

**CABINET: THURSDAY, 18 JANUARY 2018 at 9.30 am**

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A Cabinet Meeting will be held in County Hall on at 9:30am

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**A G E N D A**

- 1 Minutes of the Cabinet meetings held on 14 & 20 December 2017

**Clean Streets, Recycling & Environment**

- 2 The Fleet Replacement of Refuse, Street Sweepers and Hook Loaders.

**Education, Employment & Skills**

- 3 School Organisation Proposals: Improving Provision for Children and Young People with Additional Learning Needs (ALN) 2018-22
- 4 The Performance of Cardiff's Schools in 2016/2017
- 5 Proposed Change of Status of St David's Catholic Sixth Form College - Implications for the Local Authority

**Finance, Modernisation & Performance**

- 6 Council tax Discretionary Relief for Care Leavers

**Housing & Communities**

- 7 Supporting People Local Delivery Plan

**Social Care, Health & Wellbeing**

- 8 Cardiff and Vale of Glamorgan Joint Commissioning and Pooled Budget for Older People Services
- 9 Procurement of Domiciliary Care

**PAUL ORDERS**

Chief Executive

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg

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**CARDIFF COUNCIL  
CYNGOR CAERDYDD**



**MINUTES**

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CABINET MEETING: 14 DECEMBER 2017

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Cabinet Members Present: Councillor Huw Thomas (Leader)  
Councillor Peter Bradbury  
Councillor Susan Elsmore  
Councillor Russell Goodway  
Councillor Graham Hinchey  
Councillor Sarah Merry  
Councillor Michael Michael  
Councillor Lynda Thorne  
Councillor Chris Weaver  
Councillor Caro Wild

Observers: Councillor Joe Boyle  
Councillor Keith Parry  
Councillor Adrian Robson

Officers: Paul Orders, Chief Executive  
Christine Salter, Section 151 Officer  
Davina Fiore, Monitoring Officer  
Joanne Watkins, Cabinet Office

Apologies:

**57 MINUTES OF THE CABINET MEETING HELD ON 16 NOVEMBER**

**RESOLVED:** that the minutes of the meeting held on 14 December 2017 be approved

**58 DELIVERING CAPITAL AMBITION**

Cabinet considered a report which outlined arrangements to support the delivery of Cabinet's Capital Ambition statement of priorities. The report contained details of a four year delivery programme and a rolling programme of fundamental reviews to ensure the appropriate configuration and modernisation of Council services. The letter from the Chair of the Policy Review and Performance Scrutiny Committee was circulated to Cabinet.

**RESOLVED:** that

1. the establishment and implementation of a four-year 'Capital Ambition Delivery Programme', including the projects and initiatives that will serve to accelerate the modernisation of council services and deliver savings in accordance with the Administration's priorities be approved
2. authority be delegated to the Director of Economic Development, in consultation with the Cabinet Member for Investment and Development, to develop a business case for the introduction of new arrangements that will ensure the Council is operating from modern, cost effective and fit for purpose premises;
3. authority be delegated to the Chief Executive, in consultation with the Leader of the Council, to develop the Council's proposals for collaboration, including the business case for delivering transactional services on a regional footprint;
4. a rolling programme of Fundamental Reviews to ensure the optimal configuration of council services be implemented;
5. the initiation of an immediate review of the Council's ICT services, including hardware, software and resources, led by the Chief Executive, in consultation with the Cabinet Member for Finance, Modernisation and Performance be approved, in order to underpin the successful implementation of the Council's Digital agenda;
6. the Chief Executive be authorised to re-allocate staff resources within the budgetary framework for 2017/18 to give priority to the proposals outlined in the report.

#### **59 APPLICATION FOR A HACKNEY CARRIAGE FARE INCREASE**

Cabinet considered a report containing details of an application from Dragon Taxis to vary the current rate of hackney carriage fares in Cardiff. The application proposed an increase in the charge for the first 103 yards by 20p to £2.50 and after 103 yards, 20p would be charged for each subsequent 195 yards, decreased from 207 yards. It was noted that the proposed increase would be subject to a public notice in the local newspaper.

**RESOLVED:** that

1. the issues and impacts to taxi fares as set out in the report be noted
2. the application put forward by Dragon Taxis with an implementation date of 1<sup>st</sup> February 2018 (provided that there are no objections) be approved
3. the advertisement of the variation in a local newspaper be authorised

#### **60 21ST CENTURY SCHOOLS - CARDIFF COUNCIL'S BAND B PRIORITIES**

*Councillor Bradbury declared a personal interest as Governor at Ty Gwyn School  
Councillor Elsmore declared a personal interest as Fitzalan High School is located within her ward*

*Councillor Merry declared a personal interest as Cathays High School is located within her ward*

*Councillor Thomas declared a personal interest as Governor at Willows High School*

*Councillor Weaver declared a personal interest as a Governor at Cathays High School*

*Councillor Wild declared a personal interest as a Governor at Kitchener Primary School*

Cabinet received a report containing details of the priority schemes to be undertaken as part of Cardiff's Band B 21<sup>st</sup> century schools programme. It was noted that the submission to Welsh Government had been undertaken using a methodology aligned to Welsh Government's strategic objectives and as funding was only available to address the most acute sufficiency and condition issues in Cardiff, identified the schools in most need of investment.

**RESOLVED:** that

1. the prioritised schemes under Band B of the 21<sup>st</sup> Century Schools Programme be approved
2. the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government be noted and the Director of Education and Lifelong Learning be authorized to secure Welsh Government approval in principle for the schemes within the programme.
3. a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21<sup>st</sup> Century Schools Programme.

## 61 **CALCULATION OF COUNCIL TAX BASE**

A report outlining the Council Tax base calculation for 2018/19 was received. It set out the methodology used to calculate the Council tax base and assumed a collection rate of 98.5%.

**RESOLVED:** that

- (1) the calculation of the Council's tax base for the year 2018/19 be approved;
- (2) pursuant to this report and in accordance with the Local Authorities (Calculation of Tax Base) (Wales) Regulations 1995, as amended, the amount calculated by Cardiff Council as its Council Tax Base for the year 2018/2019 shall be 143,453;
- (3) pursuant to this report and in accordance with the Local Authorities (Calculation of Tax Base) (Wales) Regulations 1995, as amended, the amounts calculated by the Council as the Council Tax Base for the year 2018/19 in the community areas subject to a precept shall be as follows:-

|          |       |
|----------|-------|
| Lisvane  | 2,350 |
| Pentyrch | 3,263 |

|                 |       |
|-----------------|-------|
| Radyr           | 3,709 |
| St. Fagans      | 1,311 |
| Old St. Mellons | 1,543 |
| Tongwynlais     | 823   |

- (4) the arrangements for the payment of precepts in 2018/19 to the South Wales Police Authority be by equal instalments on the last working day of each month from April 2018 to March 2019 and the Community Councils be by one payment on 1 April 2018, be on the same basis as that used in 2017/18 and the precepting authorities be advised accordingly.

## 62 CORPORATE RISK MANAGEMENT MID YEAR POSITION 2017/18

The Corporate risk register was considered by the Cabinet. It outlined the strategic risks facing the Council and mitigating actions in place. It was reported that a risk around 'Air Quality' had been added to the Corporate Risk Register.

**RESOLVED:** that the content of the Corporate Risk Register and the continued development of risk management within the Council be noted

## 63 THE ACQUISITION OF NEW BUILD HOUSING SCHEME AT FORMER WALTERS BUILDING, BUTETOWN FOR COUNCIL HOUSING

*Appendices 2 & 3 to this report are not for publication as they contain exempt information of the description contained in paragraph 14 of Part 4 and paragraph 21 of Part 5 of Schedule 12A to the Local Government Act 1972*

*The press and public were excluded from the meeting during discussion around this item*

The Cabinet considered entering into a package deal with Cadwyn Housing Association, for the acquisition of 50 flats for council rent which would help meet the Council's target of delivering at least 1000 new Council homes within 5 years.

**RESOLVED:** that authority be delegated to the Director for Communities, Housing & Customer Services to enter into a contract with Cadwyn Housing Association for the acquisition of 50 flats subject to Heads of Terms being agreed including all due diligence and viability approval.

**MINUTES**

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CABINET MEETING: 20 DECEMBER 2017

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Cabinet Members Present: Councillor Huw Thomas (Leader)  
Councillor Peter Bradbury  
Councillor Russell Goodway  
Councillor Graham Hinchey  
Councillor Sarah Merry  
Councillor Michael Michael  
Councillor Lynda Thorne  
Councillor Chris Weaver  
Councillor Caro Wild

Observers: Councillor Joe Boyle  
Councillor Adrian Robson

Also:

Officers: Paul Orders, Chief Executive  
Christine Salter, Section 151 Officer  
David Marr, Deputy Monitoring Officer  
Joanne Watkins, Cabinet Office

Apologies: Councillor Susan Elsmore

**64 CENTRAL BUS STATION PROJECT UPDATE**

***Appendices 2 - 8 of this report are exempt from publication because they contain information of the kind described in paragraphs 14 and 21 of parts 4 and 5 of Schedule 12A to the Local Government Act 1972.***

The Cabinet considered a report containing an update on progress with the delivering the central bus station project and proposing a new mixed-use scheme comprising 110,000 sq ft of prime Grade A\* office space above the bus station secured via a proposed joint venture agreement with Welsh Government and the Council's development partner, Rightacres Property Ltd, in order to attract a major inward investment opportunity.

**RESOLVED:** that:

- (1) the substantial progress made in recent months on the Central Bus Station project be noted and the proposed mixed-use scheme be agreed
- (2) in principle agreement be given to the proposed new funding model involving Welsh Government and Rightacres Property Ltd as set out in attached Confidential Appendices 2 & 3.
- (3) authority be delegated to the Director of Economic Development in consultation with the Cabinet Member for Investment & Development and the Cabinet Member for Finance, Modernisation and Performance, the Section 151 Officer and the Monitoring Officer to:
  - (i) Negotiate and conclude all aspects of a final contractual agreement with Welsh Government and the developer for delivery of the new Central Bus Station in line with the principles set out in the Metro Delivery Partnership Heads of Terms presented in Confidential Appendix 3.
  - (ii) Settle the final account with Rightacres Property Ltd for pre-development costs as outlined in Confidential Appendix 7.
- (4) authority be delegated to the Chief Executive, in consultation with the Leader of the Council to submit the Strategic Outline Case (SOC) attached as Confidential Appendix 6 to the City Deal project assurance framework process to start the process of securing a contribution from City Deal towards the costs of upgrading Cardiff Central train station.



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**THE FLEET REPLACEMENT OF REFUSE, STREET SWEEPERS  
AND HOOK LOADERS****CLEAN STREETS, RECYCLING AND ENVIRONMENT  
(COUNCILLOR MICHAEL MICHAEL)****AGENDA ITEM:2**

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**DIRECTOR OF ECONOMIC DEVELOPMENT****Reason for this Report**

1. To provide an update on the procurement approach of the new recycling and waste collection fleet.
2. To seek approval for the proposed Procurement Strategy and to delegate final approval to the Cabinet Member for Clean Streets, Recycling and Environment and appropriate Directors in respect of the procurement of;
  - a) New recycling and waste collection fleet.
  - b) New small mechanical sweeper fleet.
  - c) New skip hook loader fleet.

**Background**

3. Following the initial procurement proposal, considered by Cabinet in September 2017, for the next Recycling and Waste Collection Vehicles (RCVs), it was agreed that the finalised procurement approach would be returned to the Cabinet for approval.
4. This fleet procurement will embrace the Capital Ambition's commitments, working to support the administration's five-year plan for the city, ensuring that our public services are delivered efficiently, safely, effectively and sustainably in the face of the rising demands of a growing city with reducing budgets. This procurement not only supports the capital ambition to deliver world class recycling waste collection services and high recycling performance, but also aids the implementation of an emerging Clean Air Strategy by delivering innovative low-emission and safer vehicles within the Council's fleet. At the heart of these services are our key resources of staff and vehicles, safety of our staff and the public, efficient delivery and sustainable solutions are therefore key to this fundamental core statutory service.

5. The final procurement approach recommended is a standalone procurement for these specialist vehicles, that would be tendered in line with the service's specifications, budget and numbers required. The contracts will be for the hire and full servicing and maintenance of specialist vehicles. An agreement inclusive of maintenance mitigates the immediate service risks associated with servicing, maintenance and breakdown repairs, alongside vehicle return costs, as these risks would remain with the contractor.
6. This round of procurement will also allow time for the reskilling and development of an in house specialist maintenance service ahead of future procurement exercises.
7. Building on the approach taken for the RCV fleet and to ensure that the Council delivers a sustainable, holistic best value approach while remaining compliant with contract management arrangements, the following further procurements are also recommended;
  - a) Small Mechanical Sweepers for street cleansing activities
  - b) Hook loader vehicles that service the household waste recycling centres and commercial waste roll on-off skips.

#### **Small Mechanical Sweepers & Hook Loaders**

8. The existing hook loader fleet is on a short-term hire agreement which is more costly than a fixed term arrangement, changing this arrangement to fixed contract hire and maintain should support the fleet management savings programme. The vehicles would be procured in line with the service's specifications, budget and numbers required.
9. The small mechanical sweeper hire contract is due for renewal in spring 2018, therefore these vehicles need replacing, in line with the service's specifications, budget and numbers required.
10. By combining the three specialist vehicle procurements this will deliver an economy of scale to the relevant services for vehicle fitters, maintenance and contractor management overheads. A robust performance led contract hire agreement will fully support the requirements of the service and improve resilience to service delivery failure.

#### **Health & Safety Technologies (all vehicles)**

11. Operating a waste and cleansing fleet creates a significant health and safety risk for the Council as these vehicles work in areas where space can be restricted, plus in close proximity to pedestrians and other moving vehicles. Therefore, additional technologies are recommended as assistance tools. The current fleet has mixed coverage of cyclist safety devices audible reversing alarms, additional reversing lights, spotlights for working at the rear of vehicles, additional LED flashing lights and 360° CCTV camera systems. It is intended to expand these technologies across new fleet and to seek new products that the market place may

offer, to continue to innovate in reducing accidents or theft such as drive-locks and immobiliser systems.

### **Vehicle Emissions & alternative-fuels mediums (all vehicles)**

12. In line with the Capital Ambition and an emerging clean air strategy, the Cabinet are fully committed to reducing emissions from vehicles within its control, which would set a precedence to follow for other major operators of fleets in the City. Therefore, the procurement will seek to deliver low carbon and low-emission vehicles as part of the quality aspects of the bid scoring.
13. The Euro 6 engine is the latest and best standard engine for new commercial vehicles that carry heavy goods that exceed 3.5 Tonnes. The Euro 6 engine harnesses the latest automotive technology to significantly reduce emissions. Compared to its predecessor the Euro 5 standard, Euro 6 vehicles reduce nitrogen oxide emissions by a further 77% and cut soot particle emissions by 66%. All large recycling waste collection vehicles and the Hook Lift roll on-off skips will be specified to this standard as a minimum.
14. Whilst new markets in alternative fuels such as compressed natural gas, electric and hydrogen are still emerging for heavy goods vehicle fleets, the Council will seek options within the tender to ensure there are no restrictions in moving forwards with trialling and using vehicles operating on alternative fuels. Therefore, an option for considering alternative fuels and working with the Council on further progressing the Capital Ambition will be included in the vehicle tenders.
15. The Council are activity seeking the development of alternative fuel operated areas of the fleet and the development of a supply network that will be vital for a securing a sustainable fleet. While such a network for suitable refuelling may take time to establish, the current procurement will be careful to consider the place of alternative fuels in the coming years within the contract and will enable flexibility for such opportunities as they emerge. Currently, discussions with the industry leaders on alternative fuel options places a viable operational permanent infrastructure fuel network at three years away at least.

### **Strategy**

16. By delivering, the full range of vehicles proposed it is envisaged that the procurement can deliver economies of scale, so in turn better value for money. Any supplier can potentially provide improved maintenance rates, with a long-term commitment from the Council. If further vehicles are required due to infrastructure or commercial growth these will be considered and priced as optional in the tender in order to retain flexibility and the ability to consider alternative fuel technologies going forwards.
17. The existing contracts for the Recycling Waste Collection Vehicles, Small Mechanical Sweepers and Hook Loader Roll On-Off Skip

vehicles were a mix of 3 and 5 years in length as this was the industry standard at the time. This procurement will replace the RCV and Hook Loader Roll On-Off Skip vehicles on a contract hire basis over a 5-year period and 3 year for the Small Mechanical Sweepers. Five and three years are now the industry standard for these types of vehicles, due to the advances in vehicle technology and the support associated with a contract hire arrangement. For these reasons the product lifecycle can be extended and deliver better value for money. Market testing and existing spends support this approach. Please refer to appendix 2 for further explanation.

18. In order to meet customer expectations in terms of a high quality, reliable and safe service, it is essential the Council operate a modern, reliable and well-maintained fleet of vehicles. Therefore, a new procurement exercise is required to satisfy statutory requirements and customer expectations. As referenced above, options within the tenders will be explored to ensure flexibility on sustainable fuels and service delivery are maximised over the contract periods.
19. As the value will exceed the OJEU threshold, the Council will be required to publish this opportunity via an open process in line with EU procurement regulations.

#### **Evaluation criteria**

20. The procurement will be advertised and evaluated as two individual lots;
  - a) Lot 1 – HGV (RCV's and Hook Loaders), as the two vehicle types carry synergies.
  - b) Lot 2 – Small Mechanical Sweepers

The evaluation will be carried out in a 2-stage process. The first stage will be a mandatory pass or fail and minimum threshold requirement, ensuring only suppliers who can demonstrate their ability to deliver this provision are selected for stage 2 which will be undertaken on a most economically advantageous tender (MEAT). Details are all outlined in Appendix 2 – Waste Vehicles (RCV, sweepers, and hook loaders) - The Procurement Plan.

21. The specification for these specialist vehicles is very detailed where quality will be a significant requirement therefore, the evaluation criteria for stage 2 is recommended at 60% Price and 40% Quality. The increased weighting on quality will mean that the contracts will attract partner/s that can provide the support required to work with the Council over the next procurement period to deliver flexibility and robust service provision.
22. The Quality criteria are detailed in Appendix 2 – Waste Vehicles (RCV, sweepers, and hook loaders) - The Procurement Plan. The quality criteria high level overview is as follows;

- a) Supplier's ability to maintain an operational fleet during the Councils specified operating hours. The current range of hours will allow flexibility in the future should the Council wish a change to the collection widow. Full maintenance of the fleet will also deliver the most low risk approach to ensuring a robust fleet and that is well maintained.
  - b) Provision and transparency of contract management and the supply of relevant management information.
  - c) Provision of information to accurately monitor vehicle fuel usage and carbon footprint. Advantage would be given to reducing the carbon footprint of the fleet.
  - d) Ability to deliver the vehicles within the required timescales.
  - e) The proposed implementation plan to avoid service delivery interruption.
  - f) Health & Safety procedures including the management of sub contractors.
  - g) Vehicle characterisation, the adherence to specification.
  - h) Warranty durations, this applies to all relevant warranties on chassis, body and bin lifts.
  - i) Aftersales and account management.
23. Options will be included in the tender to allow a partnership approach to move forward with the alternative fuels agenda. The requirement for tenderers to assist the Council in this agenda will form part of the quality evaluation. The successful tenderer will be required to facilitate the Council with flexibility to explore and trial alternative vehicles within the contract period. Any specific improvements would be subject to a business case analysis at the appropriate time.

Proposed Indicative timetable for procurement process

| <b>Key Milestones</b>                   | <b>Target Date</b>     |
|---|------------------------|
| Cabinet approval                        | January 2018           |
| Place OJEU Contract Notice              | February 2018          |
| Tender Close & Evaluation,              | March 2018             |
| Cabinet Approval                        | April 2018             |
| Standstill Period                       | April 2018             |
| Contract Award                          | May 2018               |
| Delivery of New Fleet (phased delivery) | July 2018 - March 2019 |

**Financial Implications**

24. The Directorate consider that value for money will be enhanced with the greater certainty for bidders provided by the commitment to a contract term of 5 years compared to the current contract term of 3 years. The

directorate consider that the annual costs of the new contracts will be broadly in line with the current costs for the existing 3 year contract. However, the financial implications facing the council will be clearer once the procurement exercise has been completed. Given the existing pressures on medium term council budgets it is essential that such arrangements continue to provide value for money and deliver cost efficiencies.

25. The Cabinet Report proposes a continuation of vehicle repair maintenance being delivered by the successful bidder(s). The performance requirements of this service need to be clearly stated within the procurement documentation in order to demonstrate value for money compared to other alternative forms of delivery.

### **Legal Implications**

#### Procurement approach for the new recycling and waste collection fleet

26. The report provides an update on the approach and recommends delegating authority to the Director to approve commencing the procurement and generally deal with all aspects of the procurement. As set out in the report, the value of the procurement is over the threshold set out in the EU procurement regulations and accordingly they intend to procure in accordance with those regulations and the EU treaty principles.
27. Any requirements (including possible future ones) by the Authority should be clearly set out in the procurement documents along with the criteria for assessing tenders.
28. Further legal implications, if required, will be set out in the delegated report.

### **Generic Advice**

29. In respect of the proposed contractual arrangements (both interim and longer term arrangements) detailed advice should be sought as to whether they raise any employment law issues, in particular whether TUPE shall apply to the services element of the contractual arrangements and reference should be made to the HR advice.
30. The report identifies that an Equality Impact Assessment has been carried out and is appended to the report. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The decision maker must have due regard to the Equality Impact Assessment in making its decision.
31. The decision maker should also have regard, when making its decision, to the Council's wider obligations under the Social Services and Wellbeing (Wales) Act 2014 and the Wellbeing of Future generations

(Wales) Act 2015. In brief, both acts make provision concerning promoting/improving wellbeing.

32. To the extent that any of the proposed contractual arrangements are grant funded then prior to concluding any such contracts (including direct awards) the terms and conditions attaching to such grants should be checked to ensure the same can be complied with.

### **Procurement Implications**

33. Commissioning and Procurement have been working with the Central transport services to support the ongoing vehicle replacement program and will support this tender process working closely with the Service area to ensure compliance with OJEU Guidelines. The directorate will have to be mindful on the type vehicles and specification it goes to market as this may potentially extend lead and build times.
34. The recommended procurement approach is to combine the requirement for sweepers and hook loaders to this specialist fleet procurement, as they are all in need of immediate replacement. There are potential synergies as all the vehicle types are currently maintained externally and all vehicles provide a related service provision. The Council has potential to benefit from economies of scale and achieve more competitive pricing whilst making best use of resources in carrying out a single procurement exercise as opposed to three individual procurements.

### **HR Implications**

35. There are no direct employee implications through this contract.
36. Local employee and trade union engagement has been undertaken as part of the development of the specifications.

### **RECOMMENDATIONS**

Cabinet is recommended to:

- 1) Note the content of this report;
- 2) Approve the procurement approach and the high level evaluation criteria of the new Recycling Waste Collections fleet, the Hook Lift Roll on-off vehicles and the small mechanical sweeper vehicles ;
- 3) Delegate to the appropriate Director in consultation with the Cabinet Member to a) approve commencement of the procurement and issuing of documentation; and b) generally deal with all aspects of the procurement process and ancillary matters up to and including award of contract.

**NEIL HANRATTY**  
**DIRECTOR OF ECONOMIC DEVELOPMENT**  
12 January 2018

*The following appendices are attached:*

Appendix 1 - Waste Vehicles (RCV, sweepers, hook loaders) - The Equality Impact Assessment

Appendix 2 – Waste Vehicles (RCV, sweepers, hook loaders) - The Procurement Plan



Equality Impact Assessment  
Corporate Assessment Template



Appendix 1

|  |
|--|
| <b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> |
| New  |

|   |   |
|---|---|
| <b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b> |   |
| Name: Matthew Long  | Job Title: Projects & Development Officer |
| Service Team: C & C Services  | Service Area: Waste Recycling Services    |
| Assessment Date: 14/11/17   |   |

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

It is recommended that the Council initiate the procurement of;

A new recycling and refuse collection fleet to replace the existing vehicle fleet.

Replacement Hook loader vehicle fleet. The vehicles are currently supplied through the Councils short-term hire agreement; therefore, these vehicles are built to a standard specification. Establishing a contract hire agreement would support the requirements of the service, improve vehicle specification and provide resilience to vehicle break down with onsite support.

A new small mechanical sweeper fleet. The sweepers are currently provided by the supplier via a three-year contract hire agreement, with maintenance included in the rental cost.

This EIA supports the Waste and Recycling, Hook loader and Small Mechanical Vehicle Cabinet Paper (December 2017) expressing the need to progress a new procurement exercise.

It is proposed that the Council to run its own open procurement with individual lots to establish if there is scope for savings to realise through the appointment of one supplier to deliver economies of scale.

a) Lot 1 – HGV (RCV’s and Hook Loaders)

b) Lot 2 – Small Mechanical Sweepers

The target outcomes of carrying out such a procurement allows the Council to satisfy equality requirements by ensuring the procurement strategy provides opportunity to;

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

- Obtain the most economically adventurous tender for facilitating vehicles to deliver an efficient and effective service whilst ensuring the Councils SSIP procurement requirements are maintained.
- Maintain the statutory obligation of Recycling and Waste Collection Service and provision of HWRC sites for Cardiff residents.
- The provision of a bulk waste collection service for the Commercial Waste Customer base.
- Maintain an efficient and effective street cleansing service through the use of mechanical sweepers.
- Support the Council's Sustainable Development Agenda by maximising tender opportunities to local providers, as well as opportunities to provide training and skill development to the local workforce.
- Support the Council's Sustainable Development Agenda including energy management, transport, improving air quality and reducing vehicle emissions. Vehicle emissions is a function of the consumption of fuel, which in the case of commercial vehicles is predominantly diesel in the UK. The procurement exercise will explore the potential to evaluate different vehicle types to support a move within the fleet to the use of more sustainable fuels.
- Reduce accidents and damage costs to the Council through the use of vehicle safety technology.
- Assess the impact of the vehicle procurement on the users (Council employees), consideration will be given to the training provided for operation, maintenance and repair of the vehicles and its ancillary equipment.
- Assess the latest vehicle ergonomics and design ensuring vehicle is accessible and does not restrict its current users.
- Establish any negative impact to those who use the Welsh Language with regards to vehicle signage, operator instructions and safety warnings.

The procurement methodology will also consider the vehicle providers values specifically; Openness and accountability – ability to provide appropriate Management Information and Key Performance Indicators. Leadership and organisational commitment (culture, reflective make up of local population).

**Equality Impact Assessment  
Corporate Assessment Template**

In respect of the in-house Central Transport Services Maintenance Team, a service improvement plan has been developed and is being implemented for the development of an effective and efficient Workshop. Once this has been fully completed, the In-house Team would be able to compete with the external market on a range of specialisms and provide potential for partnership working, on both cost and quality of service delivery.

A key improvement from the current arrangements is that the proposed vehicle tender would support the service improvement plan through the re-introduction of damage repair to LGV vehicles to the workshops and upskilling the existing fitters and opportunity to grow the team. This will also assist with increasing social value with potential for vehicle fitter apprenticeships.

- 2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

**Background**

This project will deliver the procurement of recycling & waste collection vehicles, hook loader vehicles and small mechanical sweeper vehicles. The replacement of these vehicles will allow the service area to meet the demands of front line service delivery and subsequently improve performance and safety within the operation.

There are potential synergies as all the vehicle types are currently maintained externally and all vehicles provide a related service provision. The Council has potential to benefit from economies of scale and achieve more competitive pricing whilst making best use of resources in carrying out a single procurement exercise as opposed to three individual procurements.

The Council has potential to benefit from economies of scale and achieve more competitive pricing whilst making best use of resources in carrying out a single procurement exercise as opposed to three individual procurements.

The Agreement will be a contract hire basis that includes maintenance and support through additional “service reserves” vehicles and an onsite defect clinic. The key objective for the contractor is to maintain the frontline vehicle requirements for all defined operational hours.

**Issues**

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

In order to meet statutory obligations and customer expectations in terms of a high quality, reliable and safe service, it is essential the Council operate a modern, reliable and well-maintained fleet of vehicles. Therefore, in the new procurement exercise is required to satisfy statutory waste collection requirements.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive]** on younger/older people?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| Up to 18 years | x   |    |     |
| 18 - 65 years  | x   |    |     |
| Over 65 years  | x   |    |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The continued provision of the waste vehicle fleet is expected to have a positive impact for people of all age groups. It is anticipated that evaluation criteria will give a high priority to quality of user consultation and delivery.

It is proposed that the detailed specification will give significant emphasis to support frontline users and should the procurement involve a maintenance agreement / the need to maintain a frontline fleet at all times that this will be supported by performance indicators that monitor issues that are important to service delivery, for example:

- Vehicle off road indicators
- First time fix
- Quality of work
- Number of vehicle defects and how quickly they are addressed.

This procurement will support the Councils approach to sustainable development, including energy management, transport, improving air quality and reducing vehicle emissions.

**What action(s) can you take to address the differential impact?**

It will be a requirement that vehicle providers deliver training and awareness to relevant employees.

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

**3.2 Disability**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive]** on disabled people?

|   | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|---|------------|-----------|------------|
| Hearing Impairment                        | <b>x</b>   |           |            |
| Physical Impairment                       | <b>x</b>   |           |            |
| Visual Impairment                         | <b>x</b>   |           |            |
| Learning Disability                       | <b>x</b>   |           |            |
| Long-Standing Illness or Health Condition | <b>x</b>   |           |            |
| Mental Health                             | <b>x</b>   |           |            |
| Substance Misuse                          | <b>x</b>   |           |            |
| Other                                     | <b>x</b>   |           |            |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The continued provision of the waste vehicle fleet is expected to have a positive impact for people of all abilities.

The need to maintain a frontline fleet at all times will be supported by performance indicators that monitor issues that are important to service delivery, for example:

- Vehicle off road indicators
- First time fix
- Quality of work
- Number of vehicle defects and how quickly they are addressed.

Thus allowing the council to maintain its ability to accommodate assisted waste collections.

This procurement will support the Councils approach to sustainable development, including energy management, transport, improving air quality and reducing vehicle emissions.

**What action(s) can you take to address the differential impact?**

It is proposed that the detailed specification will give significant emphasis to support service delivery and that this will be supported by performance indicators that monitor contractor commitment.

It will be a requirement that vehicle providers deliver training and awareness to relevant employees.

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

|   | Yes | No | N/A      |
|---|-----|----|----------|
| <b>Transgender People</b><br>(People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex) |     |    | <b>x</b> |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.4 Marriage and Civil Partnership**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

|                   | Yes | No | N/A      |
|-------------------|-----|----|----------|
| Marriage          |     |    | <b>x</b> |
| Civil Partnership |     |    | <b>x</b> |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.5 Pregnancy and Maternity**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

**CARDIFF COUNCIL**

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|           | Yes | No | N/A      |
|-----------|-----|----|----------|
| Pregnancy |     |    | <b>x</b> |
| Maternity |     |    | <b>x</b> |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

|   | Yes | No | N/A      |
|---|-----|----|----------|
| White                                       |     |    | <b>x</b> |
| Mixed / Multiple Ethnic Groups              |     |    | <b>x</b> |
| Asian / Asian British                       |     |    | <b>x</b> |
| Black / African / Caribbean / Black British |     |    | <b>x</b> |
| Other Ethnic Groups                         |     |    | <b>x</b> |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

|           | Yes | No | N/A      |
|-----------|-----|----|----------|
| Buddhist  |     |    | <b>x</b> |
| Christian |     |    | <b>x</b> |

**CARDIFF COUNCIL**

**Equality Impact Assessment  
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|          |  |  |          |
|----------|--|--|----------|
| Hindu    |  |  | <b>x</b> |
| Humanist |  |  | <b>x</b> |
| Jewish   |  |  | <b>x</b> |
| Muslim   |  |  | <b>x</b> |
| Sikh     |  |  | <b>x</b> |
| Other    |  |  | <b>x</b> |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

|       | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|-------|------------|-----------|------------|
| Men   |            |           | <b>x</b>   |
| Women |            |           | <b>x</b>   |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.9 Sexual Orientation**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

|          | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|----------|------------|-----------|------------|
| Bisexual |            |           | <b>x</b>   |
| Gay Men  |            |           | <b>x</b>   |



**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

|                       |  |  |          |
|-----------------------|--|--|----------|
| Gay Women/Lesbians    |  |  | <b>x</b> |
| Heterosexual/Straight |  |  | <b>x</b> |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

N.A.

**What action(s) can you take to address the differential impact?**

N.A.

**3.10 Welsh Language**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive]** on Welsh Language?

|                | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|----------------|------------|-----------|------------|
| Welsh Language | <b>x</b>   |           |            |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

It is proposed that the detailed vehicle specification will give positive emphasis to support welsh speaking employees and Cardiff residents and will comply with the new Welsh Language standards under the Welsh Language (Wales) Measures 2011.

**What action(s) can you take to address the differential impact?**

It will be a requirement that vehicle providers deliver training to relevant employees in welsh where required

All vehicle livery & safety information will be in both Welsh & English.

Where possible to facilitate all vehicle audio alarms will be in both Welsh & English.

**4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

|  |
|--|
|  |
|--|

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

We require all of our contractors or suppliers to agree to abide by Cardiff Council's Equal Opportunities Statement. Where we believe a contractor or supplier fails to comply with our values in relation to equality and diversity, we will cease the issue of the contract.

We will ensure that equalities issues are a common theme across our training and development; in addition, Cardiff Council requires its staff and any contractors to behave in accordance with the values set out in the Equality Act.

Understand the effect of policies, practices and decisions:-

- Identify key equality issues for Cardiff Council
- Identify where the workforce reflects the community it serves
- Identify any imbalances and where action needs to be taken to reduce them
- Develop evidence based equality objectives and measure progress

All policies and processes are reviewed periodically within the contract time and, should any issues arise that may affect the Protected Characteristics, these are addressed.

All policies and processes are adhered to in respect of Procurement.

#### 5. Summary of Actions [Listed in the Sections above]

| Groups                       | Actions  |
|------------------------------|--|
| Age                          | It will be a requirement that vehicle providers deliver training to relevant employees.  |
| Disability                   | It is proposed that the detailed specification will give significant emphasis to support service delivery and that this will be supported by performance indicators that monitor contractor commitment.                                      |
| Gender Reassignment          | <b>N.A</b>   |
| Marriage & Civil Partnership | <b>N.A</b>   |
| Pregnancy & Maternity        | <b>N.A</b>   |
| Race                         | <b>N.A</b>   |
| Religion/Belief              | <b>N.A</b>   |
| Sex                          | <b>N.A</b>   |
| Sexual Orientation           | <b>N.A</b>   |
| Welsh Language               | It will be a requirement that vehicle providers deliver training to relevant employees in Welsh where required<br>All vehicle livery & safety information will be in both Welsh & English. To facilitate all vehicle audio alarms will be in |

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

|   |  |
|---|--|
|   | both Welsh & English.  |
| Generic Over-Arching<br>[applicable to all the<br>above groups] | <p>It is proposed that the detailed specification will give significant emphasis to support service delivery and that this will be supported by performance indicators that monitor contractor commitment.</p> <p>Contractors are subject to the Councils procurement SSIP requirements.</p> <p>It is proposed to involve users (e.g. waste operators) in drawing up of the vehicle specification to ensure that their views and priorities are captured.</p> <p>All policies and processes are reviewed periodically within the contract time and, should any issues arise that may affect the Protected Characteristics, these are addressed.</p> <p>All policies and processes are adhered to in respect of Procurement.</p> <p>This procurement will support the Councils approach to sustainable development, including energy management, transport, improving air quality and reducing vehicle emissions.</p> |

**6. Further Action**

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area’s Business Plan to be monitored on a regular basis.

**7. Authorisation**

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

|                       |                                   |
|-----------------------|-----------------------------------|
| Completed By : M.Long | Date: 14.11.17                    |
| Designation:          | Projects &<br>Development Officer |
| Approved By:          | Jane Cherrington                  |
| Designation:          | OM Recycling Waste<br>Services    |
| Service Area:         | Recycling Waste<br>Services       |

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate’s Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council (Action completed 24<sup>th</sup> August 2017)

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

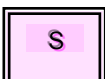
## Strategic Procurement Plan

# Recycling and Waste Collection, Hook loader and Small Mechanical Sweeper Vehicle Fleet Replacement



| Document History |         |              |            |
|------------------|---------|--------------|------------|
| Date             | Version | Author       | Amendments |
| 10/11/17         | V0.01   | Matthew Long | Draft      |
| 14/11/17         | V0.02   | Matthew Long |            |
| 15/11/17         | V0.03   | Matthew Long |            |
| 28/12/17         | V0.04   | Matthew Long |            |
| 11/01/18         | V0.06   | Matthew Long |            |

|         |         |          |                               |   |              |
|---------|---------|----------|-------------------------------|---|--------------|
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|                                 |   |                        |  |
|---------------------------------|---|------------------------|--|
| <b>Procurement Title:</b>       | Recycling and Waste Collection / Hook loader / Small Mechanical Sweeper Vehicle Replacement |                        |  |
| <b>Senior Client:</b>           | CTS / Waste Management / City Operations  |                        |  |
| <b>Senior Category Manager:</b> | Chris McLellan  |                        |  |
| <b>Category Manager:</b>        | Shauket Ali   | <b>Project Ref No:</b> |  |
| <b>Date:</b>                    | 10/01/18  | <b>Version No:</b>     |  |

|   |  |   |
|---|--|---|
| <b>Confidentiality</b>  |  |   |
| <b>Strictly Private &amp; Confidential</b> <input type="checkbox"/> | <b>Internal Use Only</b> <input checked="" type="checkbox"/> | <b>Public Document</b> <input type="checkbox"/> |

**Acquisitions of goods, services and works of £150,000 or more and / or high risk or complex projects**

**1. Executive Summary**

This project will deliver the procurement of recycling & waste collection vehicles, hook loader vehicles and small mechanical sweeper vehicles. The replacement of these vehicles will allow the service area to meet the demands of front line service delivery and subsequently improve performance and safety within the operation.

There are potential synergies as all the vehicle types are currently maintained externally and all vehicles provide a related service provision. The Council has potential to benefit from economies of scale and achieve more competitive pricing whilst making best use of resources in carrying out a single procurement exercise as opposed to three individual procurements.

It is planned to run a competitive tender via an OJEU compliant Open process, the vehicles will be procured on a five year basis and supplied with routine maintenance (R&M) included.

**2. Introduction**

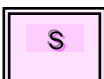
**2.1 Background**

**Recycling and Waste Collection Vehicles**

The Council collects waste for residents and businesses across Cardiff. The service is operated by the Council’s Waste Management department utilising a fleet of 34 vehicles (37 including the provider’s reserve vehicles to cover servicing and MOT).

The existing agreement was awarded in July 2014 and the vehicles deployed in September 2014. The existing agreement was awarded on a three-year basis as the long-term vehicle needs for Cardiff’s waste

|         |         |          |                               |   |              |
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collection methods were subject to change due to potential legislative changes to waste collection (co-mingled to curb side separation).

Currently, all the vehicles are provided on a contract hire basis, with maintenance included in the rental cost. An onsite defect clinic and service support vehicles are provided to continually maintain a frontline fleet of 34 vehicles.

**Hook loader Vehicles**

The waste disposal and commercial services departments operate hook loader vehicles to service the skips at the Household Waste and Recycling Centres and commercial customers. The service area utilises 4 vehicles to meet requirements. If further vehicles are required due to infrastructure or commercial growth these will be considered as optional in the tender in order to retain flexibility.

The vehicles are currently supplied through the Council's short-term hire agreement; therefore, these vehicles are built to a standard specification. Establishing a contract hire agreement would support the requirements of the service, improve vehicle specification and provide resilience to vehicle break down with onsite support. This would also mean more competitive rates as the authority would be able to commit for a period of time so any potential contractor can spread their residual risk.

**Small Mechanical Sweepers**

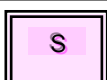
The Council's Street Cleansing department operates using a fleet of 12 Small Mechanical Sweeper Vehicles. The sweepers are currently provided by the supplier via a three-year contract hire agreement, with maintenance included in the rental cost. A three-year agreement is in place as this is the industry standard due to the complexities of the vehicle technology. The agreement was awarded in January 2015 and the vehicles deployed in July 2015. An onsite defect clinic and service support vehicles are also provided to ensure minimum vehicle downtime. The existing agreement is due to expire and the Council intends to continue with the same contract hire arrangement for a three-year period.

**2.2 Scope of Requirements**

Waste Management currently operate 34 waste and recycling vehicles. The incumbent supplier covers all vehicle routine maintenance and servicing, an on-site defect clinic and service support vehicles. It is intended to replicate this agreement for continued service provision. The majority of the new waste collection vehicles will be a standard compaction vehicle however due to the nature of the service a number of specialist food waste collection vehicles are required to address current issues created by the compaction of this waste type.

Waste disposal currently operate 4 hook loader vehicles. The incumbent supplier covers all vehicle routine maintenance and servicing, however support is limited as vehicles are on a spot hire basis. It is intended to include these vehicles in the waste and recycling vehicle agreement for improved service provision.

|         |         |          |                               |   |              |
|---------|---------|----------|-------------------------------|---|--------------|
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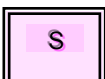


## Cardiff Council Procurement Plan



Street Cleansing currently operate 12 small mechanical brush vehicles. The incumbent supplier covers all vehicle routine maintenance and servicing, an on-site defect clinic and service support vehicles. It is intended to replicate this agreement for a continued service provision.

|         |         |          |                               |   |              |
|---------|---------|----------|-------------------------------|---|--------------|
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### 2.3 Estimate of Contract Value

#### Recycling and Waste Collection Vehicles

Estimated lease costs are £1,300,000 per year on a with-maintenance basis. A five-year contract term will give a total value of £6,500,000.

#### Hook loader Vehicles

Estimated lease costs are £120,000 per year on a with-maintenance basis. A five-year contract term will give a total value of £600,000.

A five-year lease is standard practice for both RCV and Hook loaders. This approach will obtain the best value for money. From market testing and existing spends the approximate value of such a contract would be estimated at £7.1 million over the five year term.

#### Small Mechanical Sweepers

Estimated lease costs are £300,000 per year on a with-maintenance basis. A three-year (maximum) contract term will give a total value of £900,000.

A three-year lease is standard practice for small mechanical sweepers due to the technology and the product life cycle. The approximate value of such a contract would be estimated at £900,000 over the three year term.

As the total value (£8 million) will exceed the OJEU threshold, the Council will be required to publish this opportunity via an open process in line with EU procurement regulations.

### 2.4 Budget/ Financial Considerations

The Central Transport Services budget to replace the existing fleet is aligned against the current lease rates. It is envisaged the running of a competitive tender to encompass all vehicle types may provide a saving against current lease rates. However, a financial risk exists and the operating service areas may be required to contribute to the costs of optional extras over and above the base specification. In addition, the Euro 6 vehicle engine became mandatory in 2014. It has been observed that the introduction of the new engine classification incurs an average increase in annual lease cost of £6,000 per vehicle.

### 2.5 Approval To Proceed

Estimated spend £8m. Cabinet approval required to proceed. It is envisaged that the Council places a OJEU contract notice in February 2018.

### 3. Business Needs and Market Analysis

#### 3.1 Understand Business Needs

All vehicles in scope are in need of immediate replacement and to ensure best use of Council resources it is advisable to run a single procurement. In order to meet customer expectations in terms of a high quality, reliable and safe service, it is essential the Council operate a modern, reliable and well-maintained fleet of vehicles.

Due to the nature of service delivery, the inclusion of a maintenance agreement and an onsite defect clinic (located at Lamby Way Depot) with service support vehicles is required. This enables the authority to have immediate replacements when vehicles are off-road at no additional charge. An agreement inclusive of maintenance also mitigates the risks associated with servicing, maintenance and breakdown repairs as these would remain with the supplier.

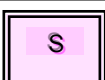
Additionally, new vehicles will allow the opportunity to include new vehicle technologies to improve road safety. Operating a waste management fleet creates a significant health and safety risk for the Council as these vehicles work in areas where space can be restricted, plus in close proximity to pedestrians and other moving vehicles.

The current fleet operates mixed coverage of cyclist safety devices audible reversing alarms, additional reversing lights, spotlights for working at the rear of vehicles, additional LED flashing lights and a 360° CCTV camera systems. It is intended to continue with these technologies across all the new fleet and seek new products that the market place may offer to reduce accidents or theft such as drive-locks and immobiliser systems.

The introduction of the Euro 6 engine is the most demanding EU standard to date on the reduction of emissions from commercial vehicles. As compared with Euro 5, test cycle particulate emissions are reduced by 66% and nitrogen oxide emissions (NOx) by 80%. This procurement will ensure that all vehicles in scope meet this standard. However, this procurement will express an interest to work in partnership with the awarded supplier to further promote low carbon and low-emission vehicles.

Vehicle technology development with alternative fuels such as compressed natural gas, electric and hydrogen are continually emerging and the Council will seek to introduce options within the tender to ensure there are no restrictions in moving forwards with trialling and using vehicles that operate using alternative fuels. However, it is appreciated that such a network for suitable refuelling may take time to establish and as such the procurement will not hold this as a mandatory requirement ensuring that that the process remains as the most economically advantageous tender (MEAT) for the Council.

|         |         |          |                               |   |              |
|---------|---------|----------|-------------------------------|---|--------------|
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### 3.2 Current Supply and Demand Arrangements

Cardiff council currently leases the vehicles in scope from two individual suppliers. Both the recycling collection vehicles and mechanical sweeper vehicles are provided on a contract hire basis with maintenance included, it is intended to continue with this approach.

Contract Hire includes the option to 'early terminate', therefore offering some flexibility should service demands change. This procurement will explore the option for all vehicles to be provided by a single provider and explore the possibility of savings and efficiencies to the Authority through maximising vehicle 'uptime' / availability.

During the tender period, Waste Management and Street Cleansing will be reviewing projected operational growth to establish if an increase in service demand can be met with the same fleet size whilst ensuring that the number of vehicles ordered meets the most up to date understanding of the service demand.

### 3.3 Market Analysis

There are a number of suppliers able to provide the number of vehicles required by Cardiff. These range from finance houses to fleet operators and hire providers, all of whom would be able to offer the vehicle type required.

As service demands are for the medium term, the most efficient cost effective sourcing strategy is contract hire, whereby the asset remains an off balance operating expense. Under the Contract Hire option, routine maintenance will be included with agreement from both service area and CTS due to the specialist nature of the work and will therefore remain the responsibility of the lessor.

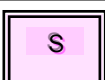
Contract hire allows the council the flexibility to off hire a vehicle without having to pay the remaining lease period as with Operating lease (3-5 years.) This provides the Council with flexibility should a change in operational requirements occur.

Developments by vehicle manufacturers in alternative fuels such as compressed natural gas, electric and hydrogen have been observed and the Council will seek to work in partnership with vehicle providers to progress the Capital ambition.

### 3.4 Sustainable Risk Assessment

Please see embedded SRA

|         |         |          |                               |   |              |
|---------|---------|----------|-------------------------------|---|--------------|
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### 3.5 Equality Impact Assessment

Cabinet Report Appendix 1 Waste, Hook loader, Sweeper Procurement EIA December 2017

### 3.6 Policy Matters Affecting the Procurement

The contract value is over the EU threshold of £181,302 which dictates that the opportunity will need to be published in the OJEU, with timescales in line with EU procurement guidelines followed.

The expected contract value of £8m is above the limit set in the Council's procurement rules requiring Cabinet approval. Therefore this paper will be accompanied by a Cabinet report where the decision to proceed is envisaged to be made by Cabinet in January 2018.

### 3.7 User/Stakeholder Expectations

| No | Stakeholder  | Requirement / Interest / Influence  | Engagement Method  |
|----|--|---|--|
| 1  | CTS:<br><ul style="list-style-type: none"> <li>▪ Richard Jones</li> <li>▪ David Lowe</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Progress requirement</li> <li>▪ Approve technical spec</li> <li>▪ Sign off service area requirement</li> <li>▪ Evaluate tenders</li> </ul> | <ul style="list-style-type: none"> <li>▪ Fleet Category Board</li> <li>▪ Tender evaluation meetings</li> </ul>     |
| 2  | Waste Management / Street Cleansing<br><ul style="list-style-type: none"> <li>▪ Jane Cherrington</li> <li>▪ Claire Cutforth</li> <li>▪ Matthew Long</li> </ul> | <ul style="list-style-type: none"> <li>▪ Justify requirement</li> <li>▪ Provide technical spec</li> <li>▪ Evaluate tenders</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Fleet Category Board</li> <li>▪ Tender evaluation meetings</li> </ul>     |
| 3  | C&P  | Lead on procurement   | <ul style="list-style-type: none"> <li>▪ Fleet Category Board</li> <li>▪ Run tender evaluation meetings</li> </ul> |
| 4  | Legal  | Provide legal advice  | <ul style="list-style-type: none"> <li>▪ Fleet Category Board</li> </ul>   |
| 5  | Finance  | Provide financial advice  | <ul style="list-style-type: none"> <li>▪ Fleet Category Board</li> </ul>   |
| 6  | Cabinet & Councillors  | Approve and support decision  | <ul style="list-style-type: none"> <li>▪ Cabinet Paper (September / December 2017)</li> </ul>                      |
|    |  |   |  |

#### 4. Sourcing Strategy

##### 4.1 Proposed Sourcing Strategy

As detailed in section 3.2, the contract will include provision of vehicle along with maintenance support and a single provider model is an option to explore and maximise economies of scale.

The options available to deliver commercial vehicle procurements include the use of existing vehicle frameworks;

CCS framework for Vehicle Lease:

- Lot 3: Contract hire of commercial vehicles 7.5 tonnes and above including trailers and the option to provide municipal vehicles.
- Lot 4: Contract hire of commercial vehicles 7.5 tonnes and above from a single manufacturer. Other Lots on the GPS frameworks were not suitable for the following reasons;
- Lots 1 & 2 = vehicles up to 3.5 tonnes;
- Lot 5 = buses;
- Lot 6 = motorcycles;
- Lot 7 = up to 7.5 tonnes;
- Lot 8 = Fleet outsource solution for the total management and sourcing of an outsourced vehicle fleet for all passenger and commercial vehicles

*(There are currently no Value Wales framework available for contract hire of vehicles larger than cars)*

Should the Council choose to utilising the CCS framework, further competition would be undertaken using Lot 3 of the CCS framework for the waste collection and hook loader vehicles and Lot 4 for all vehicle types. This approach was pre-evaluated by Procurement & Central Transport Services and it is confirmed that the existing supplier base is not available via the CCS framework.

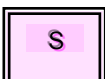
The remaining option is for the Council to run its own open procurement with individual lots to establish if there is scope for savings to realise through the appointment of one supplier to deliver economies of scale.

- a) Lot 1 – HGV (RCV's and Hook Loaders)
- b) Lot 2 – Small Mechanical Sweepers

Market engagement took place in relation to the replacement of existing vehicles and meetings with existing suppliers and those who previously expressed an interest in the last waste collection vehicle and mechanical sweeper procurements are being held (November 2017).

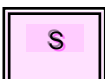
Market engagement has taken place with existing vehicle providers and with those who have previously

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expressed an interest through waste collection and mechanical sweeper procurements. The outcome of this engagement is reflected through the sourcing strategy and the contract hire terms.

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**4.3 Charging/ Payment Mechanism**

Rental for the current vehicles maximum interest from the market. Open procurement procedure is recommended. This will be a fully Q&A compliant / advertised electronic procurement run via the proactis electronic tendering portal.

The hook loaders are currently on a spot hire agreement, paid monthly based on a weekly price. The evaluation will be carried out in a 2-stage process. The first stage will be a mandatory pass or fail and minimum threshold will be weekly. The pass or fail sections will consist of questions relating to due diligence checks relating to financial management arrangements and health and safety. A minimum threshold score (R&W) need to be exceeded ensuring only suppliers who can demonstrate their ability to

deliver this provision are selected for stage 2 which will be undertaken on a most economically advantageous tender (MEAT).

The procurement will be advertised and evaluated as two individual lots;

- c) Lot 1 – HGV (RCV's and Hook Loaders)
- d) Lot 2 – Small Mechanical Sweepers

Through market engagement and discussion with neighbouring authorities, it is evident that there a number of suppliers that have an interest to bid for both Lot 1 & 2 requirements. However the procurement will advertise the requirement as 2 separate Lots. The justification being the two lots being specialist vehicles and the need for the supplier to provide assurances that the service will be fully supported to ensure there is no detrimental impact to front line service delivery.

The advantages of combining RCV's & hook loaders in Lot 1 further include a single engineering base in the immediate area for the vehicle maintenance, a consolidated approach to administrative back office functions, contract management and the reporting of KPI's. It is expected that should a tenderer be successful in both Lots a combined approach may deliver better value for money as there clear synergies that exist within the requirement, however as mentioned assurances would need to be demonstrated in the evaluation process.

The evaluation will be carried out in a 2-stage process. The first stage will be based on a pass / fail threshold score ensuring only suppliers who can demonstrate their ability to deliver the vehicle requirement are selected for stage 2 which will be undertaken on a most economically advantageous tender (MEAT).

To reinforce the need to deliver a fully maintained service, a 60% price / 40% quality weighting will be applied to ensure the supplier has the ability to support operational needs and deliver continuous improvement.

Stage two is detail in 4.7.

**4.4 Contract Type**

The intention of the tender is to award a five year contract for Waste & Recycling Collection Vehicles, Hook Loader Vehicles and three year for Small Mechanical Sweeper Vehicles. With the provision of a contract hire (including maintenance) agreement, these are current industry standard terms for the vehicles types due to the nature of the work that is undertaken.

The decision to utilise a contract hire arrangement is based upon the current Council funding mechanisms and the risk of ownership for a vehicle fleet of this size and value. This contract type offers a complete solution for vehicle provision and frontline support including the flexibility required should there be changes to the waste management / street cleansing operation. It is anticipated that this will allow flexibility to support the alternative fuels agenda however any changes would be subject to a business case analysis at the appropriate time.

**4.5 Major Contract Clauses**

The existing single supplier arrangement has proven to work for neighbouring authorities and commercial operations by reducing the number of vehicles required, reducing maintenance / defect costs and downtime, and providing on-site service support.

The following should therefore be included in the new tender:

Suppliers requirement to maintain a specified number of frontline vehicles at all times – a quantitative methodology must be submitted by supplier and it must include the provision of service reserve vehicles having identical H&S equipment to maintain operator risk level).

On site defect clinic to rectify vehicle defects during core operational hours

All vehicles must be new when delivered (with the exception of service reserves which must be no older than 3 years for collections vehicles and hook loaders / 1 year for small mechanical sweepers);

Ability to recover and maintain / repair vehicles within 30 minutes of Council waste depot;

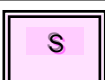
Use of the ATF (Authorised Testing Facility) lane at the Central transport services depot for annual 'plating and testing' of these vehicles.

The service area will provide other specifics such as vehicle specifications and contract monitoring / reporting requirements.

**4.6 Supplier Qualification**

Ability to deliver vehicles in line with the Council's specification Acceptable financial standing

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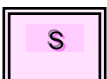




# Cardiff Council Procurement Plan



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**4.7 Evaluation Methodology and Criteria**

**This is an indicative proposal and will be finalised prior to issuing the Invitation to Tender.**

**Stage One**

The evaluation will be carried out in a 2-stage process. The first stage will be a mandatory pass or fail requirement, ensuring only suppliers who can demonstrate their ability to deliver this provision are selected for stage 2 which will be undertaken on a most economically advantageous tender (MEAT).

**Stage Two**

The specification for these specialist vehicles is very detailed; therefore, the evaluation criteria will be 60% Price and 40% Quality with adherence to the specification being a mandatory item.

**Mandatory item**

- vehicle characterisation / specification

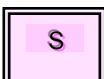
**60% Price**

- 75% of which will be for the submitted contract hire rate
- 15% of which will be for the submitted price for cost options (e.g. Health & Safety Technologies)
- 10% for the hourly recharge rates for any damage repairs undertaken by the provider

**40% Quality**

- 10% of which will be for the vehicle delivery plan
  - *The proposed implementation plan to avoid service delivery interruption including the earliest delivery date of the last vehicle.*
- 65% of which will be for Contract management
  - *Methodology demonstrating clear ability to maintain a frontline fleet during the Councils specified operating hours.*
  - *Provision and transparency of contract management and the supply of relevant management information.*
  - *Warranty durations, this applies to all relevant warranties on chassis, body and lifting equipment.*
  - *Aftersales and account management.*
  - *Health & Safety procedures including the management including the management of sub-contractors.*
- 10% of which will be in support of the Carbon Footprint / CO<sub>2</sub> Reduction initiatives / Alternative Fuel proposals
  - *Provision of information to accurately monitor vehicle fuel usage and carbon footprint. Advantage will be given to reducing the carbon footprint of the fleet and the consideration of technologies to obtain further reduction in fleet emissions. This will included the trialling of vehicles utilising alternative fuels, any specific improvements would be subject to a business case analysis at the appropriate time as the cost of the refuelling infrastructure will need to be considered in conjunction with any vehicle cost implications.*
- 15% of the marks will be based against Continuous improvement initiatives the supplier is able to deliver over the contract period.

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**4.8 VFM Measurement, Savings and Benefits**

The outline procurement approach has been reshaped to maximise the economic advantages to combing the collection vehicles fleet replacement with other specialist waste vehicles to achieve competitive contract hire rates.

**4.9 Risk Management and Mitigation Issues**

| RISK DESCRIPTION                     | ACTIONS TO MANAGE RISK  | BASELINE RAG STATUS |
|--------------------------------------|---|---------------------|
| Timescales not met                   | Daily review against timetable by Project Manager   | R                   |
| Recommendation not agreed            | Provide robust business case  | A                   |
| Suppliers unable to provide vehicles | Maximise number of suppliers opportunity is made available to (Open procurement route).<br><br>Market analysis undertaken to ensure requirements is realistic | A                   |

**4.10 Service Levels**

Phased vehicle delivery to take place between July – 2018 and March 2019.

Vehicle uptime levels (operational hours) to be agreed with Service Area.

**4.11 Community Benefits**

A community benefits plan will be requested as part of the tender exercise

**4.12 Asset Management and Disposal Arrangements**

As current vehicle are also obtained on a contract hire basis they will be returned to the vendor at the end of the contract, with new vehicles provided via a subsequent procurement.

The risk in disposal and residual value lies with the provider.

**4.13 Transitional Issues (in/out)**

Operational transition to be agreed by Service Area; however it will be essential that the front line operation is not affected.

**5. Implementation Plan**

TBC

**5.1 Procurement Timeframe**

| Milestone / Activity                    | Date                   |
|---|------------------------|
| Cabinet approval                        | January 2018           |
| Place OJEU Contract Notice              | February 2018          |
| Tender Close & Evaluation,              | March 2018             |
| Cabinet Approval                        | April 2018             |
| Standstill Period                       | April 2018             |
| Contract Award                          | May 2018               |
| Delivery of New Fleet (phased delivery) | July 2018 - March 2019 |

**5.2 Tender Management**

The proactis procurement website will be used to publish the notice and all tender documents, and receive / respond to any clarification questions. This will be a fully E-enabled procurement in order to receive the maximum dispensation (days) allowed for following a fully electronic route.

Sell2Wales will be utilised to publish the OJEU Notice.

**5.3 Governance Arrangements**

- 

| Name             | Role                          |
|------------------|-------------------------------|
| Chris McLellan   | Programme Manager             |
| Allen Evans      | Senior finance representative |
| Tara King        | Senior user (operations)      |
| David Lowe       | Senior user (technical)       |
| Christine Salter | Sign off                      |

**5.4 Procurement Team Details**

| Name                               | Role                          |
|------------------------------------|-------------------------------|
| Matthew Long                       | Project Manager / Evaluator   |
| Shauket Ali                        | Arbitrator                    |
| Richard Jones                      | Evaluator / Technical User    |
| Jane Cherrington / Claire Cutforth | Evaluator / Service Area user |
| Sian Humphries                     | Legal advice and support      |
| Marc Falconer                      | Financial advice and support  |
|                                    |                               |

**5.5 Reporting and Monitoring Arrangements**

Strategic Procurement Plan to be signed off by Programme Manager (Chris McLellan)

Pre-Tender Report to be signed off by Head of Procurement (Steve Robinson) and Corporate Director of Resources (Christine Salter)

**6. Post Implementation**

**6.1 Contract Management Arrangements**

- CTS to monitor downtime / uptime
- Vehicles to be maintained in line with Operators License requirements
- Vehicles remain legal (vehicle excise duty provided promptly; annual plating and testing arranged in good time;
- Tyres will be provided externally by the Council’s tyre managed service provider
- C&P to manage contract performance at quarterly business reviews via a cross functional review panel made up of C&P Category Manager and CTS Contract Manager
- Operational day to day reporting / control to be identified within the KPI’s / T&C’s in order to clearly define responsibility and obligations on both CTS/Waste/Street Cleansing and the supplier

**7. Appendices**

**Agreement to Proceed to Next Stage**

**Proposed by:**

|                           |  |                       |
|---------------------------|--|-----------------------|
| <b>Name:</b> Matthew Long | <b>Title:</b> Projects & Development Manager (Waste Man) | <b>Date:</b> 11/01/18 |
|---------------------------|--|-----------------------|

**Endorsed by:**

|                               |   |                       |
|-------------------------------|---|-----------------------|
| <b>Name:</b> Jane Cherrington | <b>Title:</b> OM Recycling Waste Services | <b>Date:</b> 11/01/18 |
|-------------------------------|---|-----------------------|

**Approved by:**

|                        |  |                       |
|------------------------|--|-----------------------|
| <b>Name:</b> Tara King | <b>Title:</b> AD, Economic Development | <b>Date:</b> 11/01/18 |
|------------------------|--|-----------------------|

**SCHOOL ORGANISATION PROPOSALS: IMPROVING  
PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH  
ADDITIONAL LEARNING NEEDS (ALN) 2018-22****EDUCATION & SKILLS (COUNCILLOR SARAH MERRY)****AGENDA ITEM: 3**

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**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG LEARNING****Reason for this Report**

1. The purpose of this report is:
  - To inform Cabinet of the implications of the Additional Learning Needs and Educational Tribunal (Wales) Act
  - To inform Cabinet of the projected growth in demand for specialist resource base and special school provision;
  - To seek Cabinet approval of the Cardiff ALN Strategic Priorities 2018-22;
  - To seek Cabinet authority to consult on a range of proposed schemes, to extend and re-align special school and specialist resource base places.

**Background**

2. There are two significant challenges facing Cardiff in relation to provision and support for learners with additional learning needs:
  - Introduction of the Additional Learning Needs and Educational Tribunal Act (ALNET); and
  - The growing number of learners requiring special school or specialist resource base places in order to fully access education and fulfil their potential.

**Legislative change**

3. On 14 December 2017, the Welsh Assembly passed the Additional Learning Needs and Educational Tribunal (Wales) Act (ALNET). The legislation will transform the statutory framework for this area of responsibility, and introduce significant changes to how local authorities

must work with learners, families and partners to support children and young people with additional learning needs.

4. Following Royal Assent, which is anticipated in January 2018, Welsh Ministers will consult on a mandatory Code. The new requirements will apply from September 2020, followed by a three year 'roll-out' period, by the end of which local authorities will be expected to be fully compliant with the Code.

### **Population growth and additional learning needs**

5. At its meeting on the 12 of October 2017, the Cabinet received a report 'Developing the School Estate' which outlined the challenges and opportunities facing Cardiff in the development of the education estate.
6. The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the 21<sup>st</sup> Century Schools Band B Programme.
7. There has been a significant growth in the numbers of young people with Additional Learning Needs (ALN) since 2012, as reflected in the growing need for special school and specialist resource base places over the last five years. This trend is expected to continue for the next 5-10 years.
8. While the 21<sup>st</sup> Century Schools Band B Programme will provide opportunities to address special school sufficiency issues from 2021 or 2022, there will be a need to take steps to extend provision to meet demand in the intervening period, 2018-22.

### **Cardiff ALN strategic priorities**

9. To respond to these challenges, an ALN Working Group was established in 2016, with representatives from schools, officers, health, children and adult services, parents and Cardiff and the Vale College. The group met throughout the academic year 2016-17, to identify the strategic priorities to improve outcomes for learners with additional learning needs.
10. The working group identified three strategic priorities:
  - Priority One: To improve outcomes for learners with additional needs by successfully implementing the ALN and Educational Tribunal Act
  - Priority Two: To improve outcomes for learners with additional needs by strengthening our collective capacity to meet all needs
  - Priority Three: To improve outcomes for learners with additional needs by ensuring sufficient, high quality additional learning provision

(See Appendix 1, Cardiff ALN Strategy 2018-22)



## **Cardiff ALN Strategic Priorities**

### **Priority One: Successful implementation of the ALN and Educational Tribunal Act (ALNET)**

11. The new law will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring and adapting interventions to ensure they deliver desired outcomes.

#### ***The introduction of the term Additional Learning Needs (ALN)***

12. The Act replaces the terms 'special educational needs' (SEN) and 'learning difficulties and/or disabilities' (LDD) with the new term ALN. This will help to avoid some of the stigma associated with the existing terms and will mark a clear break from the current systems that are no longer fit for purpose. Using ALN as a single term which encompasses children and young people aged 0-25 reflects the move to a fairer system for supporting learners with ALN across early years, schools and Further Education settings.

#### ***A 0-25 age range***

13. There will be a single legislative system relating to the support given to children and young people aged between 0-25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN; and young people in further education who have LDD. As a result, transition of learners between school and post-16 education will be improved to allow greater support and rights for this group of learners.

#### ***A unified plan***

14. The Bill will create a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN or LDD plans for learners in schools and further education. The IDP will replace both statements of SEN and Individual Education Plans (IEPs), which currently apply to learners with needs at 'School Action' or 'School Action Plus'. This will ensure greater consistency and continuity and, unlike the current system, ensure that provision and rights are protected regardless of the severity or complexity of needs.

#### ***Increased participation of children and young people***

15. The Bill requires that learners' views should always be considered as part of the planning process, along with those of their parents. It is imperative that children and young people see the planning process as something which is done with them rather than to them.

### ***High aspirations and improved outcomes***

16. The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.

### ***A simpler and less adversarial system***

17. The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN and should avoid the adversarial nature of the existing approach.

### ***Increased collaboration***

18. The new system will support a strong focus on collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes. Three fundamental new roles are created by the Bill to facilitate increased collaboration – Additional Learning Needs Coordinators in education settings; Designated Educational Clinical Lead Officers in health boards; and Early Years ALN Lead Officers in local authorities.

### ***Avoiding disagreements and earlier disagreement resolution***

19. The new system will focus on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.

### ***Clear and consistent rights of appeal***

20. Where disagreements about the contents of an IDP cannot be resolved at the local level, the Bill will ensure that children and young people entitled to an IDP or those who believe that they should have an IDP (and their parents in the case of those that are under 16 years) will have a right of appeal to the Education Tribunal for Wales.

### ***A mandatory Code***

21. The provisions included in the Bill will be supported by a new statutory ALN Code. The Code will ensure that the new ALN system has a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.
22. It will, therefore, be a type of subordinate legislation, and confer duties and rights on those subject to it. The Code will also set out practical guidance on how the statutory duties will be carried out, which will be supported by best practice illustrations.

## ***A bilingual system***

23. Services will be required to consider whether the child or young person needs ALP in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh. A series of strategic duties are also aimed at driving progress towards a truly bilingual ALN system and the Bill includes a mechanism so that the duties to provide Additional Learning Provision through the medium of Welsh become absolute over time.
24. The ALN Working Group has identified 5 objectives under Priority One:
1. To work with partners in Health, Children's and Adult Services, Cardiff and the Vale College and other education providers to develop effective approaches to unified assessment and planning for ALN learners 0-25.
  2. To support development of the ALN Coordinator role and the introduction of Person Centred Planning (PCP) approaches in schools.
  3. To work with parents/ carers, schools, early years settings and post-16 education providers to further improve support for transition at every stage of education: pre-school; primary to secondary; post-16; to adult life.
  4. To further develop the quality of ALN specialist services, in both Welsh and English, to support schools and early years settings.
  5. To work with families and partners to further improving processes for avoiding and resolving conflict.

## **Priority Two: Strengthening our collective capacity to meet all needs**

25. The majority of learners with additional learning needs attend a mainstream school. In October 2017 there were 10,426 school-aged pupils with additional learning needs in Cardiff.
26. 9,640, or 92%, were attending mainstream schools, while just under 800, or 8%, attended either a Cardiff special school or a setting other than a Cardiff school ('out of county'). This is summarised in the table below.

|   |  |
|---|--|
| 6,042 learners had needs at 'School Action' | Learners whose additional needs can be met with extra support provided by their school.<br><br>Needs at this level are often short term, but some pupils may go on to have needs at 'School Action Plus'.                                |
| 2,445 had needs at 'School Action Plus'     | These are pupils whose needs can be met by their school, with the help of extra advice, support or training from a specialist service (this might be an NHS service, or educational psychology, or one of the specialist teacher teams). |

|   |   |
|---|---|
|   | Many pupils make progress and their needs return to 'School Action', but a few will go on to require a statement.   |
| 800 had statements of SEN, with mainstream support.   | Schools receive additional delegated funding and have access to a range of specialist services to support pupils with mainstream statements.  |
| 340 had statements of SEN, and attended specialist resource bases                                   | <p>A specialist resource base (SRB) is a small class in a mainstream school, taught by specialist staff. Although the SRBs are located in community schools, they admit pupils from across the authority, not just from their own local area. Pupils in a specialist resource base benefit from being taught in small classes with favorable pupil-staff ratios, taught by specialist staff. Pupils also benefit from opportunities to learn and play with their mainstream peers.</p> <p>Cardiff funds 24 specialist resource bases, across primary and secondary, in Welsh and English medium settings.</p>   |
| 580 pupils attended Cardiff special schools   | Special schools provide a highly specialized education for pupils with the most complex additional needs. Class sizes are small and the curriculum is highly differentiated, taught by specialist staff. Cardiff maintains seven special schools.   |
| Approximately 220 pupils attended settings other than a Cardiff maintained school: 'out of county'. | <p>This includes</p> <ul style="list-style-type: none"> <li>• Children and young people who are looked after by Cardiff Council, have a statement of SEN and are fostered in other areas. Cardiff is responsible for funding the additional learning provision made by the relevant local authority, whether this is special school, specialist resource base or mainstream support.</li> <li>• Pupils funded to attend maintained special schools in other local authorities; for example in Ysgol y Deri in the Vale of Glamorgan, where Cardiff funds up to 40 places for Cardiff pupils.</li> <li>• 113 pupils were attending independent settings, including private schools and alternative education providers.</li> </ul> |

27. The ALN Working Group identified a number of actions that are needed to improve the collective capacity of schools and their partners to improve outcomes for learners with additional learning needs, and to make the most effective use of ALN resources.

28. Over a three year period, from 2014-15, to 2016-17, the cost of mainstream statements (Complex Needs Enhancement) increased from

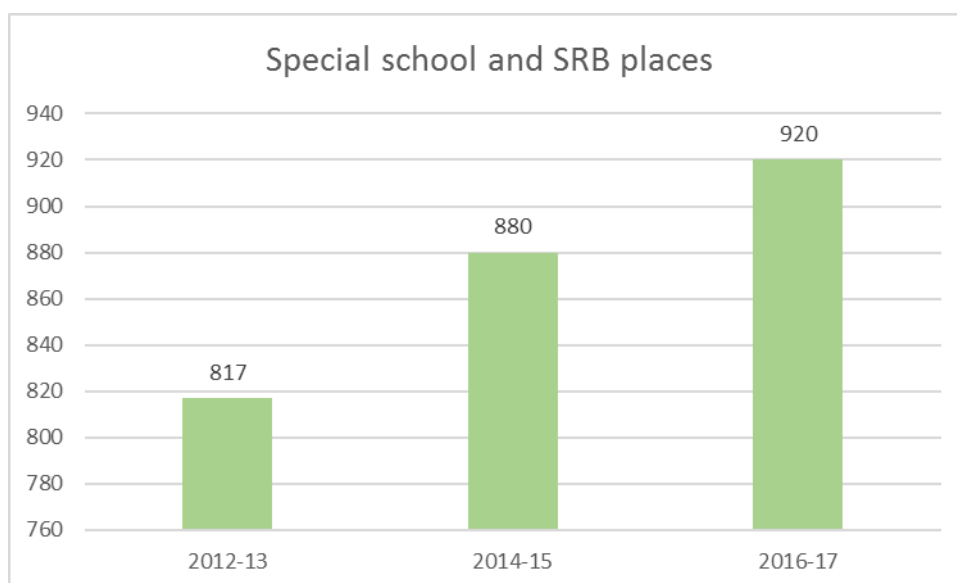
£4.8M to £6.3M per annum; an increase of 63%. By April 2017 there were 724 pupils with CNE funded statements, mostly used to employ Grade 3 LSAs (Learning Support Assistants) to provide 'one-to-one support'.

29. Although a growing number of pupils do require individual or small group support throughout the day, over use of 'one-to-one support' is not always the most efficient use of resources, or the most effective way to support pupils.
30. The way in which mainstream statements (or IDPs) are written needs to be reviewed, to empower schools to use delegated ALN budgets more flexibly.
31. The increased costs are partly due to pressure on existing special school and specialist resource base places, resulting in some children remaining in mainstream while awaiting a more specialist placement. Increasing the number of specialist resource bases in our schools has the potential to reduce costs while ensuring learners continue to receive the high quality, comprehensive support they need.
32. The ALN Working Group reviewed the wide range of quality support and services that are provided in Cardiff schools and concluded that an up-to-date, parent-friendly directory is needed, to make it easier for parents, schools, health practitioners and social workers to have access to comprehensive information about available support, and to help them navigate the system.
33. The culture of school-to-school support is developing and embedded in many schools. However, school-to-school working in relation to inclusion is not yet structured or formalised. Systems for identifying and sharing best practice in relation to ALN need to be strengthened.
34. The number of children and young people with disabilities and healthcare needs in mainstream schools is also increasing, and it is essential that schools continue to develop as accessible learning environments.
35. Under Priority Two, the ALN Working Group set out 5 objectives to address these issues:
  1. To work with Health, Children's and Adult Services, and other partners to further develop the capacity to meet needs, including effective approaches to early intervention.
  2. To improve the quality and availability of information about additional learning provision.
  3. To further develop the culture of school-to-school support to enable schools to access best ALN practice.
  4. To empower schools to achieve best value through the more flexible use of delegated ALN budgets.

5. To refresh the Cardiff Accessibility Strategy and guidance for schools to ensure children and young people with disabilities and healthcare needs are effectively included in learning.

### **Priority Three: Ensuring sufficient, high quality additional learning provision**

36. As illustrated in the graph below, the number of funded special school or specialist resource base places in Cardiff schools has increased by 103 places over a five year period. (The graph does not include places funded in other local authorities or the independent sector.)



37. Despite the growth in places, there is evidence to suggest this has not been sufficient to meet existing need. For example, the 63% rise in the cost of supporting mainstream statements, and increased reliance on places in the independent sector suggests there are pupils in our mainstream schools and in 'out of county' settings who would benefit from access to a Cardiff special school or specialist resource base place.
38. Over the next 5-10 years, revenue and capital investment will be needed to ensure sufficient and suitable specialist support for the growing population of learners with additional learner needs, and to reduce reliance on the independent sector. Increased demand is anticipated for learners with:
  - Emotional health and wellbeing needs
  - Complex learning disabilities
  - Autism spectrum conditions
39. In contrast, demand for specialist places designated for specific language impairment has fallen since 2010. Between 2010 and 2015, the collective pupil roll at Meadowbank Special School and Allensbank specialist resource base – both of which are designated for 'specific language impairments- fell from 58 to 34.

40. In 2015-16 the Council formally proposed closing both settings and re-allocating the resource to other areas of need where demand is growing.
41. However, stakeholders raised a range of objections to this proposal and the Council decided not to proceed, but to engage further with stakeholders and to undertake a review of speech and language support.
42. In December 2016, a reference group was established to provide a forum for stakeholders, including parents, teaching staff, governors and the voluntary sector, to comment and contribute to the evaluation of current services.
43. The reference group submitted a summary of its findings and recommendations in September 2017 (see Appendix 2 Report on Speech Language and Communication Support in Cardiff, 2017). The work of this group, and the recommendations, have informed the proposals below in relation to both Meadowbank School and Allensbank specialist resource base.
44. The report to Cabinet in December 2017, '21<sup>st</sup> Century Schools- Cardiff Council's Band B priorities' identifies four capital schemes to re-shape Cardiff special school provision. The schemes would enable the Council:
  - to replace the 'D' rated accommodation at Riverbank, Woodlands, the Court and Greenhill Schools
  - to increase capacity to meet future projected need from 2022-27
  - address the gaps in provision such as places for girls and for post-16 pupils with emotional health and wellbeing needs
  - to enhance opportunities for multi-agency support and provision;
  - to enhance the role of special schools as a source of support for families and for mainstream schools.
45. However, the Band B schemes will not be completed until 2021 at the earliest. The Council will therefore need to take steps to extend the number of places over the next three years.
46. Projections suggest that approximately 220 additional special school and specialist resource base places will be needed over the next 4 years, at both primary and secondary level, across Welsh and English medium sectors.
47. There are therefore two objectives under Priority three:
  1. To develop additional SRB and special school places to meet current and projected need 2018-22 through an ALN Development Plan 2018-22
  2. To consult with schools and other partners on 21<sup>st</sup> Century Schools Band B options for re-shaping specialist provision, to ensure suitability and sufficiency for projected needs 2022-27.

## **Business Case For An ALN Development Plan 2018-22**

48. Failure to invest in Cardiff-maintained provision over the next 3-4 years will lead to the Council becoming increasingly reliant on independent special school providers in order to meet the Council's statutory responsibilities.
49. Over reliance on independent places would have the following implications and risks:
  - higher revenue costs to the Council
  - inability to offer places according to parental preference
50. The cost of independent special school places ranges from £39K to £77k per annum, compared to costs for Cardiff special schools of £14k to £25k per annum. It is rarely in a pupil's interest to transfer school mid-phase so once placed there is little prospect of pupils returning to maintained provision should places become available in future years. The costs would therefore continue over 7-8 years for placements beginning in Year 7, and potentially longer for primary placements.
51. The majority of Cardiff parents express a preference for places in Cardiff special schools or specialist resource bases for their child. Offering places in independent schools could have negative reputational implications.
52. It should be noted that there is no guarantee the independent sector could offer sufficient special school places to meet Cardiff's sufficiency needs, especially for primary aged pupils. Over-reliance on the sector could therefore result in Cardiff being unable to fulfil statutory responsibilities.

## **ALN DEVELOPMENT PLAN 2018-22: PROPOSED SCHEMES**

53. The schemes proposed below will not fully address sufficiency needs for the period 2018-22.
54. The Council has taken, and will continue to take, a range of steps to increase provision within existing accommodation and designated numbers wherever possible. Such actions do not require formal consultation unless they require a 'regulated alteration'.
55. It is also anticipated that further schemes will need to be developed and proposed in 2019, to open additional specialist resource bases at both primary and secondary phase.
56. The proposed schemes set out below require 'regulated alterations'. Under the Schools Standards and Organisation (Wales) Act 2013, a local authority can make proposals to make regulated alterations and is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code.
57. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken.



## Ty Gwyn Special School

58. Ty Gwyn is a special school designated to provide 150 places for learners aged 3-19 with complex learning disabilities and autism spectrum conditions (ASC). The school is located in Caerau and from 8<sup>th</sup> January 2018 the school has been federated with Riverbank and Woodlands Special Schools, as the Western Learning Campus Federation.
59. **PROPOSAL: To meet demand for primary and secondary special school places for learners with complex learning disabilities or ASC it is proposed to**
- **increase the designated number of Ty Gwyn places to 198;**
  - **establish 3 extra classrooms by adapting the old Trelai Youth Centre building, which is situated to the rear of the school**
60. Since the new Ty Gwyn building opened in 2010, the number admitted to the school each year has exceeded the number of leavers by between 4 and 10 places. There are now 173 pupils on roll. The trend is projected to continue for the next three years, until the last of the smaller cohorts have left the school. From 2021, the cohorts leaving the school will be larger in size, and more consistent with the annual admission number.
61. A multiagency project has been established under the Disability Futures Programme, to redevelop the Trelai Youth Centre building as a multi-agency resource attached to the Western Learning Federation Campus. The project is exploring the potential to develop one side of the building as a hub for multi-agency regional services, and to increase the use of the existing sports and play facilities for children and young people with complex needs, in school hours, for holiday and after school provision.
62. It is proposed to adapt part of the building to provide three new classrooms for the school, and to connect the school and youth centre buildings via an enclosed corridor or walkway. Council funding would be required to secure the conversion.
63. The Council recognises that the proposal has implications for health services provided in partnership with the school. The Council will work with Cardiff and the Vale University Health Board, to continue to ensure children's assessed needs are met, and to further develop collaborative approaches to promote wellbeing and positive outcomes for pupils at the school.
64. An initial appraisal of highways and transport implications has been completed, however all options will be subject to a full transport assessment. The initial assessment indicates that staff parking adjacent to Trelai Park could be utilised for school staff in order to create a larger drop off/pick up and turning circle on the existing staff carpark for minibuses. Staggered start and finish times for Riverbank, Woodlands and Ty Gwyn would reduce site congestion. Active Travel/Sustainable Travel

would be encouraged for all staff and visitors to the school. An approximate cost for these works has been provided and included in the total budget.

### **The Hollies Special School**

65. The Hollies is a special school designated to provide 90 places for learners aged 4-11 with autism spectrum conditions and physical and medical needs. The school is located in Pentwyn.
66. **PROPOSAL: To meet demand for primary and secondary special school places for learners with autism spectrum conditions it is proposed to:**
- **extend the age range of The Hollies School from 4-11, to 4-14**
  - **increase the designated place number to 138**
  - **provide additional accommodation by refurbishing the school accommodation to be vacated by Ysgol Glan Morfa following its occupancy of the new building currently under construction**
67. The demand for places for physical and medical needs has fallen over several years, while the autism section has grown. All pupils at the school are now pupils with autism spectrum conditions.
68. Over next few years both primary and secondary places for learners with autism spectrum conditions will be needed. Extending both the designated place number and the age range of the school would provide the extra capacity needed at both primary and secondary phase.
69. Ysgol Glan Morfa is due to transfer to new build premises in August 2018. It is proposed that the vacated school accommodation on Hinton Street, Splott be converted to provide additional accommodation for The Hollies School.
70. The Glan Morfa building is in generally good condition but would require some minor refurbishment and adaptation.
71. Options for the configuration of the extended Hollies School would be subject to further discussion with the Headteacher and the Governing Body, prior to consultation. For example, options might include:
- the Hinton Street site to become a KS3 setting, with Foundation Phase and KS2 remaining on the current Pentwyn site;
  - Foundation Phase provision could be relocated to the Hinton Street site with the Pentwyn building providing accommodation for KS2 and KS3.
72. Currently the secondary options for pupils leaving The Hollies in Year 6, include:

- The Marion Centre, Bishop of Llandaff School
  - Ty Gwyn Special School
  - Ysgol y Deri Special School, Vale of Glamorgan
73. These options would continue to be available to Hollies Year 6 pupils, in addition to the option of continuing at The Hollies for KS3. Pupils who take up a KS3 place at The Hollies would have the opportunity of transferring to one of the above listed schools for their Key Stage 4 placement.
74. The Council recognises that the proposal has implications for health services provided in partnership with the school. The Council will work with Cardiff and the Vale University Health Board, to continue to ensure children's assessed needs are met, and to further develop collaborative approaches to promote wellbeing and positive outcomes for pupils at the school.
75. An initial appraisal of highways and transport implications has been completed, however all options would be subject to a full transport assessment. The initial assessment indicates that additional staff parking and a turning circle for additional traffic would be required in order to reduce congestion and manage any additional traffic better. Ensuring that start and finish times varied from those of Moorlands Primary School, on Singleton Road, would be required to reduce congestion. Active Travel/Sustainable Travel would be encouraged for all staff and visitors to the school.

### **Greenhill School**

76. Greenhill School is a special school designated for pupils with emotional health and wellbeing needs aged 11-16. The school is located in Rhiwbina.
77. One of the prioritised schemes identified in the report approved by cabinet on 14<sup>th</sup> December 2017, '21<sup>st</sup> Century Schools- Cardiff Council's Band B priorities', is to build a new secondary special school for pupils with emotional health and wellbeing needs. The Band B scheme would enable the Council to replace the current accommodation for Greenhill School which is rated 'D' for suitability. The proposal set out below would be independent of the Band B scheme, although it would pave the way to deliver on one of the goals of the Band B scheme- to include provision for post-16 in a future new school.
78. **PROPOSAL: To meet the need for post-16 places for emotional health and wellbeing needs it is proposed to**
- **extend the age range of Greenhill from 11-16 to 11-19 and**
  - **increase the capacity of the school to allow for up to 64 places.**
79. Data for Cardiff shows that the majority of Greenhill pupils struggle to make a successful transition to education, employment or training at the end of Year 11, despite significant support for transition. 2015-17 data shows

that 50% or more of Greenhill leavers were not in education employment or training on 31<sup>st</sup> October.

| Cohort | Cohort Size | NEET | %  |
|--------|-------------|------|----|
| 2015   | 18          | 10   | 56 |
| 2016   | 6           | 3    | 50 |
| 2017   | 10          | 5    | 50 |

80. The post-16 class would provide a 'bridging year' for Greenhill pupils not yet ready for transition to college or employment at the end of Year 11. Pupils would be supported to make a successful transition to college, training or employment by the end of Year 12.
81. Accommodation would be established by adapting the unused caretaker house on the site. Post-16 pupils would attend some classes on site, but would also be supported to access appropriate educational opportunities off-site, as part of a supported transition to college or employment.
82. This proposal would require determination by Welsh Ministers to extend the age range of Greenhill School to include post-16 education.
83. The Council recognises that the proposal has implications for health services provided in partnership with the school. The Council will work with Cardiff and the Vale University Health Board, to continue to ensure children's assessed needs are met, and to further develop collaborative approaches to promote wellbeing and positive outcomes for pupils at the school.
84. An initial appraisal of highways and transport implications has been completed, however all options would be subject to a full transport assessment. The initial assessment indicates that the existing arrangements are suitable for the site. Travel Training should be encouraged for all pupils to promote public transport where possible. Active Travel/Sustainable Travel would be encouraged for all staff and visitors to the school.

### **Meadowbank Special School**

85. Meadowbank is a special school designated for up to 40 places for pupils aged 4-11 with specific language impairments. The school is located in Llandaff North and admits pupils from across the authority. The number on roll at the school has fallen over several years and currently stands at 15.
86. **PROPOSAL: To meet demand for primary special school places for complex learning disabilities, it is proposed to**
  - **change the designation of Meadowbank School from: 'specific language impairments', to: 'speech language and communication needs *and* complex learning disabilities'**

87. It is important to note that the diagnosis of 'specific language impairment' is no longer used. It is therefore proposed to replace it in the school's designation with the broader term: 'speech language and communication needs'. Under the current designation, the school admits pupils whose speech and language needs are specific, long term and severe. If the designation were changed as proposed, the school would continue to admit pupils whose speech and language needs are specific, long term and severe, but would also admit pupils with complex learning disabilities.
88. Changing the designation of the school is in line with one of the recommendations put forward by the speech and language reference group and would ensure
- continued special school places for learners with the most severe and long term speech language and communication needs;
  - additional places for complex learning disabilities;
  - continued financial viability of Meadowbank School.
89. Children with complex learning disabilities frequently have associated speech language and communication difficulties, and would benefit from the specialist knowledge and experience of Meadowbank staff. Training and professional development opportunities would be offered to staff, to further develop their skills and specialist knowledge to support complex learning disabilities.
90. It is anticipated that the school would determine the best approach to supporting a range of needs. This could involve mixed classes, if the learning needs are similar, or separate classes to meet different needs.
91. The local authority commissions the school to provide an outreach service to support children with speech language and communication needs in early years settings. It is proposed to maintain this outreach service and, in partnership with the school, to consider scope to further develop their role in building capacity to support speech and language needs, especially in other special school settings such as Riverbank and The Court, and at specialist resource bases for children with complex learning disabilities.
92. Current accommodation at Meadowbank is in good condition but some adaptations to the building would be needed, including provision of a changing space and improvements to the accessibility of the building.
93. An initial appraisal of highways and transport implications has been completed, however all options would be subject to a full transport assessment. The initial assessment indicates that the school has a turning circle which is suitable for the pupils who would be accessing the premises. A variety of highways improvements are already planned as part of the Ysgol Glan Ceubal and Gabalfa Primary new build. Active Travel/Sustainable Travel would be encouraged for all staff and visitors to the school.

## Alternative options considered

94. Changing the designation to include either autism spectrum conditions or emotional health and wellbeing needs was considered. However, the accommodation at the school is considered to be less appropriate for these groups.
95. The speech and language reference group recommended the Council give consideration to opening 'early intervention' classes. Classes of this type would offer time-limited placements to learners whose speech and language needs are not expected to be long term, but who are not making enough progress with mainstream support alone. The group suggested an early intervention class could be hosted at either Meadowbank or Allensbank School.
96. The Council is not proposing to open early intervention classes at Meadowbank School for the following reasons:
- a) The majority of pupils with speech and language needs make more rapid progress when exposed to frequent, informal opportunities to interact, play and learn with peers who do not have speech or language difficulties. These mainstream opportunities are more easily and naturally available to pupils in a specialist resource base.
  - b) Special schools can strive to offer similar opportunities through reintegration programmes and day placements, but these opportunities entail the extra costs of sending support assistants with the child, and making different travel arrangements on different days.
  - c) Many parents of children with speech and language needs prefer their child to remain in mainstream. The local authority believes that early intervention classes should be based in a mainstream school, to take account of parental views, and to better facilitate early reintegration to a local school.

## **Allensbank Primary School**

97. Allensbank is an English-medium community primary school located in Heath. The school hosts a 16-20 place specialist resource base (SRB) designated for pupils with specific language impairments.
98. **PROPOSAL: To meet the need for early intervention places for speech and language needs, it is proposed to**
- **Phase out the SRB at Allensbank School, closing the class in July 2020, or when all current pupils have completed their primary placement, if earlier.**
  - **Open an 8-place early intervention class for children with speech and language needs at Allensbank School, admitting the first cohort in September 2019.**

99. The class would admit up to 8 Foundation Phase children who were not making sufficient progress, but who have good prospects for returning to their local mainstream school. Placements would last 1-3 years, depending on progress. Pupils would be dual registered at their local school, and supported to return at the end of the placement. Pupils would continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.
100. As part of the review of speech and language support, the Council has reviewed statementing trends for speech and language needs. Over the last five years, as early screening and capacity building for early intervention has been rolled out, the number of statements for speech and language needs has fallen. The Council now issue fewer statements and most are issued later than previously, when the child has already reached Key Stage 2.
101. Reducing the need for statements is a measure of successful early intervention. However, because placement in the specialist resource base has been dependent on a statement of SEN, an unintended consequence has been to limit access to specialist provision for Foundation Phase pupils.
102. The view of the Speech and Language Therapy Service is that intensive support in a special class is most effective if provided as early as possible. Placements at the early intervention class would therefore be identified by the specialist speech and language panel and would not be dependent on a statement.
103. The Council has reviewed the caseloads for pupils known to the Joint Speech and Language Service in 2017 in order to predict the level of need for an early intervention class. 8 places in an English medium setting would be appropriate to meet current need. This will be monitored, and consideration given to opening a second class in future, as required.
104. There would be insufficient demand for a Welsh medium class at present. This will be monitored, and consideration would be given to opening a class in future, as required. In the meantime, an intensive support package in mainstream can be developed if there are individual pupils in Welsh schools who are not making sufficient progress with school support.

### **St Mary the Virgin Church in Wales Primary School**

105. St Mary the Virgin CiW is an English-medium Voluntary Aided primary school located in Butetown. There is no specialist provision at the school currently.
106. **PROPOSAL: To meet the demand for primary specialist resource base places for complex learning disabilities, it is proposed to**
- **open a specialist resource base (SRB) at St Mary the Virgin CiW Primary School, for up to 20 places.**

107. Admissions to the SRB would be managed by the local authority, subject to a statement of special educational needs and would be open to pupils from across the authority.
108. There are four Cardiff primary schools currently hosting SRBs for complex learning disabilities: Bryn Hafod; Llanedeyrn; Llanishen Fach and Marlborough. All SRBs are open to admission from across the authority, although as far as possible, pupils are offered places in the SRB closest to their home. Provision of an SRB at St Mary the Virgin would increase the number of places available to meet demand, and ensure that pupils living in the south central area of the city travel shorter distances to access specialist provision.
109. In 2015 the council consulted on proposals to build new school accommodation for St Mary the Virgin School. In their formal response the Governing Body requested the local authority to consider opening a specialist resource base at the school. Given the growing demand for SRB places, the local authority agreed in principle to consider this development, subject to a further statutory consultation.
110. Accommodation for the SRB would be provided as part of the 21<sup>st</sup> Century Schools Band B scheme to rebuild St Mary the Virgin School. The SRB would not open until the new build accommodation has been provided.
111. As a voluntary aided school, the determination would need to be made by the governing body of the school.

### **Ysgol Pwll Coch**

112. Ysgol Pwll Coch is a Welsh-medium community primary school located in Canton. There is no specialist provision at the school currently.
113. **To meet the demand for primary SRB places for with complex learning disabilities and autism spectrum conditions in the Welsh medium sector, it is proposed to**
  - **open a specialist resource base at Ysgol Pwll Coch, providing up to 10 places initially, but with scope to extend to 20 places in future, as demand grows.**
114. Admissions to the SRB would be managed by the local authority, subject to a statement of special educational needs and would be open to pupils from across the authority.
115. Accommodation for the SRB would be established within current accommodation. Some refurbishment would be required.
116. An initial appraisal of highways and transport implications has been completed, however all options would be subject to a full transport assessment. The initial assessment indicates that a staggered start time and finish time for the SRB would need to be implemented to alleviate traffic and to reduce congestion at the beginning and end of the day on Lawrenny Avenue. Active Travel/Sustainable Travel would be encouraged for all staff and visitors to the school.



117. There is a long-established specialist resource base at Ysgol Coed y Gof, designated to offer up to 10 places for all areas of additional learning need. This is not sufficient to meet current and future demand.
118. The Council has identified between 5 and 10 pupils in Welsh medium schools who might benefit from a place in an SRB, but there is insufficient accommodation to open an additional SRB class at Ysgol Coed y Gof. The local authority is working with Ysgol Coed y Gof to review the SRB and to improve accommodation and facilities, but this is not subject to a formal proposal or consultation as it does not constitute a 'regulated alteration'.

### **Ysgol Glantaf**

119. Ysgol Glantaf is a Welsh-medium community high school located in Llandaff North. The school hosts a specialist resource base designated for complex learning disabilities and autism spectrum conditions.
120. **To meet the demand for secondary SRB places for complex learning disabilities and autism spectrum conditions in the Welsh medium sector it is proposed to:**
  - **extend the designated number at Ysgol Glantaf specialist resource base to up to 30 places**
  - **extend and improve the current accommodation for the SRB**
121. Admissions to the SRB are managed by the local authority, subject to a statement of special educational needs. The SRB offers places to pupils from across the city.
122. Demand for places in the base has been increasing steadily for the last 5 years and there are currently 14 pupils on roll. Projections suggest the number will grow to 30 places over the next 3-5 years.
123. The current SRB accommodation would be extended and improved to facilitate the additional numbers.
124. The local authority will continue to monitor and regularly audit the level of demand in the sector and bring forward further proposals to further extend provision in future as required. A regional audit of ALN needs and provision across the central South Consortium area is also underway, as outlined in paragraph 147 below.

### **Capital and revenue implications of proposed schemes**

125. The potential revenue cost of funding additional places in 2018-19 is estimated at £630,000. This includes both the proposed schemes set out in this report, and steps to increase places within current designations, which will not require consultation. The potential capital cost of extending special school and specialist resource base provision from 2018-21 is estimated at £6M over three years, including the schemes proposed in this report.

## **Educational Benefits**

126. The proposals would offer the following educational benefits:

- Addressing ALN sufficiency needs projected in 2018-21, ensuring children and young people can access high quality education in Cardiff special schools or specialist resource bases, in both English and Welsh medium sectors.
- Development of the Trelai Youth Centre will provide additional sports facilities for use across the Western Learning Campus Federation, access for community use, and opportunities to further develop multi-agency collaboration on site, including provision of outreach services, to the benefit of ALN learners aged 0-25.
- A sustainable future for Meadowbank School, ensuring children with speech and language needs or complex learning disabilities can continue to benefit from the expertise and facilities offered by the school.
- Improved post-16 opportunities for young people with severe emotional health and wellbeing needs.
- Opening a new SRB in the South Central area of Cardiff will improve access to specialist provision for children in the area, and reduce the need for SEN transport.
- Increased capacity for early intervention to support children with speech and language needs.

## **Potential disadvantages of the proposal**

127. The following potential disadvantages have been identified:

- Extending numbers at Ty Gwyn, Hollies and Greenhill special schools could impact on health provision at these schools.

## **Alternatives considered**

128. As outlined in paragraphs 48-52, the only alternative to extending special school and SRB places in Cardiff maintained schools would be to seek places in the independent sector. The option has been dismissed as the revenue costs of this step would be greater than the combined capital and revenue investment required by the proposed schemes.

## **Impact of proposal on the Welsh Language**

129. The proposed schemes include extending and improving specialist provision for learners with autism spectrum conditions and complex learning disabilities, at Ysgol Pwll Coch and Ysgol Glantaf.

130. Additional work is underway to further develop the range of provision, including:

- A review of the specialist resource base at Ysgol Coed y Gof

- In 2017-18 the local authority is funding a pilot approach to supporting emotional health and wellbeing needs in the secondary phase.
  - An audit of speech and language needs to inform the development of early intervention for children in the Welsh sector.
131. In partnership with Bridgend, RCT, Merthyr and the Vale of Glamorgan local authorities, a regional audit of ALN provision is being carried out, to identify opportunities for regional solutions and sharing of best practice. Across all 5 authorities, the number of ALN pupils is significantly lower than in English medium. The audit will consider the reasons for this and seek parental and school views. The audit will be completed by March 2018.
132. It is anticipated that further schemes to develop provision in Welsh medium will be developed under the ALN Development Plan, and brought forward for Cabinet consideration.

### **Local Member consultation**

133. Local Members of directly affected wards have been appraised of the proposal to consult and will be included as part of any consultation undertaken along with all elected members.

### **Scrutiny Consideration**

134. The Children & Young People's Scrutiny Committee considered this item at their meeting on 9 January 2018. The letter from the Chair is attached at Appendix 3.

### **Reason for Recommendations**

135. To improve outcomes for children and young people with additional learning needs, by approving the Cardiff ALN Strategy, and authorising consultation on the proposed schemes to extend specialist provision from 2018.

### **Financial Implications**

136. The recommendations to this report request authority to consult on a range of ALN proposals, including expansions to special schools and specialist resource bases, as well as the introduction of new specialist resource bases in some instances. The proposal to consult on these schemes does not, in itself, give rise to specific financial implications. However, should these schemes be progressed, following consultation, there would be both revenue and capital financial implications.
137. Paragraph 125 outlines the potential capital costs of the works required as totalling £6m. Revenue costs could also be significant, rising to over £1m in certain years. The costs arising from these schemes will need to be funded, in the first instance, from existing budget allocations. In the case of the revenue costs, the delegated school budget, and any growth in that budget provided as part of future Council budgets, will need to provide the

funding required. In relation to capital costs, the existing allocations for School Suitability Works, as approved in the Council's Capital Programme for the five year period commencing 2017/18, will need to provide the funding required for works to buildings and other asset expenditure. However, this particular allocation is also used for non-ALN expenditure and, therefore, the scope for this allocation to meet all of the costs arising is potentially limited. .

138. Should the current levels of funding be insufficient to fund the costs of all schemes, and additional funding not be provided as part of future Council budgets, it will be necessary for a re-prioritisation of schemes to be undertaken to ensure that only schemes that are affordable are delivered. However, it is necessary to understand the financial risks involved in not progressing all of the schemes proposed in this report. Particularly, should it not be possible to accommodate all of the potential growth in demand for ALN provision, it is likely that the total Council expenditure on out of county placements will increase. The average cost of a placement in a non-Cardiff Council school exceeds that of in-house provision and, therefore, represents poorer value for money. However, if out of county placements are unavoidable, it would be necessary for the cost of these to be met from existing budget allocations and, where these are insufficient, for the additional costs incurred to be absorbed within the overall Education directorate revenue budget in the relevant year.

### **Legal Implications**

139. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also currently has obligations under the Education Act 1996 to carry out statutory assessments, create, amend and maintain statements of Special Educational Needs and to provide for pupils with Special Educational Needs.
140. The Additional Learning Needs (Wales) Bill was agreed by the National Assembly for Wales on 12<sup>th</sup> December 2017. The report details the changes this will make, one of the most significant being the extension of the age range for pupils that the Council will be responsible for to all pupils between birth and 25 years old and that this will lead to an extension of the rights of appeal to the Special Educational Needs Tribunal for Wales (which will be renamed the Educational Tribunal for Wales).
141. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are:
- Age
  - Gender reassignment
  - Sex

- Race – including ethnic or national origin, colour or nationality
  - Disability
  - Pregnancy and maternity
  - Marriage and civil partnership
  - Sexual orientation
  - Religion or belief – including lack of belief
142. The National Assembly for Wales carried out an equality impact assessment in November 2017 in relation to the Additional Learning Needs (Wales) Bill and identified no negative impact on any groups with protected characteristics; the assessment acknowledged that there was a potential to eliminate discrimination in transforming the services for all pupils with additional learning needs. If the recommendations in the report are accepted and consultation undertaken, the Council will have to consider further the equalities implication and an Equality Impact Assessment may need to be completed. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural *well-being* of Wales.
143. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).
144. The proposals for the under the proposed schemes in this report would be considered regulated alterations under the Schools Standards and Organisation (Wales) Act 2013. A local authority can make proposals to make regulated alterations and is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code. The recommendation seeks authority to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken.

### **HR Implications**

145. The report proposes consultation on a number of proposals to support growth in ALN provision across Cardiff. Each individual consultation will include consideration of the Human Resources implications which will broadly be about supporting schools with growth, which will include

workforce planning and training. Trade union consultation will be required as part of that process.

## **Equality Impact Assessment**

A detailed equality impact assessment will be completed following consultation on any proposals.

### **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Approve the Cardiff ALN strategic priorities, 2018-22:
  - Priority One: To improve outcomes for learners with additional needs by successfully implementing the ALN and Educational Tribunal Act
  - Priority Two: To improve outcomes for learners with additional needs by strengthening our collective capacity to meet all needs
  - Priority Three: To improve outcomes for learners with additional needs by ensuring sufficient, high quality additional learning provision
2. Authorise officers to consult on the following proposals:
  - a) To meet demand for primary and secondary special school places for learners with complex learning disabilities or autism spectrum conditions it is proposed to
    - increase the designated number of Ty Gwyn places to 198;
    - establish 3 extra classrooms by adapting the old Trelai Youth Centre building, which is situated to the rear of the school
  - b) To meet demand for primary and secondary special school places for learners with autism spectrum conditions it is proposed to:
    - extend the age range of The Hollies School from 4-11, to 4-14
    - increase the designated place number to 138
    - provide additional accommodation by refurbishment of the school accommodation to be vacated by Ysgol Glan Morfa
  - c) To meet the need for post-16 places for emotional health and wellbeing needs it is proposed to
    - extend the age range of Greenhill from 11-16 to 11-19 and
    - increase the capacity of the school to allow for up to 64 places.
  - d) To meet demand for primary special school places for complex learning disabilities, it is proposed to
    - change the designation of Meadowbank School from: 'specific language impairments', to: 'speech language and communication needs *and* complex learning disabilities'
  - e) To meet the need for early intervention places for speech and language needs, it is proposed to
    - Phase out the SRB at Allensbank School, closing the class in July 2020, or when all current pupils have completed their primary placement, if earlier.

- Open an 8-place early intervention class for children with speech and language needs at Allensbank School, admitting the first cohort in September 2019.
- f) To meet the demand for primary specialist resource base places for complex learning disabilities, it is proposed to
- open a specialist resource base (SRB) at St Mary the Virgin CiW Primary School, for up to 20 places.
- g) To meet the demand for primary SRB places for with complex learning disabilities and autism spectrum conditions in the Welsh medium sector, it is proposed to
- open a specialist resource base at Ysgol Pwll Coch, providing up to 10 places initially, but with scope to extend to 20 places in future, as demand grows.
- h) To meet the demand for secondary SRB places for complex learning disabilities and autism spectrum conditions in the Welsh medium sector it is proposed to:
- extend the designated number at Ysgol Glantaf specialist resource base to up to 30 places
  - extend and improve the current accommodation for the SRB
3. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

**NICK BATCHELAR**

Director  
12 January 2017

*The following appendices are attached:*

Appendix 1: Cardiff Additional Learning Needs Strategy 2018-22

Appendix 2: Report on Speech Language and Communication Support in Cardiff, 2017

Appendix 3: Letter from Chair of Scrutiny

**This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg**

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## **Cardiff Additional Learning Needs (ALN) Strategic Priorities**

### **Contents**

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**Priority Three: Ensuring sufficient, high quality additional learning provision**

**Summary of Cardiff ALN Strategic Priorities and Objectives**

## Context: Cardiff 2020, a renewed vision for education and learning in Cardiff

The **Cardiff Additional Learning Needs Strategic Priorities** are set within the vision, values and goals of '**Cardiff 2020; a renewed vision for education and learning in Cardiff**'.

### The vision:

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*'All children and young people in Cardiff attend a great school and develop the knowledge, skills, and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.'*

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The ALN Strategy has been developed to identify the specific priorities and actions that will support implementation of this vision for learners with additional learning needs.

### Values:

- Supporting the development of happy and resilient learners, with a focus on both academic achievement and personal well-being.
- Equality of opportunity and championing success and life chances of all children by narrowing the gap in education outcomes.
- Working openly and collaboratively with each other and sharing knowledge, practice and learning.
- Raising the aspirations of all children and young people and our expectations of what they can achieve, irrespective of their background or need.
- Embracing diversity, practising tolerance and respect for ourselves, our communities and our environment.
- Celebrating the success of pupils, practitioners and schools at every opportunity.

### The five key goals of Cardiff 2020 apply equally to the ALN Strategy:

#### ***Excellent outcomes for all learners***

We hold consistently high expectations for all learners. Every learner with an additional need benefits from high quality teaching to ensure they fulfil their potential, and experience positive well-being. The curriculum is flexible, engaging and differentiated to the needs of every learner. Specialist support, equipment and resources are used innovatively to address barriers to learning. Assessment is used to develop learning and to ensure open and clear accountability.

#### ***A high quality workforce***

We attract the best people to lead and work in our schools and education settings. Staff at all levels, in both mainstream and specialist settings, are well supported to acquire the skills and knowledge to support additional learning needs effectively.

#### ***21<sup>st</sup> century learning environments***

There are appropriate, high quality school places for children and young people which meet the needs of Cardiff's growing and changing population. Schools are well-designed to offer inclusive, accessible environments, and are equipped with flexible spaces, digital technologies and specialist resources to meet a wide range of additional learning needs.

### ***A self-improving school system***

Schools take shared responsibility with the local authority and Central South Consortium for securing the best outcomes for learners with additional needs and for supporting the development of inclusive practice across the city. Collaboration between special and mainstream schools ensures best practice is shared between and across both sectors, to build the capacity for collective improvement across the system.

### ***Schools and Cardiff in partnership***

Schools, early years settings and other education providers have strong links with the communities they serve and with business and enterprise in the city region. The contribution of parents as the child's first educator is recognised, and parents are fully involved in assessing and planning the additional learning provision for their child. Schools and the local authority work to foster positive collaboration with health services, children's and adult services and a range of third sector organisations, to provide effective multi-disciplinary support for learners and their families.

# Why do we need refreshed ALN Strategic Priorities?

## Background

There are two issues that will shape our approach to improving outcomes for children and young people with additional learning needs:

- The Welsh Government's ALN Transformation Programme, which will transform how we work together to secure good outcomes for learners;
- The need to respond effectively to the growing ALN population of Cardiff, by ensuring there is capacity and provision to respond to additional learning needs.

## *The ALN Transformation Programme*

On December 14th 2017, the Welsh Assembly passed the Additional Learning Needs and Educational Tribunal (Wales) Act (ALNET). The legislation will transform the statutory framework for this area of responsibility, and introduce significant changes to how local authorities must work with learners, families and partners to support children and young people with additional learning needs.

Following Royal Assent, which is anticipated in January 2018, Welsh Ministers will consult on a mandatory Code. The new requirements will apply from September 2020, followed by a three year 'roll-out' period, by the end of which local authorities will be expected to be fully compliant with the Code.

## *Population growth and additional learning needs*

There has been a significant growth in the numbers of young people with Additional Learning Needs (ALN) since 2012, and this trend is expected to continue over the next 5 to 10 years.

In part, the growth in additional learning needs reflects the general growth in the pupil population of Cardiff, but there are also other factors. There is a national trend for increased incidence and identification of some medical conditions such as autism spectrum conditions, Attention Deficit Hyperactivity Disorder (ADHD), mental health needs and of physical and medical needs.

Population growth will have implications for the resources, skills and facilities to support additional learning needs in mainstream schools, and for the number of special school and specialist resource base places that will be needed in Cardiff.

## *ALN Working Group 2016-17*

To respond to these challenges, an ALN Working Group was established in 2016, with representatives from schools, officers, health, children and adult services, parents and Cardiff and the Vale College. The group met throughout the academic year 2016-17, to identify the strategic priorities to improve outcomes for learners with additional learning needs.

