



**EDUCATION, SKILLS & WELLBEING CABINET BOARD**

**IMMEDIATELY FOLLOWING CABINET SCRUTINY COMMITTEE  
THURSDAY 13<sup>th</sup> April 2023**

**MULTI-LOCATION MEETING – COUNCIL CHAMBER PORT TALBOT  
AND MICROSOFT TEAMS**

**ALL MOBILE TELEPHONES TO BE SWITCHED TO SILENT FOR THE  
DURATION OF THE MEETING**

**Webcasting/Hybrid Meetings:**

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1. Appointment of Chairperson
2. Chairpersons Announcement/s
3. Declarations of Interest
4. Minutes of Previous Meetings (*Pages 3 - 10*)
5. Forward Work Programme 2022/23 (*Pages 11 - 12*)
6. Public Question Time  
Questions must be submitted in writing to Democratic Services, [democratic.services@npt.gov.uk](mailto:democratic.services@npt.gov.uk) no later than noon on the working day prior to the meeting. Questions must relate to items on the agenda. Questions will be dealt with in a 10 minute period.

**For Decision**

7. School Terms and Holiday Dates (Permission to Consult) (*Pages 13 - 16*)
8. Charitable scheme for the disposal of the proceeds of the sale of the former Glanafan Comprehensive School site (*Pages 17 - 32*)

**For Information**

9. Elective Home Education (*Pages 33 - 38*)
10. Equality and Safe Place to Learn (*Pages 39 - 44*)
11. Period Dignity Report (*Pages 45 - 50*)
12. NEET (Not in Education, Employment or Training) Update report (*Pages 51 - 66*)
13. Urgent Items  
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Regulation 5(4)(b) of Statutory Instrument 2001 No. 2290 (as amended).

**K. Jones**  
**Chief Executive**

**Civic Centre**  
**Port Talbot**

**Wednesday 5<sup>th</sup> April 2023**

**Education, Skills & Wellbeing Cabinet Board Members:**

Councillors. J.Hurley and N.Jenkins

## EXECUTIVE DECISION RECORD

16 MARCH 2023

### EDUCATION, SKILLS & WELLBEING CABINET BOARD

#### **Cabinet Members:**

Councillors: J.Hurley (Chair) and N.Jenkins

#### **Officers in Attendance:**

A.Thomas,R.Crowhurst, I.Guy, H.Lewis, J.Merrifield, C.Millis, Rees, C.Saunders, P.Walker, M.Wynne, S.McCluskie and A.Thomas.

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#### 1. **APPOINTMENT OF CHAIRPERSON**

It was agreed that Cllr Jeremy Hurley be Chairperson of the meeting.

#### 2. **CHAIRPERSONS ANNOUNCEMENT/S**

The Chair welcomed everyone to the meeting.

#### 3. **DECLARATIONS OF INTEREST**

The following declarations of interest were received.

Cllr N. Jenkins for agenda item 7.

Paul Walker for the private agenda item 14.

#### 4. **MINUTES OF PREVIOUS MEETINGS**

That the previous minutes of the Education, Skills and Wellbeing Cabinet Board, held on the 25<sup>th</sup> January and the 8<sup>th</sup> February be approved as an accurate account.

5. **FORWARD WORK PROGRAMME 2022/23**

That the Forward Work Programme 2022/23 for the Education, Skills and Wellbeing Cabinet Board be note.

6. **PUBLIC QUESTION TIME**

There were no questions received.

7. **ADMISSIONS TO SCHOOLS (RESULTS OF CONSULTATION)**

**Decision:**

That following consultation and having due regard to appendix A, Members approve admission arrangements for Community Schools for the 2024/2025 academic year, as detailed within the circulated report.

**Reason for Decision:**

That the Council meet its statutory duties and good practice guidelines in respect of the admission of pupils to community schools.

**Implementation of Decision:**

That the decision will be implemented after the three-day call-in period, which ended at 9.00am, Sunday 19<sup>th</sup> March 2023.

**Consultation:**

This item was subject to consultation, with and including head teachers and governing bodies of community and voluntary aided schools within the Council Borough and neighbouring Local Authorities.

8. **QUARTER 3 PERFORMANCE**

**Decision:**

That the report be noted for monitoring.

9. **FREE SCHOOL MEALS UPDATE**

**Decision:**

That the content of the report be noted for information.

10. **PROFESSIONAL LEARNING**

**Decision:**

That the report be noted for information.

11. **URGENT ITEMS**

There were none.

12. **ACCESS TO MEETINGS - EXCLUSION OF THE PUBLIC**

To resolve to exclude the public for the following items pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No. 2290 and the relevant exempt paragraphs of Part 4 of Schedule 12A to the Local Government Act 1972.

13. **URDD NATIONAL EISTEDDFOD 2025**

**Decision:**

That having due regard to Appendix 1, 2 and 3 of the circulated private report.

1. Members approve the proposals submitted by the Urdd, for Margam Country Park to host the National Eisteddfod 2025.
2. Members approve the financial impact to the Council of £80,000, set aside within the 25/26 Mid Term Financial Plan.

**Reason for Decision:**

That Neath Port Talbot and its residents benefit from hosting a major cultural event.

**Implementation of Decision:**

That the decision will be implemented after the three-day call-in period, which ended at 9.00am, Monday 20<sup>th</sup> March 2023.

**Consultation:**

There is no requirement for external consultation on this item.

14. **LEADERSHIP ARRANGEMENTS - CELTIC LEISURE - PRIVATE REPORT**

**Decision:**

That having due regard to the integrated impact assessment,

1. Delegated authority be granted to the Director of Education, Leisure and Lifelong Learning, in consultation with the Cabinet Member for Climate Change and Wellbeing on the agreed terms

and conditions for a secondment agreement between the Council and Celtic Leisure.

2. That Members approve assistance in leadership support until the transfer of services to the Council, no later than 1<sup>st</sup> April 2024.
3. That Members approve the request by Celtic Leisure to make their Chief Executive redundant from the 31<sup>st</sup> of March 2023.
4. That costs to the agreed redundancy are met in accordance with the terms of the indemnity, granted by the Council to Celtic Leisure on the 21<sup>st</sup> of October 2020.

**Reason for Decision:**

That appropriate leadership is secured and to ensure smooth transition of Celtic Leisure indoor Services to the Council is achieved by no later than March 31<sup>st</sup> 2024.

**Implementation of Decision:**

That in agreement with the Chair of the Education, Skills and Wellbeing Scrutiny Committee, the decision be for immediate implementation.

**Consultation:**

There is no requirement for external consultation.

**CHAIRPERSON**

**EXECUTIVE DECISION RECORD**

**24 MARCH 2023**

**EDUCATION, SKILLS & WELLBEING CABINET BOARD**

**Cabinet Members:**

Councillors: J.Hurley (Chairperson), S.Harris

**Officers in Attendance:**

J.Burge and S.McCluskie

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1. **APPOINTMENT OF CHAIRPERSON**

It was agreed that Cllr J. Hurley be Chairperson of the meeting.

2. **CHAIRPERSONS ANNOUNCEMENTS**

The Chair welcomed everyone to the meeting.

3. **DECLARATIONS OF INTEREST**

No declarations of interest were received.

4. **PUBLIC QUESTION TIME**

There were no questions received.

5. **APPOINTMENT OF LA GOVERNORS**

Members were provided with an overview to each vacancy and a brief background to each applicant.

**Decisions:**

To appoint LA Governor Representatives to existing vacancies and vacancies that will arise up to and including the end of the Summer Term 2022/2023.

**Abbey Primary School**

Appointment of Cllr. Mike Harvey as of 1<sup>st</sup> September 2023.

**Blaenhonddan Primary School**

Appointment of Mr. Paul Gwilliam with immediate effect.

**Central Primary School**

Appointment of Mr. Mike Thomas, as of 1<sup>st</sup> September 2023.

Appointment of Mrs. Suzanne Amos, as of 1<sup>st</sup> September 2023.

**Crymlyn Primary School**

Appointment of Mr. Howard Davies, as of 1<sup>st</sup> September 2023. A typo error has been noted from the report, which states Jones as opposed to Davies.

**Dwr-Y-Felin Comprehensive**

Appointment of Mrs. Gemma Addis-Fuller, with immediate effect.

**St. Joseph's Catholic Junior School**

Appointment of Mrs. Jessica O'Callaghan, with immediate effect.

**YGG Castell-Nedd**

Appointment of Cllr. Alan Lockyer, as of 1<sup>st</sup> September 2023.

**YGG Cwmnedd**

Appointment of Mr. David Trefor Jones, with immediate effect.

**YGG Cwmllynfell**

Appointment of Mrs. Nia Cole-Jones, with immediate effect.

**YGG Rhosafan,**

Appointment of Mrs. Laura Hutchings with immediate effect.

Appointment of Mrs. Claire Abraham, with immediate effect.

Members were in agreement to put Mrs. Lianne James forward for a Community Governor post.

**YGG Tyle'r Ynn**

Appointment of Cllr. Helen Ceri Clarke, as of 1<sup>st</sup> September 2023.

**Ysgol Bae Baglan**

Appointment of Mr. Roger Williams, with immediate effect.

