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County Hall
Rhadyr
Usk
NP15 1GA

Monday, 5 October 2020

Notice of meeting

Children and Young People Select Committee

**Tuesday, 13th October, 2020 at 10.00 am,
Remote Meeting**

Please note that a pre meeting will be held 30 minutes prior to the start of the meeting for members of the committee.

AGENDA

Item No	Item	Pages
1.	To note the appointment of County Councillor T. Thomas as Chair	
2.	Appointment of Vice Chair	
3.	Apologies for Absence	
4.	Declarations of Interest	
5.	Public Open Forum	
6.	Social Services Support for Vulnerable Children To provide members with an update of the support being provided during the Covid 19 pandemic.	1 - 14
7.	School-based Support for emotional Well-being Discussion with our lead Educational Psychologists on the support being provided in schools to assist emotional wellbeing during Covid 19 pandemic.	15 - 24
8.	Blended Learning in Schools To report on the Local Authority and Education Achievement Service - A support for blended learning and to discuss the quality assurance processes in place.	To Follow
9.	Children and Young People Select Committee Forward Work Programme	25 - 26

10.	Council and Cabinet Work Plan	27 - 50
11.	To confirm the minutes of the previous meeting held on 8th September 2020	51 - 58
12.	To confirm the date and time of the next meeting	

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

L.Brown
M.Groucutt
L.Jones
D. Jones
M.Lane
M. Powell
T.Thomas
J.Watkins

**Added Members
Members voting on Education Issues
Only**

Vacant Seat (Roman Catholic Church)
Vacant Seat (Co-optee)
Elizabeth Thomas

**Added Members
Non Voting**

Peter Strong NEU
Fay Middleton (Trade Union)
Maggie Harris

Public Information

Access to paper copies of agendas and reports

A copy of this agenda and relevant reports can be made available to members of the public attending a meeting by requesting a copy from Democratic Services on 01633 644219. Please note that we must receive 24 hours notice prior to the meeting in order to provide you with a hard copy of this agenda.

Watch this meeting online

This meeting can be viewed online either live or following the meeting by visiting www.monmouthshire.gov.uk or by visiting our Youtube page by searching MonmouthshireCC.

Welsh Language

The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.

Aims and Values of Monmouthshire County Council

Our purpose

Building Sustainable and Resilient Communities

Objectives we are working towards

- Giving people the best possible start in life
- A thriving and connected county
- Maximise the Potential of the natural and built environment
- Lifelong well-being
- A future focused council

Our Values

Openness. We are 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 cannot 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 – building trust and engagement is a key foundation.

Fairness. We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

Flexibility. We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

Teamwork. We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

Monmouthshire Scrutiny Committee Guide

Role of the Pre-meeting

1. Why is the Committee scrutinising this? (background, key issues)
2. What is the Committee's role and what outcome do Members want to achieve?
3. Is there sufficient information to achieve this? If not, who could provide this?
 - Agree the order of questioning and which Members will lead
 - Agree questions for officers and questions for the Cabinet Member

Questions for the Meeting

Scrutinising Performance

1. How does performance compare with previous years? Is it better/worse? Why?
2. How does performance compare with other councils/other service providers? Is it better/worse? Why?
3. How does performance compare with set targets? Is it better/worse? Why?
4. How were performance targets set? Are they challenging enough/realistic?
5. How do service users/the public/partners view the performance of the service?
6. Have there been any recent audit and inspections? What were the findings?
7. How does the service contribute to the achievement of corporate objectives?
8. Is improvement/decline in performance linked to an increase/reduction in resource? What capacity is there to improve?

Scrutinising Policy

1. Who does the policy affect ~ directly and indirectly? Who will benefit most/least?
2. What is the view of service users/stakeholders? Do they believe it will achieve the desired outcome?
3. What is the view of the community as a whole - the 'taxpayer' perspective?
4. What methods were used to consult with stakeholders? Did the process enable all those with a stake to have their say?
5. What practice and options have been considered in developing/reviewing this policy? What evidence is there to inform what works?
6. Does this policy align to our corporate objectives, as defined in our corporate plan?
7. Have all relevant sustainable development, equalities and safeguarding implications been taken into consideration? For example, what are *the procedures that need to be in place to protect children?*
8. How much will this cost to implement and what funding source has been identified?
9. How will performance of the policy be measured and the impact evaluated.

Questions for the Committee to conclude...

- Do we have the necessary information to form conclusions/make recommendations to the executive, council, other partners? If not, do we need to:
- (i) Investigate the issue in more detail?
 - (ii) Obtain further information from other witnesses – Executive Member, independent expert, members of the local community, service users, regulatory bodies...
 - (iii) Agree further actions to be undertaken within a timescale/future monitoring report...

General Questions....

Empowering Communities

- How are we involving local communities and empowering them to design and deliver services to suit local need?
- Do we have regular discussions with communities about service priorities and what level of service the council can afford to provide in the future?

Service Demands

- How will policy and legislative change affect how the council operates?
- Have we considered the demographics of our council and how this will impact on service delivery and funding in the future?

Financial Planning

- Do we have robust medium and long-term financial plans in place?
- Are we linking budgets to plans and outcomes and reporting effectively on these?

Making savings and generating income

- Do we have the right structures in place to ensure that our efficiency, improvement and transformational approaches are working together to maximise savings?
- How are we maximising income? Have we compared other council's policies to maximise income and fully considered the implications on service users?
- Do we have a workforce plan that takes into account capacity, costs, and skills of the actual versus desired workforce?

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SUPPORTING VULNERABLE FAMILIES DURING THE COVID-19 PANDEMIC

Children's Services

OPERATING FRAMEWORK



BUSINESS AS USUAL BUT RESPONDING IN DIFFERENT WAYS

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Totally Virtual

Blended

Non-virtual

EVERY CASE WAS SCREENED AND ASSESSED

WORKING THROUGH CV-19 (RISK ASSESSMENTS)

Can the 'visit' be done virtually?

- What are the risks (balancing act)
- Are there any specific issues / risks / vulnerabilities within this family?
- What is the purpose of the visit and desired outcome?
- What are the specific needs in this case?
- What is the benefits of conducting the 'visit' one way or the other?
- Discussing with managers / other agencies
- Who else is / is not seeing this child / young person / family?

If the answer is 'NO' what is the safest way we can undertake that visit?

- Staff safety and citizen safety at forefront
- Creative ways of 'seeing' and being with people
- Use blended approaches
- Use of PPE
- Help the family keep everyone safe during visits with clear and specific instructions

EARLY HELP

- Advice line set up within 2 days of lockdown- 154 calls from March- September
- Close connectivity with other colleagues/team in CS and wider
- Virtual Early Help Panel continued throughout lockdown and resource packs distributed to families/young people via email
- Virtual sessions in Building Stronger Families/family therapy/ individual therapy
- Online counselling service set up and offered for extended hours
- Virtual transition groups during the summer holidays
- Virtual Circle of Security / NVR groups for parents
- Virtual Network meetings with colleagues from health to continue Multi-Disciplinary Team approach
- Virtual 'drop in' sessions during summer holidays for Young People
- Social Media presence and resource creation/distribution

WORKING WITH CHILDREN AT RISK OF HARM

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- Front-door fully operational with no drop in referral rate
- Child protection inquiries carried out
- Statutory visits for children on the Child Protection Register continued via risk assessment approach
- Care plans were progressed through our usual range of interventions for families, parents, children and young people
- Worked in partnership with CYP to make places available in school hubs for vulnerable families
- Ensuring children were supported to engage in home schooling
- Court work continued and court hearings were attended - some cases were concluded but far from all...
- Children were introduced to adoptive placements
- Intense support was provided to young people returning home