The working group identified three strategic priorities to improve outcomes for learners with additional learning needs:

## *Priority One: Successful implementation the ALN and Educational Tribunal Act*

***Priority Two: Strengthening our collective capacity to meet all needs***

***Priority Three: Ensuring sufficient, high quality additional learning provision***

## ***Priority One: Successful implementation the ALN and Educational Tribunal Act***

The Additional Learning Needs and Education Tribunal (Wales) Bill, was introduced to the National Assembly for Wales in December 2016. It was passed by the Assembly in December 2017. Following Royal Assent, which is anticipated in January 2018, Welsh Ministers will consult on a mandatory Code. Implementation of the new requirements will begin in September 2020, with a three year roll-out period.

The new law will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring and adapting interventions to ensure they deliver desired outcomes.

### **What will change?**

#### ***The introduction of the term Additional Learning Needs (ALN)***

The Bill replaces the terms 'special educational needs' (SEN) and 'learning difficulties and/or disabilities' (LDD) with the new term ALN. This will help to avoid some of the stigma associated with the existing terms and will mark a clear break from the current systems that are no longer fit for purpose. Using ALN as a single term which encompasses children and young people aged 0-25 reflects the move to a fairer system for supporting learners with ALN across early years, schools and FE settings.

#### ***A 0-25 age range***

There will be a single legislative system relating to the support given to children and young people aged between 0-25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN; and young people in further education who have LDD. As a result, transition of learners between school and post-16 education will be improved to allow greater support and rights for this group of learners.

#### ***A unified plan***

The Bill will create a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN or LDD plans for learners in schools and further education. This will ensure greater consistency and continuity and, unlike the current system, ensure that provision and rights are protected regardless of the severity or complexity of needs.

#### ***Increased participation of children and young people***

The Bill requires that learners' views should always be considered as part of the planning process, along with those of their parents. It is imperative that children and young people see the planning process as something which is done with them rather than to them.

#### ***High aspirations and improved outcomes***

The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.

#### ***A simpler and less adversarial system***

The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN and should avoid the adversarial nature of the existing approach.

### ***Increased collaboration***

The new system will support a strong focus on collaboration. Encouraging improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes. Three fundamental new roles are created by the Bill to facilitate increased collaboration – Additional Learning Needs Coordinators in education settings; Designated Educational Clinical Lead Officers in health board; and Early Years ALN Lead Officers in local authorities.

### ***Avoiding disagreements and earlier disagreement resolution***

The new system will focus on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.

### ***Clear and consistent rights of appeal***

Where disagreements about the contents of an IDP cannot be resolved at the local level, the Bill will ensure that children and young people entitled to an IDP or those who believe that they should have an IDP (and their parents in the case of those that are under 16 years) will have a right of appeal to the Education Tribunal for Wales.

### ***A mandatory Code***

The provisions included in the Bill will be supported by a new statutory ALN Code. The Code will ensure that the new ALN system has a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.

It will, therefore, be a type of subordinate legislation, and confer duties and rights on those subject to it. The Code will also set out practical guidance on how the statutory duties will be carried out, which will be supported by best practice illustrations.

### ***A bilingual system***

Services will be required to consider whether the child or young person needs ALP in Welsh. If they do, this must be documented in the IDP and ‘all reasonable steps’ must be taken to secure the provision in Welsh. A series of strategic duties are also aimed at driving progress towards a truly bilingual ALN system and the Bill includes a mechanism so that the duties to provide ALP through the medium of Welsh become absolute over time. The terms ‘special educational needs’ and ‘special educational provision’ will be replaced by the more inclusive terms ‘additional learning needs’ and ‘additional learning provision’.

### **To successfully implement the ALNET, we will:**

- i. Work with partners in Health, Children’s and Adult Services, Cardiff and the Vale College and other education providers to develop effective approaches to unified assessment and planning for ALN learners 0-25.
- ii. Support development of the ALNCo role and the introduction of Person Centred Planning (PCP) approaches in schools.
- iii. Work with parents/ carers, schools, early years settings and post-16 education providers to further improve support for transition at every stage of education: pre-school; primary to secondary; post-16; to adult life.

- iv. Further develop the quality of ALN specialist services, in both Welsh and English, to support schools and early years settings.
- v. Work with families and partners to further improving processes for avoiding and resolving conflict.



## Priority Two: Strengthening our collective capacity to meet all needs

### How many learners have additional learning needs?

The majority of learners with additional learning needs attend a mainstream school. In October 2017 there were 10,426 school-aged pupils with additional learning needs in Cardiff.

9,640, or 92%, were attending mainstream schools, while just under 800, or 8%, attended either a Cardiff special school or a setting other than a Cardiff school ('out of county'). This is summarised in the table below.

|   |  |
|---|--|
| 6,042 learners had needs at 'School Action'   | Learners whose additional needs can be met with extra support provided by their school. Needs at this level are often short term, but some pupils may go on to have needs at 'School Action Plus'.   |
| 2,445 had needs at 'School Action Plus'   | These are pupils whose needs can be met by their school, with the help of extra advice, support or training from a specialist service (this might be an NHS service, or educational psychology, or one of the specialist teacher teams). Many pupils make progress and their needs return to 'School Action', but a few will go on to require a statement.   |
| 800 had statements of SEN, with mainstream support.   | Schools receive additional delegated funding and have access to a range of specialist services to support pupils with mainstream statements.   |
| 340 had statements of SEN, and attended specialist resource bases                                   | A specialist resource base (SRB) is a small class in a mainstream school, taught by specialist staff. Although the SRBs are located in community schools, they admit pupils from across the authority, not just from their own local area. Pupils in a specialist resource base benefit from being taught in small classes with favorable pupil-staff ratios, taught by specialist staff. Pupils also benefit from opportunities to learn and play with their mainstream peers. Cardiff funds 24 specialist resource bases, across primary and secondary, in Welsh and English medium settings.  |
| 580 pupils attended Cardiff special schools   | Special schools provide a highly specialized education for pupils with the most complex additional needs. Class sizes are small and the curriculum is highly differentiated, taught by specialist staff. Cardiff maintains seven special schools.  |
| Approximately 220 pupils attended settings other than a Cardiff maintained school: 'out of county'. | This includes <ul style="list-style-type: none"> <li>• Children and young people who are looked after by Cardiff Council, have a statement of SEN and are fostered in other areas. Cardiff is responsible for funding the additional learning provision made by the relevant local authority, whether this is special school, specialist resource base or mainstream support.</li> <li>• Pupils funded to attend maintained special schools in other local authorities; for example in Ysgol y Deri in the Vale of Glamorgan, where Cardiff funds up to 40 places for Cardiff pupils.</li> <li>• 113 pupils were attending independent settings, including private schools and alternative education providers.</li> </ul> |

## **What are the challenges?**

Over a three year period, from 2014-15, to 2016-17, the cost of mainstream statements (Complex Needs Enhancement) increased from £4.8M to £6.3M per annum; an increase of 63%. By April 2017 there were 724 pupils with CNE funded statements, mostly used to employ Grade 3 LSAs (Learning Support Assistants) to provide 'one-to-one support'.

Although a growing number of pupils do require individual or small group support throughout the day, over use of 'one-to-one support' is not always the most efficient use of resources, or the most effective way to support pupils.

The way in which mainstream statements (or IDPs) are written needs to be reviewed, to empower schools to use delegated ALN budgets more flexibly.

The increased costs are partly due to pressure on existing special school and specialist resource base places, resulting in some children remaining in mainstream while awaiting a more specialist placement. Increasing the number of specialist resource bases in our schools has the potential to reduce costs while ensuring learners continue to receive the high quality, comprehensive support they need.

The ALN Working Group reviewed the wide range of quality support and services that are provided in Cardiff schools and concluded that an up-to-date, parent-friendly directory is needed, to make it easier for parents, schools, health practitioners and social workers to have access to comprehensive information about available support, and to help them navigate the system.

The culture of school-to-school support is developing and embedded in many schools. However, school-to-school working in relation to inclusion is not yet structured or formalized. Systems for identifying and sharing best practice in relation to ALN needs to be established.

The number of children and young people with disabilities and healthcare needs in mainstream schools is also increasing, and it is essential that schools continue to develop as accessible learning environments.

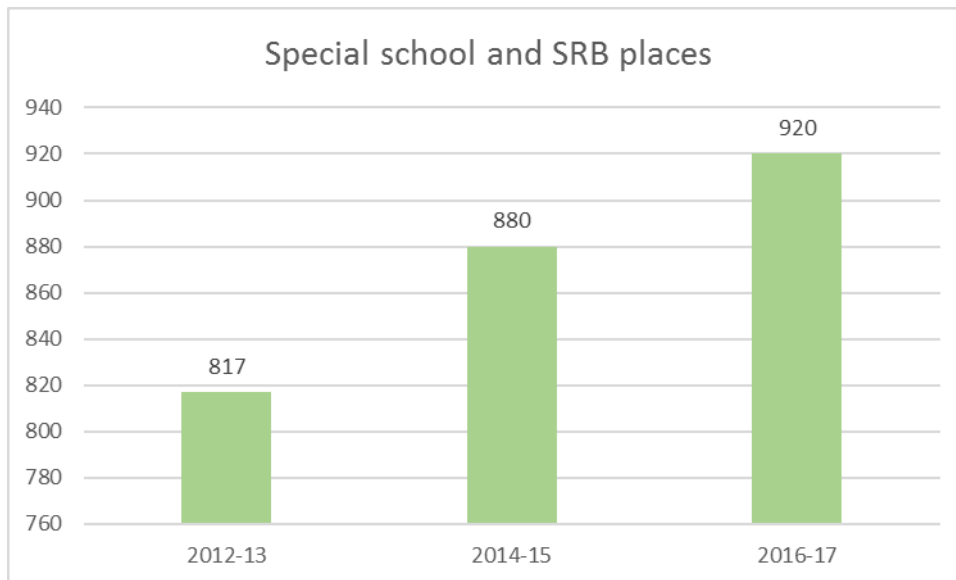
### **To strengthen our collective capacity to meet all needs, we will:**

- vi. Work with Health, Children's and Adult Services, and other partners to further develop the capacity to meet needs, including effective approaches to early intervention.
- vii. Improve the quality and availability of information about additional learning provision.
- viii. Further develop the culture of school-to-school support to enable schools to access best ALN practice.
- ix. Empower schools to achieve best value through the more flexible use of delegated ALN budgets.
- x. Refresh the Cardiff Accessibility Strategy and guidance for schools to ensure children and young people with disabilities and healthcare needs are effectively included in learning.

## Priority Three: Ensuring sufficient, high quality additional learning provision

### Demand for special school and specialist resource base places

As illustrated in the graph below, the number of funded special school or specialist resource base places in Cardiff schools has increased by 103 places over a five year period. (The graph does not include places funded in other local authorities or the independent sector.)



Despite the growth in places, there is evidence to suggest this has not been sufficient to meet existing need. For example, the 63% rise in the cost of supporting mainstream statements, and increased reliance on places in the independent sector suggests there are pupils in our mainstream schools and in 'out of county' settings who would benefit from access to a Cardiff special school or specialist resource base place.

Over the next 5-10 years, revenue and capital investment will be needed to ensure sufficient and suitable specialist support for the growing population of learners with additional learner needs, and to reduce reliance on the independent sector. Increased demand is anticipated for learners with:

- Emotional health and wellbeing needs
- Complex learning disabilities
- Autism spectrum conditions

### 21<sup>st</sup> Century Schools Programme

The report '21<sup>st</sup> Century Schools- Cardiff Council's Band B priorities' identifies four capital schemes to re-shape Cardiff special school provision.

The schemes are proposed to enable the Council to reshape special school provision in Cardiff, to ensure sufficiency and suitability of provision over the medium to long term.

However, the Band B schemes will not be completed until 2021 at the earliest. The Council will therefore need to take steps outside the Band B Programme, to extend the number of SRB and special school places over the next 3 years.

**To ensure sufficient, high quality additional learning provision, we will:**

- xi. Develop additional SRB and special school places to meet current and projected need 2018-22 through an ALN Development Plan 2018-22
- xii. Consult with schools and other partners on 21<sup>st</sup> Century Schools Band B options for re-shaping specialist provision, to ensure suitability and sufficiency for projected needs 2022-27.

## Summary of Cardiff ALN Strategic Priorities and Objectives

### **PRIORITY 1 – To improve outcomes for ALN learners through successful implementation of the ALN Transformation Programme**

#### **Objectives:**

- i. To work with partners in Health, Children's and Adult Services, Cardiff and the Vale College and other education providers to develop effective approaches to unified assessment and planning for ALN learners 0-25.
- ii. To support development of the ALNCo role and the introduction of Person Centred Planning (PCP) approaches in schools.
- iii. To work with parents/ carers, schools, early years settings and post-16 education providers to further improve support for transition at every stage of education: pre-school; primary to secondary; post-16; to adult life.
- iv. To further develop the quality of ALN specialist services, in both Welsh and English, to support schools and early years settings.
- v. To work with families and partners to further improving processes for avoiding and resolving conflict.

### **PRIORITY 2 – To improve outcomes for ALN learners by strengthening our collective capacity to meet all needs.**

#### **Objectives:**

- vi. To work with Health, Children's and Adult Services, and other partners to further develop the capacity to meet needs, including effective approaches to early intervention.
- vii. To improve the quality and availability of information about additional learning provision.
- viii. To further develop the culture of school-to-school support to enable schools to access best ALN practice.
- ix. To empower schools to achieve best value through the more flexible use of delegated ALN budgets.
- x. To refresh the Cardiff Accessibility Strategy and guidance for schools to ensure children and young people with disabilities and healthcare needs are effectively included in learning.

### **PRIORITY 3 – To improve outcomes for ALN learners through sufficiency and high quality provision**

#### **Objectives:**

- xi. To develop additional SRB and special school places to meet current and projected need 2018-22 through an ALN Development Plan 2018-22

- xii. To consult with schools and other partners on 21<sup>st</sup> Century Schools Band B options for re-shaping specialist provision, to ensure suitability and sufficiency for projected needs 2022-27.

**This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg**

**Report on Speech Language and Communication Support in Cardiff**  
**Speech Language and Communication Needs - Reference Group**  
**2016-17**

**SLCN Reference Group:**

Jane Jenkins, Headteacher, Moorland Primary School (Chair)

Karen Visser, Children's Speech and Language Therapy Manager

Ann Birch, Speech and Language Therapist

Jenny Drogan, Headteacher, Allensbank Primary School

Jeanette Carr, Afasic National Coordinator

Faye Emanuel Dale, parent governor, Meadowbank School

Michelle Harrison-Bradley, parent governor, Meadowbank School

Mike Borley, LA Governor (and former pupil), Meadowbank School

Jude Rimell, Staff, Meadowbank School

Diana James, Staff, Meadowbank School

Lorraine Felstead, Headteacher, Meadowbank School

Judith Sargeant, SENCo, Fitzalan School

Kassia Morris, SLCN Specialist Teacher Team Leader

Sarah Sellek, SLCN Specialist Teacher

Jennie Hughes, Senior Achievement Leader Inclusion

Claire Hardy, Partnership Inclusion Officer

Rachel Mitchell, Headteacher, Lakeside Primary School

Mari Phillips, Headteacher, Ysgol y Berllan Deg

**Report on Speech Language and Communication Support in Cardiff**  
**Speech Language and Communication Needs (SLCN) Reference Group**

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- 2. The Cardiff graduated response to speech language and communication needs**
- 3. Survey of SLCN support in Welsh LAs**
- 4. ESTYN Best Practice Example**
- 5. Mainstream parent survey, 2016**
- 6. Letter from former pupil of Meadowbank School**
- 7. Study to map support for SLCN in Wales, Welsh Government 2017**

**1. Background to this report**

In 2015-16 the Council formally proposed phasing out specialist provision for children with specific language impairments. This was in response to a number of changes in ways of supporting speech and language needs, and a fall in demand for specialist places.

Cardiff Council and Cardiff and the Vale University Health Board (CVUHB) Children's Speech and Language Therapy Service have developed a collaborative approach to identify and support speech language and communication needs, including a comprehensive training and support programme for mainstream schools. The collaboration has its roots in the Speech and Language Service Pilots, funded by the Welsh Government from 2005-2008. Cardiff Council and CVUHB joined the pilot in 2006-08.

Between 2010 and 2015, the collective pupil roll at Meadowbank and Allensbank fell from 58 to 34. Numbers at Allensbank had fallen from 18 in 2010 to 11 in 2015, while places at Meadowbank had fallen from 40 in 2010, to 23 in 2015. The fall in the places at Meadowbank was partly caused by the



Vale of Glamorgan Council's decision, in 2010, to cease funding 10 places at the school for Vale children.

The Council suggested that the successful implementation of the collaborative model accounts for the fall in demand for specialist provision, and the proposal to close both the special school and the SRB was based on this premise.

However, the majority of stakeholders, including schools, therapists and parents, raised a wide range of objections to the proposals. Stakeholders acknowledged the strengths and achievements of the Joint Service, but expressed concern about the proposed loss of specialist provision.

In consequence, the Council decided not to proceed with the proposals. The council acknowledged the views of stakeholders and agreed that:

- The future spectrum of provision should include some form of specialist provision for children with severe specific language impairments;
- The Council should evaluate the whole range of support for speech language and communication needs, including the mainstream service, in order to consider the specialist resource base and special school in context.
- There should be wider informal engagement with stakeholders, in order to decide on alternative options for moving forward.

## **2. The speech and language reference group**

The group was established to provide a forum for stakeholders, including parents, teaching staff, governors and voluntary sector, to comment and contribute to the evaluation of current services for pupils with speech language and communication needs (SLCN). (*See Appendix 1, Terms of Reference*).

## **3. Methodology**

The group met four times during the autumn and spring terms to receive and discuss presentations from each stakeholder setting out their role in the graduated response (*see Appendix 2, Cardiff graduated response to SLCN*).

The group met twice in the summer term to consider strengths, weaknesses, priorities for improvement, and recommendations for the Council.

In order to understand and evaluate the range of services and provisions supporting speech and language needs in Cardiff, the group invited and discussed presentations from:

- CVUHB Children's Speech and Language Therapy Service
- Cardiff Council specialist teacher team
- The Cardiff Joint Speech and Language Service (i.e. the above services in collaboration)
- Meadowbank Special School
- Allensbank SRB
- The roll out of WellComm to nursery settings

- Mainstream primary schools (example- Moorland)
- Mainstream secondary schools (example- Fitzalan)

Some information about speech and language support in other local authorities was considered by the group (see Appendix 3, *Survey of SLCN support in Welsh LAs*) and two members of the group visited an SRB in a neighbouring authority which has been identified as sector-leading (See Appendix 4, *ESTYN best practice example*).

A 2016 survey of mainstream parents was considered (see Appendix 5, *Mainstream parent survey, 2016*) and a former pupil and current governor of Meadowbank shared a view of his experiences at the school (see Appendix 6, *Letter from former pupil of Meadowbank School*).

The meetings were held at different schools so that the group had the opportunity to look around Meadowbank School, Allensbank SRB and Moorland Primary School, to see the teaching learning environments and observe children in class.

In July 2017, the Welsh Government published a report 'Study to map the current educational provision of speech and language and communication support in Wales', which provides a useful broader context for the work in Cardiff (see Appendix 7, *Study to map SLCN support in Wales*). The report found that Welsh local authorities are working in similar ways, based on a graduated response to needs at different levels. The report highlights a number of priorities for further improvement that echo some of the findings of the reference group, including: better support and information for parents; the need for consistency and sufficient capacity to deliver the model of graduated support; improving support in specialist settings such as PRUs; better support for pupils' transitions from primary to secondary.

The reference group agreed that the report offers some useful points in relation to the wider map of SLCN support, but does not provide any guidance or evidence in relation to specialist provision for SLI.

#### **4. Overview- the graduated response to speech language and communication needs**

In order to understand and evaluate the range of services and provisions supporting speech and language needs in Cardiff, the group invited and discussed presentations from a range of stakeholders.

This section comprises a summary from each stakeholder, briefly describing their service, school or activity, and an indication of the strengths and challenges they have identified for their service school or activity.

##### **5.1 CVUHB Children's Speech and Language Therapy Service**

###### **About the speech and language therapy (SLT) service**

The Children's SLT Service delivers assessment, diagnosis and intervention to children aged 0 – 18 years who experience significant difficulties with:

- Eating and drinking
- Language development
- Social Communication
- Fluency
- Voice

These difficulties may be specific or may be associated with a wide range of developmental disorders and medical conditions.

The service is delivered across Cardiff and the Vale of Glamorgan to children in a wide range of settings including:

- Community Clinics and Children's Centres
- Special Schools
- Mainstream schools and nurseries
- Outpatients, and on the wards, at the Children's Hospital for Wales (CHfW)

Some specialist services, particularly in the CHfW are specifically commissioned for children from across Wales.

The service has around 2,500 children on the total caseload at any one time.

The mainstream school service is a relatively recent development. Therapists work closely with specialist teachers in the SLCD team (i.e. the specialist teacher service) to deliver a joint service to children with SLCD in their local mainstream school. There is a single referral pathway and agreed roles and responsibilities. The therapists role is:

- Assessment
- Diagnosis
- Development and monitoring of treatment programmes which are delivered in school by a therapist, by school staff or by a member of the SLCD team
- Delivery of specific treatments when appropriate
- Review of progress
- Discharge when treatment is complete

### **Strengths of the SLT service**

Mainstream school service:

- Agreed roles and responsibilities for therapists and specialist teachers – this underpins joint working and enables us to work efficiently. The mainstream therapy service could not operate without this.
- Joint referral process – ensures that most appropriate input is offered. Essential for efficient running of mainstream service
- Rolling programme of training offered to staff in mainstream schools - investment by LA in a therapy post specifically assigned to training, makes this possible.
- The training and resources provided for mainstream schools makes it possible for therapists to safely delegate therapy programmes to school staff. The mainstream service could not operate without this.

- The SLCD mainstream service is able to meet the needs of pupils in the medium of English or Welsh
- Pupils benefit from the language and social models of their peers.
- Our joint service, with therapist and specialist teachers working together on a shared caseload, is highly regarded by Speech and Language Therapy services across Wales and beyond – we are sector leaders.
- Feedback from service users (schools and families) has been overwhelmingly positive

*Therapy service delivered in Meadowbank and Allensbank:*

- *Clear roles and responsibilities between therapists and specialist teaching staff. Again, this is key to providing an effective service.*
- *Expertise in differentiating the curriculum to take account of children’s speech and language needs.*
- *Staff skilled in delivering specific interventions.*
- *At the SRB, pupils have the chance to experience gradual transition and integration to mainstream, and benefit from the language and social models of their mainstream peers*
- *School staff deliver interventions consistently*
- *Support and training is provided for parents*

**Challenges facing the SLT service**

- Financial constraints – CVUHB is under close scrutiny by WG. Tier 1 targets include significant reduction in financial deficit by end of March 2018, whilst also meeting waiting time target.
- Therapy staffing levels are adequate when all staff are in post. However we struggle when there are staffing gaps during maternity leave and long term sickness and when recruiting to vacant posts.

**5.2 The Speech, Language and Communication Difficulties (SLCD) Team**

**About the SLCD Team**

The Speech, Language and Communication Difficulties (SLCD) Team is made up of Specialist Teachers, a Speech and Language Therapist and Specialist Teaching Assistants. The team are qualified and experienced in the field of speech language and communication needs.

The SLCD Team supports pupils at School Action + as well as pupils with Statements of Special Educational needs as outlined in the provision.

The SLCD Team:

- works in partnership with the NHS Speech and Language Therapy Service to provide the Joint Mainstream Service;

- supports schools in identifying pupils with speech, language and communication difficulties using Language Links and Speech Links. These screening tools are used in 100% of Foundation Phase settings. KS2 Language and Speech Links is being rolled out across all schools, with a view to achieving 100% coverage by 2019
- works with Cardiff schools to support and develop the skills of pupils who have speech, language and communication difficulties, through training and advice, guidance on how to support the development of communication skills in all pupils, and by working directly with some pupils where appropriate;
- works alongside school staff in the implementation of individual intervention programmes;
- offers support to implement small group interventions e.g. Talkabout, Talking Partners and Language Link;
- provides tailored training and support to teaching assistants funded through mainstream statements.

#### **Strengths of the SLCD Team**

- Collaborative working with NHS Speech and Language Therapists as part of the Joint Mainstream Service.
- The provision of individual programmes to pupils who require support to develop their speech and language.
- The provision of training, support and capacity building to schools to support them with their graduated response and early intervention.
- Joint working with other specialist teams where a pupil's needs are more complex and requires a broad approach, i.e. autism support, literacy and numeracy, sensory impairments, early years and disability.
- A wide range of expertise among the Team members.

#### **Challenges facing the SLCD Team**

- The capacity of the team is fixed, however referrals are increasing.
- Changes to staff - a number of new members have joined the team whilst others have moved on or reduced their working hours.

### **5.3 The Joint Speech and Language Support Service**

#### **About the Joint Speech and Language Support Service**

The specialist teaching and therapy teams described above are separately commissioned by Cardiff Council and CVUHB, but the two services work collaboratively as a Joint Service for Speech and Language Support, delivering both universal and targeted support.

This successful partnership has its roots in the Speech and Language Pilots, which were funded by the Welsh Government from 2005-2008 (*see Appendix 7, slides 21-22*). CVUHB and Cardiff Council joined the Pilot in 2006, developing a shared vision for a joint service. The services continued to work towards this goal, strategically and operationally, after the Pilots ended.

The Joint Service continues to develop, is highly regarded by Speech and Language Therapy Services across Wales and beyond, and was shortlisted for an NHS Wales Award for Innovative Practice in 2009.

The key features of the Joint Service are:

- A shared 'graduated response', co-constructed by therapists and specialist teachers (*see Appendix 2*)
- A jointly delivered, comprehensive training programme to build capacity in Cardiff schools
- Screening for speech and language in Reception year (established in 100% schools), in Year 3 (59% schools) and year 7 (56% schools)
- A single speech and language referral point for all children and young people of school age. Previously there were separate referral processes for therapy and for specialist teaching, which could result in contradictory advice and duplication of effort. The single referral point has reduced the administrative burden for both services, and enabled a more efficient and targeted deployment of therapy resources.
- A shared caseload and agreed menu of interventions, with clearly identified roles for therapists, specialist teachers and teaching assistants

### **Strengths of the Joint Service**

- At least one \*ELKLAN trained teacher and one ELKLAN trained LSA in every primary school.
- Current goal to achieve the same training milestone in secondary schools by 2020(x% achieved)
- Speech and Language Links established in 100% primary schools, resulting in universal screening for speech and language needs in Reception year.
- Current goal to achieve universal screening in year 3 by 2019 (x% achieved)
- Screening provides schools with a profile of speech and language needs for the whole cohort, identifying needs at a class, group and individual level;
- Speech and Language Links programmes provide practical class-based strategies for improving speech and language skills at class, group and individual level.
- In 2015-16, end of year rescreening showed an overall improvement of .... Compared to initial screening.
- Quality of therapy referrals has improved due to screening and training
- The single referral point has reduced the administrative burden for both services, and enabled a more efficient and targeted deployment of resources

In 2015-16, CVUHB took the decision to roll out a school-based therapy service. Initial therapy assessments are still undertaken in clinic, but ongoing therapy is delivered in the child's school. This development

- Has been well-received by both schools and parents
- Ensures closer communication between school and therapists

- Reduces the amount of school hours missed to attend therapy
- Results in fewer children being discharged for non-attendance at clinic
- Is more convenient for many parents

The Therapy Service has emphasised that the ability to provide a school-based service is dependent on continued collaboration with the specialist teacher service.

*\*ELKLAN: a recognised provider of accredited speech and language courses for teachers, teaching assistants and parents.*

### **Challenges facing the Joint Service**

- Collaboration has been achieved through strategic and operational joint working over the several years, but there is no formal agreement or memorandum of understanding between Cardiff Council and CVUHB. Although the processes and shared practice are well embedded, and are not reliant solely on individual managers or practitioners for their maintenance, the collaboration could be vulnerable in the event of a significant restructure/ organisational change within either the Council or CVUHB.
- The SLCD Team is now part of a traded service offering support to schools through an SLA. A small number of schools have taken the decision to 'opt out' and make their own specialist teaching arrangements. This could put the Joint Service at risk, with particular implications for the single referral route, school-based therapy service, universal screening and capacity building in schools.
- Collaborative support for speech and language needs in specialist settings for behaviour emotional and social needs, and complex learning disabilities is less developed than in mainstream.
- An effective collaborative approach between therapists and teaching staff operates in Meadowbank and Allensbank, but the schools have not been involved in the development of the Joint Service, or had the opportunity to share their expertise with the other special schools and SRBs.
- The Joint Service arrangements cover children and young people aged 4-16, but does not cover children aged 3-4. To ensure effective early identification, it would be beneficial to consider extending the arrangements to this age group.

#### **5.4 Meadowbank Special School (See also Appendix 5: Letter from a former pupil of Meadowbank School)**

##### **About the School**

Children are referred to Meadowbank School because they have a primary additional learning need of profound/severe speech and language and communication difficulties. The school caters for children whose non-verbal skills and achievements are generally better developed than skills and achievements that rely on good verbal skills. This means that the children catered for may have primary difficulties and experience problems in the following areas:

- Discriminating speech sounds
- Producing speech sounds
- Understanding or expressing meanings of words
- Understanding or producing grammatical sentences
- Understanding or using language for social communication
- Acquiring reading and writing skills and understanding written language

Teachers, teaching assistants and speech and language therapists work collaboratively to support the children in developing and using strategies that facilitates them in accessing a differentiated curriculum.

##### **Strengths of the School**

- Small classes where children's emotional wellbeing, self-confidence and self-esteem are considered to be central to their development. This philosophy is an integral part of the whole school ethos.
- Small classes enable staff to meet the individual needs of all children.
- Highly specialised teaching staff that are experienced in educating children with the most profound/severe speech, language and communication difficulties.
- Additional support from experienced teaching assistants who are specialists in working with pupils with speech and language difficulties.
- Speech & language therapists who are assigned to each class and work with individual children, groups and at a whole class level according to the needs of the children.
- Combined teaching and speech & language therapy in class.
- Specific individually tailored education and language targets that are written jointly by teachers, speech & language therapists and teaching assistants and delivered through the whole school curriculum.
- Carefully planned and structured learning opportunities that enable children to transfer new skills (speech sounds and their use of language) into the classroom, the whole school, at home and in the wider community. Children, therefore, have the maximum opportunities to generalise their newly learnt skills.
- A range of specialist strategies, signed speech systems, programmes, resources and teaching materials that are embedded throughout the curriculum to support teaching and learning.
- A unique and differentiated curriculum that focuses on meeting the needs of children with profound/severe speech and language difficulties.
- Daily assessment of children's progress to ensure that children's learning is relevant and current to their needs and is moving at the pace of the individual learner.



- Multidisciplinary collaboration with a range of professionals to ensure a holistic approach to meeting children’s needs.
- Individually tailored integration and transition programmes into mainstream primary and high schools and other specialist provisions. Children are supported with a high level of support by staff from Meadowbank. Children’s progress is carefully monitored and the programmes are adapted to meet their needs.
- An Early Year’s Outreach Service that provides support for identified children and up-skills staff in mainstream nursery settings.
- Collaborative working between staff in the Early Year’s Outreach Team, speech and language therapists and other professionals.

### **Challenges Facing the School**

- Lack of/limited referrals to the school over the past few years.
- Uncertainty over the future of the school due to the consultation that was carried out by the Local Authority and the subsequent review of speech and language provision in Cardiff and the impact that this has had on pupil and staff wellbeing.
- Experienced staff leaving the school due to this uncertainty.
- Reduction in the school’s annual budget due to the falling role and the impact that this has on replacing experienced staff.
- Lack of a Deputy Head/SLMT due to the size of the school/reduced budget.
- Small number of pupils at the school and the impact that this has on class dynamics.
- The lack of awareness amongst staff in many mainstream schools that there is a special school for children with severe/profound speech and language difficulties.
- Parents are not given the opportunity to make informed decisions on their child’s placement regarding the full range of specialist provision for children with speech and language difficulties.
- The role of the early year’s outreach service and how this dovetails into statutory assessments and referrals to the school.
- The lack of a revolving door/assessment model of provision such as the Day Class that was highlighted as ‘excellent practise’ by Estyn.
- Developing greater links with the Local Authority’s central team for children with speech and language difficulties in order to utilise the experience of staff at Meadowbank in supporting children in mainstream schools and up-skilling mainstream practitioners.

## **5.5 Allensbank Primary School Specialist Resource Base (SRB)**

### **About the SRB**

The purpose of the SRB is:

- To provide a flexible resource base which is responsive to the individual and group needs of pupils with severe speech language and communication needs who have been placed in the SRB.
- To provide an environment in which children with complex learning needs can make progress through a broad and balanced curriculum, including access to the National Curriculum.
- To provide age appropriate learning opportunities to develop a range of language, literacy, numeracy and social skills.
- To provide a safe and empathetic environment for children with complex learning needs.
- To establish and maintain strong links with a mainstream peer group, in order to provide opportunities for pupils in specialist provision to:
  - Practise and further develop social and communication skills;
  - Develop the skills required for effective learning and teaching to occur in a larger group context.
- To work in partnership with parents and other professionals.

### **Strengths of the SRB**

- SRB children are taught by experienced staff who provide access to Specialist programmes and strategies.
- Staff work closely with the Speech Therapist who is based within the school for 1 day a week.
- As a mainstream setting, Allensbank is able to offer excellent levels of integration for pupils placed within the SRB. Pupils participate fully within the general life of the school but also integrate for lessons such as literacy, maths, science or P.E. according to their individual needs.
- Transition back into a pupil's mainstream setting is always a focus and pupils are supported (where appropriate) to maintain friendship groups within their local catchment school in order to support transition into High School.

### **Challenges facing the SRB**

- The SRB currently has only one class for Key Stage 2 pupils. There are also falling numbers in terms of pupils being admitted to the SRB.
- Pupils often present with other needs beyond that of Speech and Language. Meeting the needs of pupils within the base can therefore be challenging.

## **5.6 WellComm in nursery settings**

### **About WellComm**

The WellComm Screening Toolkit provides early years settings with a comprehensive screening tool for both receptive and expressive language development.

WellComm is already established in Flying Start settings, ensuring continuity and consistency across early years settings.

WellComm:

- assists practitioners in the identification of language delay and impairment
- provides evidence to inform referrals where appropriate (i.e to Speech and Language therapy or other health services)
- provides strategies for practitioners and parents to address a child's needs in a fun and engaging way
- supports identified needs by setting specific, measurable targets
- increases the chances that mild to moderate language delays may be resolved without the need for a SALT referral
- includes parents in the assessment and intervention process

Cardiff Early Years Inclusion Team committed to delivering a WellComm pilot package for Nurseries in Cardiff. From September 2016 to July 2017 we have:

- Delivered training on screening and delivering intervention using the WellComm Toolkit to 43 nurseries
- Trained 86 members of staff

1,830 children were screened in 2016-17

65% were identified as green - age appropriate (0-6 month delay)

21% were identified as amber – delayed (a 12-18 month delay)

14% were red – significantly delayed (a 24-42 month delay)

A significant number of the red and amber children were learners of English as an Additional Language (EAL).

All children who were identified as red and amber received intervention activities from the suggested WellComm activities.

47 referrals were made to the Joint Speech and Language Service.

53 referrals were made to special school outreach services or to specialist teacher services

### **Strengths of the approach**

- Training evaluations have been positive from 100% of settings
- The WellComm toolkit and training has allowed Early Years practitioners to identify children on entry to nursery with delays in receptive and expressive language skills.
- It has provided nurseries with the information to make an ongoing referral to Health services and Educational outreach services for further support.

### **Challenges**

- The initial pilot has seen a 'surge' in therapy referrals, which has posed a challenge for the speech and language therapy service
- Further work is need in partnership with the therapy service and SLCD Team , to establish thresholds for referrals, ensure the tool is part of the graduated response and practice is embedded in the Joint Speech and Language Service
- Training for ALNCo's will be offered, providing an overview of using WellComm data when children transfer to school

## 5.7 How mainstream primary schools support SLCN (example- Moorland)

### **Purpose of the approach**

To provide a broad and balanced education within an inclusive learning environment.

To ensure that every child is able to access appropriate support for their speech and language needs in order for them to be able to make good progress in all aspects of their learning and development.

### **Strengths of the approach**

- Speech and language therapists working closely with pupils, their parents and staff within the school environment. (Far fewer missed appointments).
- Regular advice and support from the specialist teacher team.
- The range of training now available to mainstream teachers and support staff.
- Wellcomm screening for every nursery pupil ensures that speech and language difficulties are identified early and appropriate support programmes put in place.
- Language Link screening for every pupil in reception and intensive group intervention for pupils with discernible delays in speech and language development. The opportunity to re-screen through the use of Infant and Junior Language Link also ensures that progress is monitored and sustained.
- The presence of positive speech and language role models throughout the learning environment. (other pupils)

### **Challenges**

- Ensuring that staff have the knowledge, skills and capacity to meet the needs of children with severely delayed or impaired speech and language within a busy mainstream environment.
- The broad range of complex additional learning needs with which staff need to be familiar and the challenges of making appropriate provision for all of these.
- Parental reluctance to remove children from the familiarity and friendships of their local school, even when there are compelling educational grounds to do so.
- Inconsistencies in practice between different mainstream settings.
- Staff retention once they become highly trained and skilled.

## 5.8 Support for speech language and communication needs in specialist settings for learning disabilities, behaviour emotional and social needs, autism and hearing impairments

### Brief overview of speech and language support

NB The reference group has not looked at this issue in detail. This brief overview is provided by the Senior Achievement Leader Inclusion, and has been checked with the Children's Speech and Language Therapy Manager for accuracy.

Complex Learning Needs: Ty Gwyn, Woodlands, Riverbank, SRBs at Whitchurch High, Bryn Hafod, Llanishen Fach, Llanedeyrn and Marlborough Primary Schools.

Therapists working with these schools provide a service in line with the same graduated response that applies for pupils in mainstream and the specific language settings at Meadowbank and Riverbank.

Of xx pupils in these settings in 2016-17, xx pupils were identified on PLASC as having speech language and communication as a primary need. Many pupils would also have SLCN as a secondary need.

The majority of these pupils are at stages 1, 2 or 3 of the graduated response and are not currently in receipt of direct therapy input as their speech and language skills are consistent with their ability and cognitive functioning. However, they continue to require support to develop their speech language and communication skills as part of the specialist curriculum in the SRBs and special schools.

Children with SLCN in association with severe learning disabilities benefit from:

- Consistent use of an appropriate signing system such as Makaton
- Consistent use of visual strategies to support learning and communication
- A specialist curriculum, differentiated to individual learning needs and focussed on the development of speech language and communication skills
- Therapy support in line with the graduated response
- Consistent delivery of therapy programmes by specialist teaching staff in the settings

Behaviour emotional and social needs: The Court, Greenhill, Bryn y Deryn, SRBs and wellbeing classes at Fairwater, Glan yr Afon, Springwood, Pen y Groes

Many children who present with behavioural emotional and social needs, are known to have underlying or associated SLCN. It is also well established that a high proportion of adults in the criminal justice system, or known to mental health services, have difficulties with speech language and communication that have often been missed in childhood.

In Cardiff, it is believed that universal screening in Reception has helped to reduce the risk that SLCN will be overlooked, or that SLCN may be mistaken for BESN. However, the Council is aware of this risk and has taken various steps to ensure this is considered at every stage, including:

- Referrals for behaviour support are checked to ensure SLCN have been considered
- Specialist teachers in the behaviour support team have been trained to 'screen' for SLCN and work closely with the SLCD Team

Children with SLCN in association with BESN benefit from:

- A specialist curriculum, differentiated to individual learning needs and focussed on the development of speech language and communication
- A focus on the development of social communication skills
- Therapy support in line with the graduated response
- Consistent delivery of therapy programmes by specialist teaching staff in the settings

Autism spectrum conditions: Ty Gwyn, The Hollies, Marion Centre, SRBs at Cantonian, Llanishen and Cathays High Schools, and at Springwood and Pentreban Primary Schools

Therapists specialising in ASC work closely with specialist teaching staff to provide support and advice on a consultative basis at all ASC settings. As with the Joint Service for Speech and Language, professionals follow a co-constructed graduated response.

As social communication is a significant area of need for all ASC pupils, direct individual therapy is rarely considered to be appropriate or beneficial: support for social skills development is best embedded in the curriculum and specific coaching is most effective when delivered in groups.

Hearing impairments: SRBs at Llanishen High and Coed Glas Primary

Therapists specialising in hearing impairments work closely with specialist teaching staff at the SRBs, to provide support according to the graduated response. This includes direct therapy, provision of therapy programmes and consultative advice and support.

### **Strengths of current approaches**

- Collaborative working is strong in ASC and HI settings. Therapists and the majority of teaching staff have higher qualifications in their specialist field, and support for SLCN is embedded in the specialist curriculum of these settings
- Practice in many settings for complex learning settings is effective
- Support for SLCN in some BESN settings is developing, and most schools recognise the importance of this aspect of their work

### **Challenges**

- More needs to be done to ensure all special school and SRB staff in settings for complex learning needs and for BESN have access to training in SLCN, and that support for speech language and communication is embedded in the curriculum
- Makaton should be used consistently in settings for children for moderate or severe learning disabilities (i.e. the SRBs for complex learning at Bryn Hafod, Marlborough, Llanishen Fach, Llanedeyrn, Whitchurch High, and at Riverbank and Woodlands). Capacity to deliver this is currently inconsistent.
- Therapists and teaching staff operate the same graduated response as the Joint Service in mainstreams schools, but the specialist settings were not directly involved in the co-construction of this approach. As a result, staff may not have a sense of 'ownership' and there continues to be some tension regarding the roles and responsibilities of education and health staff.
- Some parents assume that access to therapy will be an automatic benefit for every child in a special school, and can feel let down when they realise this is not the case. Therapists

provide support on the basis of assessed need, regardless of whether a child attends a special school, an SRB or mainstream.

## 5. The graduated response in Cardiff- strengths

The group reflected on what had been learned about the range of support and services to support speech language and communication and identified the following strengths:

### General points

- Collaboration between health, LA and schools
- Agreed roles and responsibilities for therapists and specialist teachers – this underpins joint working and enables us to work efficiently. The mainstream therapy service could not operate without this.
- Range of provision providing access to a range of services to meet the range of need and range of ages
- Expertise of a range of professionals- therapists, specialist teachers, special school staff
- Working with parents

### Mainstream schools

- Joint referral process – ensures that most appropriate input is offered. Essential for efficient running of mainstream service
- School-based therapy service
- Awareness of mainstream schools of speech language and communication needs
- Ability of mainstream schools to identify speech and language needs through screening- WellComm, Language Links
- Universal screening in Reception year
- Early identification leads to pupils receiving support at an earlier stage
- Rolling programme of training offered to staff in mainstream schools - investment by LA in SLT makes this possible.
- The training and resources provided for mainstream schools makes it possible for SLTs to safely delegate SLT programmes to school staff. The mainstream service could not operate without this.
- The SLCD mainstream service is able to meet the needs of pupils in the medium of English or Welsh
- An increasing number of mainstream schools providing effective support
- Pupils benefit from the language and social models of their peers.
- The joint service is highly regarded by SaL Therapy services across Wales and beyond – Cardiff is regarded as sector leading.
- Feedback from service users (schools and families) to therapy service has been overwhelmingly positive.

### Meadowbank and Allensbank SRB

- Special school and SRB providing high quality and intensive support for the most complex children; opportunity to integrate a holistic specialist curriculum

- Clear roles and responsibilities between therapists and Specialist Teachers. This is key to providing an effective service
- At the SRB, pupils have the chance to experience gradual transition and integration to mainstream, starting with brief, incidental experiences
- Expertise in differentiating the curriculum to take account of children's speech and language needs.
- Staff skilled in delivering specific interventions
- School staff deliver interventions consistently
- Support and training is provided for parents

## 6. Challenges and concerns

The group identified the following concerns and challenges facing schools and services in Cardiff:

### Early intervention in mainstream pre-school settings:

- SLT service for children below reception age is mostly clinic based
- SLTs liaise with specialist teacher services eg ECLIPS but we don't have a joint service.
- Referral process via PARM does not support early intervention
- SLT have not been engaged sufficiently in the WellComm project – huge impact on referrals to SLT last financial year. No joint planning has taken place about how to manage children identified as needing intervention.
- Nursery staff have not had the comprehensive training which mainstream school staff have had. Referrals are often inappropriate and staff are not confident about making referrals themselves – they tend to ask family to get the GP or HV to refer.
- There is not enough provision for children who need intensive input in the pre- reception years
- The transition from Early Years teams to SLCD team not yet joined up enough

### Mainstream school service:

- Therapy staffing levels adequate when all staff in post but gaps in staffing during SLT staff vacancies, maternity leave and sick leave are challenging
- A small number of pupils need more support than this service can provide. They need a small class environment where the curriculum is differentiated and delivered to take account of pupils with SLCD. They may also require signing, symbols or access to other AAC (Alternative and Augmentative Communication)
- Consistency of support in mainstream- i.e. ensuring all schools achieve same standard of best practice, focussing on wellbeing, as well as learning
- Recognition that speech and language skills underpin formal literacy skills
- More joining up between specialist teacher team, special school and SRB on delivering training and support
- Time and funding to support professional development

### Referral processes

- Faster response when children in mainstream are not making progress
- Information for parents to better inform decision on placement
- Raising awareness of benefits of specialist provision in all ethnicities

### Speech and language specialist interventions in generic SRBs and special schools:



- Children placed in generic SRBs, Riverbank and Woodlands often have SLCD as part of their profile but staff in these provisions have not yet had the same level of training as staff in mainstream schools.
- Interventions not implemented consistently in all classes
- Signing, symbols and other AAC not implemented consistently across classes and provisions

#### Meadowbank and Allensbank

- There are no specialist SLCD provisions in the medium of Welsh
- Therapy staffing levels adequate when all staff in post but gaps in staffing during SLT staff vacancies, maternity leave and sick leave are challenging
- There are no opportunities for incidental, day to day integration with mainstream peers at Meadowbank (e.g. in assembly, at play and lunch times, or in individual lessons as appropriate) – this can increase anxiety levels of parents at transition
- A small number of pupils need to use signing as a long term communication aid need - they need a sign system which is commonly used in other settings (e.g. Makaton or Signed English)
- SRB pupil outcomes impact on whole school data, resulting in an inaccurate picture of whole school performance

## **7. Recommendations**

The group recommend that the Council should:

#### Partnership between Cardiff Council and CVUHB

- a) Consider setting up a ‘memorandum of understanding’ between the CVUHB and Cardiff Council, to formalise the collaborative arrangements that underpin the Joint Service for Speech and Language Support.
- b) Where schools ‘opt out’ of the specialist teaching SLA, ensure robust approaches for monitoring school compliance with the graduated response, to ensure school practice remains consistent and equitable, and the benefits of the Joint Service continue.
- c) Work with the Speech and Language Therapy Service to further develop the Joint Speech and Language Service for children in early years settings, building on the current work in relation to WellComm.

#### Parents

- d) Improve the quality and availability of information for parents, and raise awareness of support and provision at all stages, including the availability of specialist provision.

#### Mainstream support

- e) Continue work to establish and maintain universal screening (Speech and Language Links) in Foundation Phase, KS2 and KS3, and to establish speech and language trained staff in every primary and secondary school.

- f) Explore opportunities for special school teachers to work with mainstream schools, providing intensive daily support to groups of children, and modelling interventions to mainstream staff. This approach could be piloted in a transition cluster where speech and language needs are particularly high.
- g) Establish better links between Meadowbank, Allensbank and the SLCD Teacher Team, enabling SRB and special school teachers to contribute to training and support in mainstream schools and other specialist settings.
- h) Ensure that ALN funding is indexed to need, to ensure schools with highest levels of ALN receive proportionately higher funding.
- i) Improve support for transitions: from nursery to primary; from primary to secondary; from mainstream to a specialist setting; specialist settings to mainstream.

#### Specialist SLCN provision

- j) Consider options for revising admission criteria for specialist provision. For example, consider whether there is a case for extending Meadowbank criteria to open some classes for pupils with other areas of need, as well as continuing to offer classes for pupils with specific language impairments.
- k) Consider options for offering specialist speech and language provision on a time limited 'revolving door' basis, to provide early intensive intervention without the need for a statement.
- l) Consider making provision for 'assessment places' at Meadowbank and/ or Allensbank SRB.
- m) Reintroduce the speech and language provision panel to ensure all professionals are involved in placement decisions, and in advising parents on placement.

#### Speech and language support in other specialist settings

- n) Improve speech and language support for children with SLCD as part of a complex profile of needs, especially those in specialist settings for behavioural emotional and social needs and complex learning disabilities.
- o) Consider potential for drawing on the skills and experience of specialist staff at Allensbank and Meadowbank to improve speech and language support in other specialist settings.



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12 January 2018

Councillor Sarah Merry  
Cabinet Member - Education and Skills  
County Hall  
CARDIFF  
CF10 4UW

Dear Sarah

On behalf of the Committee, I would like to thank you for attending the Children and Young People Scrutiny Committee on 9 January 2018 to provide an opening statement and answering questions on the **School Organisation Proposals: Improving Provision for Children and Young People With Additional Learning Needs (ALN) 2018-22 – draft Cabinet Report**

I would also like to thank Nick Batchelar, Director of Education and Lifelong Learning, and Jennie Hughes, Senior Achievement Leader Inclusion, for the report and answers to Members questions. Members appreciated the opportunity to scrutinise this issue at such an early stage. The Members also wished to express their appreciation for all the hard work that the Education Directorate staff to help address the challenge of the increasing demand for ALN provision.

The Committee was pleased with the draft Cabinet report and noted that a number of further reports would be drafted, Members requested that these further reports should be presented to this Committee, prior to their consideration by Cabinet.

The Committee was also wished to thanks you for answering the questions that had been raised by members of the public prior to the meeting.

In conclusion, the Committee agreed to commend the report to Cabinet.

Yours sincerely

**COUNTY COUNCILLOR LEE BRIDGEMAN**  
**Chairperson – Children and Young People Scrutiny Committee**

CC: Nick Batchelar, Director of Education and Lifelong learning  
Jo Watkins – Cabinet Business Manger

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**THE PERFORMANCE OF CARDIFF'S SCHOOLS IN 2016-17**

**EDUCATION, EMPLOYMENT AND SKILLS (COUNCILLOR SARAH MERRY)**

**AGENDA ITEM:4**

**REPORT OF DIRECTOR OF EDUCATION & LIFELONG LEARNING**

**Purpose of the Report**

1. To update Cabinet on the performance of Cardiff schools in 2016-17.

**Background**

2. Capital Ambition sets out the Administration's priorities in continuing to drive forward the city's economy and to making Cardiff a great place to live, to work, study and visit. Education is a key focus:

"We know that a great education will help everyone in Cardiff to achieve their full potential. The Administration will continue to invest in and improve our schools to make sure that every child has the best possible start in life."

3. The vision outlined in Cardiff 2020 seeks to deliver an education system in which:

"All children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens."

4. The five key goals of Cardiff 2020 are:

- Excellent outcomes for all learners
- A high quality workforce
- 21st Century learning environments
- A self-improving school system
- Schools and Cardiff in Partnership

5. This Annual Performance Report provides an assessment of progress towards securing this vision for Cardiff young people. It provides an analysis of educational outcomes for the academic year 2016-2017 and

identifies the main strengths and shortcomings in performance across the Foundation Phase, Key Stage 2, 3, 4 and 5, and in relation to exclusions, attendance, and transition to education, employment or training.

6. Results for the Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5 are final and taken from performance data provided by Welsh Government. The data for Key Stage 4 pupils achieving no recognised qualification is provisional.
7. Wales introduced a new set of GCSE qualifications for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature in 2017. New rules for reporting school performance measures were also introduced in 2017. These changes have made a significant difference to the results at Key Stage 4, particularly in the Level 2+ (5 GCSEs A\*-C including English or Welsh and Maths) and Level 2 (5 GCSEs A\*-C) thresholds. It is therefore not possible to compare the outcomes in 2017 with previous years.
8. 2017 also saw the introduction of reformed AS qualifications in nine subjects and reformed A level qualifications in 14 subjects. The AS level still contributes towards an A Level qualification. However, for these new qualifications, the AS level contributes 40% towards the overall A level qualification, whereas previously it contributed 50%.
9. In September 2017, new arrangements for inspecting all schools and pupil referral units came into effect. Schools are now judged in five inspection areas:
  1. Standards
  2. Wellbeing and attitudes to learning
  3. Teaching and learning experiences
  4. Care, support and guidance
  5. Leadership and management

The outcomes from Estyn inspections are reported, using a four-point grading scale, with:

- Excellent – Very strong, sustained performance and practice;
  - Good – Strong features, although minor aspects may require improvement;
  - Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
  - Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.
  -
10. A detailed analysis of performance outcomes for each Key Stage are contained within Appendices 1 to 12, including an analysis of attendance and exclusions.

## Summary of Performance

11. The results for the 2016 – 2017 academic year build on a clear pattern of continuing improvement in recent years. Of particular note is the overall improvement in the quality of education provision in Cardiff, as evidenced by Estyn inspections and national categorisation. There has been some reduction in the variation in quality and outcomes between similar schools, and an improvement in outcomes for some low attaining groups of learners. However, when these results are set against the aspirations and targets in Cardiff 2020 it is clear that much further work remains to be done.
12. The overall strengths of Cardiff's performance in 2017 are:
  - The continuing pattern of improvement in the Foundation Phase and Key Stage 2;
  - Cardiff's performance in relation to the Welsh averages in the Foundation Phase and Key Stage 2;
  - Performance at Level 2+ and Level 2 thresholds, compared with the Consortium and Welsh averages;
  - Improved Estyn inspection outcomes and an increase in the number of schools removed from an Estyn category;
  - Improved attainment of eFSM pupils at Key Stage 2 and 4;
  - Continuing reduction in the number of young people who are not in education, employment or training.
13. Aspects of continuing concern:

The 2017 Performance Report highlights the continuing importance of focused action in relation to:

- Improving outcomes for children who are looked after, particularly in relation to those young people who are not educated in a Cardiff school;
- Improving outcomes for young people at Level 1 and for those who are educated other than at a mainstream or special school;
- Reducing the number of young people who leave Key Stage 4 without any qualifications;
- Addressing the performance in English, which is the lowest of the areas of learning in FP, KS2 and KS3 and below the Welsh average at KS2 and KS3;
- Meeting the needs of an increasing number of young people with Additional Learning Needs;
- Continuing to address the low attainment of Traveller/Roma young people.

## Summary of headline results at all stages of learning

14. In 2011-2017, Cardiff improved its performance by 9.8ppts in the Foundation Phase, by 8.7ppt at Key Stage 2 and by 12ppts at Key Stage 3.

15. The rate of improvement over the last four years in the Foundation Phase is greater than across the Central South Consortium region and across Wales. 88.5% of pupils achieved the Foundation Phase indicator in 2017, which is above the Wales average of 87.3%. Whilst there was a marginal decrease (0.4ppt), performance in all four areas of learning, Cardiff's performance remains above the Wales averages. Performance improved in Personal, Social Cultural diversity and Well-Being Development by 3.6ppts, but fell in Language, Literacy and Communication and Mathematical development by 1.2ppts.
16. At Key Stage 2, the proportion of pupils achieving the Core Subject Indicator (89.4%) is in line with the Wales average. At the expected and the higher levels, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
17. At Key Stage 3, the proportion of pupils achieving the Core Subject indicator (86.2%) is below the Wales average of (87.4%). Results are based on teacher assessment at this key stage.
18. Cardiff performed above the Wales average at the Level 2+ threshold. 58.5% of pupils achieving this indicator, compared with 54.6% in Wales. Cardiff is ranked 5<sup>th</sup> in Wales for this indicator. In 2017, despite the changes to the Level 2 measure, performance is 2.9ppt above the Welsh average (69.9%/67.0%). However, the performance of Cardiff pupils at Level 1 was below the Wales average at 93.0%, compared to 94.4% across Wales. Cardiff is ranked 18 in Wales
19. At Key Stage 5, 97.5% of students achieved the equivalent of the Level 3 threshold, compared to 97.1% across Wales. 30% achieved an A-A\* grade.

### **Summary of headline measures of the quality of education provision and capacity for improvement**

20. Cardiff has made good progress to improve the overall quality of education provided by schools, as evidenced by the Estyn inspection outcomes and the number of schools that removed from an Estyn category.
21. During the 2016-17 academic year, Estyn inspected twelve primary schools. Ten were judged as good, or excellent, for current performance. The remaining two were judged as adequate. Nine schools were judged to be good or excellent for their prospects for improvement and, of the remaining three, two were judged to be adequate and one unsatisfactory. Two schools went into Estyn Monitoring and one went into Special Measures.
22. Four secondary schools were inspected. One secondary school was judged as excellent in both current performance and prospects for improvement. One school was judged as adequate for current performance and good for prospects for improvement. This school went



into Estyn Monitoring. Two schools were judged as unsatisfactory for current performance and for prospects for improvement. Both these schools were placed in Special Measures, but were closed in August 2017.

23. As of November 2017, there are no secondary schools in Special Measures. Eastern High School was removed from Special Measures and Estyn commented on the trend of improving results at all key stages, with Mathematics and English improving significantly.
25. At the time of writing this report, one secondary school remains in an Estyn follow-up category. In November 2016, seven secondary schools were in an Estyn follow up category. In 2016-17, Ysgol Gyfun Gymraeg Plasmawr was removed from Estyn Monitoring and Cantonian High School was removed from Significant Improvement. Cantonian High School was judged to have made strong progress in relation to raising standards, reducing exclusions and strengthening leadership. Whitchurch High School and Radyr Comprehensive School were also moved from Estyn Monitoring.
26. Whilst no special schools were inspected in this academic year, the Pupil Referral Unit was judged as good for current performance and for prospects for improvement. Riverbank School was removed from Estyn Monitoring in November 2017. One special school remains in Special Measures, and is due to federate with Ty Gywn and Riverbank special schools in January 2018.
27. At the time of writing this report, five primary schools are in an Estyn follow up category and one school is in Special Measures. In November 2016, four primary schools were in an Estyn follow up category. Bryn Hafod and All Saints C.I.W Primary School made good progress over the year and have been removed from Estyn Monitoring. In November 2017, Trelai Primary School was removed from Special Measures.
28. In January 2016, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. The number of schools requiring the red level of support in January 2017 reduced to five primary schools, one special school and four secondary schools. There have been changes to leadership in five of these schools. Two of the secondary schools were closed on the 31<sup>st</sup> August 2017.
29. Over the last two years, there has been a significant increase in the number of both primary and secondary schools in the top two standards groups. There continues to be a greater proportion of the city's primary schools in standards groups 1 and 2, than is the case in Cardiff secondary schools.

|                       | 2014/15 | 2015-16 | 2016-17 |
|-----------------------|---------|---------|---------|
| <b>Primary Sector</b> | 48.4%   | 70.5%   | 92.6%   |

|                         |       |       |       |
|-------------------------|-------|-------|-------|
| <b>Secondary Sector</b> | 44.4% | 61.1% | 72.2% |
|-------------------------|-------|-------|-------|

30. Linked to the standards groups, and incorporating the judgements on the schools' capacity to improve, are the support categories. The table below show that the city's secondary schools still require more support to improve than the primary schools. New support categories are published in January 2018.

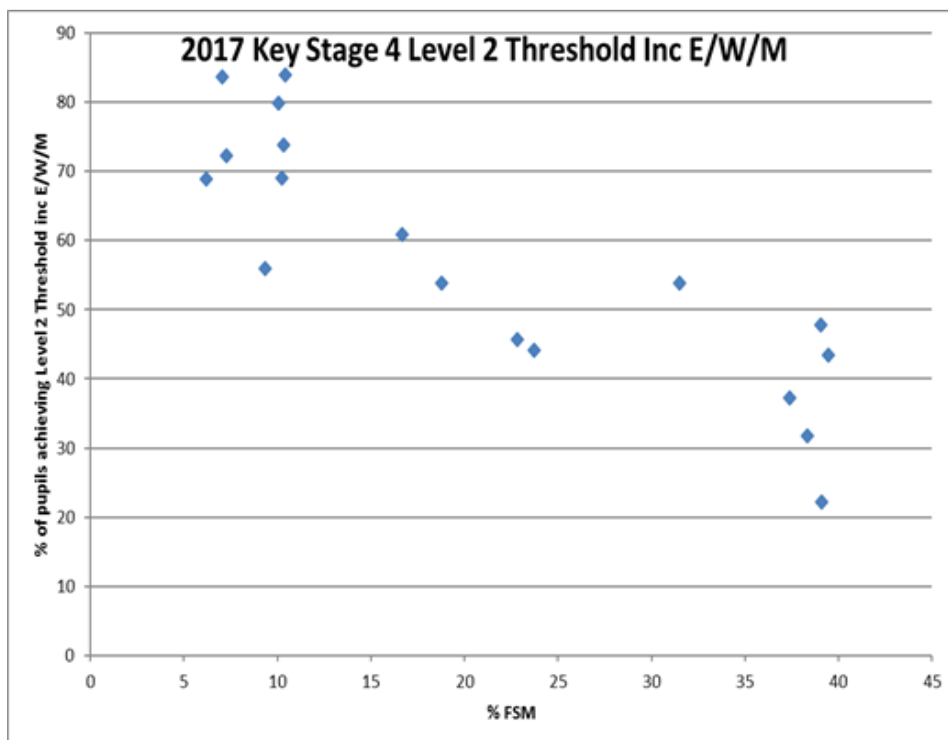
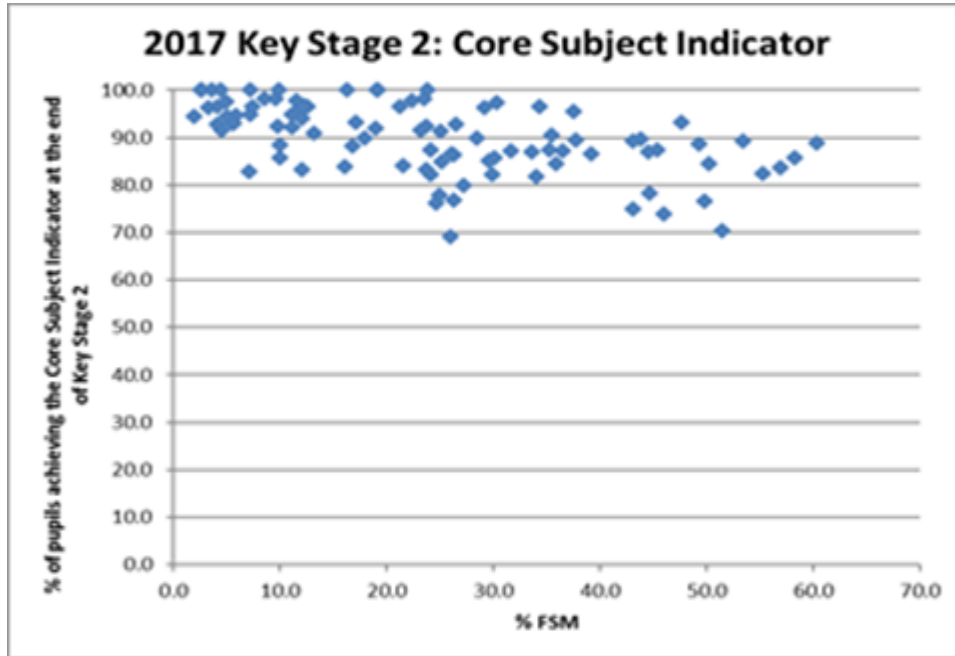
| <b>Support Category</b> | <b>Primary January 2017</b>          | <b>Secondary January 2017</b>       |
|-------------------------|--------------------------------------|-------------------------------------|
| <b>Green</b>            | <b>34%</b><br>33 out of 97 schools   | <b>26.3%</b><br>5 out of 19 schools |
| <b>Yellow</b>           | <b>43.2%</b><br>42 out of 97 schools | <b>21.1%</b><br>4 out of 19 schools |
| <b>Amber</b>            | <b>17.5%</b><br>17 out of 97 schools | <b>31.6%</b><br>6 out of 19 schools |
| <b>Red</b>              | <b>5.2%</b><br>5 out of 97 schools   | <b>21.1%</b><br>4 out of 19 schools |

31. Beneath this overall picture of outcomes and provision a number of key themes emerge from the 2016-17 results:

**There is a reducing, but still noticeable, variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors**

32. At Key Stage 2, there has been a closing of the gap in the performance of schools within the same FSM benchmark quartile and across Cardiff. However, the graphs below illustrates that there is still a wide gap in the performance of some schools with the same proportion of young people eligible for FSM.
33. There continues to be a wider variation in performance at the Level 2+ inclusive threshold with the same percentage of young people who are eligible for FSM. For example, one secondary school with approximately 40% of pupils eligible for FSM performed better than a school with less than 25% of pupils eligible for FSM at Level 2+. Two of the lowest performing schools, serving areas of significant deprivation, were closed at the end of 2017.

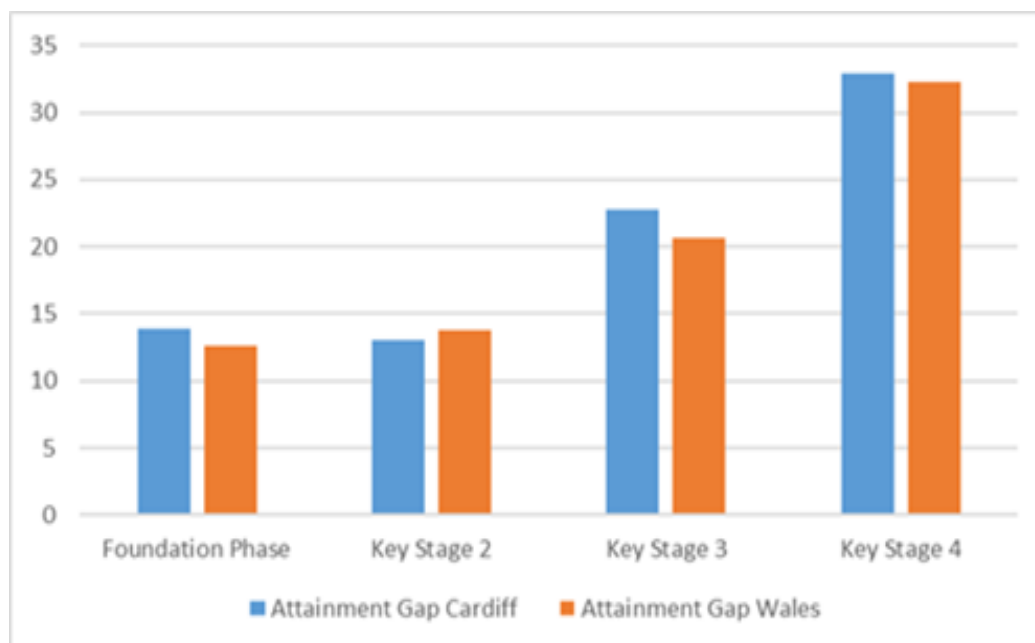
34. The schools that have been most successful in raising standards have excellent leadership and governance, with an unrelenting focus on improving outcomes for young people, robust data-tracking systems to target effective, personalised intervention programmes and a focus on developing literacy and numeracy. Schools are also addressing the emotional well-being, confidence and resilience of learners.



35. Eastern High was one of the three secondary schools identified in 2015-16 with relatively low performance across a range of indicators. In 2017, despite changes to the measure, Eastern High's results at Key

Stage 4 improved by 4ppt at Level 2+, against a downward trend nationally and from a very low base.

36. In November 2017, Eastern High School was removed from Special Measures. Estyn inspectors noted the trend of improving results at all key stages, with Mathematics and English improving significantly.
37. Eastern High School will move to new school accommodation funded through 21<sup>st</sup> Century schools programme in January 2018. The new school campus will co-locate Post-16 provision on the same site in partnership with Cardiff and Vale College



38. The remaining two low performing schools, Glyn Derw School and Michaelston Community College, closed at the end of August 2017 as part of a planned school improvement strategy. The Federation had a long history of under-performance, prompting the local authority to use its powers of intervention and ultimately to take the decision to close both schools.
39. Cardiff West Community High School (CWCHS) opened on the 1<sup>st</sup> September 2017 and is temporarily located on the former Michaelston site. Construction work began on the Penally site in September, with completion due in February 2019. The construction of a new school for Cardiff West Community High School represents a significant £36m investment in the Ely and Caerau area.
40. The new Headteacher, senior leadership team, together with the new Governing Body, have established a vision, culture and ethos for the school. CWCHS will have its first set of Key Stage 4 results in 2018.
41. Cardiff West Community High School is a pathfinder school for Cardiff's 'Creative Education Partnership', placing creativity at the heart of

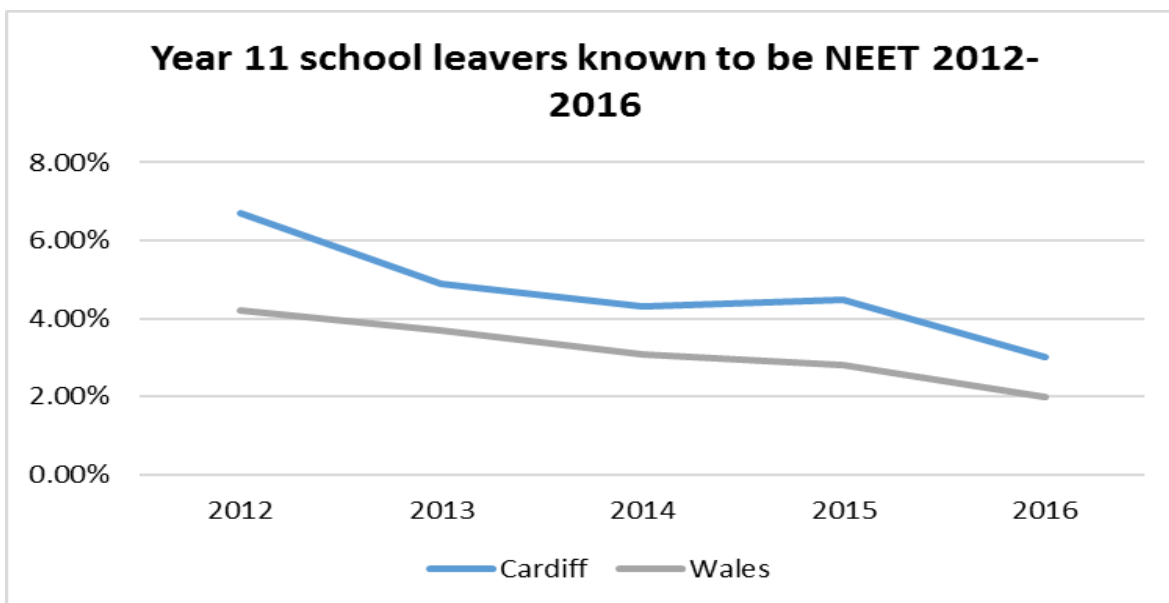
learning. The founding creative partners are, Amgueddfa Cymru - National Museum Wales; BBC Wales; Cardiff Council; Cardiff and Vale College; Cardiff Metropolitan University, Creative & Cultural Skills; University of South Wales; Wales Millennium Centre and Welsh National Opera.

**There is some improvement in the attainment of pupils eligible for free school meals, but the results show the continuing impact of social and economic disadvantage on educational attainment, in Cardiff as elsewhere**

42. Results show that the gap in attainment of eFSM and nFSM is smaller in Cardiff than across Wales at Key Stage 2. The gap has continued to reduce over the last five years, as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.
43. In 2017, provisional results show that 33.9% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level Two + threshold, compared to 66.7% of pupils not eligible (nFSM). This is better than the performance of eFSM (28.6%) and 61.0% of nFSM pupils across Wales.
44. Although a higher proportion of eFSM pupils in Cardiff achieved this threshold than across Wales at Key Stage 4, the gap in attainment is slightly larger (32.8%/32.3%) as a result.

**The strengthened focus on transition between education and employment through the Cardiff Commitment is having a positive impact**

45. There has been good progress in reducing the proportion of young people who are NEET since 2015-2016. 3% of young people (100 young people) were identified as NEET in 2016, compared with over 8% in 2010. This represents a 5.8 percentage point decrease in 6 years, but is still above the Wales average. Provisional 2016-17 data indicates that the Cardiff NEET figure has further reduced to 1.7% (54 young people).
46. The improvement in outcomes is attributable to several factors, including:
  - More effective identification and tracking of young people at risk of becoming NEET;
  - Improved targeting of the youth support and mentoring services;
  - Partnership working with work-based learning providers to align course start dates;
  - Stronger information sharing arrangements between partner agencies;
  - Full school engagement.



47. Good progress has been made during the year with a wide range of partners to shape 'The Cardiff Commitment'. Working in partnership, the Council is seeking to create a coalition for change that commits to making a real difference to young people's lives and future independence. The delivery outcomes are:

- Higher youth employment and economic activity;
- A better skilled and qualified labour market to meet the needs of growing economy;
- Improved educational achievement for learners;
- Reduced numbers of young people 'Not in Education, Training or Employment'.

48. In addition, the Junior Apprenticeships programme, launched in September 2016 in partnership with Cardiff and Vale College, has been successful in offering a full-time career focused learning programme for a select number of 14 – 16 year old students in Cardiff. The programme offers six different vocational pathways, in line with key economic priority sectors.

49. However, Cardiff's performance in the Level 1 threshold in 2017 remains below the Welsh average by 1.2ppt, with Cardiff ranked 18<sup>th</sup> nationally. Of the 3,260 pupils entered for exams, 208 pupils did not achieve the Level 1 threshold. Of the 208 pupils who did not achieve the Level 1 threshold, sixteen attended a special school, ten attended the Pupil Referral Unit and fifty were receiving EOTAS (Education Other than At School) provision. The remaining 132 pupils were on roll at a mainstream secondary school: ninety of these pupils attended four secondary schools, two of which are now closed. Some of the pupils on roll at a mainstream secondary school may also have been receiving EOTAS provision.

50. Provisional data indicates that Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole.

| Achieving No Qualification | 2016 | 2017 |
|----------------------------|------|------|
| Cardiff                    | 1.0% | 1.4% |
| Wales                      | 0.9% | 1.0% |

51. The low performance of young people who are educated other than at school (EOTAS) also remains a concern. The table below shows the performance of pupils in 2017.

|   | Level 1 | Level 2 | Level 2+ | No points |
|---|---------|---------|----------|-----------|
| The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision.<br><br>(cohort is 101 pupils) | 25%     | 5%      | 3%       | 18%       |
| The percentage of pupils on EOTAS PLASC (those who were not on a school roll in Cardiff.<br><br>(cohort is 68 pupils)   | 15%     | 3%      | 1%       | 21%       |

**Against a picture of overall improvement in outcomes some pupil groups are still notably low attaining**

52. Whilst there have been some improvements for children who are looked after in Cardiff, the results remain too low when compared with their peers. Outcomes for children who are looked after and who are educated in a Cardiff School are much higher than if they are educated out of county at all key stages.
53. The proportion of all children looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 54% (fourteen out of twenty-six pupils). This is below the Wales figure for children who are looked after (as at the Children In Need Census) of 64%. A much higher proportion of children (69%) who are children looked after by Cardiff and who are educated in a Cardiff school achieved the Foundation Phase Indicator (FPI). This represents eleven out of sixteen pupils. However, this is a decrease from 88.9% in 2016.
54. The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage 2 is 77% (twenty-three out of thirty in the cohort). This is an improvement of 6.7ppts,

compared to 2015-16. This is above the Wales figure of 66%. The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 78% (eighteen out of twenty-three), which represents an increase of 10ppts, compared to 2015-16.

55. At the end of Key Stage Four, no Cardiff Council looked after young person achieved the Level 2+ threshold, 11% achieved the Level 2 threshold and 36% achieved the Level 1 threshold. In the cohort of fifty-three, 81.1% have a Additional Learning Need.
56. The proportion of looked after children educated in a Cardiff school achieving the Level 2 + is 4%. 26% achieved the Level 2 threshold and 61% achieved a Level 1. In a cohort of twenty-three pupils, 78.2% have a Additional Learning Need.

### **Ethnic Groups**

57. Overall, there has been an improvement in the performance of ethnic groups and a closing of the attainment gap with all pupils in the Foundation Phase Indicator (FPI) and at Key Stage 2. However, this is not consistent. At Level 2+, Key Stage 4, there was a slight widening of the gap.
58. Some ethnic groups, who historically have under-performed at all key stages, remain most at risk of underachievement. These are Traveller/Romany pupils.
59. The performance of Ethnic pupils' attainment in the FPI improved by 6.02ppts since 2014. The performance of all Ethnic pupils (87.6%) remains slightly below all pupils in 2017. Some ethnic groups perform above all pupils. For example, 90.83% of the Mixed ethnic group, with a cohort of 338 pupils, achieved the FPI.
60. The proportion of ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.22ppt between 2015 and 2017. However, the performance of ethnic pupils (87.47%) remains slightly below all Cardiff pupils by 1.87ppts. Some ethnic groups, such as Pakistani and Chinese, have a higher proportion of pupils achieving the Core Subject Indicator than the average for all pupils. The lowest performing group at Key Stage 2 is Traveller/Romany pupils, although their performance did improve significantly by 16.67ppt.
61. There was an increase in the proportion of ethnic pupils achieving the Core Subject Indicator at the end of Key Stage 3 in 2017 (85.04%). The greatest improvement was for White European pupils, whose performance improved by 16.95ppts.
62. The gap in attainment at Level 2+ between ethnic pupils and all pupils marginally widened in 2017. Bangladeshi, Somali, Chinese or Chinese British, Other Asian and Pakistani ethnic groups performed above the average for all pupils (58.8%).



## **English as an Additional Language**

63. There has been a correspondingly positive improvement in the outcomes for English as an Additional Language (EAL) in both the Foundation Phase and at Key Stage 2.
64. In the Foundation Phase, there were improvements in the performance of pupils with English as an Additional Language in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppt since 2014.
65. The proportion of pupils with English as an Additional language achieving the Core Subject Indicator at the end of Key Stage 2 is 88.17%. This compares with 89.38% of all pupils in Cardiff. Overall, EAL attainment has improved by 4.47ppt since 2014.

## **Gender**

66. For several years, boys' performance, in line with national, has remained below that of girls at all key stages. However, at Key Stage 2 in the CSI the gap is continuing to close and has decreased to 3.5ppts in 2017. With the exception of the FPI, the attainment gap between girls and boys is smaller than the attainment gap in Wales.
67. In 2017, the performance of boys achieving the expected level remained the same as 2016, whilst the performance of girls decreased slightly. Girls' performance is stronger than boys in all areas of learning. Both the boys' and girls' performance in Cardiff is above the Welsh average. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (7.6ppt). The smallest gap is in Mathematical Development (4.8ppt).
68. At the Level 2+ threshold, the performance of boys is 4.8ppt above the Welsh average (55.5%/50.7%). Boys are also performing above the Welsh average in the Level two threshold (66.3%/61.8%). Girls are also performing above the Welsh average in the Level 2 threshold (73.9%/72.5%). In the Level 1 threshold, boys' performance is just below the Welsh average (92.3%/93.1%). Girls' performance is also below the Welsh average, by 1.7ppts.

## **Pupils with Additional Learning Needs (ALN)**

69. There continues to be a wide gap between the attainment of pupils with additional learning needs (ALN) and non-ALN pupils at all key stages.
70. In the Foundation Phase, the gap is widest for Statemented pupils, although the gap narrows for those pupils at School Action Plus and School Action. The decrease in performance for Statemented, School Action Plus and School Action pupils may reflect the increasing level of complex needs amongst younger cohorts. In all ALN groups, the performance gap is narrower in Personal and Social Development, than in other areas of learning.

71. There also continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils at Key Stage 2. As in the Foundation Phase, the gap is widest for statemented pupils, whilst the gap narrows for those at School Action Plus and School Action. The proportion of Statemented pupils achieving the CSI increased by 6.83ppt in 2017. The proportion of School Action Plus pupils achieving the CSI also increased by 1.81ppt. The proportion of School Action pupils achieving the CSI marginally increased by 0.56ppt.
72. There continues to be a wide gap between the attainment of pupils having additional learning needs (ALN) and non-ALN pupils at Key Stage Four. In 2017, more young people with statements achieved the Level 2+ and Level 2 threshold, than school action plus pupils.

### **2017 Performance Challenges**

73. There is a need for focused action to address aspects where performance is of continuing concern, identified at para 13.
74. The continued introduction of new qualifications and on-going changes to performance indicators, including changes to the early entry of pupils in English/Welsh and Maths at Key Stage 4, will continue to present challenges for Cardiff schools. Although the outcomes at Key Stage 4 indicate that Cardiff secondary schools exhibited a higher degree of resilience to manage these changes than schools elsewhere in Wales.
75. The development of the new curriculum for Wales, deriving from the Successful Futures Report, presents significant opportunities but also real challenges to all who work in schools, and all who have a stake in ensuring excellent in our education system, in Cardiff and across the whole of Wales.

### **Scrutiny Consideration**

76. The Children & Young People's Scrutiny Committee considered this item at their meeting on 9 January 2018. The letter from the Chair is attached at Appendix 12.

### **Reasons for Recommendations**

77. The report provides an overview for Cabinet of performance concerning the Council's key responsibilities with regard to promoting high standards of achievement.

### **Legal Implications**

78. The Council has a legal obligation under section 13A of the Education Act 1996 to promote high standards and to promote the fulfilment of learning potential for all pupils in the area.
79. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2)

advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief
- 

80. The report reflects the progress the Council has achieved in meeting its legal obligations and how it has sought to satisfy its public sector equality duties

### **Financial Implications**

81. There are no financial implications arising directly from this report. Schools achieve these results from within the resources that are allocated to them on an annual basis and through the services provided to schools from centrally retained budgets.

### **RECOMMENDATIONS**

Cabinet is recommended to note the performance of Cardiff schools in the academic year 2016/2017.

### **NICK BATCHELAR**

Director of Education and Lifelong Learning  
12 January 2018

*The following Appendices are attached:*

|             |   |
|-------------|---|
| Appendix 1  | 2017 Summary Headline Results across All Key Stages               |
| Appendix 2  | Explanation of Frequently Used Terms                              |
| Appendix 3  | Performance in the Foundation Phase                               |
| Appendix 4  | Performance at Key Stage 2  |
| Appendix 5  | Performance at Key Stage 3  |
| Appendix 6  | Performance at Key Stage 4  |
| Appendix 7  | Performance at Key Stage 5  |
| Appendix 8  | Attendance at school  |
| Appendix 9  | Exclusions  |
| Appendix 10 | Not in Education, Employment or Training (NEET)                   |
| Appendix 11 | Outcomes of Inspections   |
| Appendix 12 | Letter from Chair of Children & Young People's Scrutiny Committee |

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## Appendix 1

### 2017 Summary Headline Results across All Key Stages

| Indicator  | Cardiff Results 2011-12 | Wales Average 2011-12 | Cardiff Results 2016-17 | Wales Average 2016-17 | Cardiff Rank 2016-17 | Cardiff Improvement 2011-2017 |
|--|-------------------------|-----------------------|-------------------------|-----------------------|----------------------|-------------------------------|
| % of pupils achieving the Foundation Phase Outcome Indicator, at the end of Year 2                                 | 78.7%                   | 80.5%                 | 88.5%                   | 87.3%                 | 10                   | +9.8ppt                       |
| % of pupils achieving the Core Subject Indicator, at the end of Key Stage 2  | 80.7%                   | 82.6%                 | 89.4%                   | 89.5%                 | 14                   | +8.7ppt                       |
| % of pupils achieving the Core Subject Indicator, at the end of Key Stage 3  | 74.2%                   | 72.5%                 | 86.2%                   | 87.4%                 | 17                   | +12ppt                        |
| % pupils achieving the <b>Level 2+</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh) | 49.3%                   | 51.1%                 | 58.5%                   | 54.6%                 | 5                    | N/A<br>Not comparable         |
| % pupils achieving the <b>Level 2</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C)                         | 68.3%                   | 72.6%                 | 69.6%                   | 66.9%                 | 8                    | N/A<br>Not comparable         |
| % pupils achieving the <b>Level 1</b> threshold at the end of Key Stage 4 (5 GCSE'S A* - G)                        | 91.2%                   | 91.8%                 | 93.2%                   | 94.4%                 | 18                   | N/A<br>Not comparable         |
| Attendance (Primary)   | 93.7%                   | 93.9%                 | 95.0%                   | 94.9%                 | 8                    | +1.3ppt                       |
| Attendance (Secondary)   | 91.9%                   | 92.1%                 | 94.2%                   | 94.1%                 | 11                   | +2.3ppt                       |
| % 17 year olds entering a volume equivalent to 2 A levels who achieved the Level 3 threshold.                      | 96.9%                   | 96.9%                 | 97.5%                   | 97.1%                 | Not available        | +0.6ppt                       |

## 2017 Key Stage 2 by School

| School Name                   | Percentage of pupils achieving the Core Subject Indicator at the end of Key Stage 2 (year 6) (2017) | Percentage of pupils eligible for free school meals (eFSM) in year 6 (2017) |
|-------------------------------|---|---|
| Millbank Primary School       | 96.3%   | 20.3%   |
| Adamsdown Primary             | 78.3%   | 36.7%   |
| Albany Primary School         | 77.8%   | 24.3%   |
| Allensbank Primary School     | 76.2%   | 17.0%   |
| Baden Powell Primary School   | 87.5%   | 32.1%   |
| Birchgrove Primary School     | 98.2%   | 7.0%  |
| Trelai Primary School         | 70.4%   | 45.4%   |
| Fairwater Primary School      | 81.8%   | 33.3%   |
| Gabalfa Primary               | 87.5%   | 36.3%   |
| Kitchener Primary School      | 82.1%   | 21.6%   |
| Lansdowne Primary School      | 85.1%   | 26.3%   |
| Moorland Primary              | 89.7%   | 35.4%   |
| Radnor Primary School         | 100.0%  | 18.6%   |
| Rhydypenau Primary School     | 100.0%  | 2.7%  |
| Roath Park Primary School     | 96.6%   | 10.0%   |
| Greenway Primary School       | 88.9%   | 51.7%   |
| Stacey Primary School         | 87.0%   | 26.3%   |
| Ton-Yr-Ywen Primary School    | 95.0%   | 5.2%  |
| Peter Lea Primary School      | 85.0%   | 20.6%   |
| Bryn Hafod Primary School     | 95.5%   | 34.2%   |
| Pen-Y-Bryn Primary School     | 90.5%   | 32.4%   |
| Coed Glas C P School          | 91.4%   | 20.1%   |
| Lakeside Primary School       | 96.6%   | 5.7%  |
| Pentrebane Primary School     | 75.0%   | 34.8%   |
| Mount Stuart Primary School   | 86.4%   | 19.3%   |
| Llanishen Fach Primary School | 82.9%   | 5.4%  |
| Rhiwbeina Primary School      | 94.4%   | 1.0%  |
| Llanedeyrn Primary School     | 89.6%   | 29.0%   |
| Springwood Primary School     | 89.3%   | 35.7%   |
| Ninian Park Primary School    | 92.5%   | 21.4%   |
| Coryton Primary               | 90.0%   | 12.7%   |
| Bryn Celyn Primary School     | 85.7%   | 50.0%   |
| Y G G Gwaelod Y Garth         | 92.9%   | 3.6%  |
| Radyr Primary School          | 100.0%  | 1.2%  |
| Tongwynlais Primary School    | 84.0%   | 17.3%   |
| Llysfaen Primary School       | 94.7%   | 5.3%  |

|                                     |        |       |
|-------------------------------------|--------|-------|
| Bryn Deri Primary                   | 100.0% | 4.0%  |
| Oakfield Primary School             | 87.3%  | 30.0% |
| Ysgol Gymraeg Melin Gruffydd        | 93.1%  | 4.2%  |
| Ysgol Y Wern                        | 93.0%  | 5.1%  |
| Ysgol Gymraeg Coed Y Gof            | 82.2%  | 20.1% |
| Ysgol Bro Eirwg                     | 88.2%  | 14.4% |
| Ysgol Treganna                      | 91.5%  | 4.5%  |
| Willowbrook Primary School          | 97.4%  | 21.5% |
| Pentyrch Primary                    | 83.3%  | 8.1%  |
| Thornhill Primary School            | 95.0%  | 11.5% |
| Ysgol Pencae                        | 100.0% | 1.9%  |
| Meadowlane Primary School           | 83.8%  | 35.3% |
| Ysgol Mynydd Bychan                 | 100.0% | 5.9%  |
| Creigiau Primary School             | 96.4%  | 2.4%  |
| Ysgol Gymraeg Pwll Coch             | 98.3%  | 10.1% |
| Ysgol Y Berllan Deg                 | 94.5%  | 3.1%  |
| Gladstone Primary School            | 92.0%  | 16.5% |
| Glan Yr Afon Primary School         | 73.9%  | 38.0% |
| Grangetown Primary School           | 80.0%  | 28.5% |
| Herbert Thompson Primary            | 84.5%  | 44.5% |
| Ysgol Glan Morfa                    | 90.0%  | 26.9% |
| Ysgol Pen Y Pil                     | 100.0% | 18.6% |
| Ysgol Gymraeg Nant Caerau           | 86.7%  | 20.2% |
| Rumney Primary                      | 93.3%  | 15.1% |
| Windsor Clive Primary               | 82.5%  | 45.1% |
| Severn Primary                      | 87.5%  | 20.3% |
| Hawthorn Primary                    | 83.3%  | 16.2% |
| Danescourt Primary                  | 92.5%  | 10.2% |
| Hywel Dda Primary School            | 88.7%  | 39.3% |
| Ysgol Gynradd Gymraeg Pen-y-Groes   | 100.0% | 13.3% |
| Trowbridge Primary                  | 89.3%  | 41.9% |
| Ysgol Glan Ceubal                   | 85.7%  | 18.8% |
| Marlborough Primary                 | 88.5%  | 8.0%  |
| Pencaerau Primary                   | 93.3%  | 35.7% |
| Glyncoed Primary                    | 98.2%  | 21.0% |
| Whitchurch Primary                  | 97.8%  | 10.9% |
| St. Mellons Church In Wales Primary | 94.1%  | 10.3% |
| St Alban'S Rc Primary School        | 76.7%  | 49.5% |
| St Cuthbert'S Rc Primary            | 69.2%  | 22.6% |
| St. Joseph'S Rc School              | 96.4%  | 13.4% |
| St. Mary'S R.C. Primary School      | 92.3%  | 8.4%  |
| St Patrick'S R C School             | 91.7%  | 23.8% |

|                                       |              |       |
|---------------------------------------|--------------|-------|
| St. Peter'S Primary School            | 90.9%        | 11.7% |
| St Cadoc'S Catholic Primary           | 96.7%        | 26.8% |
| St Monicas C/W Primary School         | 84.2%        | 22.6% |
| St.Paul'S C/W Primary School          | 92.9%        | 24.9% |
| Tredegarville C/W Primary             | 84.6%        | 30.1% |
| Llandaff City Primary School          | 96.7%        | 2.6%  |
| Christ The King Primary School        | 97.7%        | 6.6%  |
| St John Lloyd                         | 87.2%        | 26.4% |
| Holy Family R.C. Primary              | 76.9%        | 26.2% |
| St Mary The Virgin C/W Primary School | 87.0%        | 38.2% |
| All Saints C/W Primary                | 100.0%       | 16.5% |
| St Fagans Church In Wales             | 85.7%        | 7.7%  |
| St Bernadettes Primary School         | 100.0%       | 9.8%  |
| St David'S C/W Primary School         | 96.7%        | 21.1% |
| Bishop Childs C/W Primary             | 96.8%        | 11.8% |
| St Philip Evans Primary School        | 97.8%        | 15.9% |
| St. Francis R. C. Primary Sch.        | 86.7%        | 34.0% |
| <b>Cardiff</b>                        | <b>89.4%</b> |       |

### 2017 Key Stage 4 by School

| School Name                                | Percentage of pupils achieving the Level 2+ threshold at the end of Key Stage 4 (year 11) (2017) | Percentage of pupils eligible for free school meals (eFSM) in year 11 (2017) |
|--|--|--|
| Glyn Derw High School (now closed)         | 28.8%  | 41.67%   |
| Cardiff High School                        | 83.9%  | 7.2%   |
| Willows High School                        | 39.2%  | 42.4%  |
| Fitzalan High School                       | 54.2%  | 27.9%  |
| Cantonian High School                      | 46.1%  | 38.2%  |
| Llanishen High School                      | 61.7%  | 15.7%  |
| Cathays High School                        | 47.8%  | 33.2%  |
| Radyr Comprehensive School                 | 72.2%  | 6.8%   |
| Ysgol Gyfun Gymraeg Glantaf                | 74.5%  | 9.0%   |
| Ysgol Gyfun Gymraeg Plasmawr               | 69.6%  | 5.1%   |
| Michaelston Community College (now closed) | 15.9%  | 45.7%  |
| Ysgol Gyfun Gymraeg Bro Edern              | 56.0%  | 10.2%  |
| Eastern High                               | 29.9%  | 44.7%  |
| St. Illtyd'S Catholic High School          | 46.9%  | 28.7%  |
| Mary Immaculate High School                | 44.9%  | 29.0%  |



|  |              |       |
|--|--------------|-------|
| Bishop Of Llandaff Church In Wales High School | 84.8%        | 8.1%  |
| St Teilo'S C-In-W High School                  | 55.6%        | 22.8% |
| Corpus Christi Catholic High School            | 80.4%        | 13.1% |
| Whitchurch High School                         | 70.2%        | 10.2% |
| <b>Cardiff</b>                                 | <b>58.5%</b> |       |

## Explanation of Frequently Used Terms

|                              |   |
|------------------------------|---|
| <b>Foundation Phase (FP)</b> | This covers pupils aged 3-7 (nursery, reception, year 1 and year 2) |
| <b>Key Stage 2 (KS2)</b>     | Years 3 – 6 of primary schools, pupils aged 7 – 11                  |
| <b>Key Stage 3 (KS3)</b>     | Years 7 – 9 of secondary schools, pupils aged 11 – 14               |
| <b>Key Stage 4 (KS4)</b>     | Years 10 – 11 of secondary schools, pupils aged 14 – 16             |
| <b>Post 16</b>               | Years 12 and 13   |
| <b>SEN</b>                   | Additional Learning Needs   |
| <b>ALN</b>                   | Additional Learning Needs   |
| <b>MAT</b>                   | More Able and Talented  |
| <b>EAL</b>                   | English as an Additional language                                   |
| <b>LAC</b>                   | Looked After Children   |
| <b>eFSM</b>                  | Eligible for free school meals                                      |
| <b>nFSM</b>                  | Not eligible for free school meals                                  |

**Foundation Phase Outcome Indicator** – the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English (LCE) or Welsh (LCW), mathematical development (MDT) and personal, social cultural diversity and well-being development (PSD).

**Core Subjects** - In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

**Core Subject Indicator** - The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination(English or Welsh, mathematics and science).

**Expected Outcome** – There are expected levels of attainment that the majority of children will reach at the end of each key stage - Foundation Phase outcome 5, Key Stage 2 level 4, Key Stage 3 level 5.

**Threshold Indicators** - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A\*-C including these subjects, the level 2 threshold is 5 grades A\*-C and the level 1 threshold indicator is 5 grades A\*-G. The threshold

indicators include all approved qualifications not just GCSE that are the equivalent of:  
level 1: grades D-G; level 2: grades A\*-C.

**Level 3 threshold** - Equivalent to the volume of 2 A levels at grade A-E.

**Benchmarking Quarter** – The Welsh Government places schools into five groups based on proportions of FSM pupils. Each group is then divided into four quarters based on the performance of schools within each group.

**Modelled Expectations** – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected” performance at any given FSM level based on the statistical relationship.

**FFT estimates** – Fischer Family Trust is an organisation that uses a range of available data to provide estimates of the most likely outcomes for a pupil given their prior attainment.

**Average Capped Nine Points Score** - The calculation is based on pupil’s results from nine of the qualifications available in Wales.

## **EAL Categories**

### **A = New to English**

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying / repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.

### **B = Early Acquisition**

- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes and may understand simple instructions and can follow narrative / accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

### **C = Developing competence**

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent and literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.

### **D = Competent**

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts but written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

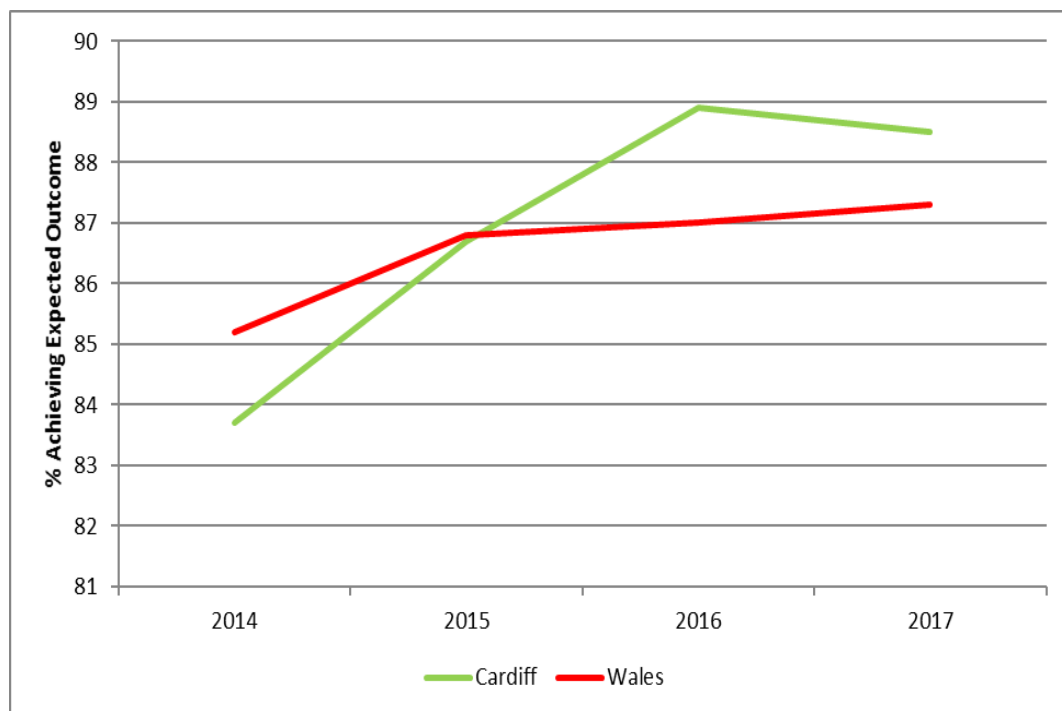
### **E = Fluent**

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

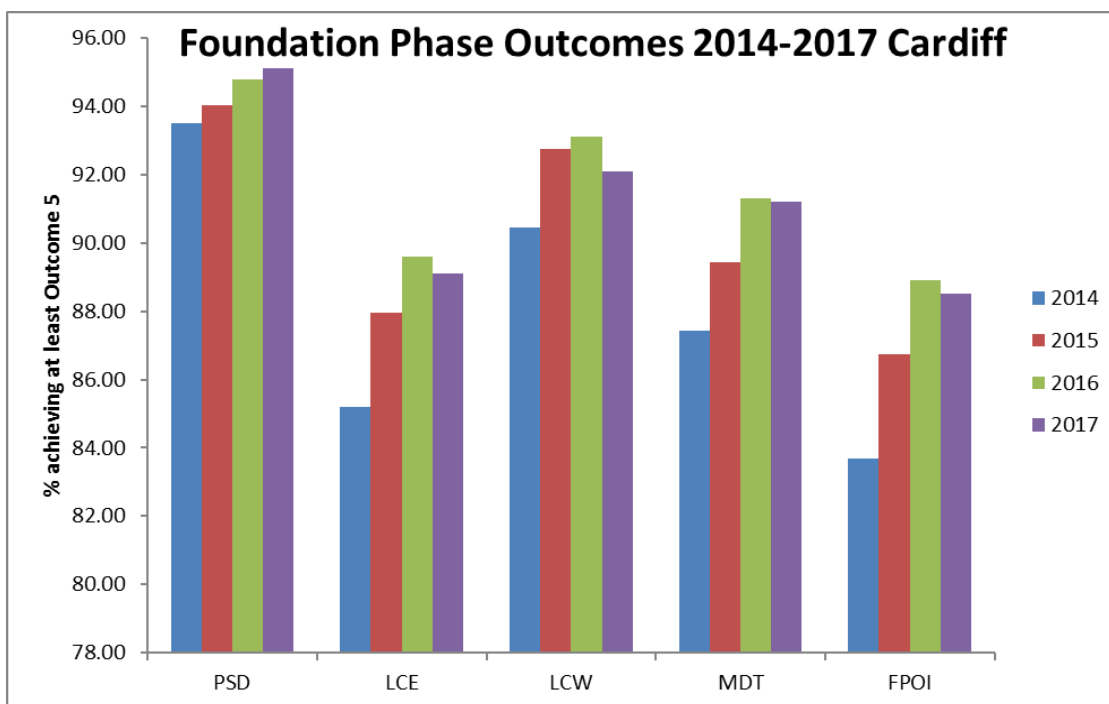
## Performance in the Foundation Phase

## Trend in Outcomes

- 2.1 In 2016-17, the proportion of pupils achieving the Foundation Phase Indicator (FPI) is 88.5% (2017 target 89%), which is above the Welsh Average of 87.3%. This represents a slight decline (0.4ppt), compared to 2015-16.



- 2.2 54.7% (fifty-two settings out of ninety-five) maintained or improved in the FPI, compared to more than 70% (sixty-eight out of ninety-five) in 2015-16.
- 2.3 In the remaining schools, the proportion of pupils achieving the FPI fell by an average of 7.2ppts, compared to 4.8ppst in 2015-16. In thirteen schools, the decrease is less than 3ppts.
- 2.4 Three of the schools reporting a decrease in outcomes are categorised as red or amber. In all schools where performance has declined, the Challenge Adviser will be following up with schools to provide tailored support for areas that require improvement.



2.5 The strongest area of learning continues to be Personal and Social Development (PSDWCD) and the weakest area Language, Literacy and Communication – English (LLCE). This is the case for both outcome five (the expected level) and outcome six. Performance in all areas of learning are above the Welsh averages.

| Foundation Phase (O5+) |       |       |       |       |       |
|------------------------|-------|-------|-------|-------|-------|
|                        | PSD   | LCE   | LCW   | MDT   | FPI   |
| 2014                   | 93.5% | 85.2% | 90.5% | 87.4% | 83.7% |
| 2015                   | 94.0% | 87.9% | 92.8% | 89.4% | 86.7% |
| 2016                   | 94.8% | 89.6% | 93.1% | 91.3% | 88.9% |
| 2017                   | 95.1% | 89.1% | 92.1% | 91.2% | 88.5% |

### Comparative performance with other Local Authorities and Cities

2.6 Schools are grouped into FSM bands and ordered nationally to give four quarters. The top performing 25% of schools fall in Quarter one and the bottom performing 25% of schools fall in Quarter four. In 2017, although seven schools have gone from Quarter 1 to Quarter 2, there has been no change to the number of schools in the top two benchmarking quarters.

### 2016 Benchmark quarters for FPI

|           | No of schools | % of schools |
|-----------|---------------|--------------|
| Quarter 1 | 31            | 33%          |
| Quarter 2 | 31            | 33%          |
| Quarter 3 | 26            | 27%          |
| Quarter 4 | 7             | 7%           |
| Total     | 95            | 100%         |

### 2017 Benchmark quarters for FPI

|           | No of schools | % of schools |
|-----------|---------------|--------------|
| Quarter 1 | 24            | 25%          |
| Quarter 2 | 38            | 0%           |
| Quarter 3 | 22            | 23%          |
| Quarter 4 | 11            | 12%          |
| Total     | 95            | 100%         |

2.7 In 2016-17, performance is still in the top ten local authorities in Wales, but is lower than in 2015-16.

| FPI     | 2016-17 |      | 2015-16 |      | 2014/15 |      |
|---------|---------|------|---------|------|---------|------|
|         | Result  | Rank | Result  | Rank | Result  | Rank |
| Cardiff | 88.5%   | 10   | 88.90%  | 7    | 86.70%  | 12   |

### Performance of Key Groups - Gender

2.8 In 2017, the performance of boys achieving the expected level remained the same as 2016, whilst the performance of girls decreased slightly. Girls' performance is stronger than boys in all areas of learning. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (7.6ppts). The smallest gap is in Mathematical Development (4.8ppts).

2.9 The table below shows that both boys' and girls' performance in Cardiff is above the Welsh average. The gap in attainment is marginally greater than across Wales as a whole.

|               | 2014   | 2015   | 2016  | 2017  | Wales 2017 Actual |
|---------------|--------|--------|-------|-------|-------------------|
| FPI Boys      | 79.72% | 82.73% | 84.9% | 84.9% | 83.8%             |
| FPI Girls     | 87.79% | 90.85% | 93.1% | 92.2% | 90.9%             |
| FPI Total     | 83.7%  | 86.73% | 88.9% | 88.5% | 87.3%             |
| Boys Vs Girls | -8.07  | -8.12  | -8.2  | -7.3  | -7.1              |

2.10 At the higher outcome six+, the outcomes for girls exceeded the outcomes for boys by more than 10ppts in nearly all the areas of learning. The exception is in Mathematical development, where boys' performance is 0.1ppts higher than that of girls. In PSDWBCD, performance of girls is 18.5ppts above that of boys.

2.11 Both boys' and girls' perform above the national average in the higher outcome six +, in all four areas of learning.

### Performance of Key Groups - More Able and Talented (MAT) pupils

2.12 The proportion of pupils reaching outcome six (O6+), or above, continues to improve each year in each area of learning and is above the national averages.

| Foundation Phase Areas of Learning (O6+) |       |            |       |            |        |            |       |            |       |            |
|--|-------|------------|-------|------------|--------|------------|-------|------------|-------|------------|
|  | 2013  | Wales 2013 | 2014  | Wales 2014 | 2015   | Wales 2015 | 2016  | Wales 2016 | 2017  | Wales 2017 |
| LCE                                      | 27.7% | 29.5 %     | 29.2% | 32.2 %     | 32.1 % | 34.2 %     | 36.5% | 36.2 %     | 39.8% | 38.1 %     |
| LCW                                      | 25.9% | 29.3 %     | 27.7% | 32.5 %     | 38.2 % | 36.9 %     | 38.6% | 36.2 %     | 40.3% | 38.1 %     |
| MDT                                      | 27.8% | 28.2 %     | 28.7% | 30.3 %     | 33.2 % | 34.3 %     | 37.0% | 36.4 %     | 41.4% | 38.7 %     |
| PSD                                      | 42.8% | 45.9 %     | 48.8% | 51.5 %     | 53.0 % | 56.0 %     | 59.1% | 58.9 %     | 62.7% | 61.3 %     |

### Performance of Key Groups – Looked After Children

2.13 The proportion of all children who are looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 54% (fourteen out of twenty-six pupils). This is a 17.6ppts decrease compared to 2015-16 and below the target of 76.0%. The Wales figure for children who are looked after as at the Children In Need Census is 64%. Of the cohort (twenty-six), 46% have a Additional Learning Need.

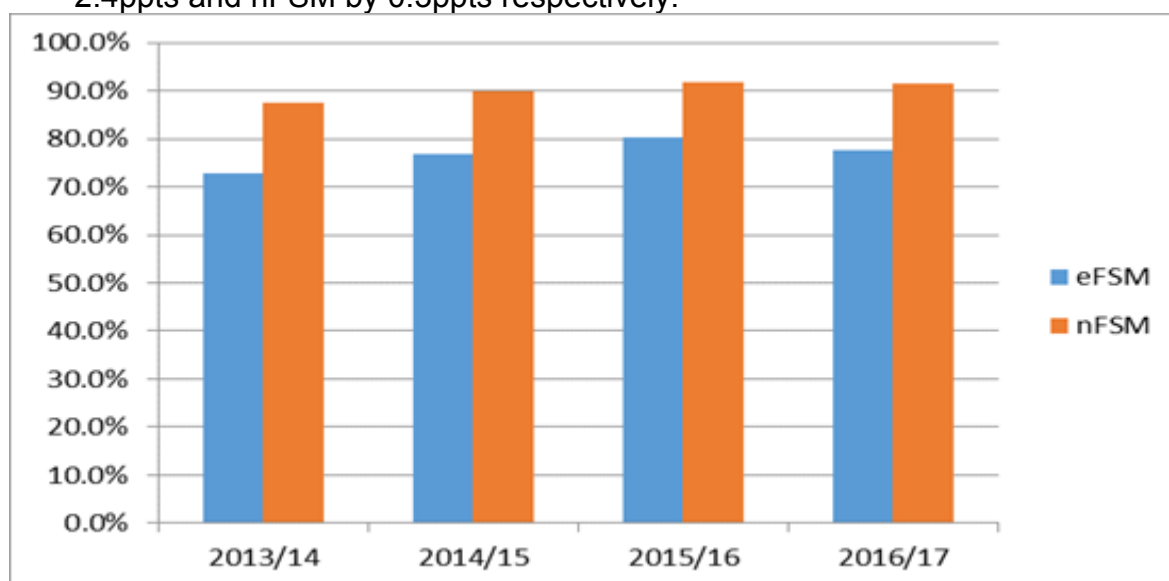
2.14 The proportion of looked after children educated in a Cardiff school achieving the Foundation Phase Indicator (FPI) is 69% (eleven out of sixteen pupils). This is a decrease in the figure of 88.9% for 2016. The 2017 target was 75.0%. Of the cohort (sixteen), 50.0% have a Additional Learning Need.

2.15 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year two, as at January 2017 PLASC (pupil census).



## Performance of Key Groups – Pupils Eligible for Free School Meals

2.16 In 2016-17, the performance of both eFSM and nFSM decreased slightly by 2.4ppts and nFSM by 0.3ppts respectively.



2.17 The difference in performance between FSM and non-FSM pupils has increased from 11.6ppts to 13.8ppts. The performance of eFSM and nFSM pupils are higher than the Welsh averages.

|                                   | Cardiff eFSM 2017 | Cardiff nFSM 2017 | Wales eFSM 2017 | Wales nFSM 2017 | Cardiff All Pupils 2017 |
|-----------------------------------|-------------------|-------------------|-----------------|-----------------|-------------------------|
| <b>Foundation Phase Indicator</b> | 77.8%             | 91.6%             | 75.9%           | 90.1%           | 88.5%                   |

## Performance of Key Groups – Ethnicity

2.18 Overall, performance for Ethnic pupils' attainment in the FPI (87.6%) remains slightly below all pupils (88.48%) by 1.18ppt. The performance of Ethnic pupils has increased by 6.02ppts since 2014.