**Ysgol Maes Y Coed**

Appointment of Cllr. Nia Jenkins, with immediate effect.



Members were in agreement to defer the following vacancies due to no applications being received to date.

Abbey Primary School x 1 vacancy  
Baglan Primary School x 1 vacancy  
Coedffranc Primary School x 1 vacancy  
Creunant Primary School x 1 vacancy  
Cwmnedd Primary School x 1 vacancy  
Eastern Primary School x 1 vacancy  
Tonnau Primary School x 2 vacancies  
YGG Blaendulais x 1 vacancy  
YGG Pontardawe x 1 vacancy

6. **URGENT ITEMS**

The Chair had been informed there was a late application received from Cllr. Dan Thomas. With the Chairs permission the application was accepted.

**Decision:**

To Appoint Cllr. Dan Thomas as governor of Gnoll Primary School from 1<sup>st</sup> September 2023, with the removal of Mrs. Lesley Matthews.

**CHAIRPERSON**

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## Education Skills and Wellbeing Cabinet Board

Immediately following Scrutiny Committee starting at 2pm

Meeting Date	Agenda Item and TYPE	CDG/CMB
Page 11	Tourism Strategy Update	CDG – 26/5/23 CMB - 3/5/23
	School Terms and Holiday Dates (Back from Consultation) – FOR DECISION	No
	Seren Programme – FOR INFORMATION	No
	Welsh 2 <sup>nd</sup> Language Support – FOR INFORMATION	No
	School Capacities Report – FOR DECISION	CDG No CMB No
	Culture Strategy – FOR DECISION	CDG 12 <sup>th</sup> April CMB 3 <sup>rd</sup> May
	Heritage Strategy – FOR DECISION	CDG – 12 <sup>th</sup> April CMB 3 <sup>rd</sup> May

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## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

**Education, Skills and Wellbeing Cabinet Board**

**13<sup>th</sup> April 2023**

**Report of the Head of Education Development**

**Chris Millis**

### **MATTER FOR DECISION**

### **WARDS AFFECTED – ALL WARDS**

## **School Terms Dates 2025/2026**

### **Purpose of the Report**

1. To obtain Cabinet permission to consult on the proposed school term dates in respect of the 2025/2026 academic year.

### **Executive Summary**

2. The Local Authority is responsible to determine school terms and holiday dates for community and maintained special schools and is required to consult on its proposals prior to determination.

### **Background**

3. To ensure harmonisation of school term dates across Wales, the Welsh Government have issued legislation which gives the Welsh Ministers

power to direct authorities and the governing bodies of voluntary aided and foundation schools on the school term dates that they set.

4. Where agreement cannot be met, Welsh Ministers have the power to intervene and direct the Local Authority.
5. It is a requirement that the Authority inform the Welsh Ministers of term dates for the school year 2025/2026 by the final working day in August 2023.
6. The 2025/2026 school term dates proposed by Neath Port Talbot are the same as other authorities, although INSET days may vary.
7. Permission is sort to consult on the proposed 2025/2026 term dates which are attached as Appendix A.

### **Financial Impact**

8. There are no financial impacts associated with this report.

### **Integrated Impact Assessment**

9. A Screening Assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. After completing the assessment it has been determined that this Policy does not require an Integrated Impact Assessment. There are no equality impacts associated with this report.

### **Workforce Impacts**

10. There are no workforce impacts associated with this report.

### **Legal Impacts**

11. The Local Authority has a statutory requirement to consult on proposed school term dates.
12. In relation to this specific purpose of the report, there is a legal requirement that the 2025/2026 school term dates must be submitted to the Welsh Ministers by the final working day of August 2023.

## **Risk Management**

13. There are requirements placed on the Local Authority to consult and determine the school term dates prior to submission to the Welsh Ministers.

## **Consultation**

14. Permission is sort to consult with governing bodies, trade union representatives and other admission authorities including those in the relevant area.

## **Recommendations**

15. To approve for consultation the proposed 2025/2026 school term dates.

## **Implementation of Decision**

16. To enable the Authority to meet its statutory duties.

## **Appendices**

17. Appendix A: Proposed School Term Dates 2025/2026.

## **List of Background Papers**

18. The Education (Notification of School Term Dates)(Wales) Regulations 2014
19. School Standards and Framework Act, 1998

## **Officer Contact**

20. Mrs H Lewis - School Admissions  
[h.lewis@npt.gov.uk](mailto:h.lewis@npt.gov.uk) Tel - 01639 763580

Appendix A: Proposed  
School Term Dates  
2025/2026.



**School Terms and Holiday Dates**  
**2025/2026 Academic Year**

		Mid Term Holiday			
Term	Term	Begins	Ends	Term Ends	Days
Autumn 2025	Monday 1 <sup>st</sup> September	Monday 27 <sup>th</sup> October	Friday 31 <sup>st</sup> October	Friday 19 <sup>th</sup> December	<b>75</b>
Spring 2026	Monday 5 <sup>th</sup> January	Monday 16 <sup>th</sup> February	Friday 20 <sup>th</sup> February	Friday 27 <sup>th</sup> March	<b>55</b>
Summer 2026	Monday 13 <sup>th</sup> April	Monday 25 <sup>th</sup> May	Friday 29 <sup>th</sup> May	Monday 20 <sup>th</sup> July	<b>65</b>
				<b>Total</b>	<b>195</b>

**Schools will be closed to pupils for INSET/Staff Preparation on five days between Monday 1<sup>st</sup> September 2025 and Monday 20<sup>th</sup> July 2026.**

**Bank Holidays**

Good Friday	Friday 3 <sup>rd</sup> April 2026
Easter Monday	Monday 6 <sup>th</sup> April 2026
May Bank Holiday	Monday 6 <sup>th</sup> May 2026
Spring Bank Holiday	Monday 25 <sup>th</sup> May 2026



## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### EDUCATION, SKILLS & WELLBEING CABINET BOARD

13<sup>th</sup> April 2023

### REPORT OF HEAD OF SUPPORT SERVICES & TRANSFORMATION RHIANNON CROWHURST

#### MATTER FOR DECISION

**WARDS AFFECTED** – Aberavon, Baglan, Briton Ferry East, Briton Ferry West, Sandfields East, Sandfields West, Port Talbot, Margam & Taibach, Port Talbot, Bryn & Cwmafan, Cymmer & Glyncorwg, Gwynfi & Croeserw, Cimla and Pelenna

#### **CHARITABLE SCHEME FOR THE DISPOSAL OF THE PROCEEDS OF THE SALE OF THE FORMER GLANAFAN COMPREHENSIVE SCHOOL SITE.**

##### **Purpose of Report**

1. To obtain Member consent for an application to the Charity Commission for approval of a charitable scheme (known as a 'Cy-pres Scheme') for the disposal of the proceeds of the sale of the former Glanafan Comprehensive School site.

##### **Executive Summary**

2. Glanafan Comprehensive School was closed on 31<sup>st</sup> August 2016 as part of the Council's Strategic School Improvement Programme of school reorganisation.
3. Pupils who attended the former Glanafan Comprehensive School now receive their education at two brand new build 21<sup>st</sup> Century Schools (Ysgol Bae Baglan and Ysgol Cwm Brombil).
4. By a conveyance, dated 13<sup>th</sup> July 1891, Emily Charlotte Talbot gifted the land to Glamorgan County Council for the purpose of enabling the County Council to provide a school for technical or manual instruction as defined by the Technical Instruction Act 1889.

5. Subsequent to the closure of the former Glanafan Comprehensive School on 31<sup>st</sup> August 2016, the Council's Planning Committee approved plans for the development and alternative use of the site and on 20<sup>th</sup> January 2017, the Council's Economic and Community Regeneration Cabinet Board granted delegated authority to Head of Property and Regeneration for the disposal of the site to Coastal Housing Group.
6. Although in the ownership of the Council, the land comprising the site of the former Glanafan Comprehensive school was gifted to the former authority for the area, Glamorgan County Council, for a specific purpose and, consequent upon this, its sale carried a restriction and it is necessary to submit an application to the Charity Commission for approval of a charitable scheme for the disposal of the proceeds of the sale of the former Glanafan Comprehensive School site.
7. Members are requested to consider a proposal to use the financial benefits accrued from the sale of the former Glanafan Comprehensive school site to invest in pupils' education through improving access to the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems.
8. In particular, it is proposed to support pupils in the schools that have replaced the former Glanafan Comprehensive School, namely: Ysgol Bae Baglan and Ysgol Cwm Brombil.