FAMILY SUPPORT

- Mix of virtual and face to face depending on the need
- Creative adjustments seeing people outside/in gardens (where appropriate)
- Face to face work carefully considered, risk assessed
- Working with food banks/community team to support our most vulnerable
- Sharing of practice amongst teams to use virtual methods
- Virtual Family Group Conferences and Mediation work
- Sharing of resources amongst family support to prevent extra work or duplication
- Communication with other agencies to ensure a sequenced and joined up approach for families and young people

SUPPORTING FAMILIES WITH CHILDREN WITH DISABILITIES

- Worked in partnership with Action For Children to provide intensive support to families at risk of breakdown
- In some cases social workers provided daily contacts and calls to parents for emotional support
- Worked with CYP to enable CWD to access school hubs
- Used our salaried carers to provide day respite
- Provided a summer play-scheme at 3 sites
- Started up virtual 'fun-clubs'
- Conducted the 'business as usual' work of the team (referrals, transitions)
- Helped families use their Direct Payments creatively

SUPPORTING FOSTER CARERS AND FINDING PLACEMENTS

- Telephone support to foster carers
- Creating a weekly newsletter to keep foster carers connected
- Supported foster carers with virtual introductions where placement moves were needed
- Continued to promote fostering and recruit foster carers.
- Undertaken assessments through a blended approach including a minimum of two home visits (subject to risk assessment)
- Fostering Panel continued on virtual platform and panel training has been undertaken virtually via Teams.
- Skills to Foster training is being delivered virtually via Zoom over 6 evenings at the end of October.

CHILDREN LOOKED AFTER AND CARE EXPERIENCED

- Right from the outset, supported children and parents to spend time together virtually
- In some cases parents came to the family time centres to use computers and mobile phones
- All children are now having some face to face time with their families, as well as virtual
- Continued to undertake our contacts and visits with children who are looked after (subject to risk assessments)
- Supported new placements where this was required
- Lots of contact with care experienced young people prioritising those who were particularly isolated or vulnerable
- Mobile phone tops-ups so that isolated young people could keep in touch
- Supported young people with Covid-19 advice, accommodation, employment and benefit issues

BARRIERS, CHALLENGES & HIDDEN BENEFITS

Being in lockdown was so isolating....

Joining as a new social worker was so strange...not being able to see the children on my case load... it was difficult

Parenting sessions on-line felt difficult at first but I got used to it.

The level of attendance at consultation and panel meetings has been better than ever

Young people were more available and keen to engage

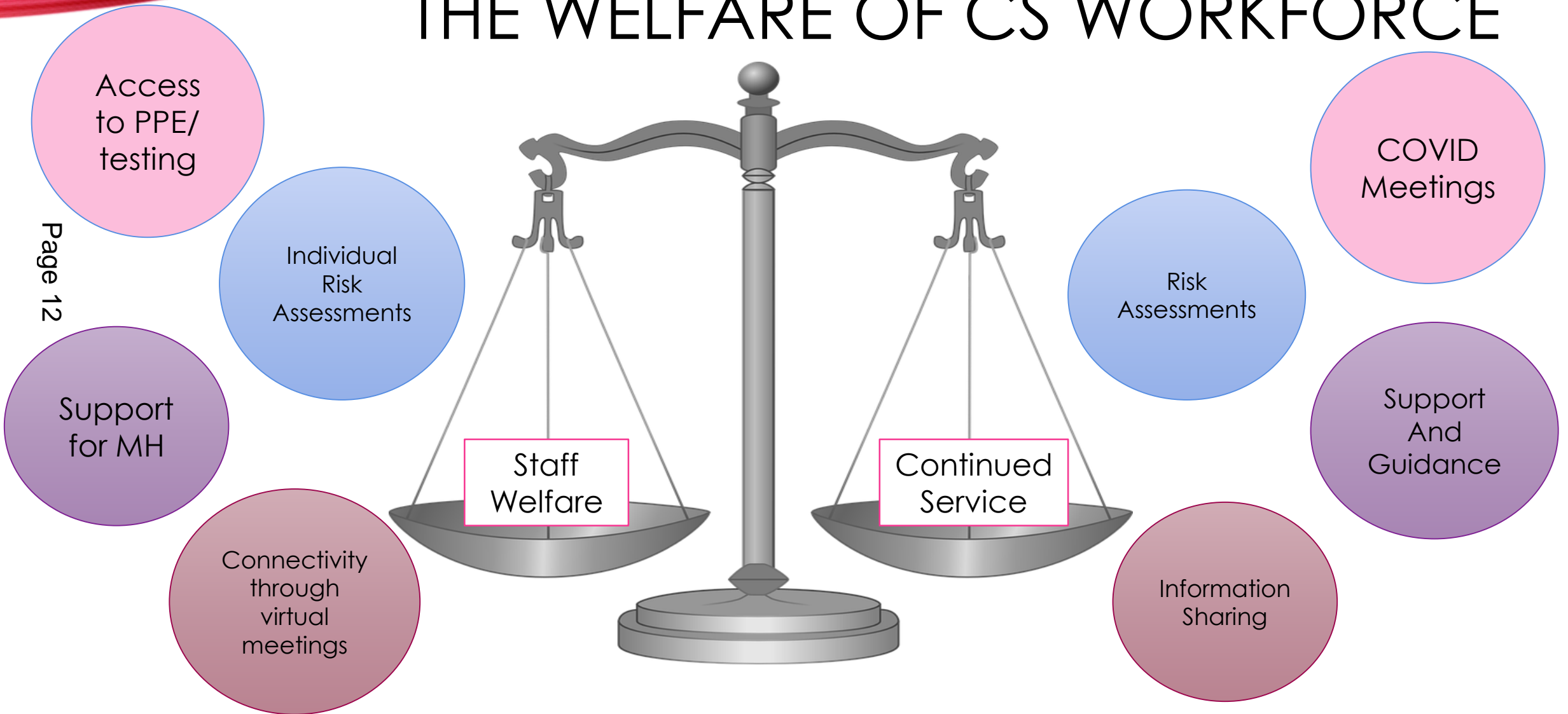
Virtual endings ...how do you do these well?!

...it was a really difficult session, and I was sort of left with it in my house

I enjoyed spending time with my foster family without the pressure of school

The team has never felt so connected

THE WELFARE OF CS WORKFORCE



KEEPING ON KEEPING ON

- Adapting and responding to the 'ease up' of restrictions
- Keeping abreast of changes and the local situation
- Monitoring demand, emerging themes and the impact of the continued situation on families
- What do we do about Christmas!!!
- The issue of resilience within the workforce
- Not losing what we have learned so far about operating in these conditions
- Keeping culture, practice and the values that drive the service

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Supporting vulnerable children and young people during the pandemic in Monmouthshire

CYP Select Committee
13th Oct 2020

*Dr Lucie Doyle & Dr Morwenna Wagstaff,
Joint Principal Educational Psychologist and
Wellbeing Lead*



2019-2020 – A Challenging Year

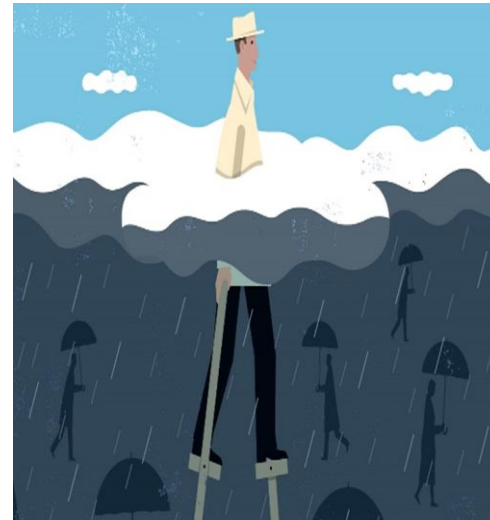
- EPs work at an individual, schools/setting & systemic level
- Support the development, well-being, resilience, learning and achievement of Children and Young People (CYP)