2.19 The table below shows the performance of all ethnic groups. Some ethnic groups performed above the average of all Cardiff pupils (88.48%). The lowest performing group continues to be Traveller/Romany. Performance of this group decreased this year.

| Foundation Phase            | FPI 2014      | FPI 2015      | FPI 2016                    | FPI 2017                    |
|-----------------------------|---------------|---------------|-----------------------------|-----------------------------|
| Any other ethnic background | 81.08%        | 73.53%        | 90.63% (32 pupils)          | 88.57% (35 pupils)          |
| Arab                        | 79.20%        | 79.09%        | 83.58% (134 pupils)         | 84.31% (152 pupils)         |
| Bangladeshi                 | 78.52%        | 82.86%        | 89.83% (118 pupils)         | 91.67% (120 pupils)         |
| Black Caribbean             | 70.00%        | 75.00%        | 90.91% (11 pupils)          | 100.00% (8 pupils)          |
| Chinese or Chinese British  | 70.00%        | 92.31%        | 90.63% (32 pupils)          | 88.64% (44 pupils)          |
| Mixed                       | 83.84%        | 88.58%        | 89.66% (358 pupils)         | 90.83% (338 pupils)         |
| Not known                   | 63.04%        | 66.67%        | 92.59% (27 pupils)          | 92.86% (28 pupils)          |
| Other Asian                 | 92.86%        | 88.98%        | 97.12% (139 pupils)         | 90.40% (125 pupils)         |
| Other Black                 | 87.18%        | 81.90%        | 85.22% (115 pupils)         | 90.48% (126 pupils)         |
| Pakistani                   | 80.99%        | 88.28%        | 90.15% (132 pupils)         | 88.16% (152 pupils)         |
| Somali                      | 78.82%        | 85.71%        | 79.22% (77 pupils)          | 79.10% (67 pupils)          |
| Traveller/Romany            | 68.97%        | 59.26%        | 74.07% (27 pupils)          | 62.50% (24 pupils)          |
| White European              | 76.54%        | 71.10%        | 75.93% (241 pupils)         | 84.87% (238 pupils)         |
| <b>All EM Groups</b>        | <b>81.62%</b> | <b>82.26%</b> | <b>86.49%</b> (1443 pupils) | <b>87.64%</b> (1457 pupils) |
| White UK                    | 84.97%        | 88.93%        | 90.35% (2776 pupils)        | 88.93% (2737 pupils)        |
| <b>All Pupils</b>           | <b>83.70%</b> | <b>86.73%</b> | <b>88.93%</b> (4219 pupils) | <b>88.48%</b> (4194 pupils) |

### Performance of Key Groups – EAL Pupils

2.20 There were improvements in the performance of pupils with English as an Additional Language (EAL) in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppts since 2014.

|                       | 2014                 | 2015                 | 2016                | 2017                 |
|-----------------------|----------------------|----------------------|---------------------|----------------------|
| <b>EAL (Code A-E)</b> | 81.93% (974 pupils)  | 82.79% (1005 pupils) | 86.6% (1045 pupils) | 87.75% (1004 pupils) |
| <b>No EAL</b>         | 84.54% (3049 pupils) | 88.11% (3134 pupils) | 91.1% (3128 pupils) | 89.94% (3150 pupils) |
| <b>All Pupils</b>     | <b>83.70%</b>        | <b>86.73%</b>        | <b>88.90%</b>       | <b>88.47%</b>        |

|                                  | 2014                | 2015                | 2016                | 2017                |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|
| <b>New to English (A)</b>        | 50.23% (213 pupils) | 48.06% (258 pupils) | 57.20% (229 pupils) | 53.13% (128 pupils) |
| <b>Early Acquisition (B)</b>     | 85.98% (328 pupils) | 93.75% (368 pupils) | 90.3% (381 pupils)  | 82.97% (317 pupils) |
| <b>Developing competence (C)</b> | 96.98% (232 pupils) | 97.36% (227 pupils) | 100% (275 pupils)   | 98.19% (386 pupils) |
| <b>Competent (D)</b>             | 100.00% (61 pupils) | 100.00% (60 pupils) | 100% (78 pupils)    | 99.30% (142 pupils) |
| <b>Fluent (E)</b>                | 87.86% (140 pupils) | 89.13% (92 pupils)  | 93.90% (82 pupils)  | 96.77% (31 pupils)  |

### Performance of Key Groups – Pupils with Additional Learning Needs

2.21 There continues to be a wide gap between the attainment of pupils with additional learning needs (ALN) and non-ALN pupils in the Foundation Phase. The gap is widest for Statemented pupils, and the gap narrows for those at School Action Plus and School Action.

2.22 The proportion of School Action and School Action Plus pupils who achieved the FPI fell by 3.16ppts and 1.37ppts.

2.23 The proportion of Statemented pupils achieving the FPI decreased by 0.54ppts. The decrease in performance for Statemented, School Action Plus and School Action pupils may reflect the increasing level of complex needs amongst younger cohorts.

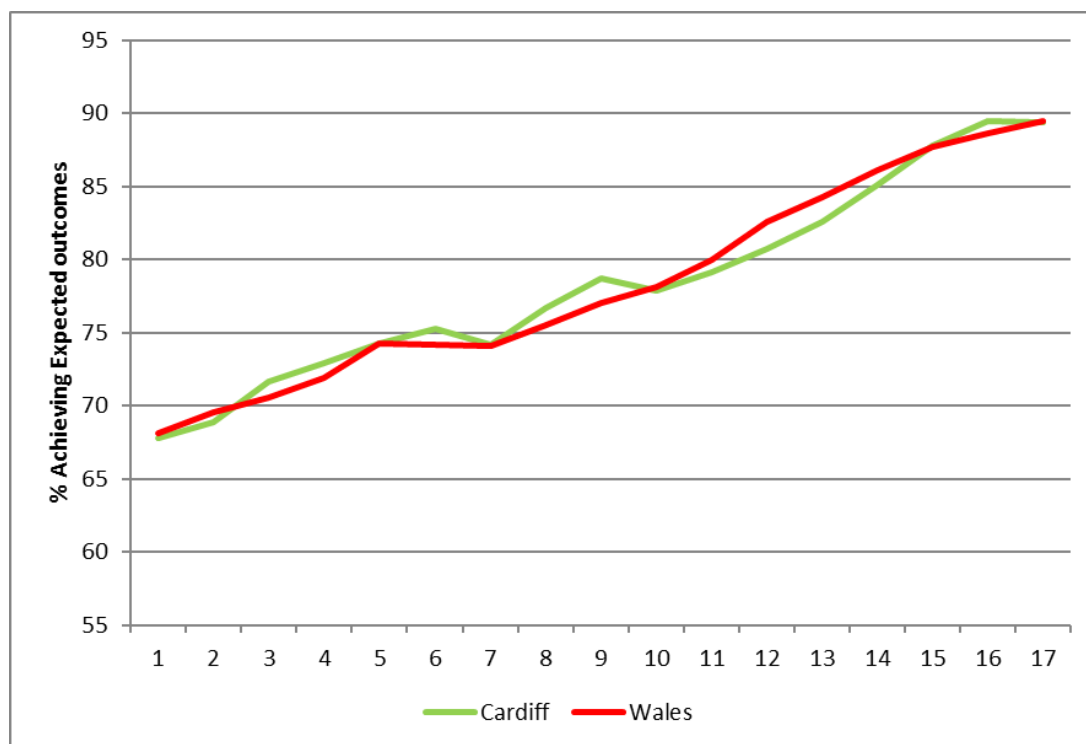
2.24 In all ALN groups, the performance gap is narrower in Personal and Social Development, than in other areas of learning.

### Foundation Phase – Percentage Achieving Outcome 5 or Above

| 2017                      | FPI                  | LCE                  | LCW                 | MDT                  | PSD                  |
|---------------------------|----------------------|----------------------|---------------------|----------------------|----------------------|
| <b>Statemented</b>        | 16.16% (99 pupils)   | 20.21% (94 pupils)   | 40.00% (5 pupils)   | 27.27% (99 pupils)   | 21.21% (99 pupils)   |
| <b>School Action Plus</b> | 43.93% (214 pupils)  | 48.65% (185 pupils)  | 44.83% (29 pupils)  | 56.07% (214 pupils)  | 71.03% (214 pupils)  |
| <b>School Action</b>      | 69.84% (577 pupils)  | 72.37% (485 pupils)  | 76.09% (92 pupils)  | 77.12% (577 pupils)  | 93.07% (577 pupils)  |
| <b>No SEN</b>             | 96.88% (3304 pupils) | 97.27% (2746 pupils) | 97.67% (558 pupils) | 97.94% (3304 pupils) | 99.27% (3304 pupils) |
| <b>Not matched</b>        | 64.29% (14 pupils)   | 69.23% (13 pupils)   | 100.00% (1 pupil)   | 64.29% (14 pupils)   | 92.86% (14 pupils)   |
| <b>Total</b>              | <b>88.47%</b>        | <b>89.13%</b>        | <b>92.12%</b>       | <b>91.18%</b>        | <b>95.13%</b>        |

| <b>2016</b>               | <b>FPI</b>          | <b>LCE</b>          | <b>LCW</b>         | <b>MDT</b>          | <b>PSD</b>          |
|---------------------------|---------------------|---------------------|--------------------|---------------------|---------------------|
| <b>Statemented</b>        | 16.7% (102 pupils)  | 20.2% (99 pupils)   | 33.3% (3 pupils)   | 25.5% (102 pupils)  | 25.5% (102 pupils)  |
| <b>School Action Plus</b> | 45.3% (214 pupils)  | 52.4% (191 pupils)  | 43.5% (23 pupils)  | 55.1% (214 pupils)  | 70.6% (214 pupils)  |
| <b>School Action</b>      | 73.0% (601 pupils)  | 76.8% (509 pupils)  | 76.1% (92 pupils)  | 79.9% (601 pupils)  | 92.5% (601 pupils)  |
| <b>No SEN</b>             | 97.0% (3302 pupils) | 97.1% (2766 pupils) | 98.5% (536 pupils) | 97.9% (3302 pupils) | 99.0% (3302 pupils) |
| <b>Not matched</b>        | 66.7% (18 pupils)   | 64.7% (17 pupils)   | 100% (1 pupil)     | 66.7% (18 pupils)   | 66.7% (18 pupils)   |
| <b>Total</b>              | <b>88.9%</b>        | <b>89.6%</b>        | <b>93.1%</b>       | <b>91.3%</b>        | <b>94.8%</b>        |

## Appendix 4 Performance at Key Stage Two



- 3.1 In 2016-17, the proportion of pupils achieving the Core Subject Indicator at the end of Key Stage Two is 89.4% (2017 target 90%), which is line with the national figure of 89.5%. This represents a marginal decrease (0.1ppt) compared to 2015-16.
- 3.2 At the expected level and the higher level, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
- 3.3 Performance in Welsh as a first language is slightly above the Welsh average (92.8%/91.6%), and Mathematics is in line (91.6%). Performance in English and Science are slightly below, by 0.3ppts and 0.5ppts. The chart below shows Cardiff's comparative performance over the last three years.

| Key Stage 2 – Expected Level (4+) |            |            |          |            |
|-----------------------------------|------------|------------|----------|------------|
|                                   | English TA | Cymraeg TA | Maths TA | Science TA |
| 2014                              | 87.3%      | 90.1%      | 87.7%    | 89.0%      |
| 2015                              | 89.9%      | 93.7%      | 89.9%    | 90.8%      |
| 2016                              | 91.0%      | 96.1%      | 91.4%    | 91.6%      |
| 2017                              | 90.8%      | 92.8%      | 91.6%    | 91.7%      |

## Comparative Performance with Other Local Authorities and Cities

3.4 The slight dip in performance has led to a decrease in the number of schools in the top benchmarking groups, from fifty-three in 2016 to fifty in 2017. There has been a corresponding increase in the number of schools in the lowest benchmarking groups, from forty-one in 2016 to forty-five in 2017.

| 2016 Benchmark quarters for KS2 CSI |               |              | 2017 Benchmark quarters for KS2 CSI |               |              |
|-------------------------------------|---------------|--------------|-------------------------------------|---------------|--------------|
|                                     | No of schools | % of schools |                                     | No of schools | % of schools |
| Quarter 1                           | 23            | 24.46%       | Quarter 1                           | 20            | 21.00%       |
| Quarter 2                           | 30            | 31.91%       | Quarter 2                           | 30            | 32.00%       |
| Quarter 3                           | 29            | 30.85%       | Quarter 3                           | 28            | 29.00%       |
| Quarter 4                           | 12            | 13.33%       | Quarter 4                           | 17            | 18.00%       |
| Total                               | 94            | 100.00%      | Total                               | 95            | 100%         |

3.4 Cardiff's position in relation to other Welsh authorities has dipped slightly. Cardiff rank position is now fourteenth out of twenty-two local authorities. As in the Foundation Phase, the rate of improvement over the past four years is faster than the rate of improvement across Wales as a whole.

| KS2 CSI | 2016-17 |      | 2015-16 |      | 2014/15 |      | 2013/14 |      |
|---------|---------|------|---------|------|---------|------|---------|------|
|         | Result  | Rank | Result  | Rank | Result  | Rank | Result  | Rank |
| Cardiff | 89.4%   | 14   | 89.5%   | 8    | 87.8%   | 13   | 84.5%   | 16   |

## Performance of Key Groups - Performance of Looked After Children

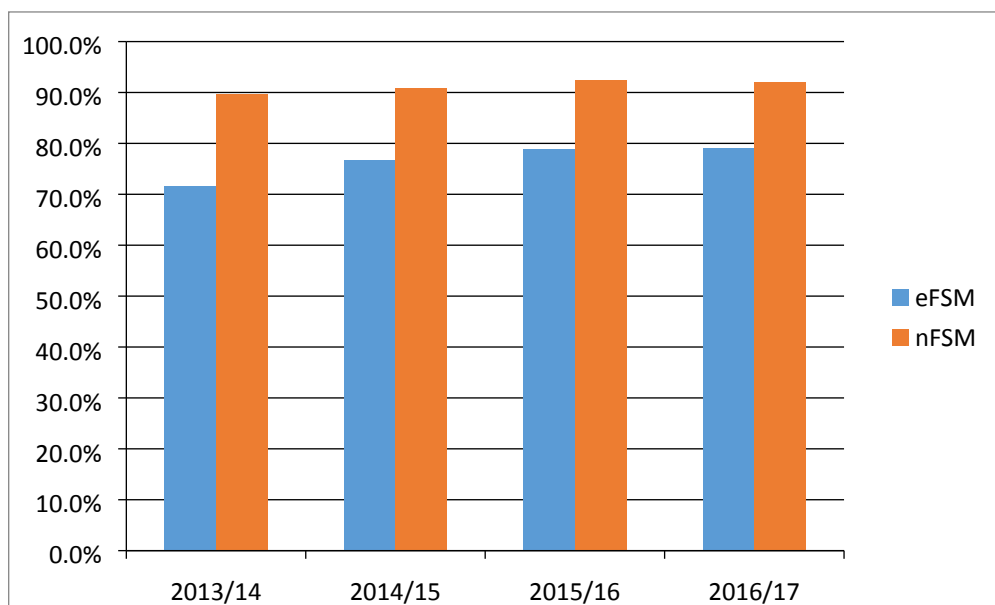
3.5 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Two is 77% (twenty-three out of thirty in the cohort), a 6.7ppt increase compared to 2015-16. This is above the Wales figure, which is 66%. Of the cohort (thirty), 53% have a Additional Learning Need.

3.6 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 78% (eighteen out of twenty-three pupils). This is an increase of 10ppts compared to 2015-16. The target was 78%. Of the cohort (twenty-three), 52% have a Additional Learning Need.

3.7 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year six, as at January 2017 PLASC (pupil census).

## Key Groups - Pupils Eligible for Free School Meals

3.8 The gap in performance between eFSM pupils and nFSM pupils has reduced again this year to 13ppts. Overall, the performance of eFSM pupils has improved by 0.3ppts when compared to 2015-16.



3.9 The gap has continued to reduce over the last five years, as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.

|                                    | Cardiff eFSM 2017 | Cardiff nFSM 2017 | Wales eFSM 2017 | Wales nFSM 2017 | Cardiff All Pupils 2017 |
|------------------------------------|-------------------|-------------------|-----------------|-----------------|-------------------------|
| Key Stage 2 Core Subject Indicator | 79.1%             | 92.1%             | 77.2%           | 92.3%           | 89.4%                   |

## Performance of Key Groups - More Able and Talented Pupils

3.10 Cardiff is at least 2ppts higher than the national averages at level six + in all core subjects. Performance at this level in Welsh first language is particularly strong, 6.9ppts above the national average.

| Key Stage 2 Core | Cardiff 2014 | Wales 2014 | Cardiff 2015 | Wales 2015 | Cardiff 2016 | Wales 2016 | Cardiff | Wales |
|------------------|--------------|------------|--------------|------------|--------------|------------|---------|-------|
|                  |              |            |              |            |              |            | f       | s     |

| Subject Indicator Level 6+ |            |            |            |            |            |            | 2017  | 2017  |
|----------------------------|------------|------------|------------|------------|------------|------------|-------|-------|
| English                    | 36.80<br>% | 38.00<br>% | 40.89<br>% | 40.76<br>% | 44.70<br>% | 42.00<br>% | 47.0% | 44.7% |
| Welsh                      | 37.10<br>% | 33.90<br>% | 45.66<br>% | 37.97<br>% | 47.60<br>% | 38.00<br>% | 48.4% | 41.5% |
| Mathematics                | 37.80<br>% | 38.00<br>% | 42.39<br>% | 41.24<br>% | 45.30<br>% | 43.20<br>% | 49.9% | 47.0% |
| Science                    | 37.60<br>% | 38.40<br>% | 41.15<br>% | 41.14<br>% | 45.30<br>% | 42.50<br>% | 47.8% | 46.4% |

### Performance of Key Groups - Gender

3.11 At Key Stage Two in the CSI, the gap is continuing to close between boys and girls. It is 3.5ppts smaller than in 2015-16. The difference in attainment between boys and girls is smaller in Cardiff than across Wales as a whole.

|               | 2014   | 2015   | 2016   | 2017  | Wales 2017 |
|---------------|--------|--------|--------|-------|------------|
| CSI Boys      | 82.01% | 86.03% | 86.60% | 87.7% | 87.3%      |
| CSI Girls     | 88.34% | 89.53% | 92.50% | 91.2% | 91.9%      |
| CSI Total     | 85.11% | 87.76% | 89.50% | 89.4% | 89.5%      |
| Boys vs Girls | -6.33  | -3.49  | -6.00  | -3.5  | -4.5       |

3.12 At the expected level, girls' performance is stronger than boys in all of the core subjects. The greatest difference of more than 7ppts is in Welsh first language. The gender gap is smaller than the national gender gap in all core subjects, except Welsh first language.

3.13 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last three years, and the Wales averages for 2017.

|             | 2015 girls | 2015 boys | 2016 girls | 2016 boys | 2017 girls | 2017 girls Wales | 2017 boys | 2017 boys Wales |
|-------------|------------|-----------|------------|-----------|------------|------------------|-----------|-----------------|
| English     | 92.3%      | 87.5%     | 94.2%      | 87.8%     | 92.7%      | 93.7%            | 88.9%     | 88.7%           |
| Welsh       | 95.3%      | 92.1%     | 97.3%      | 94.9%     | 96.4%      | 94.6%            | 89.1%     | 88.6%           |
| Mathematics | 91.0%      | 88.8%     | 93.6%      | 89.1%     | 92.9%      | 93.1%            | 90.4%     | 90.3%           |
| Science     | 92.2%      | 89.5%     | 94.2%      | 89.0%     | 93.1%      | 94.0%            | 90.3%     | 90.6%           |



- 3.14 Girls' performance at the expected level is slightly below the Welsh averages in all of the core subjects apart from Welsh first language. Boys' performance is above the national averages in all of the core subjects apart from Science.
- 3.15 At the higher levels, outcomes for both boys and girls exceed the national averages, significantly so in Welsh. Girls' performance is higher than boys in English, Welsh and Science, but lower in mathematics. This pattern is similar to the pattern seen nationally.

### Performance of Key Groups – Ethnicity

- 3.16 The proportion of ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.22ppts between 2015 and 2017.
- 3.17 The performance of ethnic pupils in 2017 (87.47%) remains slightly below all Cardiff pupils (89.34%) by 1.87ppts.
- 3.18 Some ethnic groups, such as Pakistani and Chinese, have a higher proportion of pupils achieving the Core Subject Indicator than the average for all pupils. The lowest performing group at this Key Stage is Traveller/Romany pupils, although performance did increase by 16.67ppts.

| Key Stage 2                 | CSI 2014      | CSI 2015      | CSI 2016               | CSI 2017               |
|-----------------------------|---------------|---------------|------------------------|------------------------|
| Any other ethnic background | 87.10%        | 85.71%        | 91.43%<br>(35 pupils)  | 94.29%<br>(35 pupils)  |
| Arab                        | 84.47%        | 87.61%        | 91.91%<br>(136 pupils) | 81.82%<br>(132 pupils) |
| Bangladeshi                 | 90.98%        | 93.64%        | 87.14%<br>(140 pupils) | 91.34%<br>(127 pupils) |
| Black Caribbean             | 75.00%        | 33.33%        | 100.00%<br>(1 pupil)   | 100.00%<br>(11 pupils) |
| Chinese or Chinese British  | 80.00%        | 69.23%        | 100.00%<br>(14 pupils) | 100.00%<br>(14 pupils) |
| Mixed                       | 85.99%        | 87.95%        | 90.19%<br>(265 pupils) | 88.24%<br>(272 pupils) |
| Not known                   | 79.31%        | 76.19%        | 100.00%<br>(13 pupils) | 100.00%<br>(14 pupils) |
| Other Asian                 | 92.42%        | 89.47%        | 89.23%<br>(65 pupils)  | 92.86% (98 pupils)     |
| Other Black                 | 78.21%        | 84.62%        | 79.46%<br>(112 pupils) | 85.05%<br>(107 pupils) |
| Pakistani                   | 81.62%        | 86.23%        | 90.71%<br>(140 pupils) | 91.61%<br>(155 pupils) |
| Somali                      | 81.93%        | 87.32%        | 90.36%<br>(83 pupils)  | 88.89% (81 pupils)     |
| Traveller/Romany            | 52.17%        | 72.22%        | 50.00%<br>(26 pupils)  | 66.67% (24 pupils)     |
| White European              | 74.80%        | 71.35%        | 81.32%<br>(182 pupils) | 80.24%<br>(167 pupils) |
| <b>All EM Groups</b>        | <b>83.00%</b> | <b>84.25%</b> | <b>87.13%</b>          | <b>87.47%</b>          |

|                   |               |               |                                |                                |
|-------------------|---------------|---------------|--------------------------------|--------------------------------|
|                   |               |               | (1212 pupils)                  | (1237 pupils)                  |
| White UK          | 86.03%        | 89.30%        | 90.72%<br>(2489 pupils)        | 90.33%<br>(2584 pupils)        |
| <b>All pupils</b> | <b>85.11%</b> | <b>87.76%</b> | <b>89.54%</b><br>(3701 pupils) | <b>89.34%</b><br>(3821 pupils) |

### Key Groups - English as an Additional Language

3.19 The proportion of pupils with English as an Additional language achieving the Core Subject Indicator at the end of Key Stage 2 is 88.17%. This compares with 89.38% of all pupils in Cardiff. Overall, EAL attainment has improved by 4.47pts since 2014.

|                       | 2014                 | 2015                 | 2016                 | 2017                 |
|-----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>EAL (Code A-E)</b> | 83.70% (814 pupils)  | 83.59% (774 pupils)  | 88.40% (898 pupils)  | 88.17% (845 pupils)  |
| <b>No EAL</b>         | 85.65% (2599 pupils) | 89.03% (2630 pupils) | 91.20% (2763 pupils) | 91.44% (2920 pupils) |
| <b>All Pupils</b>     | <b>85.11%</b>        | <b>87.76%</b>        | <b>89.50%</b>        | <b>89.38%</b>        |

|                                  | 2014                | 2015                | 2016                | 2017                 |
|----------------------------------|---------------------|---------------------|---------------------|----------------------|
| <b>New to English (A)</b>        | 16.67% (24 pupils)  | 36.36% (33 pupils)  | 23.80% (21 pupils)  | 13.33% (15 pupils)   |
| <b>Early Acquisition (B)</b>     | 59.69% (191 pupils) | 67.43% (261 pupils) | 68.83% (215 pupils) | 51.22% (123 pupils)  |
| <b>Developing competence (C)</b> | 95.16% (309 pupils) | 95.93% (270 pupils) | 94.63% (354 pupils) | 91.46% (316 pupils)  |
| <b>Competent (D)</b>             | 95.83% (144 pupils) | 98.29% (117 pupils) | 100% (202 pupils)   | 100.00% (283 pupils) |
| <b>Fluent (E)</b>                | 89.80% (146 pupils) | 91.40% (93 pupils)  | 98.11% (106 pupils) | 100.00% (108 pupils) |

### Performance of Key Groups – Pupils with Additional Learning Needs

3.20 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils. As in the Foundation Phase, the gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.

3.21 The proportion of Statemented pupils achieving the CSI increased by 6.83ppt in 2017. The proportion of School Action Plus pupils achieving the CSI also increased, by 1.81ppt. The proportion of School Action pupils achieving the CSI increased by 0.56ppt.

### Key Stage 2 - Percentage achieving Level 4 or above

| 2017                      | English                 | Welsh                  | Maths                   | Science                 | CSI                     |
|---------------------------|-------------------------|------------------------|-------------------------|-------------------------|-------------------------|
| <b>Statemented</b>        | 25.49%<br>(153 pupils)  | 44.44% (9 pupils)      | 30.07%<br>(153 pupils)  | 27.45%<br>(153 pupils)  | 23.53%<br>(153 pupils)  |
| <b>School Action Plus</b> | 57.61%<br>(276 pupils)  | 50.00%<br>(42 pupils)  | 62.32%<br>(276 pupils)  | 63.04%<br>(276 pupils)  | 51.81%<br>(276 pupils)  |
| <b>School Action</b>      | 83.42%<br>(573 pupils)  | 82.19%<br>(73 pupils)  | 84.64%<br>(573 pupils)  | 86.04%<br>(573 pupils)  | 79.76%<br>(573 pupils)  |
| <b>No SEN</b>             | 99.11%<br>(2817 pupils) | 99.55%<br>(441 pupils) | 99.25%<br>(2817 pupils) | 99.22%<br>(2817 pupils) | 98.69%<br>(2817 pupils) |
| <b>Not matched</b>        | 78.57%<br>(14 pupils)   | 100.00%<br>(1 pupil)   | 85.71%<br>(14 pupils)   | 71.43%<br>(14 pupils)   | 71.43%<br>(14 pupils)   |
| <b>Total</b>              | <b>90.76%</b>           | <b>92.76%</b>          | <b>91.60%</b>           | <b>91.68%</b>           | <b>89.38%</b>           |

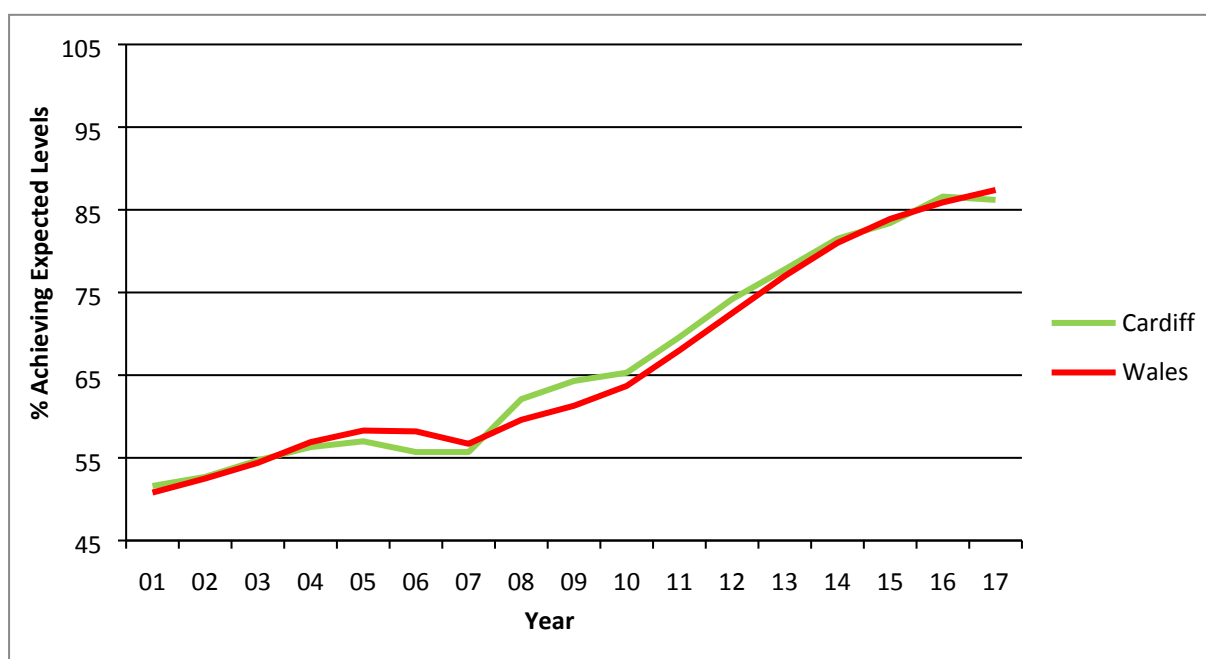
**Key Stage 2 - Percentage achieving Level 4 or above**

| 2016                      | English                | Welsh                  | Maths                  | Science                | CSI                    |
|---------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Statemented</b>        | 18.3%<br>(126 pupils)  | 20.0%<br>(5 pupils)    | 24.6% (126 pupils)     | 19.0%<br>(126 pupils)  | 16.7%<br>(126 pupils)  |
| <b>School Action Plus</b> | 54.7%<br>(256 pupils)  | 58.3%<br>(24 pupils)   | 58.6%<br>(256 pupils)  | 60.5%<br>(256 pupils)  | 50.0%<br>(256 pupils)  |
| <b>School Action</b>      | 84.2%<br>(543 pupils)  | 92.2%<br>(77 pupils)   | 83.8%<br>(543 pupils)  | 85.3%<br>(543 pupils)  | 79.2%<br>(543 pupils)  |
| <b>No SEN</b>             | 99.0%<br>(2776 pupils) | 100.0%<br>(409 pupils) | 98.9%<br>(2776 pupils) | 99.0%<br>(2776 pupils) | 98.5%<br>(2776 pupils) |
| <b>Not matched</b>        | 85.7% (7 pupils)       | 100.0%<br>(2 pupils)   | 85.7% (7 pupils)       | 85.7% (7 pupils)       | 85.7% (7 pupils)       |
| <b>Total</b>              | <b>91.0%</b>           | <b>96.1%</b>           | <b>91.4%</b>           | <b>91.6%</b>           | <b>89.5%</b>           |

## Performance at Key Stage Three

### Trend in Outcomes

- 4.1 In 2016-17, the proportion of pupils reaching the expected level at the end of Key Stage Three is 86.2%, which is 1.2ppts below the Wales average of 87.4%. This represents a slight decrease (0.4ppts) compared to 2015-16 outcomes. However, Cardiff's performance is 0.8ppts higher than modelled expectations, based on 2016-17 benchmarks. Outcomes at Key Stage 3 are based on teacher assessment.



- 4.2 Thirteen schools out of nineteen maintained, or improved in this indicator, compared to fourteen in the previous year. In the remaining schools, the proportion of pupils achieving the CSI fell by, on average, 8.1ppts. Performance in three secondary schools fell by between 12.6ppts and 18.4ppts.
- 4.3 The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level six + and level seven +), there have been improvements in each of the core subjects except English.

| Core Subjects               | Cardiff |       |       |       |       | Wales |
|-----------------------------|---------|-------|-------|-------|-------|-------|
|                             | 2013    | 2014  | 2015  | 2016  | 2017  | 2017  |
| <b>Level 5+</b>             |         |       |       |       |       |       |
| <b>English</b>              | 84%     | 86%   | 86.7% | 90.5% | 90.8% | 90.5% |
| <b>Welsh First Language</b> | 88.5%   | 94%   | 92.8% | 93.1% | 95.4% | 93.5% |
| <b>Mathematic</b>           | 84.3%   | 87.6% | 89.3% | 90.8% | 89.3% | 90.8% |
| <b>Science</b>              | 86.7%   | 90.6% | 91.5% | 93.7% | 93.7% | 93.5% |

4.4 In 2017, performance in all of the non-core subjects were below the Welsh average.

| Non-Core Subjects              | Cardiff |       |       |       |       | Wales |
|--------------------------------|---------|-------|-------|-------|-------|-------|
|                                | 2013    | 2014  | 2015  | 2016  | 2017  | 2017  |
| <b>Level 5+</b>                |         |       |       |       |       |       |
| <b>Art</b>                     | 88.6%   | 92.2% | 90.1% | 93.9% | 92.2% | 93.6% |
| <b>Design &amp; Technology</b> | 87.7%   | 90.1% | 90.7% | 92.8% | 89.8% | 93.3% |
| <b>Geography</b>               | 85.9%   | 86.7% | 87.3% | 90.2% | 89.5% | 92.0% |
| <b>History</b>                 | 84.9%   | 87.1% | 86.8% | 91.2% | 90.4% | 91.9% |
| <b>Information Technology</b>  | 89.3%   | 91.3% | 90.1% | 91.6% | 90.1% | 93.9% |
| <b>MFL</b>                     | 80%     | 81.6% | 80.9% | 85.5% | 82.2% | 86.7% |
| <b>Music</b>                   | 85.4%   | 90.9% | 88.7% | 93.0% | 92.0% | 93.3% |
| <b>Physical Education</b>      | 84.1%   | 88.5% | 90.8% | 92.2% | 92.9% | 93.3% |
| <b>Welsh 2nd Language</b>      | 73%     | 76.7% | 80%   | 80%   | 83.4% | 83.8% |

### Comparative performance with other Local authorities and cities

4.5 The decrease in the proportion of pupils attaining the CSI at this key stage has had an impact on Cardiff's rank position, compared to the other local authorities across Wales.

| Key Stage 3 CSI | 2016-17 |      | 2015-16 |      | 2014/15 |      |
|-----------------|---------|------|---------|------|---------|------|
|                 | Result  | Rank | Result  | Rank | Result  | Rank |
| Cardiff         | 86.2%   | 17   | 86.6%   | 11   | 83.4%   | 13   |

4.6 Despite the decrease in performance at Key Stage Three, there has been an increase in the number of schools in the top benchmarking group. There are four schools in the lowest group. Two of the schools are now closed.

|           | No of schools | % of schools |
|-----------|---------------|--------------|
| Quarter 1 | 6             | 32%          |
| Quarter 2 | 5             | 26%          |
| Quarter 3 | 5             | 26%          |
| Quarter 4 | 3             | 16%          |
| Total     | 19            | 100.00%      |

|           | No of schools | % of schools |
|-----------|---------------|--------------|
| Quarter 1 | 7             | 37%          |
| Quarter 2 | 4             | 21%          |
| Quarter 3 | 4             | 21%          |
| Quarter 4 | 4             | 21%          |
| Total     | 19            | 100%         |

### Performance of Key Groups - Looked After Children

4.7 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Three is 53% (twenty-seven out of fifty-one in the cohort). This is below the Wales figure for 2017, which is 57%, and lower than the 2016 figure of 57.1%. Of the 2017 cohort (fifty-one), 69% have a Additional Learning Need.

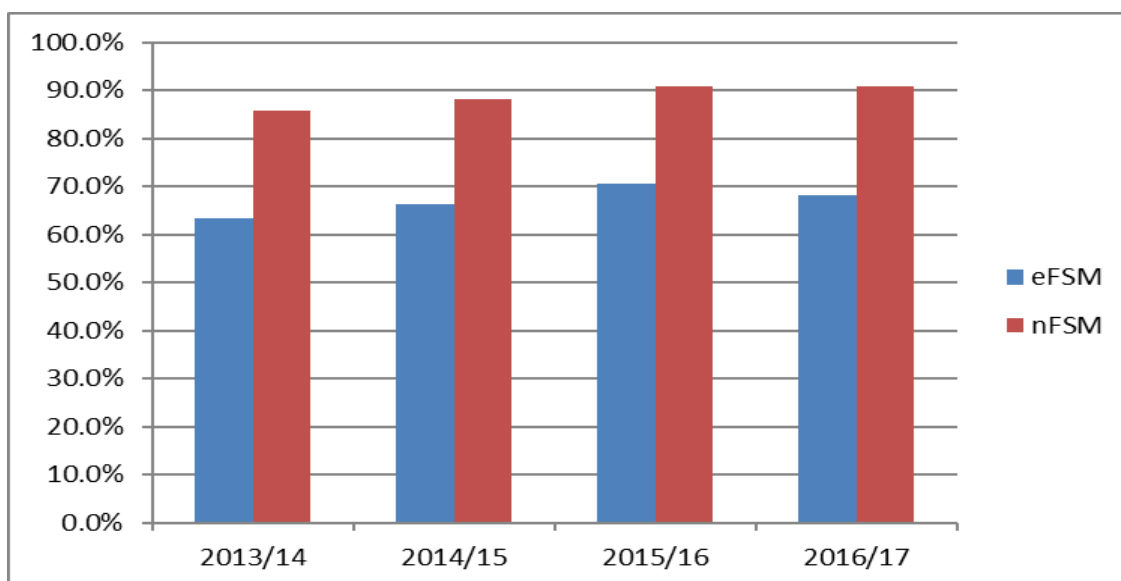
4.8 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 71% (twenty-seven out of thirty-eight pupils). This is an increase of 23.95ppts compared to 2015-16. Of the cohort (thirty-eight), 68% have a statement of Additional Learning Need.

4.9 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year nine, as at January 2017 PLASC (pupil census).

### Key Groups - Performance of Pupils Eligible for Free School Meals

4.10 The difference in performance between eFSM and nFSM pupils is greater, than in the primary phase.

4.11 The performance of eFSM pupils has decreased by 2.5ppts, nFSM pupils has improved very slightly, by 0.2ppts.



|   | <b>Cardiff<br/>eFSM<br/>2017</b> | <b>Cardiff<br/>nFSM<br/>2017</b> | <b>Wales<br/>eFSM<br/>2017</b> | <b>Wales<br/>nFSM<br/>2017</b> | <b>Cardiff All<br/>Pupils 2017</b> |
|---|----------------------------------|----------------------------------|--------------------------------|--------------------------------|------------------------------------|
| <b>Key Stage<br/>3 Core<br/>Subject<br/>Indicator</b> | 68.3%                            | 91.0%                            | 70.8%                          | 91.1%                          | 86.2%                              |

### Performance of Key Groups - More Able and Talented Pupils

4.12 There continues to be an upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all of the core subjects.

| <b>2017<br/>Key Stage 3</b> |         | <b>Level 6+</b> | <b>Level 7+</b> |
|-----------------------------|---------|-----------------|-----------------|
| <b>English TA</b>           | Cardiff | 62.2%           | 23.7%           |
|                             | Wales   | 58.7%           | 20.6%           |
| <b>Cymraeg TA</b>           | Cardiff | 66.1%           | 23.6%           |
|                             | Wales   | 23.6%           | 19.7%           |
| <b>Maths TA</b>             | Cardiff | 66.8%           | 33.0%           |
|                             | Wales   | 65.4%           | 30.7%           |
| <b>Science TA</b>           | Cardiff | 68.1%           | 28.1%           |
|                             | Wales   | 65.5%           | 26.4%           |

### Performance of Key Groups – Gender

4.13 At the expected level, the performance of boys is approximately 6.3ppt lower than the performance of girls.

4.14 Both boys and girls are performing below the Welsh averages in the CSI. The attainment gap is smaller in Cardiff than in Wales as a whole.

|                       | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>Wales<br/>2017<br/>Actual</b> |
|-----------------------|-------------|-------------|-------------|-------------|----------------------------------|
| <b>CSI Boys</b>       | 77.5%       | 80.5%       | 83.7%       | 83.2%       | 83.8%                            |
| <b>CSI Girls</b>      | 85.7%       | 86.7%       | 89.8%       | 89.4%       | 91.2%                            |
| <b>CSI Total</b>      | 81.5%       | 83.4%       | 86.6%       | 86.2%       | 87.4%                            |
| <b>Boys vs. Girls</b> | -8.21       | -6.25       | -6.1        | -6.3        | -7.4                             |

4.15 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last three years, and the Wales averages for 2017.

|                    | 2015 girls | 2015 boys | 2016 girls | 2016 boys | 2017 girls | 2017 girls Wales | 2017 boys | 2017 boys Wales |
|--------------------|------------|-----------|------------|-----------|------------|------------------|-----------|-----------------|
| <b>English</b>     | 90.2%      | 83.5%     | 93.4%      | 88.0%     | 93.6%      | 94.1%            | 88.1%     | 87.0%           |
| <b>Welsh</b>       | 96.7%      | 89.4%     | 96.4%      | 90.2%     | 97.9%      | 95.9%            | 92.5%     | 91.1%           |
| <b>Mathematics</b> | 90.7%      | 88.0%     | 92.4%      | 89.4%     | 91.2%      | 93.1%            | 87.5%     | 88.7%           |
| <b>Science</b>     | 93.9%      | 89.4%     | 96.0%      | 91.6%     | 95.5%      | 95.8%            | 91.9%     | 91.4%           |

4.16 Performance at the expected level for both boys and girls are below the Welsh averages for all subjects, except Welsh first language.

4.17 Girls' performance is stronger than boys in all of the core subjects. The gender gap is greater in English (5.5ppt). The gap in attainment in Welsh first language and Science decreased in 2017.

4.18 At the higher levels, the gender gap is larger than it is at the expected level, significantly so in both languages. The gap in Welsh first language (level 6+) has doubled in 2017, from 10.6ppt in 2016 to 23.7ppt in 2017. The outcomes of girls and boys are either higher or the same as the national figures in the core subjects at the higher levels. The gap in attainment in Cardiff is larger than in Wales in level 6+ Welsh first language, but smaller in the other core subjects.

### Performance of Key Groups – Ethnicity

4.19 There was an increase in the proportion of ethnic pupils achieving the Core Subject Indicator at the end of Key Stage Three in 2017 (85.04%). The greatest improvement was for White European pupils whose performance improved by 16.95ppt.

| Key Stage 3                 | CSI 2014 | CSI 2015 | CSI 2016               | CSI 2017               |
|-----------------------------|----------|----------|------------------------|------------------------|
| Any other ethnic background | 92.86%   | 88.89%   | 91.89%<br>(37 pupils)  | 79.31%<br>(29 pupils)  |
| Arab                        | 81.58%   | 73.49%   | 91.40%<br>(93 pupils)  | 85.87%<br>(92 pupils)  |
| Bangladeshi                 | 81.90%   | 89.62%   | 86.41%<br>(103 pupils) | 93.33%<br>(120 pupils) |
| Black Caribbean             | 100.00%  | 83.33%   | 100.00%<br>(7 pupils)  | 66.67%<br>(6 pupils)   |
| Chinese or Chinese British  | 93.33%   | 100.00%  | 100.00%<br>(11 pupils) | 80.00%<br>(5 pupils)   |
| Mixed                       | 74.74%   | 83.89%   | 84.58%<br>(201 pupils) | 87.50%<br>(208 pupils) |
| Not Known                   | 83.33%   | 86.11%   | 92.31%<br>(13 pupils)  | 88.24%<br>(17 pupils)  |
| Other Asian                 | 88.89%   | 97.37%   | 94.12%                 | 92.06%                 |



|                      |               |               |                                |                                |
|----------------------|---------------|---------------|--------------------------------|--------------------------------|
|                      |               |               | (51 pupils)                    | (63 pupils)                    |
| Other Black          | 71.43%        | 71.67%        | 85.53%<br>(76 pupils)          | 82.76%<br>(87 pupils)          |
| Pakistani            | 84.78%        | 91.00%        | 88.51%<br>(87 pupils)          | 87.50%<br>(120 pupils)         |
| Somali               | 87.65%        | 85.37%        | 89.61%<br>(77 pupils)          | 83.12%<br>(77 pupils)          |
| Traveller/Romany     | 40.00%        | 38.46%        | 30.00%<br>(10 pupils)          | 11.11%<br>(9 pupils)           |
| White European       | 62.31%        | 62.81%        | 60.67%<br>(150 pupils)         | 77.62%<br>(143 pupils)         |
| <b>All EM Groups</b> | <b>78.11%</b> | <b>81.25%</b> | <b>83.08%</b>                  | <b>85.04%</b>                  |
| White UK Pupils      | 82.71%        | 84.20%        | 88.01%<br>(2311 pupils)        | 86.78%<br>(2382 pupils)        |
| <b>All Pupils</b>    | <b>81.51%</b> | <b>83.40%</b> | <b>86.59%</b><br>(3227 pupils) | <b>86.19%</b><br>(3358 pupils) |

### Performance of Key Groups - English as an Additional Language

|                       | 2013          | 2014          | 2015          | 2016                                |
|-----------------------|---------------|---------------|---------------|-------------------------------------|
| <b>EAL (Code A-E)</b> | 75.49%        | 77.91%        | 83.82%        | 82.85%<br>(517 out of 624 pupils)   |
| <b>No EAL</b>         | 78.60%        | 82.38%        | 83.39%        | 88.70%<br>(2277 out of 2567 pupils) |
| <b>All Pupils</b>     | <b>77.80%</b> | <b>81.50%</b> | <b>83.40%</b> | <b>86.60%</b>                       |

4.20 There was an increase in the proportion of pupils assessed as EAL in 2017, when compared to 2016.

4.21 Performance of pupils with EAL has increased by 7.67ppt since 2014.

|                       | 2014                 | 2015                 | 2016                 | 2017                 |
|-----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>EAL (Code A-E)</b> | 77.91% (611 pupils)  | 83.82% (828 pupils)  | 82.85% (624 pupils)  | 85.58% (645 pupils)  |
| <b>No EAL</b>         | 82.38% (2633 pupils) | 83.39% (2437 pupils) | 88.70% (2567 pupils) | 87.92% (2666 pupils) |
| <b>All Pupils</b>     | <b>81.50%</b>        | <b>83.40%</b>        | <b>86.60%</b>        | <b>86.19%</b>        |

|  | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|
|  |      |      |      |      |

|                                  |                     |                     |                     |                     |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|
| <b>New to English (A)</b>        | 0.00% (9 pupils)    | 0.00% (4 pupils)    | 28.57% (7 pupils)   | 0.00% (3 pupils)    |
| <b>Early Acquisition (B)</b>     | 14.29% (49 pupils)  | 14.75% (61 pupils)  | 36.78% (87 pupils)  | 28.07% (57 pupils)  |
| <b>Developing Competence (C)</b> | 71.50% (200 pupils) | 77.27% (220 pupils) | 83.54% (243 pupils) | 77.96% (186 pupils) |
| <b>Competent (D)</b>             | 91.78% (219 pupils) | 95.29% (191 pupils) | 97.37% (190 pupils) | 97.79% (272 pupils) |
| <b>Fluent (E)</b>                | 93.28% (134 pupils) | 94.60% (352 pupils) | 97.94% (97 pupils)  | 98.43% (127 pupils) |

### Performance of Key Groups - Performance of pupils with Additional Learning Needs

4.22 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs and non-ALN pupils. This is a pattern replicated in all key stages. The gap is widest for Statemented pupils, and the gap narrows for those at School Action Plus and School Action. The proportion of Statemented pupils who achieved the CSI decreased by 2.41ppt.

4.23 The proportion of School Action Plus pupils achieving the CSI increased by 4.08ppt. The proportion of School Action pupils achieving the CSI also increased, by 1.25ppt.

| <b>Key Stage 3 - Percentage achieving level 5 or above</b> |                         |                        |                         |                         |                         |
|--|-------------------------|------------------------|-------------------------|-------------------------|-------------------------|
| <b>2017</b>  | <b>English</b>          | <b>Welsh</b>           | <b>Maths</b>            | <b>Science</b>          | <b>CSI</b>              |
| <b>Statemented</b>   | 34.78%<br>(138 pupils)  | 0.00%<br>(3 pupils)    | 26.81%<br>(138 pupils)  | 42.75%<br>(138 pupils)  | 23.19%<br>(138 pupils)  |
| <b>School Action Plus</b>                                  | 69.37%<br>(271 pupils)  | 77.78%<br>(36 pupils)  | 62.73%<br>(271 pupils)  | 75.65%<br>(271 pupils)  | 54.98%<br>(271 pupils)  |
| <b>School Action</b>                                       | 83.01%<br>(471 pupils)  | 88.33%<br>(60 pupils)  | 77.71%<br>(471 pupils)  | 92.78%<br>(471 pupils)  | 71.55%<br>(471 pupils)  |
| <b>No SEN</b>  | 97.74%<br>(2478 pupils) | 99.15%<br>(355 pupils) | 97.86%<br>(2478 pupils) | 98.75%<br>(2478 pupils) | 96.00%<br>(2478 pupils) |
| <b>Not matched</b>   | 82.35% (17 pupils)      | 0.00% (0 pupils)       | 88.24% (17 pupils)      | 76.47% (17 pupils)      | 70.59% (17 pupils)      |

|              |               |               |               |               |               |
|--------------|---------------|---------------|---------------|---------------|---------------|
| <b>Total</b> | <b>90.76%</b> | <b>95.37%</b> | <b>89.27%</b> | <b>93.66%</b> | <b>86.19%</b> |
|--------------|---------------|---------------|---------------|---------------|---------------|

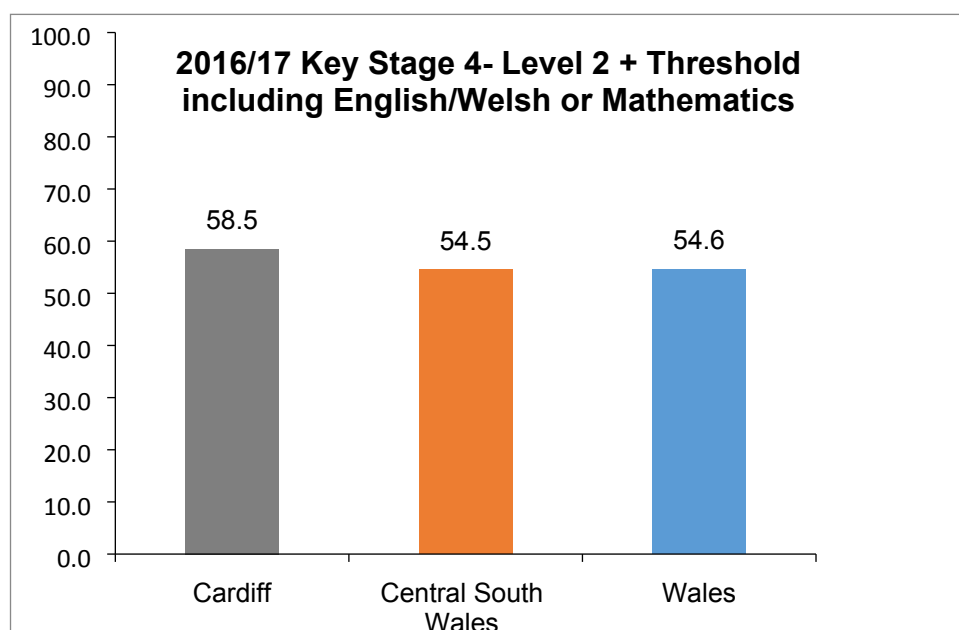
| <b>Key Stage 3 - Percentage achieving level 5 or above</b> |                        |                       |                        |                        |                        |
|--|------------------------|-----------------------|------------------------|------------------------|------------------------|
| <b>2016</b>  | <b>English</b>         | <b>Welsh</b>          | <b>Maths</b>           | <b>Science</b>         | <b>CSI</b>             |
| <b>Statemented</b>   | 34.6%<br>(133 pupils)  | 16.7%<br>(6 pupils)   | 35.3%<br>(133 pupils)  | 45.9%<br>(133 pupils)  | 25.6%<br>(133 pupils)  |
| <b>School Action Plus</b>                                  | 80.7%<br>(222 pupils)  | 75.0%<br>(25 pupils)  | 82.9%<br>(222 pupils)  | 89.0%<br>(222 pupils)  | 50.9%<br>(222 pupils)  |
| <b>School Action</b>                                       | 63.1%<br>(462 pupils)  | 56.0%<br>(44 pupils)  | 63.5%<br>(462 pupils)  | 78.8%<br>(462 pupils)  | 70.3%<br>(462 pupils)  |
| <b>No SEN</b>  | 98.0%<br>(2410 pupils) | 99.4%<br>(346 pupils) | 97.9%<br>(2410 pupils) | 98.5%<br>(2410 pupils) | 96.4%<br>(2410 pupils) |
| <b>Not matched</b>   | 77.8% (9 pupils)       | -                     | 88.9% (9 pupils)       | 100.0% (9 pupils)      | 77.8% (9 pupils)       |
| <b>Total</b>   | <b>90.5%</b>           | <b>93.1%</b>          | <b>90.8%</b>           | <b>93.7%</b>           | <b>86.6%</b>           |

## Performance at Key Stage Four

- 5.1 This year has seen the introduction of a new set of GCSE qualifications in Wales for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature. New rules for reporting school performance measures have also been introduced in 2017. These changes have made a significant difference to the results at Key Stage Four, particularly in the Level 2+ and Level Two thresholds. This means that it is not possible to make comparable judgements with previous years’.

### Performance in the Level Two + Threshold (Five GCSEs A\*-C including English or Welsh and Maths)

- 5.2 In 2017, at Key Stage 4, provisional results show that 58.5% of pupils achieved the Level 2+ threshold. This is above the Wales average of 54.6% and above Central South Consortium average of 54.5%.



- 5.3 In eight secondary schools, less than half of the pupils achieved the level two + threshold. Two secondary schools had less than a third of pupils achieving this threshold. Both schools are now closed.

### Performance in the Level Two threshold (Five GCSEs A\*-C)

- 5.4 In 2016, performance in the Level 2 threshold was in line with the Welsh average for the first time. In 2017, despite the changes to the measure, performance is 2.9ppts above the Welsh average (69.9%/67.0%).
- 5.5 The inclusion of vocational options have been limited to 40% in 2017, so not all qualifications can be included in the reporting of performance in this measure. This change has affected some schools more than others.

### Performance in the Level One threshold (Five GCSEs A\*-G)

- 5.6 Performance in the Level 1 threshold remains below the Welsh average by 1.2ppts (94.4%/93.2%). Of the 3,260 pupils entered for exams, 208 pupils didn't achieve the level 1 threshold.
- 5.8 Of the 208 pupils who didn't achieve the level 1 threshold, sixteen attended a special school, ten attended the Pupil Referral Unit and fifty were receiving EOTAS (Education Other than At School) provision. The remaining 132 pupils were on roll at a mainstream secondary school: ninety of these pupils attended four secondary schools, two of which are now closed. Some of the pupils on roll at a mainstream secondary school may have also been receiving EOTAS provision.

### Performance in the Capped Nine Points Score

- 5.9 In 2017, the new Capped Nine Points Score was introduced, which focuses on pupil's results from nine of the qualifications available in Wales. Performance in the new Capped Nine Points Score is 360.7, which is higher than the Welsh average of 350.9.

### Performance in Core Subjects

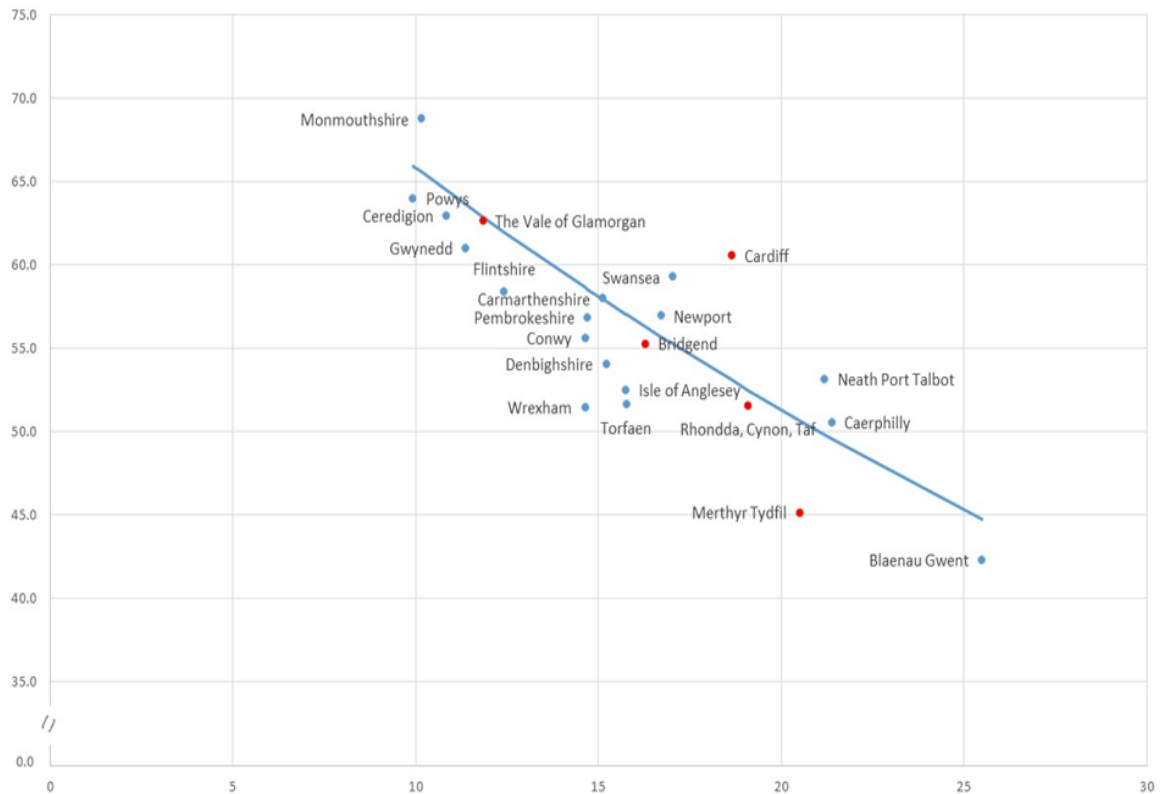
- 5.10 Performance in English is 66.2%, 2.5ppts above the Welsh Average. Performance in Welsh first language is 83.3%, 9.1ppts above the Welsh average. Changes to the qualifying English and Welsh courses (in 2017 Literature no longer contributes towards the measure, just Language) have affected the results, similarly to Mathematics.
- 5.11 Performance in all of the core subjects are above the Welsh averages.

| Subject              | Cardiff | Wales |
|----------------------|---------|-------|
| English              | 66.2%   | 63.7% |
| Welsh                | 83.3%   | 74.2% |
| Mathematics          | 62.2%   | 58.7% |
| Mathematics-Numeracy | 65.5%   | 62.5% |
| Science              | 81.4%   | 75.6% |

### Performance of Key Groups - Pupils Eligible for Free School Meals

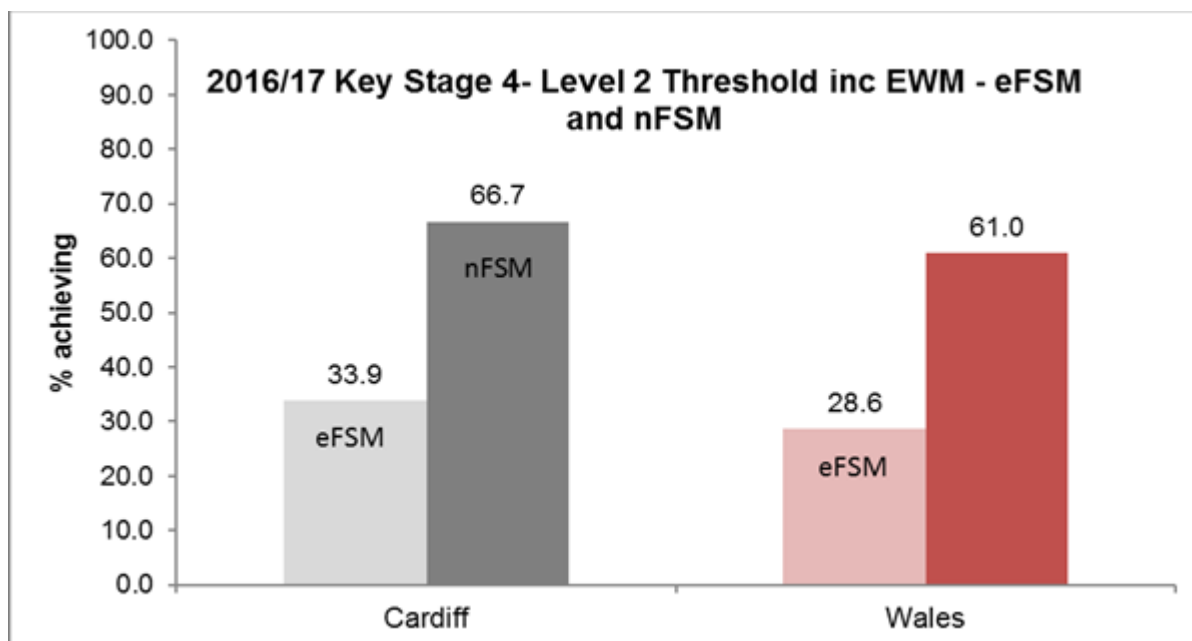
- 5.12 The below graph shows Cardiff's performance in 2017, in relation to the other Welsh local authorities, against modelled expectations. Modelled expectations are based on free school meal eligibility and include mainstream and maintained schools. Cardiff's performance is 7.5ppt higher than modelled expectations (60.6%/53.1%), which is the highest difference in Wales.

### Key Stage 4: Level 2 Threshold inc EWM



5.13 In 2017, results show that 33.9% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level Two + threshold, compared to 66.6% of pupils not eligible (nFSM). This compares to 28.6% of eFSM pupils and 61.0% of nFSM pupils across Wales.

5.14 Although a higher proportion of eFSM pupils in Cardiff achieved this threshold than across Wales, the gap in attainment is slightly larger (32.8%/32.3%).



5.15 The performance of Cardiff's eFSM pupils is higher than across Wales in the level 2+ and level 2 threshold, but lower in the level 1 threshold.

5.16 The gap in performance between eFSM and nFSM pupils is greater than across Wales in the Level 2+ and Level 1 threshold, but slightly smaller in the level 2 threshold. There continues to be marked variations between schools in the attainment of eFSM pupils. Performance of eFSM and nFSM pupils can be seen in the table below:

|                        | Level 2+ Cardiff | Level 2+ Wales | Level 2 Cardiff | Level 2 Wales | Level 1 Cardiff | Level 1 Wales |
|------------------------|------------------|----------------|-----------------|---------------|-----------------|---------------|
| <b>2016-17 eFSM</b>    | 33.9%            | 28.6%          | 46.2%           | 41.3%         | 88.0%           | 88.4%         |
| <b>2016-17 nFSM</b>    | 66.7%            | 61.0%          | 78.3%           | 73.6%         | 97.3%           | 97.5%         |
| <b>Difference 2017</b> | 32.8ppt          | 32.3ppt        | 32.1ppt         | 32.3ppt       | 9.5ppt          | 8.9ppt        |

5.17 The performance of eFSM and nFSM pupils in the core subjects is shown in the table below. Cardiff's eFSM pupils perform above the Welsh average in all of the core subjects. The gap in attainment is slightly larger than across Maths-Numeracy and significantly larger in Welsh first language.

|                        | English Cardiff | English Wales | Welsh Cardiff | Welsh Wales | Maths-Numeracy Cardiff | Maths-Numeracy Wales | Maths-Cardiff | Maths-Wales | Science Cardiff | Science Wales |
|------------------------|-----------------|---------------|---------------|-------------|------------------------|----------------------|---------------|-------------|-----------------|---------------|
| <b>2016-17 eFSM</b>    | 43.2%           | 38.5%         | 60.7%         | 53.8%       | 43.3%                  | 38.3%                | 40.1%         | 34.9%       | 65.0%           | 57.1%         |
| <b>2016-17 nFSM</b>    | 74.2%           | 70.0%         | 85.3%         | 76.3%       | 73.3%                  | 68.6%                | 69.9%         | 64.7%       | 88.4%           | 81.1%         |
| <b>Difference 2017</b> | 31.0ppt         | 31.5ppt       | 24.6ppt       | 22.6ppt     | 29.9ppt                | 30.3ppt              | 29.8ppt       | 29.7ppt     | 23.4ppt         | 24.0ppt       |

### Performance of Key Groups – EOTAS Pupils

5.18 The table below shows the performance of pupils in 2017 who were educated other than at school (EOTAS). Performance of this group remains too low.

|  | Level 1 | Level 2 | Level 2+ | No points |
|--|---------|---------|----------|-----------|
| The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision. (cohort is 101 pupils) | 25%     | 5%      | 3%       | 18%       |
| The percentage of pupils on EOTAS PLASC (those who were not on a school roll in Cardiff. (cohort is 68 pupils)   | 15%     | 3%      | 1%       | 21%       |

### Pupils achieving no recognised qualifications

5.19 Provisional data indicates that Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole.

| Achieving No Qualification | 2016 | 2017 |
|----------------------------|------|------|
| Cardiff                    | 1.0% | 1.4% |
| Wales                      | 0.9% | 1.0% |

### Performance of Key Groups - Looked After Children

5.20 At the end of Key Stage Four, no Cardiff Council Looked After Children achieved the level two + threshold (5 GCSEs A\*-C including English or Welsh



and Mathematics). 11% achieved the level two threshold (5 GCSEs A\*-C), and 36% achieved the level one threshold (5 GCSEs A\*-G). The cohort was fifty-three pupils and 81.1% have a Additional Learning Need.

5.21 The proportion of looked after children educated in a Cardiff school achieving the Level two + is 4%. 26% achieved the level two threshold and 61% achieved a level one. The cohort was twenty-three pupils and 78.2% have a Additional Learning Need.

5.22 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year eleven, as at January 2017 PLASC (pupil census).

### **Performance of Key Groups - More Able and Talented Pupils**

5.23 The percentage of pupils achieving 5+ A\*-A grades at the end of Key Stage 4 is greater in Cardiff than across Wales.

| <b>KS4 5+ A*-A or equivalent (5 achieving)</b> | <b>2014/15</b> | <b>2015-16</b> | <b>2016-17</b> |
|--|----------------|----------------|----------------|
| Cardiff  | 19.7%          | 19.9%          | 22.3%          |
| Wales  | 16.6%          | 15.9%          | 16.8%          |

### **Performance of Key Groups – Gender**

5.24 At the Level Two + threshold, the performance of boys is 4.8ppts above the Welsh average (55.5%/50.7%). Boys are also performing above the Welsh average in the level two threshold (66.3%/61.8%).

5.25 At the Level Two + threshold, performance of girls is 2.3ppts above the Welsh average. Girls are also performing above the Welsh average in the level two threshold (73.9%/72.5%).

5.26 In the Level One threshold, boys' performance is 0.8ppts below the Welsh average (92.3%/93.1%). Girls' performance is also below the Welsh average, by 1.7ppts. In 2016 girls' performance in this indicator was 1.3ppts below the national average, and boys by 0.5ppts.

## Cardiff 2017

| Key Stage 4 | Achieved the Level 1 threshold | Achieved the Level 2 threshold | Achieved the Level 2 threshold incl. English or Welsh and Maths | Average Capped 9 points score |
|-------------|--------------------------------|--------------------------------|---|-------------------------------|
| Boys        | 92.3%                          | 66.3%                          | 55.5%   | 351.2                         |
| Girls       | 94.2%                          | 73.9%                          | 61.8%   | 371.4                         |
| Difference  | 1.9ppt                         | 7.5ppt                         | 6.3ppt  | 20.3                          |

## Wales 2017

| Key Stage 4 | Achieved the Level 1 threshold | Achieved the Level 2 threshold | Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths | Average Capped 9 points score |
|-------------|--------------------------------|--------------------------------|--|-------------------------------|
| Boys        | 93.1%                          | 61.8%                          | 50.7ppt  | 338.2                         |
| Girls       | 95.9%                          | 72.5%                          | 58.8ppt  | 364.3                         |
| Difference  | 2.8ppt                         | 10.7ppt                        | 8.1ppt   | 26.1                          |

5.27 In 2016, performance in Science was below the national average for boys and girls. In 2017, both groups performed above the Welsh average. The performance of boys was 80.1%, compared to 73.4% across Wales, and girls' performance was 82.8%, compared to 77.9% across Wales.

5.28 Performance in English, Mathematics, Mathematics- Numeracy and Welsh first language are also above the Welsh averages for girls and boys.

## Performance of Key Groups – Ethnicity

5.29 The gap in attainment between ethnic pupils and all pupils increased slightly in 2017 at the Level 2+ threshold to 1.3ppt compared to 0.53ppt in 2016. Bangladeshi, Somali, Chinese or Chinese British, Other Asian and Pakistani ethnic groups perform above the average for all pupils (58.8%).

| Key Stage 4 Level 2 +       | 2013   | 2014   | 2015    | 2016   | 2017                  |
|-----------------------------|--------|--------|---------|--------|-----------------------|
| Any other ethnic background | 76.92% | 77.78% | 82.10%  | 82.14% | 74.1%<br>(27 pupils)  |
| Arab                        | 38.46% | 48.00% | 56.60%  | 61.63% | 54.7%<br>(95 pupils)  |
| Bangladeshi                 | 48.42% | 56.76% | 60.00%  | 64.41% | 67.6%<br>(108 pupils) |
| Black Caribbean             | 12.50% | 33.33% | 50.00%  | 50.00% | 50.0%<br>(6 pupils)   |
| Chinese or Chinese British  | 68.42% | 94.12% | 100.00% | 86.67% | 76.9%                 |

|                  |        |        |        |        |                        |
|------------------|--------|--------|--------|--------|------------------------|
|                  |        |        |        |        | (13 pupils)            |
| Mixed            | 45.50% | 50.82% | 57.40% | 53.37% | 50.0%<br>(206 pupils)  |
| Other Asian      | 66.67% | 64.81% | 76.30% | 84.13% | 81.8%<br>(44 pupils)   |
| Other Black      | 54.35% | 41.51% | 51.60% | 59.68% | 49.2%<br>(63 pupils)   |
| Pakistani        | 47.73% | 50.96% | 73.10% | 69.89% | 65.4%<br>(104 pupils)  |
| Somali           | 36.67% | 38.71% | 56.70% | 60.26% | 64.6%<br>(79 pupils)   |
| Traveller/Romany | 0.00%  | 14.29% | 0.00%  | 40.00% | 10.0%<br>(10 pupils)   |
| White European   |        |        |        |        | 45.6%<br>(114 pupils)  |
| All EM           | 40.57% | 37.10% | 49.60% | 55.40% | 57.5%                  |
| White UK         | 46.58% | 49.62% | 59.20% | 62.36% | 59.0%<br>(2365 pupils) |
| Not known        | 50.68% | 55.25% | 59.30% | 63.06% | 76.0% (25 pupils)      |
| All pupils       | 53.33% | 48.94% | 80.00% | 71.43% | 58.8%<br>(3259 pupils) |
|                  | 49.86% | 54.04% | 59.40% | 62.53% |                        |

5.30 At the Level 2 threshold, performance of ethnic pupils' is greater than all pupils, which is similar to 2016.

| Key Stage 4 Level 2         | 2013   | 2014    | 2015    | 2016    | 2017  |
|-----------------------------|--------|---------|---------|---------|-------|
| Any other ethnic background | 92.31% | 88.89%  | 100.00% | 92.86%  | 81.5% |
| Arab                        | 76.92% | 85.33%  | 94.70%  | 90.70%  | 72.6% |
| Bangladeshi                 | 86.32% | 90.54%  | 91.30%  | 94.07%  | 85.2% |
| Black Caribbean             | 50.00% | 83.33%  | 75.00%  | 100.00% | 66.7% |
| Chinese or Chinese British  | 84.21% | 100.00% | 100.00% | 100.00% | 84.6% |
| Mixed                       | 71.50% | 78.14%  | 85.10%  | 77.72%  | 65.5% |
| Other Asian                 | 88.89% | 85.19%  | 92.10%  | 96.83%  | 86.4% |
| Other Black                 | 80.43% | 81.13%  | 83.90%  | 87.10%  | 63.5% |
| Pakistani                   | 75.00% | 76.92%  | 92.50%  | 96.77%  | 77.9% |
| Somali                      | 81.67% | 85.48%  | 94.00%  | 89.74%  | 75.9% |
| Traveller/Romany            | 0.00%  | 28.57%  | 45.50%  | 80.00%  | 10.0% |
| White European              | 61.32% | 56.45%  | 74.80%  | 81.29%  | 58.8% |
| All EM                      | 74.90% | 78.16%  | 86.90%  | 87.76%  | 71.3% |

|                   |               |               |               |               |              |
|-------------------|---------------|---------------|---------------|---------------|--------------|
| White UK          | 72.34%        | 74.76%        | 79.70%        | 83.12%        | 69.5%        |
| Not known         | 80.00%        | 68.09%        | 90.00%        | 92.86%        | 88.0%        |
| <b>All pupils</b> | <b>73.00%</b> | <b>76.03%</b> | <b>81.50%</b> | <b>84.40%</b> | <b>70.1%</b> |

### Level 1 Threshold

5.31 Over the past five years ethnic pupils have always had a higher proportion of pupils achieving the Level 1 threshold than all pupils. Similarly to 2016, six ethnic groups attained 100% Level 1.

| Key Stage 4 Level 1         | 2013    | 2014    | 2015    | 2016    | 2017   |
|-----------------------------|---------|---------|---------|---------|--------|
| Any other ethnic background | 100.00% | 100.00% | 100.00% | 100.00% | 100.0% |
| Arab                        | 88.46%  | 97.33%  | 98.70%  | 98.84%  | 97.9%  |
| Bangladeshi                 | 97.89%  | 100.00% | 100.00% | 99.15%  | 99.1%  |
| Black Caribbean             | 75.00%  | 91.67%  | 87.50%  | 100.00% | 100.0% |
| Chinese or Chinese British  | 100.00% | 100.00% | 100.00% | 100.00% | 100.0% |
| Mixed                       | 92.00%  | 95.63%  | 93.80%  | 89.64%  | 94.7%  |
| Other Asian                 | 100.00% | 96.30%  | 100.00% | 100.00% | 100.0% |
| Other Black                 | 93.48%  | 98.11%  | 90.30%  | 96.77%  | 92.1%  |
| Pakistani                   | 93.18%  | 96.15%  | 100.00% | 100.00% | 97.1%  |
| Somali                      | 98.33%  | 95.16%  | 100.00% | 98.72%  | 97.5%  |
| Traveller/Romany            | 33.33%  | 71.43%  | 70.00%  | 100.00% | 60.0%  |
| White European              | 83.96%  | 81.45%  | 87.00%  | 94.96%  | 90.4%  |
| All EM                      | 92.08%  | 94.19%  | 95.10%  | 96.37%  | 95.5%  |
| White UK                    | 91.52%  | 93.11%  | 92.30%  | 94.48%  | 92.9%  |
| Not known                   | 96.67%  | 80.43%  | 64.70%  | 100.00% | 96.0%  |
| All pupils                  | 91.74%  | 93.19%  | 92.10%  | 94.30%  | 93.6%  |

### Performance of Key Groups – Pupils with Additional Learning Needs

5.32 There continues to be a wide gap between the attainment of pupils having Additional Learning Needs (ALN) and non-ALN pupils at Key Stage Four. In 2017, more statemented pupils achieved the Level 2+ and Level 2 threshold, than school action plus pupils.

| Key Stage 4 - Percentage achieving threshold measures |                    |                    |                                 |
|---|--------------------|--------------------|---------------------------------|
| 2017  | Level 1 threshold  | Level 2 threshold  | Level 2 threshold incl. E/W & M |
| <b>Statemented</b>                                    | 62.0% (108 pupils) | 28.7% (108 pupils) | 20.4% (108 pupils)              |
| <b>School Action Plus</b>                             | 68.1% (257 pupils) | 18.7% (257 pupils) | 11.3% (257 pupils)              |
| <b>School Action</b>                                  | 88.5% (445 pupils) | 37.1% (445 pupils) | 25.6% (445 pupils)              |
| <b>No SEN</b>   | 98.7%              | 83.4%              | 71.5%                           |

## Comparative Performance with other Local Authorities and Cities

5.33 At Key Stage 4, over half of the schools are in quarter one for the Level 2+ and Level 2 threshold. There are more schools in quarter four for Level 2 than Level 2+, possibly due to the changes to qualifying courses to achieve this threshold. In the Level 1 threshold, just over a quarter of schools are in quarter one.

### 2017 Key Stage 4 – Percentage of Cardiff schools in upper & lower Quarters

| Performance Measure                    | Key Stage 4          |                     |                     |                     |
|--|----------------------|---------------------|---------------------|---------------------|
|  | Q1                   | Q2                  | Q3                  | Q4                  |
| <b>Level 1 threshold</b>               | 26%<br>5<br>schools  | 32%<br>6<br>schools | 16%<br>3<br>schools | 26%<br>5<br>schools |
| <b>Level 2 threshold</b>               | 53%<br>10<br>schools | 21%<br>4<br>schools | 5%<br>1<br>school   | 21%<br>4<br>schools |
| <b>Level 2 inc Eng/Wel &amp; Maths</b> | 58%<br>11<br>schools | 21%<br>4<br>schools | 11%<br>2<br>schools | 11%<br>2<br>schools |

5.34 At the Level 2+ threshold, Cardiff's performance in 2017 compares favourably with other Welsh authorities. Cardiff has moved into the top five local authorities and the performance in this indicator is 8.7ppt above modelled expectations based on the proportion of eFSM pupils.

| Key Stage 4 L2+ | 2016-17 | 2015-16 | 2014/15 |
|-----------------|---------|---------|---------|
| Authority       | Rank    | Rank    | Rank    |
| Cardiff         | 5       | 10      | 10      |

5.35 Cardiff's performance in the Level 2 threshold is 7<sup>th</sup> out of the other twenty-two local authorities, compared to 13<sup>th</sup> in 2016. Cardiff's performance in the Level 1 threshold is 18<sup>th</sup>.

## Appendix 7 Performance at Key Stage 5

- 8.1 The proportion of pupils achieving the Level 3 threshold, equivalent to the volume of 2 A levels at grade A\*-E, is 97.5%.

|                | 2013    | 2014    | 2015    | 2016    | 2017    |
|----------------|---------|---------|---------|---------|---------|
|                | Level 3 | Level 3 | Level 3 | Level 3 | Level 3 |
| <b>Cardiff</b> | 96.0%   | 96.8%   | 96.9%   | 97.6%   | 97.5%   |
| <b>Wales</b>   | 96.5%   | 97.1%   | 97.0%   | 98.0%   | 97.1%   |

- 8.2 The proportion of pupils achieving 3 A levels A\* to C is 62.1%, a 14.3ppt decrease compared to 2016, but above the Welsh average of 54.6%.

|                | 2013   | 2014   | 2015   | 2016   | 2017   |
|----------------|--------|--------|--------|--------|--------|
|                | 3 A*/C | 3 A*/C | 3 A*/C | 3 A*/C | 3 A*/C |
| <b>Cardiff</b> | 70.3%  | 71.9%  | 73.8%  | 76.4%  | 62.1%  |
| <b>Wales</b>   | 66.8%  | 69.1%  | 68.1%  | 70.6%  | 54.7%  |

- 8.3 The proportion of pupils achieving 3 A\*-A grades increased by 5.9ppts in 2017, and remains above the Welsh average of 10.4%.

|                | 2013   | 2014   | 2015   | 2016   | 2017   |
|----------------|--------|--------|--------|--------|--------|
|                | 3 A*/A | 3 A*/A | 3 A*/A | 3 A*/A | 3 A*/A |
| <b>Cardiff</b> | 11.4%  | 12.2%  | 10.2%  | 10.2%  | 16.1%  |
| <b>Wales</b>   | 8.3%   | 8.9%   | 7.9%   | 6.7%   | 10.4%  |

- 8.4 The overall trend in performance in the average wider points score is shown in the table below. Performance has decreased by 97.8 points in the Average Wider Points Score, but remains above the Welsh average of 730.6 points.

| YEAR 13                                       | RESULTS |      |      |      |       | Wales |
|---|---------|------|------|------|-------|-------|
|   | 2013    | 2014 | 2015 | 2016 | 2017  | 2017  |
| Average wider points score for pupils aged 17 | 865.5   | 833  | 866  | 870  | 772.2 | 730.6 |

### Value-Added Performance in Cardiff Sixth Forms

- 8.5 Cardiff uses the Alps tools for identifying the value-added schools bring to student achievements. This is the fourth full year of use in Cardiff. It compares the performance of approximately 241,036 students taking over 685,377 A levels.
- 8.6 981 students completed 2 or more A Level examinations in 2017, slightly less than 2016 which was 1,052 students. The total number of examination entries, excluding General Studies, is 2,670, which represents a decrease of 288 entries.

- 8.7 One entry, 45.6% of students had an average GCSE score of or over 48.4 points, 33.2% of students had an average GCSE score of between 43.0-48.4 points, and 21.2% had an average GCSE score of less than 43.0 points. The average GCSE score on entry is 6.27, which is similar to 2016.
- 8.8 Depending on the QCA Score, each student has a UCAS points target set on entry. ALPs compares the actual performance in terms of the UCAS points against the UCAS target. In Cardiff, 97 students who scored between 46.6-48.4 (QCA score) significantly underperformed when compared with their UCAS points target. 34 pupils who scored between 10.0- 38.2 (QCA Score) also significantly underperformed when compared with their UCAS points target. The performance of these three groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff in the middle 50% of Local Authorities.
- 8.9 The 34 pupils who scored between 10 –38.2 also underperformed in relation to the total A Level UCAS points per subject against the benchmarks based on the national data set. These performance of these two groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff in the middle 50% of Local Authorities in the national data set.
- 8.10 There are 12 secondary schools in Cardiff reporting results in 2017 for A level. The largest provider in 2017 is Cardiff High and the smallest is for Michaelston Community College, which is now closed.
- 8.11 The T score measures overall quality, in relation to teaching and learning, and performance, year on year. In relation to each individual provider, the Alps data shows that 7 schools performed in the top 25% of Local Authorities in 2017. This compares to 6 schools in 2016.
- 8.12 The ten highest performing subjects in relation to value-added are shown below. Results for these subjects are above the 75% benchmark and indicate excellent or outstanding achievement.

| <b>Highest Performing A Level Subjects</b> |                      |
|--|----------------------|
| <b>Subject</b>                             | <b>No of Entries</b> |
| Arabic                                     | 13                   |
| Chinese                                    | 1                    |
| Health and Social Care                     | 12                   |
| History                                    | 250                  |
| History of Art                             | 1                    |
| Maths (further)                            | 59                   |
| Physics                                    | 130                  |
| Polish                                     | 1                    |
| Sociology                                  | 180                  |
| CACHE Dip- Child Care and Education        | 2                    |

- 8.13 The lowest performing subject are shown below. Results for these subjects are below the 25% benchmark nationally and indicate relatively weak performance.

| <b>Lowest Performing A Level Subjects</b> |                      |
|---|----------------------|
| <b>Subject</b>                            | <b>No of Entries</b> |
| Applied ICT                               | 8                    |
| Art (Fine Art)                            | 11                   |
| Art (Photography)                         | 1                    |
| D&T (Systems and Control)                 | 5                    |
| Dance                                     | 1                    |
| English Language                          | 11                   |
| French                                    | 29                   |
| Government and Politics                   | 53                   |

- 8.14 The A Level subject with the highest number of entries is Welsh Bacc, Mathematics, History and Biology.

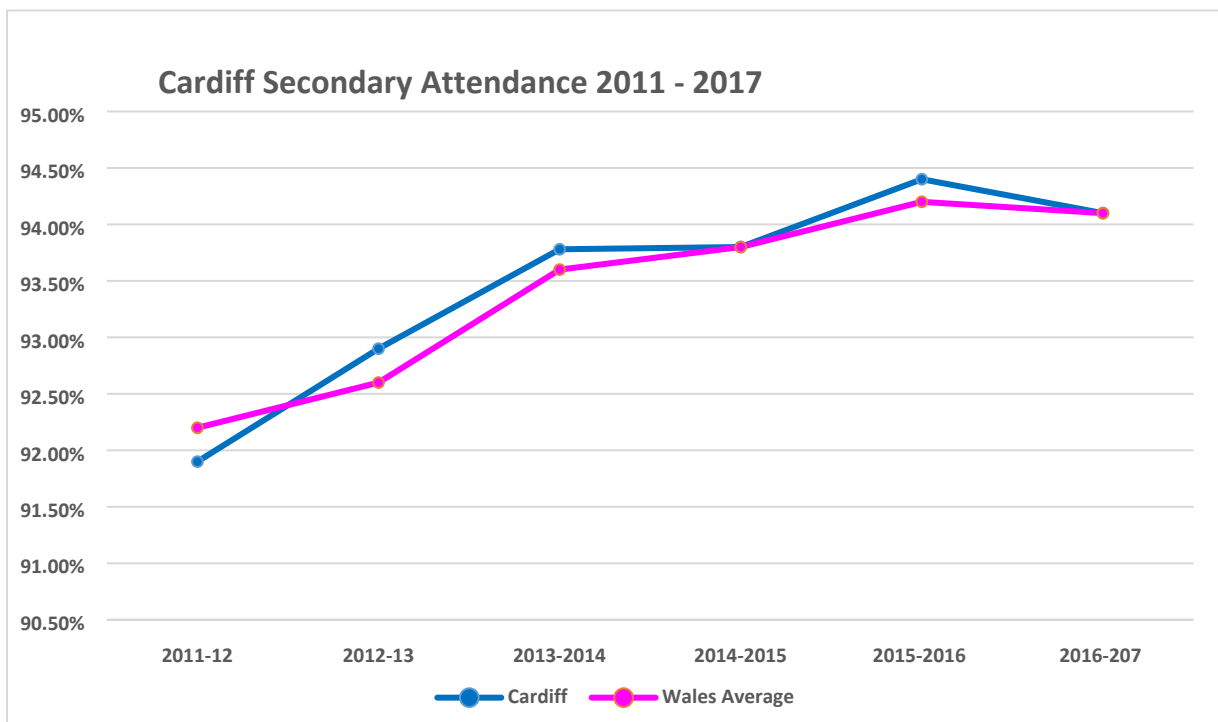
| <b>Largest number of A Level Entries</b> |                      |
|--|----------------------|
| <b>Subject</b>                           | <b>No of Entries</b> |
| Welsh Bacc                               | 863                  |
| Mathematics                              | 339                  |
| History                                  | 250                  |
| Biology                                  | 201                  |
| Chemistry                                | 184                  |
| Sociology                                | 180                  |
| English Literature                       | 151                  |
| Geography                                | 142                  |
| Religious Studies                        | 128                  |
| Physics                                  | 130                  |



## Appendix 8 Attendance at School

### Secondary Schools

- 9.1 The 2016-17 overall attendance figure for secondary attendance, including special schools, was 94.1%, which was a 0.3ppt decrease on the previous year.
- 9.2 This is the same as the Welsh average and places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance compared with 9<sup>th</sup> in 2016. This is above the Central South Consortium's average of 94%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea.



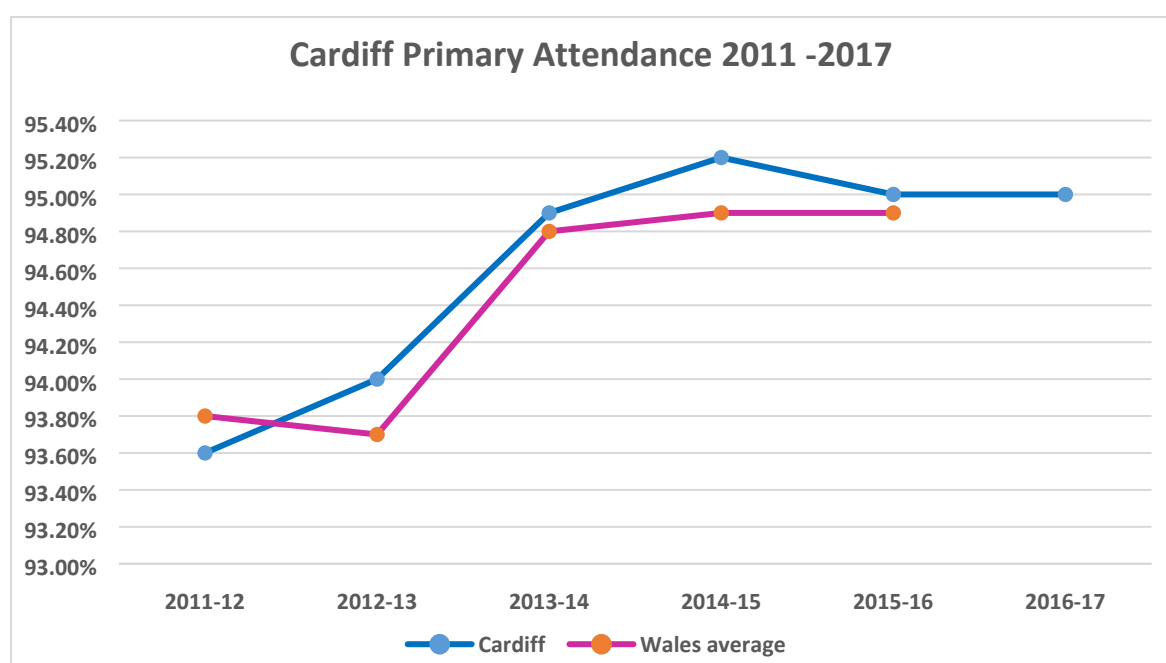
- 9.3 Attendance improved in seven out of the nineteen secondary schools, with eight schools achieving attendance above 95% and two schools achieving over 96%.
- 9.4 The attendance of children who are looked after (LAC) is generally good and at secondary level was 95.9% overall, compared with 94.1% for all pupils.
- 9.5 The attendance of eFSM pupils in Cardiff's secondary schools has improved by 1.73ppt since 2012/13, compared to 1.15ppt for non-FSM pupils. However, their attendance is significantly below that of non-FSM pupils.

| Secondary Attendance                 | Year    |         |         |         |         |
|--------------------------------------|---------|---------|---------|---------|---------|
|                                      | 2012/13 | 2013/14 | 2014/15 | 2015-16 | 2016-17 |
| FSM pupils - Cardiff                 | 88.77%  | 90.19%  | 89.82%  | 90.70%  | 90.50%  |
| FSM pupils - Wales                   | 88.04%  | 89.30%  | 89.75%  | 90.20%  | 90.10%  |
| Non-FSM pupils - Cardiff             | 94.05%  | 94.84%  | 94.94%  | 95.50%  | 95.20%  |
| Non-FSM pupils - Wales               | 93.64%  | 94.55%  | 94.55%  | 95.0%   | 94.9%   |
| Difference (non-FSM%-FSM%) - Cardiff | 5.28    | 4.65    | 5.12    | 4.80    | 4.70    |
| Difference (non-FSM%-FSM%) - Wales   | 5.60    | 5.25    | 5.00    | 4.70    | 4.80    |

## Primary Schools

9.6 The 2016-17 overall attendance figure for primary schools was 95.00%, which was the same as the previous year. This compares to 94.9% across Wales.

9.7 Attendance improved in 44.6% of primary schools, with 48.4% of all primary schools achieving an attendance rate over 95% and 22.3% of schools achieved attendance of 96% or above.



9.8 The attendance of eFSM pupils in Cardiff's primary schools has improved by 1.3ppts since 2012/13, compared to 1.1ppts for non-FSM pupils. However, their attendance is below non-FSM pupils.

| Primary Attendance                   | Year    |         |         |         |         |
|--------------------------------------|---------|---------|---------|---------|---------|
|                                      | 2012/13 | 2013/14 | 2014/15 | 2015-16 | 2016-17 |
| FSM pupils - Cardiff                 | 91.7%   | 92.8%   | 93.1%   | 92.9%   | 93.0%   |
| FSM pupils - Wales                   | 91.4%   | 92.6%   | 92.9%   | 92.7%   | 92.7%   |
| Non-FSM pupils - Cardiff             | 94.7%   | 95.6%   | 95.8%   | 95.6%   | 95.7%   |
| Non-FSM pupils - Wales               | 94.3%   | 95.3%   | 95.5%   | 95.5%   | 95.4%   |
| Difference (non-FSM%-FSM%) - Cardiff | 3.0     | 2.8     | 2.7     | 2.7     | 2.7     |
| Difference (non-FSM%-FSM%) - Wales   | 2.9     | 2.7     | 2.6     | 2.7     | 2.7     |

## Appendix 9 Exclusions

10.1 There have been sustained improvements in lowering the proportion of exclusions across all sectors of education, as can be seen in the table below. Cardiff's performance compares well with the Welsh averages.

| Fixed term exclusions/year   | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | Wales 15/16 | 16/17 |
|------------------------------|-------|-------|-------|-------|-------|-------------|-------|
| FTE/1000 ( 5 days or fewer)  | 57.3  | 41.5  | 34.2  | 31.3  | 27.3  | 30.9        | 25.1  |
| FTE/1000 ( more than 5 days) | 3.4   | 2.7   | 1.1   | 1.8   | 0.7   | 1.4         | 0.9   |

\*Latest National data only available for 15/16

10.2 The proportion of shorter fixed term exclusions (5 days or fewer) per 1000 pupils decreased in 2017, similarly to 2016, with these exclusions over s lower than in 2011-12.

10.3 However, longer fixed-term exclusions (more than 5 days) have increased when compared to 2015-16. The figure for longer-term fixed term exclusions is more susceptible to fluctuations, due to the small number of cases to which it relates. There were 44 cases in 2016-17, compared to 22 in 2015-16.

10.4 The reductions in exclusions overall are attributable to:

- Continuing support provided to schools for alternatives to exclusion;
- Additional training for governors and senior leaders in this area;
- Termly behaviour forums which have provided schools with additional access to support services and intervention;
- Additional provision, which has further prevented permanent exclusions.

### Primary Phase

10.5 Fixed term exclusions (five days or fewer) per 1000 pupils increased slightly by 0.37ppt. This is due to an increase in complex behavioural, emotional and social difficulties in younger cohorts, and is not attributable to specific schools. The average days lost (five days or fewer) decreased by 1ppt and remained within recommended limits, which is below three days.

10.6 Fixed term exclusions (six days more) decreased by 0.04ppt, as did the the average days lost (six days or more), by 0.55ppt. This equates to four exclusions of this type.

10.7 Exclusions in the primary sector can be seen in the table below:

| <b>Exclusion category</b>                                      | <b>14/15</b> | <b>15/16</b> | <b>16/17</b> |
|--|--------------|--------------|--------------|
| <b>Fixed term exclusions per 1000 pupils (5 days or fewer)</b> | 9.16         | 9.38         | 9.75         |
| <b>Fixed term exclusions per 1000 pupils (6 days or more)</b>  | 0.3          | 0.2          | 0.16         |
| <b>Average days lost (FTE 5 days or fewer)</b>                 | 1.43         | 1.57         | 1.56         |
| <b>Average days lost (FTE 6 days or more)</b>                  | 9.07         | 9.3          | 8.75         |

### **Secondary phase**

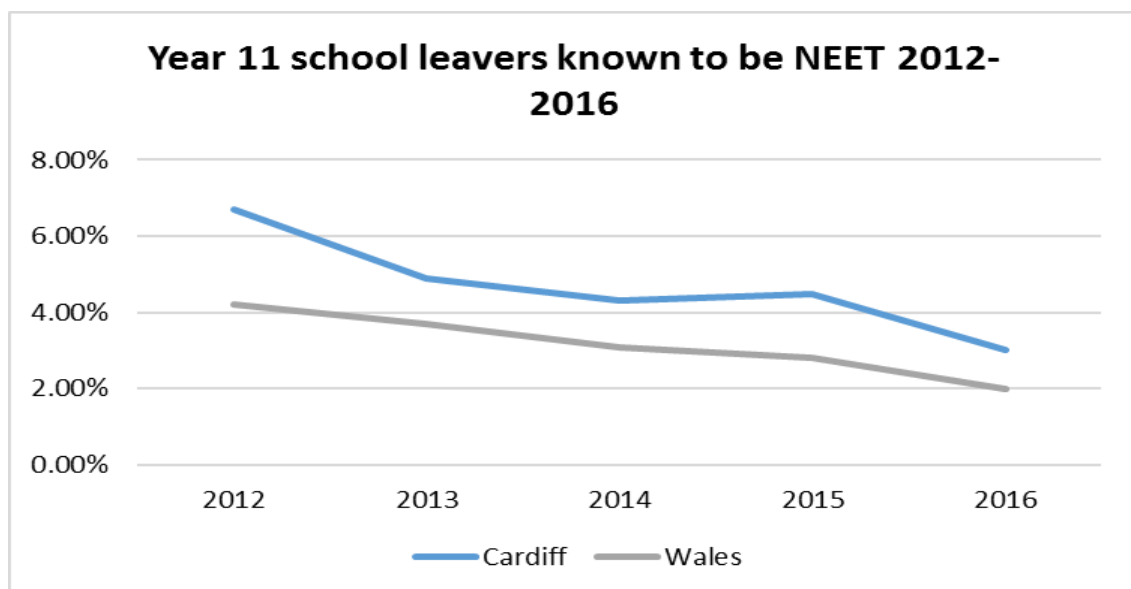
10.8 Fixed term exclusions (five days or fewer) per 1000 pupils decreased by 0.9ppt. However, the average days lost (five days or fewer) increased by 1.48ppt. As in the primary phase, it is recommended that this is below three days.

10.9 Fixed term exclusions (6 days or more) increased by 1.48ppt, largely due to a high number of exclusions in two secondary schools, both of which have now closed. The average days lost due (six days or more) decreased by 2.33ppt.

| <b>Exclusion category</b>                                      | <b>14/15</b> | <b>15/16</b> | <b>16/17</b> |
|--|--------------|--------------|--------------|
| <b>Fixed term exclusions per 1000 pupils (5 days or fewer)</b> | 76.7         | 55.3         | 54.4         |
| <b>Fixed term exclusions per 1000 pupils (6 days or more)</b>  | 4.7          | 0.91         | 2.39         |
| <b>Average days lost (FTE 5 days or fewer)</b>                 | 1.74         | 1.55         | 1.73         |
| <b>Average days lost (FTE 6 days or more)</b>                  | 9.37         | 12.63        | 10.3         |

## Appendix 10 Not In Education, Employment or Training (NEET) (2016 data)

- 11.1 Significant progress had been made in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training (EET) in Cardiff. In 2016, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET (97%), after a slight decrease in 2015. Provisional 2016-17 data indicates that there has been a further increase in the proportion of young people progressing into EET, 98.3% (54 young people).
- 11.2 There has been a significant reduction in the numbers of Year 11 leavers designated as NEET from 6.7% in 2012 to 3% in 2016. In 2015, the proportion of pupils not progressing to EET was 152 pupils out of 3,333 pupils. In 2016, 100 pupils out of 3,305 (3%) did not progress into Education, Employment or Training. Cardiff still has a higher proportion of year 11 NEETs than across Wales as a whole.



Source:

Careers Wales Pupil Destinations from Schools in Wales. This indicator is based on a snapshot taken at the end of October each year and data relates to whether a young person was engaged in EET on the day of the count.

| <b>Year 11 Leavers known to be not in education, employment or training</b> |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
|   | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> |
| <b>Cardiff</b>  | 7.7         | 6.7         | 4.9         | 4.3         | 4.5         | 3.0         |
| <b>Wales</b>  | 4.4         | 4.2         | 3.7         | 3.1         | 2.8         | 2.0         |

- 11.4 Cardiff's position relative to that of the 21 local authorities in Wales was 20<sup>th</sup>, compared with 21<sup>st</sup> in 2015. In relation to similar authorities, Cardiff's performance at 3.0% is behind Newport (1.7%), Rhondda Cynon Taff (1.0%), Swansea (2.1%), but higher than Neath Port Talbot (3.6%).
- 11.5 The local authority has strengthened its arrangements with Careers Wales and the wider partnership by agreeing a WASPI. This will continue to allow the partnership to share key data on individuals to strengthen the tracking and outcome data for Cardiff, in order to continue to support the placement of young people into sustainable Education, Employment or training placements.
- 11.6 Work is also ongoing to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression. The aim of the strategy is to ensure that young people in Cardiff are provided with the support, choices and opportunities they need to be personally successful, economically active and engaged citizens.
- 11.7 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the vulnerability assessment tool has been redeveloped to offer a more detailed analysis of those learners who are most at risk. This has been rolled out in all secondary schools and will be extended into primary and special schools.
- 11.8 An improved co-ordination of post-16 curriculum options, training and pathways to work, enhanced employer relationships to increase access to opportunities for young people and training for staff is an ongoing development.

## Appendix 11 Outcomes of Estyn Inspections

12.1 In September 2017, new arrangements for inspecting all schools, independent specialist colleges, pupil referral units and work-based learning, providers came into effect. Schools are being judged in five inspection areas:

- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

12.2 Outcomes from Estyn inspections are reported, using a four-point scale:

- Excellent – Very strong, sustained performance and practice;
- Good – Strong features, although minor aspects may require improvement;
- Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
- Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.

12.3 During the 2016-17 academic year, Estyn inspected twelve primary schools. Ten were judged as good, or excellent, for current performance. The remaining two were judged as adequate. Nine schools were judged to be good or excellent for their prospects for improvement and, of the remaining three, two were judged to be adequate and one unsatisfactory. Two schools went into Estyn Monitoring and one went into Special Measures.

12.4 Four secondary schools were inspected. One secondary school was judged as excellent in both current performance and prospects for improvement. One school was judged as adequate for current performance and good for prospects for improvement. This school went into Estyn Monitoring. Two schools were judged as unsatisfactory for current performance and for prospects for improvement. Both these schools were placed in Special Measures, but were closed in August 2017.

12.5 No special schools were inspected. The Pupil Referral Unit was inspected and was judged as good for current performance and for prospects for improvement.

12.6 In November 2017, Eastern High School was removed from Special Measures. Estyn noted the trend of improving results at all key stages, with Mathematics and English improving significantly. The school moves into the new Eastern Learning Campus buildings in January 2018, in partnership with Cardiff and the Vale College.

12.7 At the time of writing this report, one secondary school remains in an Estyn follow-up category. In November 2016, seven secondary schools were in an Estyn follow up category. In 2016-17, Ysgol Gyfun Gymraeg Plasmawr was removed from Estyn Monitoring and Cantonian High School was removed



from Significant Improvement. Cantonian High School was judged to have made strong progress in relation to raising standards, reducing exclusions and strengthening leadership. Whitchurch High School and Radyr Comprehensive School were also moved from Estyn Monitoring.

- 12.8 In the special sector, Riverbank School was removed from Estyn Monitoring in November 2017. One special school remains in Special Measures, and is due to federate with Ty Gywn and Riverbank in January 2018.
- 12.9 At the time of writing this report, five primary schools are in an Estyn follow up category and one school is in Special Measures. In November 2016, four primary schools were in an Estyn follow up category. Bryn Hafod and All Saints C.I.W Primary School made good progress over the year and have been removed from Estyn Monitoring. In November 2017, Trelai Primary School was removed from Special Measures.

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My Ref: Scrutiny/Correspondence/MJH

12 January 2018

Councillor Sarah Merry  
Cabinet Member - Education and Skills  
County Hall  
Atlantic Wharf  
CARDIFF  
CF10 4UW

Dear Sarah

On behalf of the Committee, I would like to thank you for attending the Children and Young People Scrutiny Committee on 9 January 2018 to provide an opening statement and answer questions on the agenda item **Cardiff Schools Annual Report 2016/17**. I would also like to thank Nick Batchelar and Jackie Turner for their presentation of the report and answers to Members questions. Members were also pleased to welcome Richard Thomas, Head teacher of Ysgol Pencae and Sian Voyce Head teacher Hywel Dda Primary School, and wished to thank them for their contribution to the scrutiny of this item.

The Committee welcomed the report and considered it to be well set out, clear and easier to understand. Members wished to congratulate the Schools, Consortium and Education Staff for their hard work over the past academic year. The members also asked for you to thank the officers who prepared the report for all their hard work in collecting, analysing and presenting, such a complex set of information, within a tight timescale. During the way forward section of the meeting the Members raised a number of comments, concerns and recommendations which they asked me to write to you on.

The Committee wished to express their pleasure at seeing the significant improvement in the performance of Cardiff schools over the last five years across a number of performance indicators and hopes that this will continue.

The Members, however, did express some concern at the list of areas of continuing concern, and at the need to improve the outcomes of young people as set out in the

summary section of the report. The Members focussed their concerns about improving outcomes for young people at Level 1, and the low attainment of traveller/Roma young people, and requested that a further briefing report setting of the actions to improve these areas be presented to Committee in April.

The Committee also expressed concern at the need to improve outcomes for children who are looked after. The Members welcomed the Directors suggestion to meet with Gillian James, achievement leader, to undertake a deep dive into the Educational attainment of Children who are Looked After, across all key stages. The Committee Chair and Scrutiny Officer will discuss with Gillian James how best the Committee can effectively undertake this deep dive.

Finally I will be writing separately to Richard Thomas, Head teacher of Ysgol Pencae and Sian Voyce Head teacher Hywel Dda Primary School, to thank them for their contribution to the scrutiny of this item.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. BRIDGEMAN', with a long horizontal line extending to the right.

**COUNTY COUNCILLOR LEE BRIDGEMAN**  
**Chair – Children and Young People Scrutiny Committee**

CC: Nick Batchelar, Director of Education and Lifelong Learning  
Jackie Turner, Assistant Director of Education and Lifelong Learning

**PROPOSED CHANGE OF STATUS OF ST DAVID'S CATHOLIC SIXTH FORM COLLEGE – IMPLICATIONS FOR THE LOCAL AUTHORITY**

**EDUCATION, EMPLOYMENT AND SKILLS (COUNCILLOR SARAH MERRY)**

**AGENDA ITEM: 5**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG LEARNING**

**Reason for this Report**

1. This report seeks to;
  - i. Inform the Cabinet of the proposal being considered by St David's College and the Archdiocese of Cardiff to change the status of St David's College to a Voluntary Aided (VA) School;
  - ii. Explain the implications, benefits and risks to the Council and provide a synthesis of feedback from key stakeholders to the consultation undertaken by St David's College and the Archdiocese of Cardiff;
  - iii. Seek the delegation of authority to the Director of Education and the Corporate Director Resources to undertake the necessary due diligence and, subject to Welsh Ministers' approval, to facilitate the change of status of St David's Catholic Sixth Form College to a Voluntary Aided School.

**Background**

2. Prior to the 1992 Further and Higher Education Act, St David's Catholic College had voluntary Aided status within the Local Authority Area of South Glamorgan. Following the 1992 Act, the College joined the Further Education Sector in Wales.
3. The governing body is responsible for the College's funding, which comes directly from Welsh Government. The nature of the organisation, in terms of both size and ethos, and the pattern of its provision differs markedly to other Further Education Institutions ("FEIs"). St David's is a sixth form college in character and mode of operation. In England, a sixth form

college is distinct from General Further Education institutions. In Wales, St David's has resided in the Further Education sector since 1992. This sector has undergone significant change since that time. As recently as 2008, there were 25 FEIs in Wales, now there are just 14. The largest FEIs have turnovers in excess of £50m and are able to act as large corporations. From their position of size and market influence, such institutions are able to plan from a strategic context.

4. St David's College provides a range of post 16 courses for approximately 1,500 pupils. Performance at the end of the 2016/17 academic year compared to pupils in Cardiff sixth forms and across Wales can be seen in the following table;

|   | Cardiff sixth forms | All Wales sixth forms | St David's College |
|---|---------------------|-----------------------|--------------------|
| The proportion of pupils achieving the Level 3 threshold, equivalent to the volume of 2 A levels at grade A*-E, | 97.5%               | 97.1%                 | 100%               |
| The proportion of pupils achieving 3 A levels A* to C   | 61.8%               | 54.6%                 | 63.4%              |
| The proportion of pupils achieving 3 A*-A grades  | 16.0%               | 10.4%                 | 15.3%              |

5. The mission of St David's Catholic College is to be:

*“A Catholic college for the community, seeking to discover and realise the full potential of all in an atmosphere of love, service and respect inspired by Christ.”*

6. The governing body of Saint David's Catholic Sixth Form College and the Archdiocese of Cardiff has commenced a consultation on the proposal to dissolve the College as a “designated FE Institution”. The governing body and the Archdiocese are consulting on the reconstitution of the College as a voluntary aided school maintained by the City of Cardiff Council. A copy of the consultation document is attached as Appendix A. Originally the consultation period ran until the 2<sup>nd</sup> November 2017, however the College and Archdiocese have extended this period.
7. Before pursuing the current proposal, the College considered two other options. The other options were:
- The status quo - This option prolongs the issues that the College are currently facing, in terms of funding mechanisms and the ability to focus on priorities for their learners. It also maintains the College at arm's length from the planning and provision for 16-19 full time education of learners in the Cardiff area.

- Merging with a larger FE institution - This option was actively explored with other FE Institutions, but the governing body were not convinced that either their faith based nature, or their current quality profile could be maintained in the future by such arrangements.
8. An additional option considered by the College would be a merger with a Higher Education institution. Whilst this would have been a first in Cardiff, there are examples across the United Kingdom where this type of merger has occurred. However, similar concerns could have materialised as those in exploring a merger with an FE institution.
  9. A merger of St David's with a much larger institution could present risks to the partnership planning of post-16 provision in the city which is focused primarily on meeting the needs of Cardiff learners.