## **Background**

9. Under the Council's Strategic School Improvement Programme of school re-organisation, a proposal has been implemented which has resulted in the closure of Glanafan Comprehensive School with education provision being made for the pupils at Ysgol Bae Baglan and and Ysgol Cwm Brombil.
10. Glanafan Comprehensive School closed on 31<sup>st</sup> August 2016 and the site was subsequently declared surplus to education requirements. The Council's Planning Committee approved development plans for alternative use of the site on 10<sup>th</sup> January 2017 and on 20<sup>th</sup> January 2017, the Council's Economic and Community Regeneration Cabinet Board granted delegated authority to Head of Property and Regeneration for the disposal of the site to Coastal Housing Group. Although in the ownership of the Council, the land comprising the site of the school was gifted to the former authority for the area, Glamorgan County Council, for a specific purpose and, consequent upon this, its sale carries a restriction.
11. Members may be aware that in the 19<sup>th</sup> century it was common for local landowners to make gifts to local authorities for purposes such as

education. By a conveyance, dated 13<sup>th</sup> July 1891, Emily Charlotte Talbot gifted the land to Glamorgan County Council for the purpose of enabling the County Council to provide a school for technical or manual instruction as defined by the Technical Instruction Act 1889

12. Although no charitable trust was registered by Glamorgan County Council, the effect of conveyance of 1891 has resulted in a charitable trust being created of which the Council is the sole Trustee. As such, any mechanism for the disposal of proceeds from the sale of the site will need Charity Commission approval.
13. The Council was be able to dispose of the site under the power of Trustee subject to compliance with the provisions of the Charities Act 2011. This required that public notice of the proposed sale was be given but, provided that the sale does not take place to a person connected with the Council, Charity Commission consent was not required. Prior notice of the disposal of the site to Coastal Housing Group was given back in 2017 in accordance with the requirements.
14. Furthermore, from time to time Parliament has legislated to impose particular rules on the land given in this way with a view to protecting it and ensuring that the gift was used for the purpose intended. Some of this legislation provides for the land to revert to original donor if it is used for other purposes. The Council has been advised that this does not apply in this case.
15. The site was given for a particular purpose which makes it 'designated land'. As the site is part of the permanent endowment of the charity the proceeds of sale must be dealt with in a particular manner. Since the conveyance did not set out any rules for a charity or, indeed, powers for its trustee, the local authority has to rely on provisions in the Charities Act 2011 for the power to invest the proceeds of sale and apply the resulting income for charitable purposes.
16. As it is the case that no school would or could be provided which would conform exactly to the statutory definition contained in the 1899 Act, and since the sale of the site would mean that education is no longer provided there, the Charity Commission would need to approve a scheme for the disposal of proceeds from sale. Such a scheme would is known as a 'Cy-pres Scheme' and would need to demonstrate that the objects of the original gift can no longer be achieved and that suitable alternative objects are being proposed.
17. A proposed outline alternative scheme is described in this report.

18. Once the charitable scheme is agreed by the Charity Commission, officers will put further recommendations to this Committee in light of the response of the Charity Commission.

### **Charity Commission approval**

19. Charity Commission approval will be needed firstly to vary the original objects under which the land was gifted and secondly to agree the manner in which it is proposed that the proceeds will be spent.
20. On the matter of the original objects, the definition of technical instruction under the 1889 Act is instruction in principles of science and art applicable to industries and the application of special branches of science and art to specific industries or employment. It was for this purpose that the land was gifted but this type of school is no longer in existence.
21. The Technical Instruction Act 1889 established a national framework for technical education in an attempt to halt industrial and manufacturing decline through lack of a suitably skilled workforce, a situation made evident by the Great Exhibition of 1851 and the Paris Exhibition of 1867.
22. It is necessary, therefore, to seek to modernise/update the original objects. Given that the basis of the old trusts was for “a school for technical or manual instruction as defined by the Technical Instruction Act 1889” and that to gain Charity Commission approval an alternative scheme must demonstrate that the new objects have regard to the spirit of the original gift, the new objects will need to demonstrate an intention to advance education, particularly in the areas of science, technology, engineering and mathematics
23. Such objects will likely be acceptable to the Charity Commission, provided they are properly drafted so as to be exclusively charitable. The Commission will be unlikely agree to the spending of the funds on anything that the Local Authority is obliged to provide under Education Legislation.
24. The Commission will only grant such a scheme where they are satisfied that sufficient and suitable public consultation has taken place, particularly as this matter relates to the closure of a school.
25. It is most likely that the Charity Commission will insist on publicly advertising the proposed new objects for a period of time (usually around 2-3 months).
26. As to agreeing the manner in which the proceeds will be spent, once the charitable scheme is agreed by the Charity Commission, a further report will be put to Members for approval. The exact nature of the

recommendations will be determined by the response of the Charity Commission.

27. The proceeds of sale will amount to permanent endowment and, as such, a resolution of the trustees will be required to spend the proceeds. Advice to the Council suggests that the Commission may be reluctant to agree to the spending of the entire permanent endowment fund in one fell-swoop due to the need to balance the needs of future beneficiaries against current beneficiaries. Again, the Commission will also be unlikely to agree to the spending of the proceeds on anything that the Local Authority is obliged to fund.

## **Proposed alternative charitable scheme**

### **Context**

28. To allow the benefit of the charitable status to follow the pupils, it is proposed to substitute the initial benefit with an alternative scheme that supports teaching and learning in the 21<sup>st</sup> Century. The purpose of the initial gift of 1891 was to provide a school for technical or manual instruction. The underlying feature of the proposed alternative scheme maintains that purpose by seeking to improve pupil's technological understanding and skills base, and thereby equip them for the technological challenges and opportunities of today's world.
29. In October 2020 Welsh Government published details of the new curriculum for Wales roll out. At its heart the new curriculum has four core purposes with the aim of supporting learners to become –
- ambitious, capable learners, ready to learn throughout their lives
  - enterprising, creative contributors, ready to play a full part in life and work
  - ethical, informed citizens of Wales and the world
  - healthy, confident individuals, ready to lead fulfilling lives as valued members of society
30. All schools in Wales will be ensuring that the core purposes are at the heart of curriculum delivery. In particular relation to this report, school leaders will be required to ensure that pupils are able to 'use digital technologies creatively to communicate, find and analyse information'.
31. Additionally digital competence is recognised to be an important aspect of cross cutting theme **Career and work related experiences** (CWRE) which spans all curriculum areas of learning, with the guidance noting

*Increasingly, the world of work requires the ability to use digital*

*technology in a wide range of situations. With an ever-evolving and international world of work, learners need to develop their digital confidence and capability, which will enhance their communication skills, as well as be able to access CWRE opportunities and analyse information from beyond their own locality.*

32. The Area of Learning and Experience for Science and Technology contains the detailed progression steps for the development of computing and digital skills and can be accessed following the link <https://hwb.gov.wales/curriculum-for-wales/science-and-technology/descriptions-of-learning/>

It is proposed, therefore, to use the financial benefits accrued from the sale of Glanafan Comprehensive school site to invest in pupils' education through improving access to the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems. In particular, it is proposed to support pupils in the schools that have replaced Glanafan Comprehensive school, namely: Ysgol Bae Baglan and Ysgol Cwm Brombil.

### **Consultation**

33. If approved the Charities Commission may require consultation to be undertaken.

### **Financial Impact**

34. The sale value of Glanafan Comprehensive School site is £545k. Members have previously agreed that capital sales resulting from school re-organisations shall be used for the purposes of education and included in the education budget.

### **Integrated Impact Assessment**

35. A first stage integrated impact assessment (IIA) has been completed and has concluded that a full IIA is not required

### **Workforce Impact**

36. There are no workforce impacts directly associated with this proposal.

### **Legal Impacts**

37. The School Sites Act 1841 and the Reverter of Sites Act 1987 provide for the land to revert to original donor if it is used for other purposes. We are advised that this reverter to the original donor does not apply in this case.

38. The Technical Instruction Act 1889 defines a school that provides instruction in principles of science and art applicable to industries and the application of special branches of science and art to specific industries or employment. This type of school is no longer in existence in Neath Port Talbot.
39. Specialist advice has been sought which confirms that the conveyance did in fact create a charitable trust.
40. The Council was able to dispose of the site under the power of Trustee derived from the Trusts of Land and appointment of Trustees Act 1996. The Council advertised the proposed sale of the school site before it was sold to Coastal Housing back in 2017 and also obtained a valuation report in accordance with the Charities Act 2011.
41. An application to the Charity Commission will be required pursuant to section 280 Charities Act 2011 that the Commission agrees with the manner in which it is proposed that the proceeds will be spent.
42. Section 280 of the Charities Act enables the Council as the trustee of the charitable trust to pass a resolution enabling it to invest the sale proceeds.
43. Section 282 of the Charities Act 2011 applies to larger charities such as the one relating to the proceeds of sale of Glanafan School. Under Section 282, the Council as the charitable trustee may pass a resolution to free the fund from the restriction preventing the proceeds of sale from being 'spent', namely, used for charitable purposes. To do so, it must be satisfied that the purposes of the charitable trust could be carried out more effectively if the sale proceeds are spent.
44. While the grounds for passing such a resolution under Section 282 are clearly made out (since it is no longer to provide a school under the TIA 1889), the Council must **also**, in addition to passing this resolution, apply to the Charity Commission for approval of a 'Cy-pres Scheme' for application of the sale proceeds for an alternative suitable charitable purpose.

## **Risk Management**

45. A risk assessment has been carried out under the Council's Risk management Policy 2018.
46. There is a risk that the Charities Commission will not approve the Cy-pres scheme submitted to them but if so then the matter can be brought back to Cabinet Board and an alternative scheme proposed.
47. Failure to progress the report and seek permission from the Charities Commission to distribute the funds from the sale of the site to the two school will mean that opportunities to provide resources to support the purpose of the original trust will be lost, which would be detrimental to the pupils.