<p>Morwenna Wagstaff Principal EP & Wellbeing Lead (part time over the week) 07980 949024 morwennawagstaff@monmouthshire.gov.uk</p>		<p>Lucie Doyle PEP & Wellbeing Lead (part time over the week) 07973 855966 luciedoyle@monmouthshire.gov.uk</p>	
<p>Julia Young (Tues & Thurs) 07967 836609 juliayoung@monmouthshire.gov.uk</p>		<p>Tanya Walters (Tues & Weds, alternate Thurs) 07967 836604 tanyawalters@monmouthshire.gov.uk</p>	
<p>Steve Trow (full time) 07768 433196 stephentrow@monmouthshire.gov.uk</p>		<p>Michelle Mansell (3 days per week) 07973 889027 michellemansell@monmouthshire.gov.uk</p>	
<p>Kathy Treharne (Tues to Thurs) 07970 220028 katherinetreharne@monmouthshire.gov.uk</p>		<p>Becky Pearce (Trainee EP) 07977014167 RebeccaPearce@monmouthshire.gov.uk</p>	



Stage 1 – Lockdown! Keeping everyone safe

- School Based Hubs to support vulnerable children and young people and those of keyworkers
- Weekly cross directorate ‘Vulnerable Pupil’ meetings
- Communicating with schools, families and others about minimising risk



Keeping going through Lockdown

- Finding a new way of working
- Developing and sharing resources
- Prioritising and explicitly focusing on the wellbeing of others

'Resilience is made of ordinary rather than extraordinary processes.'

(Masten, 2001)



The Return to School – summer term

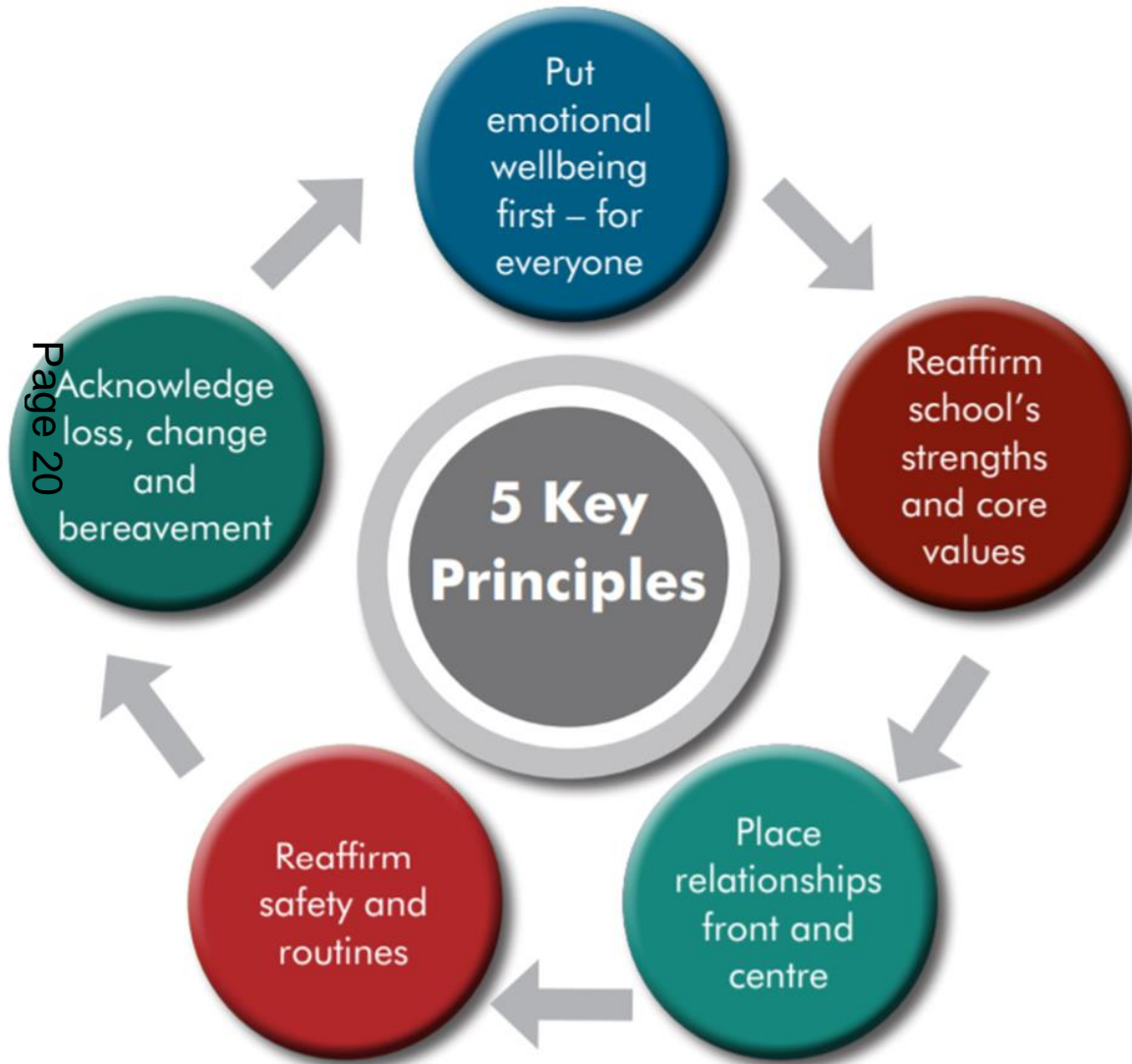
- Preparation for schools for ‘Check in, Catch up and Prepare’
- Focus on emotional wellbeing, reconnecting and sharing positive experiences
- Thinking about what returning to school may feel like for everyone, especially those who are more vulnerable.
- Importance of conveying:
 - A sense of safety
 - A sense of calm
 - A sense of self- and collective- efficacy
 - Social connectedness
 - Promoting hope



*Same storm
different boat*



The Return to School – relationships



'Recovery can take place only within the context of relationships.'
Judith Herman



The ongoing pandemic

- Service delivery - opportunities
- Training and professional support

Educational Psychology Service - Training Resources

Please see below for current available resources. Further content will be added as we continue to develop the page.

For further information on other training / resources please contact the team on 01633 644512 or email morwennawagstaff@monmouthshire.gov.uk or lucie@monmouthshire.gov.uk

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'NEW CONTENT' on Staff Wellbeing.

Including a recorded session, resources and a PowerPoint presentation that can be shared within school.



School Staff Wellbeing



Going Back to School



Bereavement and Loss



Early Years



ELSA 2020 CPD Event - Training Resources
(Available to all school staff)



EPS Forms and Leaflets



Covid19: Resources to support children and young people.

Ensuring that support for children is grounded in psychological understanding, with emphasis on the importance of relationships with trusted adults most proximal to children.



The ongoing pandemic - wellbeing

- Wellbeing is the focus
- Resilience
- Emotional Literacy Support Assistants (ELSA) - intervention designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources.