### **Current Sixth Form Provision in Cardiff**

10. In October 2017, 13 of the 18 Cardiff mainstream secondary schools were providing Post-16 courses in their 6<sup>th</sup> forms to a total of 3,643 pupils. The Cardiff schools that do not provide directly provide Sixth form provision are:
  - Corpus Christi RC High School
  - St Illtyd's RC High School
  - Mary Immaculate RC High School
  - Willows High School
  - Eastern High
11. At Cardiff West Community High School, A-Level provision is currently provided through a partnership arrangement with St David's College and Cardiff and the Vale College (CAVC) providing the vocational Post-16 courses.
12. In addition CAVC at its Dumballs Road campus and a number of independent schools offer a range of A level and other level 3 provision across the City.
13. Post-16 provision at the Eastern Community Campus will be delivered by CAVC from January 2018.
14. Two Special Schools, Woodlands High and Ty Gwyn and two Secondary Schools, Whitchurch High (Specialist Resource Base) and the Bishop of Llandaff High School, (Marion Centre) provide specialist Post-16 education for learners with statements of Additional Learning Needs (ALN).
15. Appendix B contains list of the numbers of learners across the 13 mainstream Sixth Forms in Cardiff, together with a further listing of the courses provided at St David's College. St David's College provides for 1,348 learners full time learners (part time learners have not been included in this listing) covering a range of subjects at both AS/A level and

vocational some of which are not provided in any of the 13 mainstream Sixth Forms in Cardiff.

### **Projected Pupil Numbers and demand for Post-16 educational provision**

16. Primary schools across Cardiff have been accommodating a significant rise in the pupil population. This is now beginning to impact on the numbers of learners who are entering the secondary phase. In the 'Developing the Education Estate in Cardiff' Cabinet Report (October 12<sup>th</sup> 2017), reference was made to the impact this will have on the sufficiency of places in secondary phase. The report highlighted that:
- English-medium places at entry to secondary education (Year 7) will exceed places available by September 2019;
  - English-medium places, throughout the whole secondary age range (11-16), will exceed places available by September 2022;
  - Welsh-medium places at entry to secondary education will exceed places available by September 2021.
17. The increased demand for secondary places will in time have an impact on the demand for places in Sixth Forms. Appendix C includes an analysis which projects forward the actual pupil numbers in schools across the City. The progression into Sixth Forms is based on the current staying on rates; 54% of learners progress from Year 11 into Year 12 and 79% from Year 12 to Year 13. The projection indicates that by the academic year 2028, there could be a demand for at least 4,205 places in Cardiff Sixth Forms in mainstream schools representing an increase of 1,115 places or 36%. These projections are based on historic patterns. However with the rising attainment of 16 years olds, demand for post 16 sixth-form provision may be greater.

### **St David's Catholic Sixth Form College Proposal**

18. St David's College and the Archdiocese of Cardiff outlined their proposal in a consultation document published and distributed in September 2017. Within the consultation document (copy at Appendix A), St David's College and the Archdiocese outlined the following as the key aspects:
- Proposed admission number and admission arrangements: 1,500 learners with current admission arrangements unchanged;
  - Age range: sixth form 16 – 19;
  - Pupil places capacity : 1,500 (unchanged);
  - Location and accessibility: unchanged from present, there are no plans to relocate any or all of the current activities to another site;
  - Category : Voluntary Aided;
  - Language: English medium;
  - Proposed accommodation (including proposed facilities): existing facilities;



- Home to school transport arrangements and accessibility of alternatives (including any transitional arrangements): unchanged from present arrangements.

### **Views from stakeholders**

19. St David's College and the Archdiocese will publish a consultation report summarising, and responding to, views expressed in early 2018. St David's College has however shared with the Local Authority a copy of each of the 31 individual responses received in response to their consultation. Responses were received from;

- 1 FE Institution (neutral comments)
- 14 Parents (13 positive, 1 negative )
- 2 from the office of the Welsh Language Commissioner (neutral comments)
- 1 from an Assembly Member (neutral comments)
- 1 from Estyn (see below)
- 10 from Cardiff Secondary School Headteachers (see below)
- 1 from an Office of Welsh Government (neutral comments)
- 1 from a Cardiff Secondary School Chair of Governors (see below)

Excerpts of the main concerns and issues raised in these consultation responses are listed below in italics;

### **Estyn Response**

20. Within the response from Estyn, the following comments were made:

- *It is Estyn's opinion that the proposal appears to be sound and likely to at least maintain the current standard of education provision in the college;*
- *The proposer clearly defines the expected benefits of the proposal. These appear to be reasonable. These include a positive impact on learner outcomes, provision and leadership, offering a comprehensive range of education and training opportunities, choice of qualifications at different levels, high standards of pastoral care and additional opportunities for staff professional development;*
- *The proposer has included the outcomes of the most recent Estyn inspection judgements and provided a narrative from the most recent Estyn link visits. This appears to support the proposal well;*
- *The proposer has provided clear evidence to show that it has considered the risks/disadvantage associated with these proposals, including the loss of independence in decision-making. It has provided clear evidence to state why these alternatives appear to be unsuitable.*

### **Responses from Cardiff Headteachers and Chair of Governors**

21. Ten of the 31 responses were from Headteachers representing Cardiff schools. Of the ten responses, two responses were from Headteachers who had already made a response. Of the eight Headteachers who

responded, seven of the responses were supportive of the change of status with some of the supportive comments shown below;

*It is my firm belief that the return of St David's to the Local Authority control will ensure the following:*

*A more coherent alignment of Post-16 faith education with the strategic direction established by the local authority;*

*A better experience for our young people within the partnership, based on an alignment of common regulations, guidance and support; Standardisation of the measurement of quality between the two institutions will contribute to striving to raise standards continuously.*

*An enhanced curriculum offer for young people who opt for a faith based education;*

*A more efficient use of resources and consequently an improved service;*

*The ability to work more effectively with community schools sharing and benefiting from good practice.*

The one Headteacher response that was not supportive made the following comments;

*I am concerned that there would be insufficient funding from the Welsh Government to the local authority to be able to fund appropriately all 6th form provision in the local authority if there is another provider. It would mean the local authority would be responsible for the buildings in the capacity as a landlord. My other concern is that in Cardiff all work in partnership and share pupils/provision across schools. St David's must be prepared to work with schools and be a part of the post 16 common timetable.*

22. One response from a Chair of Governors of a Cardiff Secondary School responded with concerns regarding:

- *Revenue Funding - insufficient funding from the Welsh Government to the Local Authority to be able to fund appropriately all 6th form provision in the Local Authority if there is another provider. The governors feel that there is therefore a significant risk to St David's becoming a maintained Post 16 school. The Post-16 funding stream has been severely cut in real terms over the past five to six years and secondary schools are working collaboratively and/or on a demand led curriculum to be able to afford local, relevant and diverse curriculum choices. It is felt that an additional 1,500 places in Post 16 secondary school education would affect all Cardiff schools;*
- *Capital investment - The Diocesan authority also has limited funds available for capital investment. It is not clear how St David's College anticipates being part of future capital investment as a voluntary-aided school and the tensions this would create within the local authority and across other schools also in need of significant capital investment;*
- *Planning of School Places - Cardiff County Council has invested in the new flagship Eastern High secondary school for pupils aged 11-19 years. However, if St David's College now becomes a voluntary aided school then there could be a knock-on effect for Post 16 education in the area, with a greater number of surplus places in Years 12 and 13.*

*Maintained secondary schools for students aged 11-19 may have to use delegated budgets, short and long-term risk, to offset courses, which are no longer viable and are running at above cost.*

### **Appraisal of concerns raised**

23. St David's College and the Archdiocese will respond to the concerns raised in their published consultation report. For the purpose of this report it is evident that responses to the consultation are broadly supportive of the proposed change in status. Additionally the Local Authority has sought assurance on the following issues from Welsh Government;
- Revenue funding – whilst the funding of this proposal has not been fully modelled by Welsh Government the response from Welsh Government confirmed that if a change of status was made the Local Authority Post-16 distribution to Cardiff would be increased in proportion to the additional learner numbers from St David's College;
  - Capital Investment – St David's College have made a separate bid for funding from the Welsh Government Band B 21<sup>st</sup> Century Schools investment programme and this has been made on the basis of the Governing Body funding the expected 50% contribution themselves. If the College were to change their status to become a VA school the contribution rate would reduce to 15%, which would be funded by the Governing Body of the College;
  - Planning of school places – the proposal from St David's and the Archdiocese is based upon no change to the capacity of the College or current admission arrangements.

### **Other Considerations**

#### **Annual Revenue Funding for Post 16 Provision**

24. The annual funding for pupils attending School 6th Forms in Cardiff is received as a specific grant for a financial year from April to March from Welsh Government. Local Authorities are funded for school 6<sup>th</sup> forms based upon an average funding level per pupil and a projection of pupils attending school 6<sup>th</sup> forms. For the 2017/2018 financial year, Cardiff will receive £12.8m to distribute between the 13 existing 6<sup>th</sup> forms.
25. St David's College currently receives an annual grant for an academic year, which for 2017/18, amounted to £5.538m directly from the Welsh Government as part of the distribution of funding to FE Colleges based on an annual return of learner numbers plus additional enhancements.
26. Whilst as an FE institution St David's College has not purchased any services directly from the Local Authority, in recent months the Education Catering Service has provided management support to the College's in house catering function. The Council's Facilities Management Team have also provided operation caretaking support directly to the College. A transfer back into Local Authority control would provide additional trading

opportunities to the full range of council run services, which currently trade with Cardiff schools.

### **School Estate**

27. St David's College have shared with the Local Authority copies of the most recent (2016) condition survey report for the college estate. The report identifies a backlog of repairs of £5.293m and an assessment of the condition of the buildings as B/C. The college has subsequently funded works to address issues with the roof, external cladding and one floor of classroom refurbishments.
28. St David's College have also supplied a copy of their individual bid for Welsh Government funding through Band B of the 21<sup>st</sup> Century investment programme, which totals £5.989m with an identified contribution rate from the college of 50%. Subsequent advice to the Council from Welsh Government indicates that should the College change status to VA that the expected contribution rate would reduce to 15%.
29. Following a change of status, St David's College as a VA institution will continue to have security of occupation of the school site, with the land remaining under the control of the Diocesan trustees. This reflects the current arrangements and represents no change.

### **Staffing**

30. Following a change of status of St David's College to a VA institution, the Governing Body would remain as the employer of staff in the school and there are no TUPE implications arising.
31. During the consultation on the previous proposal to change their status to a VA school made by the College, a response received from a teaching trade union made reference to the issue of current teaching staff at the college not having Qualified Teaching Status. The Trade Union sought assurance from the College, which was forthcoming, that they would work with all staff to gain this accreditation and the Local Authority would support the College and Trade Unions with this work.
32. Should the change of status happen the Council would commend to the Governing Body adoption of the Council's Single Status Agreement as it applies to schools and associated Job Evaluation process for all non-teaching staff.

### **Impact of the proposed change on the Welsh Language.**

33. St David's College does not provide any provision through the medium of Welsh but does currently provide AS and A level Welsh 2<sup>nd</sup> Language courses. There is no expected impact on these courses and it is not anticipated that there will be any impact on the Welsh Language as a result of the proposed change.

### **Impact of the proposed change on transport or learner travel arrangements.**

34. Cardiff Council's Home to school transport policy states the following about Post 16 Transport;  
"There is no statutory duty on the Council to provide free travel for students aged 16 years. However the Council has a duty to assess the travel needs of all learners under the age of 19 who receive education or training and are permanently resident in the City of Cardiff. This includes learners over the age of 19 provided the learner is attending a course which was started before reaching the age of 19. "
35. In August 2015 Cardiff Council approved the phased withdrawal of funding of Free Home to School Transport via the Council's Passport to Travel Scheme for post 16 pupils/students aged 16-19 with effect from the 2016/2017 Academic Year. Funding would continue for all pupils who started 6th Form or college courses prior to the 2016/2017 Academic Year providing they continue to qualify for the full EMA allowance, until the end of the academic year that they turn 19.
36. It is not anticipated that there will be any impact on transport or learner travel arrangements as a result of the proposed change.

### **Impact of the proposed change on sixth form admission arrangements**

37. Voluntary Aided schools have their own admissions arrangements and in Cardiff admission arrangements for Sixth Forms have been delegated to individual Maintained Community schools. It is not anticipated that there will be any impact on those arrangements as a result of this change.

### **Issues**

38. The Consultation Document issued by St David's Catholic College and the Archdiocese sets out the attainment profile of the College. It is a significant provider of post-16 education in Cardiff.
39. The move would enhance the Council's ability to plan strategically for 16-19 education in the city in the context of increased demand arising from population increase.
40. The proposal should not affect the viability of institutions already providing good-quality post-16 provision including school sixth forms, Further Education Institutions, and private training organisations.

### **Local Member consultation**

41. The change of status is not a local issue and no specific local member consultation has taken place.

### **Scrutiny Consideration**

42. The Children & Young People's Scrutiny Committee considered this item at their meeting on 9 January 2018. The letter from the Chair is attached

at Appendix E.

### **Reason for Recommendations**

43. The Governing Body of St David's Catholic College and Archdiocese are consulting on a change of status to become Voluntary Aided, maintained by Cardiff Local Authority. This report makes recommendation about the Council's response to this proposal.

### **Financial Implications**

44. The recommendations to this report request delegated authority to confirm the Council's support for the proposal and to facilitate, in conjunction with relevant officials, the change of status requested. In the event of the proposal going ahead, specific financial implications will arise. As outlined in this report, the Welsh Government have not modelled the impact of the potential change in status and, therefore, it has not been confirmed exactly how the change would be treated in the funding allocations received by the Council in respect of post-16 provision.
45. The Welsh Government directly provide funding for post-16 education in the form of a specific revenue grant. This grant is allocated on the basis of predicted post-16 pupil numbers, which are predicated on the anticipated retention of current 11-16 pupils in the Cardiff school system. An average funding level per pupil is applied to the predicted numbers to derive the total allocation for Cardiff Council as a whole. Additional allocations in the form of uplifts are then added to the allocation to reflect deprivation levels and Welsh medium provision. The Council then distributes the total allocation to individual schools based on pupil numbers and the nature of courses being studied.
46. St. David's College currently receives its core funding in the form of grant from Welsh Government but, whilst the method is the same as the above, the pupil numbers are capped for FE colleges. It is understood that the college also receives additional funding uplifts, which form part of their overall allocation. Upon change of status, the college's funding would form part of that allocated by Welsh Government to the Council for its post-16 provision and the college would be incorporated within the formula distribution undertaken by the Council in respect of its school providing post-16 education.
47. The local authority have received advice from Welsh Government, which outlines the potential implications of the college being re-constituted as a voluntary aided school. The advice indicates that the Council would not be financially burdened by the change in status. However, consideration needs to be given as to the impact on post-16 funding for the local authority as a result of the college becoming both part of the overall allocation provided to the Council and no longer being constrained by the cap on pupil numbers attracting funding. Further work also needs to be undertaken to understand the impact upon funding levels received by each individual school when the college becomes part of the Council's overall distribution.

48. In relation to capital expenditure, St David's College has submitted a bid to Welsh Government requesting a 21st Century Schools Band B Programme totalling £5.989 million. Should this bid be approved, it would have been based on a 50:50 split in funding between Welsh Government and the college. However, should the change of status proceed, the funding arrangement would change to one whereby Welsh Government would fund 85% of the total cost and the college would fund 15%. In the event of the college being unable to meet their contribution then the Council would need to identify capital funds to meet this requirement and reprioritise its existing commitments.
49. Further areas for consideration include the funding arrangements for any general asset renewal expenditure required, any requirements around funding in relation to additional learning needs and any requirements and cost implications around school transport. In addition, an understanding of the scope and opportunity for Council services to trade with the college will need to be gained.

### **HR Implications**

50. The recommendations in this report will not result in a change in the employer as this will remain the governing body of St David's Sixth Form college in its capacity as a voluntary Aided School. The local authority will need to work with the college to gain a full understanding of the pay, terms and conditions of service for its staff, and to secure an understanding of all employment policies and procedures. The level of support required will be determined as currently the staff are not paid through the Council's payroll and have in house HR support. The specific issue raised by the trade unions with regard to unqualified staff will need to be addressed through discussions with parties, including the appropriate trade unions.

### **Legal Implications**

51. Under the Education Act 1996, the Council has a responsibility for education and must provide sufficient school places for pupils of compulsory school age and has the power under section 15A to make provision for those over compulsory school age.
52. Section 41 of the Schools Standards and Organisation (Wales) Act 2013 allows anyone to make a proposal to establish a voluntary school. In accordance with the School Organisation Code, the Council has to be consulted upon any proposal to establish a new voluntary school in its area. Any proposals must be the subject of full and fair consultation and due regard must be had by the proposers to the responses before a final decision is taken.
53. The Council has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected

characteristics. Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.

54. The report identifies that the Equality Impact Assessment has been undertaken. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The decision maker must have due regard to the Equality Impact Assessment in making its decision. As such the decision on whether to proceed to publish intention to implement the proposal has to be made in the context of the Council's public sector equality duties.
55. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards included within the Council's Compliance Notice issued by the Welsh Language Commissioner, the Council must also consider the consultation must also consider (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.
56. The Council also has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.

## **RECOMMENDATIONS**

The Cabinet is recommended to delegate authority to the Director of Education and the Corporate Director Resources to:

1. Respond to the Governing Body of St David's College and the Archdiocese of Cardiff confirming the Council's support for their proposal to change the status of the College to that of a VA School;
2. Undertake the necessary due diligence and, subject to Welsh Ministers approval, to facilitate the change of status of St David's Catholic Sixth Form College to a Voluntary Aided School.

**Nick Batchelar**  
**Director of Education & Lifelong Learning**

*The following Appendices are attached*

Appendix A – Copy of St David's College and Archdiocese of Cardiff Consultation

Appendix B – Analysis of current post 16 pupil numbers

Appendix C – Projection of post 16 pupil numbers

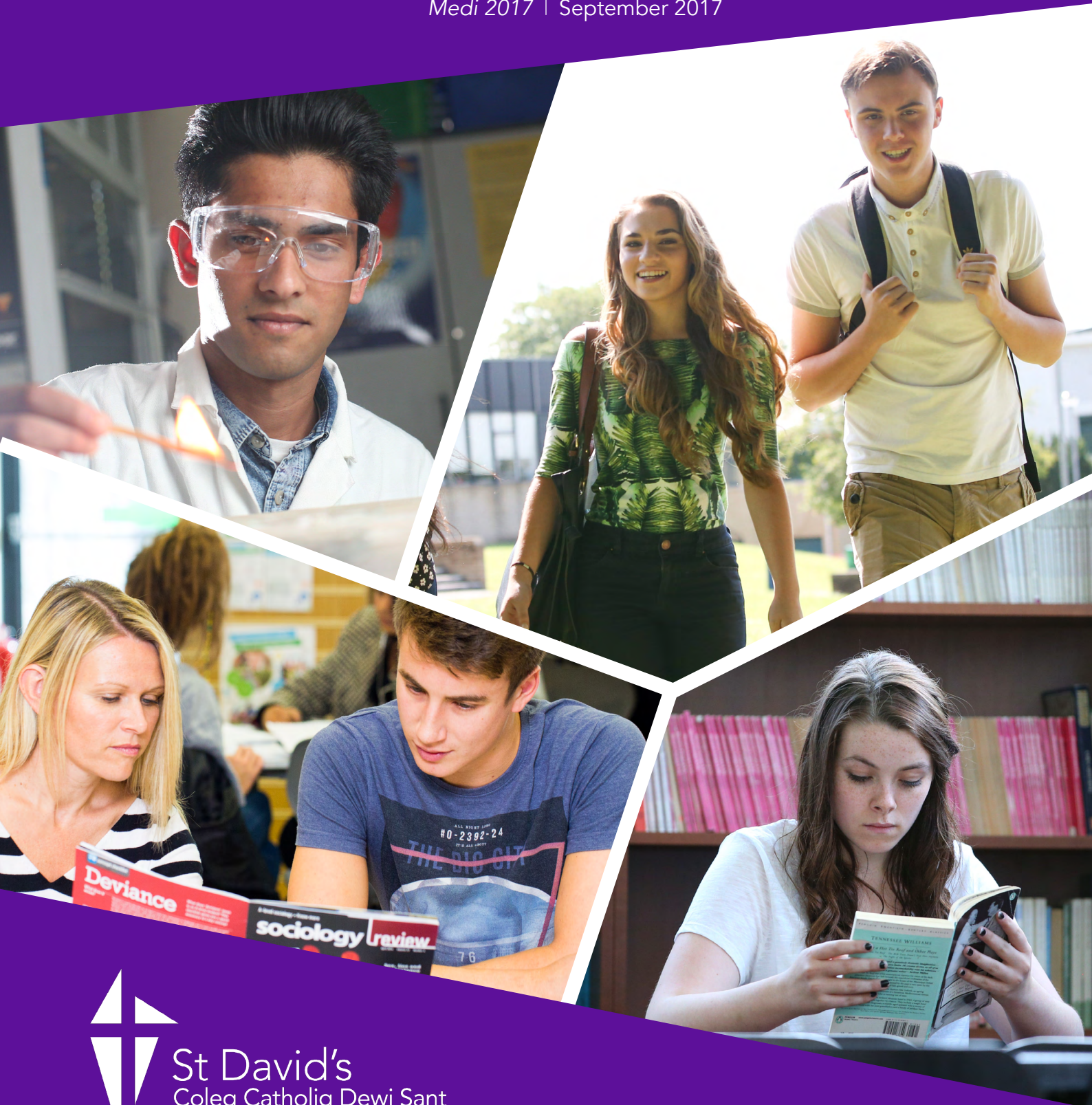
Appendix D – Equality Impact Assessment



DYCHWELIAD ARFAETHEDIG COLEG CATHOLIG  
DEWI SANT I SECTOR YR YSGOLION

PROPOSED RETURN OF SAINT DAVID'S CATHOLIC  
COLLEGE TO THE SCHOOLS' SECTOR

Dogfen Ymgynghori | Consultation Document  
Medi 2017 | September 2017





*Mae corff llywodraethol Coleg Catholig Chweched Dosbarth Dewi Sant ("Coleg Dewi Sant") ac Archesgobaeth Gatholig Rufeinig Caerdydd ("yr Esgobaeth") yn dymuno ymgynghori ar y cynnig i ddiddymu'r Coleg fel "sefydliad AB dynodedig" a'i ailgyfansoddi fel ysgol wirfoddol o dan reoliadau'r ysgolion (gyda nod crefyddol), a gynhelir gan Gyngor Dinas Caerdydd. Oherwydd rhai pryderon ynghylch lefel yr ymgysylltiad pan gynigwyd y syniad rhai misoedd yn ôl, mae'r broses wedi'i ail-ddechrau er mwyn hyrwyddo ymgysylltiad llawn gan bawb.*

The governing body of Saint David's Catholic Sixth Form College ("St David's") and the Roman Catholic Archdiocese of Cardiff ("the Diocese") wish to consult on the proposal to dissolve the College as a "designated FE institution" and re-constitute itself as a voluntary aided school (with a religious character) under the schools' regulations, maintained by the City of Cardiff Council. Due to some concerns over the level of engagement when this idea was first proposed back some months ago, the process has been restarted to promote fuller engagement from all parties.

# CYFLWYNIAD A GWAHODDIAD I YMATEB GAN Y CORFF LLYWODRAETHOL A'R ESGOBAETH

## Y Coleg a'i thaith hyd yn hyn

Cenhadaeth Coleg Catholig Dewi Sant yw i fod yn "Coleg Catholig ar gyfer y gymuned, gan geisio darganfod a gwireddu potensial llawn pawb mewn awyrgylch o gariad, gwasanaeth a pharch wedi'i ysbrydoli gan Grist". Er mwyn helpu i sicrhau cyflawni'r genhadaeth hwn mae'r ymgynghoriad hon ar ddychweliad y coleg i statws gwirfoddol a gynhelir gan yr awdurdod lleol (Dinas Caerdydd) yn cael ei gynnal.<sup>1</sup>

Mae "ysgol wirfoddol" yn cael ei chynnal gan yr awdurdod lleol, er y byddai adeiladau'r ysgol yn parhau i fod yn eiddo i'r Ymddiriedolaeth Esgobaethol. Gyda 'ysgol wirfoddol a gynorthwyr', byddai corff llywodraethu Coleg Dewi Sant yn cyfrannu tuag at gostau cyfalaf redeg yr ysgol, byddai'n cyflogi'r staff, a fyddai'n gyfrifol am dderbyniadau. Ar hyn o bryd mae Coleg Dewi Sant yn rhan o'r sector Addysg Bellach. Mae'r corff llywodraethol yn gyfrifol am gyllid y Coleg. Mae'r corff llywodraethol yn gyfrifol am gyllid y Coleg.

Mae natur y sefydliad, yn nhermau maint ac ethos, a phatrwm ei ddarpariaeth yn wahanol iawn i sefydliadau Addysg Bellach eraill ("SAB"). Mae Coleg Dewi Sant yn Goleg Chweched Dosbarth o ran cymeriad a dull o weithredu. Yn Lloegr mae'r sector coleg chweched dosbarth yn cael ei adnabod ar wahân i sefydliadau Addysg Bellach Cyffredinol. Yng Nghymru, mae Coleg Dewi Sant wedi gweithredu o fewn y sector Addysg Bellach ers 1992. Mae'r sector hwn wedi newid yn sylweddol ers 1992. Mor ddiweddar a 2008, roedd 25 o sefydliadau AB yng Nghymru, ond heddiw dim ond 14 sydd ar ôl. Mae gan y sefydliadau AB mwyaf, trosiannau o fwy na £50m ac felly'n gallu gweithredu fel gorfforaethau mawr. O'u safbwynt maint a dylanwad ar ye farchnad mae sefydliadau o'r fath yn gallu cynllunio o gyd-destun strategol penodol.

<sup>1</sup> Ymunodd Coleg Catholig Dewi Sant y sector Addysg Bellach yng Nghymru yn dilyn y Ddeddf Addysg Bellach ac Uwch 1992. Cyn i Ddeddf 1992, roedd gan Goleg Dewi Sant statws wirfoddol o dan Awdurdod Lleol De Morgannwg.

<sup>2</sup> Llywodraeth Cymru, Adroddiadau Deilliant Dysgwyr 2014/15

# INTRODUCTION AND INVITATION TO RESPOND FROM THE GOVERNING BODY AND THE DIOCESE

## The College and its journey thus far

The mission of St David's Catholic College is to be: "A Catholic college for the community, seeking to discover and realise the full potential of all in an atmosphere of love, service and respect inspired by Christ." It is in order to assist in securing the achievement of this mission that the consultation on a return of the College to voluntary aided status maintained by the local authority (City of Cardiff) is being undertaken.<sup>1</sup>

A "voluntary school" is maintained by the Local Authority, although the school premises would continue to be owned by the current Diocesan Trust. With a "voluntary aided school", St David's governing body would contribute towards the capital costs of running the school, it would employ the staff, and would be responsible for admissions. St David's Catholic College currently resides in the Further Education sector. The governing body is responsible for the College's funding.

The nature of the organisation, in terms of both size and ethos, and the pattern of its provision differs markedly to other Further Education Institutions ("FEIs"). St David's is a sixth form college in character and mode of operation. In England a sixth form college sector is identified which is distinct from General Further Education institutions. In Wales, St David's has resided in the Further Education sector since 1992. This sector has undergone significant change since 1992. As recently as 2008 there were 25 FEIs in Wales, now there are just 14. The largest FEIs have turnovers in excess of £50m and are able to act as large corporations. From their position of size and market influence such institutions are able to plan from a particular strategic context.

<sup>1</sup> St David's Catholic College joined the Further Education Sector in Wales following the 1992 Further and Higher Education Act. Prior to the 1992 Act, St David's had voluntary Aided status with the Local Authority Area of South Glamorgan.

<sup>2</sup> Welsh Government, Learner Outcome Reports 2014/15

O ran ansawdd ei canlyniadau, mae Coleg Dewi Sant wedi perfformio'n eithriadol o dda o fewn y sector Addysg Bellach. Mae gan Goleg Dewi Sant y cyfraddau llwyddo uchaf ar gyfer cyrsiau academaidd a galwedigaethol<sup>2</sup>. Mae ganddo boblogaeth amrywiol a chynhwysol o fyfyrwyr. Mae 45% o'r myfyrwyr yn dod o'n ysgolion partner Catholig. Mae 32% o'r myfyrwyr yn dod o'r ardaloedd mwyaf difreintiedig; sy'n cymharol gyda colegau megis Coleg Merthyr, 35%, a Choleg y Cymoedd, 34%, sy'n cael ei adnabod am eu gwaith mewn ardaloedd o amddifadedd cymdeithasol uchel. Mae ein cynigion yn ceisio sicrhau bod cyrhaeddiad addysgol ymhlith plant o gefndiroedd difreintiedig yn economaidd yn parhau i gael eu cefnogi ac yn cynyddu. Mae 27.5% o fyfyrwyr Coleg Dewi Sant yn dod o grwpiau ethnig lleiafrifol, sef y canran uchaf yng Nghymru. Yn 2016, wnaeth bron i 30% o fyfyrwyr Coleg Dewi Sant dechrau cyrsiau mewn Prifysgolion Grŵp Russell. Mae ein cynigion yn ceisio cynnal a chefnogi cydraddoldeb yn y Coleg.

Mae Coleg Dewi Sant wedi llwyddo er iddo wynebu nifer o heriau. Mae ambell i her wedi bod yn un sy'n wynebu'r sector addysg yn gyffredinol. Mae, fodd bynnag, sawl her sy'n fwy penodol i safle Goleg Dewi Sant o fewn y sector AB. Mae Coleg Dewi Sant yn ei hanfod yn Goleg Chweched Dosbarth bach, ac mae sylw Llywodraeth Cymru wedi bod, yn ddealladwy, ar Sefydliadau Addysg Bellach fwy wrth ddatblygu polisiâu a blaenoriaethau ar gyfer y sector. Yn ogystal, Coleg Dewi Sant yw'r unig goleg yng Nghymru i beidio ag elwa o fuddsoddiad cyfalaf sylweddol. Yn lleol, mae Coleg Caerdydd a'r Fro wedi derbyn buddsoddiad ar gyfer safle'r Parêd at gost o £45m, wnaeth trydydd datblygiad Coleg Gwent yng Nglynebwy costio £33.5m, wnaeth Coleg Merthyr buddsoddi £33m ar gyfer trydydd adeilad, a wnaeth safle Nantgarw yng Ngholeg y Cymoedd dod i gost o £40m. Mae'r holl brosiectau yma wedi cynnwys elfennau o fuddsoddiad gan Lywodraeth Cynulliad Cymru. Yn y blynyddoedd diwethaf, nid yw poblogrwydd y coleg fel dewis ar gyfer dysgwyr ôl-16 wedi cael ei gydnabod o fewn y fethodoleg ariannu sydd wedi'i defnyddio yn y sector Addysg Bellach. Mae hyn wedi arwain at tanariannu sylweddol i fyfyrwyr. O ganlyniad i hyn, a rhesymau eraill, mae'r coleg wedi cael ei gorfodi i fynd ar lwybr o amgylch y cyfyngiadau a osodir er mwyn peidio â rhoi'r dysgwyr o dan anfantais. Rydym yn credu y bydd y newid arfaethedig i strwythur llywodraethol Coleg Dewi Sant yn elwa'r sefyllfa ariannu yn sylweddol.

Mewn perthynas â datblygiadau strategol, mae Coleg Dewi Sant wedi ceisio gweithio mewn partneriaeth â Sefydliadau AB ac ysgolion eraill, yn aml yn dewis i weithio gyda'r sefydliadau

In terms of its quality of outcomes, St David's has performed exceptionally well within the Further Education sector. It has the highest success rates for academic and vocational courses<sup>2</sup>. It has a diverse and inclusive student population. Some 45% of the student population comes from Catholic 11-16 partner schools. Some 32% of the total student population come from the most deprived areas; this compares favourably with colleges such as Merthyr College, 35%, and Coleg y Cymoedd, 34%, which are noted for their work in areas of high social deprivation. Our proposals seek to ensure that educational attainment among children from economically deprived backgrounds continues to be supported and increased. Some 27.5% of St David's students are from ethnic minority groups - the highest in Wales. In 2016, almost 30% of St David's students commenced courses at Russell Group Universities. Our proposals seek to maintain and support equality at the College.

The success that St David's has experienced has been achieved in the face of many challenges. Some of these challenges have been those faced by the education sector in general. There have however been challenges which are more specific to St David's position within the FE sector. St David's is essentially a small sixth form college and the attention of Welsh Government has, understandably, been on larger FEIs and their provision when developing policy and priorities for the sector. In addition, St David's is the only college in Wales not to have benefited from substantial capital investment. Locally, Cardiff and the Vale College had investment in its Canal Parade site costing £45m, Coleg Gwent's tertiary development in Ebbw Vale cost £33.5m, Merthyr College invested £33m in its new tertiary building, and Coleg Y Cymoedd's new Nantgarw site cost £40m. All of these projects included elements of Welsh Assembly Government funding. In recent years the College's popularity as a choice for post-16 learners has not been recognised within the funding methodology applied to the Further Education sector. This has resulted in significant underfunding of students. In this, and in other areas, the College has been forced to pursue routes around the constraints imposed in order not to disadvantage learners. We believe that the proposed change to St David's governing structure will significantly benefit its funding position.

In relation to strategic developments, St David's has sought to work in partnership with other FEIs and schools, often choosing to work with those institutions that serve high areas of socio-economic deprivation. As St David's is, in its

hynny sy'n gwasanaethu ardaloedd lle ceir llawer o amddifadedd economaidd-gymdeithasol. Gan bod Coleg Dewi Sant yn, yn ei weithrediad, Coleg Chweched Dosbarth, mae llawer mwy o botensial ar gyfer aliniad strategol gydag ysgolion o fewn ardal awdurdod lleol yn hytrach nag alinio gyda sefydliadau AB. Wrth wynebu setliadau cyllido heriol y sector addysg mae mwy o gyfle i Goleg Dewi Sant cyfrannu at greu system ôl-16 effeithiol ac effeithlon drwy ddychwelyd at drefniadau o fewn yr Awdurdod Lleol.

Byddai ail-ymgysylltu â'r sector ysgolion hefyd yn gosod y Coleg mewn sefyllfa lle mae'n bosibl meincnodi yn effeithiol yn erbyn dangosyddion cyffredin ysgolion. Ar hyn o bryd nid oes llawer iawn ar gael i helpu i ddarparu asesiad ystyrlon o berfformiad cymharol rhwng sefydliadau ar draws sectorau. Mae hyn yn arbennig o wir wrth ddadansoddi canlyniadau Safon Uwch. Bydd y newid posibl yr ymgynghorir arno yn cynorthwyo wrth fonitro ansawdd a sicrhau gwelliant ansawdd ymhellach.

Felly, mae Coleg Dewi Sant yn wynebu croesffordd. Mae Coleg Dewi Sant yn ymfalchïo wrth osod buddiannau dysgwyr uwchlaw pob un arall, wrth wneud cyfraniad sylweddol at fywyd a chenhadaeth yr Eglwys. Mae'r llywodraethwyr, ar y cyd â'r Esgobaeth, wedi archwilio amrywiaeth o opsiynau i sicrhau bod goroesiad a llwyddiant y Coleg yn parhau. Mewn absenoldeb unrhyw sicrwydd tymor canolig neu hir gan Lywodraeth Cymru o ran lefelau cyllido yn y dyfodol neu i sefyllfa strategol Coleg Dewi Sant o fewn y rhanbarth, rydym yn bwriadu symud tuag at ymgynghoriad ar ddychwelyd i'r sector a gynhelir fel sefydliad gwirfoddol a gynorthwyr. Dyna bwrpas y ddogfen hon. Cyn symud ymlaen gyda'r cynnig, mae Coleg Dewi Sant, a'r Esgobaeth yn dymuno ceisio barn pawb sydd â diddordeb yn y cynnig er mwyn i'w barn cael ei hystyried cyn y gwneir unrhyw benderfyniad. Ar ddiwedd y dogfen fe welwch rhestr o'r dulliau ar gyfer rhoi adborth. Er mwyn gwerthuso ac adlewyrchu ar yr adborth byddai'n cael ei gwerthfawrogi pe gallech ddefnyddio'r ffurflen a ddarperir gan ei fod yn cynnig strwythur cyffredin ar gyfer unrhyw sylwadau. Byddaf i a'r corff llywodraethol, ochr yn ochr â'r Esgobaeth yn falch o dderbyn eich sylwadau a byddwn yn sicrhau eu bod yn cael yr ystyriaeth gywir. Os hoffech ofyn unrhyw gwestiynau am y cynigion croeso i chi cysylltu â ni gan ddefnyddio'r manylion cyswllt ar ddiwedd y ddogfen.

Yr eiddoch vn gywir,



C Mahoney, Cadeirydd y Corff Llywodraethol gyda chefnogaeth y Mwyaf Parchedig George Stack, Archesgob Caerdydd.

operation, a sixth form college, there is much greater potential for a strategic alignment with schools within a local authority area as opposed to alignment with an FEI. In the face of challenging funding settlements for the education sector there remains a greater opportunity for St David's to contribute to the creation of an effective and efficient system post-16 by returning to arrangements within the Local Authority.

A reengagement with the school's sector would also place the College in a position where it is possible to benchmark effectively against common indicators with schools. At present there is very little available to assist in providing a meaningful assessment of relative performance between institutions across sectors. This is particularly the case when analysing A level outcomes. The potential change being consulted on would assist in monitoring quality and securing further quality improvement.

St David's therefore finds itself at a crossroads. St David's prides itself on placing the interests of learners above all others, whilst making a significant contribution to the life and mission of the Church. Governors, with the support of the Diocese, have explored a range of options to secure the continued survival and success of the College. In the absence of any medium or long term assurance from Welsh Government with regard to future funding levels or to St David's strategic position within the region we are minded to move towards consultation on a return to the maintained sector as a voluntary aided institution. This is the purpose of this document. Before moving forward with the proposal, St David's and the Diocese wishes to seek the views of all those with a likely interest in the proposal so that their views can be taken into account before the decision is made. At the end of the document you will find a list of the methods for providing feedback. In order to consistently appraise and reflect feedback it would be appreciated if you could use the form provided as it offers a common structure for any comments. The Governing Body and I, alongside the Diocese will be pleased to receive your views and will ensure that they are given the fullest consideration. If you would like to ask questions about the proposals please contact us using the contact details at the end of the document.

Yours sincerely,



C Mahoney, Chair of the Governing Body with the support of The Most Rev. George Stack, Archbishop of Cardiff

# CEFNDIR Y CYNNIG

Mae'r newid yn debygol i effeithio Coleg Dewi Sant yn unig, gan fydd y Coleg yn parhau i fodoli, ond ar ffurf wahanol. Rydym wedi gosod manylion allweddol Coleg Dewi Sant isod:

## Enw:

Coleg Catholig Chweched Dosbarth Dewi Sant, Heol Tŷ Gwyn, Pen-y-lan, Caerdydd CF23 5QD

## Lleoliad:

Pen-y-lan, Caerdydd

## Categori:

Corfforaeth Addysg Bellach ar hyn o bryd, i ddod yn Ysgol Wirfoddol a Gynorthwyr

## Categori laith:

Cyfrwng Saesneg

## Nifer y myfyrwyr ar y gofrestr ar hyn o bryd:

1456

## Rhifau Blaenorol (nifer y disgyblion a gofnodwyd ar gyfer cyfrifiad...)

- 2015/2016: 1514
- 2014/2015: 1598
- 2013/2014: 1684
- 2012/2013: 1488

## Rhagolygon niferoedd o fyfyrwyr ar y gofrestr – os caiff y cynigion eu gweithredu:

- Ar gyfer y flwyddyn academaidd 2016/2017: 1500
- Ar gyfer y flwyddyn academaidd 2017/2018: 1500
- Ar gyfer y flwyddyn academaidd 2018/2019: 1500
- Ar gyfer y flwyddyn academaidd 2019/2020: 1500
- Ar gyfer y flwyddyn academaidd 2020/2021: 1500

## Rhagolygon niferoedd o fyfyrwyr ar y gofrestr – os nad yw'r cynigion yn cael eu gweithredu:

- Ar gyfer y flwyddyn academaidd 2016/2017: 1500
- Ar gyfer y flwyddyn academaidd 2017/2018: 1500
- Ar gyfer y flwyddyn academaidd 2018/2019: 1500
- Ar gyfer y flwyddyn academaidd 2019/2020: 1500
- Ar gyfer y flwyddyn academaidd 2020/2021: 1500

# BACKGROUND TO THE PROPOSAL

The move is likely to only affect St David's, as the College will still continue to exist, only in a different form. We have set out the key details of St David's below:

## Name:

St David's Catholic Sixth Form College of Ty Gwyn Road, Penylan Cardiff CF23 5QD

## Location:

Penylan, Cardiff

## Category:

Currently Further Education Corporation, to become Voluntary Aided

## Language category:

English Medium

## Number of pupils currently on roll:

1456

## Previous numbers (number of pupils recorded for the...):

- 2015/2016 census:1514
- 2014/2015 census:1598
- 2013/2014 census:1684
- 2012/2013 census:1488

## Future pupil roll number forecasts – if proposals are implemented:

- For the 2016/2017 academic year:1500
- For the 2017/2018 academic year:1500
- For the 2018/2019 academic year:1500
- For the 2019/2020 academic year:1500
- For the 2020/2021 academic year:1500

## Future pupil roll number forecasts – if proposals are not implemented:

- For the 2016/2017 academic year:1500
- For the 2017/2018 academic year:1500
- For the 2018/2019 academic year:1500
- For the 2019/2020 academic year:1500
- For the 2020/2021 academic year:1500

## Capasiti Llefydd i Ddisgyblion

*Mae'r Coleg wedi astudio'r cyngor a geir yn y cylchlythyr ar ragweld capasiti ysgolion (021/2011) a byddai'n gweithio gyda'r Awdurdod Lleol ar ôl i ni yn cael ein mabwysiadu, wrth asesu capasiti i lywio prosesau cynllunio Awdurdodau Lleol. Cyn newid ffurfiol mae'r cylchlythyr yn anodd cymhwysu i'r Coleg yn ei ffurf bresennol am nifer o resymau. Mae'r broses ei hun yn seiliedig ar 4 ddiben y fethodoleg, sef:*

*Pan fydd wedi'i rannu gan y nifer perthnasol o grwpiau blwyddyn, mae'n darparu'r nifer derbyn a nodir. Mae'r nifer derbyn, wrth ymgorffori yn y trefniadau derbyn a gyhoeddwyd, yn gosod nifer y disgyblion sydd i'w derbyn i'r ysgol (fel arfer i'r dosbarth derbyn ar gyfer ysgolion cynradd ac i flwyddyn 7 ar gyfer ysgolion uwchradd) bob blwyddyn.*

*Nid yw ein derbyniadau cyfredol yn seiliedig ar fformiwla gan ein bod yn gweithredu yn y sector ôl-orfodol ac felly maent yn cael eu gyrra gan alw yn hytrach na capasiti o ran y garfan addysg orfodol (cyn 16) a'r cyfrifoldebau Awdurdodau Lleol i dderbyn y dysgwyr hynny.*

*Wrth gymharu â'r nifer ar y gofrestr mae'n nodi nifer y lleoedd dros ben neu'r nifer o lefydd ychwanegol a all fod yn angenrheidiol mewn ysgol.*

*Fel sefydliad sy'n cael ei yrru gan alw mae ein derbyniadau yn amrywio'n ddibynnol ar ddemograffeg, cyfraddau llwyddo, enw da a lefel y gystadleuaeth yn yr hyn sy'n llawer tebycach i fodel farchnad rydd.*

*Bydd y wybodaeth lleoedd ysgol yn llywio penderfyniadau ynglŷn â sut y caiff adnoddau cyfalaf eu defnyddio orau ac a oes angen cynigion ad-drefnu ysgolion.*

*Ar hyn o bryd rydym yn gwneud ein penderfyniadau cyfalaf ein hunain ac nad ydym wedi cael mynediad at gyllid buddsoddi ganolog i unrhyw raddau helaeth, er gwaethaf ein cyfnod diweddar parhaus o dwf. Mae'r twf wedi cael ei letya gan ddefnydd hyblyg o'r manau a newidiadau i strwythur y diwrnod coleg er mwyn gwneud lle i ddysgwyr. Nid yw symud y Coleg wedi'i gynllunio i gael unrhyw effaith ar gynlluniau ad-drefnu'r Awdurdod Lleol.*

*Fe'i defnyddir hefyd i benderfynu a yw'r capasiti ysgol i'w gynyddu i'r fath raddau bod cynnig statudol am helaethiad yn cael ei gyhoeddi.*

## Pupil places capacity

The College has studied the advice contained within the circular on forecasting schools capacity (021/2011) and would work with the Local Authority once we are adopted, in assessing capacity to inform the Local Authorities planning processes. Prior to formally changing status, the circular is difficult to apply to the College in its present form for a number of reasons. The process itself is predicated on the four purposes of the methodology, namely:

*When divided by the relevant number of year groups, it provides the indicated admission number. This admission number, when incorporated into the published admission arrangements, sets the number of pupils to be admitted to the school (usually to the reception class for primary schools and to year 7 for secondary schools) each year.*

Our current admissions are not formula-based as we are operating in the post compulsory sector and are therefore demand driven rather than capacity in relation to the compulsory education cohort (pre-16) and the Local Authorities responsibilities in accommodating those learners.

*When compared with the number on roll it indicates the number of surplus places or the number of additional places which may be needed in a school.*

As a demand-driven institution our intake fluctuates dependent upon demographics, success rates, reputation and the level of competition in what is much more of a free market model.

*The school places information will inform decisions about how capital resources are best deployed and whether school re-organisation proposals are required.*

At present we make our own capital decisions and have not had access to central investment funding to any great extent, despite our sustained recent period of growth. That growth has been accommodated by flexible use of the spaces and alterations to the structure of the College day in order to accommodate learners. The College's move is not designed to have any impact on any re-organisation plans that the Local Authority may have.

*It is also used to determine whether the capacity of a school is to be increased to such an extent*

Unwaith eto, ar y pwynt hwn nad yw'r symudiad arfaethedig yn bwriadu sbarduno unrhyw newidiadau yn ein maint neu capasiti presennol.

Yn yr un modd, mae ein defnydd yn llawer mwy effeithlon na hynny o chweched dosbarth mewn ysgol arferol, lle mae ystod ehangach o faint o ddsbarthiadau fel arfer. Rydym yn gweithredu ar faint dosbarth ar gyfartaledd cost effeithiol ac wedi gweithio'n galed ar leihau amrywiaeth mewn meintiau dosbarthiadau dros nifer o flynyddoedd. Mae ein cyfraddau defnyddio gofod ar hyn o bryd yn debycach i hynny mewn darpariaeth 11-16, yn hytrach na naill ai 16-18 yn y sector ysgolion neu AB cyffredinol.

Byddem yn naturiol yn cydweithio'n llawn gyda'r Awdurdod Lleol ar eu mesur o'n gallu, ar ôl mabwysiadu ond ar hyn o bryd gyda'r nodwedd sylfaenol i wneud y cynnig yn seiliedig ar ddim newidiadau sylweddol yn niferoedd y dysgwyr, cynllun y cwricwlwm neu ddefnydd ystafelloedd yna byddem yn gwrthsefyll unrhyw oedi wrth ymgynghori ar y cynigion o ystyried y diffyg perthnasedd uniongyrchol y gweithdrefnau.

## Nifer o lefydd chweched dosbarth

Mae pob lle yn lle chweched dosbarth a does dim cynlluniau i gynyddu niferoedd. Mae'r niferoedd heb newid o'r niferoedd cyfredol sy'n derbyn addysg o'r Coleg ac nid ydynt yn cynrychioli unrhyw ehangiad. Mae'r ddarpariaeth ar hyn o bryd yn cynnwys darpariaeth ar gyfer dysgwyr gydag anghenion dysgu ychwanegol a does dim cynlluniau i newid hyn.

## Ansawdd yr Adeiladau

Mae'r arolwg mwyaf diweddu a wnaed gan y Coleg eleni yn adlewyrchu sefydliad sydd heb dderbyn unrhyw fuddsoddiad cyfalaf sylweddol gan arian canolog ers ei ffurfio. Er bod cyflwr y manau addysgu a'r tu mewn i'r adeilad wedi'i gynnal ar lefel sy'n briodol ar gyfer cyflwyno i nifer y myfyrwyr, mae'r cyflwr allanol wedi'i nodi fel angen rhywfaint o fuddsoddiad. Mae'r Coleg wedi benthyg i adnewyddu yn ddiweddar, ac mae ganddo gynigion gyda Llywodraeth Cymru ar hyn o bryd er mwyn ariannu'r rhannol peth o'r gwaith i ffabrig allanol y prif adeilad.

that a statutory proposal for an enlargement must be published.

Again on this point the move is not envisaged to trigger any changes in our current size or capacity.

Similarly, our utilisation is much more efficient than that of a typical school sixth form, where a greater range of class sizes is the norm. We operate on a cost effective average class size and have worked hard on reducing the range of class sizes over a number of years. Our current space utilisation rates are more akin to those of 11-16 provision, rather than either 16-18 in the school sector or general FE.

We would naturally collaborate fully with the Local Authority on their measuring of our capacity, post adoption but at present with the fundamental characteristic of the proposal being based upon no significant changes in learner numbers, curriculum design or room usage then we would resist any delays in consulting on the proposals given the lack of immediate relevance of the procedures.

## Number of sixth form places:

All places are sixth form places and there are no plans to expand numbers. The number are unchanged from current numbers receiving an education from the College and do not represent any expansion. The current provision accommodates learners with ALN and there are no plans to change this.

## Quality of accommodation

The most recent survey undertaken by the College this year is reflective of an institution which has received no substantial capital investment from central funding since its formation. Whilst the condition of the teaching spaces and the interior of the building has been maintained at a level appropriate for delivery to the volume of students, the external fabric of the building has been identified as requiring some investment. The College has borrowed to fund a recent refurbishment project and has bids in with Welsh Government at present in order to part fund some works to the exterior fabric of the main building.



## Cyflwr yr adeiladau ar hyn o bryd:

## Current condition of the buildings:

| Enw'r Adeilad   Building Name | Cod Cyflwr<br>Cyffredinol   Overall<br>Condition Code | Enw'r Adeilad   Building Name              | Cod Cyflwr<br>Cyffredinol   Overall<br>Condition Code |
|-------------------------------|---|--|---|
| Prif Adeilad   Main Building  | C   | Y Rhandy   The Annex                       | C   |
| Llawr Gwaelod   Ground Floor  | B   | Tŷ'r Boeler   Boiler House                 | C   |
| Llawr Canol   Middle Floor    | B   | Adeilad Anrhydedd   Honours Building       | C   |
| Llawr Uchaf   Top Floor       | C   | Y Celfyddydau Perfformio   Performing Arts | C   |
| Neuadd Fach   Small Hall      | B   | Bloc TG   IT Block                         | B   |
| CAD   LRC                     | B   | Neuadd Chwaraeon   Sports Hall             | B   |

Mae llai na 20% o'r addysgu yn digwydd mewn ardaloedd o Safon C, mae'r graddfeydd yn adlewyrchu'r materion i'w cael yn gyffredin gyda ffabrig adeiladau o ddechrau'r 1970au yn hytrach na'r gofodau addysgu a dysgu eu hunain.

Less than 20% of the teaching takes place in the areas in Condition C, ratings reflect the issues commonly found with the fabric of buildings from the early 1970's rather than the teaching and learning spaces themselves.

## Proffil Ansawdd

Gwybodaeth o adroddiad diweddar gan Estyn. Mae'r adroddiad diweddaraf Estyn ar gael yma: <https://www.estyn.gov.wales/provider/F0009023>

## Quality Profile

Information from most recent Estyn report. The most recent Estyn report is available at: <https://www.estyn.gov.wales/provider/F0009023>

**Perfformiad presennol y darparwr: Rhagorol**  
**Rhagolygon gwella'r darparwr: Rhagorol**

**Current performance: Excellent**  
**Prospects for improvement: Excellent**

**Pa mor dda yw'r deilliannau? Rhagorol**  
Safonau: Rhagorol  
Lles: Da

**How good are outcomes? Excellent**  
Standards: Excellent  
Wellbeing: Good

**Pa mor dda yw'r ddarpariaeth? Da**  
Profiadau dysgu: Rhagorol  
Addysgu: Da  
Gofal, cymorth ac arweiniad: Rhagorol  
Yr amgylchedd dysgu: Da

**How good is provision? Good**  
Learning experiences: Excellent  
Teaching: Good  
Care, support & guidance: Excellent  
Learning environment: Good

**Pa mor dda yw'r arweinyddiaeth a'r rheolaeth? Rhagorol**  
Arweinyddiaeth: Rhagorol  
Gwella ansawdd: Rhagorol  
Gweithio mewn partneriaeth: Da  
Rheoli adnoddau: Rhagorol

**How good are leadership and management? Excellent**  
Leadership: Excellent  
Improving quality: Excellent  
Partnership working: Good  
Resource management: Excellent

Fel sefydliad AB mae'r coleg hefyd wedi derbyn ymweliadau cyswllt gan Estyn ers yr arolygiad ffurfiol diwethaf, yn ystod y mwyaf diweddar o'r rhain daeth i'r casgliad bod:

As an existing FE institution the College has also had link visits from Estyn since the last formal inspection, the most recent of which concluded that:

Wyth deg tri y cant o ddarpariaeth y coleg yn cynnwys cyrsiau hir Lefel 3, a oedd â chyfradd llwyddiant o 84% ar gyfer 2013-14 a arweiniodd at y Coleg yn cael ei graddio'n gyntaf yn y sector ar gyfer perfformiad yn y rhain. Ar Lefel UG / Safon Uwch, mae'r gyfradd llwyddiant cyffredinol yn 85% ac yn uwch na chyfartaledd y sector. Mae perfformiad dysgwyr y Rhaglen Anrhydedd (mwy

Eighty-three per cent of the College provision is made up of Level 3 long courses, which had a 84% success rate for 2013-14 which resulted in the College being ranked first in the sector for performance in these. At AS/A2 level, the overall success rate is 85% and above the sector average. The performance of Honours Programme learners (more able and talented)

galluog a thalentog) yn arbennig o gryf gyda 100% o ddysgwyr yn cyflawni graddau A\*-C yn 2013-14.

Mae cyfraddau llwyddiant ar Sgiliau Hanfodol Cymru yn llawer uwch na'r cymaryddion cenedlaethol ac mae'r Coleg ar safle gyntaf (yng Nghymru) ar gyfer pob lefel a chymhwyster.

Rydym hefyd yn nodi isod y manylion allweddol Coleg Dewi Sant os byddai'r cynnig yn cael ei weithredu:

- nifer o dderbyniadau arfaethedig a threfniadau derbyn: 1500 o ddysgwyr â threfniadau derbyn heb ei newid.
- ystod oedran: chweched dosbarth, 16-19
- capasiti lleoedd disgyblion: 1500 (heb newid)
- lleoliad a hygyrchedd: dim newid, does dim cynlluniau i symud rhai neu'r holl weithgareddau i safle newydd
- categori: Gwirfoddol a Gynorthwyir
- cyfrwng iaith Saesneg
- llety arfaethedig (gan gynnwys cyfleusterau arfaethedig): cyfleusterau presennol
- trefniadau cludiant cartref i'r ysgol a hygyrchedd dewisiadau amgen (gan gynnwys unrhyw drefniadau trosiannol): dim newid o'r trefniadau presennol.

## Trefniadau Cludiant

Rydym yn cynnwys y ddolen isod i bolisi'r Awdurdod Lleol mewn perthynas â threfniadau cludiant o'r cartref i'r ysgol, ynghyd â gwybodaeth am lwybrau cerdded diogel:

<http://www.keepingcardiffmoving.co.uk/travel-planning.html>

Ni fydd unrhyw newidiadau i'r trefniadau teithio i ddysgwyr os yw'r cynigion yn cael eu gweithredu ac ni fyddai hygyrchedd y ddarpariaeth yn cael ei effeithio.

## Iaith

Ni fyddai unrhyw effaith ar ddarpariaeth Gymraeg o'r cynnig gan na fydd y ddarpariaeth addysgu trwy gyfrwng y Gymraeg yn newid pe bai'r cynnig yn cael ei weithredu. Ein safbwynt yw bod darpariaeth yr Awdurdod Lleol ar hyn o bryd o addysg cyfrwng Saesneg a Chymraeg yn fwy na'r galw/galw yn y dyfodol gan rieni, ac mae'r cynigion yn ceisio cynnal hyn.

is particularly strong with 100% of learners achieving grades A\*-C in 2013-14.

Success rates on Essential Skills Wales are well above national comparators and the College is ranked first (in Wales) for all levels and qualifications.

We also set out below the key details of St David's should the proposal be implemented:

- proposed admission number and admission arrangements: 1500 learners with current admission arrangements unchanged.
- age range: sixth form, 16-19
- pupil places capacity: 1500 (unchanged)
- location and accessibility: unchanged from present, there are no plans to relocate any or all of the current activities to another site
- category: Voluntary Aided
- language English medium
- proposed accommodation (including proposed facilities): existing facilities
- home to school transport arrangements and accessibility of alternatives (including any transitional arrangements): unchanged from present arrangements

## Transport arrangements

We include below the link to the policy of the Local Authority in relation to home to school transport arrangements, along with information on safe walking routes:

<http://www.keepingcardiffmoving.co.uk/travel-planning.html>

There will be no changes to learner travel arrangements if the proposals are to be implemented and accessibility of provision would not be affected.

## Language

There would be no impact on the Welsh language provision from the proposal, as the provision of teaching through the medium of Welsh would not change should the proposal be implemented. It is our view that the existing provision of the Local Authority of education in the medium of English and Welsh exceeds demand/projected demand from parents, and the proposals will seek to maintain this.

## Chymeriad Crefyddol Dynodedig

Ni fyddai unrhyw effaith ar hygyrchedd a mynediad i ysgolion o'r un chymeriad crefyddol o'r cynnig gan na fyddai'r newidiadau arfaethedig yn newid unrhyw drefniadau presennol. Bwriedir i'r ysgol newydd gael ei dynodi'n ffurfiol fel ysgol a chymeriad crefyddol.

## Rhwymedigaethau

Mae'r awdurdod lleol wedi cadarnhau y gall gyflawni ei atebolwydd o dan y strwythur arfaethedig, a bydd corff llywodraethu Coleg Dewi Sant yn gallu bodloni ei gyfrifoldebau ariannol ar gyfer unrhyw waith atgyweirio / cyfalaf sydd ei angen. Mae gweithred ymddiriedolaeth Coleg Dewi Sant yn caniatáu newidiadau arfaethedig.

## Eiddo

Bydd Coleg Dewi Sant yn dal i gael digon o sicrwydd meddiannaeth o safle'r ysgol. Bydd trosglwyddo'r adeiladau i'r ysgol newydd yndigwydd o ganlyniad i'r cynigion, gyda'r tir sy'n weddill o dan reolaeth yr ymddiriedolwyr Esgobaeth. Mae hyn yn adlewyrchu'r trefniadau presennol ac yn golygu dim newid.

## Trefniadau Dros Dro

Nid yw'n berthnasol yn yr achos hwn.

## Designated religious character

There would be no impact on the accessibility and access to schools of the same religious character from the proposal as the proposed changes would not change any current arrangements. The new school is proposed to be formally designated as a school with a religious character.

## Liabilities

The Local Authority has confirmed that it can meet its liability under the proposed structure, and the governing body of St David's will be able to meet its financial responsibilities for any repairs/capital work required. St David's trust deed allows for the proposed changes to take place.

## Property

St David's will continue to have sufficient security of occupation of the school site. The transfer of the buildings to the new school will occur as a result of the proposals, with the land remaining under the control of the Diocesan trustees. This reflects the current arrangements and represents no change.

## Interim arrangements

Not applicable in this case.

# Y CYNNIG – DISGRIFIAD A SAIL RESYMEGOL

Mae Archesgob Caerdydd a Choleg Dewi Sant yn cynnig diddymu fel Coleg Addysg Bellach a sefydlu Ysgol newydd Gwirfoddol a Gynorthwyr.

Rydym yn nodi isod peth o'r wybodaeth allweddol sy'n ymwneud â'r newidiadau arfaethedig:

- Diwygiadau disgwylidig i'r data ysgolion lleol unwaith y bydd y cynigion yn cael eu gweithredu
- Dyddiad gweithredu: cyn 1 Medi 2018 (gyda diddymiad y Coleg Addysg Bellach ar 1 Medi 2018)
- Manylion unrhyw drefniadau bontio / interim
- Arbedion refeniw / costau: gweler isod
- Costau cyllido cyfalaf (a ffynhonnell y cyllid hwnnw): gweler isod
- Disgrifiad o'r llety newydd
- Trefniadau derbyn arfaethedig
- Trefniadau cludiant a hygyrchedd dewisiadau amgen arfaethedig
- Materion Staffio
- Asesiad o'r Effaith ar yr Iaith Gymraeg
- Asesiad o'r Effaith ar Gydraddoldeb

Mae annigonolrwydd y sefyllfa bresennol yn cael eu nodi yn y testun rhagarweiniol ac yn adlewyrchu ein diffyg addasrwydd o fewn y sector addysg bellach yr ydym wedi eu lleoli ar hyn o bryd. Gwnaethom ystyried 3 dewis, cyn mynd ar drywydd y dewis bresennol. Yr opsiynau eraill oedd:

- Y sefyllfa bresennol. Mae'r opsiwn hwn yn ymestyn y problemau sydd gennym o ran y mecanweithiau ariannu a'r gallu i ganolbwyntio ar flaenoriaethau ar gyfer ein dysgwyr. Mae hefyd yn ein cynnal hyd fraich oddi wrth y cynllunio a'r ddarpariaeth ar gyfer addysg llawn amser i ddysgwyr 16-19 yn ardal Caerdydd.
- Uno gyda sefydliad AB mwy. Mae'r opsiwn hwn wedi cael ei archwilio yn weithredol gyda Sefydliadau AB eraill ond nid yw'r corff llywodraethol yn argyhoeddedig y gall ein natur sy'n seiliedig ar ffydd, neu ein proffil ansawdd presennol cael ei gynnal yn y dyfodol drwy drefniadau o'r fath.

# THE PROPOSAL - DESCRIPTION AND RATIONALE

The Archdiocese of Cardiff and St David's College propose to dissolve as a Further Education College and establish a new Voluntary Aided School.

We set out below some of the key information surrounding the proposed changes:

- The expected revisions to the local school data once the proposals are implemented
- Implementation date: before 1 September 2018 (with dissolution of the Further Education College on 1 September 2018)
- Details of any transition/interim arrangements
- Revenue savings/costs
- Capital funding costs (and the source of that funding)
- Description of new accommodation
- Proposed new admission arrangements
- Proposed new transport arrangements and the accessibility of alternatives
- Staffing issues
- Welsh Language Impact Assessment
- Equality Impact Assessment

The inadequacies of the status quo are set out in the introductory text and reflect our lack of fit within the FE sector in which we are currently located. We considered three options, including this one, before pursuing the current option. The other options were:

- The status quo. This option prolongs the issues that we have in terms of funding mechanisms and the ability to focus on priorities for our learners. It also maintains us at arm's length from the planning and provision for 16-19 full time education of learners in the Cardiff area.
- Merging with a larger FE institution. This option has been actively explored with other FE Institutions but the governing body were not convinced that either our faith-based nature, or our current quality profile could be maintained in the future by such arrangements.

Rydym wedi ystyried y risgiau / anfanteision canlynol a gallai fod yn gysylltiedig â'r cynigion, ynghyd â'r mesurau angenrheidiol i'w rheoli:

Mae colli annibyniaeth wrth wneud penderfyniadau yn bryder mawr. Fodd bynnag, mae'r dewis o statws a'r trafodaethau manwl sydd wedi digwydd gyda'r Awdurdod Lleol wedi rhoi sicrwydd i ni bod dim rheswm dros bryderu.

Ein barn ni yw y byddai'r cynigion o fudd i'r ddarpariaeth addysg gyffredinol yn yr ardal oherwydd ei fod yn gosod Coleg Dewi Sant fel rhan o'r broses cynllunio addysg ôl-16 yn ardal Caerdydd. Mae hyn yn cynnal ehangder y dewis sydd ar gael i bobl ifanc wrth wella proffil ansawdd.

Byddai manteision y cynnig i blant a phobl ifanc, yn unol â'r saith nod craidd Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn yn golygu dechrau da mewn bywyd.

- Mae gan y Coleg broffil ansawdd rhagorol ac mae wedi dangos yn gyson ei fod yn gallu cynnig cyfleoedd addysgol o ansawdd i bobl ifanc o bob cefndir. Mae ein record o ran cynnig cyfleoedd i ddysgwyr o gymunedau mwyaf difreintiedig yn arbennig o ganlyniad i ymrwymiad yn seiliedig ar egwyddorion Catholig o gyfiawnder cymdeithasol. Mae gennym record gref ar ddilyniant ein dysgwyr nid yn unig i gyfleoedd Addysg Uwch, ond hefyd yn gynyddol i gyrchfannau gwaith cadarnhaol a chynlluniau prentisiaeth.
- Ystod gynhwysfawr o gyfleoedd addysg a dysgu.
- Mae'r Coleg yn gweithredu ar raddfa sy'n gallu cynnig dewis cynhwysfawr o astudio ar Lefelau 1, 2 a 3 ac yn gynyddol, rydym ymhlith yr ychydig o ddarparwyr rhai pynciau ôl-16, gan gynnwys leithoedd Tramor Modern a Cherddoriaeth ar Safon Uwch.
- Mwynhau'r iechyd gorau posibl a rhyddid rhag camdriniaeth, erledigaeth a cham-fanteisio.
- Drwy barhau mewn addysg llawn amser mewn sefydliad sy'n ymrwymo i'r safonau uchaf o ofal bugeiliol rydym yn credu bod ein pobl ifanc yn cael eu hamddiffyn rhag rhai o'r agweddau llai dymunol o gymdeithas fodern.

We have considered the following risk/ disadvantage that could be associated with the proposals, along with the measures required to manage them:

Loss of independence in decision making is the major concern. However the choice of status and the detailed discussions that have taken place with the Local Authority have reassured us that this need not be the case.

Our view is that the proposals would benefit the overall education provision in the locality because it puts St David's in the mix for planning post-16 education in the Cardiff area. This maintains the breadth of choice available to young people whilst improving the quality profile.

The likely benefits of the proposal to children and young people, in accordance with the seven core aims of the United Nations Convention on the Rights of the Child would be a flying start in life:

- The College has an excellent quality profile and has consistently demonstrated that it can offer quality educational opportunities to young people from all backgrounds. Our record in offering opportunities to learners from the most disadvantaged communities' in particular is as the result of a commitment based upon the Catholic principles of social justice. We have a strong record on progression of our learners, not only to Higher Education opportunities, but also increasingly to positive work destinations and apprenticeship schemes.
- A comprehensive range of education and learning opportunities.
- The College operates on a scale that it can offer a comprehensive choice of study at Levels 1, 2 and 3 and increasingly we are amongst the few providers of some subjects post-16, including Modern Foreign Languages and Music at A Level.
- Enjoy the best possible health and freedom from abuse, victimisation and exploitation.
- By continuing in full time education in an institution committed to the highest standards of pastoral care we believe that our young people are protected from some of the less desirable aspects of modern society.

- *Mynediad i chwarae, hamdden, chwaraeon a gweithgareddau diwylliannol.*
- *Mae cyfleoedd allgyrsiol yn bwysig iawn i ni ac rydym yn credu bod profiadau ehangach dysgwyr mewn coleg chweched dosbarth arbenigol yn hanfodol i bobl ifanc.*
- *Cael gwrandawriad, eu trin â pharch ac adnabod eu hil a'u hunaniaeth ddiwylliannol.*
- *Fel sefydliad sy'n seiliedig ar ffydd gyda phroffil uchel o ddysgwyr o gredoau a diwylliannau eraill yr ydym yn mynd ati i feithrin a chefnogi ein holl bobl ifanc ac mae ein proffil amrywiol yn brawf o ymrwymiad hwn.*
- *Cael cartref a chymuned ddiogel sy'n cefnogi lles corfforol ac emosiynol.*
- *Rydym yn ystyried ein hunain fel cymuned yn ein hunain, ond hefyd yn rhan annatod o'r gymuned ehangach. Rydym yn buddsoddi mewn nid yn unig cyrhaeddiad addysgol ein dysgwyr, ond hefyd yn eu datblygiad ehangach fel dinasyddion byd-eang mewn amgylchedd diogel.*
- *Heb fod dan anfantais oherwydd tlodi.*
- *Mae ein hestyn allan i'r ardaloedd mwyaf tlawd yn rhan sylfaenol i'n hethos ac rydym hefyd yn cynllunio ein cyllid yn ofalus er mwyn ein galluogi i gefnogi dysgwyr o'r ardaloedd hyn drwy fynediad chymhorthdal i drafnidiaeth a thrwy gefnogaeth ariannol ehangach o'u hanghenion.*
- Access to play, leisure, sporting and cultural activities.
- Extra-curricular opportunities are very important to us and we believe that the wider learner experience in a specialist sixth form college is vital to young people.
- Be listened to, treated with respect and have their race and cultural identity recognised.
- As a faith based institution with a high profile of learners from other faiths and cultures we actively nurture and support all of our young people and our diverse profile is testament to this commitment.
- Have a safe home and community which supports physical and emotional well-being.
- We regard ourselves as both a community in our own right but also an integral part of the wider community. We invest in not just the educational attainment of our learners but also in their wider development as global citizens within a safe environment.
- Are not disadvantaged by poverty.
- Our active reaching out into the most impoverished areas is fundamental to our ethos and we also carefully plan our finances to allow us to support learners from these areas through subsidised access to transport and through wider financial support of their needs.

## Cyllid

Cost y cynnig bydd:

- *Mae'r costau presennol fesul disgybl a'r costau rhagamcanol ar ôl cwblhau heb ei newid;*
- *Mae costau rheolaidd y cynigion dros y 3 blynedd nesaf yn debygol i beidio â newid ac nid oes unrhyw gostau cyfalaf yn gysylltiedig â'r cynnig;*
- *Nid oes unrhyw gostau cludiant neu staff ychwanegol a ragwelir o ganlyniad i'r cynigion.*

## Finance

The costs of the proposal will be:

- The current costs per pupil and the projected costs upon completion are unchanged;
- The recurrent costs of the proposals over the next three years are likely to be unchanged and there are no capital costs associated with the proposal;
- There are no anticipated additional transport or staff costs that we expect to be incurred as a result of the proposals.

## Effaith y newidiadau arfaethedig

Pwrpas allweddol y tu ôl i'r cynnig yw gosod buddiannau dysgwyr uwchlaw pob un arall, yn unol â Pharagraff 1.2 o'r Cod Trefniadaeth Ysgolion ("y Cod"). Rydym yn credu y bydd y newidiadau arfaethedig yn cael effaith gadarnhaol ar:

- canlyniadau (safonau a lles);
- darpariaeth (profiadau dysgu, addysgu, cymorth gofal ac arweiniad, ac amgylchedd dysgu); ac
- arweinyddiaeth a rheolaeth (arweinyddiaeth, gwella ansawdd, gweithio mewn partneriaeth a rheoli adnoddau).

Credwn fod hyn yn wir gan y byddwn yn gallu canolbwyntio ar ein dysgwyr eu hunain, mewn sector sy'n fwy perthnasol i'n statws a marchnad.

Rydym yn credu y bydd yna dim darfu ar ddysgwyr, a byddant yn gwella gallu Coleg Dewi Sant i gyflwyno'r cwricwlwm llawn yn y cyfnod sylfaen a phob cyfnod allweddol addysg. Ni fyddai'r cynigion yn effeithio newid yn nifer y disgyblion ac fel y cyfryw nid oes gennym unrhyw bryderon ynghylch effaith y cynigion ar y ddarpariaeth addysg leol. Byddwn yn parhau i gynnig darpariaeth cwricwlwm o ansawdd uchel.

Wrth asesu effaith y cynigion ar ansawdd a safonau mewn addysg a pha mor effeithiol mae'r cwricwlwm yn cael ei gyflwyno, rydym wedi ystyried y cyngor perthnasol gan Estyn, gan gynnwys eu hadroddiadau a restrwyd yn gynharach. Dydy adborth Estyn na'n cynllunio ein hunain sydd wedi llywio gan ein trefn hunanasesu ddim yn dangos unrhyw effaith ar safonau ac effeithiolrwydd, yn enwedig o ystyried ein cryfderau presennol yn y meysydd hyn.

Nid yw'r cynigion yn ffurfio rhan o'r Rhaglen Buddsoddi Ysgolion yr 21ain Ganrif yr awdurdod lleol ar hyn o bryd, ond byddai trafodaethau cynnar yn awgrymu y byddwn yn dod yn rhan o'r cynigion ac yn cyfrannu tuag at gyflawni ysgolion cynaliadwy ar gyfer yr 21ain ganrif ac i reolaeth strategol well o ystâd ysgolion drwy gael gwared ar ôl-groniadau cynnal a chadw, ac adeiladau ysgol sydd yn aneffeithlon neu mewn cyflwr gwael.

Nid ydym wedi nodi unrhyw faterion cydraddoldeb fel rhan o'r cynigion, trwy ein hasesiadau effaith gynnar.

Bydd eiddo Coleg Dewi Sant, sy'n eiddo ar hyn o bryd i'r Coleg, yn parhau i fod yn eiddo i'r yr ysgol newydd.

## Effect of the changes proposed

The key driver behind the proposal is to place the interests of learners above all others, in accordance with Paragraph 1.2 of the School Organisation Code ("the Code"). We believe that the proposed changes will have a positive impact on:

- outcomes (standards and wellbeing);
- provision (learning experiences, teaching, care support and guidance, and learning environment); and
- leadership and management (leadership, improving quality, partnership working and resource management).

We believe this to be the case as we will be able to focus more fully on our own learners, in a sector that is more relevant to our status and market.

We believe there will be little to no disruption to learners, and they will enhance St David's ability to deliver the full curriculum at the foundation stage and each key stage of education. The proposals would not effect a change in pupil numbers and as such we have no concerns over the effect of the proposals on local education provision. We will continue to provide high quality curriculum delivery.

When assessing the impact of the proposals on the quality and standards in education and how effectively the curriculum is being delivered, we have considered the relevant advice from Estyn, including their reports listed earlier. Estyn's feedback and our own planning informed by our self-assessment regime do not indicate any impact on standards and effectiveness, especially given our current strengths in these areas.

The proposals do not at present form part of the Local Authority's 21st Century Schools Investment Programme, but early discussions would indicate that we will become part of the proposals and contribute towards the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate through the removal of maintenance backlogs, and school buildings which are of inefficient or in poor condition.

We have not identified any equality issues as part of the proposals, through our early impact assessments.

The property of St David's, currently owned by the the College, will continue to be owned by the new school.

## Darpariaeth Chweched Dosbarth

Mae Coleg Dewi Sant yn credu byddai'r newidiadau arfaethedig yn:

- arwain at welliant yn y cyflawniadau addysgol a hyfforddi ein disgyblion;
- cyfrannu at ystod briodol o gyrsiau perthnasol a chymwysterau, a llwybrau dysgu galwedigaethol gwybodus o ansawdd uchel i dargedu disgyblion o bob gallu, wrth gynnal TGAU, Safon Uwch / Uwch Gyfrannol a chysiau sefydledig eraill, fel sy'n ofynnol o dan y Mesur Dysgu a Sgiliau (Cymru) 2009 ar gyfer ein hystod oedran y dysgwyr;
- arwain at fwy o gyfranogiad mewn dysgu gan ddisgyblion y tu hwnt i oedran ysgol orfodol, gan gymryd i ystyriaeth faterion trafndiaeth a chostau i'r dysgwr ac eraill, fforddiadwy-aeth costau o'r fath, a'r tebygolrwydd o ddysgwyr sy'n barod i deithio;
- cyfrannu at yr agenda 14-19 (rydym wedi cymryd i ystyriaeth barn rhwydweithiau lleol 14-19 a phartneriaethau dysgu); ac
- yn darparu manteision ychwanegol i ddysgwyr o gymharu â chadw'r sefyllfa bresennol a dewisiadau posibl eraill ar gyfer sefydliad ôl-16

Nid ydym yn credu y byddai'r cynigion yn effeithio ar:

- hyfywdra sefydliadau sydd eisoes yn cynnig darpariaeth ôl-16 o ansawdd da (gan gynnwys chweched dosbarth mewn ysgolion, Sefydliadau Addysg Bellach a sefydliadau hyfforddi preifat);
- cynaliadwyedd neu wella darpariaeth cyfrwng Cymraeg yn y rhwydwaith 14-19 lleol a'r ardal ehangach ac yn hyrwyddo mynediad at argaeledd cyrsiau cyfrwng Cymraeg mewn addysg ôl-16; neu
- y ddarpariaeth cludiant yn ôl disgrisiwn caiff awdurdod lleol roi i ddysgwyr dros oedran ysgol orfodol

gan na fydd y cynigion yn newid y ddarpariaeth yng Ngholeg Dewi Sant.

Nid ydym yn credu y bydd y cynigion yn cael effaith ar y ddarpariaeth 11-16 mewn ysgolion gan nad yw ein myfyrwyr yn dod o fewn ystod oedran hon.

## Sixth Form Provision

St David's believes that, the proposed changes would:

- lead to an improvement in the educational and training achievements of our pupils;
- contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for our age range of learners;
- lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel;
- contribute to the 14-19 agenda (we have taken into account of the views of local 14-19 networks and learning partnerships); and
- provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation.

We do not believe the proposals would affect:

- the viability of institutions already providing good-quality post-16 provision (including school sixth forms, Further Education Institutions and private training organisations);
- the sustainability or enhancement of Welsh medium provision in the local 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education; or
- the discretionary transport provision a local authority may provide to learners above compulsory school age

as the proposals will not change the provision of St David's.

We do not believe the proposals will have an effect on 11-16 provision in schools as our students do not fall within this age range.



## MANTEISION Y NEWID

*Bydd y newid yn warchod natur ffydd unigryw y Coleg ac yn ei alluogi i gefnogi'n llawn ei datganiad cenhadaeth ac ethos.*

*Bydd dysgwyr yn elwa o gyfleoedd addysgu a ddarperir gan sefydliad sy'n rhydd i ganolbwyntio'n glir ar flaenoriaethau mewnol, ac a ariannwyd yn yr un ffordd â dysgwyr mewn sector yr ysgolion ôl-16.*

*Bydd y newid yn cynnig rhywfaint o sefydlogrwydd i'r Coleg o ran cynllunio ariannol trwy gymryd rhan mewn proses o wneud penderfyniadau sy'n llai cyfyngedig ac yn fwy diogel mewn perthynas â dyrannu cyllid.*

*Bydd y newid yn gadarnhau safle y Coleg o fewn y prosesau cynllunio ar gyfer addysg 16-19 yn y rhanbarth ac o fewn y consortiwm addysg lleol, gan ein galluogi i chwarae rôl cydweithredol strategol wrth ddarparu dewis o gyfleoedd ôl-16 o ansawdd uchel i ddysgwyr.*

*Bydd y newid yn gwella rhagolygon cyflogaeth staff, tra'n gwarantu cynnal cyflog ac amodau mewn perthynas ag athrawon yn arbennig.*

*Bydd y Coleg yn gallu canolbwyntio ar ddarparu addysg o ansawdd uchel i fyfyrwyr 16-19 llawn amser, heb y gwrthdynciadau o aros yn y sector Addysg Bellach sydd â agenda a blaenoriaethau sydd yn aml â gyswllt tenau i'n rhai ni.*

*Gallai'r Coleg elwa o ostyngiad yn y disgwyliadau archwiliol a rheoliadol a osodir arno yn y sector AB a'r gwerthusiad o'r opsiwn i rannu rhywfaint o swyddogaethau swyddfa gyda'r Awdurdod Lleol mewn modd mwy cost effeithiol.*

*Bydd Llywodraeth Cymru yn elwa ar allu sefydliad llwyddiannus i gyfrannu'n uniongyrchol at blaenoriaethau strategol penodol sy'n effeithio arno fel sefydliad yn hytrach na blaenoriaethau sector lle nad yw'n eistedd yn gyfforddus.*

## THE BENEFITS OF THE MOVE

The move will preserve the unique faith-based nature of the College and enable it to fully support its mission statement and ethos.

Learners will benefit from educational opportunities provided by an institution freed up to focus clearly on internal priorities, and funded in the same way as learners in the schools' sector post-16.

The move will offer a degree of stability to the College in financial planning terms through involvement in a less restricted and more secure decision making process in relation to the allocation of funding.

The move will cement the College's position within the planning processes for 16-19 education in the capital region and within the local educational consortium, allowing us to play a strategic collaborative role in the provision of a choice of high quality opportunities post-16 to learners.

The move will enhance staff employment prospects, whilst guaranteeing maintenance of pay and conditions in relation to teachers in particular.

The College will be more able to focus on the delivery of high quality education to full time 16-19 year olds, without the distractions inherent in remaining in an FE sector whose agendas and priorities often have a tenuous link to ours.

The College could benefit from both a reduction in the audit and regulatory expectations placed upon it in the FE sector and an evaluation of the option to share some back of office functions with the Local Authority in a more cost effective manner.

The Welsh Government will benefit from the ability of an already highly successful institution to contribute directly to the specific strategic priorities that affect it as an institution rather than those of a sector within which it does not sit comfortably.

## YMRWYMIAD Y COLEG OS BYDDWN YN SYMUD

Ar hyn o bryd mae'r Coleg yn cael ei ystyried fel sefydliad sy'n darparu cyfleoedd addysgol o ansawdd uchel sy'n cost effeithiol i ddysgwyr 16-19. O rhan cyrhaeddiad a chwblhad llwyddiannus mae ein perfformiad wedi cael ei gydnabod yn eang, ac mae ein proffil gwerth ychwanegol yn adlewyrchu ein hymrwymiad i gyfleoedd wirioneddol gynhwysfawr. Rydym wedi meddwl yn hir ac yn galed am y symud ac yn sicr na allwn weld sut y gallai ein lefel bresennol o berfformiad cael ei effeithio mewn unrhyw ffordd oni bai mewn ffordd cadarnhaol. Ar hyn o bryd mae ein proffil ac enw da (yn academiaidd ac yn fugeiliol) yn gryf, rydym wedi ailystyried yn ddiweddar ein cynllunio strategol, gydag un llygad ar y newid ac mae ein ffocws yn awr yn llawer iawn ar yr eitemau isod.

### Arweiniad / egwyddorion sylfaenol wrth symud ymlaen

- Ein ffydd Gatholig yn ganolog i ni
- Ymdrechu i wireddu potensial llawn pob unigolyn
- Pob unigolyn â gwerth cynhenid ac unigryw
- Cynwysoldeb
- Didwylledd
- Edifeirwch
- Trugaredd
- Maddeuant

## THE COMMITMENT OF THE COLLEGE IF WE MOVE

At present the College is rightly seen as a high quality and cost effective provider of 16-19 educational opportunities. In terms of both attainment and successful completion our performance has been widely recognised, and our value added profile reflects our commitment to truly comprehensive opportunities. We have thought long and hard about the proposed move and are reassured that we cannot see how our current level of performance could be other than positively affected by the move. Whilst currently our profile and reputation (both academically and pastorally) are both strong we have recently revisited our strategic planning, with one eye on the change and our focus is now very much upon the items below.

### Guiding / underlying principles moving forward

- Centrality of our Catholic faith
- Pursuit of the individual's full potential
- Uniqueness and intrinsic value of the individual
- Inclusivity
- Openness
- Repentance
- Mercy
- Forgiveness

# PA FATH O SEFYDLIAD YDYN NI EISIAU BOD WRTH SYMUD YMLAEN?

Rydym yn ymdrechu i fod yn sefydliad addysgol rhagorol, wedi'i gymell i anelu am ragoriaeth, yn ffyddlon i'w chenhadaeth fel sefydliad Catholig.

## YR AMSERLEN

Mae Coleg Dewi Sant yn cynnal proses ymgynghori a fydd yn caniatáu i'r holl unigolion a sefydliadau a allai gael eu heffeithio gan y newid i gael y cyfle i fynegi eu barn a rhoi adborth.

### Yr elfennau allweddol i'r broses ymgynghori fel a ganlyn:

- mae'r ddogfen hon yn golygu cynhyrchu dogfen ymgynghorol sy'n darparu rhesymeg ar gyfer y newid ac amlinelliad o'r newidiadau a'r effeithiau allweddol;
- mae'r ddogfen hon ar gael ar [www.colegdewisant.ac.uk](http://www.colegdewisant.ac.uk) ac ar y wefan esgobaethol ar [rcadc.org](http://rcadc.org) (copïau caled ar gael ar gais);
- bydd pob aelod o staff a phob myfyriwr yn derbyn copi o'r ddogfen hon a bydd yn cymryd rhan weithredol yn y broses ymgynghorol. Bydd staff yn rhan o ymgynghoriad ynglŷn â thal a thelerau ac effaith ar Statws Athro Cymwysedig, bydd cyngor gan undebau llafur perthnasol, y Cyngor Gweithlu Addysg a gweision sifil yn cael ei cheisio er mwyn dod ag eglurder i'r trafodaethau;
- bydd holl rhanddeiliaid hysbys a wasanaethir gan y coleg yn derbyn cyswllt uniongyrchol sy'n amgau copi o'r ddogfen hon, a bydd cyfarfod cyhoeddus yn cael ei gynnal i roi cyfle iddynt cyfrannu at y broses.

Croesawir sylwadau gan bawb sydd â diddordeb, bydd y canlynol yn cael eu gwahodd yn ffurfiol i gyfrannu at y broses:

# WHAT KIND OF INSTITUTION DO WE WANT TO BE AS WE MOVE FORWARD?

We strive to be an educationally outstanding institution, driven by a pursuit of excellence, faithful to its mission as a Catholic institution.

## THE TIMETABLE

St David's College is undertaking a consultation process that will allow all individuals and organisations that may be affected by the move to have the opportunity to express their opinions and provide feedback.

### The key elements of the consultation process are as follows:

- this document constitutes the production of a consultative document which provides a rationale for the move and an outline of the key changes and effects;
- this document is available on [www.stdavidscollege.ac.uk](http://www.stdavidscollege.ac.uk) and the diocesan website at [rcadc.org](http://rcadc.org) (hard copies are available upon request);
- all staff and students will be provided with a copy of this document and will be actively engaged in the consultative process. Staff will be consulted over pay and conditions and the impact of QTS, the advice of relevant trade unions, the Education workforce Council and civil servants will be sought to bring clarity to these discussions;
- all known stakeholders served by the College will be contacted individually enclosing a copy of this document, and a public meeting will be held giving interested parties the opportunity to contribute to the process.

Whilst comments are welcome from all interested parties, the following will be formally invited to contribute to the process:

- Aelodau'r Cynulliad (gan gynnwys Aelodau Rhanbarthol y Cynulliad) ac Aelodau'r Senedd sy'n cynrychioli'r ardal.
- Gweinidogion Cymraeg
- Gyrfa Cymru
- Estyn
- Grwpiau Cymunedol
- Colegau Cymru
- Comisiwn Addysg yr Esgobaeth
- Yr Eglwys yng Nghymru ac Awdurdod yr Esgobaeth Gatholig Rufeinig ar gyfer yr ardal y mae unrhyw ysgol yn debygol o gael eu heffeithio
- Colegau Addysg Bellach sy'n gwasanaethu'r ardal
- Penaethiaid ysgolion uwchradd o fewn ardal yr
- Awdurdod Lleol (h.y. ysgolion sy'n debygol o gael eu heffeithio gan y cynigion)
- Cynghorau Ysgol yr ysgolion a effeithir arnynt
- Rhieni a darpar rieni (lle bo'n bosibl) gofalwyr a gwarcheidwaid ac aelodau o staff yr ysgolion hynny sy'n debygol o gael eu heffeithio gan y cynigion (gan gynnwys rhieni disgyblion sy'n mynychu ysgolion lle byddai disgyblion fel arfer yn trosglwyddo i Goleg Dewi Sant)
- Sefydliadau Addysg Uwch y rhanbarth
- Awdurdodau Lleol (Caerdydd a Bro Morgannwg)
- Y Consortiwm Addysg Leol Ranbarthol perthnasol
- Y Consortiwm Trafnidiaeth Ranbarthol perthnasol
- Comisiynydd yr Heddlu
- Cynghorwyr [Cymunedol / Trefol] Lleol
- Aelodau Seneddol lleol
- Undeb y Myfyrwyr
- Wasg leol, y radio a'r teledu
- Corff llywodraethol unrhyw ysgol sy'n debygol o gael eu heffeithio gan y cynigion
- Staff addysgu ac Undebau Llafur sy'n cynrychioli athrawon a staff eraill
- Comisiynydd y Gymraeg.
- Assembly Members (including Regional Assembly Members) and Members of Parliament representing the area
- Welsh Ministers
- Careers Wales
- Estyn
- Community Groups
- Colegau Cymru
- The Education Commission of the Diocese
- The Church of Wales and Roman Catholic Diocesan Authority for the area in which any school is likely to be affected
- Further Education Colleges serving the area
- Head teachers of secondary schools within the Local Authority areas (i.e. schools likely to be affected by the proposals)
- School Councils of affected schools
- Parents and prospective parents (where possible) carers and guardians and staff members of those schools likely to be affected by the proposals (including parents of pupils attending schools from which pupils would normally transfer to St David's)
- Higher Education Institutions in the capital region
- Local Authorities (both Cardiff and the Vale of Glamorgan)
- The relevant Regional Education Consortium
- The relevant Regional Transport Consortium
- The Police and Crime Commissioner
- Community/Town Councillors
- Local Communities First Partnership
- Local Councillor
- Local Members of Parliament
- The Student Council
- Local press, radio and television
- The governing body of any school which is likely to be affected by the proposals
- Teaching staff and Trade Unions representing teachers and other staff
- The Welsh Language Commissioner

As the receiving body, the Local Authority will launch its own consultation with its stakeholders.

Fel y corff sy'n ein derbyn, bydd yr Awdurdod Lleol yn lansio ei ymgynghoriad ei hun gyda'i rhan ddeiliaid.

Mae'n rhaid i sylwadau ar gynnig Coleg Dewi Sant cael ei dderbyn o fewn 42 diwrnod i 21ain o Fedi 2017, felly'r dyddiad olaf ar gyfer derbyn sylwadau bydd 2il o Dachwedd 2017, er mwyn cael eu hystyried cyn y gwneir unrhyw benderfyniad i fynd ymlaen i gyhoeddi'r cynnig. Unwaith y bydd y cyfnod ymgynghori wedi dod i ben, bydd Coleg Dewi

Comments on St David's proposal must be received within 42 days of 21st September 2017, so the last date for receipt of comments will be the 2nd November 2017 in order to be considered before any decision is made to proceed to publication of the proposal. Once the consultation period has ended, St David's and the Archdiocese will publish a consultation report (within 13 weeks of the end of the response period and prior to the publication of the proposals), setting out any issues raised by consultees, the responses St David's and the

*Sant a'r Archesgob yn cyhoeddi adroddiad ymgynghori (o fewn 13 wythnos ar ôl diwedd y cyfnod ymateb a chyn cyhoeddi'r cynigion), gan nodi unrhyw faterion a godwyd gan rheini sy'n rhan o'r ymgynghoriad, yr ymatebion sydd gan Goleg Dewi Sant a'r Archesgob i'r materion hyn, a barn Estyn o haeddiannau cyffredinol y cynnig.*

*Yna, bydd y cynnig yn cael ei gyhoeddi ar ffurf hysbysiad statudol. Y dyddiad a ragwelir ar gyfer y rhybudd hwn ar hyn o bryd yw Chwefror 5ed 2018. Mae gan unrhyw un sy'n dymuno gwneud gwrthwynebiad i'r cynnig y cyfle i wneud hynny. I gael ei ystyried fel gwrthwynebiad statudol, mae'n rhaid i'r gwrthwynebiad gael ei wneud yn ysgrifenedig neu drwy e-bost, a'u hanfon i Goleg Dewi Sant cyn diwedd 28 o ddiwrnodau sy'n ddechrau ar y dyddiad y caiff y cynnig ei gyhoeddi. Gall unrhyw un wrthwynebu'r cynnig.*

*Bydd Coleg Dewi Sant a'r Archesgobaeth wedyn yn cyhoeddi adroddiad y gwrthwynebiad o fewn 28 o ddiwrnodau sy'n dechrau ar ôl diwedd y cyfnod gwrthwynebu. Bydd hwn yn grynoded o unrhyw wrthwynebiadau statudol ac ymateb Coleg Dewi Sant iddynt.*

*Unwaith bydd y Coleg, yr Archesgobaeth a'r Awdurdod Lleol wedi dod i gasgliad eu hymgyngoriadau, yna bydd rhaid i bawb fynd drwy prosesau gwneud penderfyniad ffurfiol ei hun cyn dod i gasgliad cadarn.*

*Byddai'r cynnig wedyn angen cymeradwyaeth gan Weinidogion Cymru. Byddent yn cael eu hysbysu o fewn 35 diwrnod o ddiwedd y cyfnod gwrthwynebu. Rydym yn deall bod y cynigion fel rheol yn cael eu pennu o fewn 16 wythnos ar ôl diwedd y cyfnod gwrthwynebu. Byddai'r penderfyniad yn cael ei gyhoeddi ar wefannau y Coleg, yr Archesgobaeth, a'r awdurdod lleol, a bydd llythyr penderfyniad yn cael ei rhoi i restr set o dderbynwyr. Os caiff ei gymeradwyo, byddai'r cynnig yn ei weithredu wedyn ar ei dyddiad gweithredu, yn amodol ar unrhyw gohirio y cytunwyd arnynt.*

*Os ydym yn mynd ar drywydd y cynnig, byddai'r symud yn cyd-daro â strwythur blwyddyn academiaidd h.y. sefydlu'r ysgol Wirfoddol a Gynorthwyr cyn 1 Medi 2018 (a diddymiad y Coleg Addysg Bellach ar 1 Medi 2018).*

Archdioces may have to these issues, and Estyn's view of the overall merits of the proposal.

The proposal will then be published by way of statutory notice. The projected date of this notice is currently 5th February 2018. Anyone wishing to make objections to the proposal has the opportunity to do so. To be considered a statutory objection, the objection must be made in writing or by e-mail, and sent to St David's before the end of 28 days beginning with the date on which the proposal is published. Anyone can object to the proposal.

St David's and the Archdiocese will then publish an objection report within 28 days beginning with of the end of the objection period. This will be a summary of any statutory objections and St David's response to them.

Once the College, the Archdioces and the Local Authority have concluded their consultations then they would all be obliged to go through their own formal decision making processes before reaching a firm conclusion.

The proposal would then require approval by Welsh Ministers. They would be notified within 35 days of the end of the objection period. We understand that proposals are normally determined within 16 weeks of the end of the objection period. The decision would be published on the websites of the College, the Archdioces and the Local Authority, and a decision letter will be issued to a set list of recipients. If approved, the proposal would then be implemented on its implementation date, subject to any agreed postponement.

Were we to pursue the proposal, the move would coincide with the academic year structure, i.e. establishing the Voluntary Aided school before 1st September 2018 (and dissolution of the Further Education College on 1 September 2018).

## SUT I YMATEB

Mae'r Coleg yn edrych ymlaen at glywed eich barn am y cynnig. Gallwch wneud hyn naill ai drwy:

1. Lenwi a chyflwyno'r ffurflen ar-lein ar [www.cymraeg.stdavidscollege.ac.uk/ymgyngoriad](http://www.cymraeg.stdavidscollege.ac.uk/ymgyngoriad)
2. Lenwi a chyflwyno'r ffurflen ymateb isod i

Rheolwr Ymgynghoriad  
Coleg Catholig Dewi Sant  
Heol Ty Gwyn  
Penylan  
Caerdydd  
CF23 5QD

3. Ysgrifennu at y Rheolwr Ymgynghori gan ddefnyddio'r cyfeiriad uchod, neu e-bostio [ymgyngoriad@colegdewisant.ac.uk](mailto:ymgyngoriad@colegdewisant.ac.uk)
4. Trwy rhannu eich barn yn y Cyfarfod Cyhoeddus yn y Coleg ar Fedi'r 27ain o 5yh tan 6:30yh

Mae Coleg Dewi Sant yn croesawu pob barn sydd gan unrhyw ymatebwyr, gan gynnwys awgrymiadau am unrhyw opsiynau arall i'r newidiadau arfaethedig.

Mae'n rhaid i sylwadau ar gynnig Coleg Dewi Sant cael ei dderbyn o fewn 42 diwrnod i ddyddiad heddiw (Medi 21ain) felly'r dyddiad olaf ar gyfer derbyn sylwadau yw 2il o Dachwedd 2017. Er mwyn cael eu hystyried cyn y gwneir unrhyw benderfyniad i fwrw ymlaen i gyhoeddi'r cynnig.

Sylwch na fydd yr ymatebion i'r ymgynghoriad yn ystod y cyfnod ymgynghori yn cael eu trin fel gwrthwynebiadau i'r cynigion. Os hoffech chi i wneud gwrthwynebiad i'r cynigion, bydd angen i chi wneud hynny yn ysgrifenedig yn ystod y cyfnod gwrthwynebu statudol unwaith y bydd y rhybudd statudol ar gyfer y cynnig yn cael ei gyhoeddi.

Gallwch gofrestru eich dymuniad i gael eich hysbysu o gyhoeddi'r adroddiad ymgynghori. Cysylltwch â ni drwy ddefnyddio'r manylion cyswllt uchod os hoffech gofrestru.

## HOW TO RESPOND

The College looks forward to hearing views on the proposal. You can do this by either:

1. Completing and submitting the on-line form to be found at [www.stdavidscollege.ac.uk/consultation](http://www.stdavidscollege.ac.uk/consultation)
2. Completing and returning the response form found below to:

Consultation Manager  
St David's Catholic Sixth Form College  
Ty Gwyn Rd  
Penylan  
Cardiff  
CF23 5QD

3. Writing to the Consultation Manager at the above address, or by email to [consultation@stdavidscollege.ac.uk](mailto:consultation@stdavidscollege.ac.uk)
4. Sharing your views at the Public Meeting in the College on the 27th of September from 5:00pm until 6:30pm.

St David's welcomes all views that any respondees may have, including suggestions of any alternative options to the proposed changes.

Comments on St David's proposal must be received within 42 days of the 21st of September, so the last date for receipt of comments will be the 2nd of November 2017 in order to be considered before any decision is made to proceed to publication of the proposal.

Please note that responses to the consultation during the consultation period will not be treated as objections to the proposals. If you would like to make an objection to the proposals, you will need to do so in writing during the statutory objection period once the statutory notice for the proposal is published.

You can register your wish to be notified of publication of the consultation report. Please contact us using the above contact details if you would like to register.

# FFURFLEN YMATEB | RESPONSE FORM

Mae corff llywodraethol Coleg Catholig Dewi Sant yn dymuno ymgynghori ar y cynnig i ddiddymu'r Coleg fel "Sefydliad Addysg Bellach dynodedig" a'i ailgyfansoddi fel ysgol wirfoddol o dan reoliadau yr ysgolion, o dan reolaeth Cyngor Dinas Caerdydd.

The governing body of Saint David's Catholic Sixth Form College wish to consult on the proposal to dissolve the College as a "designated FE institution" and re-constitute itself as a voluntary aided school under the schools' regulations, under the control of the City of Cardiff Council.

SEFYDLIAD (os ydych yn ymateb ar rhan sefydliad rhan-deiliog)  
ORGANISATION (if you are responding on behalf of a stake-holding organisation)

ENW LLAWN YR ATEBYDD | FULL NAME OF RESPONDEE

CYFEIRIAD | ADDRESS

CÔD POST | POSTCODE

E-BOST | EMAIL

RHIF FFÔN | TELEPHONE

SYLWADAU | COMMENTS

Rhowch fanylion eich adborth isod. Byddai'n ddefnyddiol pe gallech groesgyfeirio eich sylwadau i'r dudalen / adran rydych yn cyfeirio.

Please detail your feedback below. It would be helpful if you could cross-reference your comments to the page/section to which you are referring.

Os hoffech gofrestru i gael eich hysbysu o gyhoeddi adroddiad yr ymgynghoriad, ticiwch yma.

If you would like to register your wish to be notified of publication of the consultation report, please tick here

## CYTUNDEB I GYHOEDDI | AGREEMENT TO PUBLISH

*Rwy'n deall y gall y sylwadau uchod cael eu cynnwys mewn dogfennau sy'n ymwneud â'r symudiad arfaethedig.*

*Rwy'n cytuno / Nid wyf yn cytuno\* i fy enw gael ei gyhoeddi gyda'r dogfennau yma  
(\*dileer fel sy'n briodol)*

I understand that the comments above may be included in documents relating to the proposed move.