## **Recommendations**

48. That Members:
  - a. consent to the submission of an application to the Charity Commission of a scheme summarised in the 'Proposed alternative charitable scheme' section above to vary the original objects under which the land for the former Glanafan Comprehensive School was gifted; and
  - b. approve the above outline proposal for the manner in which the proceeds are to be spent, and
  - c. Resolve under Section 282 of the Charities Act 2011 that the fund ought to be freed from the restrictions with respect to expenditure of capital that apply to it, and
  - d. Resolve under Section 280 of the Charities Act 2011 that the sale proceeds can be invested.

## **Reasons for the Proposed Decision**

49. This decision is necessary to comply with the legislative requirements to enable the proceeds of the sale of the site of the former Glanafan Comprehensive School.

## **Implementation of Decision**

50. The decision is proposed for implementation after the 3-day call-in period.



## **Officer Contact**

**Rhiannon Crowhurst**

**Head of Support Services and Transformation**

[r.crowhurst@npt.gov.uk](mailto:r.crowhurst@npt.gov.uk)

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## Impact Assessment - First Stage

### 1. Details of the initiative

<b>Initiative description and summary: CHARITABLE SCHEME FOR THE DISPOSAL OF THE PROCEEDS OF THE SALE OF THE FORMER GLANAFAN COMPREHENSIVE SCHOOL SITE.</b>
<b>Service Area: SSIP</b>
<b>Directorate: ELLLs</b>

### 2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				H	Positive impact on children and young people due to improved education resources
Disability		x				This is not a criterion that will be impacted upon by this proposal
Gender Reassignment		x				This is not a criterion that will be impacted upon by this proposal
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal

Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal
Race		x				This is not a criterion that will be impacted upon by this proposal
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal
Sex		x				This is not a criterion that will be impacted upon by this proposal
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal

**4. Does the initiative impact on:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				The school that closed and the two replacement schools are all EM schools.
Treating the Welsh language no less favourably than English		x				

**5. Does the initiative impact on biodiversity:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				N/A
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				

**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		If progressed each scheme will have a positive impact on well-being through provision of improved education and community facilities for Ysgol Cwm Brombil and Ysgol Bae Baglan
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		Positive impacts noted – Objective 1 – children have the best start in life Objective 2 - all communities are thriving and sustainable Objective 4 – Jobs and skills

<b>Involvement</b> - how people have been involved in developing the initiative	x		It is likely that consultation will be required by the Charities Commission if the report is approved.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	x		Through consultation, it is likely that consultation will be required by the Charities Commission if the report is approved.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		If report is approved and the charities commission agree to the distribution of proceeds from the sale of the Glanafan site then the additional technological resources will strengthen the Science and Technology area of learning and better equip children and young people with lifelong skills.

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	x
Reasons for this conclusion	
The report seeks permission to request permission from the Charities Commission to distribute the proceeds from the sale of the Glanafan site which will then be used to support the Science and Technology Area of learning – it identifies only positive impacts for pupils.	
A full impact assessment (second stage) <b>is</b> required	

Reasons for this conclusion

	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
Completed by	Rhiannon Crowhurst	Head of Service		
Signed off by	Andrew Thomas	Director		

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education, Skills and Wellbeing Cabinet Board

13th April, 2023

### Report of the Head of Education Development - Chris Millis

#### Matter for information

Wards Affected: All

## ELECTIVE HOME EDUCATION SERVICE UPDATE

### Purpose of the Report

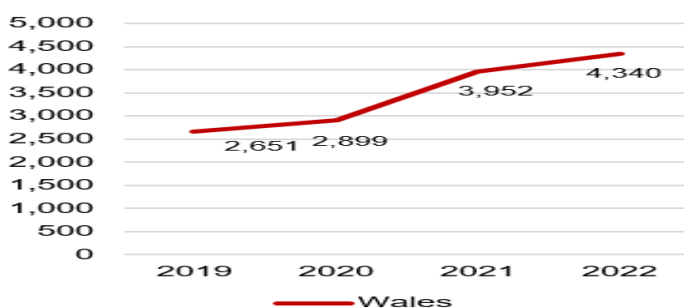
1. To provide Members with information and data in relation to Neath Port Talbot Elective Home Education Service.

### Background

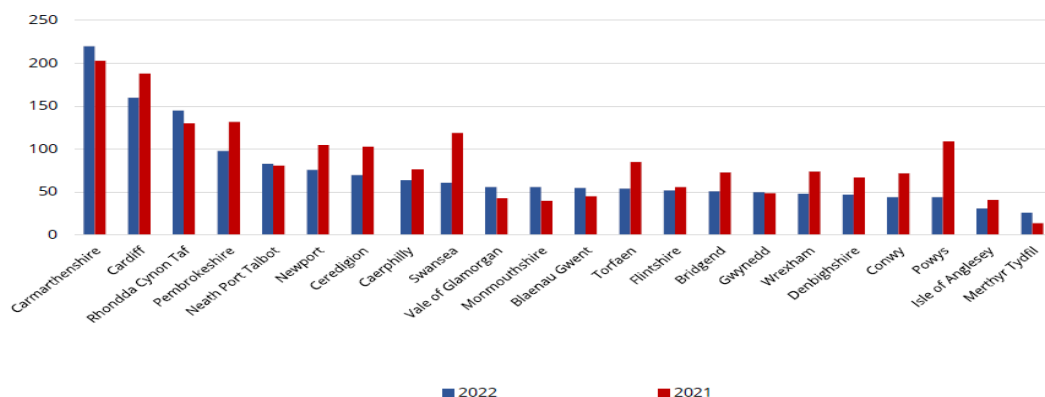
2. This report provides Members with key information relating to Elective Home Education (EHE) and current data taken as a snapshot at the time of the report.
3. Elective home education is the term used where parents/guardians decide to provide home-based education for their children instead of sending them to school. Parents have a legal right as part of the Education Act to home educate their child. Parents have an obligation to inform the school/local authority when they choose to de-register their child from a school roll, however, they are not obliged to state the reasons for doing so. Where a child has never been placed on a school roll, there is no legal requirement to inform school/local authority of the parents' choice to electively home educate.
4. There are a number of reasons why parents may want to educate their child at home. Some parents elect to home-school because of lifestyle or family reasons, while others do so because of adverse school experiences, for example; alleged or perceived bullying, exclusions or

for some problem specific to an individual. However, there has been an increase in parental requests since the start of the pandemic and this continues to rise, not only in the Borough of Neath Port Talbot, but across other local authority in Wales.

5. Parents are required to ensure that their children receive an education suitable to their age, ability and aptitude, as well as any additional needs he or she may have. Local Authorities are not able to specify a curriculum which parents must follow and there is no legal requirement for children to take a particular set of qualifications. Home educated children & young people are not subject to set term-dates nor predetermined times of tuition.
6. The elective home education 'non statutory' guidance is currently going through a review. The new 'statutory' guidance will be released by the Welsh Government, early/late May 2023.
7. Numbers of children & young people being educated at home, on March 2022 was 255. The January 2023 annual PLASC data return, highlighted an increase to 291 children and young people.
8. Currently at the time of the report, we have 327 children & young people being electively home educated, this is live data, which can change daily. Top five reason given: 1st lifestyle choice. 2nd, no reason given. 3rd, anxiety/mental health. 4th, cultural and 5th, covid.
9. The 2023 PLASC data returns, captured every January are yet to be published. The national PLASC figures for calculations for 2022, highlighted an increase in numbers of young people electively home educated, across Wales by 10%. There were 4,340 children & young people known to be home educated in Nursery - Year 11. This was 388 more than the previous year.



10. Numbers ranged per local authority, Carmarthenshire having the highest numbers of children & young people electively home educated at 520 through to Merthyr Tydfil whose cohort was 59.



11. With the increase in the number of requests, the Welsh Government have given each local Authority a grant to support families. The monies are based on the numbers of electively home educated children & young people during the Pupil Level Annual School Census (PLASC) data pull. This is an electronic collection of pupil and school level data provided by all maintained primary and secondary schools each January.
12. Therefore, a tailored package of support has been compiled which aims to support individuals learning within the home or out in the community, and includes activities to promote health and wellbeing as well as educational opportunities. The provisions being catered for, span across a variety of children’s age ranges, which include family activities.
13. The various support offers include; Welsh lessons for all the family, aimed at beginners, intermediate and advanced. Family swimming including opportunities for children & young people to have swimming lessons. Margam park entry, Twinkl subscription, primary and secondary English, Maths and Science Lessons, entry to Botanical Gardens. WHSmith vouchers were also issued to help families purchase of educational resources including book and pens, especially with the cost of living crisis.
14. Families who reported they couldn’t afford to purchase a laptop or other form of electronic tablet to provide a digital means of home learning were provided with a laptop by the authority purchased from the Welsh Government grant to support EHE families.