Questions



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Monmouthshire's Scrutiny Forward Work Programme 2020-21

Children and Young People's Select Committee				
Meeting Date	Subject	Purpose of Scrutiny	Responsibility	Type of Scrutiny
13 th September 2020	Social Services Support for Vulnerable Children	To provide members with an update of the support being provided during the Covid 19 pandemic.	Jane Rodgers	Performance Monitoring
	School-based Support for emotional Well-being	Discussion with our lead Educational Psychologists on the support being provided in schools to assist emotional wellbeing during Covid 19 pandemic.	Will Mclean	Performance Monitoring
	Blended Learning in Schools	To report on the Local Authority and Education Achievement Service A support for blended learning and to discuss the quality assurance processes in place.	Will Mclean Sharon Randall Smith	Performance Monitoring
8 th December 2020	Review of Play Provision	To consider the findings of an assessment of play areas in Monmouthshire and to consider the way forward.	Mike Moran Matthew Lewis	Policy Development
19 th January 2021	Budget Scrutiny	Scrutiny of the budget proposals for 2021/22.	Peter Davies	Budget Scrutiny
9 th March 2021				
20 th April 2021				

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Future Agreed Work Programme Items:

Schools items:

- **Mounton House School Update**
- **Welsh Medium Education ~ Welsh Education Strategic Plan** – annual update. New school in Monmouth.
- **Additional Learning Needs** and financial pressures
- **Inclusion updates** – wellbeing/attitudes to learning/supporting the pupil voice
- **Post 16 education provision/Apprenticeships/Engagement and progression and support for those Not in Education or Employment**

Non-education issues:

- **Support for Foster Carers** ~ Edge of Care Team and BASE. Bringing in Foster Carers
- **Engage with the Youth Forum** ~ Discuss their priorities and key concerns

Monmouthshire's Scrutiny Forward Work Programme 2020-21

- **Young Carers Strategy Update**
- **Childcare sufficiency – annual update**
- **Well-being reporting (obesity, eating disorders etc)**
- **Family Support Services ~ Young People's Mental Health Support in Schools: Chair to liaise with Chief Officer**
- **Children with Complex Needs and play provision.**

Suggestions from the Chief Officer:

- **ADL Transformation ~ new legislation and practice early next year. Regional leads to provide and input. Readiness assessments**
- **Ongoing Transformation between health board and regional partnership boards. Intermediate Care funding and in particular, supporting wellbeing needs.**
- **Inclusion in schools (primary and secondary), Behaviour policy. CAMS support ~ early presentation.**
- **Risk areas, financial position and budgetary pressures, Schools Finance Forum work**
- **2 years' delivery plan for Children's Services ~ understanding good practice and the significant drivers on schools and social services**
- **Chief Officer Annual Reports and Corporate Parenting**

Cabinet, Council and Individual Cabinet Member Decisions (ICMD) Forward Plan

Monmouthshire County Council is required to publish a forward plan of all key decisions to be taken. Council and Cabinet items will only be considered for decision if they have been included on the planner no later than the month preceding the meeting, unless the item is considered urgent.

Committee / Decision Maker	Meeting date / Decision due	Subject	Purpose	Author	Date item added to the planner	Date item originally scheduled for decision
Council	01/10/23	LDP for Adoption		Mark Hand	23/01/20	
Council	01/02/23	LDP submission for examination		Mark Hand	23/01/20	
Council	01/07/22	LDP Deposit Plan endorsement for consultation	Endorsement of Deposit Plan	Mark Hand	23/01/20	
Cabinet	01/09/21	LDP Preferred Strategy endorsement post consultation		Mark Hand	20/05/20	

Cabinet	02/06/21	Budget Monitoring report - month 12 (period3) - outturn	The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2020/21 financial year	Peter Davies/Jon Davies	02/04/20	
Council	01/05/21	LDP Preferred Strategy endorsement for consultation		Mark Hand	21/09/20	
Council	15/04/21	Draft revenue and capital budget proposals for consultation		Peter Davies	21/09/20	
Cabinet	14/04/21	Welsh Church Fund Working Group meeting	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting 9 held on 4th March 2021	Dave Jarrett	02/04/20	
Council	04/03/21	Council Tax Setting		Ruth Donovan	02/04/20	

Cabinet	03/03/21	• EAS Business Plan		Sharon Randall Smith	21/09/20	
Cabinet	03/02/21	Welsh Church Fund Working Group meeting	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting 8 held on 14th January 2021	Dave Jarrett	02/04/20	
ICMD	15/01/21	Museum Service Collection Review	To propose the deaccessioning of and disposal actions for the proposed items in line with Section 4 of the Museums Association Disposal Toolkit	Matthew Lewis	22/09/20	
Council	14/01/21	Council Tax Reduction Scheme		Ruth Donovan	07/04/20	
Council	14/01/21	Annual Safeguarding Report		Jane Rodgers	21/09/20	

ICMD	13/01/21	SPG S106 Supplementary Planning Guidance	To clarify how S106 contributions are calculated	Mark Hand	01/05/19	
Cabinet	06/01/21	Review of Monmouthshire's Destination Management Plan 2017-2020	Purpose: to approve the revised Destination Development Plan	Matthew Lewis	22/09/20	
Cabinet	06/01/21	Play Area Assessments and Future Play Area Policy	to advise members of play area assessments carried out last year and suggest a rationalisation of provision	Matthew Lewis	22/09/20	
ICMD	23/12/20	Wye Valley AONB Management Plan 2020-2025	To approve the review of the Wye Valley AONB Management Plan 2020-2025	Matthew Lewis	22/09/20	
Cabinet	16/12/20	<ul style="list-style-type: none"> Draft revenue and capital budget proposals for consultation 		Peter Davies	21/09/20	

Cabinet	16/12/20	Welsh Church Fund Working Group meeting	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting 7 held on 3rd December 2020	Dave Jarrett	02/04/20	
IMCD	09/12/20	Council Tax base and associated matters	To agree the Council Tax Base figure for submission to the Welsh Government, together with the collection rate to be applied for 2021/22 and to make other necessary related statutory decisions	Ruth Donovan	02/04/20	
Council	03/12/20	Updated Asset Investment Policy		Peter Davies	21/09/20	
Council	03/12/20	Statutory Director of Social Services annual report		Julie Boothroyd	14/08/20	
Cabinet	02/12/20	Growth Options to Cabinet for endorsement for non-statutory consultation		Mark Hand	21/09/20	

Cabinet	02/12/20	S106 Funding, Cae Meldon		Matthew Lewis	22/09/20	
Cabinet	02/12/20	Social Justice Strategy Update		Cath Fallon	17/09/20	
Cabinet	02/12/20	Budget Monitoring Report - month 7 (period 2)	The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2020/21 financial year.	Peter Davies/Jon Davies	02/04/20	
ICMD	11/11/20	Housing Register Review		Mark Hand	23/06/20	
Cabinet	04/11/20	Public Service Ombudsman's annual letter	To provide Cabinet with a copy of the Public Service Ombudsman's annual letter to inform understanding of the council's performance in handling complaints	Matt Gatehouse	09/09/20	

Cabinet	04/11/20	Local Housing Market Assessment Update		Mark Hand	04/11/20	
Cabinet	04/11/20	Welsh Church Fund working group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting x held on x x 2020	Dave Jarrett	02/04/20	
Cabinet	04/11/20	Clydach Ironworks Enhancement Scheme Revision		Matthew Lewis	22/09/20	
Cabinet	04/11/20	Land at Knollbury, Undy		Mike Moran	26/08/20	
Cabinet	04/11/20	Coronavirus Strategic Aims: Progress and Next Steps	To provide an overview of progress against the strategic aims set by Cabinet in July, and communicate an updated version of the plan on a page	Matt Gatehouse	26/08/20	