I agree / I do not agree\* for my name to be published with these documents  
(\*delete as required)

LLOFNOD | SIGNED

DYDDIAD | DATE

*Dychwelwch yr ymateb  
a gwblhawyd i'r Rheolwr  
Ymgynghoriad cyn **2il o Dachwedd  
2017** i:*

*Coleg Catholig Dewi Sant  
Heol Ty Gwyn  
Penylan  
Caerdydd  
CF23 5QD*

Please return the completed  
response to the Consultation  
Manager by the  
**2nd November 2017** at:

*St David's Catholic College  
Ty Gwyn Rd  
Penylan  
Cardiff  
CF23 5QD*



## A level - Subject Analysis

| Subject                              | 2016/17 |                | St. David's College |  |
|--------------------------------------|---------|----------------|---------------------|--|
|                                      | Entries | No. of Schools | Entries             |  |
| A - Applied Art - D                  | 0       | 0              |                     |  |
| A - Applied Art - S                  | 0       | 0              |                     |  |
| A - Applied Business - S             | 0       | 0              |                     |  |
| A - Applied ICT - S                  | 8       | 1              |                     |  |
| A - Applied Science - S              | 0       | 0              |                     |  |
| A - Arabic                           | 9       | 1              |                     |  |
| A - Art (Craft)                      | 65      | 8              | 37                  |  |
| A - Art (Fine Art)                   | 11      | 2              |                     |  |
| A - Art (Graphic Design)             | 10      | 1              |                     |  |
| A - Art (Photography)                | 0       | 0              | 16                  |  |
| A - Art (Textiles)                   | 0       | 0              |                     |  |
| A - Biology                          | 164     | 9              | 54                  |  |
| A - Business Studies                 | 108     | 7              | 52                  |  |
| A - Chemistry                        | 157     | 8              | 51                  |  |
| A - Chinese                          | 1       | 1              |                     |  |
| A - Citizenship Studies              | 0       | 0              |                     |  |
| A - Computer Science                 | 6       | 2              |                     |  |
| A - Computing                        | 19      | 2              | 28                  |  |
| A - D&T (3D Design)                  | 0       | 0              |                     |  |
| A - D&T (Food Technology)            | 6       | 2              |                     |  |
| A - D&T (Product Design)             | 50      | 6              | 4                   |  |
| A - D&T (Systems & Controls)         | 5       | 1              | 2                   |  |
| A - D&T (Textiles)                   | 1       | 1              |                     |  |
| A - Dance                            | 1       | 1              |                     |  |
| A - Drama & Theatre Studies          | 41      | 6              | 24                  |  |
| A - Dutch                            | 0       | 0              |                     |  |
| A - Economics                        | 55      | 6              | 37                  |  |
| A - Electronics                      | 8       | 1              |                     |  |
| A - English Lang. & Lit.             | 63      | 7              | 39                  |  |
| A - English Language                 | 11      | 1              |                     |  |
| A - English Literature               | 114     | 7              | 64                  |  |
| A - Film Studies                     | 0       | 0              | 44                  |  |
| A - French                           | 23      | 6              | 9                   |  |
| A - Geography                        | 103     | 8              | 47                  |  |
| A - Geology                          | 11      | 1              |                     |  |
| A - German                           | 12      | 3              |                     |  |
| A - Government & Politics            | 50      | 4              | 29                  |  |
| A - Health & Social Care - D         | 0       | 0              |                     |  |
| A - Health & Social Care - S         | 10      | 1              |                     |  |
| A - History                          | 201     | 10             | 88                  |  |
| A - History of Art                   | 1       | 1              |                     |  |
| A - Home Economics                   | 8       | 1              |                     |  |
| A - ICT                              | 52      | 4              |                     |  |
| A - Italian                          | 0       | 0              |                     |  |
| A - Law                              | 48      | 4              | 57                  |  |
| A - Mathematics                      | 299     | 10             | 109                 |  |
| A - Maths (Further)                  | 53      | 7              | 23                  |  |
| A - Media Studies                    | 36      | 4              | 61                  |  |
| A - Modern Greek                     | 0       | 0              |                     |  |
| A - Music                            | 21      | 5              | 6                   |  |
| A - Music Technology                 | 9       | 1              |                     |  |
| A - Physical Education               | 39      | 6              | 10                  |  |
| A - Physics                          | 118     | 7              | 24                  |  |
| A - Polish                           | 1       | 1              | 8                   |  |
| A - Portuguese                       | 0       | 0              |                     |  |
| A - Psychology                       | 112     | 9              | 67                  |  |
| A - Religious Studies                | 97      | 8              | 41                  |  |
| A - Sociology                        | 148     | 9              | 64                  |  |
| A - Spanish                          | 2       | 1              | 13                  |  |
| A - Travel & Tourism - S             | 0       | 0              |                     |  |
| A - Urdu                             | 0       | 0              |                     |  |
| A - Welsh 2nd Language               | 13      | 4              | 12                  |  |
| CACHE Dip - Child Care and Education | 2       | 1              |                     |  |
| WBQ - Welsh Bacc.                    | 694     | 10             | 572                 |  |

## AS level - Subject Analysis

| Subject                       | 2016/17 |                | St. David's College |  |
|-------------------------------|---------|----------------|---------------------|--|
|                               | Entries | No. of Schools | Entries             |  |
| AS - Accounting               | 0       | 0              |                     |  |
| AS - Applied Art - S          | 0       | 0              |                     |  |
| AS - Applied Business - S     | 0       |                |                     |  |
| AS - Applied ICT - S          | 25      | 2              |                     |  |
| AS - Applied Science - S      | 0       | 0              |                     |  |
| AS - Arabic                   | 13      | 2              |                     |  |
| AS - Art (Craft)              | 75      | 8              | 51                  |  |
| AS - Art (Fine Art)           | 15      | 1              |                     |  |
| AS - Art (Graphic Design)     | 0       | 0              |                     |  |
| AS - Art (Photography)        | 16      | 2              | 27                  |  |
| AS - Biology                  | 298     | 9              | 88                  |  |
| AS - Biology (Human)          | 0       | 0              |                     |  |
| AS - Business Studies         | 172     | 7              | 83                  |  |
| AS - Chemistry                | 253     | 9              | 91                  |  |
| AS - Chinese                  | 1       | 1              |                     |  |
| AS - Citizenship Studies      | 0       | 0              |                     |  |
| AS - Classical Civilisation   | 0       | 0              |                     |  |
| AS - Computer Science         | 10      | 1              |                     |  |
| AS - Computing                | 36      | 3              | 40                  |  |
| AS - D&T (3D Design)          | 0       | 0              |                     |  |
| AS - D&T (Food Technology)    | 5       | 1              |                     |  |
| AS - D&T (Product Design)     | 100     | 7              | 9                   |  |
| AS - D&T (Systems & Controls) | 5       | 1              |                     |  |
| AS - D&T (Textiles)           | 1       | 1              | 5                   |  |
| AS - Dance                    | 2       | 1              |                     |  |
| AS - Drama & Theatre Studies  | 72      | 8              | 28                  |  |
| AS - Economics                | 110     | 7              | 50                  |  |
| AS - Electronics              | 19      | 1              |                     |  |
| AS - English Lang. & Lit.     | 50      | 5              | 59                  |  |
| AS - English Language         | 7       | 1              |                     |  |
| AS - English Literature       | 154     | 6              | 70                  |  |
| AS - Film Studies             | 0       | 0              | 68                  |  |
| AS - French                   | 38      | 7              | 26                  |  |
| AS - Geography                | 141     | 8              | 63                  |  |
| AS - Geology                  | 15      | 1              |                     |  |
| AS - German                   | 12      | 4              | 7                   |  |
| AS - Government & Politics    | 74      | 4              | 53                  |  |
| AS - Health & Social Care - S | 18      | 1              |                     |  |
| AS - History                  | 207     | 10             | 98                  |  |
| AS - History of Art           | 0       | 0              |                     |  |
| AS - Home Economics           | 6       | 1              |                     |  |
| AS - ICT                      | 63      | 2              |                     |  |
| AS - Law                      | 84      | 4              | 73                  |  |
| AS - Mathematics              | 356     | 9              | 182                 |  |
| AS - Maths (Further)          | 12      | 6              | 23                  |  |
| AS - Media Studies            | 71      | 5              | 103                 |  |
| AS - Music                    | 27      | 5              | 12                  |  |
| AS - Music Technology         | 7       | 1              |                     |  |
| AS - Persian                  | 1       | 1              |                     |  |
| AS - Physical Education       | 59      | 6              | 14                  |  |
| AS - Physics                  | 200     | 8              | 55                  |  |
| AS - Polish                   | 4       | 2              | 9                   |  |
| AS - Portuguese               | 5       | 1              |                     |  |
| AS - Psychology               | 142     | 7              | 94                  |  |
| AS - Religious Studies        | 102     | 7              | 76                  |  |
| AS - Sociology                | 232     | 9              | 88                  |  |
| AS - Spanish                  | 1       | 1              | 11                  |  |
| AS - Travel & Tourism - S     | 16      | 1              |                     |  |
| AS - Urdu                     | 1       | 1              |                     |  |
| AS - Welsh 2nd Language       | 21      | 5              | 13                  |  |

3,354

1,669

## BTEC - Subject Analysis

| Subject   | 2016/17 |                | St. David's     |  |
|---|---------|----------------|-----------------|--|
|   | Entries | No. of Schools | College Entries |  |
| 16 Dip - Health & Social Care                                 | 16      | 1              |                 |  |
| 16 Dip - Sport  | 42      | 1              |                 |  |
| 10 Sub Dip - Applied Science                                  | 5       | 1              | 47              |  |
| 11 Sub Dip - Applied Science                                  | 17      | 1              |                 |  |
| 12 Sub Dip - Applied Science                                  | 10      | 1              |                 |  |
| 14 Sub Dip - Applied Science                                  | 0       | 0              |                 |  |
| 10 Sub Dip - Applied Science (Applied Biology)                | 0       | 0              | 43              |  |
| 10 Sub Dip - Applied Science (Forensic Science)               | 0       | 0              |                 |  |
| 10 Sub Dip - Business   | 7       | 1              | 57              |  |
| 10 Sub Dip - Creative Media (Radio)                           | 0       | 0              |                 |  |
| 10 Sub Dip - Creative Media (Television & Film)               | 3       | 1              |                 |  |
| 10 Sub Dip - Health & Social Care                             | 0       | 0              | 44              |  |
| 11 Sub Dip - Health & Social Care                             | 1       | 1              |                 |  |
| 12 Sub Dip - Health & Social Care                             | 19      | 1              |                 |  |
| 13 Sub Dip - Health & Social Care                             | 5       | 1              |                 |  |
| 10 Sub Dip - Hospitality                                      | 0       | 0              |                 |  |
| 10 Sub Dip - IT   | 9       | 1              | 72              |  |
| 11 Sub Dip - IT   | 0       | 0              |                 |  |
| 12 Sub Dip - IT   | 1       | 1              |                 |  |
| 13 Sub Dip - IT   | 4       | 1              |                 |  |
| 10 Sub Dip - Public Services                                  | 9       | 1              |                 |  |
| 11 Sub Dip - Public Services                                  | 0       | 0              |                 |  |
| 13 Sub Dip - Public Services                                  | 0       | 0              |                 |  |
| 10 Sub Dip - Sport  | 3       | 1              | 34              |  |
| 11 Sub Dip - Sport  | 0       | 0              |                 |  |
| 12 Sub Dip - Sport  | 10      | 1              |                 |  |
| 13 Sub Dip - Sport  | 20      | 1              |                 |  |
| 14 Sub Dip - Sport  | 12      | 1              |                 |  |
| 15 Sub Dip - Sport  | 0       | 0              |                 |  |
| 10 Sub Dip - Sport & Exercise Sciences                        | 2       | 1              |                 |  |
| 11 Sub Dip - Travel & Tourism                                 | 1       | 1              |                 |  |
| 12 Sub Dip - Travel & Tourism                                 | 0       | 0              |                 |  |
| 13 Sub Dip - Travel & Tourism                                 | 1       | 1              |                 |  |
| 10 Dip - Applied Science                                      | 14      | 2              | 30              |  |
| 10 Dip - Business   | 0       | 0              | 32              |  |
| 10 Dip - Hospitality  | 0       | 0              |                 |  |
| 10 Dip - IT   | 2       | 1              |                 |  |
| 10 Dip - Performing Arts (Musical Theatre)                    | 0       | 0              | 22              |  |
| 10 Dip - Public Services (Uniformed)                          | 0       | 0              |                 |  |
| 10 Dip - Sport & Exercise Sciences                            | 12      | 1              |                 |  |
| 10 Dip - Sport (Development Coaching & Fitness)               | 0       | 0              | 15              |  |
| 10 Dip - Sport (Performance & Excellence)                     | 0       | 0              |                 |  |
| 10 Dip - Travel & Tourism                                     | 2       | 1              |                 |  |
| Old Award - Children's Care Learning & Development            | 0       | 0              |                 |  |
| 10 Dip - Health & Social Care                                 |         |                | 52              |  |
| 10 Ninety Credit Dip - Health & Social Care                   |         |                | 36              |  |
| 10 Cert - IT  |         |                | 101             |  |
| 10 Cert - Law   |         |                | 48              |  |
| 10 Sub Dip - Law  |         |                | 25              |  |
| 10 Cert - Music Technology                                    |         |                | 27              |  |
| 10 Sub Dip - Music Technology (Production)                    |         |                | 16              |  |
| 10 Sub Dip - Performing Arts                                  |         |                | 16              |  |
| 10 Sub Dip - Applied Physics                                  |         |                | 23              |  |
| 10 Ninety Credit Dip - Sport (Development Coaching & Fitness) |         |                | 21              |  |
| 10 Ext Dip - Sport (Development & Fitness)                    |         |                | 11              |  |
| 10 Cert - Applied Science                                     |         |                | 84              |  |
| 10 Ext Dip - Health & Social Care                             |         |                | 12              |  |

### Level 2

|                                    |  |  |    |  |
|------------------------------------|--|--|----|--|
| 12 Ext Cert - Business             |  |  | 21 |  |
| 12 Ext Cert - Health & Social Care |  |  | 22 |  |
| 12 Ext Cert - Media                |  |  | 23 |  |
| 12 Ext Cert - IT                   |  |  | 19 |  |

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APPENDIX C - PROJECTION OF POST 16 PUPIL NUMBERS

6th Form Planning Assumptions - October 2017

| Pupil Numbers           |     | Now<br>Sep-17 | 1<br>Sep-18 | 2<br>Sep-19 | 3<br>Sep-20 | 4<br>Sep-21 | 5<br>Sep-22 | 6<br>Sep-23 | 7<br>Sep-24 | 8<br>Sep-25 | 9<br>Sep-26 | 10<br>Sep-27 | 11<br>Sep-28 |       |
|-------------------------|-----|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-------|
| Reception               |     | 4,099         |             |             |             |             |             |             |             |             |             |              |              |       |
| Year 1                  |     | 4,360         | 4,099       |             |             |             |             |             |             |             |             |              |              |       |
| Year 2                  |     | 4,339         | 4,360       | 4,099       |             |             |             |             |             |             |             |              |              |       |
| Year 3                  |     | 4,182         | 4,339       | 4,360       | 4,099       |             |             |             |             |             |             |              |              |       |
| Year 4                  |     | 4,252         | 4,182       | 4,339       | 4,360       | 4,099       |             |             |             |             |             |              |              |       |
| Year 5                  |     | 4,167         | 4,252       | 4,182       | 4,339       | 4,360       | 4,099       |             |             |             |             |              |              |       |
| Year 6                  |     | 3,981         | 4,167       | 4,252       | 4,182       | 4,339       | 4,360       | 4,099       |             |             |             |              |              |       |
| Year 7                  |     | 3,667         | 3,981       | 4,167       | 4,252       | 4,182       | 4,339       | 4,360       | 4,099       |             |             |              |              |       |
| Year 8                  |     | 3,569         | 3,667       | 3,981       | 4,167       | 4,252       | 4,182       | 4,339       | 4,360       | 4,099       |             |              |              |       |
| Year 9                  |     | 3,350         | 3,569       | 3,667       | 3,981       | 4,167       | 4,252       | 4,182       | 4,339       | 4,360       | 4,099       |              |              |       |
| Year 10                 |     | 3,376         | 3,350       | 3,569       | 3,667       | 3,981       | 4,167       | 4,252       | 4,182       | 4,339       | 4,360       | 4,099        |              |       |
| Year 11                 |     | 3,212         | 3,376       | 3,350       | 3,569       | 3,667       | 3,981       | 4,167       | 4,252       | 4,182       | 4,339       | 4,360        | 4,099        |       |
| Stay on rate from yr 11 | 54% | Year 12       | 1,661       | 1,734       | 1,823       | 1,809       | 1,927       | 1,980       | 2,150       | 2,250       | 2,296       | 2,258        | 2,343        | 2,354 |
| Sta on rate from yr 12  | 79% | Year 13       | 1,429       | 1,312       | 1,370       | 1,440       | 1,429       | 1,523       | 1,564       | 1,698       | 1,778       | 1,814        | 1,784        | 1,851 |
| 11 to 16                |     | 17,174        | 17,943      | 18,734      | 19,636      | 20,249      | 20,921      | 21,300      | 21,232      |             |             |              |              |       |
| 6th Form                |     | 3,090         | 3,047       | 3,193       | 3,249       | 3,356       | 3,503       | 3,714       | 3,948       | 4,074       | 4,072       | 4,127        | 4,205        |       |
| Secondary               |     | 20,264        | 20,990      | 21,927      | 22,885      | 23,605      | 24,424      | 25,014      | 25,180      |             |             |              |              |       |
| Not in 6th Form         |     |               | 3,711       | 3,395       | 3,477       | 3,563       | 3,733       | 3,934       | 4,200       | 4,345       | 4,362       | 4,394        | 4,494        |       |

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## CARDIFF COUNCIL

**Equality Impact Assessment  
Corporate Assessment Template**



**Policy/Strategy/Project/Procedure/Service/Function Title: Proposed change of status of St David's Catholic Sixth Form College – Implications for the Local Authority**

**Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function? Education Directorate**

|                   |  |
|-------------------|--|
| Name: Neil Hardee | Job Title: Head of Performance, Resources and Services |
|-------------------|--|

|                   |                         |
|-------------------|-------------------------|
| Service Team: PRS | Service Area: Education |
|-------------------|-------------------------|

Assessment Date: December 2017

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

1. Prior to the 1992 Further and Higher Education Act St David's Catholic College had voluntary Aided status within the Local Authority Area of South Glamorgan, following the 1992 Act the College joined the Further Education Sector in Wales.
2. St David's Catholic College currently resides in the Further Education sector. The governing body is responsible for the College's funding. The nature of the organisation, in terms of both size and ethos, and the pattern of its provision differs markedly to other Further Education Institutions ("FEIs"). St David's is a sixth form college in character and mode of operation. In England a sixth form college sector is identified which is distinct from General Further Education institutions. In Wales St David's has resided in the Further Education sector since 1992. This sector has undergone significant change since 1992. As recently as 2008 there were 25 FEIs in Wales, now there are just 14. The largest FEIs have turnovers in excess of £50m and are able to act as large corporations. From their position of size and market influence such institutions are able to plan from a strategic context.
3. The mission of St David's Catholic College is to be: "*A Catholic college for the community, seeking to discover and realise the full potential of all in an atmosphere of love, service and respect inspired by Christ.*" It is in order to assist in securing the achievement of this mission that the consultation on a return of the College to voluntary aided status under local authority is being undertaken.
4. The governing body of Saint David's Catholic Sixth Form College have commenced a consultation on the proposal to dissolve the College as a "designated FE Institution" and reconstitute itself as a voluntary aided

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

school under the Education legislation, under the control of the City of Cardiff Council. A copy of the consultation document is attached as Appendix A.

5. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The decision maker must have due regard to the Equality Impact Assessment in making its decision. As such the decision on whether to proceed to publish intention to implement the proposal has to be made in the context of the Council's public sector equality duties.

2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Attached to this document is an analysis of pupil numbers at St David's Catholic Sixth Form College showing gender, ethnicity and language statistics compared to the current pupil numbers on roll in Cardiff's School Sixth forms.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| Up to 18 years | x   |    |     |
| 18 - 65 years  |     | x  |     |
| Over 65 years  |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

If the change of status does take place then potentially the commissioning of all post 16 A level provision across the City will be determined by the Local Authority. This could positively affect the range of A level courses on offer across the City.



**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

|  |
|--|
| <b>What action(s) can you take to address the differential impact?</b> |
| Not applicable   |

**3.2 Disability**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| Hearing Impairment                        |     | x  |     |
| Physical Impairment                       |     | x  |     |
| Visual Impairment                         |     | x  |     |
| Learning Disability                       |     | x  |     |
| Long-Standing Illness or Health Condition |     | x  |     |
| Mental Health                             |     | x  |     |
| Substance Misuse                          |     | x  |     |
| Other                                     |     | x  |     |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
| The proposed change of status will not have a differential impact on disabled people.                        |
| <b>What action(s) can you take to address the differential impact?</b>                                       |
| Not applicable   |

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| <b>Transgender People</b><br>(People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex) |     | x  |     |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
| The proposed change of status will not have a differential impact on transgender people.                     |
| <b>What action(s) can you take to address the differential impact?</b>                                       |

Equality Impact Assessment  
Corporate Assessment Template

Not applicable

**3.4. Marriage and Civil Partnership**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

|                   | Yes | No | N/A |
|-------------------|-----|----|-----|
| Marriage          |     | X  |     |
| Civil Partnership |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposed change of status will not have a differential impact on marriage and civil partnership.

**What action(s) can you take to address the differential impact?**

Not applicable

**3.5 Pregnancy and Maternity**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy |     | x  |     |
| Maternity |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposed change of status will not have a differential impact on pregnancy and maternity.

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

|  |
|--|
| <b>What action(s) can you take to address the differential impact?</b> |
| Not applicable   |

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

|   | Yes | No | N/A |
|---|-----|----|-----|
| White                                       |     | X  |     |
| Mixed / Multiple Ethnic Groups              |     | X  |     |
| Asian / Asian British                       |     | X  |     |
| Black / African / Caribbean / Black British |     | X  |     |
| Other Ethnic Groups                         |     | X  |     |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
| The proposed change of status will not have a differential impact on any group listed above.                 |

|  |
|--|
| <b>What action(s) can you take to address the differential impact?</b> |
| Not applicable   |

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Buddhist  |     | X  |     |
| Christian |     | X  |     |
| Hindu     |     | X  |     |
| Humanist  |     | X  |     |
| Jewish    |     | X  |     |

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

|        |  |   |  |
|--------|--|---|--|
| Muslim |  | X |  |
| Sikh   |  | X |  |
| Other  |  | X |  |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposed change of status will not have a differential impact on people with differing religions, beliefs or non-beliefs.

**What action(s) can you take to address the differential impact?**

Not applicable

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

|       | Yes | No | N/A |
|-------|-----|----|-----|
| Men   |     | x  |     |
| Women |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposed change of status will not have a differential impact on men and or women.

**What action(s) can you take to address the differential impact?**

Not applicable

**3.9 Sexual Orientation**

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

|                       | Yes | No | N/A |
|-----------------------|-----|----|-----|
| Bisexual              |     | X  |     |
| Gay Men               |     | X  |     |
| Gay Women/Lesbians    |     | X  |     |
| Heterosexual/Straight |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposed change of status will not have a differential impact on any of the groups listed above.

**What action(s) can you take to address the differential impact?**

Not applicable

**3.10 Welsh Language**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| Welsh Language |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The proposed change of status will not have a differential impact on Welsh Language.

**What action(s) can you take to address the differential impact?**

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

Not applicable

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Any consultation undertaken by the Council as consequence of these recommendations will follow Council procedure and provide an equal opportunity to each of the equalities groups to respond.

#### 5. Summary of Actions [Listed in the Sections above]

| Groups  | Actions |
|---|---------|
| Age   | None    |
| Disability  | None    |
| Gender Reassignment                                       | None    |
| Marriage & Civil Partnership                              | None    |
| Pregnancy & Maternity                                     | None    |
| Race  | None    |
| Religion/Belief   | None    |
| Sex   | None    |
| Sexual Orientation  | None    |
| Welsh Language  | None    |
| Generic Over-Arching [applicable to all the above groups] | None    |

#### 6. Further Action

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

|                            |                                      |
|----------------------------|--------------------------------------|
| Completed By : Neil Hardee | Date: 19 <sup>th</sup> December 2017 |
| Designation:               | Head of PRS                          |
| Approved By:               | Jackie Turner                        |
| Designation:               | Assistant Director of Education      |
| Service Area:              | Education                            |

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

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My Ref: Scrutiny/Correspondence/MJH

12 January 2018

Councillor Sarah Merry  
Cabinet Member - Education and Skills  
County Hall  
CARDIFF  
CF10 4UW



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Dear Sarah

On behalf of the Committee, I would like to thank you for attending the Children and Young People Scrutiny Committee on 9 January 2018 to provide an opening statement and answering questions on the **Proposed Change of Status of St David's Catholic Sixth Form College—draft Cabinet Report**

I would also like to thank Nick Batchelar, Director of Education and Lifelong Learning, for providing the verbal briefing on the proposed report and answers to Members questions. The Committee was pleased with the explanation of the proposed change of status of St David's College which was to be presented to Cabinet on 18 January 2018.

Following consideration of the verbal briefing, the Committee wished to express its support for proposals when they are considered by Cabinet.

Yours sincerely

**COUNTY COUNCILLOR LEE BRIDGEMAN**  
**Chairperson – Children and Young People Scrutiny Committee**

CC: Nick Batchelar, Director of Education and Lifelong learning  
Jo Watkins – Cabinet Business Manger

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**COUNCIL TAX DISCRETIONARY RELIEF FOR CARE LEAVERS****FINANCE, MODERNISATION AND PERFORMANCE (COUNCILLOR  
CHRIS WEAVER)****AGENDA ITEM: 6**

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**CORPORATE DIRECTOR RESOURCES****Reason for this Report**

1. Cardiff Council on the 30<sup>th</sup> November 2017 considered a motion to exempt Care Leavers from Council Tax. The motion was passed and the Council resolved to:
2. To take a report to the next Cabinet meeting exploring measures to use the City Council's convening powers and expertise in corporate parenting to work with all council tax collecting authorities to exempt all care leavers in the county from council tax, sharing any arising costs proportionately.
3. This report considers the approach that is taken to provide care leavers with financial assistance towards any council tax liability that they may have.

**Background**

4. Corporate parenting is a statutory function of the Council. The underlying principle is that every local authority will seek the same outcomes for children and young people in care that every good parent would want for their own children.
5. Children and young people who are looked after by the local authority rather than their parents are amongst the most vulnerable groups in our community. Outcomes for this group are generally poor and, as corporate parents, the Council has the responsibility to keep them safe, make sure their experiences in care are positive and improve their on-going life chances.
6. A 2015 report by The Children's Society (The Wolf at the Door. How council tax debt collection is harming children) suggests that care leavers are a particularly vulnerable group for council tax debt. It found that when care leavers move into independent accommodation and they begin to manage their own budget fully for the first time that this is challenging time for care leavers, particularly if they are falling behind on their council tax. The Children's Society report made a number of recommendations, including

making care leavers eligible for council tax discount. This would help to relieve some of the initial pressure and would sit alongside a number of other financial support arrangements available to care leavers.

7. Under Section 13A (1)(c) of the Local Government Finance Act 1992 (as inserted by Section 76 of the Local Government Act 2003), the Council has the power to reduce liability for council tax in relation to individual cases or class(es) of cases that it may determine.
8. On 3<sup>rd</sup> December 2015 the Cabinet approved a Council Tax Discretionary Relief Policy (copy attached at Appendix 1) to ensure consistency of application of powers under the Act. The policy stipulates that through delegated powers the Revenues Services Manager will consider all applications received and that any appeals will be reviewed by the Corporate Director Resources.
9. The legislation also allows for the discretionary reduction to be awarded to groups or classes of individuals if so determined. If a separate class is determined a formal application for the reduction may not always be made or required. Where a decision is made to award discretionary reduction to a class/group of individuals then this decision would need to be taken formally by the Cabinet.

## **Issues**

10. There is currently no specific exemption class for care leavers in Council Tax legislation. Consequently the only way to achieve an exemption for liable care leavers is to grant a discretionary discount under section 13a (1) (c). The Scottish Government have indicated that they plan to introduce a specific exemption class for care leavers in Scotland. This approach should be commended and Welsh Government should be lobbied to introduce a similar approach in Wales.
11. The discretionary reduction can either be considered on a case by case basis under the existing scheme that has been adopted or the Cabinet can decide to create a new class of discount to apply to care leavers as a group. Under each option the cost is borne by the Council Tax payers in Cardiff.
12. It is anticipated that the actual number of individuals that will qualify is relatively small and currently 12 individuals have been identified who would be eligible. This is because a large number of care leavers live in supported accommodation or houses in multiple occupation and therefore are not personally liable for Council Tax. These cases could be considered under the existing scheme that is in place.
13. If a Cabinet decision is made to award a discretionary reduction to all care leavers then the existing policy will need to be amended and updated with specific details regarding eligibility criteria for care leavers inserted. This will need to specify the treatment in cases of joint and several liability and the level of discount to be granted in such cases.

## **Reason for Recommendations**

14. In accordance with the Council motion of 30<sup>th</sup> November 2017 to create a separate exemption class for Care Leavers under the provisions of section 13A (1)(c) Local Government Finance Act 1992.

## **Financial Implications**

15. The cost of awarding Section 13A (1)(c) discounts has to be funded from within the total income generated by council tax. As a consequence of this the Council will only consider using its powers to reduce council tax liability for any council tax payer or class of payer in exceptional circumstances. It is anticipated that the overall total cost of this award for care leavers will not exceed £20,000.
16. Welsh Government should be lobbied to introduce a separate exemption class for care leavers. This would then ensure that the cost of such a measure is included within the financial settlement and reflected in our Revenue Support Grant.

## **Legal Implications**

17. As an Equality Impact Assessment was carried out before the Council Tax Discretionary Relief Policy was approved there is no need to carry out a further assessment.
18. The relevant legislative provisions are referred to in the substantive text of this report.

## **RECOMMENDATIONS**

Cabinet is recommended to:

- (1) Create a separate exemption class for Care Leavers.
- (2) Note that this exemption class will apply to Care Leavers up until their 25<sup>th</sup> birthday. A discount of up to 100% of the Council Tax (dependent on household composition) be applied.
- (3) Note that the discount will be awarded after all other discounts, exemptions and Council Tax Reduction have been awarded.
- (4) The Council lobby the Welsh Government to create a statutory exemption from the council tax charge for care leavers.
- (5) To update the Policy to reflect the new exemption class and also permit the granting of section 13a (1)(c) for more than a year.

**CHRISTINE SALTER**  
**CORPORATE DIRECTOR RESOURCES**  
**12 January 2018**

*The following Appendix is attached:*

Appendix 1: Council Tax Discretionary Relief Policy



## **COUNCIL TAX DISCRETIONARY RELIEF POLICY**

|                                |                                     |
|--------------------------------|-------------------------------------|
| <b>DATE DOCUMENT PUBLISHED</b> | <b>1<sup>st</sup> January 2016</b>  |
| <b>APPROVED BY</b>             | <b>Cabinet</b>                      |
| <b>APPROVAL DATE</b>           | <b>3<sup>rd</sup> December 2015</b> |
| <b>DOCUMENT OWNER</b>          | <b>Gary Watkins</b>                 |
| <b>DATE FOR REVIEW</b>         |                                     |

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### SECTION 1 – INTRODUCTION

- 1.1 This policy has been created to provide assistance to council tax payers where there is clear evidence that an individual or group of individuals have exceptional circumstances which are not as a result of negligence on their part.
- 1.2 The policy will be administered by Council and all council tax payers will be notified of the availability of the policy within the explanatory notes that accompany each council tax bill.

### SECTION 2 – LEGAL BACKGROUND

- 2.1 Under Section 13A (1) (c) of the Local Government Finance Act 1992 (as inserted by Section 76 of the Local Government Act 2003), the Council has the power to reduce liability for council tax in relation to individual cases or class(es) of cases that it may determine and where other reductions cannot be applied. A summary of Section 13A (1)(c) is set out below :
  - Where a person is liable to pay council tax in respect of any chargeable dwelling, the billing authority for the area in which the dwelling is situated may reduce the amount which he or she is liable to pay to such extent as it thinks fit.
  - The power under subsection 1) includes the power to reduce an amount to nil.



- The power under subsection 1) may be exercised in relation to particular cases or by determining a class of case in which liability is to be reduced to an extent provided by the determination.
- 2.2 The cost of awarding Section 13A (1) (c) discounts has to be funded from within the total income generated by council tax.
- 2.3 As a consequence of this the Council will only consider using its powers to reduce council tax liability for any council tax payer or class of payer in exceptional circumstances

### **SECTION 3 - CRITERIA FOR AWARD**

- 3.1 All applications will be treated on their own merits although the following principles will be applied in each case :
- There must be clear evidence of exceptional circumstances which are not as a result of negligence on the applicant's part.
  - Any other reductions from the council tax charge that may be applicable must have already been claimed by the applicant.
  - They must have taken reasonable steps to resolve the situation before making the application.
  - The applicant must provide any appropriate information that is requested by the Council in respect of the claim within the required time scale.
  - They do not have access to other assets that could be used to pay the charge.

### **SECTION 4 – CLAIMING DISCRETIONARY RELIEF**

- 4.1 Claims can either be made in writing by the applicant concerned or their advocate/appointee.
- 4.2 The application must relate to the current financial year and be supported by appropriate evidence. Depending on the detail of the request the Council may then write and request supplementary information.

- 4.3 Applications should either be made by post addressed to the Council Tax Manager, PO BOX 9000, CF10 3WD or via email to [ctax@cardiff.gov.uk](mailto:ctax@cardiff.gov.uk)

## **SECTION 5 – CONSIDERATION OF APPLICATIONS**

- 5.1 Through delegated powers the Revenues Services Manager will consider all applications.
- 5.2 If an award is granted it will usually be made from the date that the application is received although the claim maybe backdated if there is evidence to prove that this would be reasonable. Any award that is made will be on a “one off” basis and will either be for part of the charge or the full charge. There will be no continuation of the award beyond the end of the financial year.
- 5.3 Any awards that are made will be directly credited to the council tax account of the individual or individuals concerned.

## **SECTION 6 – NOTIFICATION**

- 6.1 Once all of the appropriate information is received the Council will make a decision within 14 days or as soon as is reasonably practicable thereafter.
- 6.2 The Council will then write to the applicant to notify them either of the award that is to be made or to explain to them why they do not qualify.

## **SECTION 7 – APPEALS**

- 7.1 Under the Local Government Finance Act 1992, there is no right of appeal against the Council's use of discretionary powers. Despite this the Council will accept an applicant's written request for a further review of its decision as long as this is received within 28 days of the original decision. The Corporate Director Resources will undertake this review.

**SUPPORTING PEOPLE LOCAL DELIVERY PLAN**

**HOUSING AND COMMUNITIES (COUNCILLOR LYNDA THORNE)**

**AGENDA ITEM: 7**

**DIRECTOR COMMUNITIES, HOUSING & CUSTOMER SERVICE**

**Reason for this Report**

1. To seek approval for the Supporting People Local Delivery and Spend Plan 2018/2019.
2. To update Cabinet on the progress made on the recommissioning of Accommodation and Support services.
3. To agree the proposed revised approach to older persons floating support services.
4. To agree the proposed overarching approach to the recommissioning of accommodation and support services for young people.

**Background**

5. The Supporting People Programme provides housing related support services to some of the most vulnerable people in the city. Services include homeless hostels, domestic violence refuges, supported accommodation, floating support provided in the clients own home, community alarm and warden services.
6. The programme is funded through Welsh Government Grant. Cardiff's allocation has remained at £16.2m since 2015/16 and this is anticipated to be the same for 2018/19.
7. The programme plays a significant part in preventing homelessness by providing people with the support they need to live independently in their own homes. Early intervention through the programme can also reduce demand on other services such as health and social services.
8. The Welsh Government require the Council to produce a spend plan each year to set out the way in which the grant funding is used. The programme is overseen by the Cardiff and Vale Regional Collaborative Committee which produces a Regional Commissioning Plan each year.

9. It is important to note that one of the key principles of the Supporting People Commissioning approach is to bring together a range of discrete funding streams so that they are aligned to achieve a set of common outcomes. Through this approach it is intended that the Council will achieve:
  - Improved outcomes for individuals and families
  - A more simplified approach for those in need to access the right services
  - Reduced management and administration costs
  - Reduced duplication
  - Increased transparency
10. In 2016 Cabinet agreed a phased approach to the recommissioning of services and this report contains an update on progress in this area. It is proposed that contracts which have not been recommissioned by 31 March 2018 will be extended for a further 12 months.

## Issues

### The Supporting People Delivery and Spend Plan for 2018/19

11. The proposed Supporting People Delivery Plan, including the 2018/19 Spend plan is at **Appendix A**. This sets out the priorities for Cardiff's Supporting People Programme over the coming year. The major changes to spend are set out below:
12. **Women at risk of domestic abuse** – Spend in this area is expected to increase to reflect the need to carry out more preventative work. Previously services focused only on victims at medium or high risk of abuse. Intervening at an early stage while risk is lower could prevent abuse from escalating and is in line with new legislation. A service for standard risk victims has been built into the new Gender Specific services which are currently being recommissioned.
13. Following consultation with victims of domestic abuse a modification was made to the approach initially proposed and services for Male victims will now be recommissioned separately. Services for male victims are being considered on a regional basis and will be the subject of a future report.
14. **Older Persons Support and Alarm services** - Spend on older persons support services are expected to decrease, the reasons for this are outlined in more detail in paragraphs 24 to 28. Spend on alarms will also reduce following changes to bring these in line with the grant terms and conditions that *'funding for alarm services should cover the emergency alarm element only and this should only be for those with an identified need.'*
15. **Homelessness Prevention Projects** – in 2017/18 a grant programme was supported to allow third sector organisations to bring forward innovative proposals for new ways of working. These included:

- The Compass Project – intensive support for those who are entrenched rough sleepers or who experience a revolving cycle of frontline accommodation, prison, mental health rehabilitation, hospital and rough sleeping.
  - Housing First Project – providing mainstream accommodation for rough sleepers; with flexible support for as long as it is needed
  - Cardiff Solutions Project - aims to provide assistance to individuals who do not wish to access services through more formal settings by using the Wallich Night Shelter.
  - Ty Tarian - provides homeless women who are being exploited or who are at risk of exploitation to access to secure, female-only hostel accommodation with 24 hour support.
16. The number of rough sleepers in Cardiff has been increasing over recent years. The projects above, as well as the expansion of the Council's own Outreach service, have been developed to encourage rough sleepers to engage with services. Early indications from these projects suggest progress is being made and it is our intention to continue funding these projects for 2018/19.
17. **Homelessness Support Service** – Operated by the Council's Housing Options service, working to prevent and address homelessness by assisting families and vulnerable individuals to prepare for, access and relocate to accommodation in the private rented sector.
18. **Youth Mentoring** - This Council provided service will enhance the new Employment Service due to commence in April, assisting young people who are furthest from the workplace to resolve any issues which are preventing them from accessing employment or training. This service will link closely with Youth Services and Careers Wales to target the most vulnerable including young people in supported accommodation. Given the growing impact of the welfare reform changes on young people, returning to work is an important route out of poverty and homelessness.

### Recommissioning of Accommodation and Support Services

19. On 15 September 2016 the Advice and Support Recommissioning Cabinet Report set out a proposed approach to recommissioning of services. At that time there were 38 contracts, delivered by 32 third sector providers and it was accepted that the recommissioning of these complex and essential services should be carried out in a phased way. The phased recommissioning plan is set out below:

#### Accommodation & Support Services - Three Phase Commissioning Plan

|                |   |
|----------------|---|
| <b>Phase 1</b> | Generic Floating Support services                       |
|                | Older Persons Floating Support services                 |
|                | All Gender Specific services (including domestic abuse) |
|                | Advice Services   |

**Phase 2** Supported Housing

Specialist Floating Support services (includes substance misuse, mental health, young persons and refugees.)

Other specialist support (includes learning disabilities and physical disabilities.

**Phase 3** Homeless Hostels

20. A joined up approach has been taken to recommissioning services, working across departmental and grant funding boundaries to commission comprehensive services for clients. It is important to ensure that there is effective alignment of services and that duplication is avoided. This approach is fully in line with the Funding Flexibilities project that Cardiff is to pilot on behalf of the Welsh Government over the coming year.

**Update on Progress to Date**

21. Both the Advice Services and Generic Floating Support recommissioning projects have been completed and have resulted in efficiencies being made. The Generic Floating Support recommissioning in particular released considerable savings while reducing the number of contracts and streamlining administration. Savings to the Supporting People grant released from this process have been reinvested in projects to relieve homelessness and rough sleeping as outlined above.
22. The approach to the recommissioning of Gender Specific services was set out in the previous cabinet report. This recommissioning project brings together a number of funding streams to deliver a comprehensive service including one stop shop, refuge, supported accommodation and community based support. The service will assist women and their children who are affected by violence, domestic abuse and sexual violence. Services for male victims are being considered on a regional basis and will be the subject of a future report.
23. Much work was undertaken to develop a detailed specification for these services in partnership with Childrens Services, Flying Start, South Wales Police, the Police and Crime Commissioners office. Welsh Women's Aid assisted with the specification and with obtaining feedback from victims of abuse. The procurement process commenced in October 2017 and is ongoing. It is expected that the newly recommissioned contract (once awarded) will commence in April 2018.

**Older People**

24. Welsh Government guidance requires a move away from support based on tenure towards a service based on need; for example it is no longer possible to fund a warden support service to all residents of sheltered accommodation just by virtue of being a resident. Many social landlords,

including the Council, have implemented this change already and the remainder will have done so by the end of this year. Many social landlords have retained their scheme manager/warden funded through rental income, minimising the impact to tenants.

25. As a result of this change the number of contracts for older persons' accommodation based support had reduced. As a contingency arrangement capacity within older persons floating support services was increased however this additional capacity has not been used and demand for this service is low with only 18 older people receiving a service at present.
26. The Council's development of the Independent Living Service has brought better co-ordination of services, addressing the needs of older persons living in the community. The service provides help to access a wide range of support such as advice on benefits, grants, disabled adaptations, home energy efficiency and support to avoid social isolation. The further development of the service will include support for older people leaving hospital and low level support to help people live independently.
27. The service provided by the Independent Living Service together with the capacity that exists within the Generic Floating Support contract provision mean that it is no longer necessary to commission a specific older persons floating support service. It is therefore proposed to cease funding for the current older persons floating support service during 2018/19. To ensure that no older person is left without the support they need, each current client of the service will have their support needs reviewed by Independent Living Officers, a holistic approach will be taken ensuring that the full needs are met by appropriate alternative provision.
28. Contracts for housing related support services funded by Supporting People within Extra care schemes will continue. Extra care schemes provide the opportunity for people with significant care needs to live as active and independent lives as possible, living in their own homes with support tailored to their individual needs providing a real alternative to residential care.

### **Recommissioning of Accommodation and Support services for Young People**

29. Phase two of the accommodation and support commissioning plan includes the recommissioning of supported accommodation and specialist floating support services. This type of support makes up a significant part of the Supporting People Programme and supports some of the most vulnerable clients such as those with mental health and substance misuse issues and young people.
30. To ensure that the recommissioning process was client focused this phase has been further broken down with the initial focus on services for young people. This focus has allowed a joined up approach to be taken to commissioning which is a natural next step for the joint working

partnership that has already been established between Housing and Childrens Services to address the need of this client group.

31. In October 2015 the Council established a Young Person's Gateway to manage accommodation and support services for young people. Previously services for homeless young people operated separately from services for 'looked after children'.
32. Housing options officers, social workers and support workers from Llamau, a third sector organisation, are now co-located within the Gateway, which is located in Charles Street. When a young person presents as homeless to the Gateway assessments can be carried out of the young persons need and the Council's duties both under Childrens and Homelessness legislation. Appropriate mediation takes place to prevent homelessness but where this is not possible the young person has access to a range of supported accommodation.
33. Since the establishment of the Gateway the mediation work to prevent homelessness has had a positive outcome in over 55% of cases and more than 550 young people have been housed without use of bed and breakfast accommodation. The Gateway has demonstrated the benefits of operating services in a joined-up way, using different funding streams to create clear support pathways to assist vulnerable people towards independence. This approach has been recognised as good practice by the Welsh Government.
34. More recently the possibility of developing a One Stop Shop for young people has been considered. This could bring together the work already carried out at the Gateway with the Youth Service's mentoring provision available at Grassroots, also in Charles Street, to develop a comprehensive service for young people. By combining this existing provision and incorporating other services such as money advice, into work and health services under one roof, this could provide a complete service for young people needing advice. This approach would bring Cardiff very much in line with good practice in this area as set out in the Positive Pathway. If it is not possible to develop the One Stop Shop services will continue as currently in their separate locations.
35. The services to be recommissioned externally as part of the current phased process are as follows:
  - Housing Advice, Family Mediation and Homelessness Prevention Service
  - Accommodation for Young People – Emergency Accommodation; Hostel Accommodation; Supported Accommodation
  - Move On Support and Tenancy Rescue - Housing Related Floating Support, Homelessness Prevention Support; Support for young people moving into Training Tenancies and help to access private rented accommodation.



36. It is proposed that the recommissioned service will contain an option to purchase services for very high risk young people, and to deliver a supported lodging service.
37. It is anticipated that the recommissioning project will replace 17 existing contracts, see Appendix B. The current cost of these projects is £4.1 million per annum, made up of £1.5 million Childrens Services funding, £2.5 million Supporting People funding and £104,852 Families First funding.
38. This current complex arrangement of providers and contracts increases administration, hampers effective contract and quality management, and prevents economies of scale being achieved. In the current economic climate, with reductions in funding likely and increased pressure on resources, continuing with smaller contracts is neither practical nor sustainable.
39. Fewer contracts for the services would not only resolve the issues outlined above but would also allow a more joined up approach to be taken with young people moving seamlessly through a clear pathway of services towards independence. There would be greater flexibility to respond to individual need and to change services as demand changes over time.

### **Commissioning Proposal**

40. It is anticipated that two contracts for Accommodation and Support for Young people will be commissioned; each contract to include both supported accommodation and floating support, one contract will include the initial advice and mediation at the one stop shop. Consultation is ongoing with both providers and young people and this will inform the design of the new services.
41. Tenders would be welcome from all bidders, including single providers; consortia or lead providers with subcontractors. To encourage co-operation between existing and potential providers two sessions have been held by Cardiff Third Sector Council (C3SC). These sessions have provided networking opportunities for providers and advice on forming consortia (should any bidders wish to bid on a consortium basis).
42. The proposed contracts would be for an initial fixed period of 3 years with an option to extend, provided that the contract term did not exceed 7 years in total. This will give the provider the certainty of a longer contract while retaining flexibility to allow for future change.
43. The contract will include the ability to amend the terms should funding decrease or following a change in legislation or demand. There will also be the scope to increase services should additional funds become available or should demand increase.

44. A detailed specification will be developed using the feedback from both providers and service users and informed by the Positive Pathway model and learning from other authorities.
45. Quality criteria will be a significant part of the specification and the assessment process, focusing on the outcomes for Young People. It is envisaged that quality will have higher weighting than price in the assessment.

### **Timescale for recommissioning**

46. It is anticipated that the procurement process for Accommodation and Support services for Young People will commence in early 2018, with the aim of having new contracts in place by April 2019.

### **Consultation**

47. Two consultation workshops with current and potential providers took place in October and December 2017. Providers fed back that mother and baby accommodation should not be commissioned alongside services for young people as this was a specialist area. The proposals were amended to remove this provision which will be recommissioned at a later date. Providers also regarded one large contract as too high risk for both Council and providers, this was accepted and therefore 2 contracts are proposed. A third consultation workshop is planned for early 2018; comments from providers will help inform the detailed specification.
48. A service user consultation event also took place in November 2017 attended by young people from either a care background or who had been accepted as homeless. In addition a questionnaire asking young people about their experiences of supported accommodation and how the service could be improved has been completed by approximately 100 people to date. Feedback will be used to inform the specification and it is proposed to continue to involve young people throughout the procurement process.
49. A report of the findings of the consultation to date can be found at Appendix C.
50. This report will be subject to pre-decision scrutiny on the 17th January 2018 and the views of Community and Adult Services Scrutiny Committee will be available to Cabinet.

### **Reason for Recommendations**

51. To agree the arrangements for the Supporting People Programme and contractual arrangements for 2018/19 and to agree the approach to the next stage in the recommissioning process.

## **Financial Implications**

52. The report seeks approval for the 2018/19 Supporting People Spend Plan, provides an update on the progress of recommissioning and proposes a revised approach to older persons floating support. The spend plan is fully funded by the indicative SPPG funding, while this funding covers the previous recommissioning and older persons schemes.
53. The report also includes details of the recommissioning strategy regarding the procurement of accommodation and support services for young people. The current cost of these services is approximately £4.1m. Funding for the proposed contract comes from a combination of Welsh Government grant funding (SPPG & Families First) and Council funding through Children's Services. As in current contracts, it is important that there remains an option to amend contract prices if there are subsequent changes in the level of grant the Council receives, both in 2018/19 and future years.
54. Any Children's Services base budget savings resulting from this recommissioning will contribute towards future budget savings targets for the Directorate.
55. Cardiff's grant funding for the Supporting People Programme Grant (SPPG) in 2017/18 totals £16,267,470. Early indications from the Welsh Government are that SPPG funding will remain at current levels in 2018/19. Although the Council has been provided with an indicative funding total for 2018/19, formal Welsh Government confirmation of actual grant funding allocations has yet to be received. To mitigate this uncertainty over the final grant allocation, funding commitments contained in this report should be considered as draft.
56. The SPPG grant conditions require that financial commitments are only entered into where there has been approval from the Regional Collaborative Committee and the Welsh Government, with Spend Plans detailing expenditure commitments submitted by the Council. These spend plans will continue to require some degree of flexibility in dealing with any uncertainty over future funding allocations.

## **Legal Implications**

57. The proposed recommendations numbered 1 and 2 do not raise any direct legal implications.
58. With regards to the third recommendation, the proposal is, put simply, to authorise the proposed overarching approach to the procurement of accommodation and support services for young people. It is noted that such services fall within phase 2 of the Supporting People Programme phased recommissioning strategy.
59. The proposal is to carry out a competitive tender in order to award two contracts, such contracts to have a proposed fixed term of three years

with an option to extend for up to four further years and to commence by April 2019. The estimated value of the proposed contracts is considerable (circa £4.1million per annum).

60. The services concerned fall under Schedule 3 of the Public Contracts Regulations 2015 (“the Regulations”) and accordingly are subject to the so called Light Touch Regime. What this means is that when procuring these services the Council should comply with the mandatory requirements set out in the Light Touch Regime (Regulations 74-77). In particular, advertise the contract notice in OJEU, conduct the procurement in conformance with the information provided in the OJEU advert, set procurement time limits which are reasonable and proportionate to the services/procurement in question, comply with the EC Treaty based principles of transparency and equal treatment, and publish a contract award notice. Detailed legal advice should be sought on the proposed procurement strategy and proposed procurement route.
61. It is noted from the body of the report that the services are currently being delivered under 17 contracts and that the client department is proposing to appoint the new contracts to 2 providers. It is likely that many of the unsuccessful bidders will be disappointed. Whilst it is not mandatory under the Light Touch Regime to split contracts into lots, as a matter of good practice the Council should consider the possible benefits of splitting larger contracts into lots. That said, it is noted from the body of the report that the Directorate has undertaken consultation (with providers and service users) and that feedback received from the consultation has helped to shape the proposed overarching approach, including the proposal to let two contracts. It is noted that further consultation with the marketplace is planned for early 2018.
62. Given the proposal to reduce the number of providers from circa 17 to circa 2, TUPE may apply to the award of the new contracts.
63. The proposed recommendation numbered 4 is to approve delegating authority to the Director to deal with all aspects of the recommissioning of the accommodation and support services for young people. This is a substantial delegation and delegates such matters as determining the evaluation criteria and the award of contracts. Legal advice should be sought as the proposed procurement is worked up.

#### Welsh Government grant conditions

64. It is noted that the services are funded via Welsh Government funding under the Supporting People Programme. Normally Welsh Government grant conditions contain a proviso that the services funded via the grant are commissioned in accordance with all relevant legislation and accordingly the client department should satisfy itself that it can comply with the same before proceeding.

## Equality duty

65. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a). Age, (b) Gender reassignment (c) Sex (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation (i) Religion or belief – including lack of belief.
66. The report identifies that an Equality Impact Assessment has been carried out and is appended at Appendix D & E. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The decision maker must have due regard to the Equality Impact Assessment in making its decision.
67. The decision maker should also have regard when making its decision to the Council's wider obligations under the Social Services and Wellbeing (Wales) Act 2014 and The Wellbeing of Future Generations (Wales) Act 2015. In brief both acts make provision with regards promoting/improving wellbeing.

## HR Implications

68. There are no HR implications relating to this report.

## **RECOMMENDATIONS**

Cabinet is recommended to:

1. Approve the Supporting People Local Delivery and Spend Plan as set out at Appendix A.
2. Note the progress in recommissioning phase one services and agree the revised approach to older persons floating support services.
3. Agree the proposed overarching approach to recommissioning of accommodation and support services for young people as set out in the body of the report.
4. Delegate authority to the Director of Communities, Housing and Customer Services in consultation with the Cabinet Member for Housing and Communities), the Council's Section 151 Officer, Director of Social Services and the Director of Law and Governance to deal with all aspects of the recommissioning of accommodation and support services for

young people as set out in the body of the report, up to and including the award of contracts, and all ancillary matters pertaining to the same.

5. Note that it is intended to submit further reports to Cabinet to seek authorisation to commence the procurement processes for those remaining services to be recommissioned as part of phases 2, and the phase 3 services, as and when the detailed procurement strategies are developed.

**SARAH MCGILL**  
**Director**  
**12 January 2018**

*The following appendices are attached:*

Appendix A - Supporting People Delivery and Spend Plan

Appendix B - Breakdown of current provision

Appendix C - Report on Consultation

Appendix D - Equality Impact Assessment (Supporting People Local Commissioning Plan - 2018/19)

Appendix E - Equality Impact Assessment (Young Persons Services)

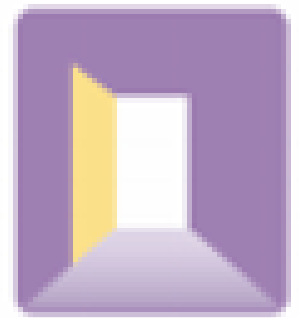
*The following background papers have been taken into account*

Welsh Government Positive Pathway Model



## Cardiff Council

# Supporting People Programme



# supportingpeople

supporting independence



Gweithio dros Gaerdydd, gweithio gyda'n gilydd  
Working for Cardiff, working together

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## 1 Introduction

### 1.1 Supporting People Programme

The Supporting People Programme provides nearly 6,000 units of housing related support to vulnerable individuals in Cardiff to assist them to live independently and to prevent homelessness. This includes over 800 units of floating support, 1,400 units of supported accommodation and over 3,500 community alarm units. Support can be provided in the clients own home, in hostels, sheltered housing or other specialist supported accommodation.

Twenty seven organisations deliver this support, the majority are charitable organisations. However the Council also provides services directly including two homeless hostels and a Rough Sleepers Outreach service.

The Welsh Government provides Supporting People funding in the form of a grant and Local Authorities administer the funds and commission services. A multi-agency Regional Collaborative Committee (RCC) for the Vale of Glamorgan and Cardiff operates to provide a collaborative approach and share best practice.

### 1.2 Purpose of Document

This Local Delivery Plan sets out the strategic and local priorities for Supporting People in Cardiff and how these will be achieved within the grant allocation for the 2018/19 financial year. It details how consultation with a wide range of providers and other stakeholders has influenced the commissioning process, and sets out, as far as is possible, the planned commissioning and de-commissioning intentions for the coming years.

### 2.1 Funding Climate

The Supporting People Programme Grant (SPPG) allocation was reduced by £2.8m or 15% between 2013/14 and 2015/16. Since then Cardiff's allocation has remained at £16.2m each year.

Achieving this reduction in spend was a considerable challenge for the Council and support providers. Despite some reduction in capacity many services were maintained as a high level of efficiencies were achieved. Also alternative funding arrangements such as through charitable donations and fund raising helped to keep some projects running.

Further savings were achieved for 2017/18 as a result of the re-commissioning of the Generic Floating Support Service. The savings made were reinvested in services to provide support to rough sleepers, with the aim of reducing the numbers of people sleeping rough in the City. It also supported a grant programme for third sector organisations to bring forward innovative proposals for new ways of working. Projects supported included several that address the need to reduce rough sleeping and a project to support women at risk of exploitation. Funding was also invested in supporting homeless people placed in leased temporary accommodation to access accommodation in the private rented sector.

Welsh Government's draft 2018/19 budget indicates that the national Supporting People Programme Grant budget will remain at £124m. It is anticipated that each Local Authority's grant allocation will also remain unchanged, meaning an allocation to Cardiff of £16.2m. An indicative grant offer is expected in December 2017 with a formal grant offer expected in March 2018.

## Strategic Priorities:

**Capital Ambition**, the new administration's five-year plan for the city, outlines the Council's vision for Cardiff to become a leading city on the world stage. Each Cabinet member has outlined their key aims and ambitions for their term of office.

**The Housing Strategy 2016-2021** identifies the following vision for future delivery of housing services in the city: To deliver the best housing outcomes for the people of Cardiff, working together with our partners to ensure that all our citizens can access quality, affordable and sustainable homes.

**Welfare Reform Act 2012** introduces a wide range of reforms. The Act introduces a new Universal Credit (UC) which will replace most existing benefits and limits the total amount of benefits a person can claim.

The Westminster Government are proceeding with Welfare Reforms which may have further implications. In response to concerns raised, the Government will not apply the Local Housing Allowance rates to tenants in supported housing, nor to the wider social rented sector and are currently carrying out consultation on a sustainable funding mechanism for supported housing that ensures quality, value for money and security of future supply.

**The Housing (Wales) Act 2014** which began to be implemented in April 2015, involves a number of changes to how accommodation is managed and delivered and how people in housing need are assisted.

**Social Services and Well-being (Wales) Act 2014** provides the legal framework for improving the well-being of people who need care and support, carers who need support, and for transforming social services in Wales.

**The Wellbeing of Future Generations (Wales) Act 2015** came into force in April 2016. The Act aims to enable public bodies to tackle challenges through thinking more about the long-term and working more effectively with other organisations and with communities.

**Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015** aims to improve the public sector response in Wales to all forms of abuse and violence against women and to improve domestic abuse and sexual violence services for all.

**Renting Homes (Wales) Act 2016.** This Act aims to simplify the legal basis for renting a home from a private or 'community' landlord (Local Authorities and RSLs).

## 4. Welsh Government Supporting People Programme Strategic Priorities

Welsh Government Ministers have previously outlined to the Regional Collaborative Committees their priorities for the Supporting People fund as:

- Continued work at a regional level to ensure effective engagement and joining up of services.
- Review of the strategic relevance of services across the region.
- Ongoing engagement with colleagues from Homelessness Advice Services to ensure service provision is configured to prevent homelessness.
- Engagement with colleagues across the region to reduce demand on more costly Health & Social Care provision.
- Review patterns of provision to ensure all services are fit for purpose, reflect the needs of those accessing them and evidence that they provide value for money.
- Continued improvement in outcomes collection and use of this information, alongside spend plan data, to prioritise

service commissioning and remodelling.

- Closer links between wider Tackling Poverty funding streams so resources are targeted and services are not duplicated.

The Council, together with providers, the Vale and Cardiff Regional Collaborative Committee (RCC) and Welsh Government, have recognised that funding reductions previously applied have increased the need to take a strategic approach to the delivery of housing related support services and increased the need to maximise the use of the funding available to support vulnerable people in Cardiff.

To respond to this requirement, the Council has been taking a consultative approach to reviewing current services and developing ways forward for the coming financial year and beyond. Continued engagement with providers and other stakeholders is a key driver for change with a more strategic approach to identifying local priorities now in place. The aim is to deliver new arrangements for accessing and delivering quality services that are more targeted, better aligned and more efficient.

#### **4.1 Welsh Government Priorities (Funding Flexibilities)**

In the recent past the Supporting People Programme was brought in line with the other Tackling Poverty Programmes, including Communities First, Families First and Flying Start. There was a clear drive to join up these anti-poverty programmes to achieve better outcomes for customers and more efficient use of resources.

Engagement and feedback from Local Authorities, including the Communities and Tackling Poverty Alignment programme has led to the announcement by Welsh Government of Funding Flexibility Pathfinders as part of the Draft Budget 2018/19. Cardiff is one of these pathfinders.

The Full Flexibility pathfinder will give 100% flexibility across grants in order to achieve increased programme alignment.

Closer working links between the various programmes are already being developed in Cardiff, including joining up services with Families First for young people and both Families First and Flying Start for Domestic Violence provision. Better alignment and joint commissioning will be a priority for the coming year.

#### **4.2 Setting Local Priorities**

The approach to identifying local priorities and reviewing service delivery for the Supporting People Programme is ongoing and based on a set of agreed principles set out below:

- Ensuring that services are based on need and that the most vulnerable service users are accessing provision.
- Promoting independence and delivering support at the lowest appropriate level to meet client's needs
- Taking an evidence based approach – considering voids/turnover, outcomes and service user feedback
- Ensuring services are sustainable
- Maximising the time spent on the client and reduce management costs by encouraging collaboration between providers
- Where possible, commissioning support in partnership with other public/third sector organisations
- Working with providers and other partners to develop service specifications that are outcome based and quality focussed

#### **4.3 Needs Supply and Service Gaps**

The annual survey at **Appendix 1** provides a range of data about services and their users for the year 2016/17. This includes equality information and client needs in addition to supply and demand information. This information is collected every year and helps identify the priorities for the Supporting People Programme Grant in the coming year. It is also useful in finding gaps or oversupply in support provision. Information is also gathered through the Accommodation and Support Gateways; these gateways control access to services and record both client demand and provider performance.

The overall picture of 2016/17 shows that **5,889** service users were supported within the supported accommodation and floating support services. (Figures do not include community alarm clients)

Of those, **3,108** were supported in supported accommodation provision and **2,781** were in floating support provision.

- Female service users accounted for almost **2,939** (54%) of those supported.
- The majority of service users were aged 25 – 54 for both genders.
- The next significant group included those aged 16 – 24, **811** (28%) of females and **482** almost (19%) of males supported were in this age group.

The top four lead needs identified in the report by the **5,889** service users are; Generic Floating Support to prevent homelessness **1,428** (24.2%), Mental Health **773** (13.1%), Women experiencing domestic abuse **705** (12%) and young person with support needs aged 16-24 which represented **457** (7.8%) of service users.

The lead needs indicate there is a demand for service provision to help prevent homelessness by offering tenancy and

resettlement related support. The information also shows that there is a demand for housing related support for those experiencing mental health issues and for women who are victims of domestic abuse.

Extensive needs assessment work has been undertaken as part of the recommissioning process, including a full assessment of the need for women who are victims of domestic abuse. Further work is underway to identify the needs of male victims of abuse and this is being reviewed on a regional basis.

There is also a clear demand for services for young people. Further work is being carried out to refine understanding of this need as part of the recommissioning or process.

In addition to the intelligence gathered through the Annual Survey and Accommodation and Support Gateways, consideration is also given to demographic data in determining future need.

### **Emerging priorities**

The Annual Survey figures above indicate that 13% of service users in 2016/17 having a lead need of mental health issues, while 21% of service users mental health as a secondary need. This area has already been identified as a priority area for review and reconfiguration. Mental health issues are often experienced alongside substance misuse issues and therefore services dealing with both issues will be reviewed together. Work has commenced with colleagues in Social Services, Mental Health Services and Health to develop a full needs and gap analysis of the services.

A review of these services will form a significant part of the Homelessness strand of the Accommodation and Support recommissioning programme during 2018/19 (see next page).

#### 4.4 The proposed Supporting People Spend Plan for 2018/19

The proposed spend plan can be found below; it shows schemes against spend for the Welsh Government spend categories that will be in operation in 2018/19.

| Welsh Government Spend Categories  |   |       |       |            |
|--|---|-------|-------|------------|
| Spend Category   | Schemes   | Units | Total | Allocation |
| Women at risk of Domestic Abuse  | Floating Support  | 69    | 143   | £1,255,689 |
|  | Refuge  | 37    |       |            |
|  | Supported Housing   | 16    |       |            |
|  | Domestic Abuse Alarms                                       | 20    |       |            |
|  | DA Gateway  | 1     |       |            |
| Men at risk of Domestic Abuse  | Supported Housing   | 4     | 4     | £23,221    |
| People with Learning Disabilities  | Adult Placements  | 22    | 378   | £2,234,172 |
|  | Supported Housing   | 1     |       |            |
|  | Supported Living  | 355   |       |            |
| People with Mental Health Issues   | Supported Housing   | 106   | 145   | £814,833   |
|  | Floating Support  | 39    |       |            |
| People with Substance Issues (Alcohol)   | Hostel  | 21    | 65    | £654,134   |
|  | Supported Housing   | 44    |       |            |
| People with Substance Misuse issues (Drugs and Volatile substances)  | Floating Support  | 16    | 73    | £803,667   |
|  | Hostel  | 15    |       |            |
|  | Supported Housing   | 42    |       |            |
| People with Criminal Offending History   | Supported Housing   | 33    | 33    | £386,100   |
| People with Refugee Status   | Floating Support  | 37    | 37    | £153,920   |
| People with Physical and/or Sensory Disabilities   | Supported Housing   | 23    | 31    | £75,283    |
|  | Extra Care  | 8     |       |            |
| People with Chronic Illnesses (incl. HIV/AIDS)   | Supported Housing   | 6     | 6     | £34,964    |
| Young People who are Care Leavers  | Supported Housing   | 10    | 10    | £181,480   |
| Young People with Support Needs (16 - 24)  | Supported Housing   | 51    | 179   | £1,865,804 |
|  | Floating Support  | 60    |       |            |
|  | Hostel  | 68    |       |            |
| Single Parent Families with Support Needs  | Supported Housing   | 9     | 30    | £393,120   |
|  | Hostel  | 21    |       |            |
| Families with Support Needs  | Supported Housing   | 33    | 84    | £822,198   |
|  | Hostel  | 51    |       |            |
| People over 55 years of age with Support Needs (this category must be exclusive of alarm services)   | Extra Care  | 37    | 124   | £229,617   |
|  | Supported Housing   | 15    |       |            |
|  | Floating Support  | 72    |       |            |
| Alarm services (including sheltered/extra care schemes)  | Community Alarm Services including Sheltered and Extra Care | 3579  | 3579  | £532,539   |
| Generic Floating support to prevent homelessness ( <b>Tenancy support services which cover a range of service user needs but which must be exclusive of fixed site support</b> ) | Floating Support  | 729   | 729   | £2,329,040 |
| Expenditure which does not directly link to the spend plan categories above ( <b>Includes homeless services</b> )  | Supported Housing   | 115   | 389   | £3,477,689 |
|  | Hostels   | 221   |       |            |
|  | Floating Support  | 48    |       |            |
|  | Gateway   | 5     |       |            |
| <b>Total</b>   |   |       | 6039  |            |

**Number of units allocated to type of support**

| Types of Support  |             |
|---|-------------|
| Type of Support   | No of Units |
| Hostel  | 397         |
| Floating Support  | 1070        |
| Refuge  | 37          |
| Supported Housing   | 508         |
| Domestic Abuse Alarms                                       | 20          |
| Adult Placements  | 22          |
| Supported Living  | 355         |
| Extra Care  | 45          |
| Community Alarm Services including Sheltered and Extra Care | 3579        |
| Gateway   | 6           |
| <b>Total</b>  | <b>6039</b> |

#### 4.5 The major changes to the proposed Spend Plan for 2018/19 are set out below:

As stated previously it is anticipated that the indicative grant for 2018/19 will remain unchanged. However needs assessment work has identified where some realignment of resources is required for next year. Therefore although the level of intended spend within each spend category is broadly similar to last year there have been some changes to current funding levels.

There has also been some realignment of schemes between spend categories to better reflect the activity that they carry out. The full spend plan is attached at **Appendix 2**.

**Women at risk of domestic abuse** – Spend in this area is expected to increase to reflect the need to carry out more preventative work. Previously services focused only on victims at medium or high risk of abuse. Intervening at an early stage while risk is lower could prevent abuse from escalating and is in line with the new legislation. A service for standard risk victims has been built into the new Gender Specific services which are currently being recommissioned.

**Older Persons Support and Alarm services** - Spend on older persons

support service are expected to decrease, the reasons for this are outlined in more detail later in this report. Spend on alarms will also reduce following changes to bring these in line with the grant terms and conditions that *'funding for alarm services should cover the emergency alarm element only and this should only be for those with an identified need.'*

**Homelessness Prevention Projects** – in 2017/18 a grant programme was supported to allow third sector organisations to bring forward innovative proposals for new ways of working. These included:

- The Compass Project – intensive support for those who are entrenched rough sleepers or who experience a revolving cycle of frontline accommodation, prison, mental health rehabilitation, hospital and rough sleeping.
- Housing First Project - providing mainstream accommodation for rough sleepers; with flexible support for as long as it is needed
- Cardiff Solutions Project - aims to provide assistance to individuals who do not wish to access services through more formal settings by using the Wallich Night Shelter.
- Ty Tarian - provides homeless women who are being exploited or who are at

risk of exploitation access to secure, female-only hostel accommodation with 24 hour support.

The number of rough sleepers in Cardiff has been increasing over recent years. The projects above as well as the expansion of the Council's own Outreach service have been developed to encourage rough sleepers to engage with services. Early indications from these projects suggest progress is being made and it is the intention to continue funding these projects for 2018/19.

**Homelessness Support Service** – This service operated by the Councils Housing Options service will work to prevent and address homelessness by assisting families and vulnerable individuals to prepare for, access and relocate to accommodation in the private rented sector.

**Youth Mentoring** - This Council provided service will enhance the new Employment Service is due to commence in April, assisting young people who are furthest from the workplace to resolve any issues which prevent them from accessing employment or training. This service will link closely with Youth Services and Careers Wales to target the most vulnerable including young people in supported accommodation. Given the growing impact of the Welfare Reform changes on young people, returning to work is an important route out of poverty and homelessness.

#### 4.6 Programme Review

An Accommodation and Support project was set up during 2015/16 to review and recommission accommodation and support provision in Cardiff. While this review was focused on Supporting People funded projects, a wider view was taken and other funding sources and services

were included where appropriate to give a more rounded approach to client need.

Services were grouped into 5 categories with a consultation and planning group set up for each. The groupings are:

- Floating Support
- Gender Specific/Domestic Abuse
- Young Persons Services
- Homelessness & Rough Sleeping (including substance misuse and mental health services)
- Longer Term Services (including older people)

The consultation and planning groups engaged with other services, projects and organisations to identify and agree local priorities and develop similar aims around:

- Identifying opportunities for alignment, or joint commissioning or delivery.
- Developing single access point for services "Gateways" to ensure most effective use of resource and to prioritise the most vulnerable clients.
- Greater understanding of need through the development of central waiting lists and allocations.
- Developing the right mix of accommodation types
- Developing clear pathways, structured journeys to independent living (wherever possible)
- Developing specifications for commissioning
- Identifying opportunities for efficiency savings.

At that time there were 38 contracts, delivered by 32 third sector providers and it was accepted that the recommissioning of these complex and essential services should be carried out in a phased way.

Wherever possible a joined up approach has been taken to recommissioning services, working across departmental and grant funding boundaries to

commission comprehensive services for clients.

**The Accommodation and Support Review Programme is at Phase 1 of implementation through a three phased commissioning plan as provided below:**

| <b>Accommodation &amp; Support Services - Three Phase Commissioning Plan</b> |   |
|--|---|
| <b>Phase 1</b>   | Generic Floating Support services<br>Advice Services<br>Older Persons Floating Support services<br>All Gender Specific services (including domestic abuse)  |
| <b>Phase 2</b>   | Supported Housing<br>Specialist Floating Support services (includes substance misuse, mental health, young persons and refugees.)<br>Other specialist support (includes learning disabilities and physical disabilities.) |
| <b>Phase 3</b>   | Homeless Hostels  |

#### **4.7 Update on progress to date**

##### **Generic Floating Support**

The Generic Floating Support Services recommissioning projects were completed in April 2017. The completed review and subsequent recommissioning of both services has seen the implementation of two new contracts each with an annual value of £1m.

The Generic Floating Support recommissioning in particular released considerable efficiency savings of £900k, whilst reducing the number of contracts in place and streamlining administration process. It has also resulted in improved monitoring, performance management and outcome reporting.

As a result, the savings made were reinvested in other priority areas such as homelessness and rough sleeping. There was also investment in services to support people placed in leased temporary accommodation to access

accommodation in the private rented sector.

##### **Gender Specific/Domestic Abuse Services**

Cardiff has held a long-term desire to recommission services due to the current complexity of funding streams which have led to duplication of some roles and service delivery, with other key services being left inappropriately supported. Services as they stand are not robust or sustainable in their current format. This lack of strategic direction for domestic abuse services has also been acknowledged by the Welsh Government and the South Wales Police and Crime Commissioner.

The aim is to ensure services can respond to the new duties under the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 and align to the developing Multi-Agency Safeguarding Hub (MASH).



As of December 2017 the Gender Specific/Domestic Abuse project is at the procurement stage. The re-commissioned service is intended to join up and further develop services to create straightforward access to a range of provision, to meet the need for preventative services, including target hardening and to provide a clear pathway through support. There will be a comprehensive service under one contract accessed via a 'one stop shop' that will include:

- Single 'front door' for all referrals
- Intake and assessment
- Advice and signposting
- Sessions from other specialist community support services
- A larger team of community based support workers, providing support and advocacy, and bringing together housing related floating support and the current work of the Independent Domestic Abuse Advocates
- Target hardening
- Refuge provision
- Supported housing
- Self-help programmes
- Provision of advice and support to assist police call-outs 24/7

Much work was undertaken to develop a detailed specification for these services in partnership with Children's Services, Flying Start, South Wales Police, the Police and Crime Commissioners office. Welsh Women's Aid assisted with the specification and with obtaining feedback from victims of abuse. Procurement commenced in October 2017. It is expected that the newly re-commissioned contract will commence in April 2018.

Officers will work very closely with the successful organisation to ensure that there is a period of transition followed by the smooth implementation of the newly commissioned service. There will be close

and ongoing contract management and performance monitoring to ensure the service is delivering the intended outcomes for both service users and commissioners.

Following consultation with victims of domestic abuse a modification was made to the approach initially proposed. Services for Male victims will now be re-commissioned separately. Consultation with victims and other research has indicated a separate domestic abuse services for men with a better focus on their needs is required. Currently discussions are taking place with other Local Authorities to develop a regional service provision.

### Older People

The Aylward review made the following recommendations with regard to eligibility of older people to Supporting People funded services "...the eligibility for older people receiving Supporting People funds should be based on need rather than age or tenure." (Aylward, 2010)

Welsh Government guidance requires a move away from support based on tenure towards a service based on need; for example it is no longer possible to fund a warden support service to all residents of sheltered accommodation just by virtue of being a resident. Many social landlords, including the Council, have implemented this change already and the remainder will have done so by the end of this year. Many social landlords have retained their scheme manager/warden funded through rental income, minimising the impact to tenants.

As a result of this change the number of contracts for older persons' accommodation based support had reduced. As a contingency arrangement capacity within older persons floating support services was increased however

this additional capacity has not been used and demand for this service is low with only 18 older people receiving a service at present.

The Council's development of the Independent Living Service has brought better co-ordination of services addressing the needs of older persons living in the community, providing help to access a wide range of support such as advice on benefits, disabled adaptations, grants, home energy efficiency and support to avoid social isolation. The further development of the service will include support for older people leaving hospital and low level support to help people live independently.

There is sufficient capacity within the newly commissioned Generic Floating Support Service to meet current demand for housing related support from older persons. This together with services offered by Independent Living will more than meet the current demand for older persons support and therefore it is not proposed to commission a specific older persons floating support service. It is proposed to cease funding for the current older persons floating support service during 2018/19. Beforehand current service users will have their support needs reviewed by Independent Living Officers and a holistic approach will be taken ensuring the full individual needs are met by appropriate provision.

Contracts for Supporting People funded housing related support services within Extra care schemes will continue. Extra care schemes provide the opportunity for people with significant care needs to live as active and independent lives as possible, living in their own homes with support tailored to their individual needs providing a real alternative to residential care.

## Community Alarms

The grant terms and conditions state that *'funding for alarm services should cover the emergency alarm element only and this should only be for those with an identified need.'* In order to meet these terms eligibility criteria for funding community alarm services based on need have been developed in conjunction with the RCC Older Persons Task and finish Group, and this criteria will apply to all new community alarm service clients from April 2018.

Following implementation of the new needs criteria for alarm services and the introduction of new service delivery models for housing related support for older persons, demand and take up of services will be monitored so that any positive or negative impact is identified and service can be adjusted accordingly.

## Supported Housing - Recommissioning Young People's Services

In October 2015 the Council established a Young Person's Gateway to manage all accommodation and support for young people. Previously services for homeless young people operated separately from services for 'looked after children'. The service operates as a partnership between Homelessness, Children's Services and a third sector organisation which carries out homeless prevention and mediation services. The Gateway is located in Charles Street and Housing Options officers, social workers and support workers are co-located in the building. Accommodation is provided by third sector organisations under 17 different agreements.

Since the establishment of the Gateway over 550 young people have been housed without use of bed and breakfast accommodation and the mediation work to prevent homelessness has had a positive outcome in over 55% of cases. The Gateway has demonstrated the benefits of

operating services in a joined up way, using different funding streams to create clear support pathways to assist vulnerable people towards independence. This approach has been recognised as good practice by the Welsh Government.

More recently the possibility of developing a One Stop Shop for young people has been considered. This could combine the services accessible from the Gateway with the Youth Service's mentoring provision available at Grassroots also in the City centre, to develop a comprehensive service for young people. By combining this existing provision and incorporating building other services such as money advice and health services a comprehensive advice service for young people could be developed.

This approach would bring Cardiff very much in line with good practice in this area. The St Basil's 'Positive Pathway Model' has been developed as a framework for Local Authorities and their partners and is recognised as current best practice. The model provides a planned approach to homelessness prevention and housing for young people and underpins achievement of positive outcomes in areas such as education, training, employment and health. It is key to the success of any model that young people are effectively engaged, particularly the hardest to reach.

### **Recommissioning**

A joined up approach has been taken to recommissioning services for young people, working across departmental and grant funding boundaries to commission comprehensive services for clients.

While consultation is ongoing on detail of the services to be recommissioned, these will include the following:

- Housing Advice, Family Mediation and Homelessness Prevention Service

- Accommodation for Young People - Emergency Accommodation; Hostel Accommodation; Supported Accommodation
- Move On Support and Tenancy Rescue - Housing Related Floating Support, Homelessness Prevention Support, Support for Young People moving into Training Tenancies and help to access private rented accommodation

Recommissioning will contain an option to purchase services for very high risk young people and to deliver a supported lodgings service.

The aim is to have the recommissioned service contracts in place for April 2019

### **Next Steps**

The Accommodation and Support Review Programme has now completed Phase 1 with Phase 2 and 3 underway. For 2018/19 the focus of the review will be homelessness and mental health provision.

## **5. Consultation Evidence**

### **5.1 Consultation with Key Stakeholders**

Consultation has remained a key priority and has contributed significantly to the recent developments within the Supporting People programme in Cardiff.

In the main consultation has taken place through the Accommodation & Support Review Project.

As well as the multi- agency Consultation & Planning Groups, there are regular meetings between Housing, Children's Services and Youth Services and more recently Housing and Social Care Mental Health Services. There have been meetings with Housing and Cardiff & Vale Health Board representatives including Substance Misuse and Mental Health Services.

Each of the strands of the review has an established support provider consultation group which meet to discuss ongoing performance and good practice changes.

Out of the Consultation & Planning Groups, working groups have been set up which have been instrumental in the implementation of and the ongoing operation of the new ways of working. Examples of engagement work include:

- Prior to going out to procurement of the Advice, Generic Floating Support Service and the Gender Specific Service, notices were placed on Sell2Wales, for organisations to register an interest and to receive information. For each of the services being procured two Consultation Workshops were held with those expressing an interest attending and contributing suggestions regarding service design and proposed contractual arrangements.
- Notices have recently been placed on Sell2Wales regarding the recommissioning of Young People's services and two workshops have been held so far, giving the opportunity to interested organisations to contribute early on to the development

of services and the potential contract arrangements.

- The RCC set up an Older Persons Task & Finish Group, consisting of landlord and service user representatives to consider the changes required to older persons support services. This as well as discussions and negotiations with individual providers of older persons services resulted in fundamental changes to the way support services are delivered. Further eligibility criteria for funding community alarm services based on need was formulated through the task & finish group and the criteria will apply to all new community alarm service clients from April 2018

## **5.2 Consultation with service users**

Careful consideration has been given to ways to achieve positive engagement with service users. A "no one size fits all" approach has been developed. There are a number of barriers to service user engagement, not least the array of client groups, transient nature of some service users and services, impartiality and general willingness to take part.

Examples of service user engagement are detailed below:

- Prior to the procurement of the Generic Floating Support service a survey was posted to 607 former users of the service. As well as returning the survey in paper format, users were given the option of completing the survey electronically through the Council's website. A total of 62 responses were received, 10% of those sent out. While a low number this was considered a reasonable sample level for this hard to reach group and the draft service specification was

amended following the comments received.

- From the returns a number of people indicated that they would be willing to engage further with commissioners and to take part in the evaluation of submitted tenders. Initial engagement went well with three former service users taking part in early discussions. However none were able to attend on the day of the tenderers presentations.
- To help inform recommissioning of gender specific/domestic abuse services the Housing teams in Cardiff and the Vale of Glamorgan Council approached Cardiff Research Centre to support some research activities with service users who have experienced domestic abuse in the last three years. The Cardiff Research Centre worked with the Domestic Abuse Co-ordinator from Cardiff Council, and the Domestic Violence & Sexual Abuse Co-ordinator from the Vale of Glamorgan Council to devise a questionnaire, which was developed into a bi-lingual online survey.
- The survey was disseminated by the Housing Teams in both Cardiff and the Vale to relevant stakeholder groups and online access was shared widely. Where required, paper copies of the survey were made available to support workers to distribute to those without access to the online version.
- With the assistance of Welsh Womens Aid extensive face to face consultation took place with female victims of abuse about the services that they would wish to see and this has helped inform the specification for services.
- To help inform the commissioning of services for male victims of domestic abuse in August 2016 service user interviews took place. Three men were

interviewed, two of which were in heterosexual relationships and 1 was in a same sex relationship. Given the very small number of men interviewed, their views cannot be considered to be representative of all male victims of domestic abuse living in Cardiff. However, there were some themes that were identified that will be considered in more detail when thinking about the support needs required by male victims and how best to advertise the services available.

- To help inform recommissioning of Young People's services a Service User Listening Event was held for Care Leavers, in partnership with Children's Services and led by NYAS (Cymru) was held in March 2016.
- In 2017, a questionnaire was devised to ask young people about their experiences of supported accommodation and what they thought could be done to improve the service they received. Staff from the Housing Options Centre used the questionnaire to conduct face to face interviews plus telephone surveys with young people as they moved through the Young Person's Gateway accommodation. Over 100 young people completed the questionnaire.
- Throughout the summer and autumn of 2017, Young People who attended training to prepare them to move into Training Tenancy flats were also asked to complete the questionnaire.
- In November 2017 a consultation event was facilitated by Children's Services with support from Housing & Communities. The event was designed to probe more deeply into the issues raised in the questionnaire and to gauge reaction to the Independent Living Checklist that had been developed to assess and monitor the

progress made by young people on their journey through support. A total of 14 young people attended this event, some from a care background and others who had been accepted as homeless. All of this information from

the young people's consultation activity has been used to produce a single report on the findings. This will inform the commissioning process.

## **Conclusion**

As progress is made with each service reviewed the client group affected will be invited to tell us how they currently receive services, what they currently value about that provision, and what could be delivered differently. This will enable resources to focus on genuinely improving outcomes for residents of Cardiff in a more flexible and appropriate manner. Also wherever possible service users will be involved in the procurement evaluation process to ensure that their voice is heard in the assessment of future support providers.

## Appendix 1

### Annual Monitoring Report 2016 – 17

#### 1. Introduction

In April 2017, the Supporting People Team asked all support providers; with the exception of alarm only services, to complete an annual monitoring form with the aim of analysing information to look at the needs of service users and the profile of these individuals.

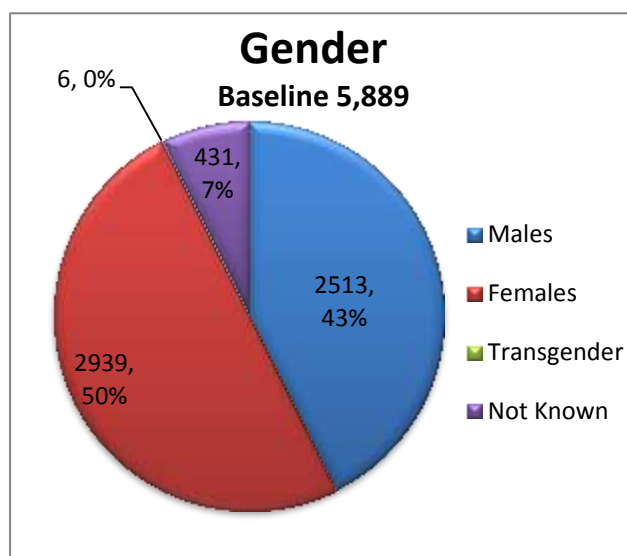
This information will help provide a greater understanding of the priorities the Supporting People Programme Grant will focus on in the coming year. It also identifies where gaps or an oversupply exists in current provision and helps inform the type of projects that should be funded. All of the information was based on the service users that had been supported from 1<sup>st</sup> April 2016 to 31<sup>st</sup> March 2017.

The overall picture of 2016-17 shows that 5,889 service users were supported. Of those 3,108 were supported in supported accommodation provision and 2,781 in floating support provision.

*NB: Not all organisations provided the necessary information in the annual report due to contracts ending at the end of the year. In these cases, anonymised quarterly return information was utilised in the charts and graphs. Where information is unavailable, baselines have been adjusted within the relevant section.*

#### 2. Demographics

The demographic profile of the service users that were supported in this period can be seen in the charts below:

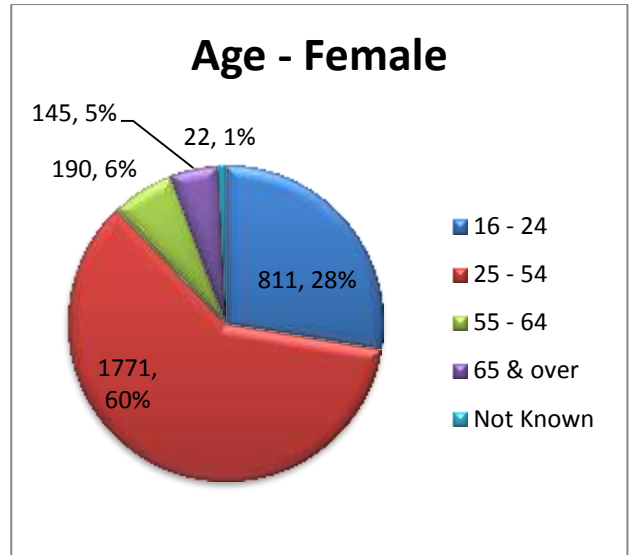
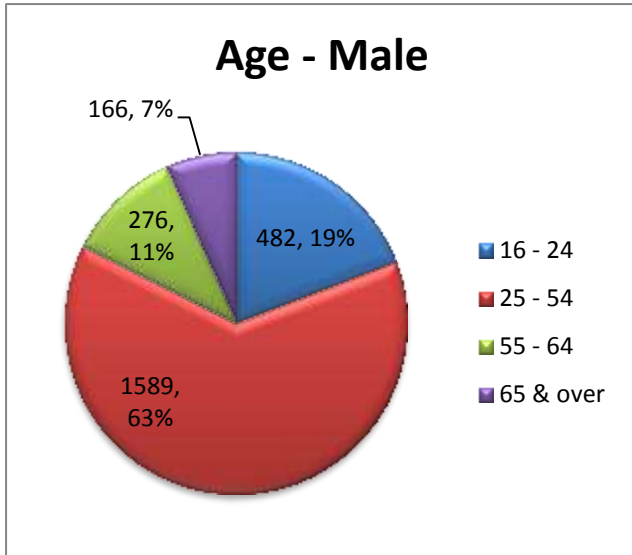


Female service users accounted for 50% of those supported.

The majority of service users were aged 25 – 54 for both genders.

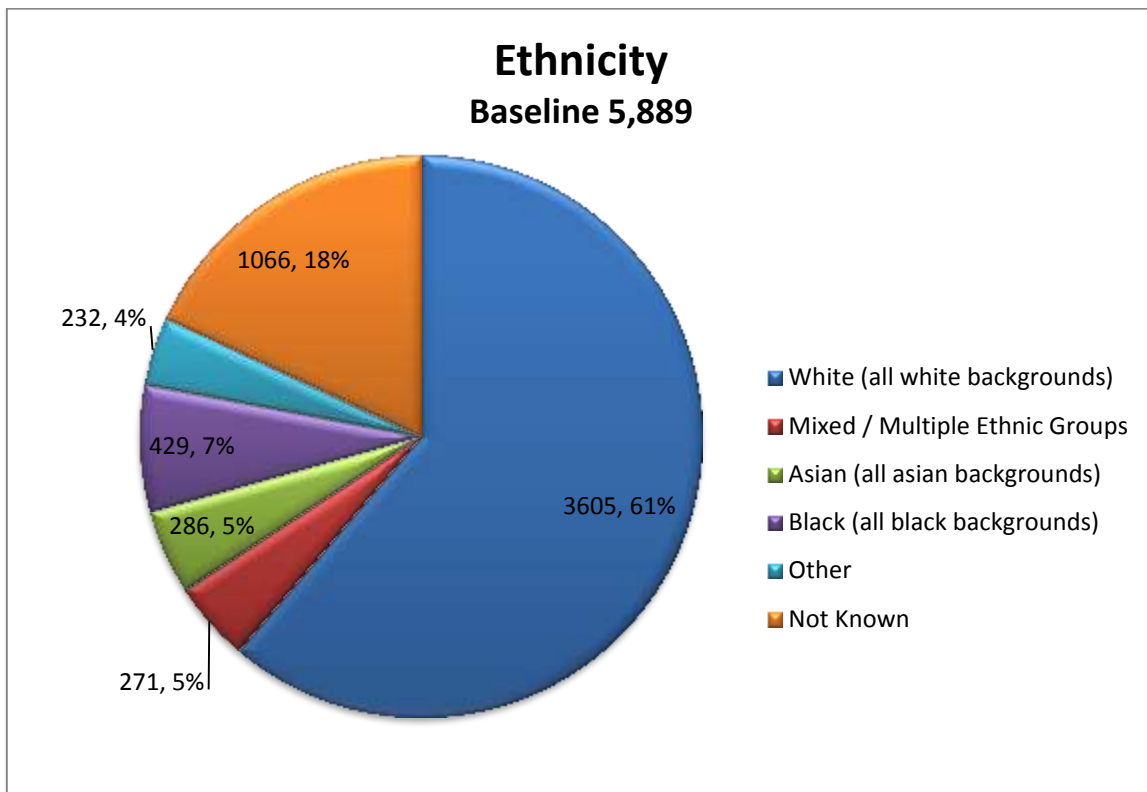
The next significant group included those aged 16 – 24, where 28% of females and almost 19% of males supported were in this age group.

***NB: For those projects that did not complete the annual monitoring the service users have been represented as gender Not Known.***



## Ethnicity

The most prominent ethnic group is White representing 61% of service users. The next largest group is Not Known, with 18% accounted for in this group and the ethnic group, Black represented 7% of service users supported.



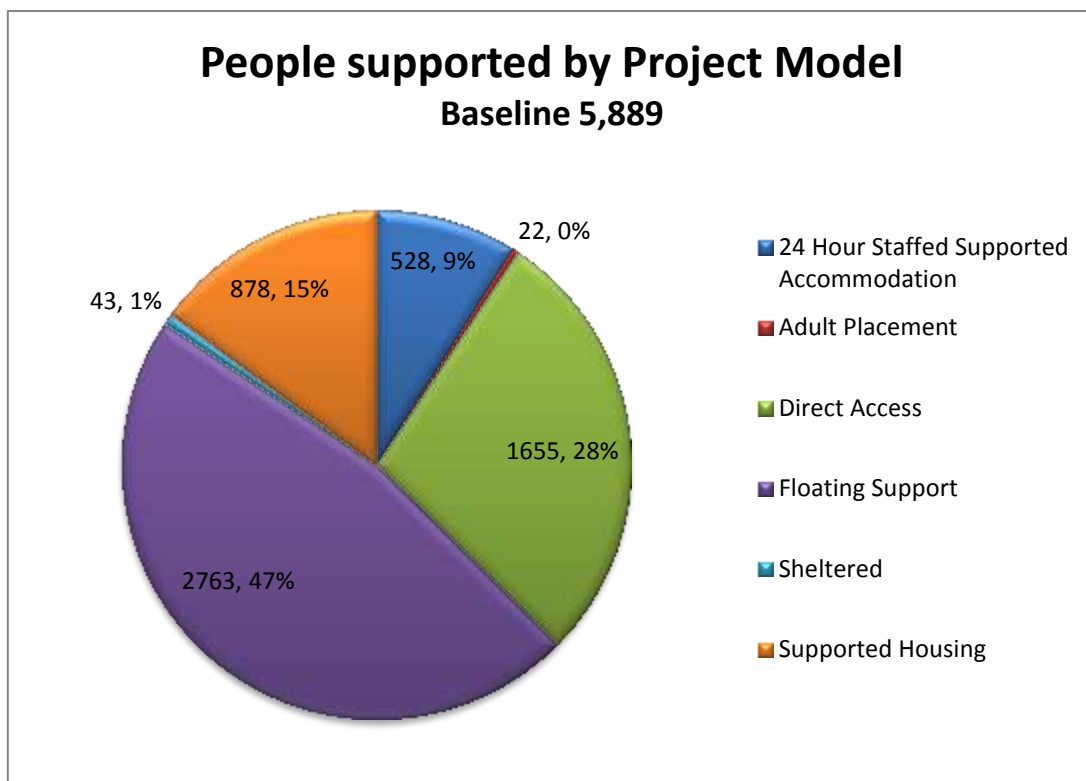
**NB:** For those projects that did not complete the annual monitoring the service user's ethnicity has been included within Not Known.



### 3. Type of Provision

The table below shows the different project models; it displays the number of units allocated to each and the percentage of the total they represent. The chart also shows the number of service users that have been supported. The largest number is for floating support which represents 45.0% of all support provision. In total 2,763 service users received support against 1,023 available units.

| Project Model                     | Units | Percentage | Supported |
|-----------------------------------|-------|------------|-----------|
| 24 Hour Staffed Supported Housing | 167   | 7.3%       | 528       |
| Adult Placement                   | 22    | 1.0%       | 22        |
| Direct Access / Hostel            | 343   | 15.1%      | 1655      |
| Floating Support                  | 1023  | 45.0%      | 2763      |
| Sheltered                         | 63    | 2.8%       | 43        |
| Supported Housing                 | 657   | 28.8%      | 878       |
| TOTAL                             | 2275  | 100.0%     | 5889      |



#### 4. Lead Needs

The providers were asked about the lead support needs of their service users. 24.2% of service users listed their lead need as Generic Floating Support to prevent homelessness. Another prominent lead need is Mental Health which was listed by 13.1% of service users as a lead need. Other prominent lead needs are women experiencing domestic abuse which was identified by 12% and young person with support needs aged 16-24 which represented 7.8% of service users.

| Lead Needs  | Supported   | Percentage  |
|---|-------------|-------------|
| Women Experiencing Domestic Abuse                                     | 705         | 12.0%       |
| Men Experiencing Domestic Abuse                                       | 44          | 0.7%        |
| People with Learning Disabilities                                     | 404         | 6.9%        |
| People with Mental Health Issues                                      | 773         | 13.1%       |
| People with Substance Misuse Issues (Alcohol)                         | 244         | 4.1%        |
| People with Substance Misuse Issues (Drugs & Volatile Substances)     | 207         | 3.5%        |
| People with Criminal Offending History                                | 229         | 3.9%        |
| People with Refugee Status  | 156         | 2.6%        |
| People with Physical and/or Sensory Disabilities                      | 157         | 2.7%        |
| People with Developmental Disorder                                    | 4           | 0.1%        |
| People with Chronic Illnesses   | 37          | 0.6%        |
| Young People who are Care Leavers                                     | 81          | 1.4%        |
| Young People with Support Needs (16 – 24)                             | 457         | 7.8%        |
| Single Parent Families with Support Needs                             | 262         | 4.4%        |
| Families with Support Needs   | 110         | 1.9%        |
| Single Person with Support Needs (25 – 54)                            | 315         | 5.3%        |
| People over the age of 55 with Support Needs                          | 122         | 2.1%        |
| Generic Floating Support to prevent homelessness                      | 1428        | 24.2%       |
| Alarm Services  | 60          | 1.0%        |
| Expenditure which does not directly link to the spend plan categories | 94          | 1.6%        |
| <b>Total</b>  | <b>5889</b> | <b>100%</b> |

The lead needs indicate there is a demand for service provision to help prevent homelessness by offering tenancy and resettlement related support. The chart also shows that there is a demand for housing related support for those experiencing mental health issues and for women who are victims of domestic abuse. Also there is a demand for services for young people. In terms of recommissioning or reconfiguring the immediate focus is on service for young people and those experiencing poor mental health and homelessness.

It is important that lead need are correctly identified by providers as they will direct future provision needs and help the Supporting People Team direct appropriate services.

## 5. Spend Category

The table below shows the demand and usage of services by Supporting People spend category during the period 1<sup>st</sup> April 2016 to 31<sup>st</sup> March 2017.

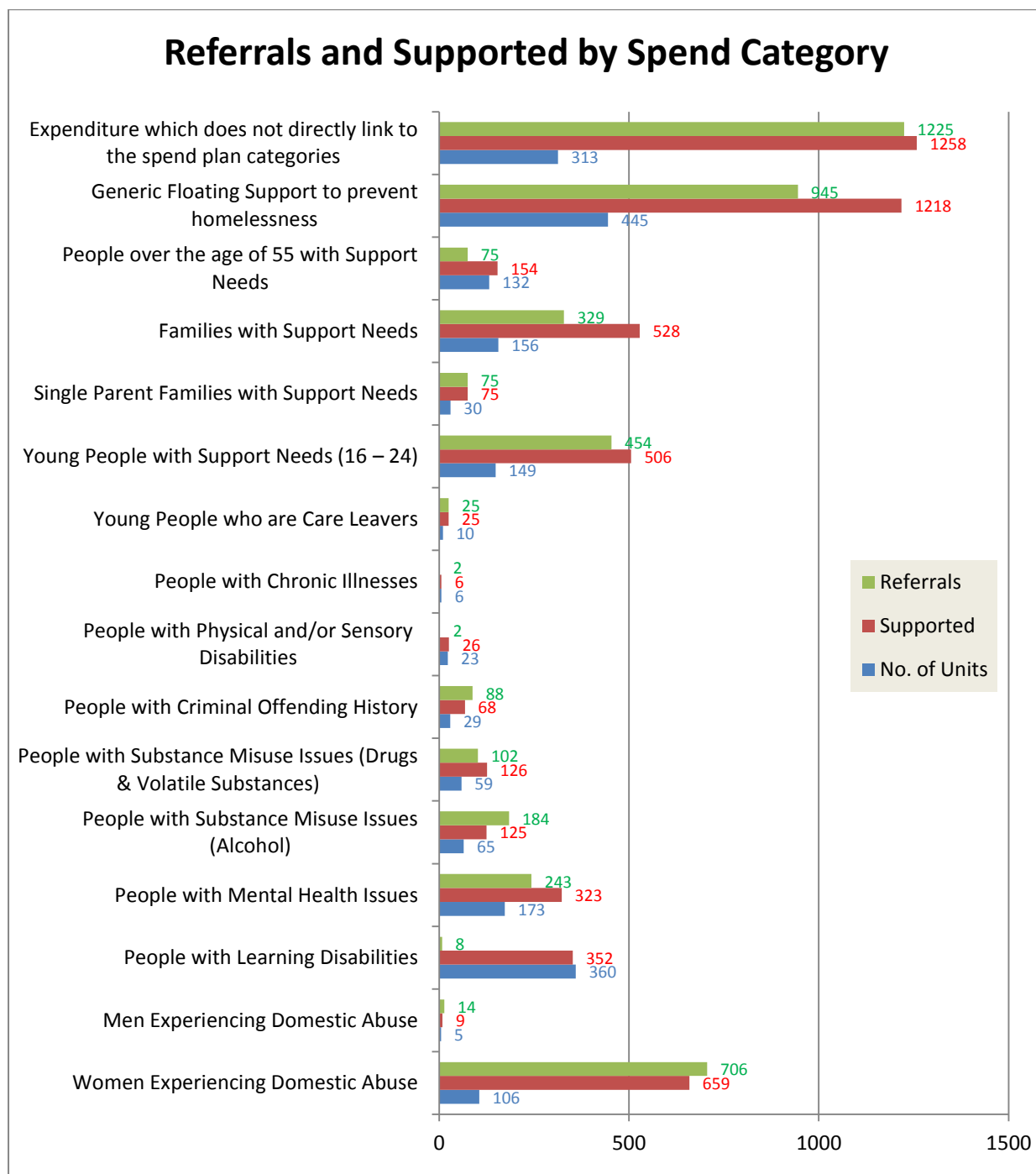
|    | <b>Spend Category</b>   | <b>Units</b> | <b>%</b>      | <b>Supported</b> | <b>Usage</b>  |
|----|---|--------------|---------------|------------------|---------------|
| 1  | Women Experiencing Domestic Abuse                                     | 106          | 4.7%          | 659              | 621.7%        |
| 2  | Men Experiencing Domestic Abuse                                       | 5            | 0.2%          | 9                | 180.0%        |
| 3  | People with Learning Disabilities                                     | 360          | 15.8%         | 352              | 97.8%         |
| 4  | People with Mental Health Issues                                      | 173          | 7.6%          | 323              | 186.7%        |
| 5  | People with Substance Misuse Issues (Alcohol)                         | 65           | 2.9%          | 125              | 192.3%        |
| 6  | People with Substance Misuse Issues (Drugs & Volatile Substances)     | 59           | 2.6%          | 126              | 213.6%        |
| 7  | People with Criminal Offending History                                | 29           | 1.3%          | 68               | 234.5%        |
| 8  | People with Physical and/or Sensory Disabilities                      | 23           | 1.0%          | 26               | 113.0%        |
| 9  | People with Chronic Illnesses   | 6            | 0.3%          | 6                | 100.0%        |
| 10 | Young People who are Care Leavers                                     | 10           | 0.4%          | 25               | 250.0%        |
| 11 | Young People with Support Needs (16 – 24)                             | 149          | 6.6%          | 506              | 339.6%        |
| 12 | Single Parent Families with Support Needs                             | 30           | 1.3%          | 75               | 250.0%        |
| 13 | Families with Support Needs   | 156          | 6.9%          | 528              | 338.5%        |
| 14 | People over the age of 55 with Support Needs                          | 132          | 5.8%          | 154              | 116.7%        |
| 15 | Generic Floating Support to prevent homelessness                      | 654          | 28.8%         | 1649             | 370.6%        |
| 16 | Expenditure which does not directly link to the spend plan categories | 318          | 14.0%         | 1258             | 401.9%        |
|    | <b>TOTAL</b>  | <b>2275</b>  | <b>100.0%</b> | <b>5889</b>      | <b>285.7%</b> |

Spend categories that tend to have short term interventions such as Generic Floating Support and Women Experiencing Domestic Abuse have a high usage rate in comparison to categories that are predominately accommodation based. Those with lower usage rates tend to be made up of long term supported accommodation projects such as those that work with People with Chronic Illnesses, Physical or Learning Disabilities.

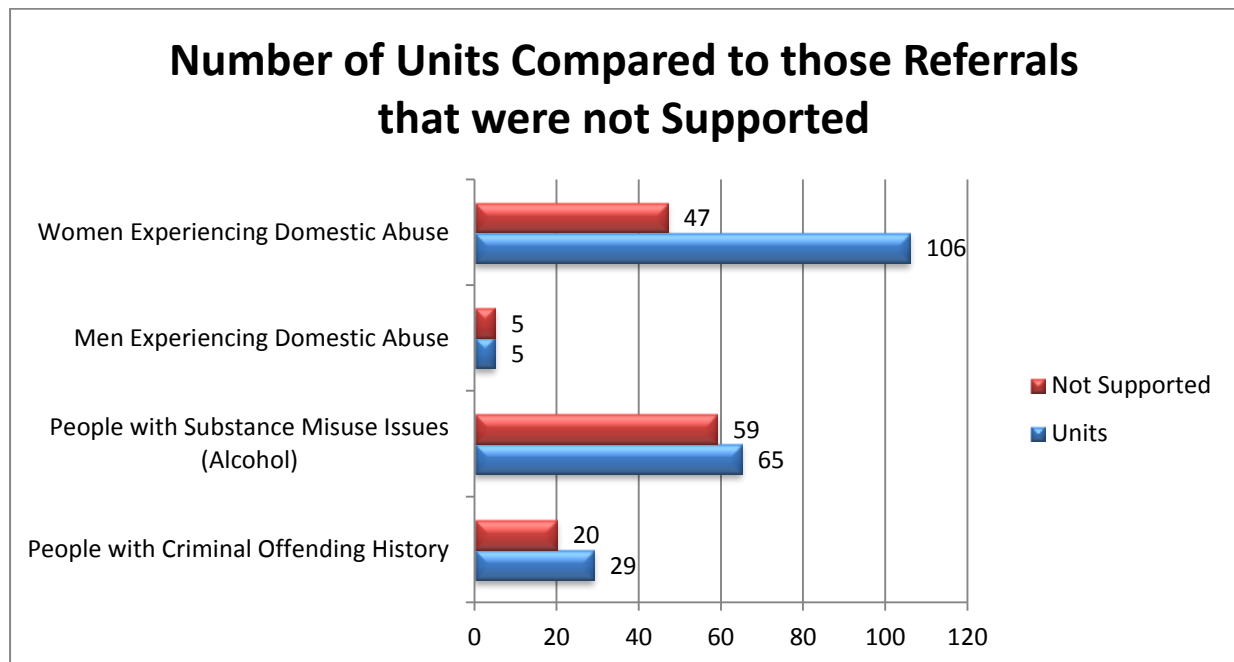
## 6. Referrals

The chart below shows where there is demand or under supply of services relating to a particular spend category.

Spend categories such as women experiencing domestic abuse and young people with support needs are managing to support a high number of service users in comparison to the number of units they have.



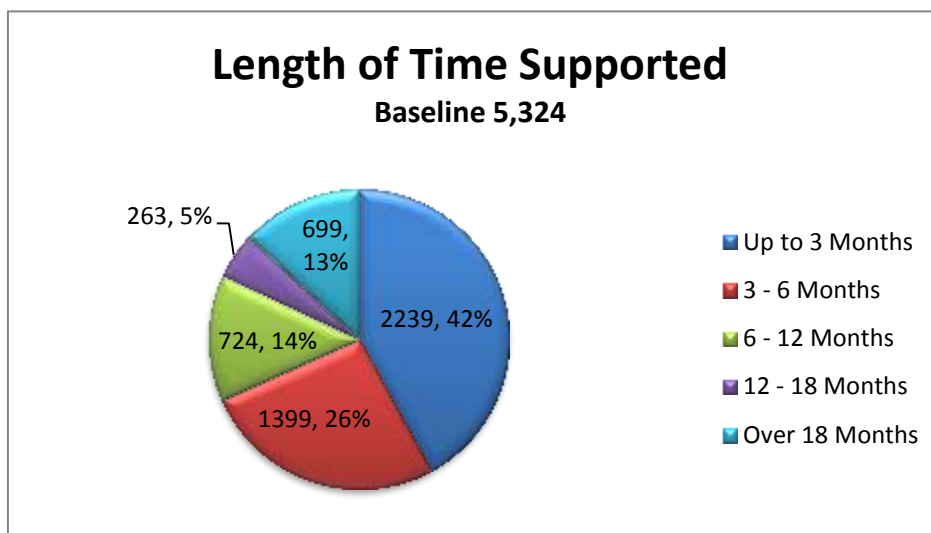
There are a number of spend categories that are not able to accommodate all the referrals they received. In some cases this might be a result of the project/scheme being at full capacity and not having the space to accommodate or an inappropriate referral. For some of these individuals their needs will be able to be accommodated by generic provision, depending on provision and their particular housing related support need.



## 7. Length of Support

As the chart below shows the majority of service users, 68% were supported for less than six months, these are predominately people accessing the floating support services. The chart also highlights that 13% of people have been supported for over 18 months; these are mainly those in long term support projects such as sheltered housing or supported accommodation for people with learning disabilities.

However there was short term supported accommodation provision that reported

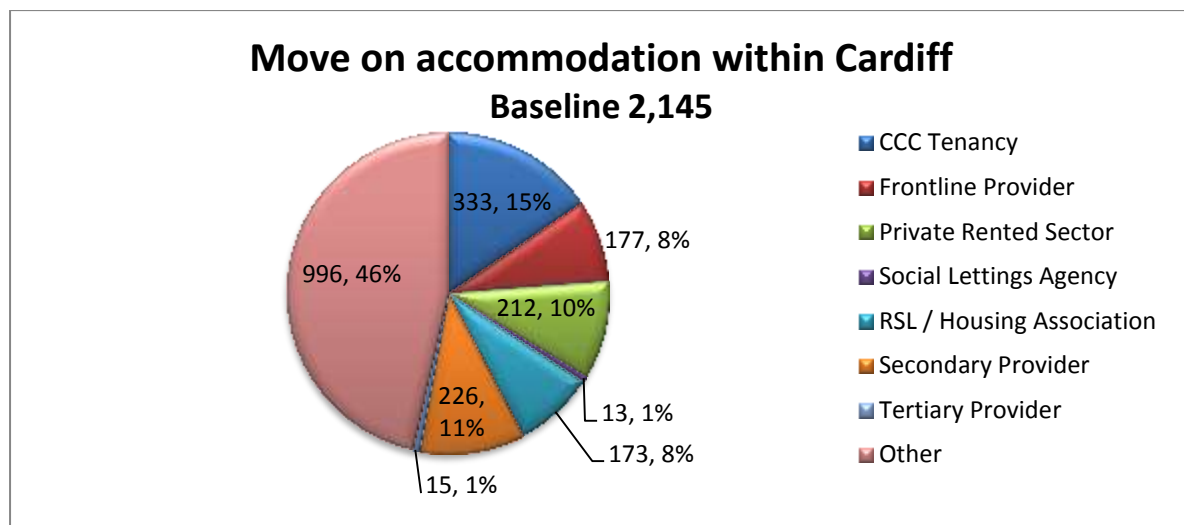


having service users staying for 18 months or more. This is thought to be due to lack of general move on housing and reluctance for service users and providers to consider a move to private rented accommodation.

Service users remaining in supported accommodation for long periods of time, reduces the number that can be accommodated by support provision.

## 7. Move On

As supported housing is not intended to be a long term or permanent solution for the vast majority of service users, move on is an important step in their progress to live independently and sustain accommodation in the community using the skills and knowledge have gained. For those service users that have moved on from support, particularly those in supported accommodation services, the chart below shows where service users have moved on to within Cardiff.



Other is the most significant option which represents 46%; however other as a move on option could include a range of options such as moving in with family or living with friends. From the 2,145 people that moved on last year 15% were able to secure a council tenancy and 8% moved into a housing association property.

Only 10% of those that moved on went into the private rented sector. Due to the shortage and demand for social housing, there is an expectation that the private rented sector will see an increase next year. Many support providers state that move on into suitable accommodation is the one of the biggest hurdles that their service users face. The Housing Option Team within the Local Authority and the supporting people providers are working closely with the private rented sector to help build confidence and create better pathways for people into suitable accommodation.

## Appendix 2

| Spend Plan Collection Period  |            | Local Authority Spend Plan 2018-19 |                    |                      |                |                      |                            |                      |                    |                    |                |              |                |                              |                           |                     |
|---|------------|------------------------------------|--------------------|----------------------|----------------|----------------------|----------------------------|----------------------|--------------------|--------------------|----------------|--------------|----------------|------------------------------|---------------------------|---------------------|
| Regional Collaborative Committee:   |            | The Vale & Cardiff                 |                    |                      |                |                      |                            |                      |                    |                    |                |              |                |                              |                           |                     |
| Local Authority:  |            | Cardiff                            |                    |                      |                |                      |                            |                      |                    |                    |                |              |                |                              |                           |                     |
| Annual Allocation:  |            | £16,267,470                        |                    |                      |                |                      |                            |                      |                    |                    |                |              |                |                              |                           |                     |
|   |            | Service Type                       |                    |                      |                |                      |                            |                      |                    |                    |                |              |                |                              |                           |                     |
|   |            | Fixed Site (Accommodation Based)   |                    |                      |                |                      | Floating (Community Based) |                      |                    |                    |                |              |                |                              |                           |                     |
|   |            | Client units                       | Less Than 6 Months | Client units         | 6 to 24 Months | Client units         | 24 Months plus             | Client units         | Less Than 6 Months | Client units       | 6 to 24 Months | Client units | 24 Months plus | Local Authority Contribution | Total units (exc LA cont) | Total (exc LA cont) |
| Client Spend Category (The category to which the service is primarily focused)  | Numbers    | £                                  | Numbers            | £                    | Numbers        | £                    | Numbers                    | £                    | Numbers            | £                  | Numbers        | £            | £              | Numbers                      | £                         |                     |
| Women at risk of Domestic Abuse   | 37         | £548,311.40                        | 16                 | £116,480.00          | 0              | £0.00                | 90                         | £590,898.08          | 0                  | £0.00              | 0              | £0.00        |                | 143                          | £1,255,689.48             |                     |
| Men at risk of Domestic Abuse   | 0          | £0.00                              | 4                  | £23,220.60           | 0              | £0.00                | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 4                            | £23,220.60                |                     |
| People with Learning Disabilities   | 0          | £0.00                              | 4                  | £21,964.80           | 374            | £2,212,206.88        | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 378                          | £2,234,171.68             |                     |
| People with Mental Health Issues  | 0          | £0.00                              | 9                  | £65,520.00           | 106            | £559,986.44          | 30                         | £189,326.28          | 0                  | £0.00              | 0              | £0.00        |                | 145                          | £814,832.72               |                     |
| People with Substance Issues (Alcohol)  | 0          | £0.00                              | 27                 | £299,029.64          | 38             | £355,104.36          | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 65                           | £654,134.00               |                     |
| People with Substance Misuse issues (Drugs and Volatile substances)   | 0          | £0.00                              | 57                 | £702,652.60          | 0              | £0.00                | 0                          | £0.00                | 16                 | £101,014.16        | 0              | £0.00        |                | 73                           | £803,666.76               |                     |
| People with Criminal Offending History  | 0          | £0.00                              | 33                 | £386,100.00          | 0              | £0.00                | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 33                           | £386,100.00               |                     |
| People with Refugee Status  | 0          | £0.00                              | 0                  | £0.00                | 0              | £0.00                | 0                          | £0.00                | 37                 | £153,920.00        | 0              | £0.00        |                | 37                           | £153,920.00               |                     |
| People with Physical and/or Sensory Disabilities  | 0          | £0.00                              | 0                  | £0.00                | 31             | £75,284.56           | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 31                           | £75,284.56                |                     |
| People with Developmental Disorders (i.e. Autism)   | 0          | £0.00                              | 0                  | £0.00                | 0              | £0.00                | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 0                            | £0.00                     |                     |
| People with Chronic Illnesses (including HIV/AIDS)  | 0          | £0.00                              | 0                  | £0.00                | 6              | £34,964.28           | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 6                            | £34,964.28                |                     |
| Young People who are Care Leavers   | 0          | £0.00                              | 10                 | £181,480.00          | 0              | £0.00                | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 10                           | £181,480.00               |                     |
| Young People with Support Needs (16 - 24)   | 0          | £0.00                              | 119                | £1,577,177.68        | 0              | £0.00                | 42                         | £157,586.00          | 18                 | £131,040.00        | 0              | £0.00        |                | 179                          | £1,865,803.68             |                     |
| Single Parent Families with Support Needs   | 0          | £0.00                              | 30                 | £393,120.00          | 0              | £0.00                | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 30                           | £393,120.00               |                     |
| Families with Support Needs   | 51         | £693,460.56                        | 0                  | £0.00                | 0              | £0.00                | 33                         | £128,737.00          | 0                  | £0.00              | 0              | £0.00        |                | 84                           | £822,197.56               |                     |
| Single People with Support Needs not listed above (25 - 54)   | 0          | £0.00                              | 0                  | £0.00                | 0              | £0.00                | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 0                            | £0.00                     |                     |
| People over 55 years of age with Support Needs (this category must be exclusive of alarm services)  | 0          | £0.00                              | 0                  | £0.00                | 52             | £102,157.12          | 72                         | £127,460.00          | 0                  | £0.00              | 0              | £0.00        |                | 124                          | £229,617.12               |                     |
| Generic floating support to prevent homelessness (tenancy support services which cover a range of service user needs but which must be exclusive of fixed site support) | 0          | £0.00                              | 0                  | £0.00                | 0              | £0.00                | 727                        | £2,259,040.00        | 2                  | £70,000.00         | 0              | £0.00        |                | 729                          | £2,329,040.00             |                     |
| Alarm services (including sheltered/extracare schemes)  | 0          | £0.00                              | 0                  | £0.00                | 3579           | £532,538.63          | 0                          | £0.00                | 0                  | £0.00              | 0              | £0.00        |                | 3579                         | £532,538.63               |                     |
| Expenditure which does not directly link to the spend plan categories above (Explanation required in accompanying e-mail)   | 226        | £2,394,349.36                      | 111                | £602,961.96          | 0              | £0.00                | 37                         | £358,458.41          | 15                 | £121,919.20        | 0              | £0.00        |                | 389                          | £3,477,688.93             |                     |
| <b>TOTALS</b>   | <b>314</b> | <b>£3,636,121.32</b>               | <b>420</b>         | <b>£4,369,707.28</b> | <b>4186</b>    | <b>£3,872,242.27</b> | <b>1031</b>                | <b>£3,811,505.77</b> | <b>88</b>          | <b>£577,893.36</b> | <b>0</b>       | <b>£0.00</b> |                | <b>6039</b>                  | <b>£16,267,470.00</b>     |                     |

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**Appendix B - Current Provision**

**Accommodation & Support Services for Young People – Excluding Family Accommodation**

**Supporting People Funding**

| <b>Young People's Floating Support</b> |                               |              |
|--|-------------------------------|--------------|
| <b>Contracted Provider</b>             | <b>Project</b>                | <b>Units</b> |
| LLAMAU                                 | LLAMAU YOUNG TENANCY- TST     | 12           |
| LLAMAU                                 | CARDIFF NETWORK               | 18           |
|  |                               | <b>30</b>    |
| <b>Young People's Accommodation</b>    |                               |              |
| <b>Contracted Provider</b>             | <b>Project</b>                | <b>Units</b> |
| BARNARDOS                              | Cardiff Young Singles Housing | 7            |
| CCHA (Taff)                            | FOYER                         | 15           |
| CHURCH ARMY                            | TY DANESCOURT                 | 6            |
| CHURCH ARMY                            | TY BRONNA                     | 13           |
| HAFOD CARE                             | PRINCES STREET                | 5            |
| LLAMAU                                 | TRI DEG PROJECT               | 5            |
| LLAMAU                                 | LLANDAFF ROAD                 | 5            |
| LLAMAU                                 | TY DIOGEL                     | 8            |
| LLAMAU                                 | CLIVE YOT PROJECT             | 5            |
| SALVATION ARMY                         | NORTHLANDS                    | 26           |
| TAFF HA                                | TY SEREN                      | 29           |
| TAFF HA                                | TY HAUL                       | 4            |
|  |                               | <b>128</b>   |
| <b>Total</b>                           |                               | <b>158</b>   |

**Families First Funding**

| <b>Provider</b> | <b>Project</b>                 | <b>Units</b> |
|-----------------|--------------------------------|--------------|
| LLAMAU          | Basement @33 Mediation Service | N/A          |

**Children's Services funding**

| <b>Provider</b> | <b>Project</b>                      | <b>Units</b> |
|-----------------|-------------------------------------|--------------|
| BASE            | Allensbank Terrace / Connaught Road | 5            |
|                 | Cathays Terrace                     | 6            |
|                 | Pentyrch Street                     | 4            |
|                 | Training flats                      | 3            |
| LLAMAU          | Fields Park Road                    | 4            |
| <b>Total</b>    |                                     | <b>22</b>    |

**Totals across all funding streams**

| <b><u>Funding Stream</u></b>       | <b><u>Units</u></b> |
|------------------------------------|---------------------|
| <b>Supporting People Funding</b>   | <b>158</b>          |
| <b>Families First Funding</b>      | <b>N/A</b>          |
| <b>Children's Services funding</b> | <b>22</b>           |
| <b>Total</b>                       | <b>180</b>          |

## Appendix C

### Commissioning of Accommodation & Support Services for Young People - Part 1 - Provider Consultation

A notification of the Council's intention to recommission Accommodation & Support services for Young People was published on the Sell2Wales portal in August 2017 to invite current and potential providers to register for further information.