15. Coffee mornings have been established in partnership with various departments and services, themes included: Q&A with the ALSNT team, the Childrens & Families Team demonstrating and promoting learning through play. CAMHS 'in reach service' workshops, NPT Minds, Forward Steps; behaviour support for parents whose children have an ALN. The Youth Service have supported many events including, transition support for post 16, where many other services such as Careers Wales, local Colleges were present to give advice and guidance.
16. Working in partnership, activities outside of grant include; Swansea City FC Mental Health project, this was a 4 week project including workshops on Mental health awareness/mindfulness, 5 ways to wellbeing & self-care, sleep matters and social media. Following the project attendees are rewarded with a stadium tour, Swansea FC merchandise and home tickets to see 1 league Championship Game.
17. Mess up the Mess – EHE community age 11yrs+ (funded by Families First), consultation with young people which resulted in them choosing the theme of “what makes you, you?” through mask and costume making and puppetry.
18. In partnership with the Youth Service we have held various outdoor cinema events, and established EHE youth club. We are currently in the process of training the EHE coordinator to deliver the Duke of Edinburgh Award. Various educational/training opportunities are also being delivered in-conjunction with the youth service and the assistant educational psychologist.
19. An evaluation was sent out to review the service, 80% said their views and worries were taken seriously. 90% said the staff were easy to talk too. 80% said the team worked in partnership with them, with 20% partially agreeing.
20. There has been some positive feedback from parents regarding the activities and how they have observed their child growing in confidence and achieving results. The activities have seen the engagement with the local authority increase.
21. Number of EHE request have increased, however, as a service we have supported 25 young people, who have asked if they could return to a school setting. The team have been supportive to the requests, and help arrange a school visit, attend the initial meetings with the school, until the young person and their parent feel comfortable in their return. This could be to their previous school or a new school of parental choice.

22. Members will continue to be provided with regular reports the work being undertaken by the Elective Home Education Service.

### **Financial Impact**

23. There is no financial impact associated with this report.

### **Integrated Impact Assessment**

24. There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes only.

### **Valleys Communities Impacts**

25. The information contained within this report covers all of Neath Port Talbot.

### **Workforce Impacts**

26. There are no workforce or staffing issues directly associated with this report.

### **Legal Impacts**

27. There is no legal impact associated with this report.

### **Risk Management**

28. There is no identified risk in relation to this report.

### **Consultation**

29. There is no requirement under the Constitution for external Consultation on this item.

### **Recommendations**

30. That Members note the update provided within this report.

### **Appendices**

31. None.

## List of Background Papers

32. None.

### Officer Contact

33. Chris Millis, Head of Education Development, [c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)

John Burge, Co-ordinator Child and Family Support Team,  
[j.burge@npt.gov.uk](mailto:j.burge@npt.gov.uk)

Hayley Thomas, Manager of the Education Welfare Service,  
[h.thomas@npt.gov.uk](mailto:h.thomas@npt.gov.uk)



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

**Education, Skills and Wellbeing Scrutiny Committee**  
**Thursday 13<sup>th</sup> April 2023**

**Report of the Head of Education Development – Christopher Millis**

### **Matter for Information**

#### **Wards Affected:**

All Wards

**Report Title: Equality and safe place to learn - Neath Port Talbot Equality and Community Focussed Schools**

#### **Purpose of the Report:**

To provide Members with a summary of the Neath Port Talbot Community Focussed Schools Strategy.

#### **Executive Summary:**

The report provides detail of Neath Port Talbot Community Focussed School Strategy and the progress to date.

#### **Background:**

Good communication between families and school is vital for promoting clear, respectful relationships, which in turn supports children's learning. Above all it is parents who in the earliest years and beyond, shape their child's future opportunities. What parents do, has a far greater effect than any intervention in school, therefore a positive relationship between home and school is vital. It's well documented that there is an inequality between the learning achievement of children living in poverty compared to their better off peers and that, without support, this increases throughout the school years.

Over one in three children in Neath Port Talbot live below the poverty line, 33% of children in Neath and 35% in Port Talbot (End Child Poverty Network). The disadvantage gap in GCSE results between Welsh children from rich and poor families is equivalent

to 22-23 months of educational progress. This is larger than the disadvantage gap of 18 months in England (Education Policy Institute, 2021).

### **The Importance of Parental Engagement**

Parental engagement with learning has a fundamental role to play in enhancing parental skills in supporting children's early learning outcomes and increasing confidence for children to be curious and capable learners. It provides empowerment for families by building on parent's confidence and skills to support and encourage aspirational children to thrive. The only way to continue to narrow the gap in achievement between children raised in poverty and their more advantaged peers is for schools, parents and communities to realise the burden and the responsibility rests with all of us (Goodall, Narrowing the Achievement Gap, 2017).

Through a continued process of effective self-evaluation of currently being undertaken in schools, the local authority has identified that there is a considerable need to engage with and support our most vulnerable families. This coincides with a national approach to educational equity, with Welsh Government identifying high quality teaching and community focussed approaches as having the biggest impact on our improving pupil progression.

### **A Welsh Government – Community Focussed Schools**

Welsh Government want all schools in Wales to be Community Focused Schools:

- building a strong partnership with families
- responding to the needs of their community
- collaborating effectively with other services

They recognise the importance of the home environment and the wider community in supporting all children and young people to develop a wide range of skills, experiences and dispositions that enable them to thrive. Through working collaboratively across school, home and the community we can support our children and young people more effectively. There are three elements at the core of this approach,

- Family engagement,
- Community engagement
- Multi-agency engagement.

Further information on these approaches can be viewed on the Welsh Government website following the link below.



<https://www.gov.wales/community-focused-schools-html#:~:text=A%20Community%20Focused%20School%20places,Education%20and%20Training%20in%20Wales.>

## **Neath Port Talbot Community Focussed Schools Approach**

A community focussed schools' approach, with family led engagement at its core, is one of the most effective ways to improve pupil's ability to learn. Parental engagement in children's learning is a powerful tool for school improvement. By working in partnerships with parents, the local community and a range of agencies, community schools promote the value of lifelong learning, and build confidence, resilience and self-esteem in pupils, parents and the community. (Estyn, 2020).

For these reasons we wish to develop all our schools in Neath Port Talbot as community focussed provisions, with a clear emphasis on developing effective parental engagement in their child's learning. To support this work NPT have appointed a Community Focussed Schools Manager, through funding directly from Welsh government, to join the Educational Support Service Team. We will look to develop a shared understanding of how schools move to become more community focussed, evaluating how they currently operate within their communities, identifying practice that is worth sharing and providing support and guidance on how to develop further. This will be undertaken through two important projects. These are:

- The Communities of Schools Project
- Community Focussed Schools Collaborative Enquiry Networks.

**The Communities of Schools Pilot Project** will have three key elements to its work:

- **Family Engagement** – All pilot schools will be supported to develop effective communication with families and involve parents in supporting their children's learning in both English and Welsh language contexts.
- **Training** – The pilot will provide training to all staff in schools on;
  1. Understanding the challenges of poverty on families in their communities;
  2. Effective approaches to engaging parents in their child's learning.
- **Consultation** – Engaging with parents to identify what they would engage with in school to support their wellbeing and their child's learning.

The project will be piloted in the Llangatwg School Cluster that serve the communities of the Neath and Dulais valleys. This Cluster applied through an expression of interest, demonstrating an appetite to work in collaboration within their community to meet the

needs of their most vulnerable families. The LA alongside Community Focussed Schools Manager has appointed a team of four Family Engagement Officers, to work strategically towards the objectives of the project. In line with the schools as a learning organisation (SLO) model the project will be undertaken through a research and enquiry approach. This will be done in partnership with Swansea University through embedding research and enquiry in schools project (EREiS)

### **Working in collaboration with the Local Authority**

The project team will report to a Steering Group at strategic points over the duration of the pilot providing evidence of updates against agreed objectives. The team will also update service managers within the local authority to share information gathered and to help align existing services to support the most vulnerable families.

### **Third Sector Partners**

The team will also work in collaboration with a range of third sector partners through a partnership agreement outlining expectations and the specific duties of each agency. We will be taking the data from Child Poverty Action Group’s ‘Cost of The School Day’ analysis to highlight the current impact of poverty on school and family life.



Federation of Community Engagement - The FCE is committed to supporting, encouraging, and assisting schools to develop quality community engagement.



Valleys Kids – Supporting settings to realise the widespread impact of trauma and understands potential paths for recovery



The Children - SCUK will test the project model to explore the impact of a whole setting approach to Parental Engagement on intended outcomes.

### **Evaluation of Progress of the Equality and safer place to learn Strategy**

#### **Proposed Timeline**

<b>Phase one:</b> Research (March-	The project team will consult with families, staff and the whole school community during phase one. This consultation will shape the direction of family engagement across the cluster, mapping opportunities for
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June 2023)	partnership working and collaboration between cluster schools, and will provide a baseline for future success.
<b>Phase two:</b> Delivery (June - March 2024)	Based on the findings from initial feedback, the project team will design, produce and deliver a series of training opportunities for the whole staff team, including the delivery of a workshop co-produced with parents and family members. Additionally, the team will establish a Community of Practice to provide a network of support and resources for family engagement staff, and will deliver tailored parental engagement support to each school as a result of their initial feedback.
<b>Phase three:</b> Reflection (June – March 2024)	Phase three will initially run alongside phase two and will allow the project team to reflect on learning and good practice undertaken during the pilot. Staff will revisit the initial consultation (baseline assessment) and will work with partners to discuss legacy learning and next steps for future development in new clusters.