Cabinet	04/11/20	Longterm Homelessness Solutions	Deferred from 2/9/20	Mark Hand	07:00	
Cabinet	04/11/20	Gypsy Traveller Accommodation Assessment 2020		Mark Hand	23/06/20	
Cabinet	04/11/20	Section 106 Funding – The Hill, Abergavenny		Mike Moran	20/02/19	
Council	22/10/20	Corporate Plan Annual Report 2019/20		Richard Jones	25/08/20	
Council	22/10/20	MCC Audited Accounts (formal approval)	To notify Council of completed Audit process and resultant accounts - To go to Audit Committee	Peter Davies/Jon Davies	02/04/20	

Council	22/10/20	ISA 260 report - MCC Accounts - attachment above	Deferred from september	Peter Davies/Jon Davies	02/04/20	
Council	22/10/20	Future Data Hall and Data Hosting Arrangements		Peter Davies	16/09/20	
Council	22/10/20	Budget Recovery Plan		peter Davies	16/09/20	
Council	22/10/20	Review of reserves and revised reserves and capital receipts policy		Peter Davies	16/09/20	
Council	22/10/20	LDP revised Delivery Agreement including LDP timetable and community involvement strategy		Craig O'Connor	03/07/20	

Cabinet	21/10/20	Revenue and Capital Monitoring 2020/21 Forecast Outturn Statement – Month 5		Peter Davies	16/09/20	
Cabinet	21/10/20	Budget Recovery Plan		Peter Davies	16/09/20	
Cabinet	21/10/20	MTFP and Budget Process 2021/22 to 2024/25		Peter Davies	16/09/20	
Cabinet	21/10/20	Review of Garden Waste Service		Laura Carter	23/07/20	
ICMD	14/10/20	PUBLIC TOILET PROVISION - GRANTS TO LOCAL COUNCILS AND FUTURE PROVISION IN ABERGAVENNY	DEFERRED	Roger Hoggins	25/09/20	

ICMD	14/10/20	Closure of Capita Gwent Consultancy and distribution of Reserves		Roger Hoggins	25/09/20	
ICMD	14/10/20	Extension of PSPO	To seek approval to extend three Public Spaces Protection Orders (PSPO) in respect of Bailey Park, Abergavenny; Abergavenny Lower, Abergavenny and Monmouth Town, Monmouth in Monmouthshire.	Andrew Mason	23/09/20	
Cabinet	07/10/20	Future Data Hall and Data Hosting Arrangements		Peter Davies	16/09/20	
Cabinet	07/10/20	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting 2 held on 28th July 2020 and meeting 3 held on 10th September 2020.	Dave Jarrett	02/04/20	
Cabinet	07/10/20	Future Provision of HWRCs including the closure of Usk recycling centre		Carl Touhig	14/09/20	

ICMD	23/09/20	SCM Collaboration with TCBC Heritage Services		Amy Longford	24/08/20	
ICMD	23/09/20	SCM Collaboration with TCBC Heritage Services		Amy Longford	24/08/20	
Council	10/09/20	Audit Committee Annual Report		Philip White	11/08/20	
Cabinet	29/07/20	Digital Infrastructure Action Plan		Cath Fallon	08/07/20	
Cabinet	29/07/20	'Revenue and Capital Monitoring 2020/21 Forecast Outturn Statement – Month 2		Jonathan S Davies	12/06/20	

Cabinet	29/07/20	Coronavirus Risk Management Update'		Peter Davies	10/07/20	
Cabinet	29/07/20	Welsh Church Fund Working Group meeting	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting 1 held on 30th June 2020	Dave Jarrett	02/04/20	
Cabinet	29/07/20	Outdoor Education - Service Update		Marie Bartlett	09/07/20	
Cabinet	29/07/20	Public Toilets				
Cabinet	29/07/20	5G Rural test bed		Cath Fallon/Frances O'Brien		

Council	16/07/20	Climate Emergency Update		Hazel Clatworthy	10/06/20	
Council	16/07/20	CEx Report		Matt Phillips	18/06/20	
Council	16/07/20	Cabinet decision re Gilwern		Matt Phillips	27/05/20	
ICMD	08/07/20	Archaeology Planning Advice	Adoption post-guidance	Mark Hand	19/09/19	Deferred
Cabinet	01/07/20	COVID-19 Evaluation of Recovery Phase and Establishing Aims for Response Stage			17/06/20	

Cabinet	01/07/20	Home to School Transport Policy	Deferred		20/05/20	
Cabinet	01/07/20	Household Waste Recycling Centres	Deferred		20/05/20	
Cabinet	17/06/20	Revenue and Capital Monitoring Outturn	To provide Members with information on the outturn position of the Authority for the financial year	Peter Davies/Jon Davies	02/02/20	
Council	04/06/20	Licensing Act Policy		Linda O'Gorman		
Council	04/06/20	Estyn Report		Will Mclean		

Council	04/06/20	Safeguarding Covid19 Position Statement		Julie Boothroyd		
Council	04/06/20	Chief Officer, CYP Annual Report'		Will Mclean	11/03/20	
Council	04/06/20	Refit Programme		Ian Hoccom	28/02/20	
Cabinet	27/05/20	Safeguarding		Julie Boothroyd		
Cabinet	27/05/20	Active Travel and Town Centres		Paul Sullivan		

Council	14/05/20	Constitution Review		Matt Phillips	14/08/19	
Cabinet	06/05/20	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2020/21 - meeting 1 held on 2nd April 2020	Dave Jarrett	02/04/20	
ICMD	08/04/20	GUARANTEED INTERVIEWS FOR CARE LEAVERS		Gareth James	23/03/20	
ICMD	08/04/20	Momouthshire Registration Service Collaborative Working Agreement		Jennifer Walton	23/03/20	
Cabinet	01/04/20	Staffing re-alignment: Community Hubs and Contact Centre		Matt Gatehouse	11/03/20	

Cabinet	01/04/20	EAS Business Plan		Will Mclean	04/03/20	
Cabinet	01/04/20	Guaranteed Interview Scheme for Care Leavers		Gareth James	28/02/20	
ICMD	25/03/20	Non Domestic Rates: High Street and Retail Rate Relief 2020/21	for approval of the adoption of a High Street and Retail Rate Relief Scheme for 2020/21, in accordance with Welsh Government guidance.	Ruth Donovan	12/02/20	
ICMD	25/03/20	Contract Extension		Tracey Harry	14/02/20	
Council	05/03/20	Pay Policy		Sally Thomas	23/01/20	

Council	05/03/20	Annual Safeguarding Report		Julie Boothroyd	06/02/20	
Council	05/03/20	Strategic Equality Plan		Alan Burkitt	26/09/19	
Council	05/03/20	LDP Preferred Strategy	Endorsement to consult on Preferred Strategy	Mark Hand	23/01/20	
Council	05/03/20	Council Tax Resolution	To set budget and Council Tax	Ruth Donovan	18/04/19	
Council	05/03/20	Mid Term Review of the Corporate Plan		Matt Gatehouse		

Cabinet	04/03/20	Investment Committee		Peter Davies	13/02/20	
ICMD	26/02/20	CHARGING APPLICANTS FOR THE MONITORING OF SECTION 106 AGREEMENTS		Phil Thomas	06/02/20	
ICMD	26/02/20	Non Domestic Rates - Application for Hardship Relief		Ruth Donovan	14/01/20	
Cabinet	19/02/20	2020/21 Education and Welsh Church Trust Funds Investment and Fund Strategies	The purpose of this report is to present to Cabinet for approval the 2020/21 Investment and Fund Strategy for Trust Funds for which the Authority acts as sole or custodian trustee for adoption and to approve the 2019/20 grant allocation to Local Authority beneficiaries of the Welsh Church Fund.	Dave Jarrett	18/04/19	
Cabinet	19/02/20	Mid Term Review of the Corporate Plan		Matt Gatehouse		