Two consultation workshops have taken place to date with those providers who registered their interest. The purpose of the workshops has been to gather provider input to help shape the recommissioning process and the services to be commissioned. The number of external organisations and representatives attending can be seen in the table below:

|                   | <b>Attendees</b> | <b>Organisations</b> |
|-------------------|------------------|----------------------|
| <b>Workshop 1</b> | 39               | 19                   |
| <b>Workshop 2</b> | 31               | 13                   |

#### Provider Workshop 1

##### **Issues covered**

- The reasons for recommissioning services
- The Council's overall vision for the services.
- The intention to follow the Positive Pathway model
- Providers were asked if there were any other services not yet considered that they thought should be provided.
- The advantages and disadvantages of a single or multiple contracts were discussed
- Providers were also asked for their views on what they consider to be high risk/difficult to place young people.
- Providers' views were also invited on whether any types of young people should be out of scope for this commissioning.

In addition to the views gathered during the workshop, providers were invited to submit their responses and feedback in writing.

#### Provider Workshop 2

##### **Issues covered**

- A recap of the topics discussed in the first workshop
- A summary of the main themes of the feedback received following the first workshop and how the council were addressing each
- Feedback from the young people themselves and what they thought was important / should be improved
- Contract options:  
Providers were taken through a number of options for how the services should be configured, including number and constitution of contracts; and asked for their

views as to the advantages and disadvantages of each, along with any ideas of additional potential contract models

### **Summary of feedback received from providers both at sessions and in writing**

- Positive Pathway model:
  - Providers felt the Positive Pathway model will improve referral quality, information sharing and partnership working
  - Providers believed an appropriate final transition (from services into independence) is needed to ensure integration at the end of the pathway
  - Strongly expressed view that continuity was vital e.g. same support worker providing floating support once young person leaves supported accommodation.
- Other services suggested for inclusion:
  - Providers felt advocacy should be separate from the provider to ensure independence
  - Links with substance misuse and associated support services
  - It was not felt that therapeutic interventions were needed as it was covered elsewhere (e.g. mental and physical health)
  - The respondents felt that consideration should be given to providing Young People with positive role models to assist with building emotional resilience and life skills
  - Access to trauma trained psychotherapists
  - The development of partnerships with health service, police and truancy services
- Why projects refuse certain young people:
  - Due to number of 'high demand' services users within the project
  - If the progress being made by current service users could be adversely affected by introducing a certain service user at that time
  - Due to location/'protection issues'
- Number of contracts:
  - Most respondents felt that more than one contract would be the preferred option; allowing diversity, greater flexibility and a broader range of skills.
  - Concerns that the expertise required to support all diverse client needs would be compromised with a larger contract
  - Widespread apprehension that the size of the contract carries risk to the city and to the provider e.g. if a contractor failed
  - There was the feeling that a contract of such a wide scale would be too challenging
  - When consulted about a range of possible options the preference emerged for the example given of mixed hostel and supported accommodation, along with Move on Floating Support, to feature in both contracts; i.e. in favour of incorporating all services as equally as possible within two contracts.

- Range of accommodation:
  - Providers felt having a range of accommodation in one contract works well due to 'flow' through the levels, whilst keeping some continuity; also beneficial when a young person isn't getting on well in a certain project.
  - Providers advised some young people are more suited to 'intimate' projects, some prefer larger hostel type projects.
- Family accommodation to be commissioned separately:
  - A number of providers suggested a specific tender for young parents who need accommodation & support with their babies or very young children.
- Prevention:
  - Providers welcomed the proposal for greater emphasis on prevention
  - Providers felt that prevention and early intervention is very important at 16+ before going into adult services
- Young People in scope of recommissioning:
  - Widespread opinion that every young person should be able to access the service and that those services should be wrapped around the young person's needs, on an individual basis.
- Supported Lodgings:
  - It was felt the pathway would benefit from Supported Lodgings being included in the model & commissioning process
- Timeframe:
  - Concerns over the time needed for consortia, partnerships to be made
  - Issues for landlords - amount of property needed may not be ready/available

### **Changes made to Council's proposals as a result of feedback**

- More than one contract:  
Following widespread opposition to the suggestion of one contract, providers were taken through a number of alternative options for how the services should be configured. Proposal is to commission two contracts
- Family accommodation to be commissioned separately:  
The Council is proposing to commission family accommodation separately from single Young Persons' accommodation & support.
- Increased emphasis on prevention:  
Greater emphasis to be given to continuity of mediation once placed to be included in the newly commissioned service
- Longer Timeframe:  
The timetable for the procurement process is being considered, and the Council is now working towards a contract start date of April 2019 for the newly commissioned service.

Further consultation is planned with providers to inform the detailed specification.

## **Part 2 - Service User Consultation**

In preparation for the recommissioning of Accommodation & Support services for Young People ongoing consultation has taken place with young people involving both group sessions and the use of questionnaires.

### **Group Session 1**

A Listening Event was held in March 2016 attended by 13 Young People aged between 14-25, three Councillors from Cardiff Corporate Parenting Committee and officers from Children's Services, Housing & Communities and Education. The event was facilitated by NYAS (National Youth Advocacy Service).

Issues raised by the young people in attendance included:

- concern about living alone at a young age;
- difficulties faced when living independently;
- lack of access to support when needed particularly during out of hours and at weekends;
- a desire to have someone to talk to in a crisis;
- concerns about private rented accommodation:
  - an economic trap – rents are higher and can be increased at any time, the need for a bond which is not always returned, housing benefit does not cover all costs, implications of shared room rate;
  - does not offer long term security;
  - does not always meet the same standards as council and housing association properties;
  - problems with landlords living up to their responsibilities;
  - lack of support e.g. when dealing with neighbours;
- scope to move back into supported accommodation if living independently doesn't work out;
- vulnerable young people should not be placed in inappropriate areas of the city;
- the importance of continuity in terms of the person providing support;
- more support to access education, training and employment;
- practical preparation training for independent living;
- the provision of training flats with support;
- Advocates to visit supported accommodation.

### **Group Session 2**

In November 2017 a consultation event was facilitated by Children's Services with support from Housing & Communities. The event was designed to probe more

deeply issues raised by young people previously and to gauge reaction to the Independent Living Checklist that had been developed to assess and monitor the progress made by young people on their journey through support. A total of 14 young people attended this event, some from a care background and others who had been accepted as homeless. Some young people would have liked more of a say in the accommodation they were placed in but most were generally very positive about the accommodation. The issues that were raised most frequently were:

- the impact of rent charges on their income and the disincentive this created to find work and that they should be exempt from Council Tax;
- to combat social isolation visitors (or more visitors) should be allowed and that overnight stays should be permitted;
- more care should be taken to ensure a suitable mix of residents;
- having to repeat things to different support workers (either because the worker changed or the young person was moved to different accommodation) was frustrating
- concerns that the pace at which the skills to live independently were delivered were either too fast or too slow
- more help needed with domestic skills such as cooking and operating kitchen appliances

Interesting suggestions included operating a 'buddy' system to help young people with no friends or family, carrying out mediation with family and creating a family-type environment by marking occasions like Halloween.

### **Service User Questionnaire**

A questionnaire was devised to ask young people about their experiences of supported accommodation and what they thought could be done to improve the service they received.

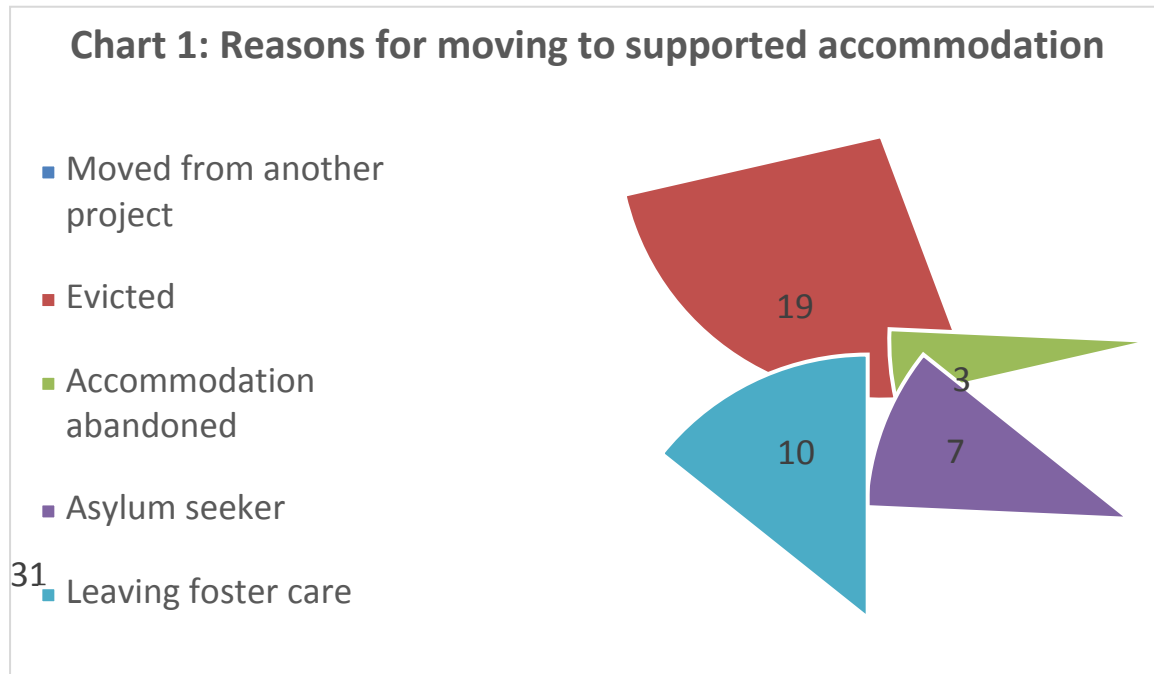
Staff from the Housing Options Centre used the questionnaire to conduct face to face interviews plus telephone surveys with young people as they moved through the Young Person's Gateway accommodation.

Throughout the summer and autumn of 2017, Young People who attended training to prepare them to move into Training Tenancy flats were also asked to complete the questionnaire.

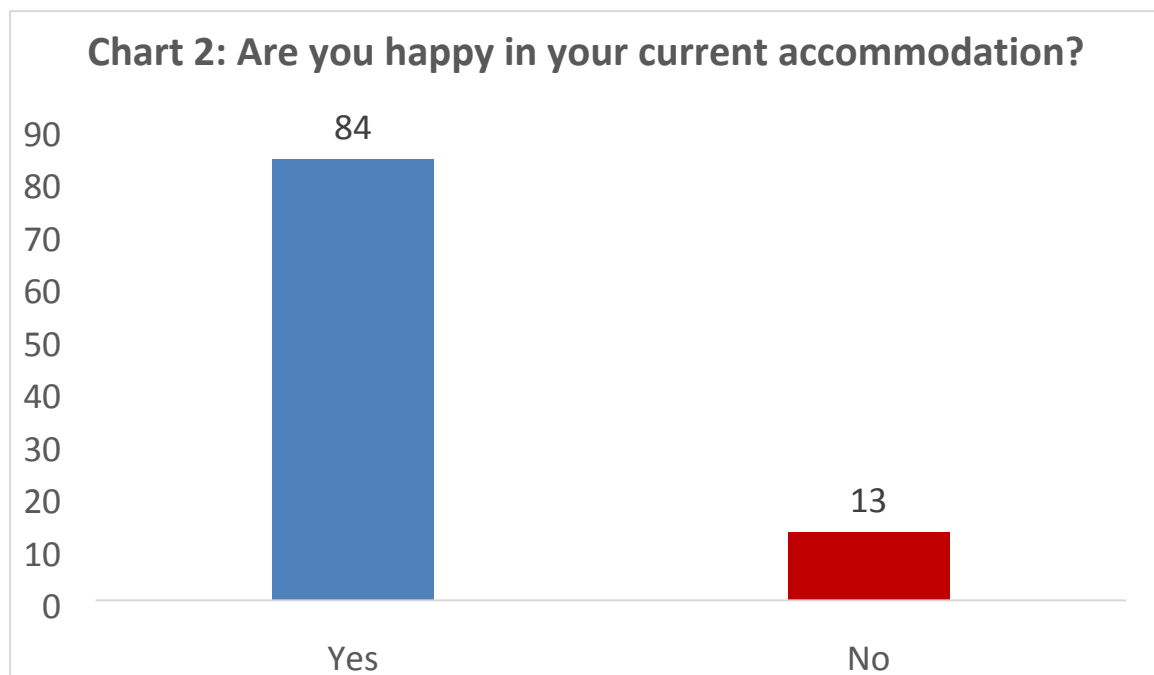
A total of 93 questionnaires were completed. Some young people completed more than one questionnaire reflecting that they had spent time in more than one scheme. This was useful as these young people were able to compare their experience of one scheme against another.

Chart 1 below indicates the reasons why the young person moved into their current supported accommodation. The largest number were moving from one project to

another. This may have occurred because the placement had not worked out or because the initial crisis had been resolved and they were moving to a project more geared to prepare them for independent living. Most of those recorded as 'Evicted' had moved out of the family home.



The young people were asked if they were happy with their current accommodation and, as the numbers in Chart 2 reveals, the overwhelming majority were content with just 20% offering any comments.





The criticisms that young people had of their accommodation were evenly spread around a number of different issues as illustrated by Chart 3.

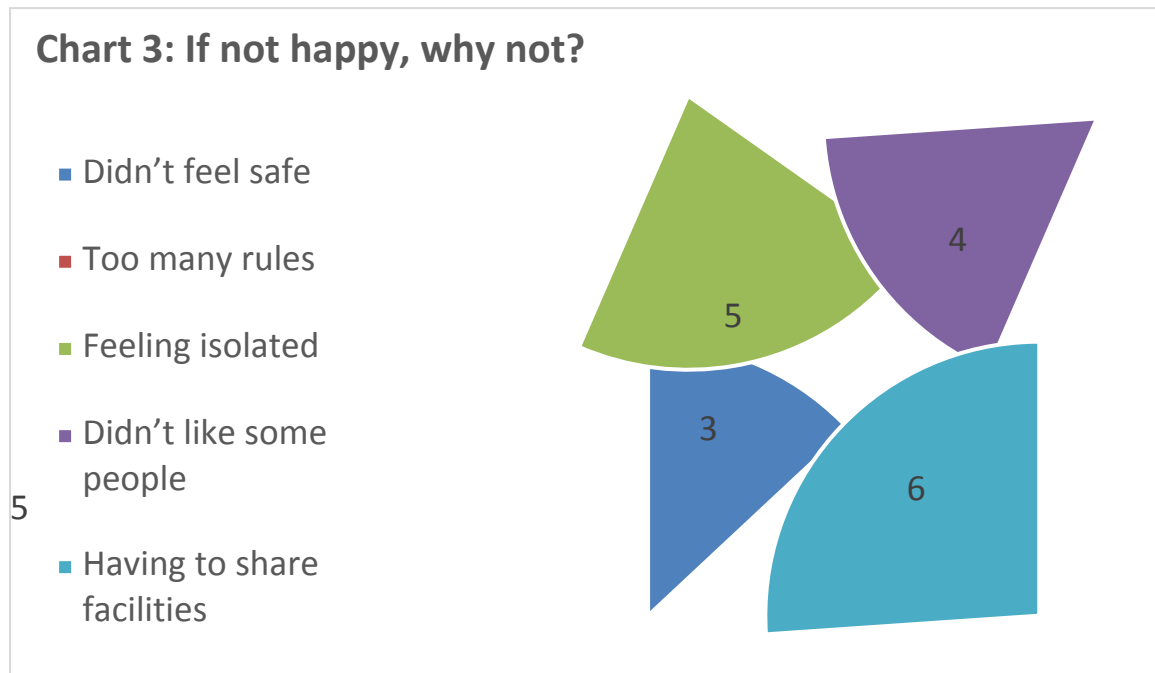
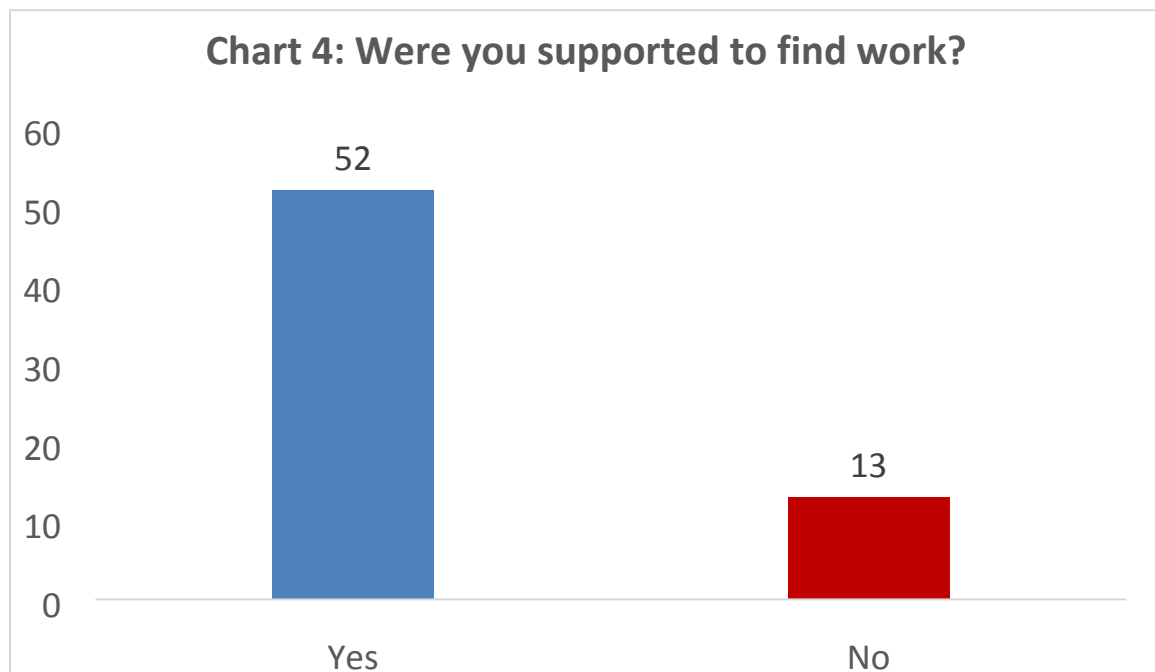


Chart 4 shows that a high proportion of young people felt that, when they wanted support in finding work, this was not always provided.



### Issues

A number of suggestions were received regarding ways of improving the accommodation provided:

- people to have their own bathroom and kitchen;
- more spacious accommodation;
- standards of cleanliness to be improved;
- extending the kitchen opening hours.

When it came to the rules operating in the projects young people commented that:

- it felt they were being watched all the time;
- visitors should be allowed to stay;
- it stopped them moving on with their life;
- it felt they were being treated as a child.

More general comments included:

- a request for a more diverse range of training courses;
- more support for those whose first language is not English;
- an observation that the hostel could be a bit chaotic;
- more help to access work or education;
- putting on more events at the weekend.

### **Key Issues**

The key issues raised in all aspects of the consultation are summarised below with initial responses.

#### **Accommodation Issues**

Generally people were happy with their accommodation although there a number of young people who would prefer to be accommodated in a flat rather than a single room. The other main issue relating to accommodation was a desire to allow visitors to stay overnight or sat least to visit their room. At a more practical level, young people raised issues such as cleanliness of common areas and access to common areas such as kitchens. There was a general view that rules were more onerous than they would expect in a family home and that more should be done to create a family-orientated atmosphere.

- The recommissioning provides the opportunity to specify a mix of accommodation that best fits the needs of the young people.
- Discussions with also be held with providers about some of the more practical issues.

#### **Continuity of Support**

Young people find having to repeatedly explain their history and experiences to a range of different support workers, particularly if they are moved from Provider to Provider, a frustrating process.

- The introduction of an Independent Living Checklist – a document that will move with the young person and be supported electronically – will help to address the frustration of frequently having to recount experiences.

- Significantly reducing the number of contracts offered should help to reduce the frequency of change in provider and give greater continuity of support.
- The importance of continuity of support will also be stressed in the service specification.

### **Advocacy and mediation**

Young people requested that more effort be put into mediating with their parents to try and secure a successful move back to the family home. Requests to set up an independent advocacy service were also made.

- Family mediation currently takes place following the initial presentation as homeless. Options are being considered as part of the recommissioning of services to extend mediation throughout the period of initial assessment or, alternatively, to provide mediation on an 'as and when' basis throughout the period of time in supported accommodation.
- Including independent advocacy as an element of the services to be commissioned is also being considered.

### **Employment / Rent and Service Charges**

Young people felt that they were not encouraged to work and that the costs of living in supported accommodation, and if they were to move on to the private rented sector, would take up most of their earnings.

- Information is being developed to help dispel some of the myths around the impact of earnings on welfare benefits to show that living in supported accommodation will not necessarily make the young person worse off. This information will be presented to providers as well as young people.
- The Council has developed an offer to private landlords which provides financial and practical support to encourage them to accept young people from a support background.
- Assisting young people to get back to work will be a key part of the recommissioned support and the number of those who are not in education or employment will be a key indicator for assessing the services.
- The Council's new employment service which will commence in April will focus on these clients providing mentoring, support and volunteering opportunities to help them into work.

### **Independent Living**

It is clear that the prospect of independent living, coupled with the fear of isolation is a significant worry for many young people. Many felt the need for more help to prepare for independent living with particular emphasis on training, practical domestic skills, accessing accommodation and having someone to turn to in a crisis.

- To address these concerns Training Tenancies have been developed as a way of supporting young people as they make their first steps to independence. Tailored training is delivered ahead of the move to independent living and floating support is provided for six months, to

smooth the transition, this support can be extended if necessary. Particular care is taken to ensure that the young person is not housed in an area of the city that might expose them to unnecessary risk. Young people can also move back to supported accommodation if they find they were not ready for independent living. Training Tenancies will be continued and expanded in the recommissioned service.

- The Independent Living Checklist will monitor a young person's progression, ensuring that they receive the skills they need to carry out everyday tasks such as cooking, cleaning and managing their finances.

### **Ongoing Consultation and Involvement**

Consultation with young people will continue throughout the recommissioning exercise. Questionnaires will continue to be issued with a focus on those leaving supported accommodation. When completing the questionnaires received a number of young people have indicated that they would be prepared to become involved in helping develop out thinking and we will tap into this pool going forward.

**CARDIFF COUNCIL**  
**Appendix D**  
**Equality Impact Assessment**  
**Corporate Assessment Template**

|  |
|--|
| <b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> |
| <b>Supporting People Local Delivery Plan - 2018/19</b>           |
| <b>New/Existing/Updating/Amending: Updating</b>                  |

|   |   |
|---|---|
| <b>Who is responsible for developing and implementing the Policy?</b> |   |
| Name: Jane Thomas   | Job Title: Assistant Director for Housing and Communities |
| Service Team: Supporting People Team                                  | Service Area: Communities                                 |
| Assessment Date: December 2017  |   |

**1. What are the objectives of the Policy?**

|   |
|---|
| <p>The Supporting People Programme (SPPG) provides housing related support services to some of the most vulnerable people in the city. Services include homeless hostels, domestic violence refuges, supported accommodation, floating support provided in the clients own home, and community alarm and warden services.</p> <p>The programme plays a significant part preventing homelessness by providing people with the support they need to live independently in their own homes. Early intervention through the programme can also reduce demand on other services such as health and social services.</p> <p>The Welsh Government require the Council to produce a spend plan each year to set out the way in which the grant funding is used. The programme is overseen by the Cardiff and Vale Regional Collaborative Committee which produces a Regional Commissioning Plan each year.</p> <p>In 2016 Cabinet agreed a phased approach to the recommissioning of services and this report contains an update on progress in this area.</p> <p>The Council has been taking a consultative approach to reviewing current services and developing a way forward for the next financial year and beyond. This is being done to ensure an evidenced based approach is taken, and that services delivered meet the needs of the most vulnerable based on needs and not on tenure.</p> <p>The objective of the policy is to continue to provide greater clarity on who needs support, the types of service that may be delivered using Supporting People funding, and how to determine if an individual is eligible for support.</p> <p>Through distribution of the grant Cardiff Council directly delivers or has contracts in place with charities, third sector organisations, Registered Social Landlords and other providers to deliver the majority of the support projects.</p> |
|---|

Support is provided through the grant for people:

- ➔ Where there is an identified need to help someone overcome a crisis or similar event.
- ➔ To resolve an immediate risk to a tenancy and thereby preventing imminent homelessness e.g. negotiating with the landlord with regards to repayment of arrears.
- ➔ To move-on from hostel, or temporary, accommodation e.g. assisting the service user to explore options for alternative housing.
- ➔ To deliver advice and assistance in meeting tenancy conditions e.g. for persistent anti-social behaviour including hoarding.
- ➔ Develop life skills for those leaving institutional care or similar settings.
- ➔ For the development of social skills e.g. support to avoid criminal or anti social behaviour.
- ➔ To encourage the development of Personal Safety e.g. provision of advice on restricting access to the property.
- ➔ To help in managing housing related finances e.g. low-level debt/budget advice or referral to appropriate agencies.
- ➔ To access enabling-based diversionary activities such as training, employment and volunteering e.g. by researching availability and access arrangements to local groups.
- ➔ To remove barriers to accessing community resources and support e.g. by providing advice on using public transport through purchasing tickets, accessing timetables etc.

The indication from the Welsh Government is that funding will remain at the current level of £16.2m for 2018-19. Preparations were being made for reductions in the grant allocation and whilst savings don't now apply this year the intention is to continue to re-align spend and delivery models in a structured and strategic way.

The Council has an ongoing process of procuring Supporting People services on the basis of competitive tendering. It has been identified that there are still a large number of providers and contracts in place for the programme which increases administration and prevents effective contract management; it is more difficult to ensure consistency of service delivery and to monitor quality and it prevents economies of scale being achieved.

In the current economic climate with reductions in funding still likely post 2019, smaller contracts are less likely to be sustainable but demand on housing support services for vulnerable people with complex needs is increasing. Overall there are opportunities to deliver greater economies of scale, reduce administration, improve contract management and improve the sustainability of services by significantly reducing the number of contracts. These efficiencies at a back office level can then be better utilised in front line delivery.

For 2018/19 the proposed approach to efficiently managing the grant are based on a set of agreed principles:

- Ensuring that services are based on need and that the most vulnerable service users are protected
- Delivering support at the appropriate level for the client, to enable and promote independence
- Taking an evidence based approach – considering voids/turnover, outcomes and service user feedback

- Ensuring services are sustainable
- Maximising the time spent on the client and reduce management costs by encouraging collaboration between providers
- Where possible, commissioning support in partnership with other public/third sector organisations
- Working with providers and other partners to develop service specifications that are outcome based and quality focussed

Applying these principles, the Council has implemented changes to the current funding arrangements, although overall the level of intended spend within each spend category is broadly similar to that of the current year. Early indications from the changes made suggest progress is being made and it is our intention to continue to review and refine the delivery of the supporting people programme.

The Local Spend Plan is a reflection of regular and ongoing engagement with all stakeholders and direct discussions with individual providers and reflects our priorities for 2018/19.

Wherever possible a joined up approach has been taken to the delivery of Supporting People services through recommissioning services, working across departmental and grant funding boundaries to commission comprehensive services for clients.

**2. Please provide background information on the Policy / Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

The Supporting People Programme is funded by the Welsh Government to enable housing-related support to be provided to a wide range of vulnerable groups. These services are vital in assisting vulnerable people to develop and maintain skills to live independently, and to prevent homelessness. Services in Cardiff currently receive £16.2 million in total through the Supporting People Programme.

The single funding stream was allocated to local authorities in 2012 to administer with the allocated amount based on a new distribution formula. In addition, multi-sector committees were established to provide a collaborative approach to the administration of Supporting People funding. A multi-agency Regional Collaborative Committee (RCC) for the Vale of Glamorgan and Cardiff has been operating since November 2012.

As a result of the redistribution of the grant, Cardiff's allocation has reduced by 15% between 2013 and 2015/16. Despite this there has been only limited disruption to services as efficiencies have been made by commissioners and service providers.

Consultation has been ongoing with providers for some time, and following on from the formal consultation on the 'Revised Approach to Supporting People Funding' in 2014, consultation has remained a key component and has contributed to the developments within the supporting people programme in Cardiff.

Based on data from service providers relating to 2016/17, the characteristics of the client

base was as follows:

### *Disability*

Nearly 26% of service users described themselves as having a disability.

### *Race*

Service users described their racial background as follows with the racial split for the population of Cardiff as a whole (Source: 2010 MYE ONS) given in brackets:

- ❖ White – 61% (92%)
- ❖ Black – 7% (1%)
- ❖ Asian – 5% (4%)
- ❖ Mixed Race – 5% (2%)
- ❖ Other – 4% (1%)
- ❖ Not Known – 18%

### *Gender*

The gender split of service users was:

- ❖ Female – 53.85%
- ❖ Male – 46.04%
- ❖ Transgender – 0.11%

### **Population predictions are contained below:**

General population information

### *Gender*

Vale and Cardiff (StatsWales 2015)

|                     | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------------------|-------------|-------------|-------------|
| Males 18 and over   | 194,272     | 196,204     | 198,133     |
| Females 18 and over | 203,360     | 204,999     | 206,508     |
| Total 18 and over   | 397,632     | 401,203     | 404,641     |

### *Age*

Vale and Cardiff (StatsWales 2015)

|                   | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|-------------------|-------------|-------------|-------------|
| 18 – 64 years old | 318,922     | 320,886     | 322,689     |
| 65 and over       | 78,710      | 80,317      | 81,952      |
| Total             | 397,632     | 401,203     | 404,641     |

### **Women experiencing Domestic Abuse**

2012/13 7.1% of women reported having experienced any type of domestic abuse (ONS). Therefore based on the projection of the number of women aged over 18, the following is the projection of women experiencing domestic abuse.

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 10,663      | 10,764      | 10,860      |

### **Men experiencing Domestic Abuse**

2012/13 4.4% of men reported having experienced any type of domestic abuse (ONS). Therefore based on the projection of the number of men aged over 18, the following is



the projection of men experiencing domestic abuse.

|         | 2017  | 2018  | 2019  |
|---------|-------|-------|-------|
| Cardiff | 6,364 | 6,439 | 6,515 |

### People with Learning Disabilities

Daffodil projected 6,967 people with Learning Disabilities (including Downs syndrome) for 2014. Based on these figures the estimates for the number of people with Learning Disabilities based are:

|         | 2017  | 2018  | 2019  |
|---------|-------|-------|-------|
| Cardiff | 7,212 | 7,288 | 7,363 |

### People with Mental Health issues

Daffodil projected 71,989 people with a mental health issue and early onset dementia in 2014. Based on these figures and the StatsWales population projections the estimates for the number of people with mental health issues are:

|         | 2017   | 2018   | 2019   |
|---------|--------|--------|--------|
| Cardiff | 74,516 | 75,301 | 76,082 |

### People with Substance Misuse Issues (Alcohol)

Daffodil projected 80,311 for people with a substance misuse issue (alcohol) in 2014. Based on these figures the estimates for the number of people with substance misuse issues (alcohol) are:

|         | 2017   | 2018   | 2019   |
|---------|--------|--------|--------|
| Cardiff | 83,131 | 84,006 | 84,877 |

### People with Substance Misuse Issues (Drugs and Volatile substances)

Daffodil projected 47,392 people with substance misuse issues (drug and volatile substances) for people aged 16-59 in 2014. There are no statistics on Daffodil for those 60 or over. Based on these figures and the StatsWales population projections the estimate for the number of people with substance misuse issues (drug and volatile substances) are:

|         | 2017   | 2018   | 2019   |
|---------|--------|--------|--------|
| Cardiff | 38,256 | 38,658 | 39,059 |

### People with Criminal Offending History

Information on the ONS and MoJ websites showed that from October 2011 to October 2012 probation worked with 226,103 people, given the mid-2012 population estimate of 56,567,800 this would equate to 0.4% of the population. Based on these figures and the StatsWales population projections the estimates for the number of people with a criminal offending history are:

|         | 2017  | 2018  | 2019  |
|---------|-------|-------|-------|
| Cardiff | 1,185 | 1,198 | 1,210 |

### People with Refugee Status

The Welsh Refugee Council identified that in 2006 there were around 13,000 refugees and asylum seekers in Wales. In 2008, 1,640 people were dispersed to Wales with 980 in Cardiff. There are an estimated 35 people dispersed to Wales every week, if the split remains the same as in 2008, this means an additional 1,088 per year arriving in Cardiff. If this trend continues the following are the projections for refugee and asylum seekers:

|         | 2017   | 2018   | 2019   |
|---------|--------|--------|--------|
| Cardiff | 19,520 | 20,608 | 21,696 |

### People with Physical and/or Sensory Disabilities

Daffodil projected 44,375 Cardiff people to have a hearing impairment, visual impairment and mobility issues in 2014. Based on these figures and the StatsWales population projections the estimates for the number of people with physical and/or sensory disabilities are:

|         | 2017   | 2018   | 2019   |
|---------|--------|--------|--------|
| Cardiff | 45,933 | 46,417 | 46,898 |

### People with Developmental Disorders

Daffodil projected that 2,798 Cardiff people were on the autistic spectrum in 2014. There are no other specific figures for other development disorders. Based on these figures and the StatsWales population projections the estimates for the number of people with development disorders (i.e. autism) are:

|         | 2017  | 2018  | 2019  |
|---------|-------|-------|-------|
| Cardiff | 2,896 | 2,927 | 2,957 |

### People with Chronic Illnesses (including HIV, Aids)

Daffodil provides population projections for chronic illness under the categories: Limiting Long term illness; Bronchitis/emphysema; Cancer; Diabetes; Heart Condition and Stroke. The projection for 2014 was 84,386 Cardiff for all of these added together (those with multiple conditions will be counted twice as there is no way to identify them). Based on these figures with the StatsWales population projections the estimates for the number of people with chronic illnesses are:

|         | 2017  | 2018  | 2019  |
|---------|-------|-------|-------|
| Cardiff | 2,896 | 2,927 | 2,957 |

### Young People who are Care Leavers

StatsWales provides figures on the number of care leavers aged 19, using this data over a number of years provided a figure of 467 Cardiff) care leavers aged 16-24 years old in 2014. Based on these figures along with the StatsWales population projections for 16-24 year olds the estimates for the number of people who are care leavers are:

|         | 2017  | 2018  | 2019  |
|---------|-------|-------|-------|
| Cardiff | 2,896 | 2,927 | 2,957 |

### **Young People with Support Needs (16 to 24)**

StatsWales provides population projections by age, the following are the projections for 16 to 24 year olds.

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 60,034      | 59,291      | 58,861      |

### **Single Parent Families with Support Needs**

StatsWales provides projections for the number of single parent families, the following are the projections:

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 10,128      | 10,216      | 10,311      |

### **Single Parent Families Accepted as Homeless**

In 2013/14 the number of single parent households who were accepted as homeless (StatsWales) for the Cardiff was 250. Based on the estimated number of single parent households this would mean the following projections:

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 459         | 463         | 467         |

### **Families with Support Needs**

StatsWales provides projections for the number of families (not including single parent families). The following are the projections:

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 31,576      | 31,977      | 32,409      |

### **Families Accepted as Homeless**

In 2013/14 the number of two parent households who were accepted as homeless (StatsWales) for Cardiff was 80. Based on the projections from StatsWales the number of two parent households who may be accepted as homeless are:

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 83          | 84          | 85          |

### **Single People with Support Needs not listed above (25-54)**

StatsWales provides population projections by age, the following are the projections for 25 to 54 year olds.

|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|---------|-------------|-------------|-------------|
| Cardiff | 153,498     | 155,509     | 157,139     |

### **People over 55 years of age with Support needs (excluding alarms)**

StatsWales provides population projections by age, the following are the projections for 55 year olds and over.

|         |             |             |             |
|---------|-------------|-------------|-------------|
|         | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Cardiff | 88,394      | 90,129      | 91,957      |

The population projection estimates for 55 and over, are for all in the age group. There is no method for calculating how many of them are covered by the other categories.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on younger / older people?

|                | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|----------------|------------|-----------|------------|
| Up to 18 years | ✓          |           |            |
| 18 - 65 years  | ✓          |           |            |
| Over 65 years  | ✓          |           |            |

#### **Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Housing-related support services are accessible to vulnerable people aged 16 and over, where they have been assessed to need it, meaning any changes to services will have an effect on all ages. Some services are aimed at particular age groups and changes to some of these projects may have a differential impact. Specific services geared to those aged 16-24 and 60+ will be affected as the model of support will change for many.

#### **Older People**

Welsh Government guidance requires a move away from support based on tenure and towards a service based on need; for example it is no longer possible to fund a warden support service to all residents of sheltered accommodation just by virtue of being a resident. Many social landlords, including the Council, have implemented this change already and the remainder will have done so by the end of this year. Many social landlords have retained their scheme manager / warden funded through rental income, minimising the impact to tenants.

As a result of this change the number of contracts for older persons' accommodation based support had reduced. As a contingency arrangement, capacity within older persons floating support services was increased however this additional capacity has not been used and demand for this service is low with only 18 older people receiving a service at present.

The Council's development of the Independent Living Service has brought better co-ordination of services addressing the needs of older persons living in the community,

providing help to access a wide range of support such as advice on benefits, grants, disabled adaptations, home energy efficiency and support to avoid social isolation. The further development of the service will include support for older people leaving hospital and low level support to help people live independently.

There is sufficient capacity within the newly commissioned Generic Floating Support Service to meet current demand for housing related support from older persons. This together with services offered by Independent Living will more than meet the current demand for older persons support and therefore it is not proposed to commission a specific older persons floating support service. It is proposed to cease funding for the current older persons floating support service during 2018/19. To ensure that no older person is left without the support they need, each current client of the service will have their support needs reviewed by Independent Living Officers, a holistic approach will be taken ensuring that the full needs are met by appropriate alternative provision.

Contracts for Supporting People funded housing related support services within Extracare schemes will continue. Extra care schemes provide the opportunity for people with significant care needs to live as active and independent lives as possible, living in their own homes with support tailored to their individual needs providing a real alternative to residential care.

Alarm services - Spend on alarms will also reduce following changes to bring these in line with the grant terms and conditions that 'funding for alarm services should cover the emergency alarm element only and this should only be for those with an identified need.'

### **Young people aged 16-24**

Will also be effected by the recommissioning of supported accommodation and specialist floating support services. This type of support makes up a significant part of the Supporting People Programme and supports some of the most vulnerable clients such as those with mental health and substance misuse issues and young people.

To ensure that the recommissioning process was client focused this phase has been further broken down with the initial focus on services for young people. This focus has allowed a joined up approach to be taken to commissioning which is a natural next step for the cross directorate partnership that has already been established between Housing and Children Services to address the need of this client group.

In October 2015 the Council established a Young Person's Gateway to manage accommodation and support services for young people. Previously services for homeless young people operated separately from services for 'looked after children'.

Housing options officers, social workers and support workers from Llamau, a third sector organisation, are now co-located within the Gateway, which is located in Charles Street. When a young person presents as homeless to the Gateway assessments can be carried out as to the young persons need, and the Council's duties both under the Children's and Homelessness legislation. Appropriate mediation takes place to prevent homelessness but where this is not possible the young person has access to a range of supported accommodation.

Since the establishment of the Gateway the mediation work to prevent homelessness has had a positive outcome in over 55% of cases and more than 550 young people have been housed without use of bed and breakfast accommodation. The Gateway has demonstrated the benefits of operating services in a joined-up way, using different funding streams to create clear support pathways to assist vulnerable people towards independence. This approach has been recognised as good practice by the Welsh Government.

More recently the possibility of developing a One Stop Shop for young people has been considered. This could bring together the work already carried out at the Gateway with the Youth Service's mentoring provision available at Grassroots, also in Charles Street, to develop a comprehensive service for young people. By combining this existing provision and incorporating other services such as money advice, into work and health services under one roof, this could provide a complete service for young people needing advice. This approach would bring Cardiff very much in line with good practice in this area as set out in the Positive Pathway. If it is not possible to develop the One Stop Shop services will continue as currently in their separate locations.

The services to be recommissioned externally as part of the current phased process are as follows:

- Housing Advice, Family Mediation and Homelessness Prevention Service
- Accommodation for Young People – Emergency Accommodation; Hostel Accommodation; Supported Accommodation
- Move On Support and Tenancy Rescue - Housing Related Floating Support, Homelessness Prevention Support; Support for young people moving into Training Tenancies and help to access private rented accommodation.

It is anticipated that the recommissioning project will replace 17 existing contracts. This current complex arrangement of providers and contracts increases administration, hampers effective contract and quality management, and prevents economies of scale being achieved. In the current economic climate, with reductions in funding likely and increased pressure on resources, continuing with smaller contracts is neither practical nor sustainable.

Fewer contracts for the services would not only resolve the issues outlined above but would also allow a more joined up approach to be taken with young people moving seamlessly through a clear pathway of services towards independence. There would be greater flexibility to respond to individual need and to change services as demand changes over time.

**Homelessness Prevention Projects** – in 2017/18 a grant programme was supported to allow third sector organisations to bring forward innovative proposals for new ways of working. These included:

- The Compass Project – intensive support for those who are entrenched rough sleepers or who experience a revolving cycle of frontline accommodation, prison, mental health rehabilitation, hospital and rough sleeping.
- Housing First Project – providing mainstream accommodation for rough sleepers; with flexible support for as long as it is needed
- Cardiff Solutions Project - aims to provide assistance to individuals who do not wish to access services through more formal settings by using the Wallich

Night Shelter.

- Ty Tarian - provides homeless women who are being exploited or who are at risk of exploitation to access to secure, female-only hostel accommodation with 24 hour support.

The number of rough sleepers in Cardiff has been increasing over recent years. The projects above as well as the expansion of the Council's own Outreach service have been developed to encourage rough sleepers to engage with services. Early indications from these projects suggest progress is being made and it is our intention to continue funding these projects for 2018/19.

**Homelessness Support Service** – This service operated by the Councils Housing Options service will work to prevent and address homelessness by assisting families and vulnerable individuals to prepare for, access and relocate to accommodation in the private rented sector.

**What action(s) can you take to address the differential impact?**

It is anticipated that any differential impact will be positive, careful targeting of support will take place to ensure that it is appropriate to need with each of the characteristics to ensure that no group are unduly impacted. In addition, the new approaches, grant funded and recommissioned services may benefit a far greater number of vulnerable young and older people the City through the increased capacity in frontline services to target those people that need it the most.

To ensure that no older person is left without the support they need each current client of the service affected will be consulted on the changes and have their support needs reviewed by Independent Living Officers, a holistic approach will be taken ensuring that the full needs are met by appropriate alternative provision.

**3.2 Disability**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [negative]** on disabled people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| Hearing Impairment                        |     | ✓  |     |
| Physical Impairment                       |     | ✓  |     |
| Visual Impairment                         |     | ✓  |     |
| Learning Disability                       |     | ✓  |     |
| Long-Standing Illness or Health Condition |     | ✓  |     |
| Mental Health                             |     | ✓  |     |
| Substance Misuse                          |     | ✓  |     |
| Other                                     |     |    |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

There are no specific proposals that will have any differential impact for these clients

|   |
|---|
| <b>What action(s) can you take to address the differential impact?</b>  |
| It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed. |

### 3.3 Gender Reassignment

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive]** on transgender people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| <b>Transgender People</b><br>(People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex) |     | ✓  |     |

|   |
|---|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>  |
| There are no specific proposals that will have any differential impact for these clients.   |
| <b>What action(s) can you take to address the differential impact?</b>  |
| It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed. |

### 3.4. Marriage and Civil Partnership

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on marriage and civil partnership?

|                   | Yes | No | N/A |
|-------------------|-----|----|-----|
| Marriage          |     | ✓  |     |
| Civil Partnership |     | ✓  |     |

|   |
|---|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>  |
| There are no specific proposals that will have any differential impact for these clients.   |
| <b>What action(s) can you take to address the differential impact?</b>  |
| It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed. |

### 3.5 Pregnancy and Maternity

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on pregnancy and maternity?



|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy |     | ✓  |     |
| Maternity |     | ✓  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

There are no specific proposals that will have any differential impact for these clients

**What action(s) can you take to address the differential impact?**

It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed.

### 3.6 Race

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on the following groups?

|   | Yes | No | N/A |
|---|-----|----|-----|
| White                                       |     | ✓  |     |
| Mixed / Multiple Ethnic Groups              |     | ✓  |     |
| Asian / Asian British                       |     | ✓  |     |
| Black / African / Caribbean / Black British |     | ✓  |     |
| Other Ethnic Groups                         |     | ✓  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

There are no specific proposals that will have any differential impact for these clients.

**What action(s) can you take to address the differential impact?**

It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed.

### 3.7 Religion, Belief or Non-Belief

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [negative]** on people with different religions, beliefs or non-beliefs?

|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Buddhist  |     | ✓  |     |
| Christian |     | ✓  |     |
| Hindu     |     | ✓  |     |
| Humanist  |     | ✓  |     |
| Jewish    |     | ✓  |     |
| Muslim    |     | ✓  |     |
| Sikh      |     | ✓  |     |
| Other     |     | ✓  |     |

|   |
|---|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>  |
| There are no specific proposals that will have any differential impact for these clients  |
| <b>What action(s) can you take to address the differential impact?</b>  |
| It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed. |

### 3.8 Sex

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on men and/or women?

|       | Yes | No | N/A |
|-------|-----|----|-----|
| Men   |     | ✓  |     |
| Women |     | ✓  |     |

|   |
|---|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>  |
| <b>Women at risk of domestic abuse</b> – Spend in this area is expected to increase to reflect the need to carry out more preventative work. Previously services focused only on victims at medium or high risk of abuse. Intervening at an early stage while risk is lower could prevent abuse from escalating and is in line with the new legislation. A service for standard risk victims has been built into the new Gender Specific services which are currently being recommissioned. |
| In addition, the new approach and recommissioned service may benefit a far greater number of people the City.   |
| <b>What action(s) can you take to address the differential impact?</b>  |
| A detailed Equality Impact Assessment has been completed on the plans to recommission the service:  |

### 3.9 Sexual Orientation

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive]** on the following groups?

|                       | Yes | No | N/A |
|-----------------------|-----|----|-----|
| Bisexual              |     | ✓  |     |
| Gay Men               |     | ✓  |     |
| Gay Women/Lesbians    |     | ✓  |     |
| Heterosexual/Straight |     | ✓  |     |

|   |
|---|
| <b>Please give details/consequences of the differential impact, and provide</b> |
|---|

|   |
|---|
| <b>supporting evidence, if any.</b>   |
| There are no specific proposals that will have any differential impact for these clients.   |
| <b>What action(s) can you take to address the differential impact?</b>  |
| It is anticipated that there will be no differential impact, however consultations and analysis of feedback will continue to ensure that if any differential impact will be identified and addressed. |

### 3.10 Welsh Language

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on Welsh Language?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| Welsh Language |     | ✓  |     |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b> |
| Welsh language requirements will be complied with  |
| <b>What action(s) can you take to address the differential impact?</b>                                       |
| N/A  |

## 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

|  |
|--|
| <p>Through the provider and stakeholder consultation groups, consideration was given to ways in which we could engage and consult with service users. These groups routinely discussed that “no one size fits all”, and so a flexible approach has been developed. There are a number of barriers to service user engagement, not least the array of client groups, transient nature of some service users and services, impartiality and general willingness to take part.</p> <p>Examples of service user engagement are detailed below:</p> <ul style="list-style-type: none"> <li>• Prior to the procurement of the Generic Floating Support service a survey was posted to 607 former users of the service. As well as returning the survey in paper format, users were given the option of completing the survey electronically through the Council’s website. A total of 62 responses were received, 10% of those sent out. While a low number this was considered a reasonable sample level for this hard to reach group and the draft service specification was amended following the comments received.</li> <li>• From the returns a number of people indicated that they would be willing to engage further with commissioners and to take part in the evaluation of submitted tenders. Initial engagement went well with three former service users taking part in early discussions. However none were able to attend on the day of the tenderers presentations.</li> <li>• To help inform the recommissioning of gender specific/domestic abuse services the Housing teams in Cardiff and the Vale of Glamorgan Council approached Cardiff</li> </ul> |
|--|

Research Centre to support some research activities with service users who have experienced domestic abuse in the last three years. The Cardiff Research Centre worked with the Domestic Abuse Co-ordinator from Cardiff Council, and the Domestic Violence & Sexual Abuse Co-ordinator from the Vale of Glamorgan Council to devise a questionnaire, which was developed into a bi-lingual online survey.

- The survey was disseminated by the Housing Teams in both Cardiff and the Vale to relevant stakeholder groups and online access was shared widely. Where required, paper copies of the survey were made available to support workers to distribute to those without access to the online version.
- To help inform the commissioning of services for male victims of domestic abuse in August 2016 service user interviews took place. Three men were interviewed, two of which were in heterosexual relationships and 1 was in a same sex relationship. Given the very small number of men interviewed, their views cannot be considered to be representative of all male victims of domestic abuse living in Cardiff. However, there were some themes that were identified that will be considered in more detail when thinking about the support needs required by male victims and how best to advertise the services available.
- To help inform the recommissioning of Young People's services a Service User Listening Event for Care Leavers, in partnership with Children's Services and led by NYAS (Cymru) was held in March 2016.
- In 2017, a questionnaire was devised to ask young people about their experiences of supported accommodation and what they thought could be done to improve the service they received. Staff from the Housing Options Centre used the questionnaire to conduct face to face interviews plus telephone surveys with young people as they moved through the Young Person's Gateway.
- Throughout the summer and autumn of 2017, Young People who attended training to prepare them to move into Training Tenancy flats were also asked to complete the questionnaire.
- In November 2017 a consultation event was facilitated by Children's Services with support from Housing & Communities. The event was designed to probe more deeply the issues raised in the questionnaire and to gauge reaction to the Independent Living Checklist that had been developed to assess and monitor the progress made by young people on their journey through support. A total of 14 young people attended this event, some from a care background and others who had been accepted as homeless.
- The RCC set up an Older Persons Task & Finish Group, consisting of landlord and service user representatives to consider the changes required to older persons support services. This as well as discussions and negotiations with individual providers of older persons services resulted in fundamental changes to the way support services are delivered, particularly in sheltered schemes, to those assessed to need it. Further eligibility criteria for funding community alarm services based on need was formulated through the task & finish group and the criteria will apply to all new community alarm service clients from April 2018. The 18 older people that are

affected by the changes proposed will be individually consulted with to ensure their views are taken into account during the service changes.

As progress is made each service reviewed the client group affected will be invited to tell us how they currently receive services, what they currently value about that provision, and what could be delivered differently. This will enable resources to focus on genuinely improving outcomes for residents of Cardiff in a more flexible and appropriate manner.

**5. Summary of Actions [Listed in the Sections above]**

| Groups   | Actions  |
|--|--|
| Age Older People   | <p>It is anticipated that there will be no differential impact, however consultation and analysis of feedback will continue to ensure any differential impact is identified and will be addressed.</p> <p>In addition, the new approaches, grant funded and recommissioned services may benefit a far greater number of vulnerable young and older people the City through the increased capacity in frontline services to target those people that need it the most.</p> <p>There is sufficient capacity within the newly commissioned Generic Floating Support Service to meet current demand for housing related support from older persons. This together with services offered by Independent Living will more than meet the current demand for older persons support and therefore it is not proposed to commission a specific older persons floating support service.</p> <p>To ensure that no older person is left without the support they need each current client of the service affected will be consulted on the changes and have their support needs reviewed by Independent Living Officers, a holistic approach will be taken ensuring that the full needs are met by appropriate alternative provision.</p> |
| Age Young People   | <p>A detailed Equality Impact Assessment included on the recommissioning plans due to take place next year. Although none anticipated, careful targeting of support will take place to ensure that it is appropriate to need with each of the age groups are unduly impacted.</p>  |
| Disability<br>Gender Reassignment<br>Marriage & Civil Partnership<br>Pregnancy & Maternity | See below.   |

|   |  |
|---|--|
| Race  |  |
| Religion/Belief   |  |
| Sex   |  |
| Sexual Orientation  |  |
| Welsh Language  | N/A  |
| Generic Over-Arching<br>[applicable to all the<br>above groups] | <p>The principles integral to the proposals</p> <ul style="list-style-type: none"> <li>• Ensuring that services are based on need and that the most vulnerable service users are protected</li> <li>• Promoting independence and delivering support at the lowest appropriate level to meet clients needs</li> <li>• Taking an evidence based approach – considering voids/turnover, outcomes and service user feedback</li> <li>• Ensuring services are sustainable</li> <li>• Maximising the time spent on the client and reduce management costs by encouraging collaboration between providers</li> <li>• Where possible, commissioning support in partnership with other public/third sector organisations</li> <li>• Working with providers and other partners to develop service specifications that are outcome based and quality focussed will ensure that support continues to be available to those that need it most and that use of other existing services is also maximised.</li> </ul> <p>As well as robust monitoring as progress is made each service will be reviewed through the Supporting People Programme, the client group affected will be invited to tell us how they currently receive services, what they currently value about that provision, and what could be delivered differently.</p> |

## 6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

## 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

|  |                |
|--|----------------|
| Completed By : Neil Sutcliffe                          | Date: 07/12/17 |
| Designation: Supporting People & Commissioning Manager |                |
| Approved By: Louise Bassett                            |                |
| Designation: Partnership Delivery Team Leader          |                |
| Service Area: Communities                              |                |

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact*

*Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

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Equality Impact Assessment  
 Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title:

**Recommissioning of Accommodation & Support Services for Young People**

New/Existing/Updating/Amending: New

**Who is responsible for developing and implementing the Policy?**

Name: Jane Thomas

Job Title: AD (Housing &amp; Communities)

Service Team: Housing &amp; Communities

Service Area: Communities, Housing and Customer Services

Assessment Date: December 2017

**1. What are the objectives of the Policy?**

To recommission housing-related support services for young people. The recommissioning process will be undertaken in line with procurement and legal advice and in consultation with providers and services users, to secure quality services for service users and best value for Commissioners.

**2. Please provide background information on the Policy / Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**
**Support Services for Young People**
**Background**

1. There are currently 9 providers delivering 17 different accommodation and support projects for young people, funded by 3 funding streams managed by the Council:
  - Supporting People Funding
  - Families First Funding
  - Children's Services funding
2. The Council currently receives Supporting People Programme Grant to provide housing-related support services. The Council commissions these services from third sector providers and, based on advice from both Legal Services and Commissioning & Procurement, has embarked on a phased recommissioning of the services. EIAs have already been prepared relating to the recommissioning of Generic Floating Support and Gender Specific services.

Equality Impact Assessment  
Corporate Assessment Template

3. Local Authorities have a duty to assess and meet the needs of eligible young people aged 16 plus who are homeless and to assist former Looked After Children with regards to their housing, education, training and employment. One of the Council's four corporate priorities is the supporting of vulnerable people. The Council believes that how we treat people in most need of support is a real test of the values of our city. This support aligns well with the preventative work required under the Housing (Wales) Act and Social Services and Wellbeing (Wales) Act.
4. There are three separate but interlinked support elements that are being commissioned: a 'one stop shop'; supported accommodation; and move-on accommodation and support.
- One Stop Shop** – In October 2015 the Council established a Young Person's Gateway to manage all accommodation and support for young people. The service operates as a partnership between Homelessness, Children's Services and Llamau, a third sector organisation which carries out homeless prevention and mediation services. It is intended to recommission the prevention and mediation work.
- Supported Accommodation** - There are currently 9 providers delivering accommodation under 15 different contracts, with the size of the contracts ranging from 4 units to 29 units. Overall 159 units of support are provided; generally a unit equates to a room.
- Move-on and support** – The Contractor will be expected to facilitate a range of safe, decent and affordable independent housing options. Floating support will be delivered in the home for young people moving into independent living accommodation. This will include training tenancies in social housing and support in the private rented sector.
5. The large number of providers and contracts increases administration and prevents effective contract management; it is more difficult to ensure consistency of service delivery and to monitor quality and it prevents economies of scale being achieved. In the current economic climate with reduction in funding likely, smaller contracts are less likely to be sustainable. It is also more difficult to ensure continuity of support for the young people under the current arrangements.
6. Overall there are opportunities to deliver greater economies of scale, reduce administration, improve contract management, improve the sustainability of services and improve the services users' journey by significantly reducing the number of contracts.

**Proposal**

7. It is therefore proposed to commission two larger contracts, both to deliver a mix of supported accommodation and floating support services for young people.

Equality Impact Assessment  
Corporate Assessment Template

8. The reduction in the number of contracts should generate significant economies of scale; it will also reduce administration and allow for more robust contract management. Only having two contractors will also allow greater alignment with council services and promote consistency of service for clients.

**Data Review**

A review of data relating to young people supported under the current contracts was undertaken.

**Supported Young People - 2016/17 data**

| Gender       |            |       |
|--------------|------------|-------|
| Male         | 261        | 42.0% |
| Female       | 357        | 57.5% |
| Transgender  | 3          | 0.5%  |
| <b>Total</b> | <b>621</b> |       |

| Disability     |            |      |
|----------------|------------|------|
| Male           | 27         | 4.3% |
| Female         | 26         | 4.2% |
| Transgender    | 0          | 0.0% |
| Total disabled | 53         | 8.5% |
| <b>Total</b>   | <b>621</b> |      |

Use of services was higher among women than among men and higher than for this age group in Cardiff as a whole where women make up 50.9% of the population aged 16 to 24.

The numbers identifying as disabled (8.5%) was nearly twice the level (4.6%) in the Cardiff population in this age group identifying as having a long-term health problem or disability.

| Ethnicity    |            |       |
|--------------|------------|-------|
| White        | 476        | 76.6% |
| Mixed        | 56         | 9.0%  |
| Asian        | 29         | 4.7%  |
| Black        | 54         | 8.7%  |
| Other        | 3          | 0.5%  |
| Not Known    | 3          | 0.5%  |
| <b>Total</b> | <b>621</b> |       |

| Sexuality    |            |       |
|--------------|------------|-------|
| Heterosexual | 554        | 89.2% |
| Gay          | 7          | 1.1%  |
| Lesbian      | 6          | 1.0%  |
| Bisexual     | 16         | 2.6%  |
| Not Known    | 38         | 6.1%  |
| <b>Total</b> | <b>621</b> |       |

Relatively few service users were from an Asian (4.7%) or White (76.6%) background compared to the population in the 16-24 age cohort in Cardiff as a whole (9.0% and 83.1% respectively), while the service users of Black (8.7%) and Mixed (9.0%) ethnicity is higher (2.0% and 3.5% respectively) than the equivalent figures for Cardiff.

[Source of Cardiff population figures: 2011 Census]

An analysis of sexuality was not available in the Census data.

**3 Assess Impact on the Protected Characteristics**

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

**3.1 Age**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on younger / older people?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| Up to 18 years | X   |    |     |
| 18 - 65 years  | X   |    |     |
| Over 65 years  |     |    | X   |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Support for young people will be enhanced and monitoring of the outcome of services will improve as a result of the recommissioning.

The expectation is that the level of service to young people will remain unchanged however spend may reduce following recommissioning as it is anticipated that economies of scale will be delivered. It is not anticipated that there will be any reduction in the number of clients supported, however the type of service provision is likely to change following the completion of the full needs assessment.

**What action(s) can you take to address the differential impact?**

Positive impact is expected, careful specification of services will ensure that services for young people improve as a result of the recommissioning.

**3.2 Disability**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [negative]** on disabled people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| Hearing Impairment                        | x   |    |     |
| Physical Impairment                       | x   |    |     |
| Visual Impairment                         | x   |    |     |
| Learning Disability                       | x   |    |     |
| Long-Standing Illness or Health Condition | x   |    |     |
| Mental Health                             | x   |    |     |
| Substance Misuse                          | x   |    |     |
| Other                                     |     |    |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The demographic data in the Data Review above shows that a high number of clients identify as disabled.

Equality Impact Assessment  
Corporate Assessment Template

Table A: Young People who Identify as Disabled

| Lead Needs             | %age |
|------------------------|------|
| Learning Disabilities  | 9    |
| Mental Health          | 58   |
| Developmental Disorder | 3    |
| Substance misuse*      | 30   |

\*For Supporting People reporting purposes includes substance misuse / alcohol

The figures in Table A above show the clients' identified needs in more detail. Of those young people who identified as having a disability, a very high level (58%) quoted mental health issues as a lead need.

It is not anticipated that there will be any negative impact on these clients. Positive impacts are anticipated from the greater expertise expected under the new arrangements in helping those with mental health difficulties. Accessible accommodation will also be a requirement of the new service.

**What action(s) can you take to address the differential impact?**

The specification of services will require that the provider have expertise in mental health issues in young people.

Careful monitoring and targeting of support will take place to ensure that no service users are unduly impacted by the change and that the most vulnerable are supported.

The Contractor will be advised of all the current available units for accommodation-based support and the specification makes a requirement that some of the units to be used in the service delivery must be suitable for those with disabilities. The details of which existing units are Disability Discrimination Act compliant will be identified.

Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring.

**3.3 Gender Reassignment**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive]** on transgender people?

|   | Yes | No | N/A |
|---|-----|----|-----|
| <b>Transgender People</b><br>(People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex) | X   |    |     |

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**Equality Impact Assessment  
Corporate Assessment Template**

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Currently services are provided to a very small number of clients identifying as transgender. It is anticipated that the new arrangements will make it easier to move individuals between schemes to ensure appropriate accommodation is provided for the most vulnerable young people.

**What action(s) can you take to address the differential impact?**

No negative impact anticipated, however careful monitoring and targeting of support will take place to ensure that no service users are unduly impacted by the change and that the most vulnerable are supported.

Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring.

**3.4. Marriage and Civil Partnership**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on marriage and civil partnership?

|                   | Yes | No | N/A |
|-------------------|-----|----|-----|
| Marriage          |     | X  |     |
| Civil Partnership |     | X  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

No negative impact is expected as part of the change.

**What action(s) can you take to address the differential impact?**

As a rule the Young Person's Gateway does not generally accommodate couples. There are exceptions to this rule, but these are rare. Alternative provision exists to accommodate couples. No negative impact anticipated, however careful monitoring and targeting of support will take place to ensure that no groups are unduly impacted by the change.

Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment.

**3.5 Pregnancy and Maternity**

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**Equality Impact Assessment  
Corporate Assessment Template**

Will this Policy /Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on pregnancy and maternity?

|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy | X   |    |     |
| Maternity | X   |    |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The change will have a positive impact. Part of the service supports those who are pregnant. Provision for those with children will be dealt with as part of a separate commissioning process, and in the interim these services will remain unaffected.

**What action(s) can you take to address the differential impact?**

Delivery of the contract as outlined in the service specification will address the delivery of services to those who are pregnant. (NB those with children will be assisted via the separate recommissioning of Family Accommodation.)

Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring to ensure that no groups are unduly impacted by the change and that the most vulnerable are supported.

**3.6 Race**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on the following groups?

|   | Yes | No | N/A |
|---|-----|----|-----|
| White                                       |     | x  |     |
| Mixed / Multiple Ethnic Groups              | x   |    |     |
| Asian / Asian British                       |     | x  |     |
| Black / African / Caribbean / Black British | x   |    |     |
| Other Ethnic Groups                         |     | x  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

There is a differential impact identified as there is a high level of young people who identify as mixed race or black. It is anticipated the impact will be positive due to improvements in services. ...

**What action(s) can you take to address the differential impact?**

No negative impact anticipated, however careful monitoring and targeting of support will take place to ensure that no groups are unduly impacted by the change and that the

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

most vulnerable are supported

Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring.

**3.7 Religion, Belief or Non-Belief**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [negative]** on people with different religions, beliefs or non-beliefs?

|           | Yes | No | N/A |
|-----------|-----|----|-----|
| Buddhist  |     | X  |     |
| Christian |     | X  |     |
| Hindu     |     | X  |     |
| Humanist  |     | X  |     |
| Jewish    |     | X  |     |
| Muslim    |     | X  |     |
| Sikh      |     | X  |     |
| Other     |     | X  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

No differential impact identified.

**What action(s) can you take to address the differential impact?**

None anticipated, however careful monitoring and targeting of support will take place to ensure that no groups are unduly impacted by the change and that the most vulnerable are supported.

Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring.

**3.8 Sex**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on men and/or women?

|       | Yes | No | N/A |
|-------|-----|----|-----|
| Men   |     | X  |     |
| Women | X   |    |     |

**Please give details/consequences of the differential impact, and provide supporting evidence,**



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|   |
|---|
| <b>if any.</b>  |
| There will be a differential impact as a result of the changes as there are a higher proportion of clients of services for young people who are female. The differential impact will be positive as it is anticipated that units of support will be sufficient to assist current client numbers. Indeed there could be positive impacts for both male and female clients as a result of the joined up services and clear pathway.   |
| <b>What action(s) can you take to address the differential impact?</b>  |
| None anticipated, however careful monitoring and targeting of support will take place to ensure that no service users are unduly impacted by the change and that the most vulnerable are supported<br><br>Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring. |

**Sexual Orientation**

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive]** on the following groups?

|                       | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
|-----------------------|------------|-----------|------------|
| Bisexual              |            | X         |            |
| Gay Men               |            | X         |            |
| Gay Women/Lesbians    |            | X         |            |
| Heterosexual/Straight |            | X         |            |

|  |
|--|
| <b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>   |
| No impact identified.  |
| <b>What action(s) can you take to address the differential impact?</b>   |
| Delivery of the contract as outlined in the service specification will address the delivery of services to those with any sexual orientation and ensure that no groups are unduly impacted by the change.<br><br>Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring. |

**3.10 Welsh Language**

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

Will this Policy / Strategy / Project / Procedure / Service / Function have a **differential impact [positive / negative]** on Welsh Language?

|                | Yes | No | N/A |
|----------------|-----|----|-----|
| Welsh Language |     | X  |     |

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

All Welsh language policies will be followed. Service users should be able to express a language preference upon first contact with services.

**What action(s) can you take to address the differential impact?**

The Welsh Language Act has been identified in the service specification in terms of requiring the Contractor to ensure they can facilitate responding to initial enquiries in the Welsh language where required and that all publicity materials must be bilingual as a minimum.

Delivery of the contract as outlined in the service specification will address the delivery of services in Welsh insofar as it is manageable within the contract amount.

Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring to ensure that no groups are unduly impacted by the change.

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Consultation has taken place with current and prospective providers of services. Two workshops have taken place with all organisations that express an interest in tendering for the contract(s) having been invited to participate. A further workshop is planned for early 2018. These have and will provide an opportunity for potential suppliers to be involved in the design of services and to help inform the type and quality of services to be commissioned.

Consultation has taken place with service users to establish views on current services and what young people would like to change. These views will inform the specification for services.

It is proposed to involve service users in the evaluation of the tenders at the presentation stage.

Consultation on the specification of services will take place with representatives from Cardiff and Vale University Health Board, Careers Wales, the National Youth Advocacy Service and Registered Social Landlords.

#### 5. Summary of Actions [Listed in the Sections above]

|         |         |        |                             |                          |         |
|---------|---------|--------|-----------------------------|--------------------------|---------|
| 4.C.400 | Issue 1 | Nov 11 | Process Owner: Rachel Jones | Authorised: Rachel Jones | Page 10 |
|---------|---------|--------|-----------------------------|--------------------------|---------|

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

| <b>Groups</b>   | <b>Actions</b>   |
|---|--|
| Age   | <p>The specification of services will require that the provider have expertise in mental health issues.</p> <p>Careful monitoring and targeting of support will take place to ensure that no service users are unduly impacted by the change and that the most vulnerable are supported</p> <p>Providers will also be expected to mainstream provision for clients with protected characteristics, providing sensitive and appropriate services for all clients. Provision for equality and diversity will be key criteria in the tender assessment and in ongoing performance monitoring.</p> <p>The details of which existing units are Disability Discrimination Act compliant will be identified. This information to be sourced from the current landlords.</p> |
| Disability  |  |
| Gender Reassignment                                       |  |
| Marriage & Civil Partnership                              |  |
| Pregnancy & Maternity                                     |  |
| Race  |  |
| Religion/Belief   |  |
| Sex   |  |
| Sexual Orientation  |  |
| Welsh Language  |  |
| Generic Over-Arching [applicable to all the above groups] |  |

**6. Further Action**

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

**7. Authorisation**

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

|   |       |
|---|-------|
| Completed By : Jane Thomas  | Date: |
| Designation: Assistant Director Housing and Communities             |       |
| Approved By: Sarah McGill   |       |
| Designation: Director of Communities, Housing and Customer Services |       |
| Service Area: Housing & Communities                                 |       |

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

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**CARDIFF AND VALE OF GLAMORGAN JOINT COMMISSIONING  
AND POOLED BUDGET FOR OLDER PEOPLE SERVICES****SOCIAL CARE, HEALTH & WELL-BEING (COUNCILLOR SUSAN  
ELSMORE)****AGENDA ITEM: 8**

---

**DIRECTOR OF SOCIAL SERVICES**

**Appendix 2 is exempt from publication pursuant to the provisions of  
Schedule 12A Part 4 paragraph 16 of the Local Government Act 1972**

**Reason for this Report**

1. To enable the Cabinet to consider joint commissioning arrangements for older people services across Cardiff and the Vale of Glamorgan, including the establishment of a pooled budget for care accommodation.

**Background**

2. Part 9 of the Social Services and Well-being (Wales) Act 2014 (SSWWA 2014) requires local authorities and the local health board for each region to establish and maintain pooled funds in relation to the exercise of care home accommodation functions by 6<sup>th</sup> April 2018. The region consists of Cardiff & Vale University Health Board (UHB), together with Cardiff Council and the Vale of Glamorgan Council as the statutory bodies within the pooled budget.
3. The purpose of the pooled funds arrangements is to ensure that local health boards and local authorities work together to maximise their influence to shape the future development of services. This includes ensuring there is sufficient capacity and an appropriate range of good quality services to respond to demand.
4. The work to develop the pooled budget is overseen by the Cardiff and Vale of Glamorgan Regional Partnership Board (C&VGRP). It is important to recognise that, whilst the C&VGRP retains the oversight of the development of the pooled budget, the decision making responsibilities (i.e. for agreeing the pooled budget and its management) rests with Cardiff Council, the Vale of Glamorgan Council and Cardiff and Vale University Health Board.

5. On 21<sup>st</sup> May 2017, the then Minister for Social Services and Public Health wrote to the Chairs of Regional Partnership Boards (RPBs) setting out Welsh Government's expectations: *"You will be aware that the requirement to establish pooled funds in relation to the exercise of care home accommodation functions will come into effect next April. My expectation is that there will be a single pooled fund established jointly at the regional level between the health board and all the local authorities within the partnership area. This approach is essential to ensure that partnership boards deliver an integrated and collaborative approach to meeting care and support needs"*.
6. In a statement to the National Assembly on 10<sup>th</sup> October 2017, the previous Minister for Social Services and Public Health also said *"If I am not satisfied with the way this requirement has been delivered in each region by the end of the forthcoming financial year (2018/19), I will need to consider options for more direct intervention"*.
7. In addition to the requirement for pooled funds in relation to care home accommodation functions, local authorities and health boards are also expected to:
  - Undertake a population needs assessment and market analysis to include the needs of self-funders.
  - Agree an appropriate integrated market position statement and commissioning strategy.
  - Agree a common contract and specification (for use between the care home providers and the statutory bodies).
  - Develop an integrated approach to agreeing fees with providers.
  - Develop an integrated approach to quality assurance.

## **Issues**

### ***Pooled Budget***

8. In order to progress the work to develop a pooled budget, a project team has been in place including the service leads and legal and finance representatives from the three partner organisations.
9. To date, work has been undertaken to consider the scope of the pooled budget arrangements within the Cardiff and Vale of Glamorgan region. It is proposed that the budget will initially focus on care accommodation for older people (over 65), including those whose care is funded by NHS Continuing Health Care (NHS CHC), Funded Nursing Care (FNC) and local authority funded long term care home placements.
10. In order to inform the potential size of the proposed budget, the Pooled Budget Project Board has considered previous expenditure in relation to the 'in-scope' services and current commitments for 2017/18. This is estimated to be approximately in the region of £46.1m made up of:
  - £22m - Cardiff Council
  - £6.3m - Vale of Glamorgan Council

- £17.8m - Cardiff and Vale University Health Board
11. For the 2018/19 financial year, it is proposed that one pooled budget is established across the region with effect from 1<sup>st</sup> April 2018. During the first year of the new pooled budget arrangements, it is intended that Cardiff Council will act as the host organisation for these arrangements. The host arrangements will be reviewed as part of the development of any further joint working agreed by partners beyond March 2019.
  12. Whilst there will be one pooled budget in place, the processes for commissioning and payment for services will still remain with the three organisations as at present, with each partner continuing to be responsible for their own budget and expenditure. The accountability for the functions of the statutory bodies remains with each individual organisation, in accordance with the Part 9 Guidance under SSWWA 2014.
  13. However, in order to reflect the relevant costs of the three organisations within the pooled budget, transactions will be undertaken on a quarterly basis. This will operate so that the costs incurred by each of the three organisations during each quarter will be charged to the pooled budget held by Cardiff Council, as the host organisation at the end of each quarter. These costs will be offset by the contributions made by each of the partners to the pooled budget, also on a quarterly basis. The contributions will be based on the actual costs incurred in that quarter and will be timed to coincide with the charges so that no adverse cash flow implications are incurred by any of the three partners.
  14. At the end of the financial year, the pooled budget will therefore provide an overall record of the costs incurred by the three organisations in relation to long-term care home placements, FNC and NHS CHC costs for older people. These will be fully offset by the partners' contributions which will be equivalent to their actual costs in that year. Each of the three partner organisations will therefore continue to pay and be responsible for their own net costs, reflected as their individual contributions to the pooled budget. There is no risk sharing in the first year of this new arrangement.
  15. The proposed arrangements for the pooled budget means that there is no possibility of any potential cross-subsidisation between the parties (e.g. between the UHB and both local authorities).
  16. The operation of the pooled budget transactions will be reported on a quarterly basis to the C&VGRP and the supporting Strategic Leadership Group. Reporting on activity and expenditure will also continue to be made through existing mechanisms within each of the partner organisations. These new arrangements will enable greater transparency regarding activity and expenditure and help facilitate increased joint working between partners regarding engagement with providers in relation to market shaping and fee setting over time.
  17. The pooled budget arrangements will be subject to a written partnership agreement between Cardiff Council, Vale of Glamorgan Council and Cardiff and Vale UHB. It will set out the scope of the pooled budget,

hosting, payment and monitoring arrangements as well as governance structures, accountability and decision making.

18. The Partnership Agreement will be finalised and signed before the 31<sup>st</sup> March 2018 following formal approval of the proposed arrangements by each of the three partners in January 2018.

### ***Market Position Statement and Commissioning Strategy for Older People Care and Support Services***

19. One of the requirements of Part 9 of the Act is to '*Agree an integrated market position statement and commissioning strategy to specify outcomes required of care homes and services required*'. The Market Position Statement aims to contain information on:

- Current and projected local demographics, expenditure and activity levels;
- The types of services we will be investing/ disinvesting in;
- Our vision for how we wish to respond to the changing needs for care and support in the future.

20. A joint Market Position Statement and Commissioning Strategy (**Appendix 1**) for older people has now been completed following a stakeholder workshop in July involving over 80 people from health, housing and social care (including third sector and providers). Feedback and additional information from the session has been incorporated into the completed document.

21. The Market Position Statement and Commissioning Strategy has been developed around 4 key 'design principles' which partners will be expected to consider and support when developing future services. These include:

- **What Matters to Me** - *Listening and working with people in need of care and support to jointly find solutions to meet their needs;*
- **Home First** - *Enabling people to live at home, or as close to home as possible, in accommodation appropriate to their needs and where they can live well, thrive and remain independent;*
- **Sustainable and Prudent Use of Resources** - *Promoting prevention and early intervention, and developing quality outcomes and value for money solutions which meet care and support needs;*
- **Avoiding Harm, Waste and Variation** - *To ensure high quality care across all services.*

22. Following the approval of the Market Position Statement and Commissioning Strategy by partner formal decision making processes, the document will be used to inform the longer term commissioning plan across partners going forward.

### ***Other Part 9 Requirements***

23. In addition to the requirement to establish the pooled fund, the Cardiff



and Vale of Glamorgan RPB has also undertaken a number of pieces of work in response to the additional Part 9 requirements. These will provide the foundations for developing wider integration across the region and an update on progress is provided in the table below:

| <b>Part 9 Requirement</b>   | <b>Progress to date</b>  |
|---|--|
| Undertake a population needs assessment and market analysis to include the needs of self-funder | The Cardiff & Vale of Glamorgan Population Needs Assessment was published at the end of March 2017. Further analysis was undertaken in relation to self-funders as part of the Market Position Statement.  |
| Agree common contract and specification for nursing care  | <p>A Task and Finish Group is in place across the partners and a new draft common contract has been developed. Engagement is planned to take place with providers and older people later in the year in relation to outcomes, which will be incorporated into the specification.</p> <p>The Group is also waiting for the feedback on the Welsh Government's consultation on Phase 2 of the implementation the Regulation and Inspection of Social Care (Wales) Act 2016 so this can be reflected in the final document.</p>   |
| Develop an integrated approach to agreeing fees with providers                                  | <p>There are currently separate arrangements in place across the 2 local authorities in relation to fee setting and negotiations with providers. Separately, Cardiff and Vale UHB undertake fee setting for CHC, which has no direct link to local authority fees.</p> <p>A Task and Finish Group has been established across the three partners to develop a shared message to ensure that all providers are updated across the region in a timely way:</p> <ul style="list-style-type: none"> <li>• Different fee levels across the Local Authorities have been collated and analysis completed on the rates paid. There is a notable difference in rates, so work will need to be done over the next year to increase alignment. However, it is important to highlight that developing a consistent approach to fee setting across the region does not mean that there will be one fee across the region as there will continue to be regional differences impacting on costs.</li> <li>• Process mapping of the current placement, authorisation and commissioning processes used by partners has been completed with a view to identifying where work will need to be undertaken to develop a common approach where practicable to do so. This will also form part of the phased approach to achieving wider integration by April 2019.</li> <li>• There are plans for a new regional Provider Forum</li> </ul> |

|   |   |
|---|---|
|   | to take place to enable a greater integrated approach between partners and providers. |
| Develop an integrated approach to quality assurance | This will be undertaken as part of the discussions to agree the common contract.      |

### **Next steps**

24. Following the establishment of a pooled budget, further work will be required to develop the joint commissioning programme in relation to a consistent approach to fee setting, commissioning placements, undertaking quality assurance and ultimately the agreement of new models of care. Future reports on any new approaches will be brought to Cabinet as appropriate.
25. At this stage, the Partnership is not considering a pooled budget for learning disabilities and mental health for younger adults. This position is consistent with other Regional Partnership Boards across Wales. However, work is underway on the development of a Regional Learning Disability Commissioning Strategy for Adults and a report on the proposed approach will be brought to Cabinet in the future for consideration and approval.

### **Reason for Recommendations**

26. To enable the Cabinet to progress joint commissioning arrangements for older people services across Cardiff and the Vale of Glamorgan, including the establishment of a pooled budget for care accommodation.

### **Financial Implications**

27. Part 9 of the Social Services and Well-being (Wales) Act 2014 requires local authorities and the local health board for each region to establish and maintain pooled funds in relation to the exercise of care home accommodation functions by 6 April 2018. It is therefore proposed that a single pooled budget be established across the region with effect from 1 April 2018 with Cardiff Council acting as the host organisation for these arrangements in that financial year. The host arrangements will then be reviewed as part of the development of any further joint working agreed by partners beyond March 2019.
28. There are no direct financial implications to the Council as a result of this arrangement with each of the three partner organisations providing contributions to the pooled fund equivalent to the costs they have incurred. There will therefore be no risk sharing in the first year of this new arrangement and no cross-subsidisation between the parties. Any costs associated with hosting the pooled budget will be minimal and can be met within existing resources.

## **Legal Implications**

29. The Legal Implications are set out in confidential Appendix 2

## **HR Implications**

30. There are no HR implications for this report.

## **RECOMMENDATIONS**

Cabinet is recommended to:

1. Note the progress regarding meeting the Part 9 requirements which includes the establishment of a pooled budget for care accommodation.
2. Approve the establishment of a pooled budget for older people care accommodation with Cardiff Council to act as the host organisation as detailed in the report and with such arrangements to take effect on 1 April 2018.
3. Delegate authority to the Director of Social Services in consultation with the Cabinet Member for Social Care, Health and Well-being, Section 151 and the Director of Governance and Legal Services to deal with all aspects of the Partnership Agreement (including the letting of the same) and any ancillary matters pertaining to the same..
4. Approve the Market Position Statement and Commissioning Strategy for Older People Care and Support Services as set out in **Appendix 1**.

**TONY YOUNG**  
**DIRECTOR OF SOCIAL SERVICES**  
**12 January 2018**

*The following appendices are attached:*

Appendix 1 – Cardiff and Vale of Glamorgan Market Position Statement and Commissioning Strategy for Older People Care and Support Services

Appendix 2 – Legal Implications (exempt from publication)

*The following background papers have been taken into account*

Social Services and Well-being (Wales) Act 2014 – Part 9 Statutory Guidance (Partnership Arrangements)

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# Me, My Home, My Community

Cardiff and Vale of Glamorgan Market Position Statement and Commissioning Strategy:  
Care and Support Services for Older People  
2017 - 2022



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GIG  
CYMRU  
NHS  
WALES

Bwrdd Iechyd Prifysgol  
Caerdydd a'r Fro  
Cardiff and Vale  
University Health Board



Cardiff & Vale of Glamorgan  
INTEGRATED HEALTH  
& SOCIAL CARE PARTNERSHIP

PARTNERIAETH IECHYD  
& GOFAL CYMDEITHASOL INTEGREDIG  
Caerdydd & Bro Morgannwg

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# Executive Summary

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**Our Market Position Statement for Older People Care and Support Services**

# Our Market Position Statement for Older People Care and Support Services

**The considerable challenges facing public services as a result of decreasing budgets, changing demographic demands and increasing expectations are well known.**

This Market Position Statement sets out our regional approach to overcoming these challenges and delivering our shared vision of *improving the health and well-being of older people, no matter how complex their needs, so that they are supported to maintain their independence and live a fulfilling life.*

Over the next five years, we will focus on commissioning services and supporting the local care and support market to enable the following objectives and priorities to be achieved:



**WHAT MATTERS TO ME:** *Listening and working with people in need of care and support to jointly find solutions to meet their needs*

- ✓ Develop improved assessment, diagnosis and care planning practices which are built on genuine collaboration with older people and their families and carers, so that their plans reflect what is important to them and achieve the outcomes they seek.
- ✓ Building on the First Point of Contact and Single Point of Access services, further develop digital services along with easily accessible telephone, online and face-to-face access points for the region, for both professionals and the public.
- ✓ Robustly review and evaluate outcomes to constantly improve the quality of care and support services across the region.



**HOME FIRST:** *Enabling people to live at home, or as close to home as possible, in accommodation appropriate to their needs and where they can live well, thrive and remain independent*

- ✓ Help build resilient communities with local services, infrastructure and strong community networks to meet local needs where older people live.
- ✓ Develop Cardiff and Vale of Glamorgan as a dementia-friendly region.
- ✓ Work together in integrated locality services with delegated responsibility for providing multi-disciplinary care and support for older people.
- ✓ Work together with partners to jointly plan and provide a range of future accommodation options to meet demand and enable people to remain at home for as long as possible.



# Our Market Position Statement for Older People Care and Support Services

## SUSTAINABLE AND PRUDENT USE OF RESOURCES:



*Promoting prevention and early intervention, and developing quality outcomes and value for money solutions which meet care and support needs*

- ✓ Safely reallocate some of our acute and long-term care budgets towards delivering more effective preventative and well-being care and support services in the community and the home, to prevent the need for more intensive and costly care and support later in life.
- ✓ Develop pooled budgets, and, through exploring joint commissioning, identify opportunities to use resources more effectively.



## AVOIDING HARM, WASTE AND VARIATION:

*To ensure high quality care across all services*

- ✓ Only use hospitals to diagnose and treat older people.
- ✓ Build an integrated, multi-disciplinary workforce that is flexible and responsive to support older people and their families and carers in the community.
- ✓ Work across professional and organisational boundaries to provide sustainable services and enable older people to get the care and support which is right for them in the right place, at the right time.
- ✓ Outline a clear path that ensures lessons are learned from safeguarding failures, near misses, complaints and poor professional practices.

These five year priorities and the range of specific actions that sit beneath them cannot be achieved by any one organisation alone.

It will be the role of the Cardiff and Vale of Glamorgan Regional Partnership Board to monitor the progress of these five year priorities against our set vision of improving the health and well-being of our older population.



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# Introduction

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**What is the Purpose of this Market Position Statement?**

**How was this Market Position Statement Developed and How Should it be Used?**

**What is Our Understanding of an 'Older Person'?**

**Our Challenges**

# What is the Purpose of this Market Position Statement?

**Cardiff and Vale University Health Board, the City of Cardiff Council, Vale of Glamorgan Council and the third sector (the Partnership) are committed to improving the health and social well-being of older people over the age of 65 years living in Cardiff and the Vale of Glamorgan.**

We acknowledge that this can only be achieved by stimulating and supporting a diverse, active care and support market, where innovation and high quality care is encouraged and rewarded, and poor practice is addressed.

This Market Position Statement aims to support these aspirations by bringing together key information about our priorities and upcoming opportunities for the care and support market for older people's services over the next five years. It contains information on:

- Our vision for how we wish to respond to the changing needs for care and support in the future
- Current and projected local demographics, expenditure and activity levels
- The types of services we will be investing/ disinvesting in



# How was this Market Position Statement Developed and How Should it be Used?

**Developing an effective care and support market for older people's services is not something we can do in isolation. For market shaping to be successful, it must be co-produced with local people, providers and partners.**

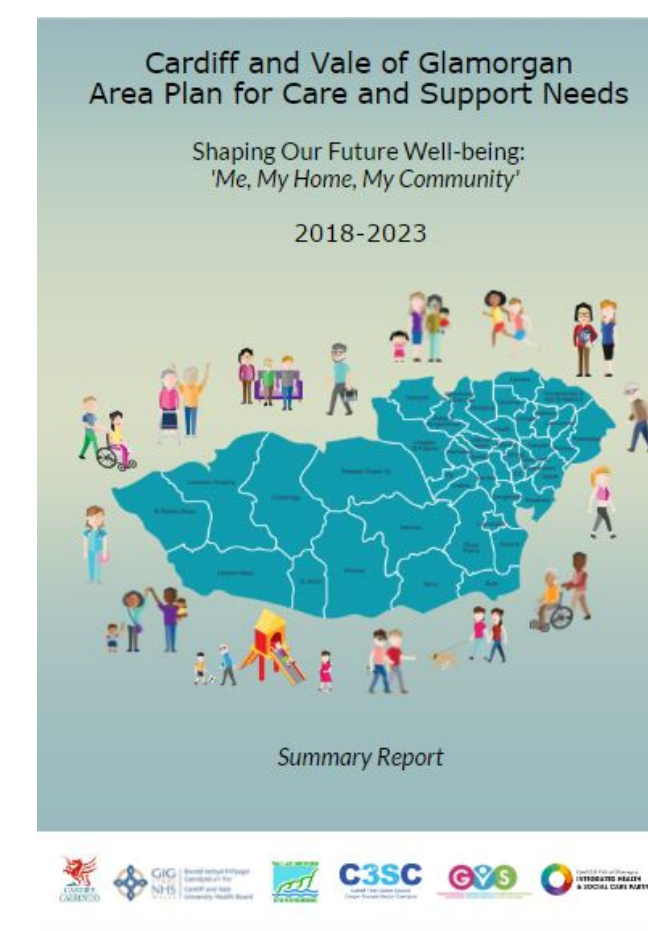
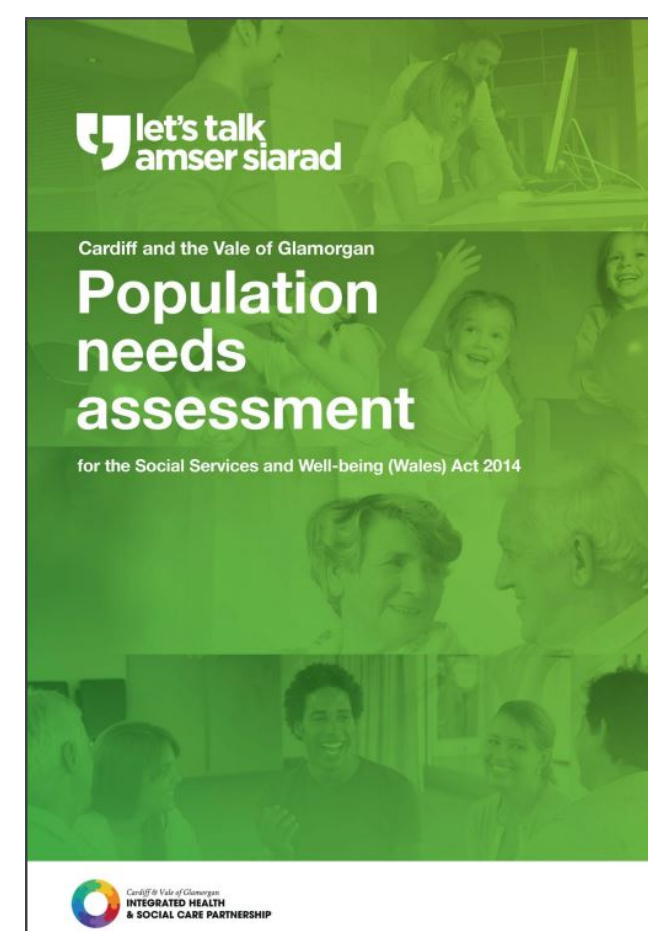
In 2016, the process began by collecting information from a range of sources in order to understand the current and future projected demand for older people's services across the region, and the state of the care and support market. The purpose of this phase was to gather an evidence base and inform the development of a draft Market Position Statement.

The next fundamental step involved working jointly with local providers and other stakeholders. In July 2017, over 80 stakeholders from the public, private, housing and third sectors took part in a workshop to inform the development of this document and agree the best way forward.

This Market Position Statement is for both existing and potential providers, with the purpose of helping them to shape their business plans to support our vision for the future of our local care and support market. It will help providers to:

- Identify tendering opportunities
- Develop their services to meet local need and demand

This document should be read in conjunction with the Cardiff and Vale of Glamorgan Population Needs Assessment<sup>1</sup> and the Area Plan for Care and Support Needs<sup>2</sup>.



# What is Our Understanding of an 'Older Person'?

We acknowledge that a person can be categorised as 'older' when they reach 50 years of age<sup>3</sup>.

For the purposes of this Market Position Statement, we adopt the age of 65 years and above as the definition of 'older person'. However, of particular interest are those over the age of 85, due to the growing numbers and greater average cost per head to deliver services to people in this cohort.

We do however, recognise that older people are not a homogeneous group that can be easily categorised. Like any other group within our society, every older person will have different interests, expectations and life experiences impacting on their care and support requirements.

The great diversity reflected in our older population will be mirrored in how we plan and commission services going forward.



# 02 Our Challenges

**Cardiff and the Vale of Glamorgan are socially, economically and physically diverse areas.**

Yet, they are facing similar challenges in delivering the types of health, housing and social care services needed and wanted by our older citizens:

- ! A growing older population
- ! Changing family structures and pressures on unpaid carers
- ! Rising public expectations
- ! Persistent issue of inequality within our communities
- ! Insufficient appropriate housing for older people
- ! Legislative changes
- ! Increasing social care costs and demand
- ! Increasing NHS costs and demand
- ! Limited integration of services
- ! Misalignment of current workforce structure to future needs
- ! Concerns about quality
- ! Older age people are more likely to have health conditions, many of which are preventable and most of which are manageable



*In 2015, Cardiff and the Vale of Glamorgan were home to nearly 500,000 people<sup>4</sup>*

*Since 2014, four major pieces of legislation impacting on the care and support market have been introduced*

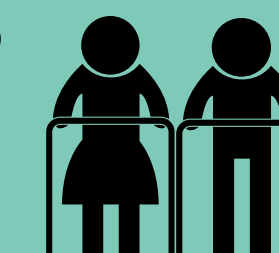


*According to the Welsh Local Government Association, Councils across Wales face a £92m deficit in funding for social care in 2017/18<sup>5</sup>*



*Over the next 20 years, the population of Cardiff is projected to grow faster than all other major British cities apart from London*

*The Vale of Glamorgan is expected to experience a 130% increase in the number of residents aged 85 years and above over the next 20 years<sup>6</sup>*



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# Key Information About Our Older Population

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## **Our Older Population in Cardiff and the Vale of Glamorgan**

### **Our Older Population by:**

*Locality*

*Neighbourhood Cluster*

*Ward*

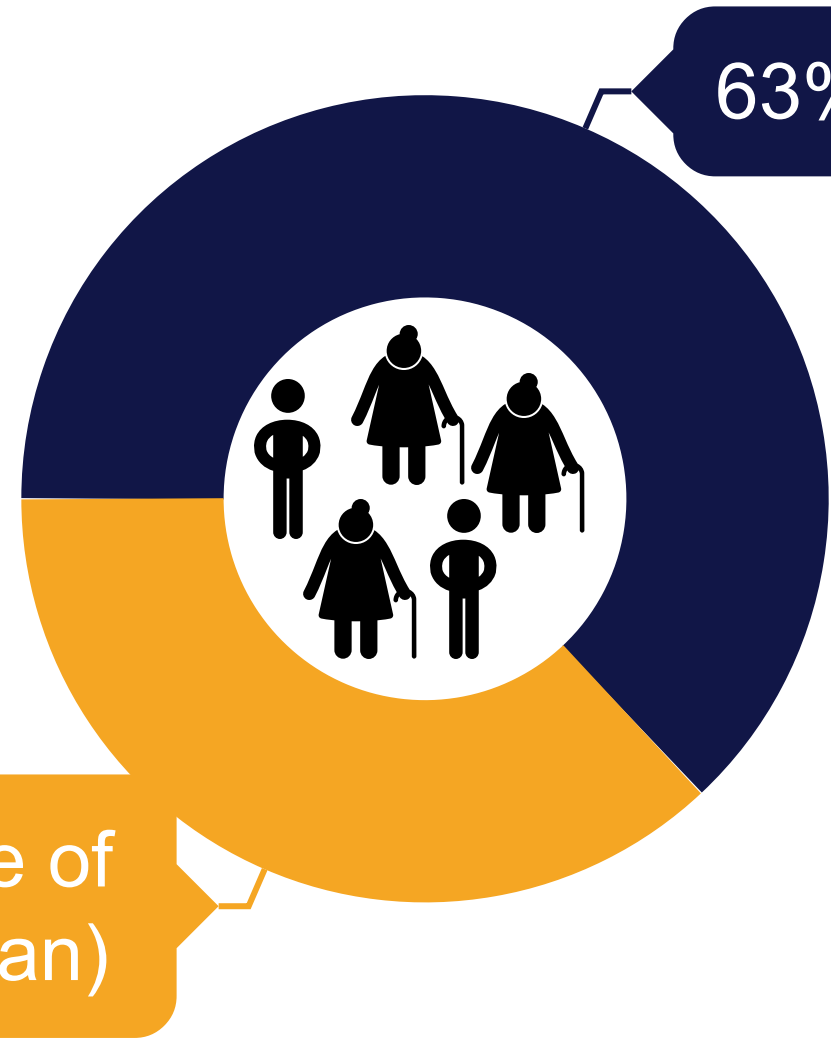
### **Our Older Population:**

*Frailty and Dementia*

*Unpaid Care*

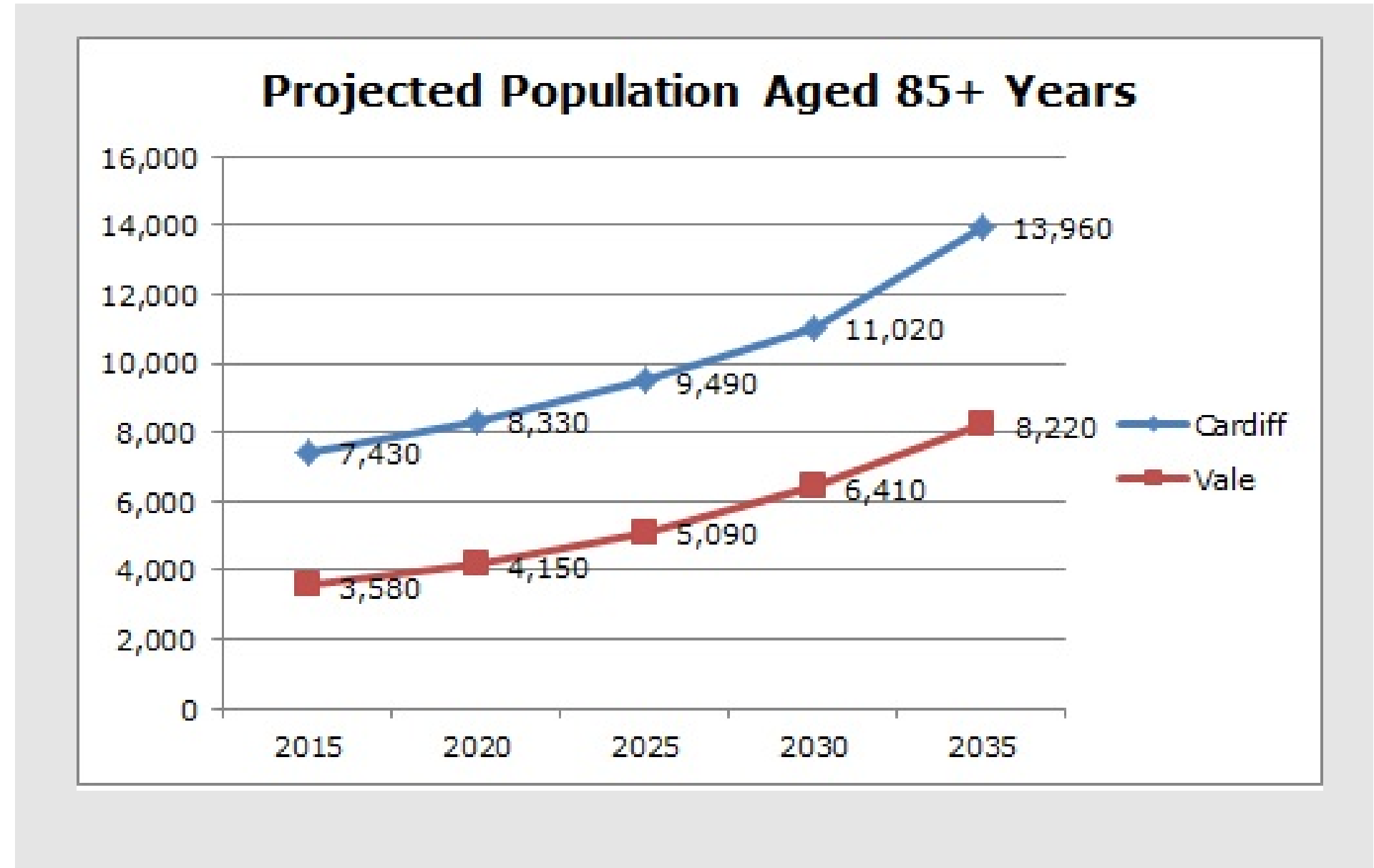
## **What's Important to the Older People Who Use Our Services?**

# Our Older Population in Cardiff and the Vale of Glamorgan



**77,815**

The estimated number of people over the age of 65 living in Cardiff and the Vale of Glamorgan in 2015, with 63% residing in Cardiff and 37% in the Vale of Glamorgan<sup>6</sup>

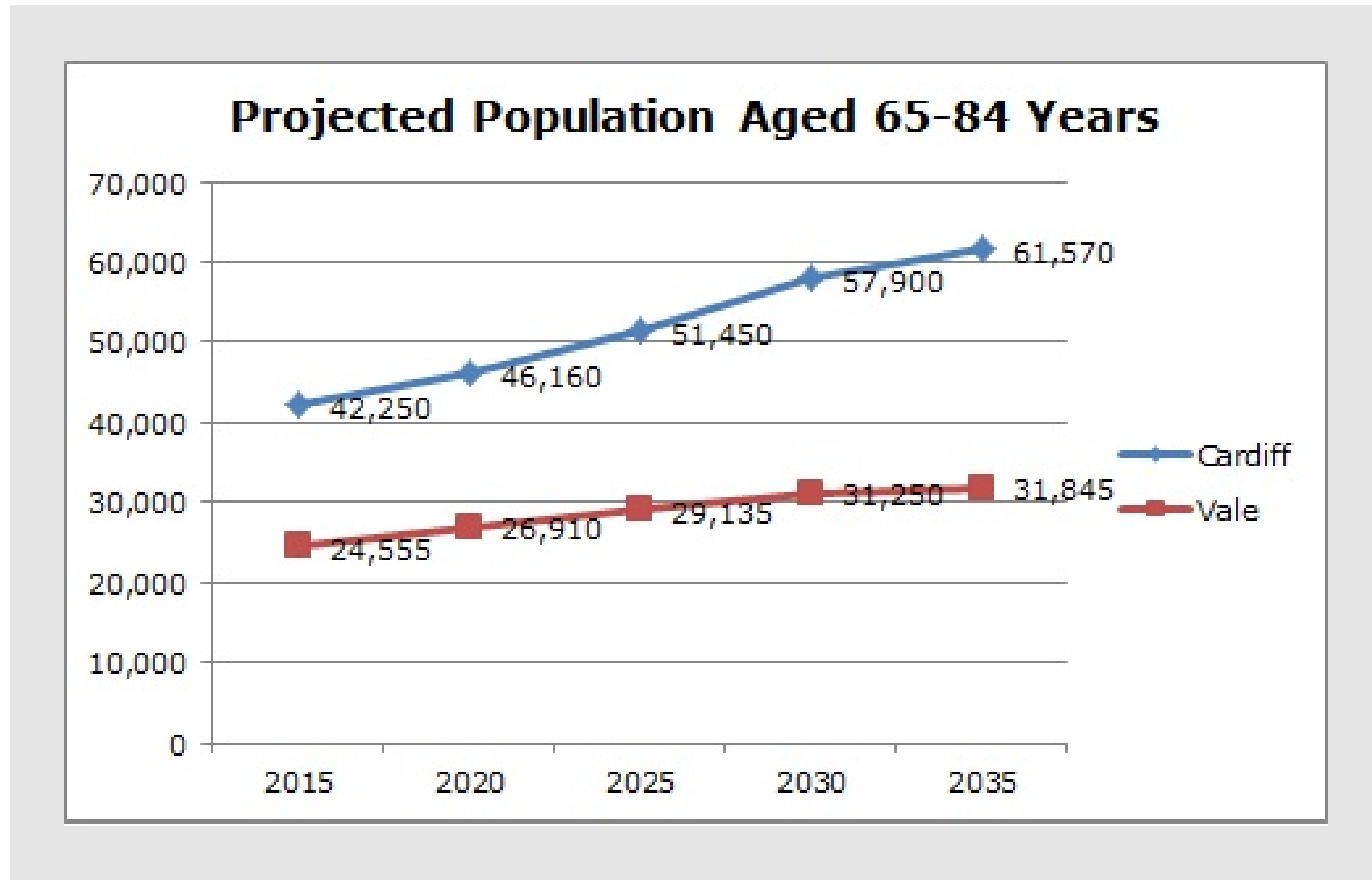


**88% & 130%**

The projected increase in the 85+ year old population over the next 20 years in Cardiff and the Vale of Glamorgan, respectively<sup>6</sup>

**45% & 30%**

The projected increase in the 65-84 year old population over the next 20 years in Cardiff and the Vale of Glamorgan, respectively<sup>6</sup>

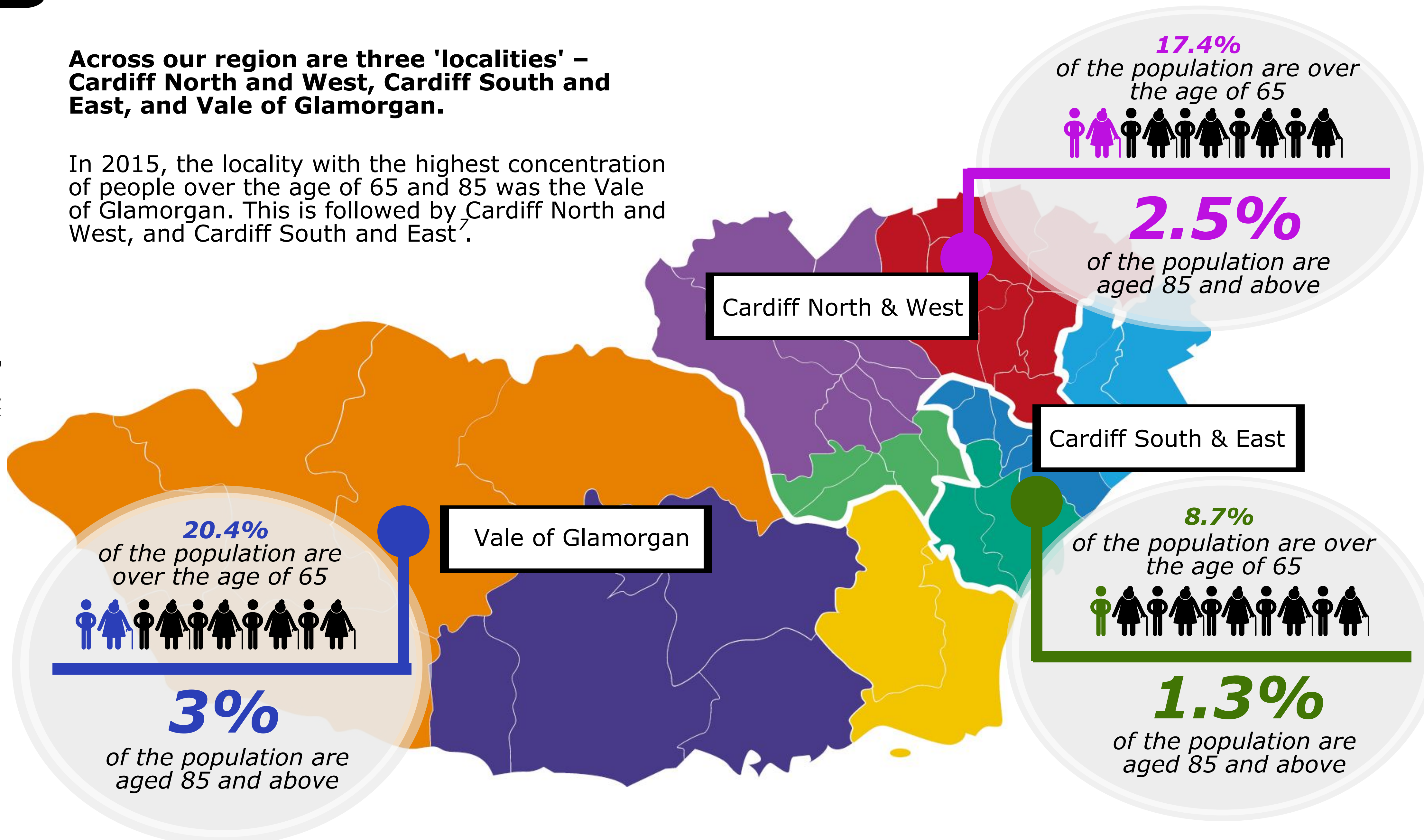




# Our Older Population by Locality

Across our region are three 'localities' – Cardiff North and West, Cardiff South and East, and Vale of Glamorgan.