### **Community Focussed Schools Collaborative Enquiry Networks.**

There are a number of schools who are already well on the journey to becoming a Community Focussed School. These schools have been recognised for the excellent work they are doing in promoting family engagement, and will lead professional learning networks to support schools who have expressed an interest in developing family and community engagement.

There will be three networks of practice that will each have a specific focus of collaborative enquiry. These are;

- Developing approaches to support parents in developing a shared understanding of progression.
- Developing an Asset Based Community Development (ABCD) approach to Community Engagement
- A Safe Place to Learn – Support parents with home learning activities.

There will be eighteen schools involved in these three projects, and with the lead schools responsible for providing research based evidence of effective practice, share expertise through professional learning and support leadership in developing a community focussed approach. Each school has been funded to release staff to undertake a range of activities with their networks and share findings with all schools in NPT.

**Financial Impacts:**

No implications. This project is funded through the Community Focussed Schools grant from Welsh Government.

**Integrated Impact Assessment:**

The Equality Act 2010 requires public bodies to “pay due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;

- There is no requirement for an integrated impact assessment as this is a matter for information

**Valleys Communities Impacts:**

All Neath Port Talbot schools are included within this report

**Workforce Impacts:**

No implications

**Legal Impacts:**

No implications

**Consultation:**

‘There is no requirement for external consultation on this item’

**Recommendations:**

Matter for information. No recommendations are required.

**Implementation of Decision:**

Matter for information. No decisions are required.

**Appendices:**

No Appendix

**Officer Contact:**

Mike Daley – Lead Education Support Officer [m.daley@npt.gov.uk](mailto:m.daley@npt.gov.uk)

Chris Millis – Head of School Development [c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)

Jonathan Roberts – ESO with responsibility for educational equity [j.roberts@npt.gov.uk](mailto:j.roberts@npt.gov.uk)



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **WELSH GOVERNMENT PERIOD DIGNITY GRANT**

13th April, 2023

#### **Report of the Head of Education Development –**

**Christopher Millis**

#### **Matter for Information**

WELSH GOVERNMENT PERIOD DIGNITY GRANT

#### **Wards Affected:**

**All Wards**

#### **Report Title**

WELSH GOVERNMENT PERIOD DIGNITY GRANT

#### **Purpose of the Report:**

To provide Members with information in relation to the Period Dignity Grant issued by Welsh Government on an annual basis.

**Executive Summary:**

To provide Members with information concerning what is purchased with the Welsh Government Period Dignity Grant .

**Background:**

Members will be aware that a number of years ago there was, throughout the UK, media reports related to 'period poverty'. These reports detailed that, at the time (2017) some young girls had been missing school due to being unable to afford menstrual products. Also, at that time, Plan International carried out a survey that found that 1 in 10 girls were unable to afford feminine hygiene products. A more recent study by Plan International, published in May 2022, found "that more than a third of girls aged 14 - 21 in the UK struggled to afford or access menstrual products during the pandemic - up one fifth on the previous year. This is equivalent to over one million girls."

Welsh Government have issued more than £12 million in grants to local authorities, and others, since 2018 to tackle period poverty. Eradicating period poverty will mean that having a period should not lead to missed education or sport and social activities.

The Neath Port Talbot grant allocation is used to supply schools, food banks, community groups and libraries with such menstrual products - providing a number of venues where young, vulnerable females can access these products.

Products that have been purchased by Neath Port Talbot are such goods as single use pads and tampons but there is an emphasis on purchasing plastic free environmentally friendly, bio-degradable products and re-useable products such as cups, reusable pads and period pants.

The Welsh Government grant guidelines also allow schools to purchase replacement uniforms such as tights, trousers and skirts - anything that could be soiled by a pupil starting a period unexpectedly. This, therefore, helps in alleviating any embarrassment a pupil may feel should this happen.

Officers are currently looking at purchasing 'pick and mix' stands to place in schools whereby pupils can select what products they would like. This would remove the barrier of pupils having to ask for products and will also give pupils the opportunity to see the different products that are available and may, also, encourage them to try different products.

Whilst there is no evidence of research in Wales related to Feminine Hygiene Products, in August 2017, a proposed bill for the Scottish Parliament entitled 'Ending Period Poverty' noted that an average person would require 4 – 5 products per day when menstruating, and calculated that there are 68 menstruating days, on average, per year. Total usage/cost would, therefore, be:

average cost of £3.40 for a pack of 20 named period pads

use of 4 products per day = £3.40 for 5 days = 68p per day

68p per day x an average of 68 days = total average cost per annum  
= £46.24 per pupil

An average woman who commences her period at 13 years old and finishes her period at 55 years old will, therefore, spend, at today's prices, approximately £1942.08 on period products in a lifetime. Currently pupils and vulnerable adults save approximately £46.24 per year by Neath Port Talbot supplying these products free of cost to all females. If there is more than one pupil/vulnerable adult in a home this saving could be doubled or trebled.

Welsh Government announced in February, 2023, that they have a further £2.5 million funding for local authorities and Further Education to provide free period products in all schools in Wales. Additional funding is provided to ensure provision of free period products within Further Education Institutions (FEIs) across Wales.

As well as providing funding Welsh Government are also leading the way in eradicating the stigma of periods via their 'Period Dignity Strategic Action Plan' published in October 2021, which has since

been revamped and renamed 'Period Proud Wales Action Plan' published in February 2023. This plan details Welsh Governments approach to ensuring period dignity in Wales and what they hope to achieve by 2027. Period dignity is about respect, education and equality.

Whilst the period dignity funding does not cover such items as washroom sanitary bins the Welsh Government published guidance 'School Toilets: Good Practice for Schools in Wales in 2012' has a section on female sanitary products and their disposal.

Welsh Government require a high level report to be completed by officers of the Council as to how the funding has been utilised, and, therefore, there will be an expectation that schools and community groups who accept the funding will comply with the grant conditions.

**Financial Impacts:**  
**No implications.**

**Integrated Impact Assessment:**

**There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.**

**Valleys Communities Impacts:**  
**No implications.**

**Workforce Impacts:**  
**No implications**

**Legal Impacts:**  
**No implications**

**Consultation:**  
**There is no requirement for external consultation on this item**



**Appendices:**

List each appendix using the same title as appears on the appendix

**List of Background Papers:**

Welsh Government Period Proud Wales Action Plan:

<https://www.gov.wales/period-proud-wales-action-plan-html>

**Officer Contact:**

Kathryn Gilbert, Principal Schools Governance Officer

Tel: 763598

Email: [k.gilbert@npt.gov.uk](mailto:k.gilbert@npt.gov.uk)





Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL / CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT TALBOT**

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet  
Addysg, Sgiliau a Llesiant**

13<sup>th</sup> April 2023

### **Report of the Head of Education Development**

Chris Millis

#### **Matter for Information**

**Wards Affected:** All Wards

#### **Report Title:**

Young People Not in Education, Employment or Training (NEET)  
Update Report 2023

#### **Purpose of the Report:**

To inform Members of the work carried out with young people who are Not in Education, Employment or Training (NEET) or those young people who are at risk of becoming NEET on leaving school.

#### **Executive Summary:**

The NPT Youth Engagement Strategy 2013-2023 sets out a multi-agency approach to ensuring young people's engagement in education, employment or training (EET). The strategy takes into account Welsh Government's Youth Engagement and Progression

Framework (YEPF). Strategic responsibility lies within the Education Directorate and operational responsibility for implementation of the Framework lies with the Youth Service led by the Youth Engagement & Progression Co-ordinator.

Neath Port Talbot Youth Service focusses its work in two areas; Year 11 leavers' transition and support for 16-18 year olds. The work is funded through three external grants; the Welsh Government's Children and Communities Grant and Youth Support Grant as well as the UK Government's Shared Prosperity Fund. The Children and Communities Grant and Shared Prosperity Fund together provide the Legacy Team who support young people who are at risk of becoming NEET when they leave school. This work takes place in schools and in the community, with young people identified by their schools and partners as being at risk of disengagement.

The Youth Support Grant and Shared Prosperity Funding together provide Post 16 youth workers who find young people whose status is unknown to Careers Wales to determine their current EET status and support young people who are known to be NEET and are either not ready or are unable to enter EET.

Partnership working with Communities for Work, Careers Wales and Job Centre Plus, who also have a shared goal of supporting NEET young people, is a strong aspect of the work.

### **Background:**

#### **Work with School Leavers**

The Legacy Team consists of 0.5 Senior Youth Officer, a Team Leader and 5.5 x Youth Workers. Legacy Youth Workers are present in all secondary schools approx. 2 days a week as well as working in an outreach capacity to support young people educated in alternative settings. As part of the YEPF, NPT employs a Vulnerability Assessment Profile (VAP) to aid identification of those pupils that may require enhanced transition support.

