or subsequently requested is used to form the basis of the Committees' decision on whether to award a qualifying grant.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The grant aid supports and highlights the positive effect that decisions the Welsh Church Fund Working Group have on the applicants funding requests from Voluntary Organisations, Local Community Groups, Individuals and Religious Establishments. All awards are made in the belief that the funding is utilised for sustainable projects and cultural activities that benefit individuals, organisations, communities and their associated assets. All grants are awarded within the Charitable Guidelines of the Trust

**7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

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What are you going to do	When are you going to do it?	Who is responsible	Progress
Award grants	July 2018	Welsh Church Fund	On target

**8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

**The impacts of this proposal will be evaluated on:**

The Payment of grants awarded to the successful applicants