In 2015, the locality with the highest concentration of people over the age of 65 and 85 was the Vale of Glamorgan. This is followed by Cardiff North and West, and Cardiff South and East.

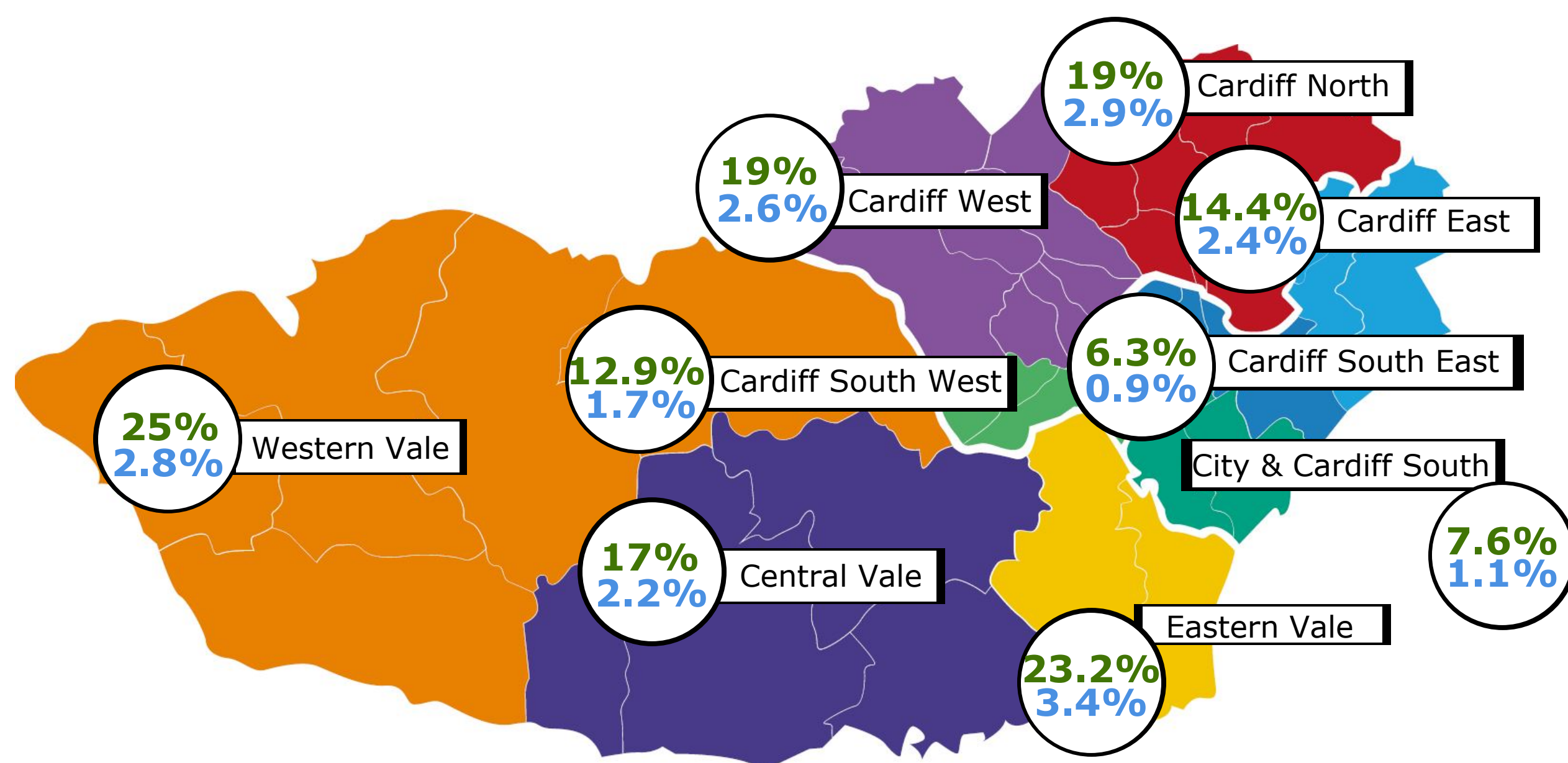


# Our Older Population by Neighbourhood Cluster

**Within each of our three localities are three 'neighbourhood clusters'.**

- In Cardiff North and West are: Cardiff North, Cardiff West and Cardiff South West
- In Cardiff South and East are: Cardiff East, Cardiff South East and City and Cardiff South
- In the Vale of Glamorgan are: Eastern Vale, Central Vale and Western Vale

The figures in **green** represent the percentage of the total population living in that particular area over the age of 65, and the figures in **blue** are the percentage of the total people over the age of 85<sup>7</sup>.



In Cardiff, the North and West neighbourhood clusters have the greatest representation of people over the age of 65, at 19%. In comparison, only 6.3% of people living in Cardiff South East are aged 65 years and above.

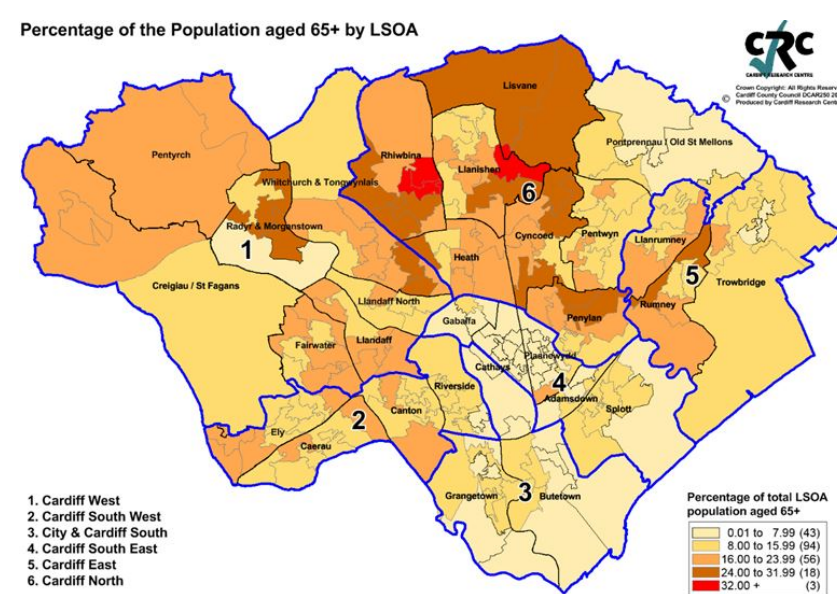
Similarly, Cardiff North has the largest percentage of people over the age of 85 (2.9%). Cardiff South East again has the lowest number of people in this age bracket, at 0.9%.

In the Vale of Glamorgan, the Western and Eastern neighbourhood clusters have the highest rate of people in the 65+ age category across the entire region, standing at 25% and 22.7%, respectively.

Equally, Eastern Vale has more people aged 85 and above than any other neighbourhood cluster across Cardiff and the Vale of Glamorgan, at 3.4%. This is again followed by Western Vale, with 2.8% of all people living within this area in the 85+ years age bracket.

# Our Older Population by Ward

Within each neighbourhood cluster are a number of electoral 'wards', which further demonstrate the differences in demographics across the region. For example:



In Cardiff, parts of Llanishen and Rhiwbina have the greatest number of people over the age of 65 than any other ward, with at least 32% of people living in these areas aged 65 and above.

Figure: Percentage of the Cardiff Population aged 65+ by LSOA<sup>7</sup>

Cardiff

In the Vale of Glamorgan, the southern half of Cowbridge has the largest percentage of over 65s, with at least 31.5% of the population in the 65+ years bracket. Other wards with similar representations of people aged 65 and above include parts of Llanwit Major, Wenvoe and Plymouth.

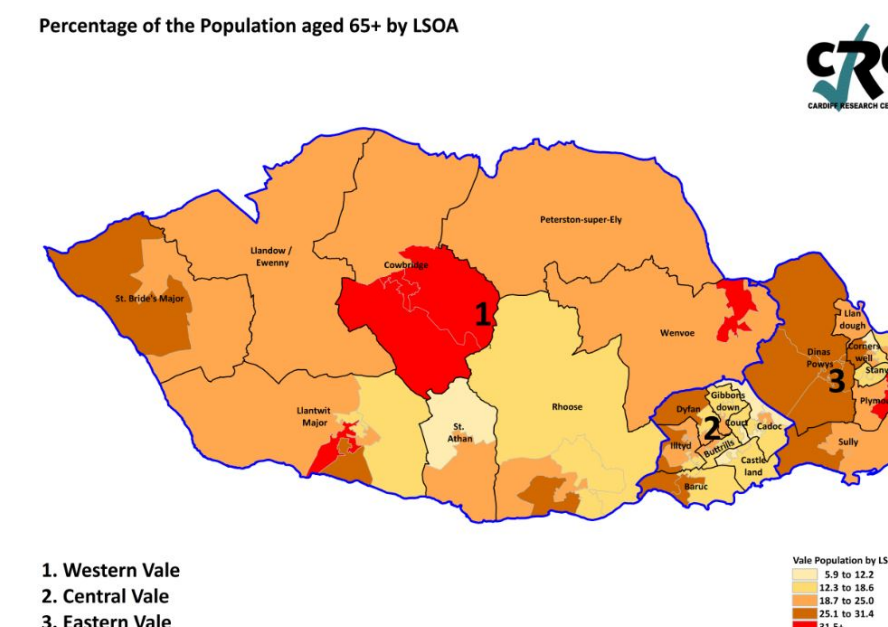
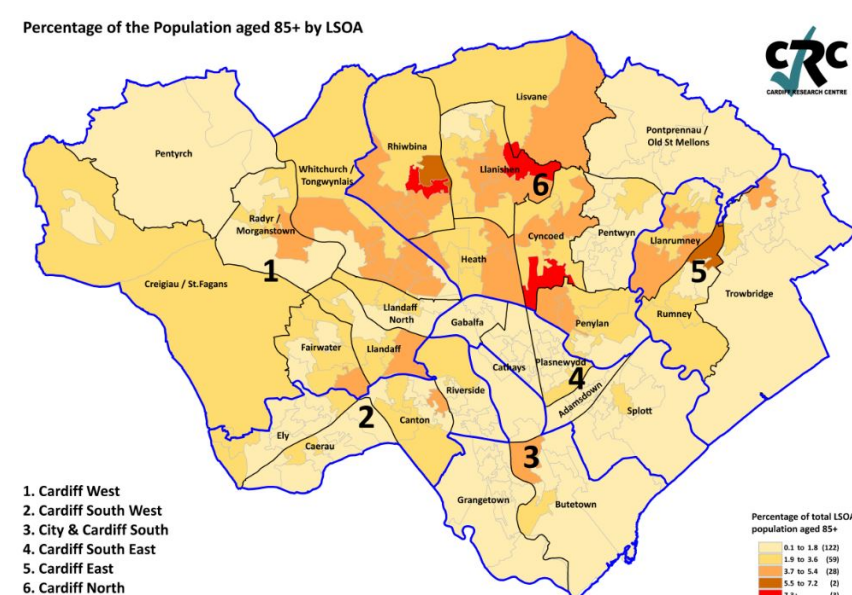


Figure: Percentage of the Vale of Glamorgan Population aged 65+ by LSOA<sup>7</sup>

Vale of Glamorgan



Similarly, parts of Llanishen and Rhiwbina and in this instance the southern area of Cyncoed have the highest rate of over 85s, with at least 7.3% of the population falling within this age bracket.

Figure: Percentage of the Cardiff Population aged 85+ by LSOA<sup>7</sup>

The ward in the Vale of Glamorgan with the most rate of people aged 85 and above is the northern part of Plymouth, with at least 8% of the the population identified within this age bracket.

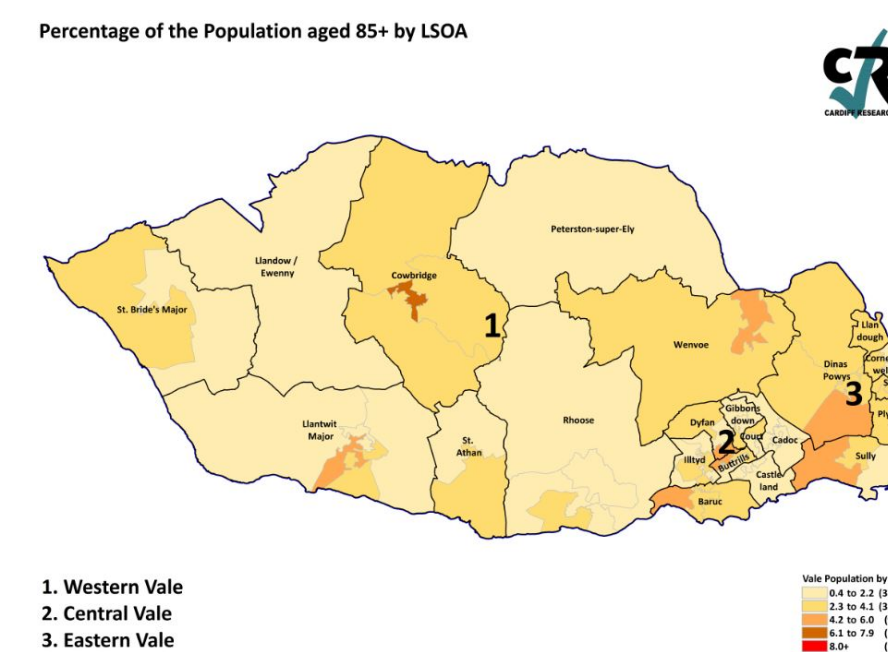


Figure: Percentage of the Vale of Glamorgan Population aged 85+ by LSOA<sup>7</sup>

# Our Older Population: Frailty and Dementia

Frailty is commonly associated with ageing. People who are frail experience physical weakness, often have complex medical conditions, have a lower ability for independent living and require assistance with every day tasks. Because of the rapid rate of growth in the population aged 65 and above, the number of frail older people is increasing every year.

The table below shows that the Vale of Glamorgan locality will experience the greatest need for additional services as a result of frailty, with a projected 31% increase in demand between 2014 and 2024, followed by Cardiff North and West (25%) and Cardiff South and East (18%).

In 2014, there were an estimated 5,162 older people in Cardiff and the Vale of Glamorgan with dementia: 2,542 in Cardiff North and West, 1,709 in Cardiff South and East, and 1,709 in the Vale of Glamorgan.

Similar to rates of frailty, it has been projected that there will be a substantial increase in the level of demand for dementia services in the Vale of Glamorgan (35%) between 2014 and 2024, a 25% rise in Cardiff and North West, and a 16% increase in Cardiff and South East.

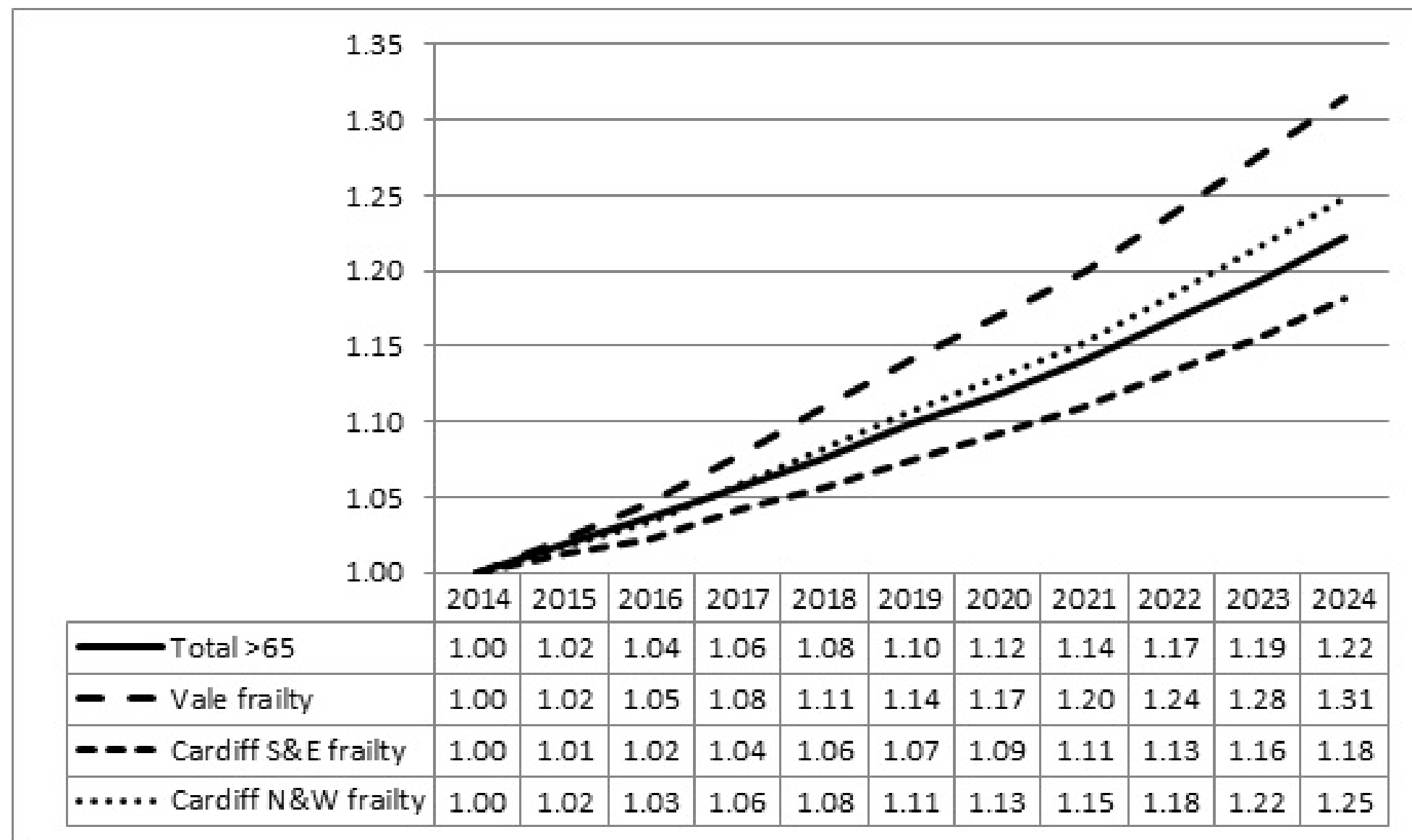


Figure: Increase in demand arising from estimates of frailty from 2014 to 2024<sup>8</sup>

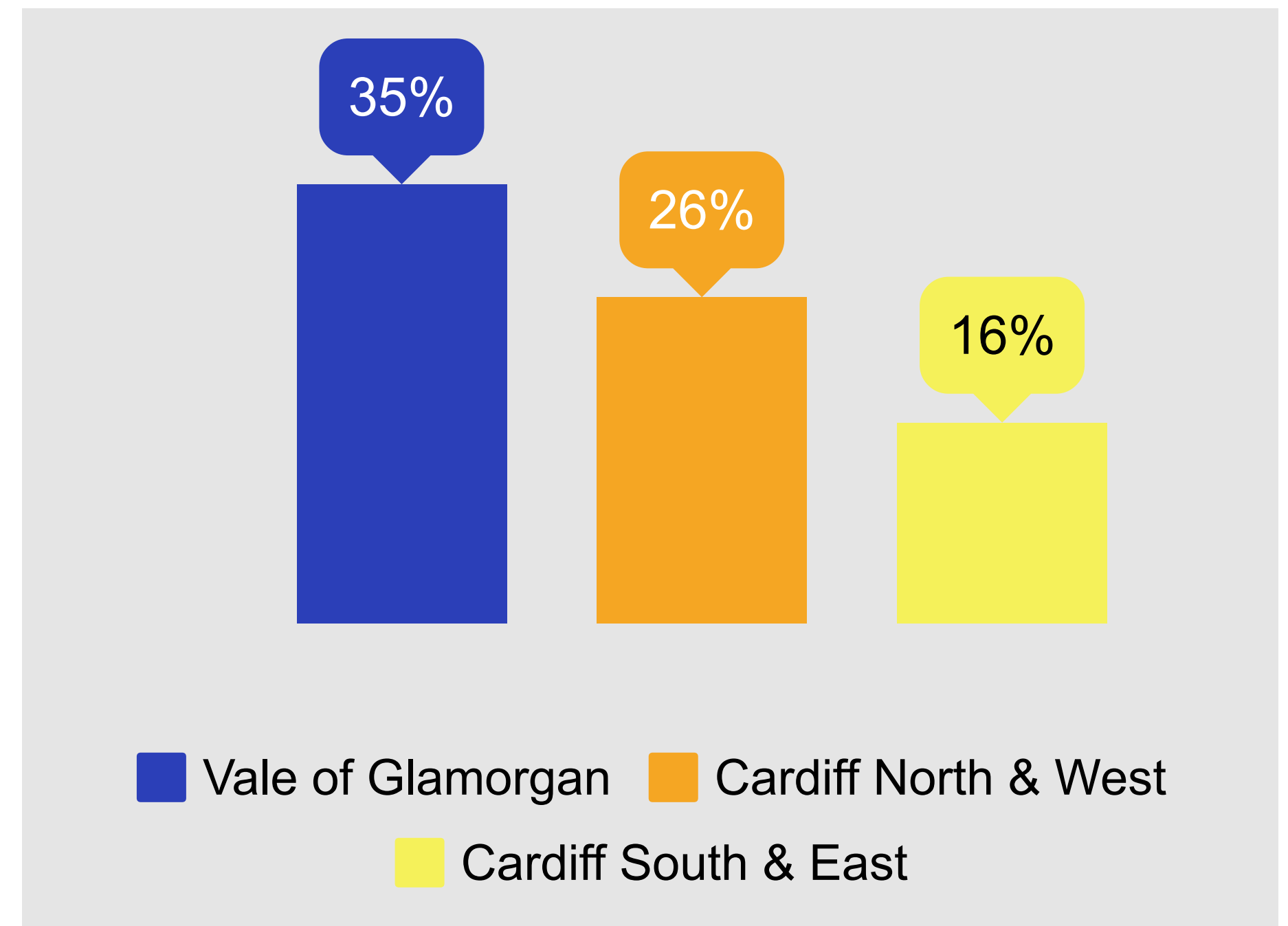


Figure: Increase in demand arising from estimates of dementia from 2014 to 2024<sup>8</sup>

# Our Older Population: Unpaid Care

In 2015, it was estimated that there were almost 12,000 people over the age of 65 providing unpaid care to a family member or friend in Cardiff and the Vale of Glamorgan. This represents 6.4% of the entire 65+ years population across the region. Over a third (4,399) were providing 50 or more unpaid hours of care every week<sup>9</sup>.

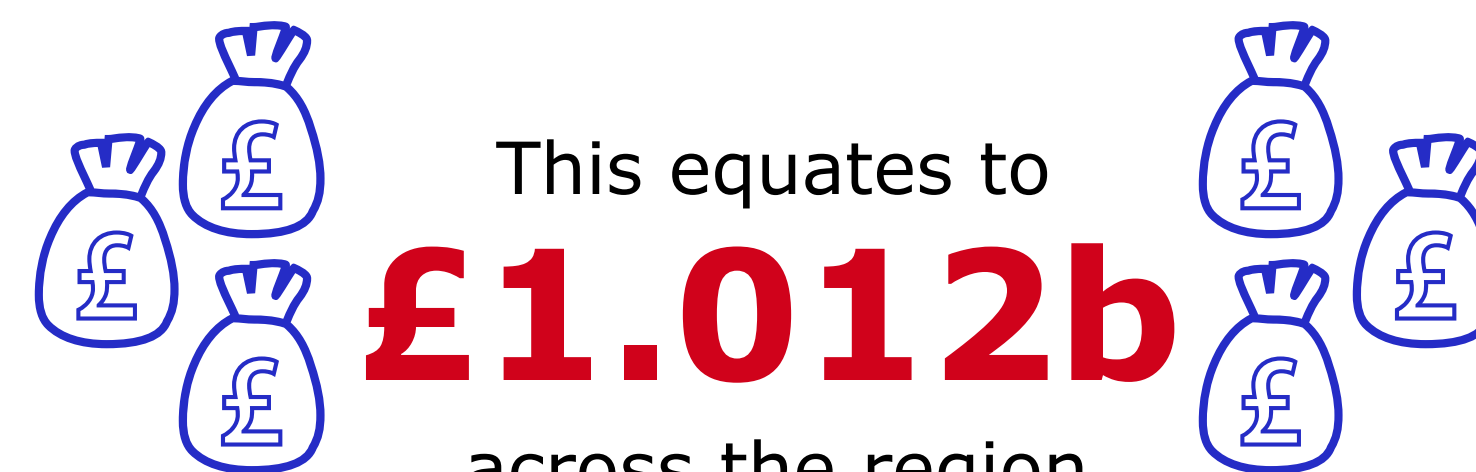
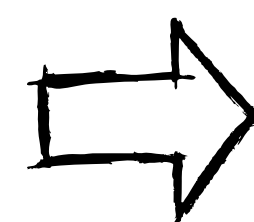
A report by Carers UK<sup>10</sup> calculated the total economic cost of carers' contributions across Cardiff and the Vale of Glamorgan during 2015 at over £1 billion:

**£730m**

The estimated economic value of the contributions made by carers in Cardiff in 2015

**£309m**

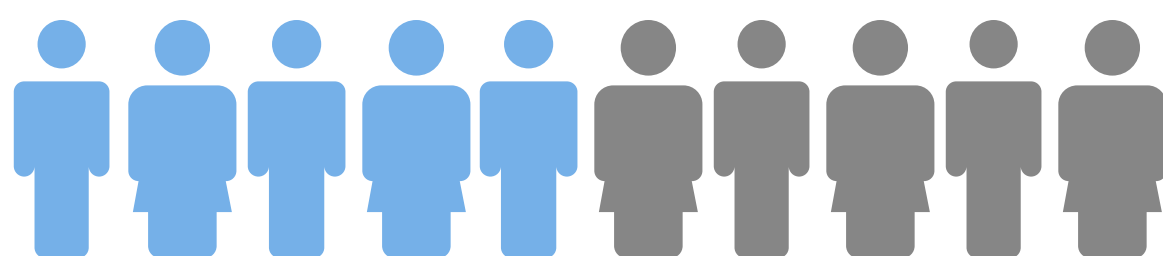
The estimated economic value of the contributions made by carers in the Vale of Glamorgan in 2015



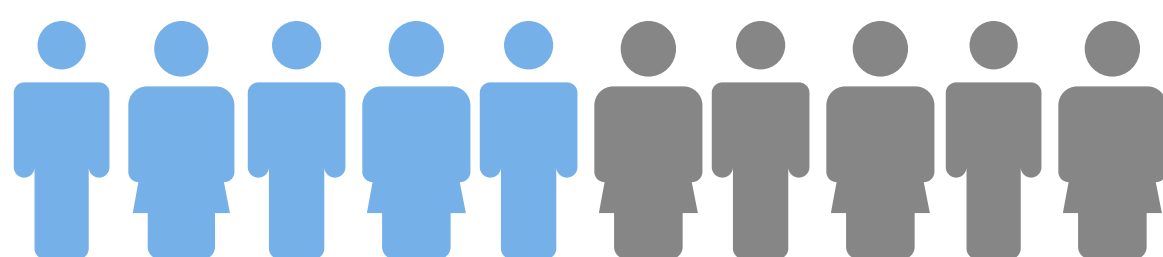
**Almost double its 2001 value (£545m)**

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Other research by Carers UK (2016)<sup>11</sup> suggests that older carers face multiple barriers as a result of their caring responsibilities, which in turn impact on their own health and wellbeing:



Almost half (49%) of older carers have said that their GP practice hasn't informed them about how to get practical support as a carer



46% have physically injured themselves as a result of their caring role



A third (33%) haven't received any training or information to help them keep well



A third have cancelled treatment or an operation for themselves because of their caring responsibilities

# What's Important to the Older People who Use our Services?

Between February 2016 and January 2017, an assessment of the care and support needs of people living in Cardiff and the Vale of Glamorgan was carried out<sup>1</sup>. This involved listening to residents and local professionals, and reviewing information on existing services and population data.

Below are the main care and support needs, prevention issues and key assets raised in our Population Needs Assessment in relation to our older residents.

## Care and Support Needs

- Maintenance and sustainability of key services supporting older people
- Access to information and advice, not just online, e.g. 'one stop shop' model
- Integrated management of mental health and physical health issues
- Integration of health, housing and social care
- Social isolation and loneliness while maintaining independence
- Practical help with day-to-day tasks such as shopping and gardening
- Needs of those with dementia and their carers
- Suitable housing for life
- Accessible built environment, including good lighting and toilets
- Increased consistency and quality of care home places commissioned
- Improved transport
- Access to different types of advocacy
- Digital inclusion
- Intergenerational integration in communities

## Prevention Issues

- Financial management
- Healthy environment and behaviours
- Falls prevention
- Outcomes-based commissioning for domiciliary care

## Assets

- Social interactions
- Physical activity and green spaces
- Volunteering
- Community centres, lunch clubs, churches
- Dementia strategy
- Dementia-friendly communities
- Good relationships with third sector partners
- Intermediate care fund
- Unpaid carers - ensure supported
- Private sector e.g. corporate social responsibility
- Social enterprises / alternative delivery models
- Independent living services
- Telecare

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# Our Vision and Strategic Intent

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## **Our Vision**

### **Our Service Model for Older People Services**

### **Our Four Design Principles**

**In response to our understanding of the demography of Cardiff and the Vale of Glamorgan and the challenges facing our region, we have developed a new vision and service model.**

Our vision is:

*To improve the health and well-being of older people, no matter how complex their needs, so that they are supported to maintain their independence and live a fulfilling life.*

As set out in the Social Services and Well-being (Wales) Act 2014, we will achieve this by:

- Improving care and support, ensuring people have more choice and control.
- Improving outcomes and health and well-being.
- Providing coordinated, person centred care and support.
- Making more effective use of resources, skills and expertise.

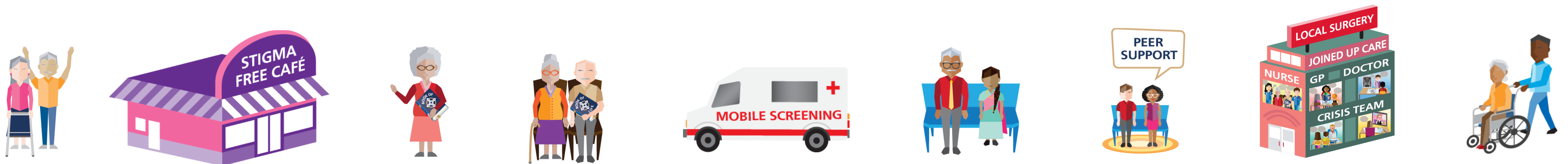


# 04 Our Vision

Achieving our vision will involve taking a 'whole systems approach' and utilising the combined skills, knowledge, experience and resources of all partners to deliver better outcomes for older people. All partners will be expected to:

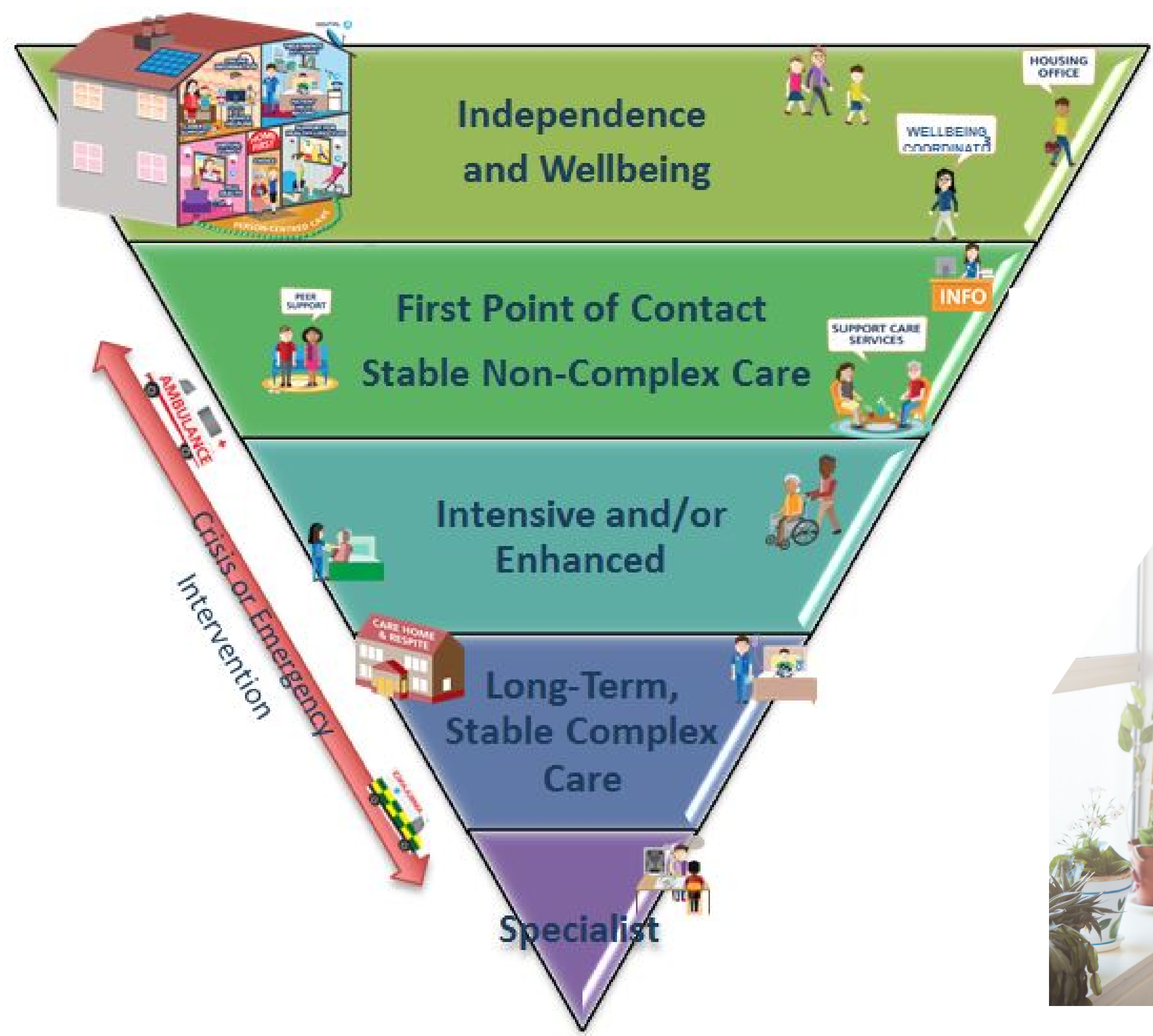
- ✔ Promote citizen ownership and control over their own personal well-being, creating an independent rather than a dependent care culture.
- ✔ Reduce duplication and increase awareness of services delivered across all sectors to older people.
- ✔ Reduce the inappropriate use of longer term and more intensive or acute care.
- ✔ Provide good quality treatment, care and support when needed.
- ✔ Streamline services and care to better meet the individual needs of the older person.
- ✔ Maximise the benefits from the resources invested in caring for older people.
- ✔ Shift from a deficit-based approach when working and having conversations with older people requiring care and support, and instead consider and build upon their strengths and assets.
- ✔ Support older people to live independently and be connected to their home and community, with the aim of reducing the possibility of loneliness and isolation.
- ✔ Provide proactive as well as rapid reactive care, considering ways in which an individual's needs can be met through a variety of support within the community and irrespective of their eligibility criteria.

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# Our Service Model for Older People Services

We will deliver our vision and shape our services under the following Integrated Service Model for Older People. Our service model is structured into five tiers, each delivering a different type of care and support and supporting a greater number of people than the one below:



# 04 Our Service Model for Older People Services

|  |   |
|--|---|
| <b>Tier 1</b><br>Independence and Well-being                       | Services promote prevention, health and well-being, independence and empowerment, recognising that a wide range of social and health needs may have an impact on a person's well-being.   |
| <b>Tier 2</b><br>First Point of Contact<br>Stable Non-Complex Care | Services provide a first point of contact. They screen and assess, providing early intervention and signposting. Where a person's needs are stable and not complex, services provide routine on-going support.  |
| <b>Tier 3</b><br>Intensive and/or Enhanced                         | Services provide a flexible and coordinated response to a person's rising, unstable need. They provide either an intensive reablement service, or an ambulatory care intervention. Both prevent inappropriate long-term care and avoid hospital admissions.               |
| <b>Tier 4</b><br>Long-Term, Stable<br>Complex Care                 | Services provide for people whose needs are not necessarily low, but are stable. Additional support may be needed to meet daily living needs. Rising complexity can mean care planning by specialist multi-disciplinary teams to avoid unstable acute hospital admission. |
| <b>Tier 5</b><br>Specialist  | Services provide for people whose needs are highly unstable and/or for highly specialist assessment and care. Integrated discharge planning supports timely discharge.  |

 *A person's pathway through the service model or 'system' will not always be linear. They could move up and down the different tiers, or jump some altogether, depending on their current needs and situation.*

*Our intention is to develop the whole pathway of advice, support, care and treatment for older people and their carers and families, to ensure that the right response is given, in the right place and at the right time.*

# 04 Our Four Design Principles

Our future way of working will be underpinned by our four design principles of 'what matters to me', 'home first', 'sustainable resources' and 'avoiding harm, waste and variation'.

## WHAT MATTERS TO ME



*Listening and working with people in need of care and support to jointly find solutions to meet their needs*

## SUSTAINABLE AND PRUDENT USE OF RESOURCES



*Promoting prevention and early intervention, and developing quality outcomes and value for money solutions which meet care and support needs*

## HOME FIRST



*Enabling people to live at home, or as close to home as possible, in accommodation appropriate to their needs and where they can live well, thrive and remain independent*

## AVOIDING HARM, WASTE AND VARIATION



*To ensure high quality care across all services.*

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*Any service developments within these four areas will give due regard to the five United Nations Principles for Older Persons: 'independence', 'participation', 'care', 'self-fulfilment' and 'dignity'*



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# The Current Care and Support Market

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**Key Regional Statistics:**

*Health, Housing and Social Care Services*

*Expenditure*

*Service Providers*

*Service Activity*

**Key Neighbourhood Cluster Statistics:**

*Demographics*

*Market Supply*

*Service Activity*

**Key Assets**

# Key Regional Statistics: Health, Housing and Social Care Services

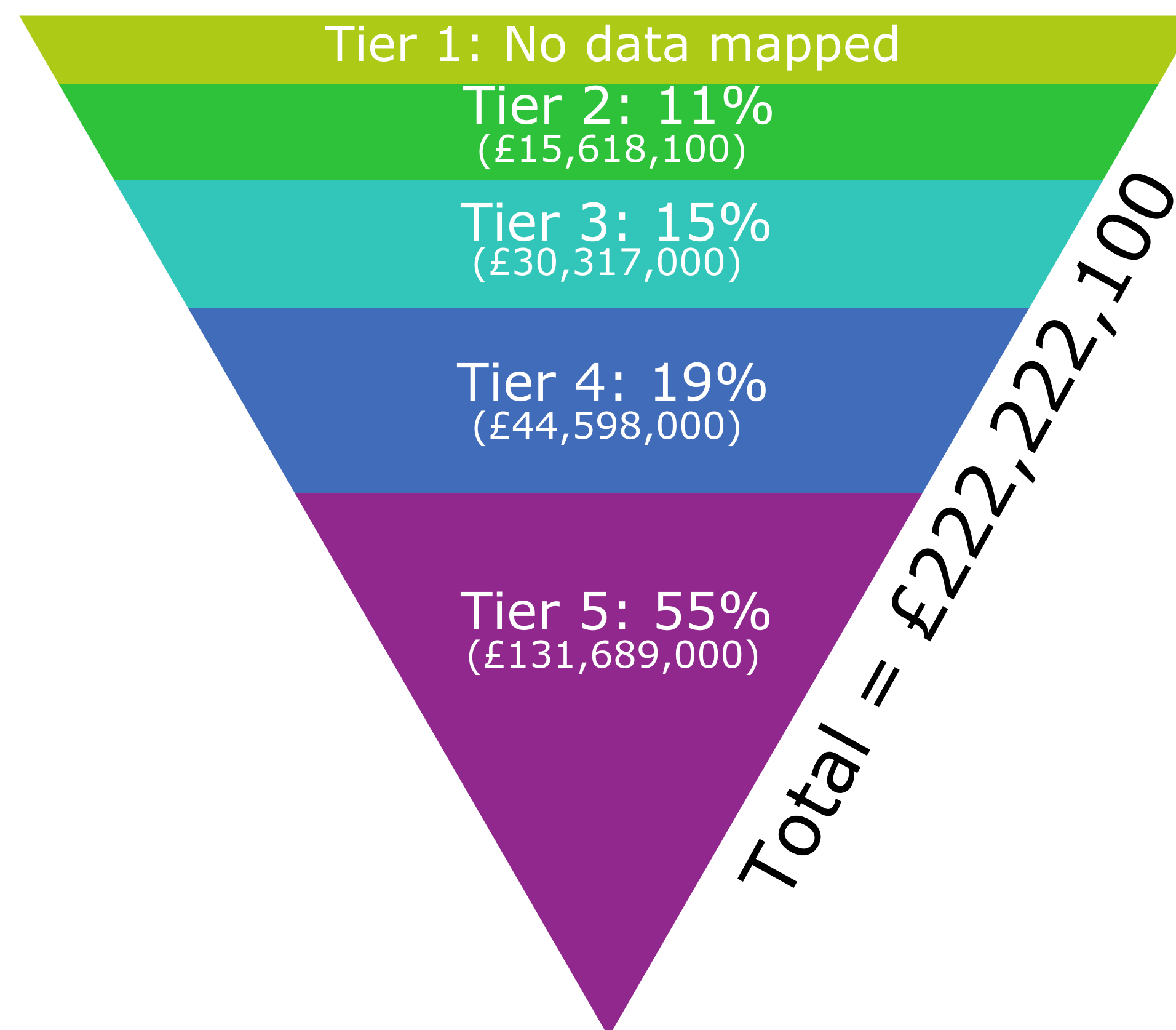
In March 2017, a mapping exercise on a range of health, housing and social care services available to older people across Cardiff and the Vale of Glamorgan was undertaken<sup>12</sup>. The expenditure and everyday activity of 40 different services/areas of work were included in the review, the majority of which can be seen below.



# Key Regional Statistics: Expenditure

In 2015/16, it was estimated that the Partnership spent in excess of £220m\* in the local market to deliver health, social care and housing support services to older people.

When considered under our proposed Service Model for Older People, it can be seen that over half of all expenditure mapped was spent under the 'specialist' tier, and the least amount recorded under tier two: 'first point of contact/stable non-complex care'.

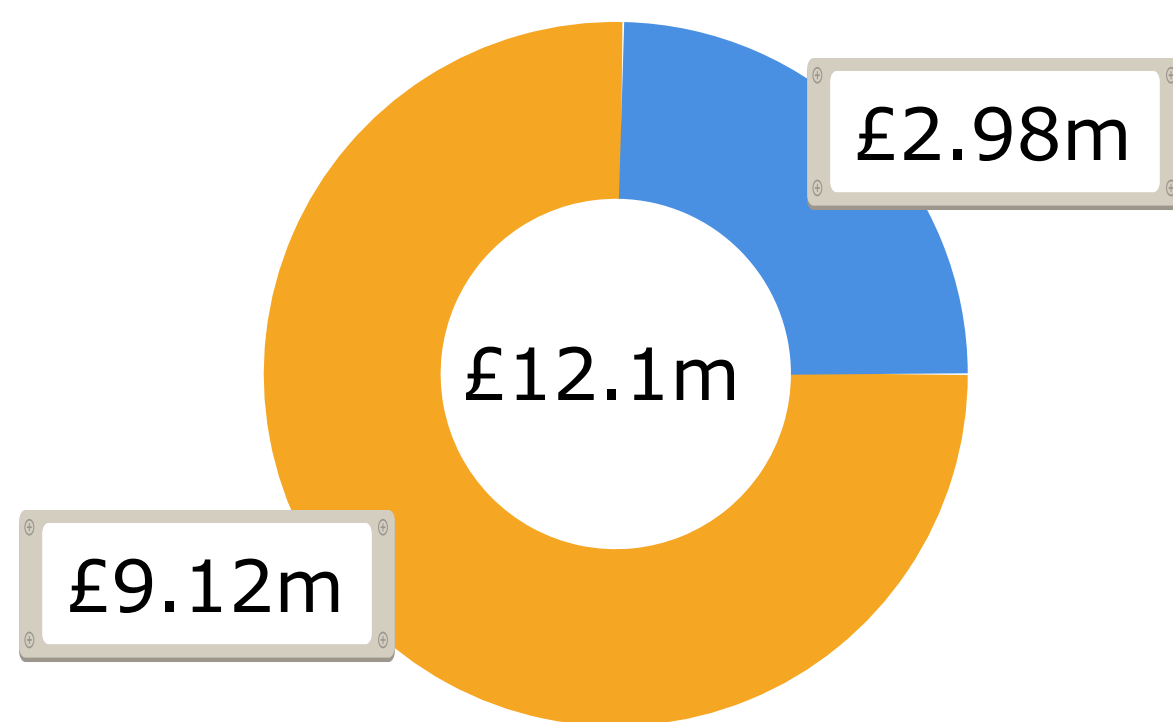


\* The expenditure figure quoted does not include capital housing costs or spend for several services totalling an additional £22m, due to being unable to determine the amount of resources used to provide services to people aged 65 and above only. In addition, no expenditure figures were available for a number of services at the time of publication.

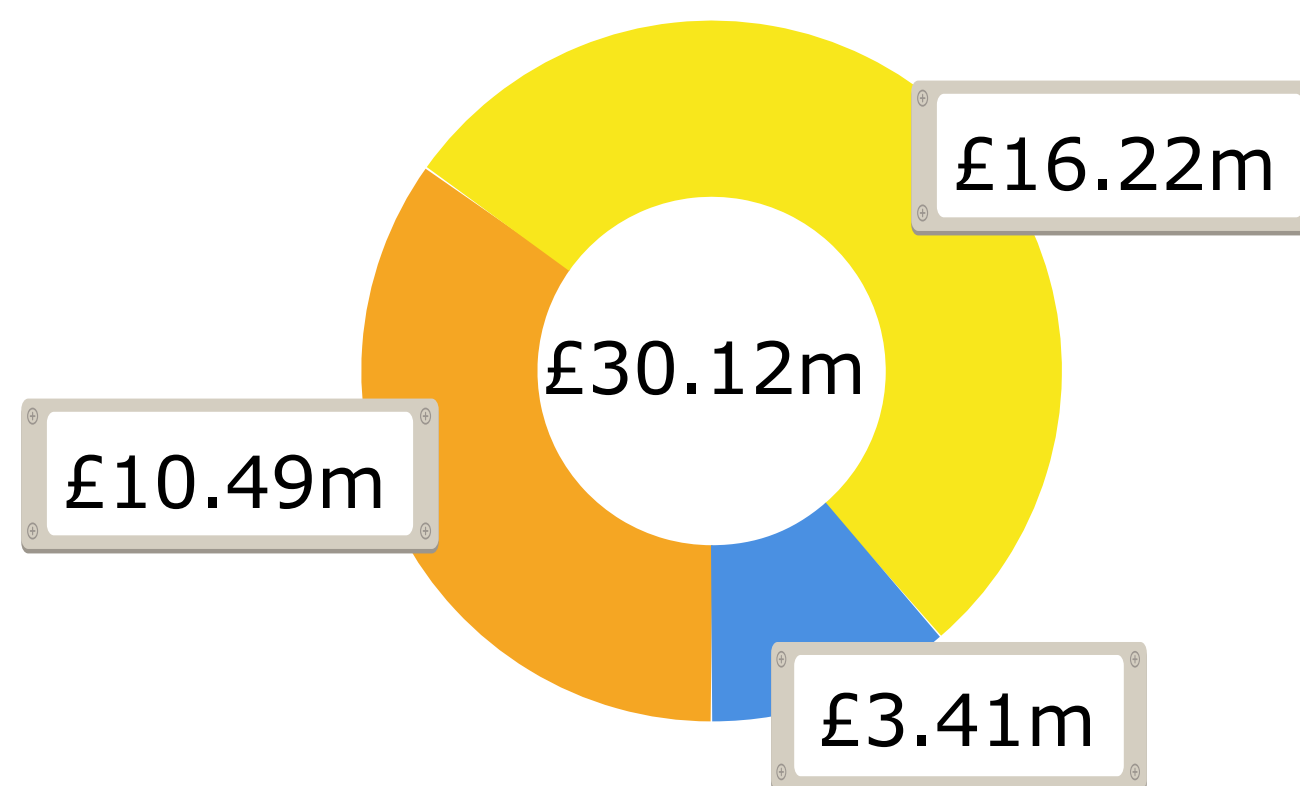
# Key Regional Statistics: Expenditure

The 2015/16 expenditure for a number of services/sectors considered as key to this Market Position Statement can be seen as follows:

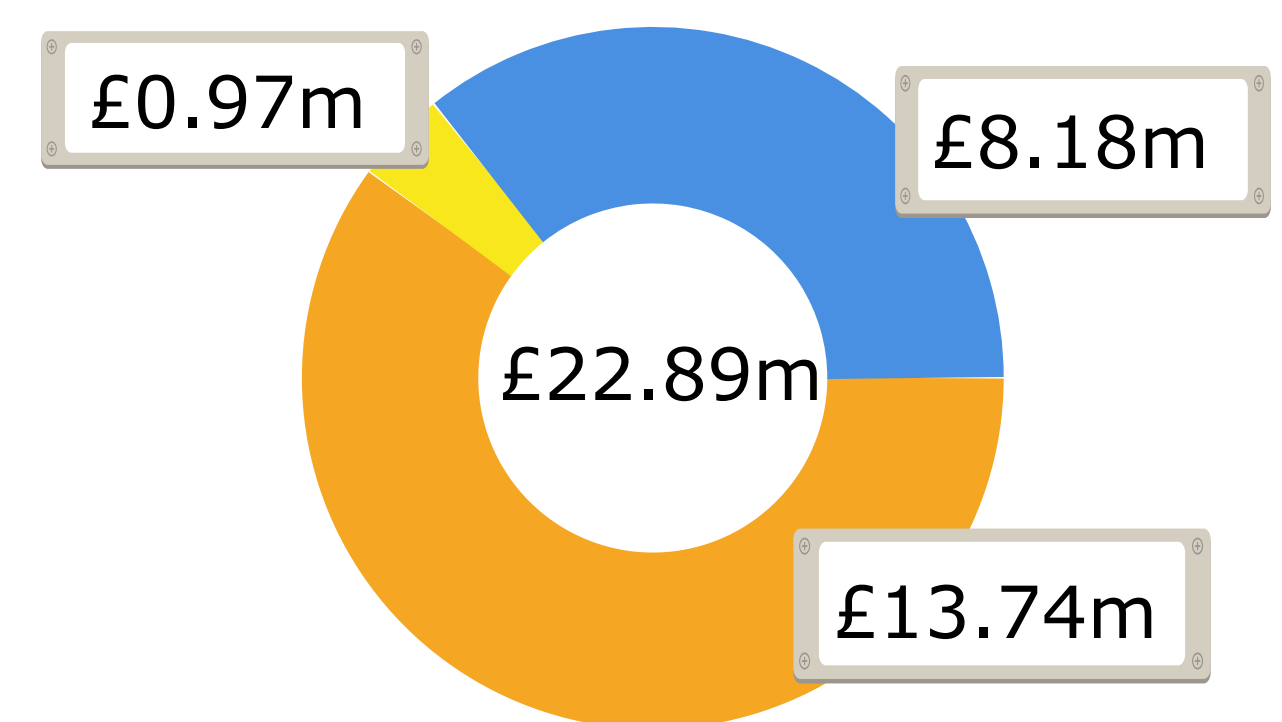
**Residential Care**



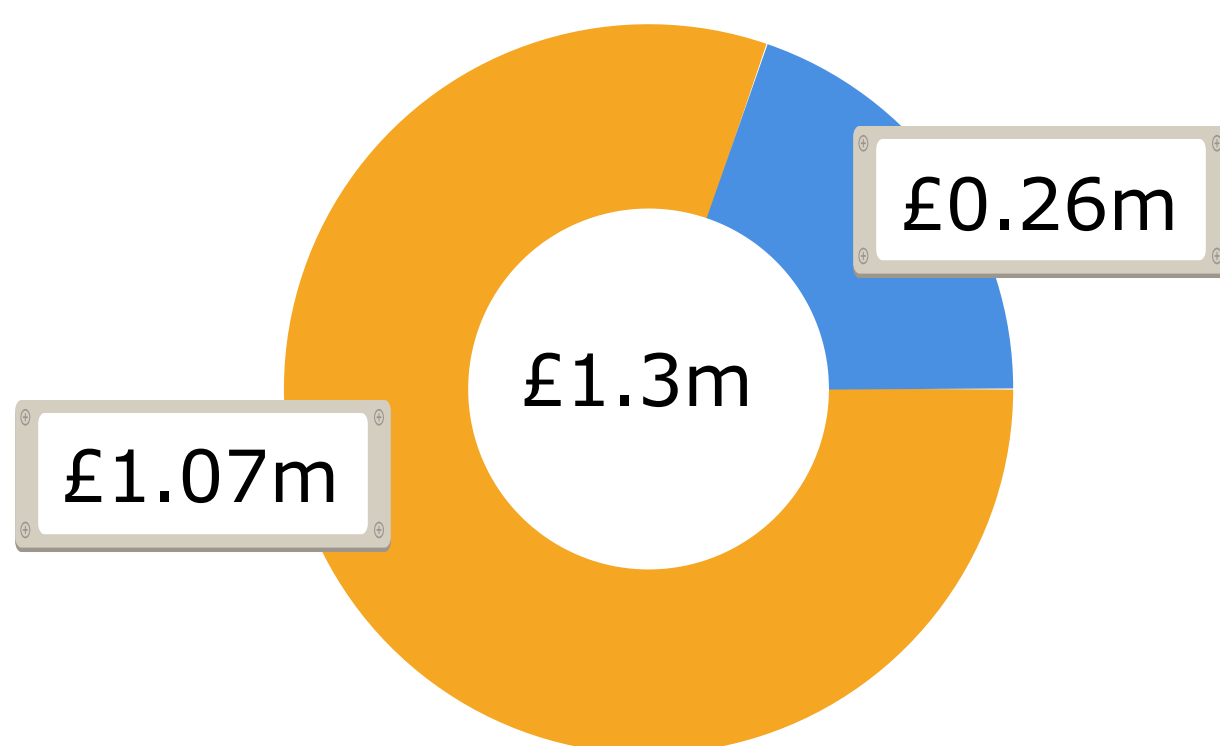
**Nursing Home Care**



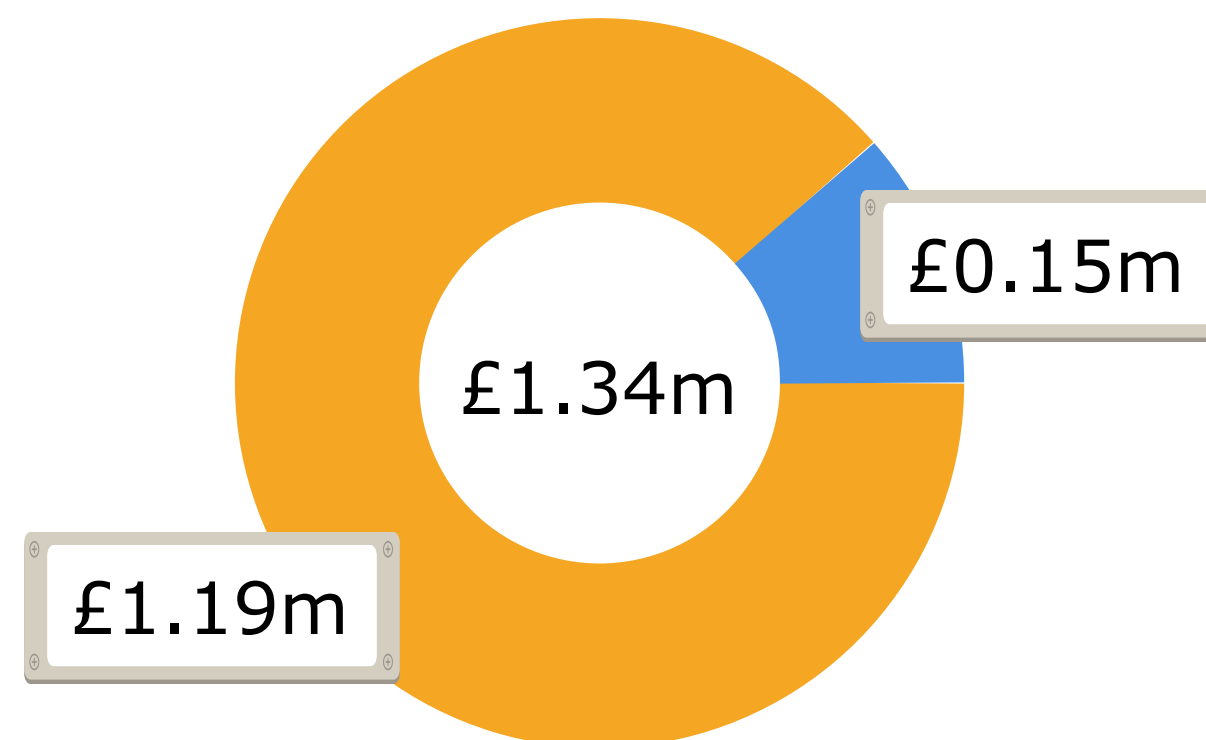
**Domiliciary Care**



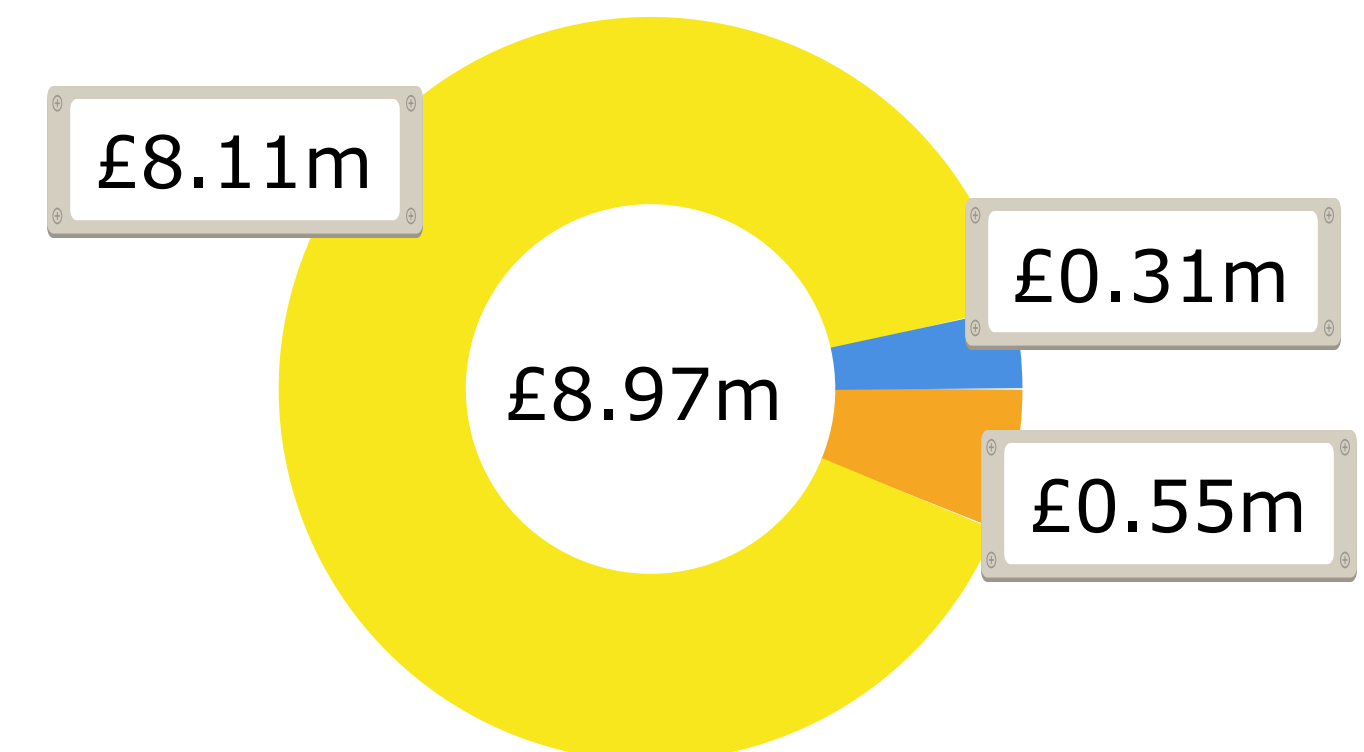
**Sheltered Accommodation\***



**Extra Care Accommodation\***



**Third Sector**



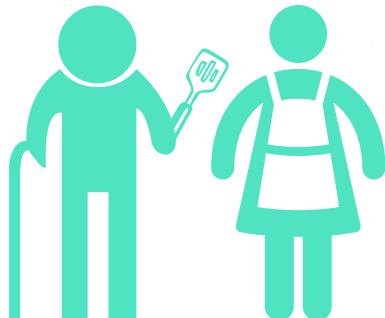
Amber = City of Cardiff Council  
 Yellow = Cardiff and Vale University Health Board  
 Blue = Vale of Glamorgan Council

\* Exclusive of capital costs

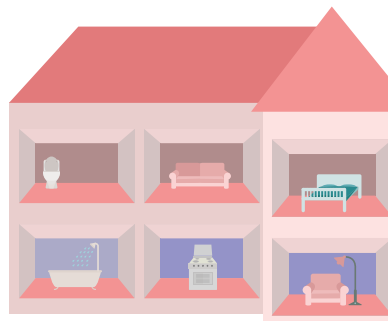


# Key Regional Statistics: Service Providers

During the mapping exercise, it was found that numerous organisations were providing a range of services to older people across the region, including:

97 

domiciliary care providers on the Councils' Approved Provider List  
(68 in Cardiff and 54 in Vale of Glamorgan\*)

60 

residential and nursing care homes  
(38 in Cardiff and 22 in Vale of Glamorgan)

11 

organisations funded through Supporting People to deliver emergency alarm services to older people  
(9 in Cardiff and 3 in Vale of Glamorgan\*)

15 

nurse agencies  
(14 in Cardiff and 1 in Vale of Glamorgan)

4 

organisations funded through Supporting People to deliver housing related 'floating' support to older people  
(3 in Cardiff and 2 in Vale of Glamorgan\*)

10 

social landlords providing sheltered and extra care accommodation to older people  
(8 in Cardiff and 3 in Vale of Glamorgan\*)

4 

private landlords providing sheltered and extra care accommodation to older people  
(4 in Cardiff and 0 in Vale of Glamorgan)

\* The breakdown does not add up to the total specified, due to some providers operating across both geographical areas

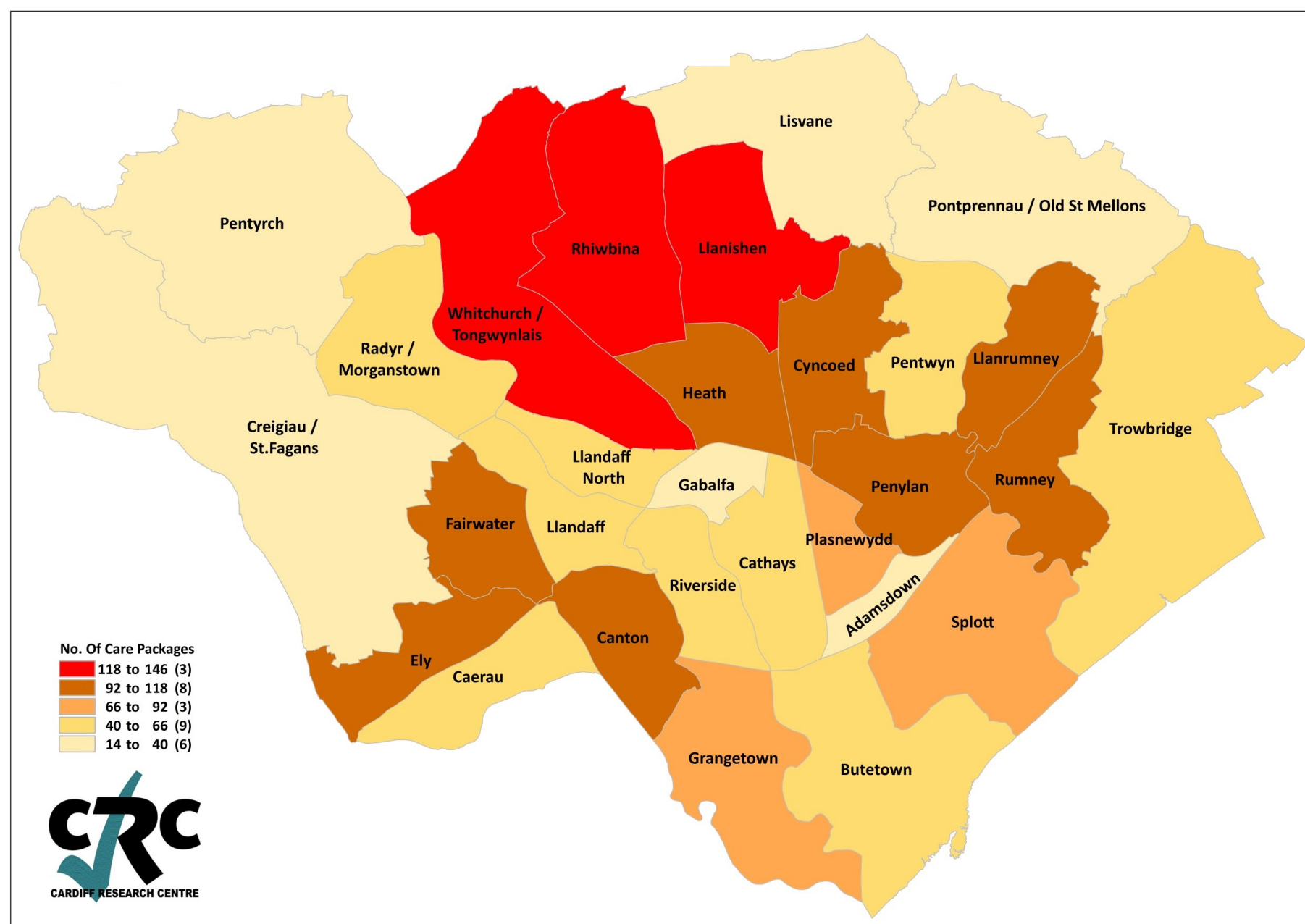
# Key Regional Statistics: Service Activity

The mapping report also highlighted a number of key findings about service activity in terms of volume and demand\*:

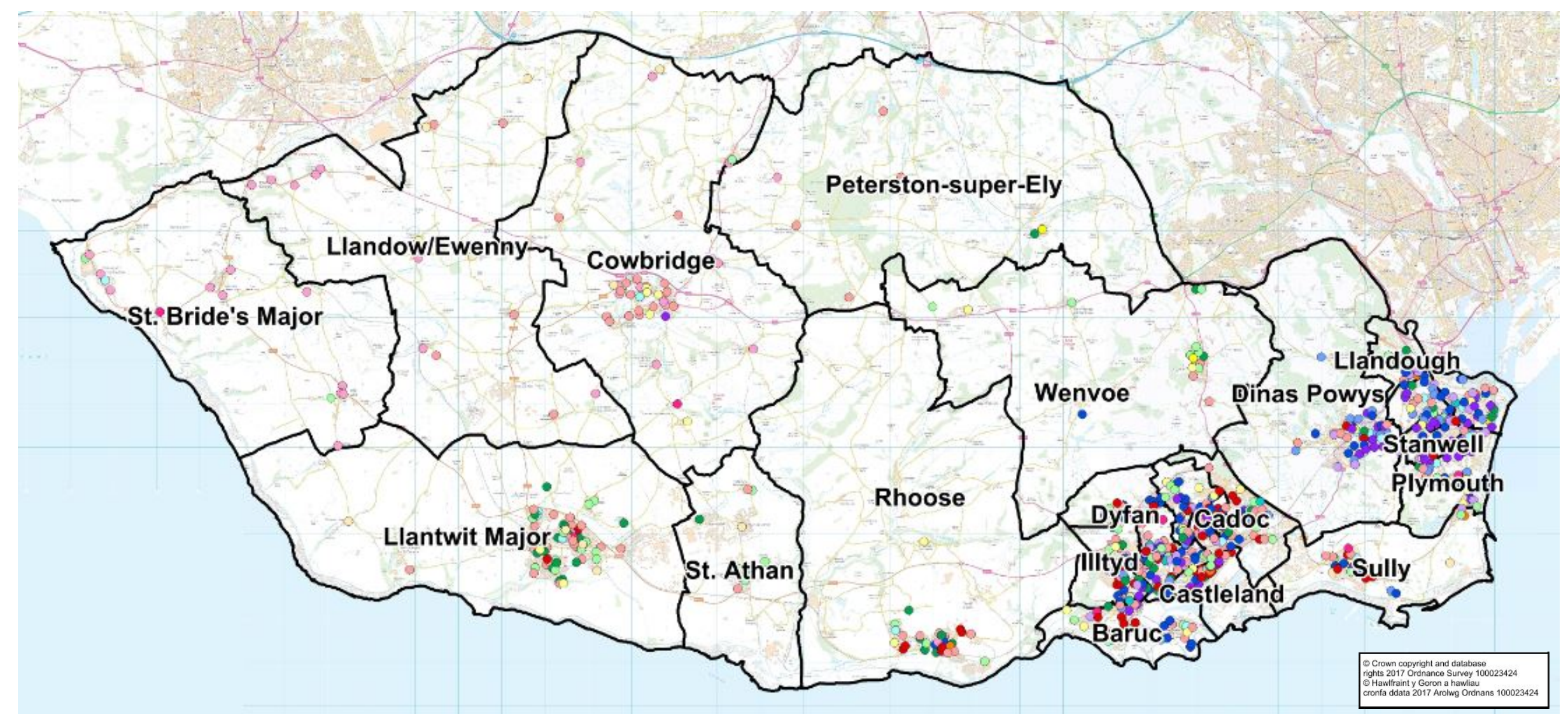
- ★ The numbers of people accessing home care services in Cardiff and the Vale of Glamorgan had fallen between 2013/14 and 2015/16, but expenditure had risen sharply by £3.5m. This illustrates a trend towards fewer but larger packages of support.
- ★ Care homes in Cardiff and the Vale of Glamorgan provided a total of 2,700 places, roughly evenly split between residential and nursing places. Around 950 places (36%) were self-funded and another 50 or so funded by outside authorities.
- ★ The data suggests there is an over provision of residential care places in Cardiff and the Vale of Glamorgan and an under provision of nursing home places. There needs to be a further shift of provision from one to the other.
- ★ Across Cardiff and the Vale of Glamorgan, it is estimated that an additional 260 nursing home places will be needed by 2025 to meet demand as services are currently configured.
- ★ The housing related support offered via the Supporting People Programme Grant played an important role in enabling older people to continue living safely in their current accommodation. Nearly 200 people aged 65 years and above were in receipt of 'floating support'; 122 in Cardiff and 77 in the Vale of Glamorgan.
- ★ In 2015/16, there were nearly 1,300 people in Cardiff and the Vale of Glamorgan on the waiting list for sheltered accommodation. Once older people are allocated a tenancy, they stay on average for 7-8 years.
- ★ There was a shortage of housing options for older people who need adapted properties.
- ★ Cardiff had the highest level of direct payments recipients in Wales as a proportion of all those receiving social care services (12%). The Vale of Glamorgan had just over 6% and was much nearer the all-Wales average.

# Key Regional Statistics: Service Activity

## Number of Active Domiciliary Care Packages



For people aged 65+ years in Cardiff as at 1st August 2017



For all ages in the Vale of Glamorgan as at 30th November 2017

## Top 5 Preferred Areas for Sheltered Accommodation Expressed by 65+ Years Applicants on Council Waiting List

### Cardiff<sup>13</sup>

- 1 Whitchurch (Cardiff West) - 229 applicants
- 2 Canton (Cardiff South West) - 203 applicants
- 3 Llanishen (Cardiff North) - 183 applicants
- 4 Roath (Cardiff South East) - 176 applicants
- 5 Morganstown (Cardiff West) - 167 applicants

### Vale of Glamorgan<sup>14</sup>

- 1 Butrills (Central Vale) - 37 applicants
- 2 Castleland (Central Vale) - 29 applicants
- 3 Llantwit Major (Western Vale) - 29 applicants
- 4 Cornerswell (Eastern Vale) - 25 applicants
- 5 Dinas Powys (Eastern Vale) - 18 applicants

# Key Regional Statistics: Service Activity

In May 2017, Cardiff Council undertook a small study with 21 people aged 50 years and above on their waiting list for accommodation about their preferred future housing arrangements<sup>15</sup>. Mainly representing the 50-59 year old age bracket, some of the key findings to emerge from the conversations were:

81%

(17 people) would live in 'designated accommodation\*'



76%

(16 people) would live in 'general needs accommodation\*'



29%

(6 people) would live in 'sheltered accommodation\*'



"We don't feel old enough for 'old' people accommodation. We want housing that is for 'young' old people!"

"I want to maintain my independence...I don't mind if there is also a communal area, but don't want to end up somewhere with a room full of wing back chairs and bingo!"

"I want to find a secure, long-term home and something mobility friendly"

\* *Designated accommodation: Housing open to 'older' people only, typically aged 50 years and above. General needs accommodation: Housing open to the whole community, regardless of age. Sheltered accommodation: Housing with communal facilities, typically open to people aged 60 years and above.*

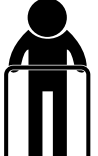





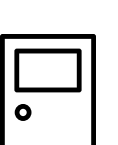
# Key Neighbourhood Cluster Statistics: Demographics

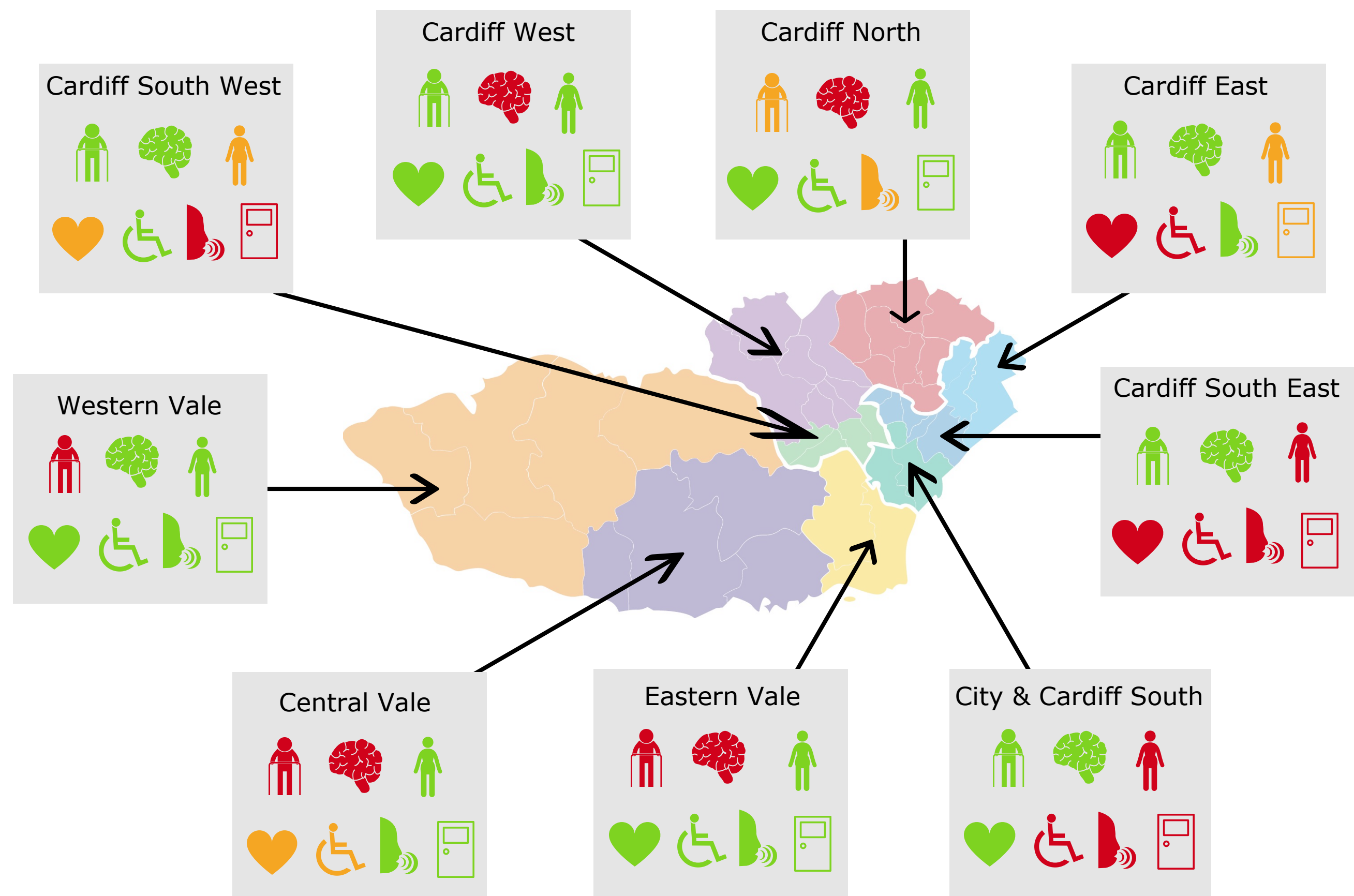
The next three graphics show each of the 9 neighbourhood clusters that sit within our 3 localities. Drawing on our preferred neighbourhood cluster approach, further analysis on a number of key features of the care and support market deemed as essential for the future commissioning of older people's services has been conducted.

**Calculating a regional average has enabled us to identify the provision in each neighbourhood cluster that requires prioritisation.**

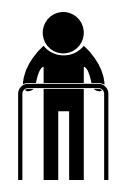
This graphic presents some key statistics about the demography of our older population, which can have implications on how services are designed and delivered:

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-  % total 18+ population aged 85+ in 2035<sup>6,7</sup>
-  Number of 85+ years population with dementia in 2035<sup>6,7</sup>
-  % lone person households for 65+ years population<sup>16</sup>
-  % people aged 65+ years providing 50 or more hours of unpaid care a week<sup>17</sup>
-  % people aged 65+ years whose day-to-day activities are limited a little or a lot<sup>18</sup>
-  % people aged 65+ who do not report English or Welsh as their main language<sup>19</sup>
-  % homes that are not owner occupied for 65+ years population<sup>20</sup>



# Key Neighbourhood Cluster Statistics: Demographics



3 of the 9 neighbourhood clusters (which together make up the entire Vale of Glamorgan region) showed above average regional rates in the projected size of the 85+ years population in 2035, ranging from 7.4% to 4.7%. The highest rate noted for Cardiff was in Cardiff North, at 4.3%.



4 of the 9 neighbourhood clusters reported an above average projected rate of people aged 85 and above with dementia in 2035, which includes the highest two rates of 1,212 people in Cardiff North and 760 people in Central Vale.



2 of the 9 neighbourhood clusters reported higher than average levels of lone person households occupied by the 65+ years population, with the highest being 72% in Cardiff South East. In comparison, the lowest rate reported was 46% in Western Vale.



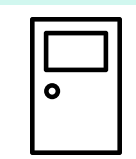
2 of the 9 neighbourhood clusters had higher than average levels of the 65+ years population providing more than 50 hours of unpaid care per week. These were Cardiff East at 8.2% and Western Vale at 5.5%.



3 of the 9 neighbourhood clusters showed an above regional rate of people aged 65+ years whose daily activities were limited a little or a lot, all of which were clustered in the south east region of Cardiff. City and Cardiff South showed the highest rate at 69%, and Cardiff South West the lowest at 28%.




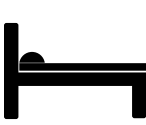


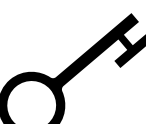




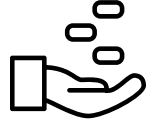
3 of the 9 neighbourhood clusters reported higher than the average rate of the 65+ years population who do not report English or Welsh as being their main language, with City and Cardiff South showing the highest at 14.7%. This is compared to 0.4% in Western Vale and 0.5% in Cardiff East.

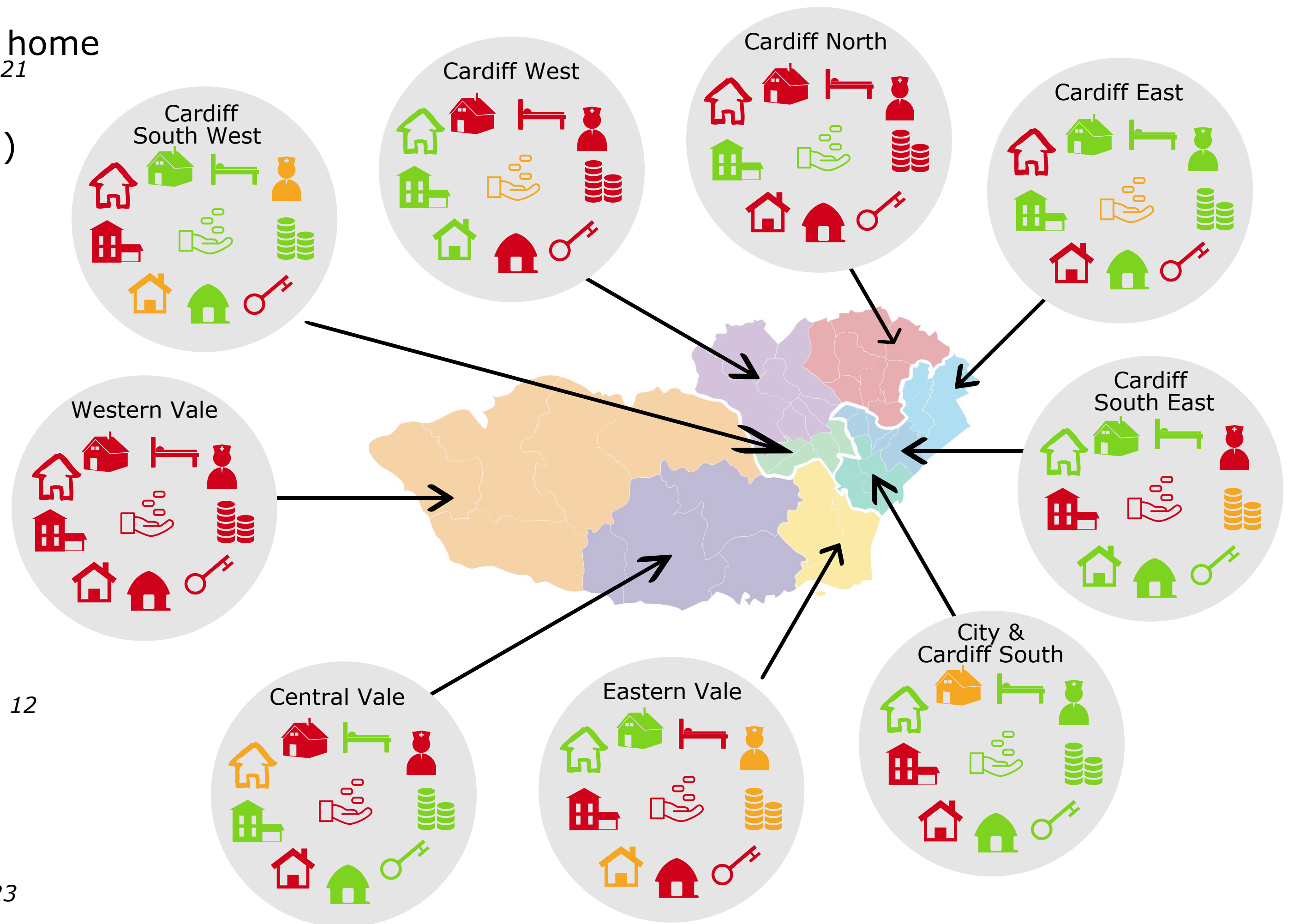


3 of the 9 neighbourhood clusters had an above average non-owner occupancy rate for the 65+ years population, with the highest ranging from 39% in City and Cardiff South and 34% in Cardiff South East, and the lowest of 11% in Cardiff North and 12% in Western Vale.

# Key Neighbourhood Cluster Statistics: Market Supply

This graphic presents some key statistics about market supply, which can impact on our ability to effectively commission and deliver care and support services to older people:

-  General residential and nursing care home beds per 1000 65+ years population<sup>21</sup>
-  Residential elderly mental illness (EMI) care home beds per 1000 65+ years population<sup>21</sup>
-  Nursing EMI care home beds per 1000 years 65+ population<sup>21</sup>
-  % of care home placements made by local authorities/health<sup>21</sup>
-  Vacant EMI care home beds per 1000 65+ years population<sup>21</sup>
-  Designated council and RSL units per 1000 65+ years population<sup>22</sup>
-  Sheltered council, RSL and private units per 1000 65+ years population<sup>12</sup>
-  Extra care RSL and private units per 1000 65+ years population<sup>12</sup>
-  Number of step up/step down units<sup>23</sup>
-  % direct payment holders per 65+ years population<sup>24</sup>



Green = Average or above  
 Amber = Up to 9.9% below average  
 Red = More than 10% below average

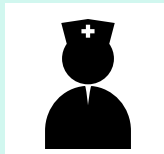
# Key Neighbourhood Cluster Statistics: Market Supply



4 of the 9 neighbourhood clusters showed lower than average regional rates of general residential and nursing care home beds per 1000 65+ years population, with Western Vale reporting the lowest at 13 beds. This is compared to the highest rate of 51 beds in Cardiff South East.



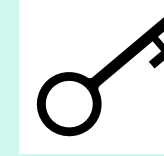
4 of the 9 neighbourhood clusters had fewer than average residential EMI beds per 1000 65+ years population, with Cardiff West showing the lowest at 4 beds and Western Vale at 6. In comparison, Cardiff South East reported the highest at 18.



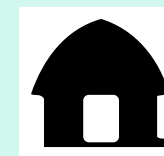
2 of the 9 neighbourhood clusters had no nursing EMI provision (Cardiff South East and Western Vale), and Central Vale only had 0.4 beds per 1000 65+ years population. Conversely, there were 20 beds per 1000 65+ years population in City and Cardiff South.



The number of care home placements made by local authorities and local health boards varied across the region, ranging from purchasing 74% of the total available beds in Cardiff East, and 36% in Cardiff North and 37% in Western Vale.



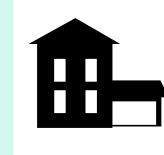
6 of the 9 neighbourhood clusters had less than 1 vacant EMI bed per 1000 65+ years population. In comparison, Cardiff South East reported the highest at 4.6 vacant EMI beds.



4 of the 9 neighbourhood clusters had a lower than average rate of designated accommodation per 1000 65+ years population. The lowest rates across the region were 12 in Cardiff North and 20 in Western Vale. The highest reported in Cardiff was 94 in Cardiff East, and 50 in Central Vale within the Vale of Glamorgan.



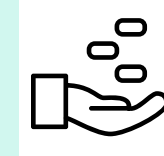
6 of the 9 neighbourhood clusters had less than the average number of sheltered units per 1000 65+ years population, with the lowest noted as 7 in Western Vale and 24 in Cardiff East. The highest reported was 103 units per 1000 65+ years population in Cardiff South East.



5 of the 9 neighbourhood clusters had no extra care accommodation, meaning there is no extra care provision available within these areas: Cardiff South East, City and Cardiff South, Cardiff South West, Eastern Vale and Western Vale.



4 of the 9 neighbourhood clusters had no step up/step down accommodation, with the remaining areas having a maximum of 2 accommodation units per area.



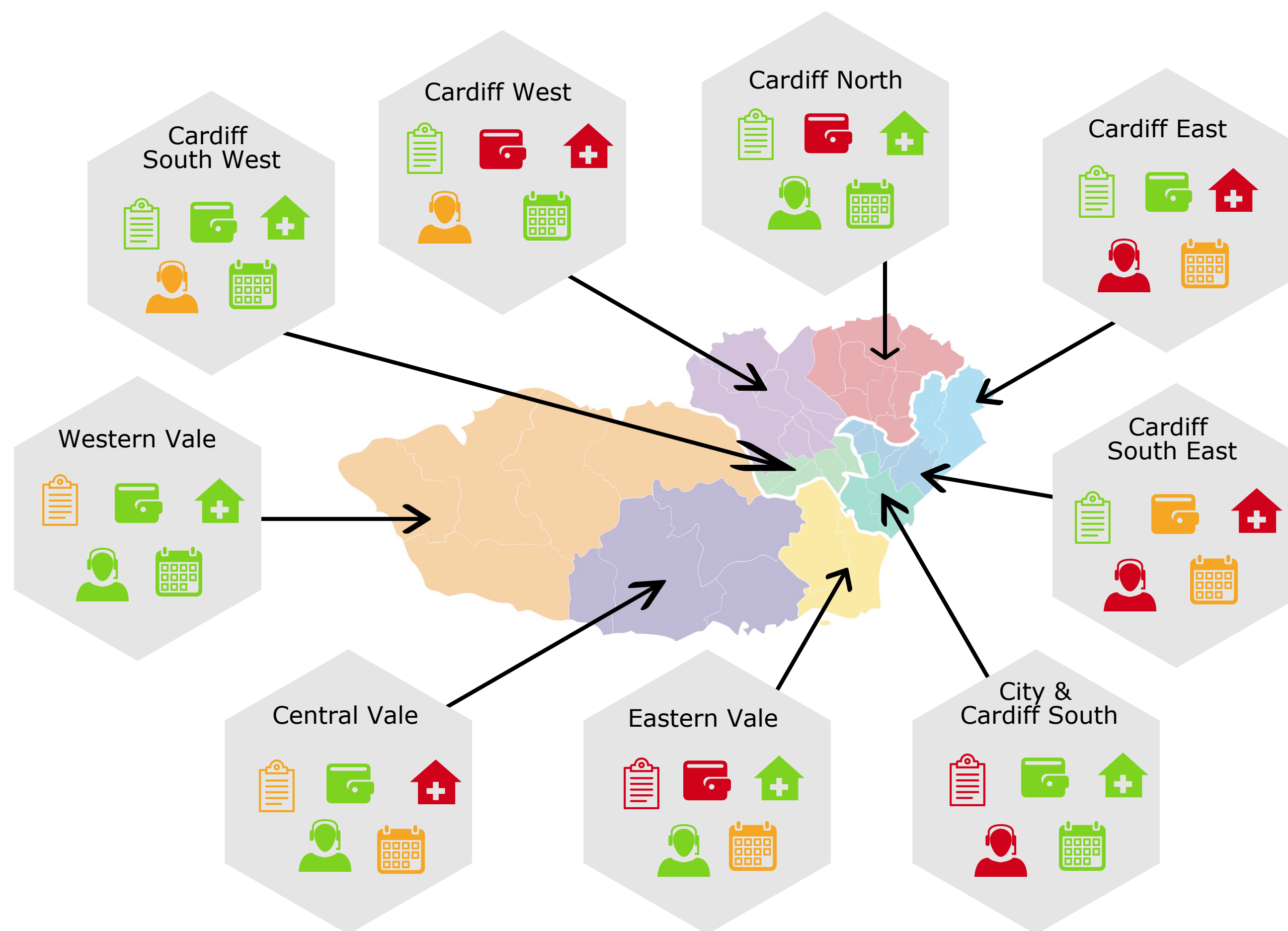
3 of the 9 neighbourhood clusters had an above average rate of direct payment holders per 1000 65+ years population, all of which were located in Cardiff: City and Cardiff South, Cardiff North and Cardiff South West.



# Key Neighbourhood Cluster Statistics: Service Activity

This graphic presents some key statistics about service activity, which can help us understand levels of demand:

-  % 65+ years applicants on council sheltered accommodation waiting list indicating a preference to leave current neighbourhood cluster <sup>13,14</sup>
-  % total available care home beds occupied by self-funders <sup>21</sup>
-  Delayed Transfers of Care per 1000 65+ years population <sup>25</sup>
-  Telecare users aged 65 years and above per 1000 65+ years population <sup>26</sup>
-  People on care home waiting list per 1000 65+ years population <sup>21</sup>



Green = Average or below  
 Amber = Up to 9.9% above average  
 Red = More than 10% above average

# Key Neighbourhood Cluster Statistics: Service Activity



2 of the 9 neighbourhood clusters reported higher than average levels of 65+ years applicants on the councils' waiting list for sheltered accommodation wanting to move out of their current neighbourhood cluster. The highest was 33% in City & Cardiff South, and the lowest was 1% in Cardiff East.



3 of the 9 neighbourhood clusters had higher than average levels of care home self-funders, ranging from 51% in Cardiff North to 38% in Eastern Vale. In comparison, Central Vale had the lowest rate at 22%.



4 of the 9 neighbourhood clusters showed above regional average rates of Delayed Transfers of Care, with the highest noted in Central Vale at 34.3 cases per 1000 65+ years population and Cardiff East and Cardiff West at 19.6 cases. This is compared to 7.3 cases in Cardiff North and 7.9 in Western Vale.









































































4 of the 9 neighbourhood clusters had above average regional levels of people waiting for a care home placement per 65+ years population, with the highest noted at 7.3 and 7.2 in Central and Eastern Vale, respectively, and the lowest of 1.8 in Western Vale and Cardiff West.



3 of the 9 neighbourhood clusters had an above regional rate of telecare users, with the highest reported for Cardiff South East at 129 per 1000 65+ population. The lowest was in Western Vale, at a rate of 50.

# Overview of Key Neighbourhood Cluster Statistics: Demographics

These next three tables provide an overview of the key priorities by neighbourhood cluster.


















































| Demographics    |  % aged 85+ in 2035 |  # aged 85+ with dementia in 2025 |  % lone person households 65+ years |  % 65+ years providing 50+ hours unpaid care |  % 65+ years with limited day-to-activity |  % 65+ years with Welsh or English as second language |  % 65+ years who do not occupy own home |
|-----------------|--|--|--|---|--|--|--|
| <b>CN</b>       |  4.3%               |  1,212                            |  52%                                |  5.6%  |  52%                                      |  3.6%   |  11%                                    |
| <b>CE</b>       |  3.6%              |  376                             |  62%                               |  8.2%                                       |  68%                                     |  0.5%  |  29%                                   |
| <b>CSE</b>      |  1.4%             |  267                            |  72%                              |  7.4%                                      |  67%                                    |  6.7%   |  34%                                  |
| <b>CCS</b>      |  1.6%             |  181                            |  70%                              |  5.5%                                      |  69%                                    |  14.7%  |  39%                                  |
| <b>CSW</b>      |  2.5%             |  399                            |  65%                              |  6.9%                                      |  28%                                    |  4.4%   |  31%                                  |
| <b>CW</b>       |  3.9%             |  655                            |  58%                              |  6.3%                                      |  56%                                    |  1.1%   |  18%                                  |
| <b>EV</b>       |  7.4%             |  665                            |  55%                              |  6.1%                                      |  53%                                    |  0.7%   |  15%                                  |
| <b>CV</b>       |  4.7%             |  760                            |  56%                              |  7.1%                                      |  59%                                    |  0.7%   |  22%                                  |
| <b>WV</b>       |  6%               |  358                            |  46%                              |  5.5%                                      |  47%                                    |  0.4%   |  12%                                  |
| <b>Reg. Ave</b> | <b>4%</b>  | <b>545</b>   | <b>58%</b>   | <b>6.5%</b>   | <b>55%</b>   | <b>3.6%</b>  | <b>23%</b>   |

# Overview of Key Neighbourhood Cluster Statistics: Market Supply

| Market Supply   | General care home beds per 1000 65+ years | Residential EMI beds per 1000 65+ years | Nursing EMI beds per 1000 65+ years | % care home placements made by LA/LHB | Vacant EMI beds per 1000 65+ years | Designated council and RSL units per 1000 65+ years | Sheltered council, RSL and private units per 1000 65+ years | Extra care RSL and private units per 1000 65+ years | # step up/step down units | % direct payment holders per 1000 65+ years |
|-----------------|---|---|-------------------------------------|---------------------------------------|------------------------------------|---|---|---|---------------------------|---|
| <b>CN</b>       | 18  | 7                                       | 4                                   | 36%                                   | 0.7                                | 12  | 27  | 6   | 0                         | 6.7   |
| <b>CE</b>       | 26  | 13                                      | 14                                  | 74%                                   | 0                                  | 94  | 24  | 3   | 0                         | 6.2   |
| <b>CSE</b>      | 51  | 18                                      | 0                                   | 54%                                   | 4.6                                | 75  | 103   | 0   | 2                         | 4.3   |
| <b>CCS</b>      | 25  | 14                                      | 20                                  | 69%                                   | 2                                  | 54  | 25  | 0   | 2                         | 16.8  |
| <b>CSW</b>      | 32  | 12                                      | 5                                   | 69%                                   | 0.6                                | 56  | 34  | 0   | 0                         | 6.5   |
| <b>CW</b>       | 14  | 4                                       | 2                                   | 41%                                   | 0.5                                | 29  | 46  | 4   | 2                         | 5.7   |
| <b>EV</b>       | 34  | 7                                       | 5                                   | 54%                                   | 0.5                                | 17  | 33  | 0   | 2                         | 3.2   |
| <b>CV</b>       | 19  | 11                                      | 0.4                                 | 58%                                   | 1.4                                | 50  | 25  | 4   | 1                         | 3.5   |
| <b>WV</b>       | 13  | 6                                       | 0                                   | 37%                                   | 0.2                                | 20  | 7   | 0   | 0                         | 4.6   |
| <b>Reg. Ave</b> | <b>26</b>                                 | <b>10</b>                               | <b>6</b>                            | <b>55%</b>                            | <b>1.2</b>                         | <b>45</b>   | <b>36</b>   | <b>1.8</b>  | <b>1</b>                  | <b>6.4</b>                                  |

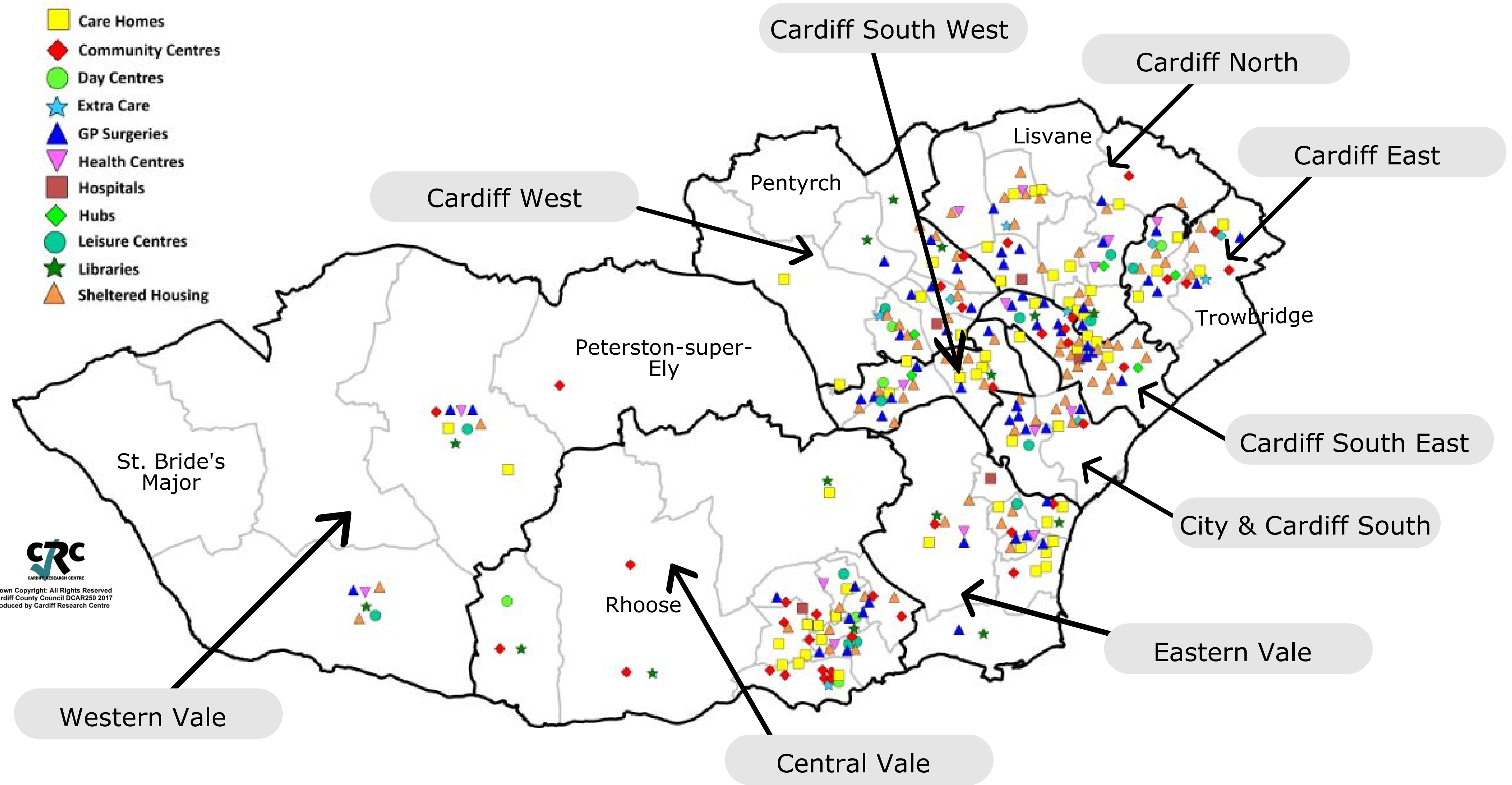
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# Overview of Key Neighbourhood Cluster Statistics: Service Activity

| Service Activity |  % 65+ years waiting for sheltered unit wanting to leave current area |  % available care home beds occupied by self-funders |  Delayed Transfers of Care per 1000 65+ years |  Telecare users aged 65+ per 1000 65+ years |  People on care home waiting list per 1000 65+ years |
|------------------|--|---|--|--|---|
| <b>CN</b>        |  13%  |  51%   |  7.3  |  92   |  2.5   |
| <b>CE</b>        |  1%   |  26%   |  11.9   |  119  |  5.3   |
| <b>CSE</b>       |  9%  |  34%  |  18.5  |  127                                       |  4.9  |
| <b>CCS</b>       |  33%  |  27%   |  16.7                                       |  107                                      |  3.7   |
| <b>CSW</b>       |  12%  |  25%   |  19.6                                       |  99                                       |  3.3   |
| <b>CW</b>        |  6%   |  42%   |  19.6                                       |  96                                       |  1.8   |
| <b>EV</b>        |  19%  |  38%   |  15.6                                       |  70                                       |  7.2   |
| <b>CV</b>        |  15%  |  22%   |  34.3                                       |  81                                       |  7.3   |
| <b>WV</b>        |  15%  |  33%   |  7.9  |  50                                       |  1.8   |
| <b>Reg. Ave</b>  | <b>14%</b>   | <b>33%</b>  | <b>16.8</b>  | <b>94</b>  | <b>94</b>   |

# 05 Key Assets

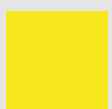
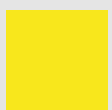











This map and the following table provides an overview of the key assets by neighbourhood cluster.














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# 05 Key Assets

|   | CN  | CE  | CSE | C&CS | CSW | CW  | C Total | EV  | CV  | WV | V Total | C&V Total |
|---|-----|-----|-----|------|-----|-----|---------|-----|-----|----|---------|-----------|
|  Care homes (LA)                 | -   | -   | -   | -    | -   | -   | -       | 1   | 9   | 1  | 11      | 11        |
|  Care homes (third sector)       | -   | -   | -   | -    | -   | -   | -       | 3   | -   | -  | 3       | 3         |
|  Care homes (private)            | 12  | 5   | 5   | 4    | 7   | 5   | 38      | 5   | 2   | 1  | 8       | 46        |
|  Care home beds (LA)             | -   | -   | -   | -    | -   | -   | -       | 33  | 64  | 24 | 121     | 121       |
|  Care home beds (third sector) | -   | -   | -   | -    | -   | -   | -       | 120 | -   | -  | 120     | 120       |
|  Care home beds (private)      | 539 | 285 | 298 | 176  | 355 | 213 | 1,866   | 238 | 339 | 30 | 607     | 2,473     |
|  Community centres             | 3   | 4   | 4   | 1    | 3   | 3   | 18      | 4   | 16  | 3  | 23      | 41        |
|  Extra care schemes (RSL)      | 1   | 1   | -   | -    | -   | 1   | 3       | -   | 1   | -  | 1       | 4         |
|  Extra care schemes (private)  | 1   | -   | -   | -    | -   | -   | 1       | -   | -   | -  | -       | 1         |
|  Extra care beds (RSL)         | 102 | 15  | -   | -    | -   | 40  | 157     | -   | 42  | -  | 42      | 199       |
|  Extra care beds (private)     | 58  | -   | -   | -    | -   | -   | 58      | -   | -   | -  | -       | 58        |
|  GP surgeries                  | 9   | 5   | 10  | 6    | 11  | 8   | 48      | 6   | 7   | 3  | 16      | 68        |
|  Health centres                | 4   | 1   | 2   | 2    | 2   | 0   | 11      | 2   | 2   | 2  | 6       | 18        |

# 05 Key Assets

|   | CN  | CE  | CSE | C&CS | CSW | CW  | C Total | EV  | CV  | WV | V Total | C&V Total |
|---|-----|-----|-----|------|-----|-----|---------|-----|-----|----|---------|-----------|
|  Hospitals                             | 1   | 0   | 1   | 0    | 0   | 1   | 3       | 1   | 1   | 0  | 2       | 5         |
|  Hubs (including libraries)            | 1   | 3   | 1   | 1    | 1   | 2   | 9       | -   | -   | -  | -       | 9         |
|  Leisure centres                       | 3   | 1   | 1   | 1    | 1   | 1   | 8       | 1   | 3   | 2  | 6       | 14        |
|  Local authority day centres           | 0   | 1   | 0   | 0    | 1   | 1   | 3       | 0   | 3   | 0  | 3       | 6         |
|  Sheltered housing schemes (LA)       | 1   | 1   | 1   | 2    | 2   | 2   | 9       | 2   | 1   | 2  | 5       | 14        |
|  Sheltered housing schemes (RSL)     | 12  | 5   | 14  | 6    | 10  | 8   | 55      | 3   | 6   | 1  | 10      | 65        |
|  Sheltered housing schemes (private) | 8   | 2   | 2   | -    | 3   | 8   | 23      | -   | -   | -  | -       | 23        |
|  Sheltered housing units (LA)        | 35  | 33  | 30  | 107  | 75  | 52  | 332     | 187 | 86  | 62 | 335     | 667       |
|  Sheltered housing units (RSL)       | 363 | 110 | 407 | 140  | 297 | 198 | 1,515   | 92  | 192 | 6  | 290     | 1,805     |
|  Sheltered housing units (private)   | 273 | 70  | 83  | -    | 107 | 363 | 896     | -   | -   | -  | -       | 896       |
|  Standalone libraries                | 1   | 0   | 1   | 0    | 1   | 3   | 6       | 3   | 4   | 2  | 9       | 15        |

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# Quality

.....

**Our Approach to the Quality of Care and Support**

**The Quality of Our Care and Support Services:**

*Domiciliary Care in Cardiff*

*Care Homes in Cardiff*

*Domiciliary Care and Care Homes in the Vale of Glamorgan*

*CSSIW Reviews and Inspections*

*Social Housing in Cardiff and the Vale of Glamorgan*

# Our Approach to the Quality of Care and Support

In recent years, several new pieces of legislation focused on improving the health and social well-being of (older) people have been introduced, including:

- Social Services and Well-being (Wales) Act 2014
- Well-being and Future Generations (Wales) Act 2015
- Regulation and Inspection of Social Care (Wales) Act 2016
- Public Health (Wales) Act 2017

The also recently published 'A Place to Call Home?'<sup>27</sup> report specifically considered four key areas related to the quality of life of older people living in care homes across Wales.