Legacy Youth Workers work with young people identified by their schools and partners as being at risk of disengagement. They work in partnership with the schools and Careers Wales to support young people throughout the school year and beyond. They stay in touch with young people throughout the summer period and into the autumn tracking their progress over the transition period from leaving secondary school to entering further education, work based learning or employment.

The team adopt a person- centred caseload approach to their work and engage with the young people who are having difficulties transitioning for a range of reasons. They are currently supporting young people who are experiencing difficulties with their transition for a range of reasons for example; pregnancy/motherhood, anxiety and depression, low confidence and self-esteem, additional learning needs and poor physical health. There are also some young people who are reluctant to take up any post 16 opportunity and have refused support.

Upon leaving school, young people enter the Careers Wales Five Tier Model (please see **Appendix 1**), which categorises young people according to their level of engagement with EET. This process is carried out in conjunction with Careers Wales undertaking an annual survey of school leavers on behalf of Welsh Government, which measures performance by Local Authority in pupils making a successful transition to a Post 16 destination. This Destinations Survey is a snapshot in time and is taken on October 31<sup>st</sup> each year.

The 2021 Destinations Survey showed that the NEET figure (in Tiers 2 and 3) for Neath Port Talbot was 2.4% of school leavers (39 young people). Whilst this meant that NPT was ranked 20th in Wales for the percentage of school leavers known to be NEET on the day of the survey, NPT was also ranked second in Wales for having the fewest young people, in percentage terms, whose status was unknown (Tier 1). Overall, NPT was 11<sup>th</sup> for the percentage of young people in Tiers

1-3. In recent years, NPT has performed at better than the Welsh average (please see **Appendix 2**).

If the Legacy Team are unable to transition the young people into an EET destination by October 31st then they hand the young person over to either the Youth Service's Post 16 team or Communities for Work teams.

### **Work with Post 16's**

The Careers Wales Five Tier Model is also used to categorise the level of EET engagement of young people throughout Years 12 and 13 (16-18 year olds). The Youth Service is responsible for Tier 1 and works with partners, primarily C4W, to support young people who are NEET and in Tier 2. It is the remit of Careers Wales to work with young people who are NEET and in Tier 3 (please see **Appendix 3**). Within the Youth Service, the post 16 support is provided by the Youth Support Grant funded Youth Engagement & Progression Team consists of the Engagement & Progression Coordinator, a Senior Youth Officer and 2 x Keeping in Touch Youth Workers as well as an SPF funded Team Leader, Data & Finance Officer and 6 x SPF Horizons Youth Workers.

### **Tier 1 Work**

This part of the work involves receiving referrals for young people that Careers Wales have lost contact with and so are unable to assess their level of engagement with EET. The Youth Service attempts to make contact by virtual means as well as carrying out home visits. On contact, young people are offered support should they need it. Careers Wales are updated so that the young person can be moved into an appropriate and accurate tier.

In 22/23 NPT was ranked 3<sup>rd</sup> in Wales for Tier 1 performance with an average of less than 1% of young people being in this tier.

## **Tier 2 Work**

This part of the work involves working with young people who have left education and have been identified as being NEET using the Careers Wales Five Tier Model. The young people supported in Tier 2 require personal intensive support and often have significant barriers which can hamper engagement. Partnership working between the youth workers and specialist support agencies is vital to address and reduce the obstacles they face. The staff liaise closely with Careers Wales, Job Centre Plus, Colleges, Work Based Learning Providers, Youth Justice, Children's and Social Services to provide individuals with bespoke post 16 support.

In 22/23 NPT was ranked 20<sup>th</sup> in Wales for Tier 2 performance with an average of 3% of young people being in this tier.

## **Job Centre Plus (JCP)**

Partnership working with JCP is a strong aspect of the work undertaken by the Youth Service. Feedback from Job Centre staff and management has been extremely positive with the service being viewed as invaluable to them and the young people.

The aim of the work with JCP is to support young people aged 16-18 to overcome any barriers they have to entering employment. Young people are supported by the team to develop their employability skills, increase confidence and access other youth support services to enable them to address their needs. The type of support provided includes work related training, sign posting, helping with work experience and volunteering placements, CV writing, interview techniques, job search and opportunities to look at local labour market information and providing general advice and support. Young people of this age that access JCP support often have additional support needs, for example they may be living independently from their families and require support with housing related matters.

## **Case Studies**

The success in youth work engagement is best demonstrated by case studies and **Appendix 4** includes case studies from the Post 16 and Legacy Teams.

In conclusion Members are requested to note the following:  
The improvement in reducing the number of Year 11 NEET young people in Neath Port Talbot from 4.4% in 2013 to 2.4% in 2021.

The effort in tracking young people to reduce the number of year 11 school leavers whose status is unknown from 0.7% in 2016 to 0.1% in 2021.

We still have higher than the Welsh average year 11 leavers who become NEET young people, although the gap has narrowed.

The effective partnership working with Job Centre Plus and Careers Wales.

The effective use of external grants focusing on working with NEET and at risk of NEET young people.

The work on reducing the number of NEET young people aged 16-18 across Tiers 1 - 3. Combined figures have reduced from 389 young people in August 2015 to 170 young people in August 2022.

Significant number of young people have been in Tier 2 for 90+ days and face complex barriers to entering EET.

## **Financial Impacts:**

There are no financial impacts in relation to this report but Members should note that the NEET support is solely funded through external grants:

The Youth Support Grant is a Welsh Government grant until 31<sup>st</sup> March 2025.



The Children's and Communities Grant is a Welsh Government grant until 31<sup>st</sup> March 2025.

The Shared Prosperity Fund is a UK Government grant until 31<sup>st</sup> March 2025.

**Integrated Impact Assessment:**

There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.

**Valleys Communities Impacts:**

This impacts all wards.

**Workforce Impacts:**

There are no direct workforce or staffing issues in relation to this report.

**Legal Impacts:**

There is no legal impact in relation to this report.

**Risk Management Impacts:**

There is no identified risk to this report.

**Consultation:**

Not applicable.

**Recommendations:**

The report be noted.

**Reasons for Proposed Decision:**

Matter for information. No decision required.

**Implementation of Decision:**

Matter for information. No decision required.

**Appendices:**

Appendix 1: Careers Wales 5 Tier Model

Appendix 2: Year 11 Destination Graph Tiers 1, 2, 3

Appendix 3: Young People Aged 16-18 Tiers 1, 2, 3

Appendix 4: Case Studies

**List of Background Papers:**

N/A

**Officer Contact:**

Chris Millis – Head of Education Development – e-mail

[c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)

Angeline Spooner-Cleverly – Employability, Skills and Poverty Co-

ordinator – e-mail [a.spooner-cleverly@npt.gov.uk](mailto:a.spooner-cleverly@npt.gov.uk)

Jason Haeney – Principal Youth Officer – e-mail

[j.haeney@npt.gov.uk](mailto:j.haeney@npt.gov.uk)