Cabinet	19/02/20	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 7 held on 5th December 2019	Dave Jarrett	18/04/19	
Cabinet	19/02/20	Consideration of Final Revenue and Capital Budget Proposals		Peter Davies	03/10/19	
Cabinet	19/02/20	Proposal to change the school funding formula.		Nikki Wellington		
Cabinet	19/02/20	Strategic Review of Outdoor Education		Marie Bartlett	18/10/20	
Cabinet	19/02/20	Rights of Way Improvement Plan (ROWIP) review/ Policy Statement - Results of statutory consultation and proposed Final Plan	To seek approval of the Review of the ROWIP and associated policies	Matthew Lewis	18/07/19	

Cabinet	17/02/20	• Final revenue and capital budget proposals		Peter Davies	21/09/20	
ICMD	29/01/20	Various roads, county wide Amendment No. 1 of consolidation order 2019 (part 2)		Paul Keeble	13/01/20	
Council	16/01/20	Council Tax Reduction Scheme		Ruth Donovan	18/04/19	
Council	16/01/20	Mid Term Review of the Corporate Plan		Peter Davies	26/09/19	
Council	16/01/20	Local Development Plan Preferred Strategy		Mark Hand	06/09/19	

Council	16/01/20	Constitution Review		Matt Phillips	14/08/19	
Council	16/01/20	Safeguarding - Annual Report to Council		Jane Rodgers	20/06/19	
Council	16/01/20	Proposed Development Company		Deb Hill-Howells	16/09/19	Deferred
Cabinet	08/01/20	Ethical Employment code of practice - Approval Paper Draft		Scott James	08/11/19	
Cabinet	08/01/20	Budget Monitoring report - month 7 (period 2)	The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2019/20 financial year.	Mark Howcroft	18/04/19	

Cabinet	08/01/20	Redundancy implications within MonLife		Marie Bartlett	07/11/20	
Cabinet	08/01/20	Homelessness Report		Deb Hill-Howells	07/11/19	
Cabinet	08/01/20	Primary School Places Reiview in Caldicot		Matthew Jones	02/10/19	
Cabinet	06/01/20	Fixed Play Provision		Mike Moran	26/08/20	

Monmouthshire Select Committee Minutes

Meeting of Children and Young People Select Committee held at Remote Meeting on Tuesday, 8th September, 2020 at 10.00 am

Councillors Present

County Councillor T.Thomas (Chairman)
County Councillors: L.Brown, M.Groucutt, M.Lane, M. Powell and J.Watkins

Officers in Attendance

Robert McGowan, Policy and Scrutiny Officer
Will McLean, Chief Officer for Children and Young People
Sharon Randall-Smith, Head of Achievement and Attainment
Hazel Ilett, Scrutiny Manager

APOLOGIES: Councillors L.Jones and D. Jones, Maggie Harris representing the Monmouthshire Association of School Governors

1. Declarations of Interest

Maureen Powell expressed an interest as a governor of King Henry VIII Comprehensive School.

2. Public Open Forum

No members of the public were present.

3. School Examination Performance Summer 2020: Verbal Update by Will McLean, Chief Officer, Children and Young People Directorate

The two stages of education to discuss are Key Stage 5 (pupils leaving school at age 18, having typically completed A Levels and BTEC qualifications) and Key Stage 4 (the end of statutory education.) The first thing to cover is the decisions taken across the EAS region (EAS are our partners in school improvement, working closely with our schools and as part of the national picture.) The way that we use performance data has changed significantly: the days of publishing on the day how each school has fared, the pass rates, etc. have largely left us. This is for good reason, as they led to behaviours that weren't positive, with schools taking decisions about how they entered children for certain qualifications, and the way that they taught children. Now, exam results are a key part of how we work with schools, but are used in a more nuanced and sensitive way.

Throughout May and June, Quals Wales (the independent regulator in Wales) undertook a consultation with stakeholders about how it would standardise exam results in Wales this summer. Concerns were raised about that the process, but we worked through it with Quals Wales, and Welsh Government were obviously involved too. The now-famous algorithms were determined as the process by which the grades could be determined. As we got closer to A Level day in particular, there was intensified speculation about how the algorithm would work, and the impact it might have on students. In Wales, there were several discussions and decisions made in a number of days, that affected the way children receive their exam results. The first, for Key Stage 5, was the Minister's announcement on 12th August that any student would be able to access their AS Level grade if it was better than the algorithm-determined A2 Level grade (at the end of the first year, children sit their AS Level, which makes up 40% of their A Level, and in the second year they sit their A2, which makes up the remainder.) On 13th

August, the exam results were published. The schools supported their children, as always, and worked hard to make sense of the announcement the day before, and understand what its impact would be on children's ability to access their next step. For the majority of students, that next step entailed studying in further education.

However, as you will know, there was a huge outcry across the UK about the impact of the algorithm, its unfairness, and how children in larger schools or colleges in disadvantaged areas seemed to be penalised to a greater extent than those elsewhere. Not all of that is relevant to Wales: here, the argument put forward by the government, examination board and Quals Wales was always that for A2 we had a much better indicator of existing attainment because we already had the AS grade. Following discussions across the UK, Welsh Government took the decision to move to a position whereby centre-assessed grades (CAGs), which were those submitted by schools to the examination bodies representing what they believed a student would reasonably achieve in the summer, could be used as well as the previous year's AS grade, and as well as the algorithm grade.

We know that this did affect some of our students, including making access to their desired HE course more challenging than we would have hoped. We are working to resolve issues such as these. Key Stage 5 is ordinarily the more straightforward of the exam results, but this year it was more problematic due to the confusion around the grades, and because universities had already responded to the students after the initial publication of results, and then had to look at how to manage their offers after the change in approach. We were in very close contact with our 4 secondary heads to understand what they were doing to ensure their learners could access their desired HE courses. At a subsequent meeting of this committee, we will be able to provide destination data from our schools – I think that will be more telling for this year, rather than thinking about the number of children that achieved certain thresholds.

Regarding Key Stage 4: The Minister's announcement in the week of 17th August marked out that GCSE students would be awarded the highest of either their centre-assessed grade or the grade determined by the algorithm. The former will determine most significantly the grades for this year's cohort. We've been very clear with our schools that due to the vagaries of the system and processes this year, we won't be able to use GCSE outcomes for accountability purposes as we have previously. As mentioned earlier, we are trying to move away from a published and public approach, to a more nuanced one. But the changes that have taken place in the summer are so significant that it is very difficult for us to do anything on a school basis. We will be working closely with our schools in the coming weeks to understand what happened in the summer, beyond the headline data, and to ensure that their preparations are in place for next year.

To give a sense of the scale of the change in grades: in 2019, 7% of students accessed an A* grade, in 2020 it was 12.1%. For students accessing A*-A grades, it was 18.4% in 2019 and 25.9% in 2020. A*-C (C being the old 'Pass' line) moved from 62.8% in 2019 to 74.5% in 2020. The full pass rate, A*-G, had a much smaller increase, from 97.2% in 2019 to 99.6% in 2020. As the shift is significant, we have to be very careful about how we and the schools use the data. I'm really pleased that the process we went through with the schools during the year gave a good indication of where they were tracking; they have largely been in line with their indicated trajectories. We have been clear as directors throughout Gwent and the EAS region that we want to find a common approach to sharing the data and analyses that we have.