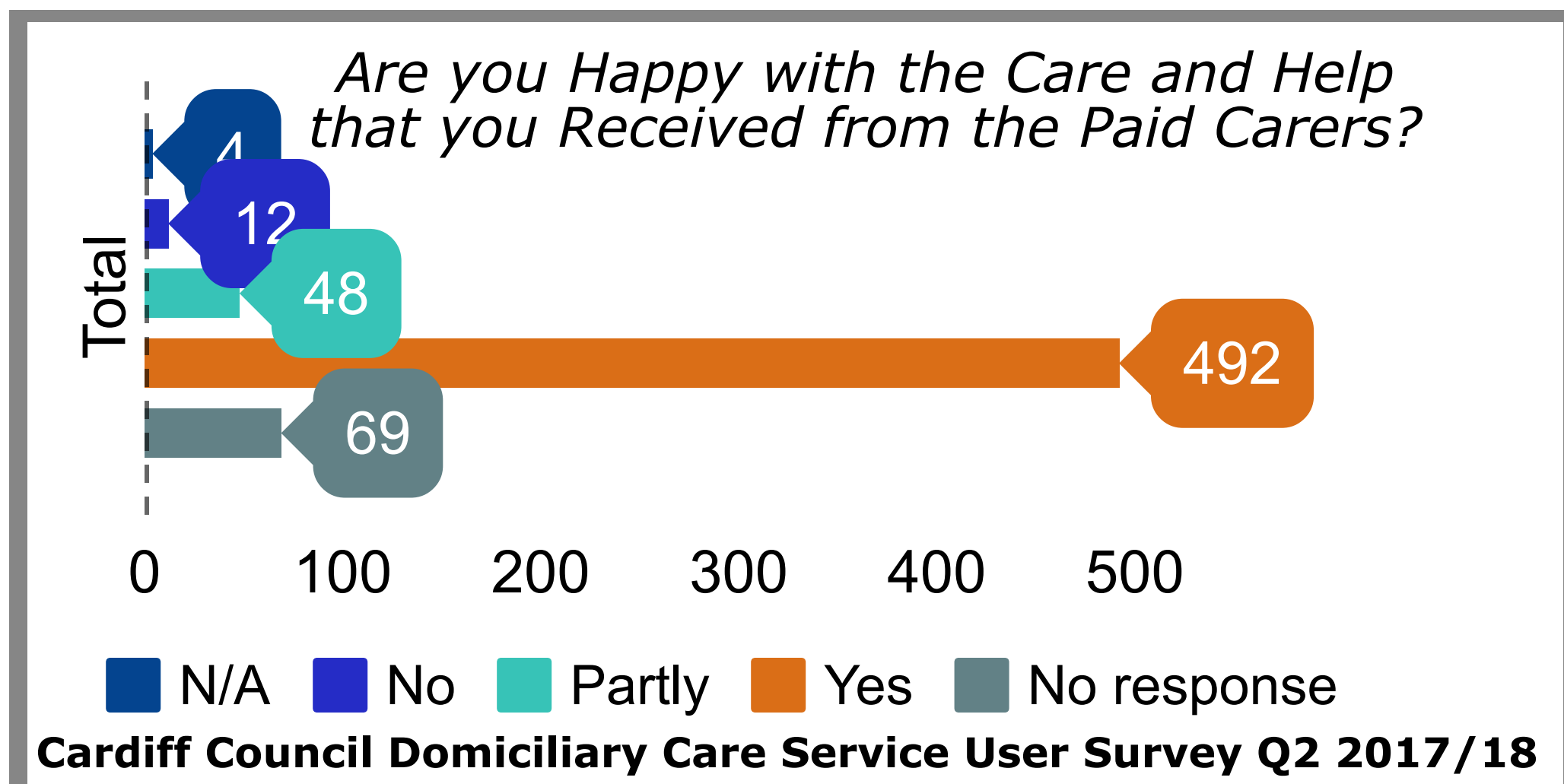
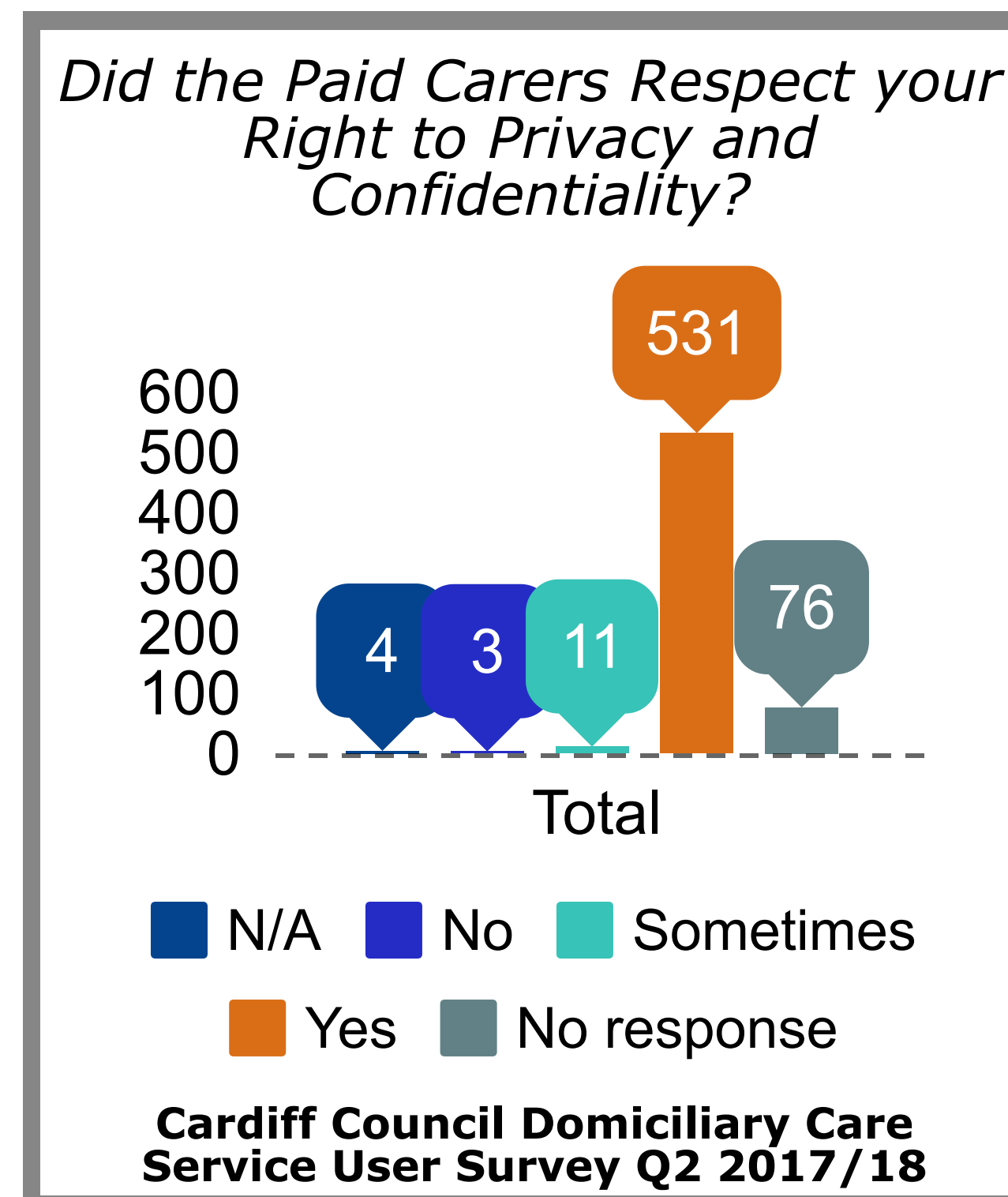
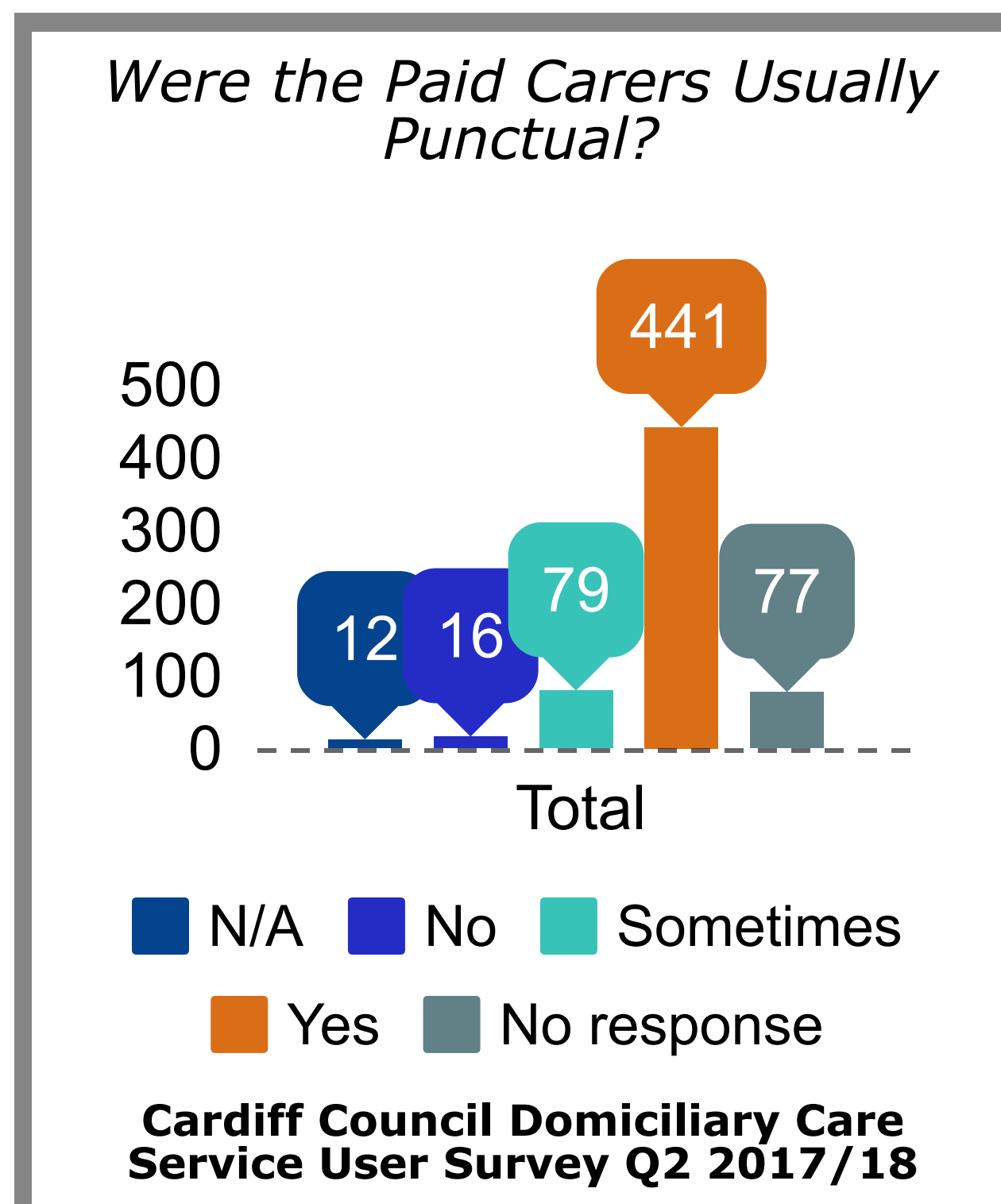
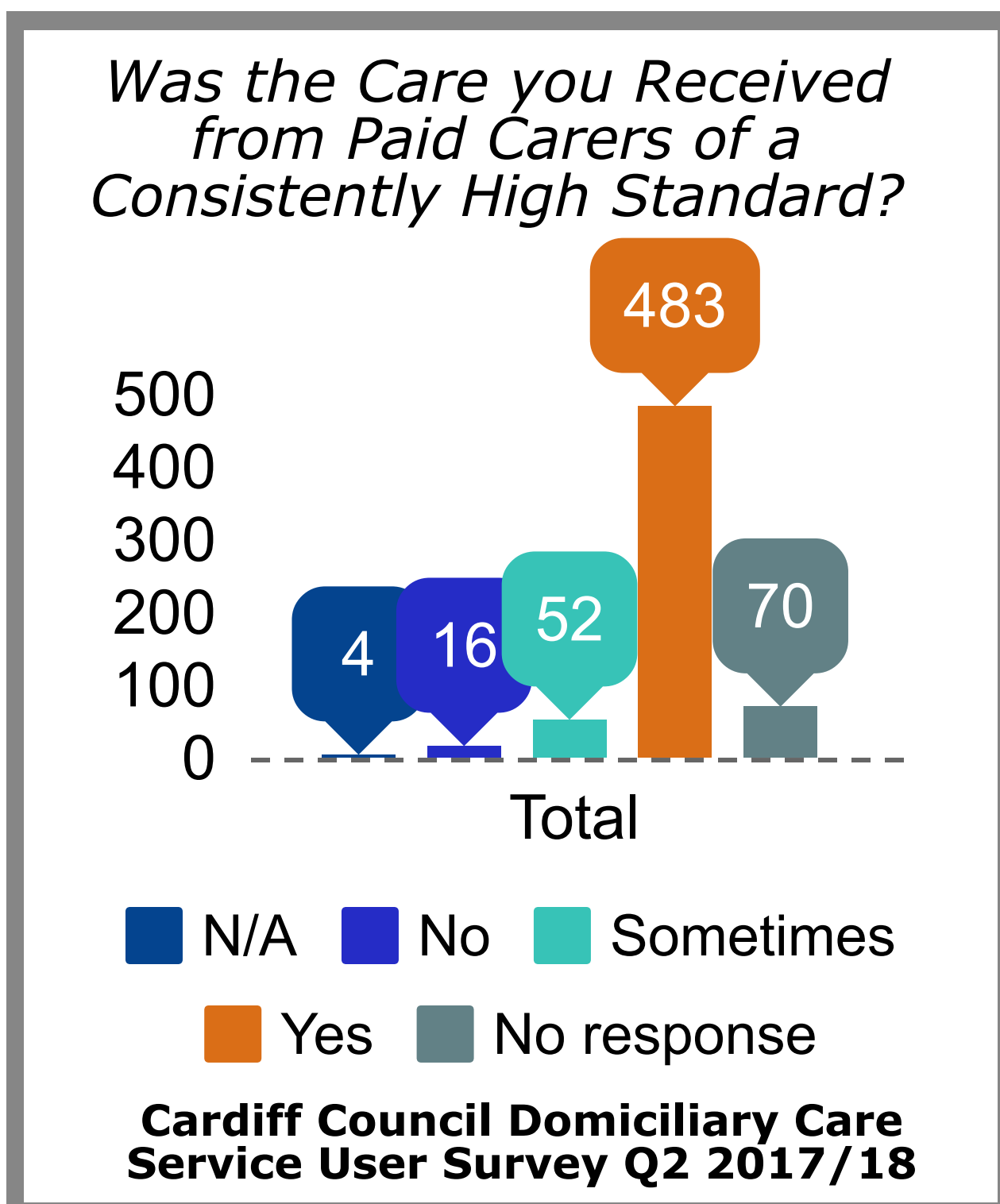


The Partnership is fully committed to fulfilling their legislative responsibilities under the above Acts. To date, this has involved piloting outcomes based commissioning in domiciliary care services in the Vale of Glamorgan, the development of a common contract for care homes across the region, also to be underpinned by outcomes, and the establishment of a joint regional 'whole system' performance dashboard.

Whilst there is currently no shared approach to quality across the three commissioning organisations, this change is imminent with the pooled budget and shared quality assurance processes for care home accommodation functions required under the Social Services and Well-being (Wales) Act 2014.

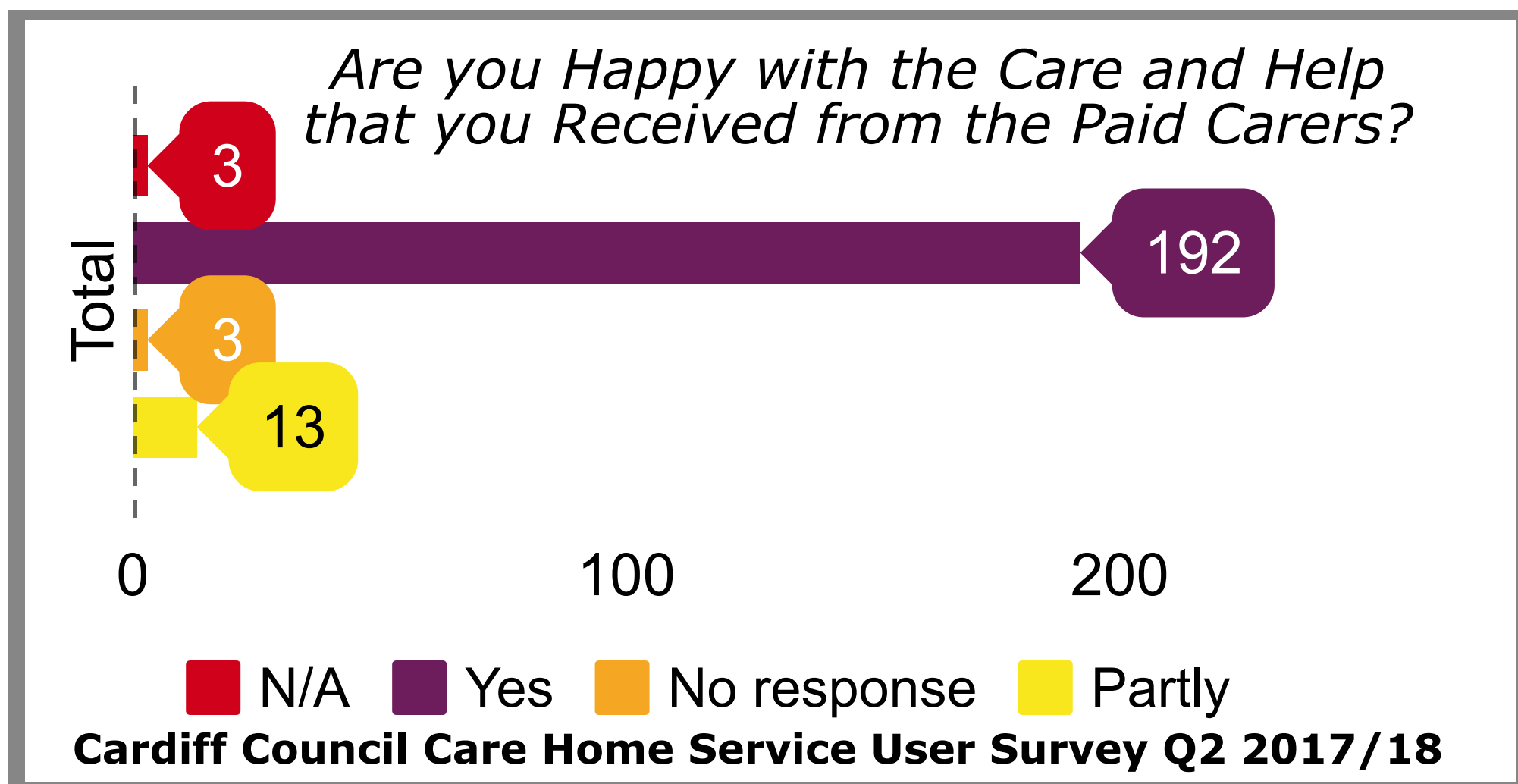
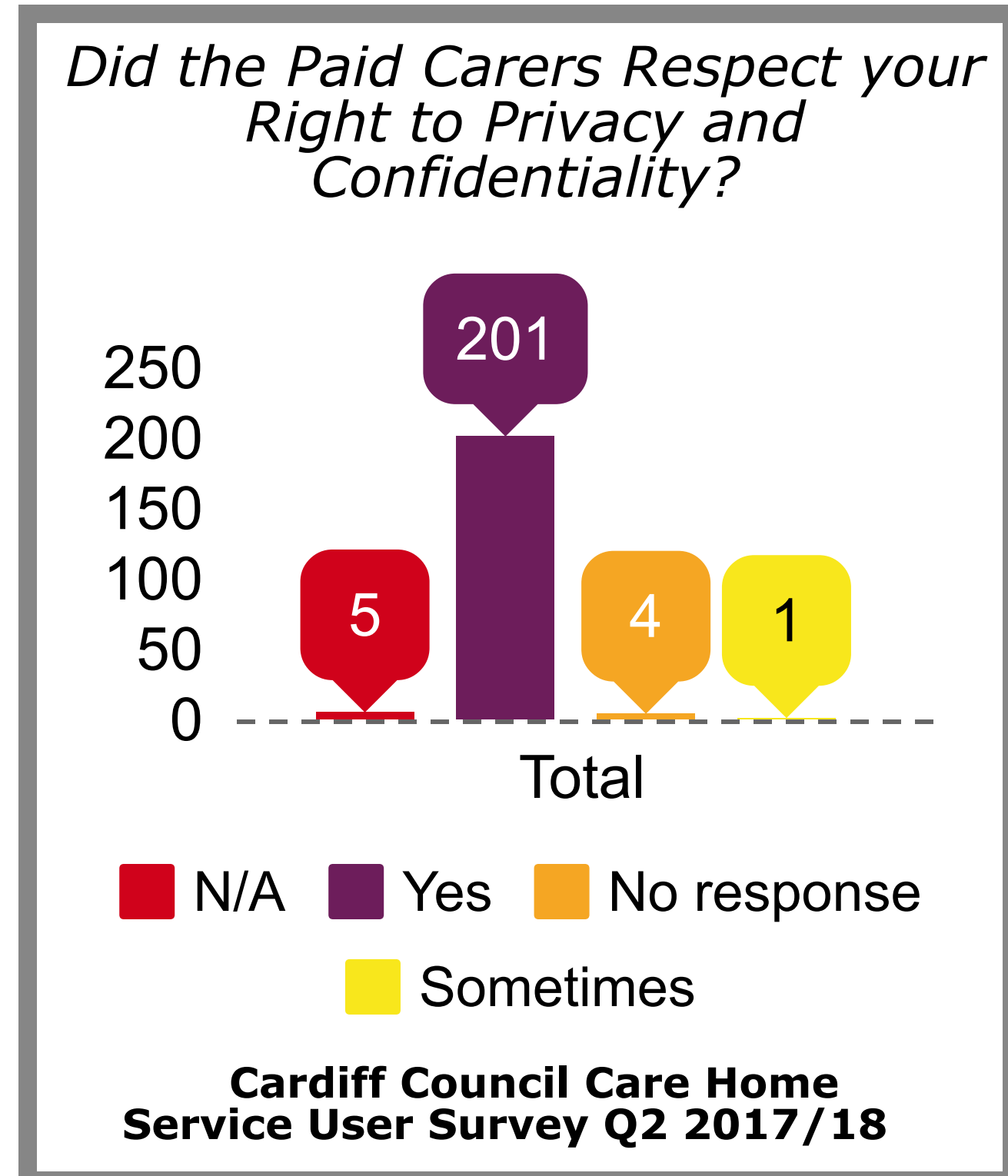
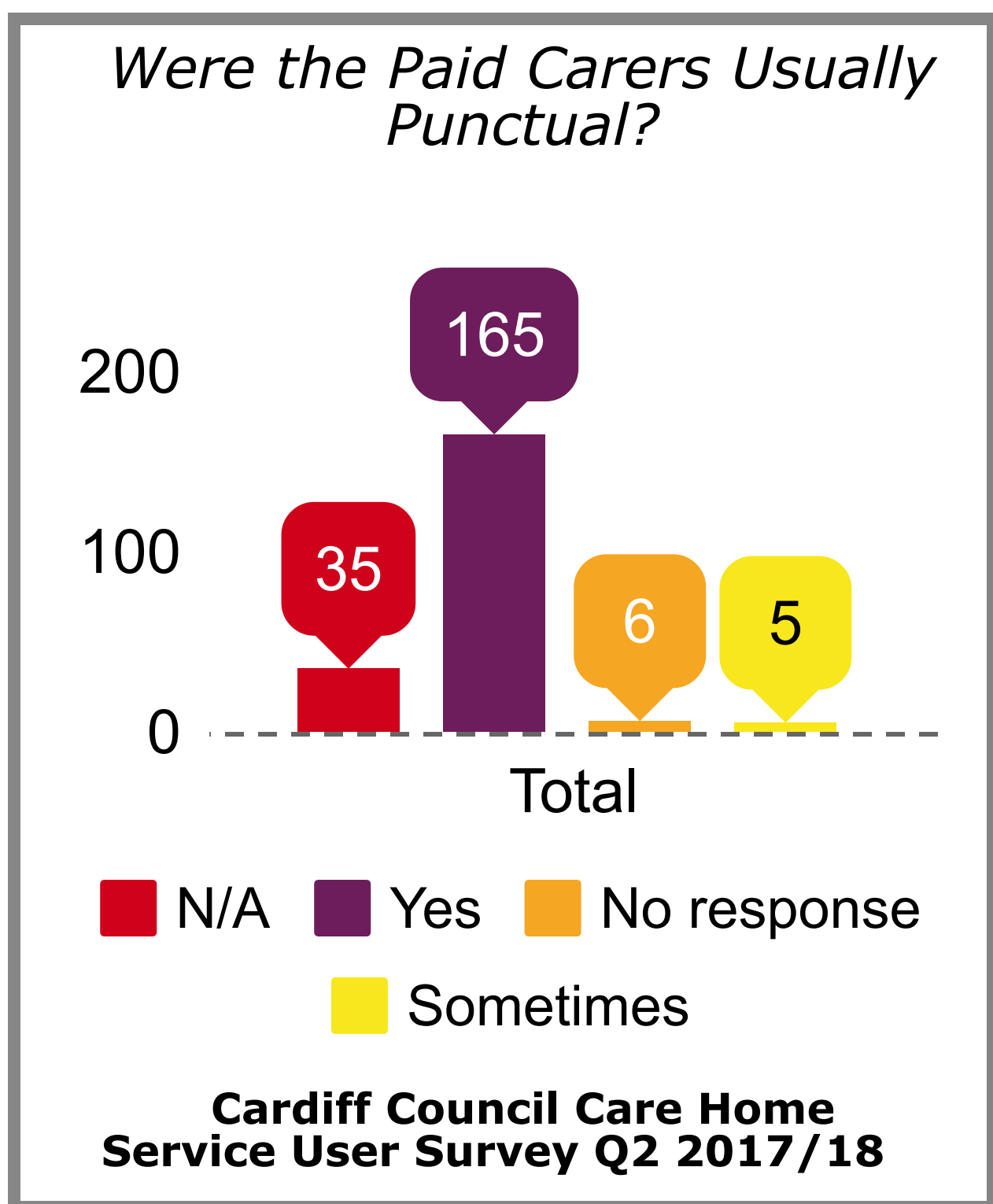
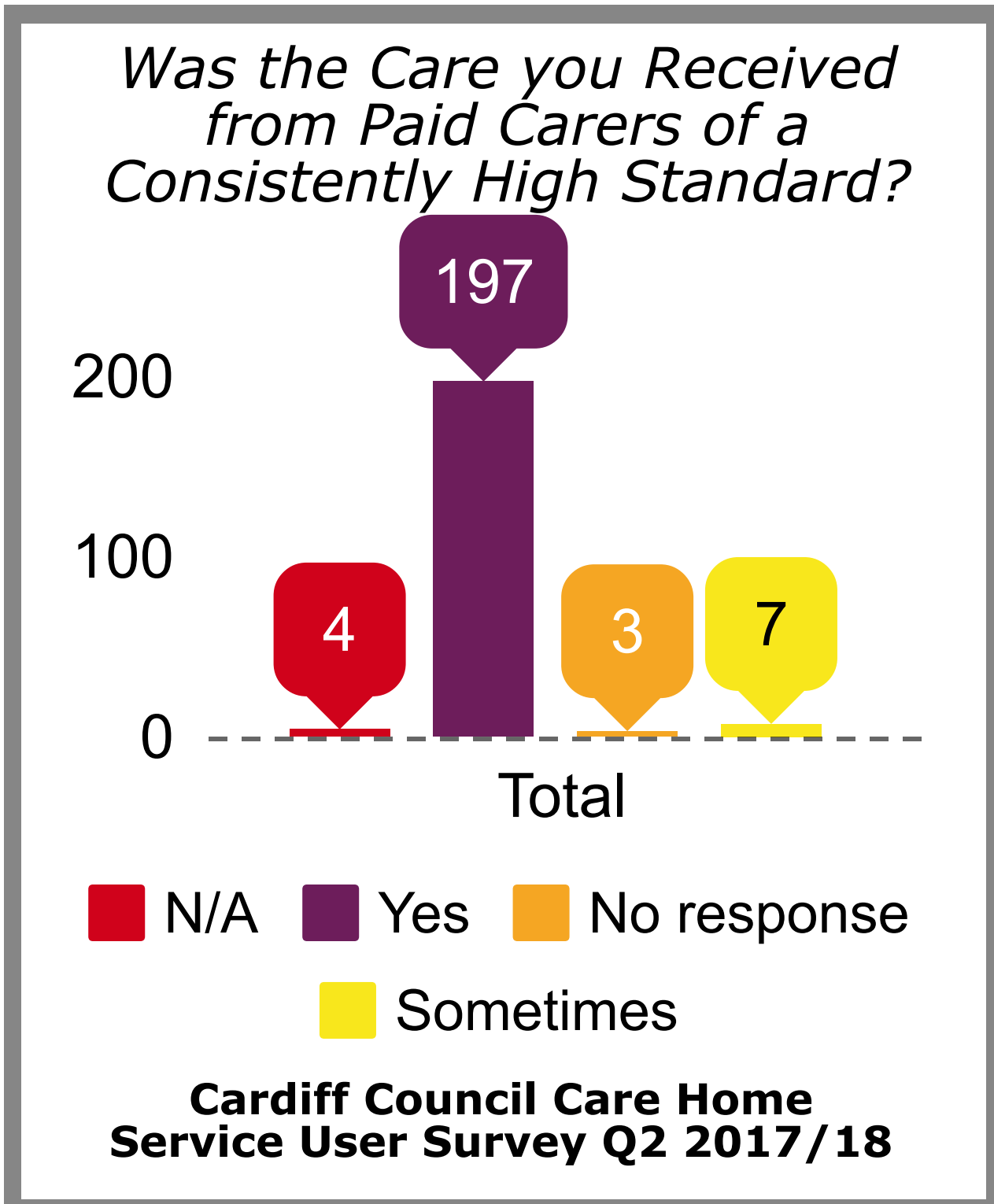
# The Quality of Our Care and Support Services: Domiciliary Care in Cardiff


Page 375



- Top Three Reported Issues/Themes
- ★ **1** Late call (10/46 cases)
  - ★ **2** Missed call (7/46 cases)
  - ★ **3** Communication issues (4/46 cases)
- Cardiff Council Domiciliary Care Issues Database Q2 2017/18**

# The Quality of Our Care and Support Services: Care Homes in Cardiff



**211** 

Total number of reviews / assessments carried out on residential and nursing home care in Q2 2017/18

**Cardiff Council Care Home Service User Survey**

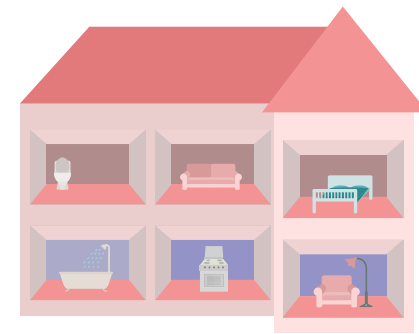
# The Quality of Our Care and Support Services: Domiciliary Care and Care Homes in the Vale of Glamorgan



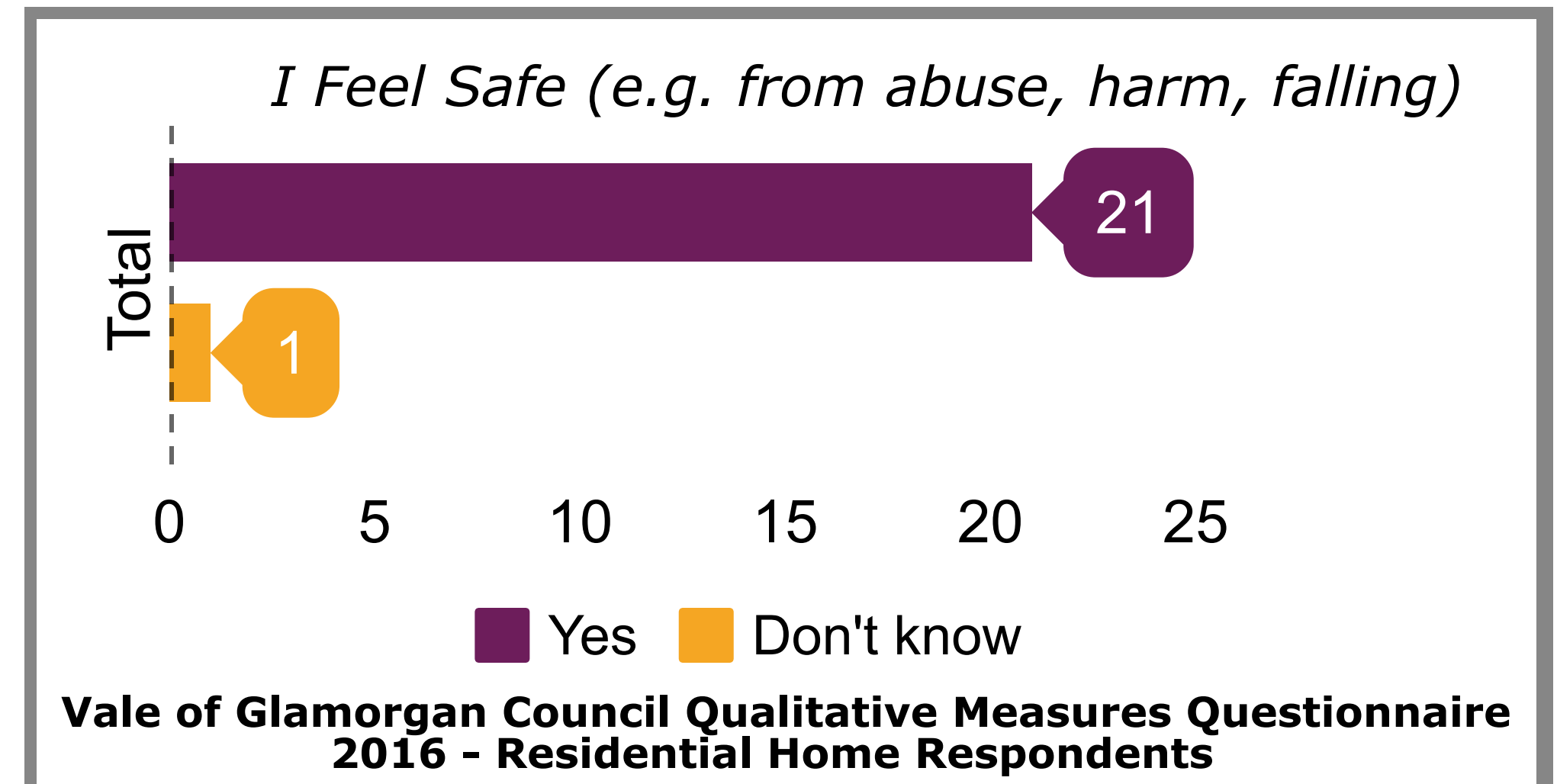
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The number of domiciliary care providers subject to Vale of Glamorgan Council's Provider Performance Protocol during Q1 2017/18<sup>28</sup>

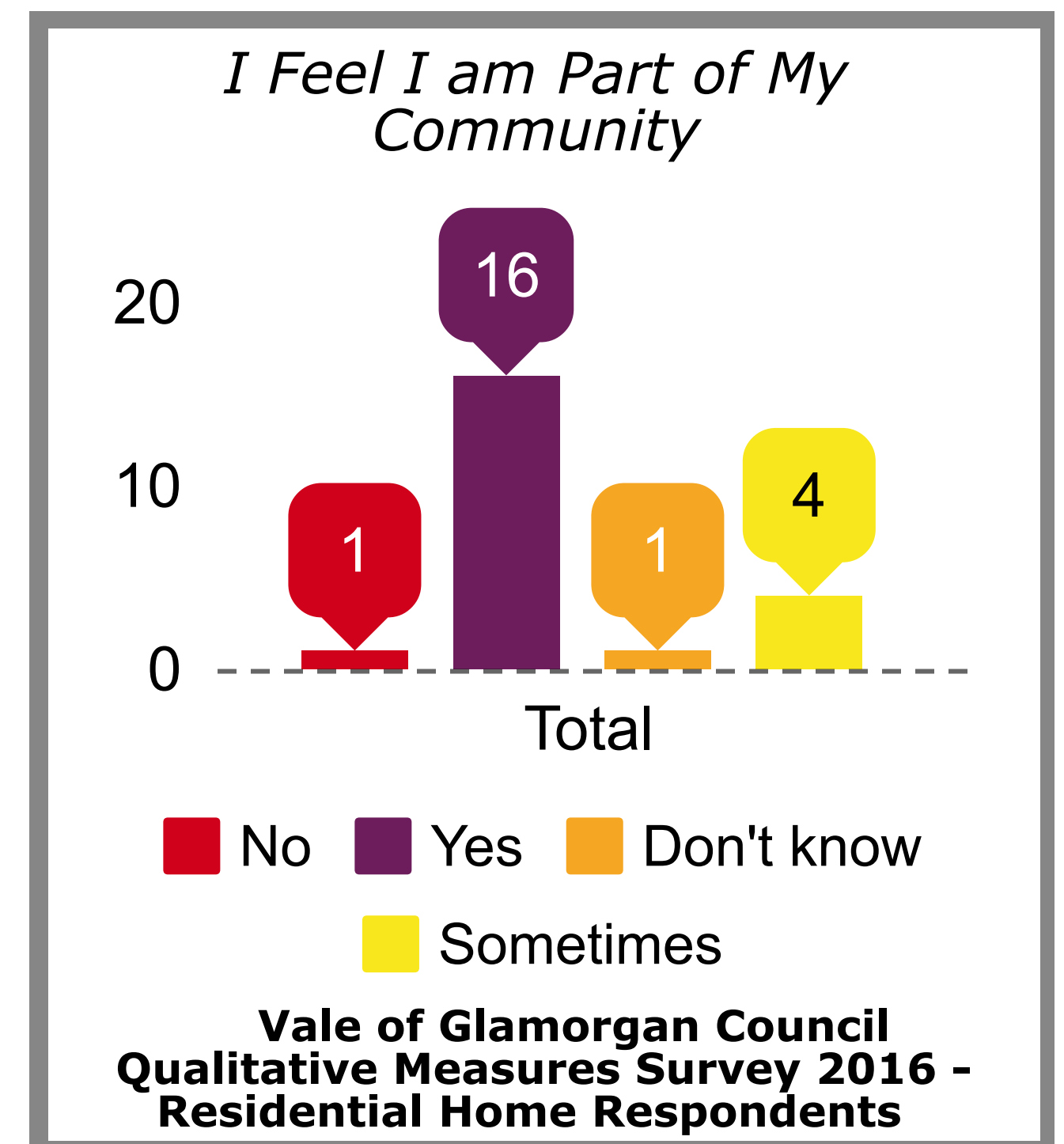
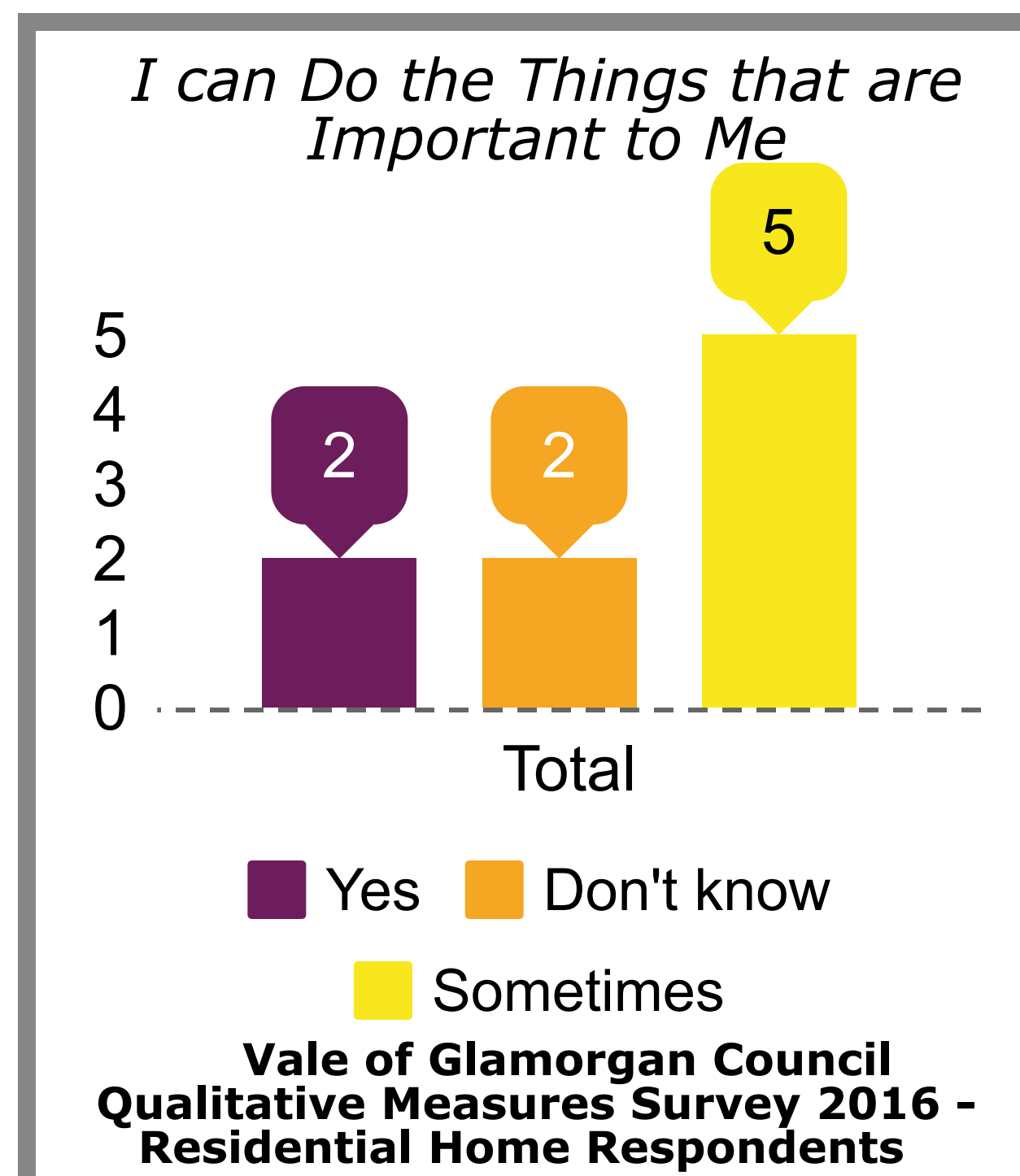
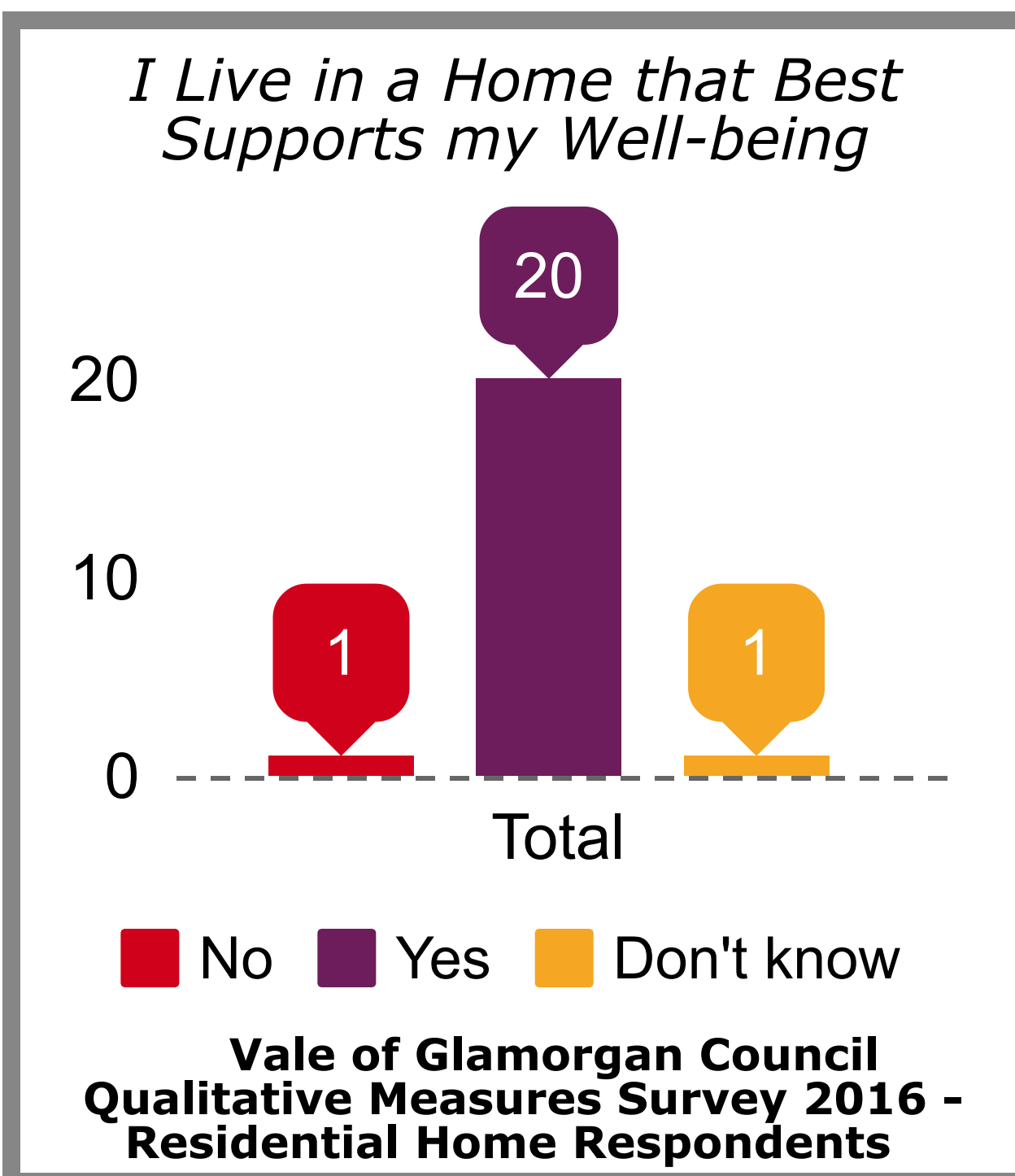
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The number of residential and nursing care homes subject to Vale of Glamorgan Council's Provider Performance Protocol during Q1 2017/18<sup>28</sup>

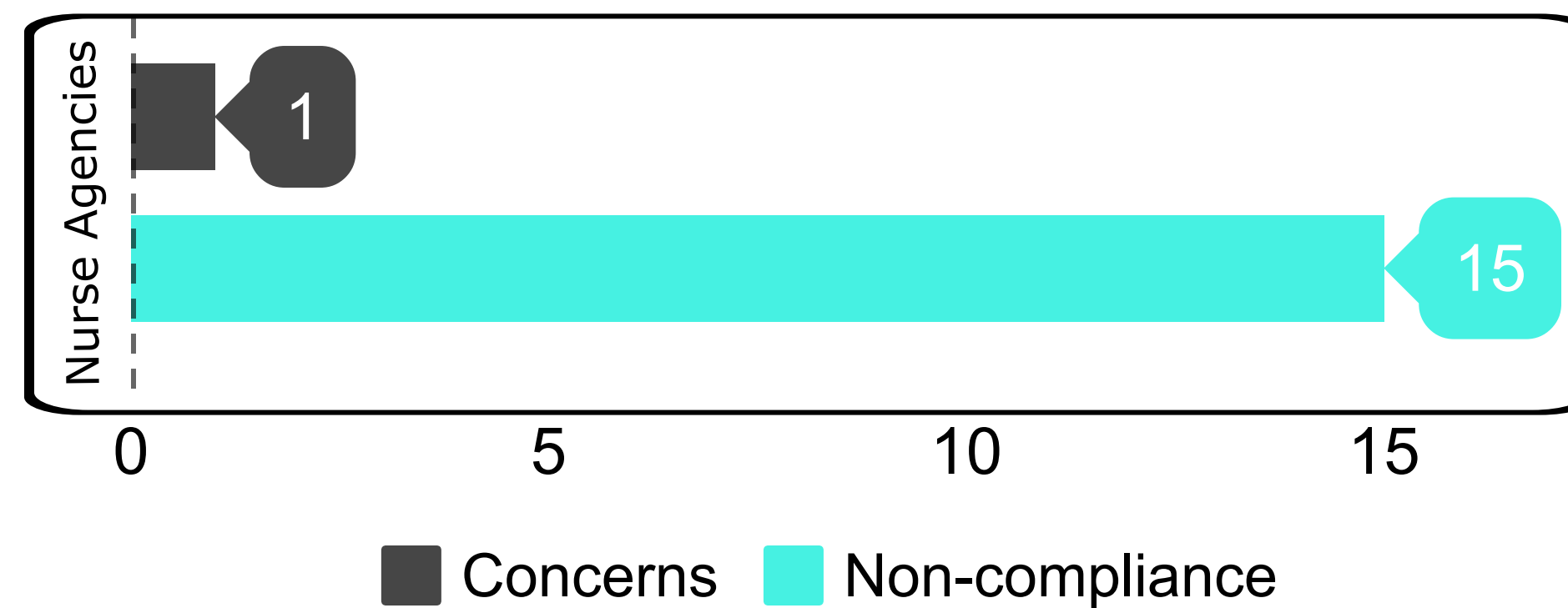
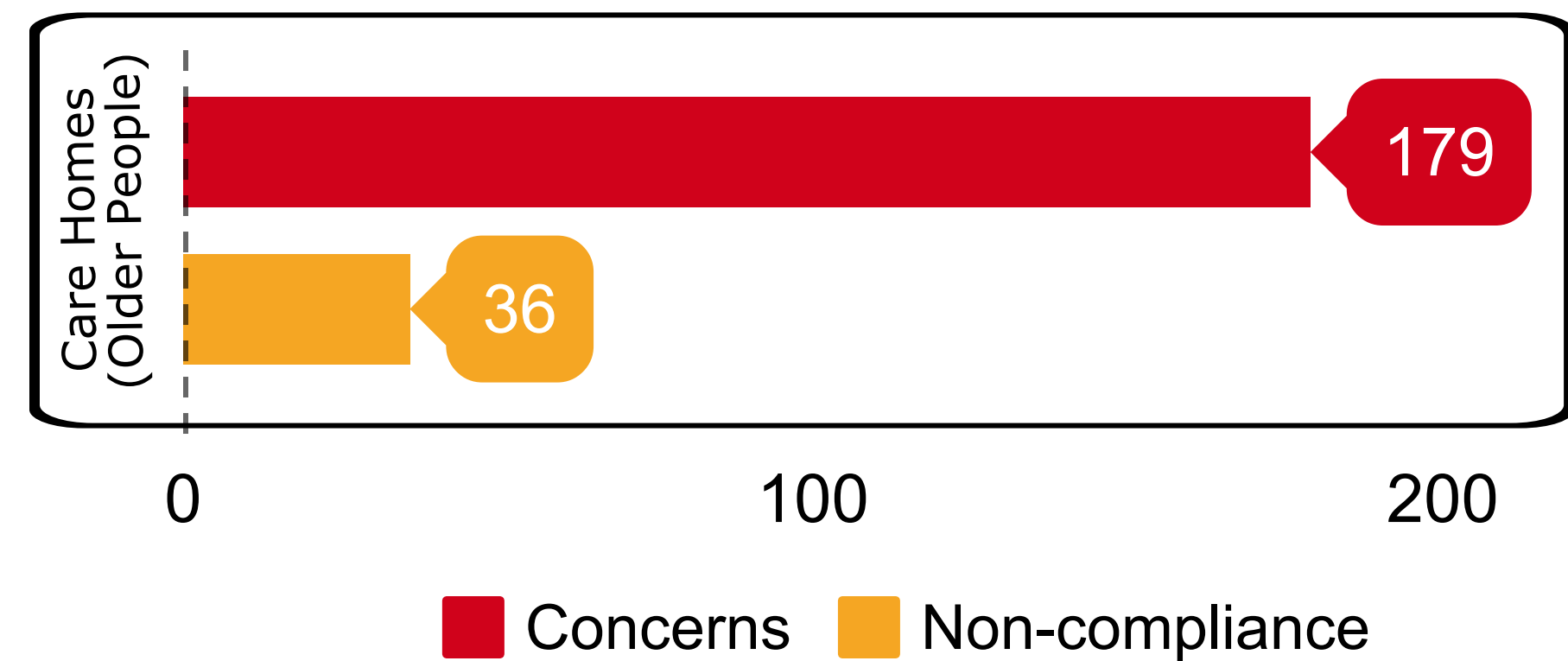
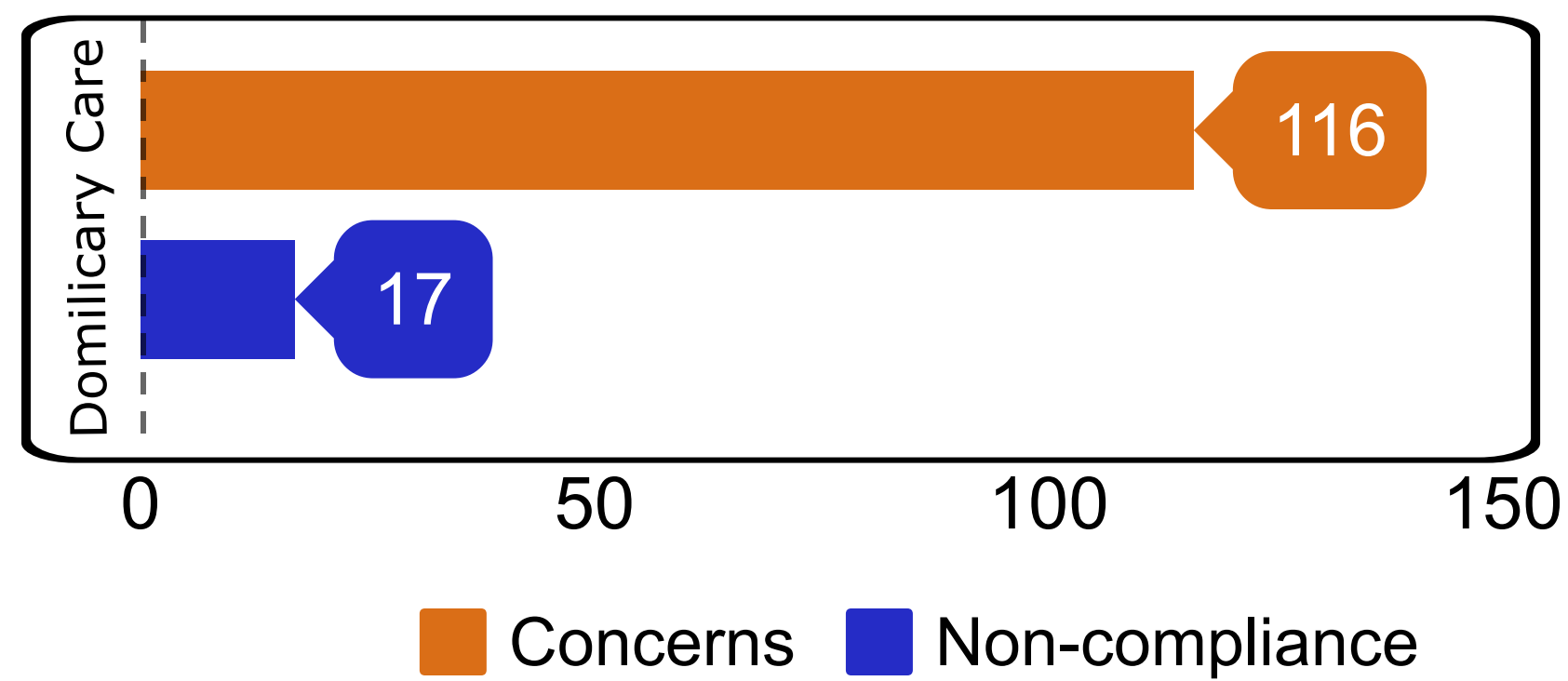


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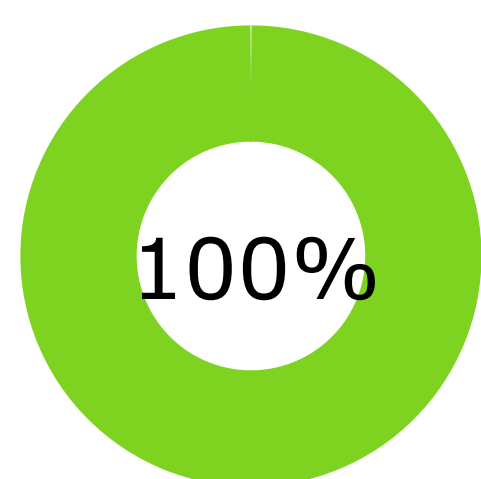
# The Quality of Our Care and Support Services: CSSIW Reviews and Inspections

*Number of Concerns and Non-Compliance Notices Recorded in Cardiff and Vale of Glamorgan by CSSIW in 2016/17<sup>29</sup>*

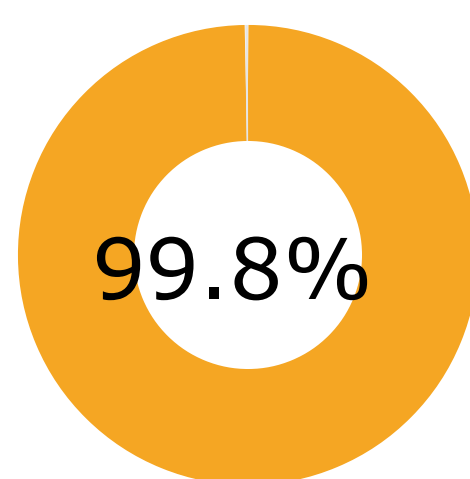


# The Quality of Our Care and Support Services: Social Housing in Cardiff and the Vale of Glamorgan

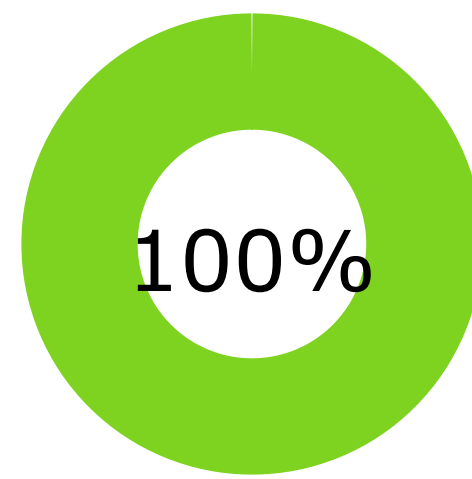
*Percentage of Self-Contained Social Housing Stock Compliant with the Welsh Housing Quality Standard in 2016/17\*<sup>30</sup>*



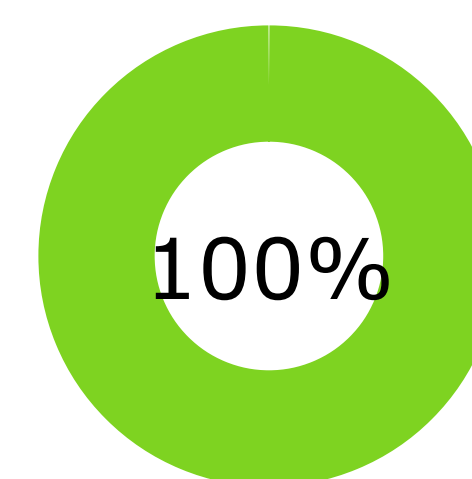
Cadwyn Housing Association:  
1,243 homes



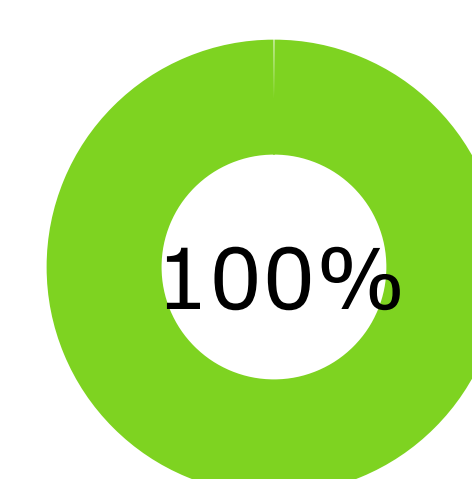
Cardiff Community Housing Association:  
2,787 homes



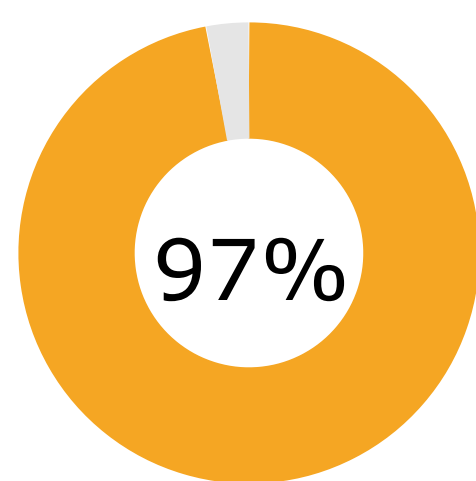
Cardiff Council:  
13,422 homes



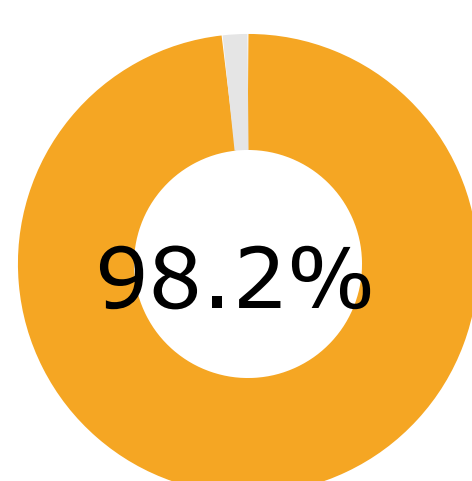
Hafod Housing Association:  
3,573 homes\*\*



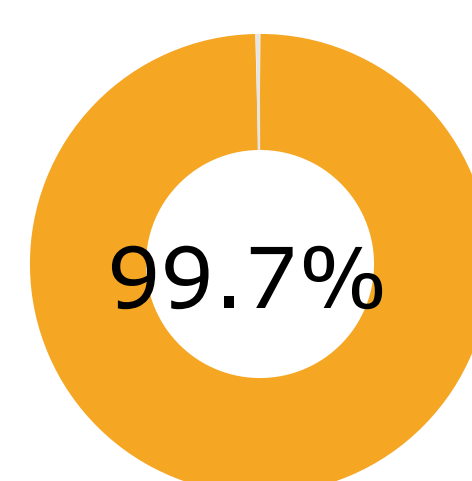
Linc Cymru:  
3,523 homes\*\*



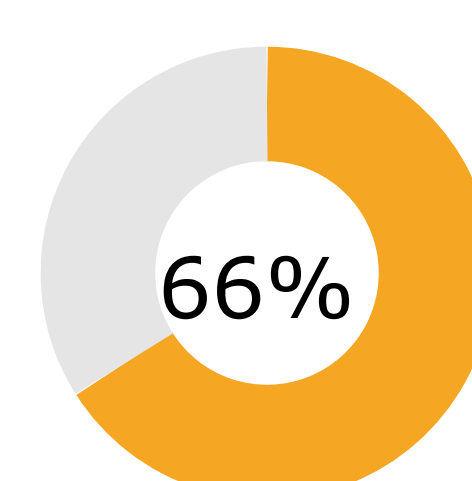
Newydd Housing Association:  
2,598 homes\*\*



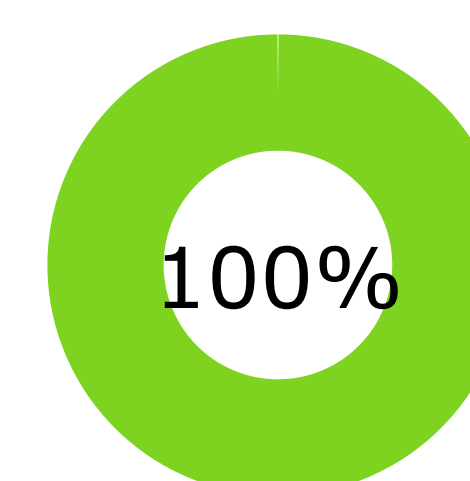
Taff Housing Association:  
1,027 homes



United Welsh Housing Association:  
4,605 homes\*\*



Vale of Glamorgan Council:  
2,554 homes



Wales and West Housing:  
10,221 homes\*\*

\* Figures for all landlords with self-contained social housing in Cardiff and the Vale of Glamorgan. Includes all compliant stock subject to acceptable fails as at 31st March 2017, not just those occupied by older people.

\*\* Includes all compliant stock subject to acceptable fails as at 31st March 2017, not just those located in Cardiff and the Vale of Glamorgan.

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# Care and Support for the Future: Key Messages for Providers

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- Our 5 Year Commissioning Priorities**
- Our Commissioning Intentions**



# Our 5 Year Commissioning Priorities

Drawing on our four design principles and all of the key findings presented above, we are committed to working with our partners and wider stakeholders to deliver the following priorities and specific actions over the next five years:



## WHAT MATTERS TO ME

- ✓ Develop improved assessment, diagnosis and care planning practices which are built on genuine collaboration with older people and their families and carers, so that their plans reflect what is important to them and achieve the outcomes they seek.
- ✓ Building on the First Point of Contact and Single Point of Access services, further develop digital services along with easily accessible telephone, online and face-to-face access points for the region, for both professionals and the public.
- ✓ Robustly review and evaluate outcomes to constantly improve the quality of care and support services across the region.



## HOME FIRST

- ✓ Help build resilient communities with local services, infrastructure and strong community networks to meet local needs where older people live.
- ✓ Develop Cardiff and Vale of Glamorgan as a dementia-friendly region.
- ✓ Work together in integrated locality services with delegated responsibility for providing multi-disciplinary care and support for older people.
- ✓ Work together with partners to jointly plan and provide a range of future accommodation options to meet demand and enable people to remain at home for as long as possible.



## SUSTAINABLE AND PRUDENT USE OF RESOURCES

- ✓ Safely reallocate some of our acute and long-term care budgets towards delivering more effective preventative and well-being care and support services in the community and the home, to prevent the need for more intensive and costly care and support later in life.
- ✓ Develop pooled budgets, and, through exploring joint commissioning, identify opportunities to use resources more effectively.



## AVOIDING HARM, WASTE AND VARIATION

- ✓ Only use hospitals to diagnose and treat older people.
- ✓ Build an integrated, multi-disciplinary workforce that is flexible and responsive to support older people and their families and carers in the community.
- ✓ Work across professional and organisational boundaries to provide sustainable services and enable older people to get the care and support which is right for them in the right place, at the right time.
- ✓ Outline a clear path that ensures lessons are learned from safeguarding failures, near misses, complaints and poor professional practices.

# 07 Our 5 Year Commissioning Priorities



## WHAT MATTERS TO ME



**Develop improved assessment, diagnosis and care planning practices which are built on genuine collaboration with older people and their families and carers, so that their plans reflect what is important to them and achieve the outcomes they seek**

By 2022, we will:



**1 Enable ongoing, systematic engagement as a way of understanding what matters to older people**

Some things we need to consider:

- Engaging older people who are typically harder to reach, including home owners



**2 Rationalise, refine and unify assessment, diagnosis and planning pathways**

Some things we need to consider:

- The application of a strength- and not deficit-based approach
- Outcomes based commissioning
- Issues negotiating the crossover points in the transition process
- Undertaking integrated assessments in partnership with older people and their families and carers, and that the options available – including the potential financial consequences of those options – are taken into account
- The proportionate level of assessment required – i.e. what is the least we need to do to meet an individual's needs – is undertaken in the most appropriate location, and clarity that such assessments apply to all ages, not just older people
- The application of practices that mirror the successful 'family conference' model
- Mechanisms that enable providers to respond to sudden changes in circumstances and the different outcomes required



**3 Arrange provision of independent professional advocacy and ensure access to other forms of advocacy for everyone who requires it (in line with Part 10 Code of Practice)**

# 07 Our 5 Year Commissioning Priorities



## WHAT MATTERS TO ME



**Building on the First Point of Contact and Single Point of Access services, further develop digital services along with easily accessible telephone, online and face-to-face access points for the region, for both professionals and the public**

By 2022, we will:

Page 383



***Clarify and map existing provision, and ensure information is comprehensive, up-to-date and accessible***

Some things we need to consider:

- The inclusion of housing advice for older people



***Enable the ongoing development of Dewis Cymru's content and functionality of an online care and support resource***



***Build greater public and workforce awareness of information and advice services, particularly for those who are not currently accessing services and are experiencing life changing events***



***Develop intelligence to understand the potential unmet demand for assessment and services***

Some things we need to consider:

- Where demand is currently being generated and/or diverted
- Development of an evidence base to measure the impact of preventive services
- Understanding the cost-benefits of investment in intermediate care and other services that help people return earlier to a better state of health and independence

# 07 Our 5 Year Commissioning Priorities



## WHAT MATTERS TO ME



**Robustly review and evaluate outcomes to constantly improve the quality of care and support services across the region**

By 2022, we will:



***Develop a joint regional approach to the performance management of older persons services***

Some things we need to consider:

- IT systems
- A joint regional dashboard based on the Regional Partnership Board and Strategic Leadership Group's current and future priorities



***Undertake a cost benefit analysis for different models of care and identify current and future projected cohorts of people best suited to that model***

Some things we need to consider:

- Having an agreed patient/citizen specification for each model of care, including the expected outcomes to be achieved
- The cost of providing each model of care, including any shared costs across health, housing and social care

# 07 Our 5 Year Commissioning Priorities



## HOME FIRST



**Help build resilient communities with local services, infrastructure and strong community networks to meet local needs where older people live**

By 2022, we will:

Page 385



***Develop a strategy for preventative services to support their long-term sustainability, in response to the current financial pressures and increase in demand on independence and well-being services***

Some things we need to consider:

- Sustainable funding
- Tackling social isolation and loneliness
- Day opportunities
- Assistive technology
- Rapid response adaptations
- The use of community assets to promote resilience
- Healthy lifestyles
- Promoting community engagement
- Access to public transport
- Dentists
- Housing related support
- Occupational health



***Further develop the social value sector, including social enterprises, through greater delivery of localised services***

# 07 Our 5 Year Commissioning Priorities



## HOME FIRST



### Develop Cardiff and the Vale of Glamorgan as a dementia-friendly region

By 2022, we will:

**1** *Further promote the development of 'dementia-friendly' communities and achieve 'dementia-friendly' status on a regional level*

Some things we need to consider:

- Increasing the number of dementia friends
- Workforce development
- Awareness raising with children and young people

### Work together in integrated locality services with delegated responsibility for providing multi-disciplinary care and support for older people

By 2022, we will:

**1** *Agree a locality working model*

Some things we need to consider:

- Clarification on the definition and scope
- Mapping of existing locality resources in each neighbourhood cluster
- Development of future multi-disciplinary locality teams
- The active use of well-being and community hubs to tackle social isolation
- The use of 'Community Navigator/Connector' roles

# 07 Our 5 Year Commissioning Priorities



## HOME FIRST



**Work together with partners to jointly plan and provide a range of future accommodation options to meet demand and enable people to remain at home for as long as possible**

By 2022, we will:

***Review local housing strategies in light of current provision and develop a joint regional accommodation strategy***

Some things we need to consider:

- Evaluation of the level of accommodation with care provision required now and in the future
- Conducting a pilot on intergenerational housing
- A joint agreement on the eligibility criteria for social housing
- A greater understanding of Local Development Plans and how to influence what housing gets built on development sites
- New building developments are fit for a growing older population, including accessibility and dementia requirements
- Impact of potential changes to Supporting People Programme Grant



# 07 Our 5 Year Commissioning Priorities



## SUSTAINABLE AND PRUDENT USE OF RESOURCES



**Safely reallocate some of our acute and long-term care budgets towards delivering more effective preventative and well-being care and support services in the community and the home, to prevent the need for more intensive and costly care and support in later life**

By 2022, we will:

Page 388



***Develop a regional strategy for domiciliary care and residential and nursing home care, with the aim of stabilising the market***

Some things we need to consider:

- How to improve quality and achieve consistency across the sector
- How to influence the growth (and decline) of the three markets
- The use of care homes to tackle social isolation and loneliness
- How to converge costs
- Demands placed on sectors by regulatory bodies
- Self-funders



***Develop effective tools to enable older people to engage in the self-assessment and self-monitoring of their own care and support requirements and health conditions***

Some things we need to consider:

- IT systems
- The availability of health 'CVs' for every older person across the region



***Continue development of the Joint Equipment Store to provide an improved and enhanced service, and explore commercial opportunities***



# 07 Our 5 Year Commissioning Priorities



## SUSTAINABLE AND PRUDENT USE OF RESOURCES



**Develop pooled budgets, and, through exploring joint commissioning, identify opportunities to use resources more effectively**

By 2022, we will:

- Page 389
- 1**
- Create a pooled budget and jointly commission residential and nursing care home provision***
- Some things we need to consider:
- Consider impact on core and wider services
  - Develop a joint understanding of outcomes

# 07 Our 5 Year Commissioning Priorities

## AVOIDING HARM, WASTE AND VARIATION

**Only use hospitals to diagnose and treat older people, and undertake assessments closer to home in community settings**

By 2022, we will:

1

***Reduce the number of assessments undertaken in hospital and increase the amount carried out in community settings***

2

***Further establish the 'Discharge to Assess' model of care***

Some things we need to consider:

- Use of sheltered accommodation/extra care beds as an enabler

**Build an integrated, multi-disciplinary workforce that is flexible and responsive to support older people and their families and carers in the community**

By 2022, we will:

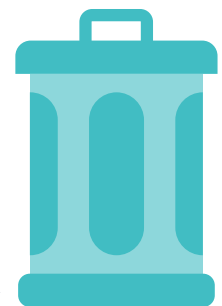
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***Undertake collective workforce planning across health, housing and social care sectors to support integration***

Some things we need to consider:

- Supply, including nurses and physiotherapists
- Quality of staff
- Continuity, including social workers
- Language differences
- Domiciliary care registration
- Training in commissioning, procurement and performance management to support the development of effective services
- Terms and conditions
- Ageing workforce
- Raising the professionalism and reputation of certain sectors
- Joint posts/joint recruitment

# 07 Our 5 Year Commissioning Priorities



## AVOIDING HARM, WASTE AND VARIATION



**Work across professional and organisational boundaries to provide sustainable services and enable older people to get the care and support which is right for them in the right place, at the right time**

By 2022, we will:

***Further develop cross-partnership working and communication between services in relation to the requirements of the Social Services and Well-being (Wales) Act***

Some things we need to consider:

- Greater involvement of: Registered Social Landlords, housing related support, GPs, private providers, CSSIW, Social Care Wales, academia, banks
- Strategic (business) and operational (care and support) conversations
- Greater transparency and dialogue
- Shared learning and training
- Implement locality/placed based pooled budgets
- Champions to drive forward the partnership agenda
- How to foster and encourage innovation
- Develop shared positions on the current and future services required

**Outline a clear path that ensures lessons are learnt from safeguarding failures, near misses complaints and poor practices**

By 2022, we will:

***Strengthen escalating concerns process and information sharing/lessons learnt on a regional footprint***

Some things we need to consider:

- Develop a regional approach to quality
- Disincentives for poor practice

# Our Commissioning Intentions

The Partnership has a clear vision for changing the emphasis away from a reliance on traditional long-term services, towards more preventative and reablement community based services and assistive technologies that promote well-being and independence.

This vision mirrors a change in the approach of many local authorities and health boards and is in line with many people's needs and wishes. This also gives the Partnership the best chance of dealing with the increasing demographic and financial pressures facing each of three organisations.

Fulfilling this vision requires the Partnership to work with a range of partners to:

- o Deliver new services – Those which have not previously been needed, but are now at the heart of delivering this new vision
- o End some service provision – There will be services that are no longer needed, or appropriate, and will no longer be commissioned
- o Change how some services are delivered – These services will still be needed, but must be commissioned, arranged and delivered differently

The process of reviewing services and starting, changing or ending some services is not new and is an ongoing process that commissioners and providers have always engaged in.

The Partnership will work with partners to shape the service provision required to deliver our vision. This will result in a set of diverse, innovative and sustainable services that demonstrably meet people's outcomes.

Providers will need to be able to respond to the increasing Direct Payments market, offering flexible service provision and clear pricing structures. We acknowledge that this presents both new opportunities and challenges for the sector.

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# Working with Providers

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**Engagement, Information Sharing and Co-Production**  
**Capacity Management**

# Engagement, Information Sharing and Co-Production

There are a number of existing formal and informal mechanisms already in place across the region to enable ongoing, informative and constructive dialogue with providers. These include various 'Provider Forums', some of which have a specific focus in terms of content (e.g. workforce issues) or attendance (e.g. Manager's Forum). This engagement sees to create a partnership approach to designing and delivering services now and in the future.

It is the intent of the Partnership to build upon the success of our existing approaches to engagement. This will include establishing regional care home and domiciliary care forums alongside the current local arrangements, and increasing both the level of engagement with providers and the different ways in which this happens.



The Partnership will continue to work together with stakeholders to develop market position statements that meet the priorities the Regional Partnership Board. This will include facilitating market position statement events, to jointly shape the document and identify solutions to priorities.

We are interested in improving information about providers, to help suppliers to advertise the services they offer. Equally, this will enable both direct payment holders and those who have their care arranged by the three statutory partners to access greater information on the different types of services available to them.



# 08 Capacity Management

We recognise that quality care and support is dependent on the skills and commitment of the people providing the service.

The Cardiff and Vale Care and Support Regional Workforce Partnership is committed to ensuring the recruitment and retention of excellent professionals and a working environment which allows staff to develop and give their best. The current priorities of the Workforce Partnership are:

- ✓ To continue to develop the workforce's knowledge and understanding in order to implement the Social Services and Well-being (Wales) Act and expand E-learning portfolio working in partnership with the Learning Pool
- ✓ To ensure that Regional Managers are invited to attend the quarterly Manager Forum
- ✓ To continue to promote the use of the Social Care Wales Induction Framework and access to the Level 2 Award in Social Care Induction (Wales)
- ✓ To ensure that all managers are aware of the resources available through the Social Care Wales Hub on the Social Services and Well-being (Wales) Act
- ✓ To establish a methodology that will enable us to find out information around resources used for training in the wider sector

Any person working in social care within Cardiff or the Vale of Glamorgan is entitled to free training to help develop their skillset and knowledge base.

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# Workforce

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**Our Workforce within Cardiff and the Vale of Glamorgan:**

*Health*

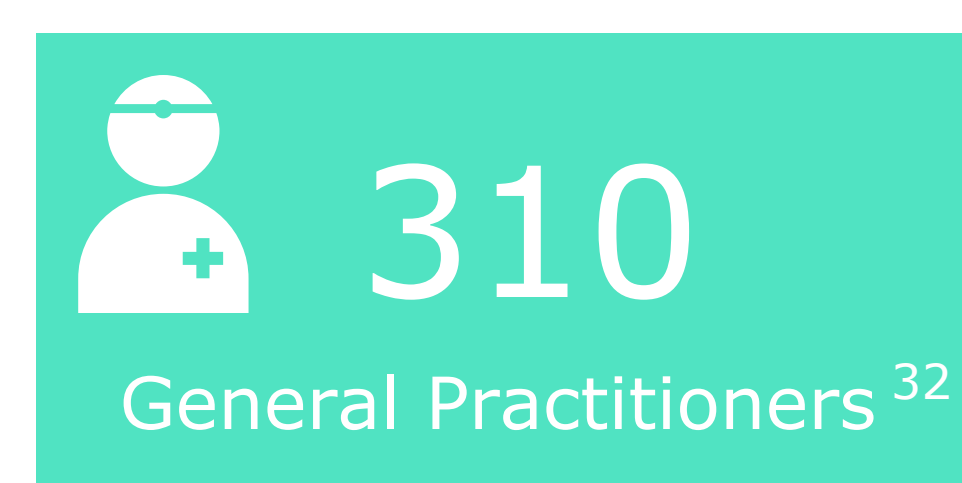
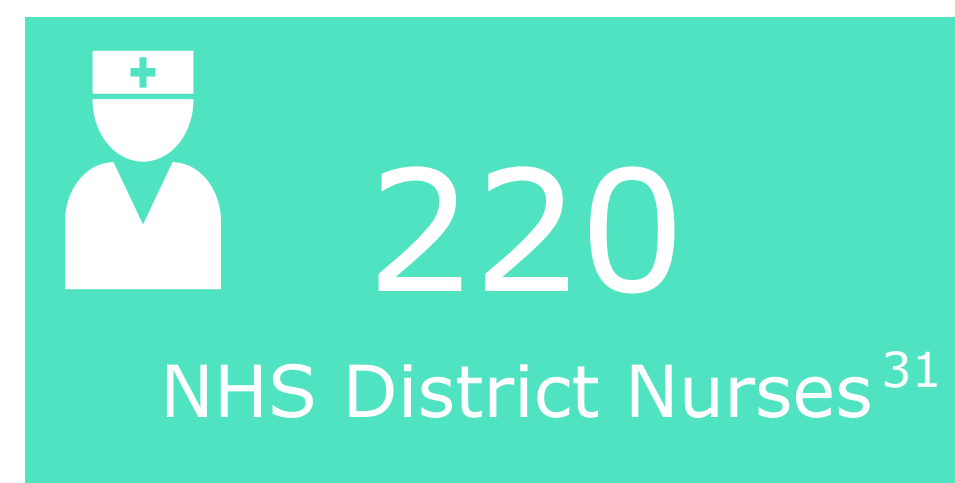
*Council Social Services*

*Commissioned Care Providers*



# Our Workforce within Cardiff and the Vale of Glamorgan: Health

During 2016/17, some of the key characteristics of the NHS and private health workforce were:



# Our Workforce within Cardiff and the Vale of Glamorgan: Council Social Services<sup>36</sup>

In 2015/16, some of the key characteristics of the council social services workforce were:



283

People providing social work services for adults  
(190 in Cardiff and 93 in Vale of Glamorgan)



40

Social services staff in a hospital or clinic setting  
(22 in Cardiff and 18 in Vale of Glamorgan)



220

People providing domiciliary services for adults  
(168 in Cardiff and 52 in Vale of Glamorgan)



74

People providing day/community services for older people  
(50 in Cardiff and 24 in Vale of Glamorgan)



176

People providing residential services for older people  
(0 in Cardiff and 176 in Vale of Glamorgan)



93%

Of social workers with the recommended qualifications for their role



62%

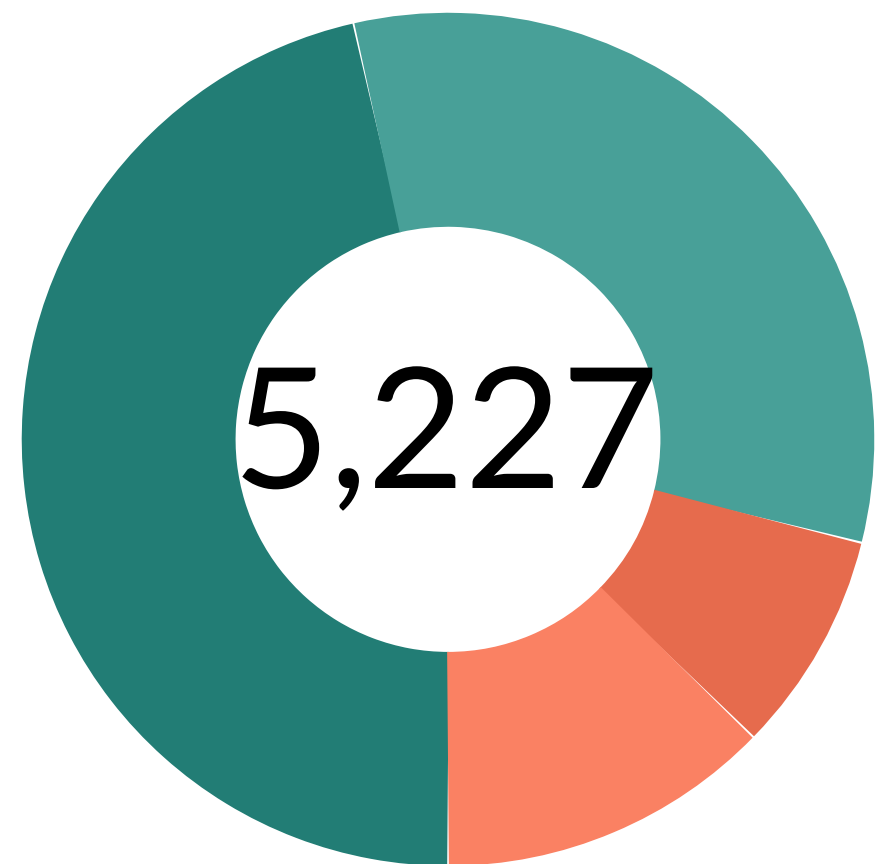
Of staff in residential services with the recommended qualifications for their role



59%

Of staff working in domiciliary or day services with the recommended qualifications for their role

# 09 Our Workforce within Cardiff and the Vale of Glamorgan: Commissioned Care Providers<sup>37</sup>



Staff in post in 2015

2,457 in residential

1,649 in domiciliary

664 in mixed services

439 in day & other

## Age Breakdown



- 13.5% under 25 years
- 15.3% 25-30 years
- 20.4% 31-40 years
- 23.1% 41-50 years
- 17.4% 51-60 years
- 4.9% 61+ years
- 5.4% unknown

## Gender Breakdown



- 78% female
- 19% male
- 3% unknown

Cymraeg

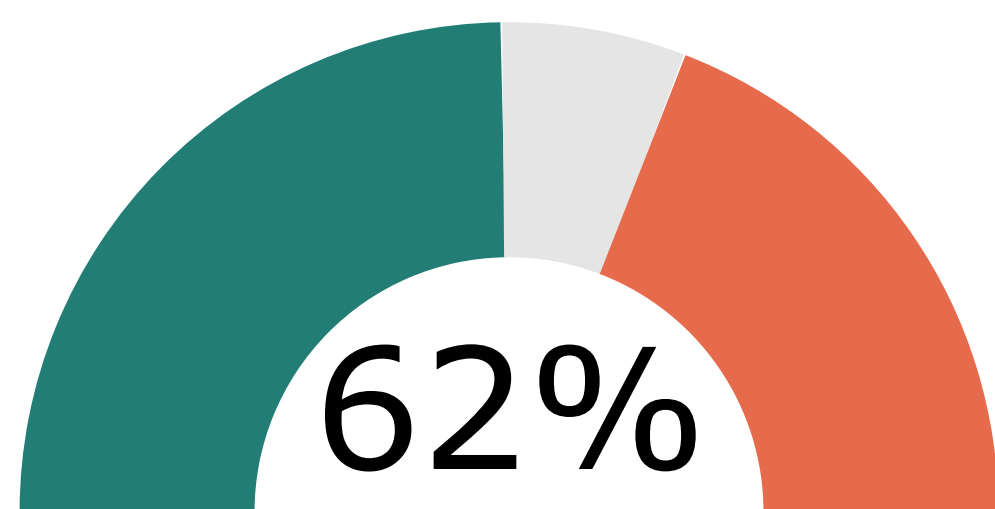
3%

Of staff could communicate through the medium of Welsh



4%

Of staff without English or Welsh as a first language



Of staff obtained, or were working towards, the required or recommended qualifications

1,573

Staff left their posts in 2015  
(509 of whom left the sector)

58%

Turnover of all domiciliary care staff in 2015

19%

Turnover of all residential care staff in 2015

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# Monitoring and Reporting

.....

**Our Governance and Monitoring Arrangements**

**How Will We Know When We Get There?**

# Our Governance and Monitoring Arrangements

The Cardiff and Vale of Glamorgan Regional Partnership Board is made up of representatives from the City of Cardiff Council, Vale of Glamorgan Council, Cardiff and Vale University Health Board, Welsh Ambulance Service NHS Trust, Cardiff Third Sector Council, Glamorgan Voluntary Services, Llamau, Age Alliance Wales, YMCA Cardiff, Care Forum Wales and a carer representative.

With support from a Strategic Leadership Group, the Regional Partnership Board provides the governance arrangements for ensuring delivery arrangements are in place to enable effective implementation of the Social Services and Well-being (Wales) Act 2014 on a regional basis.

The Regional Partnership Board will hold partners to account for delivery of the five year priorities included in this Market Position Statement.

The content of this report will remain open to review annually by the Regional Partnership Board, in particular, service demand, the quality of provision and the impact of the priorities on the health and well-being of our older population.



*Cardiff & Vale of Glamorgan*  
**INTEGRATED HEALTH  
 & SOCIAL CARE PARTNERSHIP**

**PARTNERIAETH IECHYD  
 & GOFAL CYMDEITHASOL INTEGREDIG**  
*Caerdydd & Bro Morgannwg*

# How Will we Know when we get There?

**We want our future services to be citizen focused, which requires placing the well-being outcomes that our older citizens want to achieve, and their rights and their responsibilities, at the heart of what we do.**

To enable this work, the Partnership have agreed a number of population outcomes which will guide the work we do across the region. Our success in supporting older people to achieve these outcomes will be measured against national well-being indicators and local performance measures.

*Inequalities that may prevent people in Cardiff and Vale of Glamorgan from leading a healthy life are reduced*

*Care and support in Cardiff and the Vale of Glamorgan is delivered at, or as close to, home as possible*

*People in Cardiff and Vale of Glamorgan are healthy and active and do things to keep themselves healthy*

*People in Cardiff and Vale of Glamorgan know and understand what care, support and opportunities are available and use them to achieve their health and well-being*

*People's voices in Cardiff and Vale of Glamorgan are heard and listened to*



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# Sources of Information

.....

[Useful Links](#)

[References](#)

[Get in Touch](#)



## [Care and Social Services Inspectorate Wales \(CSSIW\)](#)

CSSIW regulate and inspect to improve adult care, childcare and social services for people in Wales.



## [Social Care Wales \(SCW\)](#)

Social Care Wales work with people who use care and support services and organisations to lead improvement in social care.



## [Community Housing Cymru \(CHC\)](#)

CHC is the membership body for housing associations in Wales.

## **Directories of Services for Older People**

[DEWIS Cymru](#): Local information and advice on maintaining and improving personal well-being.

[Glamorgan Voluntary Service](#): A list of services for older people in the Vale of Glamorgan and Cardiff.

[Cardiff Third Sector Council](#): A directory of Cardiff Third Sector Council members and the services they offer.





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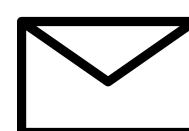
# Get in Touch

For further information, please contact:

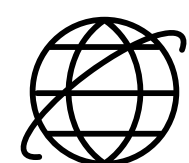
Cardiff and Vale of Glamorgan Integrated Health and Social Care Partnership



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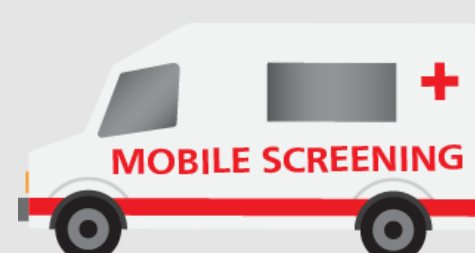
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Caerdydd a'r Fro  
Cardiff and Vale  
University Health Board



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Grymuso pobl. Ysbrydoli rhagoriaeth. Cryfhau cymunedau.



Cardiff & Vale of Glamorgan  
INTEGRATED HEALTH  
& SOCIAL CARE PARTNERSHIP

PARTNERIAETH IECHYD  
& GOFAL CYMDEITHASOL INTEGREDIG  
Caerdydd & Bro Morgannwg

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By virtue of paragraph(s) 16 of Part(s) 4 and 5 of Schedule 12A of the Local Government Act 1972.

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**PROCUREMENT OF DOMICILIARY CARE**

**SOCIAL CARE, HEALTH & WELL-BEING (COUNCILLOR SUSAN  
ELSMORE)**

**AGENDA ITEM: 9**

**DIRECTOR OF SOCIAL SERVICES**

:

**Reason for this Report**

1. The reason for this report is to:
  - a. Update Cabinet on the current commissioning arrangements for domiciliary care
  - b. Seek Cabinet support to the proposed overarching approach to commissioning domiciliary care in the future

**Background**

2. The Council currently arranges domiciliary care packages using a specific methodology and IT platform. The methodology is known as a Dynamic Approved Provider List (DAPL), which is akin to a Dynamic Purchasing System (DPS). An IT supplier called ADAM (previously Matrix SCM) provides the end-to-end IT system that underpins the processes of procuring and managing domiciliary care packages. The cost of this process is approximately £190,000 per year.
3. The Council is approaching the end of two separate contractual arrangements, which are:
  - a. DAPL – This ends on 3<sup>rd</sup> November 2018. If the Council chooses to continue with this approach it must create a new DAPL, decide the terms and conditions for this contractual arrangement and seek agreement from providers to join the DAPL
  - b. Contract with ADAM – This ends on 3<sup>rd</sup> November 2018. If the Council chooses to continue with this type of arrangement it must agree a new contract with a supplier to provide the IT system to support the DAPL.
4. The Council intends to enter into a new arrangement with providers for commissioning domiciliary care to become effective no later than 4<sup>th</sup> November 2018. In doing so, the Council can choose to take any of the following approaches:
  - a. To fundamentally change its overarching approach to commissioning domiciliary care, moving away from the DAPL model

- b. To enter into overarching commissioning arrangements similar to those currently in place, by creating a new DAPL and extending the IT contract with ADAM
- c. To enter into overarching commissioning arrangements similar to those currently in place, by creating a new DAPL, but choosing a different supplier (not ADAM) to provide the IT system that supports the DAPL.

## Issues

### Current approach to commissioning domiciliary care

5. The DAPL consists of a group of domiciliary care providers that have demonstrated they meet the standards required by the Council and who have signed up to the Council's contractual terms and conditions. Any provider can join this DAPL at any point, providing they meet the criteria in relation to professional registration and service quality. When the Council wishes to procure a package of care for an individual, it does so under the terms and conditions of the DAPL.
6. The DAPL was implemented on 4<sup>th</sup> November 2014 on a four year contract.
7. Here is an overview of the process currently used to arrange a domiciliary care service:
  - a. Social workers provide the Brokerage Team with a completed assessment
  - b. Brokerage use this information to populate a pre-agreed and anonymous template
  - c. Brokerage post the completed template through an online portal (called 'SProc.net' and provided by ADAM), which can be viewed by any provider on the Council's DAPL
  - d. Providers on the DAPL that wish to take on this care package must provide information, by a specific deadline, to show how they will provide care to the person and the rate they will charge for this
  - e. The Council uses pre-agreed and publicised quality and cost criteria to evaluate offers and identify which provider will be asked to take on each package of care.
8. This particular approach is akin to a 'Dynamic Purchasing System', which is allowed for within the Public Contract Regulations 2015 (PCR 2015). It is a requirement of PCR 2015 that the process and communications should be completely electronic, and as stated above, the IT infrastructure that underpins the Council's DAPL is currently provided by ADAM.
9. The Council commissions between 30,000 – 35,000 hours of domiciliary care per week, for approximately 2,200 people. The annual cost of this provision is approximately £23.5m per year.



## **Impact of the current approach to commissioning domiciliary care**

### **Quality of service provision**

10. The Council has introduced a suite of effective measures that support the DAPL process to improve the quality of provision. The measure most crucial to the functioning of the DAPL process is the Provider Quality Scoring (PQS).
11. The PQS was designed with providers and combines a number of different elements relating to the quality of their care, to create a single score for each provider. These elements include; site visits and inspections (announced and unannounced), self-assessment returns and customer feedback.
12. All providers are given a PQS and when they submit an offer to take on a care package their PQS is combined with the rate they submit, to create a ranking for providers. The quality (i.e. PQS) and the cost (i.e. rate) are given an equal 50% weighting and the top ranked provider is awarded the care package.
13. The equal weighting for quality and cost demonstrates that Cardiff Council (unlike many other Local Authorities) do not simply place packages with the cheapest provider. To illustrate this, approximately 85% of new packages awarded in the last 12 months went to the bidder with the highest quality score.
14. The Directorate acknowledge the need to continue their efforts to maintain and improve quality in the domiciliary care sector, but believe that the current approach to commissioning care packages is ensuring that people are receiving high quality care.

### **Cost of care packages**

15. Following the introduction of the DAPL, initially there was an increase in the rates for new domiciliary care packages. However, this soon stabilised and the rate for new packages has since reduced. All the indications are that this is the result of increased competition and capacity within the marketplace. This is despite the significant financial pressure in the sector, especially in relation to staff (such as the introduction of the National Living Wage), which make up the majority of Provider's costs.
16. The information in 17 and 18 illustrates the reducing rates over the last few years.
17. Average rate per hour for **new** care packages commissioned in the month:
  - a. December 2015 = £17.62
  - b. November 2017 = £15.79
  - c. This is an 11% decrease

18. Average rate per hour for **all spot** domiciliary care packages commissioned by the Council at the end of each month:
  - a. November 2014 = £16.61
  - b. October 2017 = £15.62
  - c. This is a 6% decrease
  
19. The Directorate is confident that factors specific to the DAPL are delivering efficiencies that would not exist under other commissioning arrangements. These factors are:
  - a. The increased competition for care packages – Providers are submitting competitive bids to secure care packages.
  - b. The transparency of the process – All of the commissioning processes used across the Council are transparent and fair. This is also true of the DAPL, but this approach gives providers visibility over; what their PQS is, why they have been given this score, how they can improve it and how this affects the likelihood of them being awarded new packages in the future. These factors provide additional assurance that the process is transparent and fair and prevent any perception to the contrary. Council officers believe this has encouraged more providers to participate in the DAPL than may be the case with other arrangements.
  - c. The 'high-cost authorisation process' – The Council has conducted research in partnership with the market and relevant professional bodies to determine an upper threshold for bids. Where there is only one bid for a care package and this is higher than the upper threshold, these cases are referred to the Assistant Director – Adult Services. They are then evaluated on an individual basis, to judge if the rate is realistic when compared with the Care and Support requirements. Of the cases that come under this process, approximately 70% are approved and 30% are declined.  
As well as providing a check and balance for agreeing high rates, this process also creates an ongoing dialogue that helps providers understand what the Council considers to be a reasonable rate for certain care packages and helps the Council understand the cost pressures facing providers, especially for complex care packages.

### **Stability and sustainability of provision**

20. The Council's approach of using a DAPL has been generally well received by providers who have reported through the regular forums that they are comfortable that this is a proportionate, efficient and effective approach to commissioning care. The challenges affecting the domiciliary care market in Cardiff are no different to those across the UK and include; difficulties recruiting care workers, changes to legislation, rising business costs and a lack of capacity. However, the DAPL gives providers flexibility to respond to these challenges through the rates they bid.
  
21. The Directorate is confident that the current approach to commissioning care has contributed to a more dynamic and viable domiciliary care sector in Cardiff. There are currently 70 providers on the DAPL, which is more than the 38 that joined when the DAPL was introduced in

November 2014 and more than at any point since then. The majority of these providers are proactively engaging with the DAPL.

22. For each care package submitted through the DAPL, there will typically be two to four providers submitting an offer to take this on, which is at the high end of what would be expected under any model. Packages are typically taken on at the first attempt (i.e. without having to be re-submitted through the DAPL) in 80% of cases. When the DAPL was first introduced this figure was as low as 40%.
23. Prior to the introduction of the DAPL, the Council procured care from a closed framework containing a limited number of providers. With a significant rise in demand year on year this placed a strain on the capacity of agencies and caused delays in placing packages of care.

### **Risks and mitigation**

24. The Council has positive working relationships with individual care providers and the sector as a whole. This is supported by clear and transparent ways of working, regular interaction and quarterly Provider Forum meetings. This provides a good platform for consultation with the sector and these channels have been used to establish provider's views on a number of areas covered by this report. As a result, the risks and mitigations set out in this section are based on feedback from the market and an understanding of the challenges they face.

### **Impact of changing domiciliary care commissioning arrangements**

25. The Directorate has received feedback from providers that the current arrangements are a good balance of keeping the market sustainable and competitive. Many providers have also commented positively on the level of care they are asked to take on and the flexibility to take on more or less packages, and to charge different rates, as they wish.
26. These arrangements have been in place for four years and providers have created internal structures and processes to work with them. Any significant change to these arrangements would require the 70+ providers on the DAPL to change how they operate to deal with any new commissioning arrangements. This would cause significant disruption to the Council and providers and is likely to result in some providers currently delivering care on behalf of Cardiff Council choosing not to join the new arrangement. Under these circumstances, the Council will have to find alternative provision for the service users these providers currently work with.
27. The views from provider's generally support the evidence set out in this document, that significant change to the current commissioning arrangements is neither needed nor appropriate. However, the Council will review all aspects of the current commissioning arrangements and whilst the recommendation is to continue with the current overarching approach, the Council does expect to make some changes to the detail of how these arrangements operate.

## **Ending contracts for current care packages**

28. The creation of a new DAPL creates three specific issues, all of which put at risk the continuity of care for current service users. These issues are that:
  - a. When the current DAPL arrangement ends in November 2018, the contracts the Council has with each provider to deliver care to each service user also effectively end. At this stage, both the Council and providers can walk away from any or all of these contracts.
  - b. The dynamic nature of the care sector means there is ongoing change in terms of which providers work with Cardiff Council. As a result, the Council expects some providers that currently deliver care on our behalf not to join the new DAPL.
  - c. Providers may wish to join the new DAPL, but use this as an opportunity to seek higher rates of pay for some of the care packages they currently provide.
29. The Council will, wherever possible, ensure the continuity of care for service users. To support this approach, the Council is working with providers to understand which are considering the actions stated in 28 and to obtain confirmation from providers well before November 2018, that they wish to join the new DAPL. This will give certainty to all parties, including service users, and give time to resolve any concerns providers may have about the new DAPL.
30. In summary, the Council's approach to managing this risk is to:
  - a. Identify as early as possible where this could, or will, happen
  - b. Do all it can to avoid a situation where a new care provider has to be found for a current service user.
  - c. Ensure that were a change in provider is needed, the current provider and new provider work together to ensure the transition process is done in a safe way with the minimum of disruption to the service user.

## **Potential impact of future rates, capacity or market sustainability**

31. During the life of the current DAPL contract, the Council has taken a number of actions that have led to competitive rates for domiciliary care, alongside improved quality of care and a more sustainable market, as already set out in this report. However, the nature of the domiciliary care market is that there are many external factors that can have a negative impact on providers and commissioners, which cannot always be predicted or controlled. A recent example relates to the announcement of the National Living Wage, which caused significant challenges for the sector.
32. The Directorate believes that many aspects of the current commissioning arrangements mitigate this risk and that further changes to the DAPL could further reinforce this. Despite this mitigation, there remains a residual risk, but the Council will do what it can to work with providers to

continue to minimise the likelihood of this occurring and the impact if it does.

### **Cardiff Council could benefit from changing the approach to commissioning domiciliary care**

33. This report recommends that Cardiff Council continue to use a Dynamic Purchasing System type of arrangement beyond November 2018. This conclusion was reached following a detailed analysis of the current arrangements, which is set out throughout this report. It is also based on an analysis of the alternative approaches to commissioning domiciliary care and consideration of how well these would work in Cardiff.
34. The main alternative approach is a Framework. This was the approach used by Cardiff Council prior to the introduction of a DAPL in 2014. Therefore, we understand how the Framework approach works in Cardiff and the benefits and challenges it would bring.
35. The Directorate is clear in our view that we should continue with the DAPL approach, instead of moving to a Framework or any other commissioning arrangement.

### **Cardiff Council may wish to change the approach to commissioning domiciliary care in the future**

36. The current status of the DAPL and ADAM contracts means that the Council is seeking to have new arrangements in place by the end of November 2018. The Directorate expects these new arrangements to be in place for up to six years. However, it is acknowledged that within social services and particularly within domiciliary care, circumstances may arise that require the Council to make significant changes to the way it commissions domiciliary care, prior to the expiry of any new contractual arrangements. This could be due to external factors (e.g. Funding or Policy) or internal factors (e.g. a wish to use a Locality Based Model for commissioning care). There will be two specific features of the new commissioning arrangements that mitigate and future proof these risks.
37. The first is to ensure that new arrangements create an infrastructure that has the flexibility to support different commissioning and delivery models. A specific example is that the new DAPL will allow the creation of different lots, making it straightforward to commission specialist provision from a small number of providers on the basis of a particular type of care (e.g. specialist dementia care or care focussed on supporting reablement) or the location of care packages (e.g. within specific areas of the city as part of a Locality Based Model).
38. The second approach is to ensure that the DAPL and the IT contract each have appropriate break clauses to allow the Council, if appropriate, to end either or both of these contractual arrangements.

## **Local Member consultation**

39. This report will be presented to Scrutiny on 17<sup>th</sup> January 2018. This will be for their early attention and consideration, with the commitment that the further detail about the new commissioning arrangements will be brought back to Scrutiny for further discussion later in 2018.

## **Reason for Recommendations**

40. The reason for this recommendation is to ensure the continued provision of care for Citizens in Cardiff, as current contractual arrangements come to an end on 4<sup>th</sup> November 2018.

## **Financial Implications**

41. The report recommends the continuation of the present model based on a Dynamic Approved Provider List (DAPL) supported by an IT system that underpins the processes of procuring and managing domiciliary care packages. The system itself currently costs c.£190,000 per annum with the cost of the domiciliary care provision within individual care packages being based on the requirements of the package and the prices offered by the care market through the DAPL. The overall cost of domiciliary care is currently £23.5 million per annum, the significance of the spend emphasising the need to ensure cost effectiveness within this process. The current system was implemented in November 2014. At first the level of demand and the availability of provision within the DAPL meant that prices rose reflecting the market conditions. More recently however, in the past year, prices have stabilised and begun to reduce as measures have been taken to increase the market supply, to improve processes and as a reflection of controls put in place by the Directorate. The report also identifies a number of other positive outcomes from the DAPL including stability and sustainability of provision and the ability to measure and improve quality of services.
42. The financial implications of continuing with the present model cannot be assessed with any accuracy as they are dependent on a range of factors, in particular the future relationship between supply and demand for domiciliary care provision. In that regard both the availability of services and the level of demand will need to continue to be managed if costs are to be controlled and cost effective services procured on behalf of the Council. Other factors which will also impact on the future cost of domiciliary care include the on-going impact of increases to the National Living Wage, changes to legacy cases from previous framework agreements and changes to the Council's approach to commissioning such as a move to a more locality based model. The costs associated with the system will be reviewed as part of any new contract arrangements.

## **Legal Implications**

43. The proposed recommendation, put simply, is to authorise the proposed overarching approach to put in place a new Dynamic Approved Provider

List, as set out in the report.

44. By way of background, the Council currently procures domiciliary care services via its Approved Provider List (“APL”). The term of the current APL is due to expire on 3 November 2018. The electronic software currently used to support the Council’s APL is provided by Adam (external provider) under contractual arrangements which are also due to expire in November 2018.

Proposed overarching approach

45. The proposed approach is to establish a dynamic accredited provider list under which the Council undertakes “mini” tenders so as to award individual contracts for domiciliary care services in relation to individuals who require the said services. The proposed Dynamic Accredited Provider List (DAPL) will encompass a two-stage process.
46. The first stage encompasses the appointment of providers to the DAPL. Subject to meeting the predetermined selection criteria (that is, criteria equivalent to the PQQ stage) any provider who requests to join the DAPL must be admitted to the DAPL. Unlike a framework agreement, providers may apply to join the DAPL at any point during the lifetime of the DAPL.
47. During the second stage, as and when an individual requirement arises, a tender (this is equivalent to a “mini tender” stage under a framework agreement) will be carried out reflecting the particular requirements of the individual(s) concerned, with such tender to be assessed using MEAT (the most economically advantageous tender) and sub criteria.
48. The recommendation provides that the development of the criteria at both stages, that is, at the selection stage (first stage) and the “mini” tender stage (second stage) will be matters for the Director in consultation with others.
49. In terms of procurement law, the services concerned (domiciliary care services), being classified as Schedule 3 services under the Public Contracts Regulations 2015 (“the Regulations”), fall under the so called Light Touch Regime. This means that the set requirements with regard to procurement procedures (e.g. the Open procedure, Restricted, Competitive Dialogue and Dynamic Purchasing System) do not have to be followed to the letter of the Regulations. However, the Council is required to comply with certain requirements (including advertising in the OJEU) and the EC Treaty based principles of transparency and non-discrimination and proportionality, and certain procurement regulations which require the Council to ensure that the process is open, transparent, and non-discriminatory. To that end, it is proposed that the Council will adopt a hybrid model which will contain elements of the Restricted procedure and elements of the DPS procedure and which will be designed to meet the EC Treaty based principles and those procurement regulations which relate to the Light Touch Regime. It is important that detailed legal advice is sought on the detail of the procurement as it is

developed and, to that end, Legal Services are a member of the project team.

50. Given the nature of the proposed DAPL arrangement, the proposed approach does not give any certainty as to price (as with a framework agreement) with the price being ascertained at each “mini” tender stage. This is a risk with the proposed model. Accordingly, the proposed model should be set up on the basis that the Council is not granting any exclusivity for the services to the providers appointed to the DAPL and that the Council is entitled to enter into other arrangements in respect of individual packages of domiciliary care that it may require. It should also be appreciated that those providers appointed to the DAPL will not be obliged to submit a response to a mini tender requirement. That said, one would not expect a provider to apply to go onto the DAPL if it was not interested in mini tendering for work. This is raised because there may be particular cases (e.g. complex needs) where the market may not respond or may respond with much increased prices to reflect the complexities of individual cases.
51. Reference is also made in the body of the report to the use of technology to support the model. Legal advice should be sought on any IT related acquisitions and consideration will need to be given to the integration of the technology with the Council’s software systems.
52. Legal Services understands that with regard to those service users currently receiving a service from a provider, and then provided that the provider meets the selection criteria then the arrangements will continue to be provided by the same provider in order to ensure continuity of care. Consideration will need to be given to whether there are any TUPE implications, in particular if an existing provider chooses not to apply to join the new DAPL.

#### Equality duty

53. In considering this matter the decision maker must have regard to the Council’s duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a) Age, (b) Gender reassignment, (c) Sex, (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation and (i) Religion or belief – including lack of belief.
54. Consideration should be given as to whether an equalities impact assessment (EQIA) is required, (including an updated assessment if there has been a time lapse since the assessment was carried out), to ensure that the Council has understood the potential impacts of the proposed decision in terms of its public sector equality duty.



55. The decision maker should also have regard when making its decision to the Council's wider obligations under the Social Services and Wellbeing (Wales) Act 2014 and The Wellbeing of Future Generations (Wales) Act 2015. In brief, both acts make provision with regards promoting / improving wellbeing.

### **HR Implications**

56. There are no HR implications arising from this report.

### **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Authorise the proposed overarching approach to secure a new Dynamic Approved Provider List for domiciliary care services as further detailed in the body of the report; and
2. Delegate authority to the Director of Social Services in consultation with the Cabinet Member for Social Care, Health and Well-being, the Section 151 Officer and the Director of Governance and Legal Services:
  - a) To carry out all aspects of the procurement, without limitation to include:
    - i. approving the establishment of a new Dynamic Accredited Provider List
    - ii. approve the tender evaluation criteria to establish the dynamic accredited provider list
    - iii. appointing new providers to the dynamic accredited provider list subsequent to them meeting the selection criteria as stated by the Council
    - iv. further delegate authority to award contracts that are required during the life of the dynamic accredited provider list, such further delegations to be in accordance with the Council's Scheme of Delegations
    - v. to deal with all associated matters;
  - b) To authorise any required procurement process to obtain the supporting technology required to support the dynamic accredited provider list, up to and including the award of contract.

**TONY YOUNG**  
Director  
11 January 2018

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