When we bring that information back to this committee we'll look to understand some of the dynamics around the Cap-9, which is the principal measure at the end of Key Stage 4, made up of 9 qualification slots. 3 of these are determined (literacy measure [the best of either English or Welsh literature or language], the numeracy measure [the best of maths or numeracy], and the science measure [the best grade from a science GCSE]), and the 6 remaining slots can be filled with the best outcomes that the learner achieves. Rather than comparing this year's cohort to previous ones, we will consider potential differences within this year's cohort: boys and girls, FSM and non-FSM learners, etc. There are other areas of interest which we will consider, such as subject performance.

As with Key Stage 5, destinations are really important when it comes to Key Stage 4, as many students will decide what they will study at A Level, and/or which institution they will attend (staying put, attending a college, commencing an apprenticeship, etc.) Ensuring that this year the students were well counselled became critical for our schools, which have worked carefully with their students to discuss with and advise them about their best options and opportunities. We are seeing increased numbers of children staying on at our sixth forms, which is very positive, as we want a thriving post-16 environment in Monmouthshire.

Challenge:

Did any students miss out on HE places, due to the three different types of grades?

At the moment, we don't have figures for how many pupils in Monmouthshire missed out on their first choice. We will try to ascertain that during the Destination analysis. Ordinarily, there are some pupils who don't receive the grades they were hoping for, in order to go to their first choice university. The UCAS process allows them to choose a second choice, for this eventuality. This year some children accessed clearing, the process by which all of the university places that haven't been filled as first or second choice offers are made available to the general student population. Students can enter clearing places if their grades were better or worse than expected. We know a certain number of students accessed clearing, which might suggest they missed out on their first choice.

When applying for a university place, do the students have to state which assessment (AS, CAG, Algorithm) was used to calculate their grades?

I don't believe there was any requirement for the students to disclose the means by which their grades were determined. The examination boards worked through the process and determined themselves what grade should be allocated to each pupil. There were three variables to consider, and the highest grade was taken from among these.

How will we prepare for next year's results, given the potential for localised lockdowns etc.?

We met as the 22 directors for education last Friday with Welsh Government officials, and this was one of the first questions asked. The important announcement recently has been the independent review into what happened this summer – this will be undertaken by the director of the Open University in Wales. I believe there will be an interim report to the minister in October, with a final report by December. The message from Welsh Government is that there won't be a rushed decision concerning next year's examinations. Possible ideas have been mentioned in the press, such as moving the exam dates back, giving pupils the time to make up for that which was lost this year – my understanding is that this isn't as easy as it might sound. Other suggestions include using centre-assessed grades again but with an increased level of moderation, from either examining bodies or school-based moderation, perhaps involving moderation between schools (which didn't happen this year).

As the grades have been higher overall, have the courses raised their requirements?

If it was thought that at the outset the algorithm had benefitted some groups more than others, the risk would be that they could gain access to places but the way that the CAGs were used, the whole system had that inflationary pressure, and therefore everyone would have benefitted from it – if, indeed, that pressure existed. So it will be interesting to see what the plans are, and how HE as a sector responds to its plans for next year. The submissions for UCAS are this autumn term, so students will be thinking now about where they are going to apply (pupils have already applied for veterinary and medicine places). The offers from universities will have already been made; pupils therefore already know whether they have been accepted by their institution before they receive their examination results. The universities also receive the results

before the schools. Therefore there won't have been the opportunity to change the offers to children this year but next year they might think about who they offer to and how many places they offer (for popular courses they typically 'over offer', knowing that in an ordinary year not every child will achieve their expected results). Therefore, we will have to wait and see what happens over the course of the year.

Chair's Summary:

Thank you to Mr Mclean for updating the committee on what is a very complicated situation, at both Key Stage 4 and 5. Of course, there's been so much media interest across the summer, it's been incredibly difficult. The committee wishes to thank teachers as well for their input and time, particularly GCSE and Sixth Form teachers' time spent over the results period. The main concern is fairness, especially going forward for next year's cohort because their teaching has been disrupted, with a significant chunk of teaching lost – and we don't know what's going to happen in the coming months leading to the next set of exams. We will undoubtedly return to this topic.

4. Return to School: Verbal Update by Will McLean

At the end of last term I briefed this committee about the return to school: at that point, there was a return to school for three weeks at the end of the summer for 'staying in touch' contact sessions, with no more than 30% of pupils in school at any one time. This three-week period was very successful. We had one of the highest participation rates in Wales, with the pupils and staff reportedly very happy to be back. Over the summer, the headteachers and leadership teams, colleagues in catering and transport, etc., have put a huge amount of work in to make sure that we could fulfil the guidance provided by Welsh Government for the return to school this autumn. As CYP staff, we met with headteachers every Friday during the last 3 weeks of the holiday to work through questions and queries. We also met with trade union reps and teaching bodies each Friday to ensure that they are comfortable with how things are progressing.

We have also seen significant changes to the guidance: we are now on version 3. It sets out quite clearly that schools have 2 weeks to build up to full school occupation. We had discussed this locally, deciding that it was appropriate for schools to have 2 days without any pupils on site, in order to prepare their facilities and processes adequately. These two days of preparation were subsequently adopted nationally, and would be additional to the 6 inset days for staff development due to be taken throughout the year. The return to full occupation will be achieved by all schools by Monday 14th.

The vast majority of primary schools will have reached full occupation before 14th, with many doing so in the coming days. 3 out of the 4 secondary schools are working through a rolling admission programme: most started last week with years 7 and 12 (transition years), moving perhaps to years 13 and 10 after that, and so on. One school is taking a different approach, having years 7 and 12 in last week, followed by 11 and 13 this week, so that they can work with them as key exam groups to catch up where needed, with the rest of the school receiving a blended learning offer i.e. working from home until 14th.

We have worked very carefully with HR colleagues to ensure that members of staff who had been shielded can return to school safely. The guidance is clear about measures which should be taken, all being premised on prevention as the most important aspect: as expected, anyone who is symptomatic, or who has a symptomatic household member, shouldn't be in school; measures such as hand cleaning, increased cleaning in communal areas, "catch it, bin it, kill it", etc., are also stressed. Minimising contact between individuals and maintaining social distancing are also key considerations. Welsh Government made it clear that social distancing did not have to exist between children, but it did between contact groups. Typically, in a primary school a contact group would be a class. Staggered starts to the school day were introduced, and there would be no communal time in school halls. Lunch is provided in the classroom, and those

lunch breaks are staggered. There are distinct play areas per group. Such contact group management is easier at primary level than at secondary because for the curriculum to work in secondary there needs to be many more teachers, teaching a broader range of subjects. To manage this, year groups have become the contact groups. Teachers and other staff must maintain 2-metre social distancing.

There has been additional guidance about how children should be managed within the classroom e.g. children in rows facing the front, rather than facing each other. Protective equipment has been discussed where needed, and the important role the Test Trace Protect strategy plays in maintaining confidence. The one area of school life that has been more challenging is home-to-school transport. We have moved to a position that on our school transport any child over the age of 11 must wear a face covering. We have taken the approach that we will act as guides – signing off on all of the risk assessments – but we can't set countywide approaches because so many schools are different in the nature of their estate: Raglan, with open plan classes, compared with Cantref, an older school with traditional classrooms, for example. Face coverings are another example of this. 2 of the 4 secondary schools have taken a risk-based approach to face-coverings. King Henry VIII took the decision early that, because their halls are not very wide and they therefore couldn't guarantee social distancing, their pupils will wear face coverings. Conversely, Chepstow feels comfortable in its risk assessment. I am in contact with all of the Heads on this matter, and understand their positions. This mixed picture is repeated throughout Gwent. Caerphilly has taken the decision to have face coverings in the classroom, though that is not in the guidance. We had a very good conversation last week with Steve Davies, Director of Education in Wales, confirming that everything should be about caution and ensuring that measures taken are proportional to the risk, while allowing room for escalation, if needed.

Challenge:

We have tried to ensure that parents don't congregate when collecting their children from primary schools; do we have a picture of that across the county?

Yes, this will need to be reinforced. I have a meeting this afternoon with our headteachers in which this matter will surely be raised. Two schools have raised the possibility of road closures in order to manage the parents queueing more effectively. If it determined that something needs to be done then we will certainly ensure that the message is issued on a countywide basis.

Perhaps, once parents get used to the idea of not taking their children directly to the school door we can address the concept of the 'school run' itself – mostly for considerations of safety.

Yes, we are out for consultation on our Active Travel measures at the moment – schools are a fundamental part of that. Having spoken to several headteachers, I know that they are trying very hard to engage their children with questions of how they can come to school safely without a car. This is a key consideration for us, particularly in the broader scheme of climate reduction and adaptation ambitions.

Are school bus drivers wearing masks? Is there a different mask for buses and communal areas? If there are no masks, does the school provide them?

Bus drivers must wear a mask unless they have a medical condition which precludes them from doing so. It is the same for children on the bus. The information has been communicated clearly to the contractors and drivers. The same mask can be worn in both settings. A small supply of masks has already been made available to the schools, if children need one to be provided. Yesterday, Welsh Government announced funding that will allow all local authorities to provide all secondary schools with a supply of face coverings.

What are the specific workings of a lockdown such as the one in Caerphilly – is an entire year group locked down together for 14 days, for example?

It depends on how the contact is made. The advice around self-isolation comes from the Test And Trace advisers, not from our interpretation of guidance. We understand the point at which we have to communicate with our colleagues in T&T, and that's also around the fact that they are advised of any positive tests by the testing regime as well. The case in Caerphilly was a teacher who tested positive: their contact with the class had been determined as being a close one, so that class was asked to self-isolate for 14 days. At that point, those individuals have to self-isolate but family members don't. If one of those children becomes symptomatic, they should have a test, as should their family members.

What has been our allocation of extra teaching assistants provided to help children to catch up on the time they have missed?

Yes, Welsh Government allocated £28m for the Accelerated Learning Programme (ALP). Monmouthshire's share of that over the full year is about £517,000. We distributed that to schools this week, with the terms and conditions: that is to recruit teachers for this academic year to help interventions in schools. There's a range of different approaches to doing that; headteachers are working through what they see as the best approaches in their schools for children to receive that accelerated learning, where it is needed.

How was our ALP allocation determined? How many teachers does that represent on a yearly basis?

The allocation was predicated on total pupil numbers, percentage of pupil numbers in receipt of free schools meals, student numbers from a BAME background, and the number of learners who are in Welsh medium education but are from an English medium home – clearly, not being in school has been identified as a key risk for those learners. Welsh Government determined funding on a 50/50 split between those two factors. In discussion with headteachers and in terms of our aspirations and commitment to our FSM and closing the gap, we slightly adjusted that so that it was a 60/40 split: 60% of funding allocated on the number of pupils who are FSM, BAME and taught in Welsh but from an English medium home, and 40% on the total school numbers. We discussed that with the headteachers; one thing we did in response to the headteachers' request was to use the most up-to-date FSM numbers we had, which were obtained from our Benefits service, as we've been paying FSM payments directly since the lockdown began.

Will there be a programme to help FSM children who have fallen behind, in addition to the additional teachers etc. which have already been allocated?

Sharon Randall-Smith answered this question:

In any conversations with schools, those learners are always a key focus. In addition to the ALP that schools will be able to access, they have their own Pupil Development Grant, which they are targeting towards the needs of our vulnerable pupils, including FSM pupils. Those plans are currently being developed and worked through with their challenge advisers. Our schools are as aware as we are that there is a gap in attainment, and that this group needs a lot of support. In many cases when schools are looking at who will come back and when, it is with an eye on those vulnerable groups to see who will need the longer time back in school to become used to being in school again, before everyone joins on 14th September. We, and EAS, will continue to work with schools to ensure they do their best to support these pupils.

Breakfast Clubs have been cancelled and there is no provision of hot food at lunchtime, what are the considerations for the impact of this on FSM pupils?

We know how important breakfast clubs are for parents. We are working closely with our schools to ensure that they are back up and running from 14th September. What's happened in the last few days in terms of management of contact groups will mean that there are further questions around breakfast clubs. But the clubs will certainly be another key area in my meeting this afternoon with headteachers. Until the end of this week, we are continuing to pay families for those children entitled to FSMs. Because of the broken nature of the return-to-school, with not everyone in at once, we didn't want to risk children not being able to access food on the days when they aren't in – so everyone is being paid during these two weeks. Welsh Government is supporting us in this. Our catering colleagues have worked very closely with schools to provide what is best for each school, which in most cases is a 'grab-and-go' sandwich bag, with a couple of choices each day. My understanding is that twice a week there's a hot baguette offer. As we look to the short-to-medium term, we are considering how hot meals can return, as it is so important those FSM pupils are supported as the colder months begin.

Afterschool clubs are also very important for supporting parents returning to work, is there an update on those?

Yes, the challenge is very similar to breakfast clubs. For example, one school has over 100 pupils in its breakfast club: these children have to stay in their contact groups, socially distanced. There might not be a large enough space for them all, but once more than one room is used, supervision must be doubled – the difficulties continue to multiply. These issues are replicated exactly for afterschool clubs. We need to work through these difficulties. Sue Hall, who works with our early year providers, and the partners who provide some of our afterschool clubs, is a key part of our discussions. We are really keen for both clubs to resume, but there are many practical considerations, including cleaning down the areas after groups have used them, the increased risk of transmission from groups potentially mixing, etc.

Chair's Summary:

Thanks to Officers Mclean and Randall-Smith for updating the committee, and many thanks to the school, transport, catering and cleaning staff for their work. The committee has been reassured on a number of points, though we will undoubtedly return to these topics in future meetings. Contingency plans relating to any future lockdowns will be a major concern.

5. To confirm the minutes of the previous meeting

The minutes of the previous meetings held on 9th July 2020 were confirmed and signed as an accurate record.

6. Work Planning

Councillor Brown requested consideration of the ALN strategy, as highlighted in the previous Estyn reports, as well as an update on the pupils from Mountain House school, following its closure, with particular regard to the alternative types of teaching which might be available to them. There is also the issue, given what is spent on ALN, of whether it is cost effective to consider a special school, or better to outsource.

Councillor Groucott recalled that in County Council it was proposed that in the post-Covid world there should be specific officers looking at the whole picture of supporting families that have been particularly impacted. As many of these families will have children, those officers could report to this committee on the problems being faced within families during the coming recession, and what the authority is able to do to try and ameliorate them.

Councillor Thomas would like to invite Jane Rodgers, Head of Children's Services, to report on children who are in care, and vulnerable children. It will be important to continue to balance the committee's interests between education and broader concerns.

Councillor Powell would like the committee to consider what help can be given to young people who have left school but are not yet in work, given how high the unemployment level will be as a result of Covid-19. This might need to be considered at a later date, given how full the upcoming agenda will be.

7. To confirm the date and time of the next meeting

The next meeting is on Tuesday 13th October 2020 at 10.00am.

The meeting ended at **11.40 am**