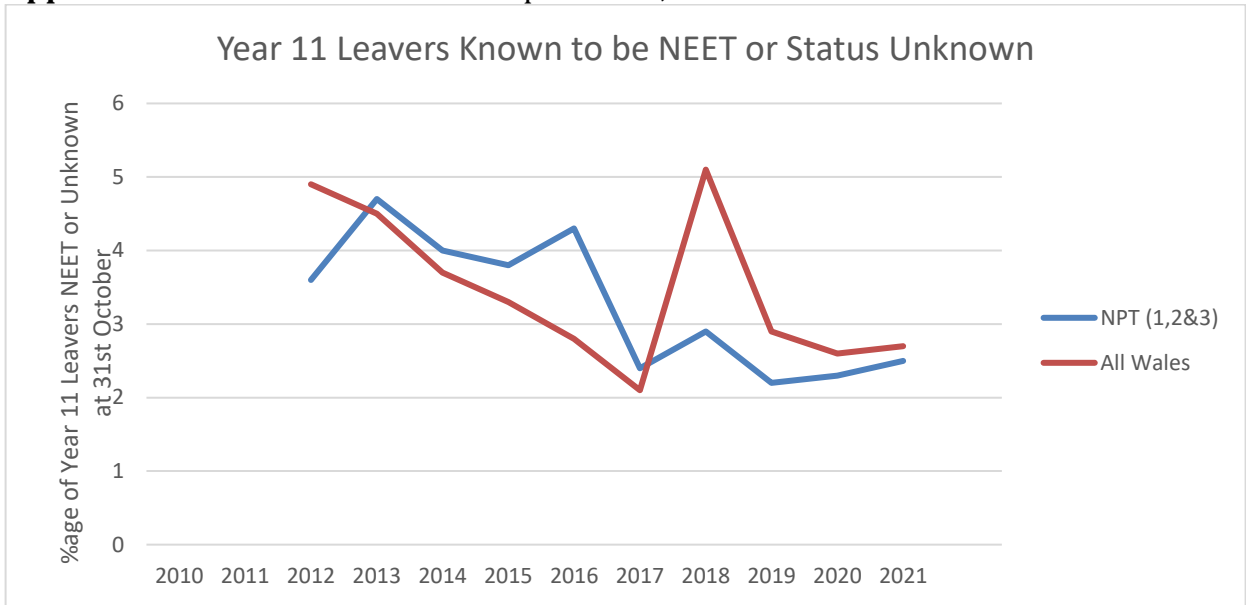
# Appendices

## Appendix 1 - Careers Wales 5 Tier Model

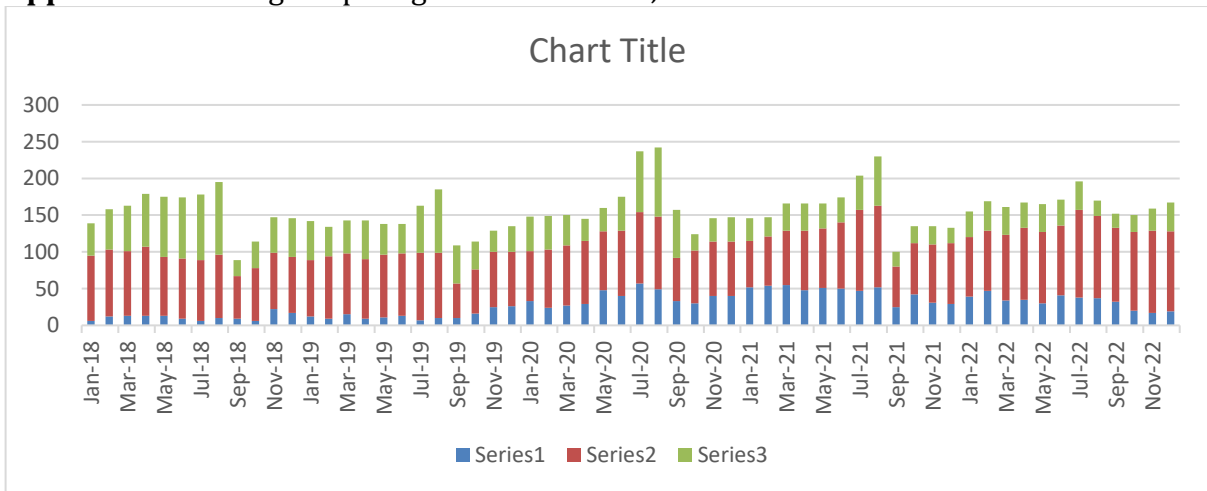
Figure 6: The Careers Wales five tier model of engagement (for post-16) and allocation of lead workers

Tier	Client group	Lead worker
<b>Tier 5</b> Young People in Further Education, Employment or Training (EET)	<ul style="list-style-type: none"> <li>Sustaining education, employment or training (EET).</li> <li>Working or studying part time over 16 hours.</li> <li>Voluntary Work.</li> </ul>	<ul style="list-style-type: none"> <li>No lead worker is judged necessary given that young person is already engaged and not judged to be at risk of disengaging.</li> </ul>
<b>Tier 4</b> Young People at risk of dropping out of EET	<ul style="list-style-type: none"> <li>Those engaged in less than 16 hours of EET.</li> <li>Those who have been identified at risk of disengagement pre-16 and/or were judged as at risk of not making a positive transition who are subsequently in FE, sixth form or training.</li> <li>Those who have been made aware to CW by EET providers (or themselves) as at risk of dropping out of EET.</li> </ul>	<p>Allocation of lead worker depends on level of risk.</p> <ul style="list-style-type: none"> <li>Low and medium risk – provider pastoral systems and/or allocation of learning coach as a lead worker.</li> <li>High risk – may be allocated lead worker from either Youth Service or Careers Wales or if Families First involved Team Around the Family will decide allocation of lead worker.</li> </ul>
<b>Tier 3</b> Unemployed 16 and 17 year olds known to Careers Wales	<ul style="list-style-type: none"> <li>Engaged with CW and/or known to be actively seeking EET; either ready to enter EET, or assessed as requiring career management or employability skills support to enter EET.</li> <li>This tier should also include those known to CW, actively seeking EET but not requiring CW enhanced support i.e. accessing support via CW.com, awaiting a college start date etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lead worker identified for 100% cohort.</li> <li>Careers Wales will provide the lead worker in nearly all cases.</li> </ul>
<b>Tier 2</b> Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET	<ul style="list-style-type: none"> <li>Young person not available/ unable to seek EET (sickness, young carers, pregnancy, custody).</li> <li>Young people with significant or multiple barriers requiring intensive personal support.</li> </ul>	<ul style="list-style-type: none"> <li>Lead worker identified for 100% cohort.</li> <li>Youth Service will provide lead worker in nearly all cases.</li> </ul>
<b>Tier 1</b> Unknown status on leaving Careers Wales services	<ul style="list-style-type: none"> <li>Young people unknown to Careers Wales.</li> </ul>	<ul style="list-style-type: none"> <li>Once individuals are identified they are allocated to appropriate tier and allocated a lead worker accordingly.</li> </ul>

**Appendix 2 - Year 11 Destination Graph Tiers 1, 2 & 3**



**Appendix 3 - Young People Aged 16-18 Tiers 1, 2 & 3**



## Appendix 4 - Case Studies

Legacy Participant Case Study	
<b>Participants:</b>	<b>Pupil A</b>
<b>Youth Worker:</b>	<b>Michelle</b>
<p>When the youth service Legacy Team first reached out to pupil A, she had not attended school for 3 years. To begin with the youth worker struggled to get her to engage with support due to her exceptionally low confidence and not answering calls or the door during home visits.</p> <p>The youth worker then began working with As mother about the issues A has and her struggles. Pupil A is autistic and has lots of health issues, she has an assistance dog, that helps keep her calm when she gets anxious. The school refused to have the dog in school as they didn't have a risk assessment in place to have a dog in school. The youth worker tried speaking the school to see what could be done to allow the support dog in school but unfortunately this couldn't be agreed upon. Although A hadn't been attending school she still wanted to sit her exams, but due to her attendance issues the school didn't see any point in this as she wouldn't pass them. The youth worker then spoke to the exam board about pupil A sitting her exams and asked if she could bring the dog in to sit these with her, they agreed she could do this after school.</p> <p>The youth worker was then contacted by the exam board to say the school had declined the dog going into the school. This left pupil A and the youth worker feeling frustrated as A felt that she was not receiving her education or any support all because of her assistance dog which felt was completely unfair.</p> <p>The youth worker then arranged for pupil A to do A's exams off school property and booked a room to facilitate this happening. Pupil A then sat her exams and we also went to the college to see if her assistance dog would be allowed on the premises, again this had never been done prior so they would need to look at risk assessment etc.</p> <p>The college were able to facilitate this and A eventually enrolled in college with her dog. We feel this was a huge challenge but together with the support of the college we succeeded and this will now be helpful to other future students who need assistance dogs.</p>	

<b>Next Steps Participant Case Study</b>	
<b>Participants:</b>	<b>YP B</b>
<b>Youth Worker:</b>	<b>Emma</b>
<p>Young person B was very anxious when the youth worker started working with her and would only communicate over the phone. However, the youth worker managed to build up a relationship with her which led to meeting in person and from that point they started to look at various activities she could engage with on Next Steps with the Youth Service.</p> <p>She attended the open day at the Tir Morfa Centre, which was a huge achievement considering she finds new situations overwhelming and suffers with anxiety. She also met with her youth worker at the Job Centre to look at composing a CV and this is where they discussed Work-Based Learning due to her having no work history to put on the CV. After this discussion the youth worker arranged to take Young person B to local training provider Skills &amp; Training so that they could explain what Work-Based Learning entails and then took her for interview with Working Wales to complete a training referral.</p> <p>Young person B then started with Skills &amp; Training on 12th October, which she would never have had the confidence to do if she had not been on Next Steps programme with the Youth Service. Young person B was put into a work placement and is progressing positively with her placement employer. The youth worker has checked in with Young person B since starting training and it is evident that she is thriving, which is a pleasure to see.</p> <p>The positive intervention from the Youth Worker and Next Steps provision helped to improve the Young Person's motivation, confidence and life skills. This Young Person has made a positive change with her newly found skills and is thriving within the work placement.</p>	

<b>Keeping in Touch (KIT) Participant Case Study</b>	
<b>Participants:</b>	<b>YP C (pronoun they or them)</b>
<b>Youth Worker:</b>	<b>Dean</b>
<p>Young Person C was allocated to the youth service Keeping in Touch Team back in November 2022 and the service had information from Mum that they had been severely bullied during their time at secondary school and this was regarding their sexuality/ gender preferences. This had a massive impact on young persons C's life and mental health and things quickly spiralled out of control with them feeling worthless and contemplating ending their own life. Young person C was also at this time starting to spend a lot of time in their room and isolated themselves even from those closest to them at home. This also manifested into a massive fear of young person C leaving the home property and spending time outside the address and, more importantly, around other people.</p> <p>During the first session with the young person C the youth worker was invited into a darkened room with very little light and awaited for young person C to arrive as they were extremely nervous and reluctant to leave their room. They did eventually come downstairs to speak to me with mum present. They were very quiet and Mum did a lot of the talking for the young person. We discussed the barriers to leaving the home address, we talked about taking things slow and seeing where we go moving forward. We agreed that we would see each other on a Friday moving forward.</p> <p>The Next session for young person C was a big ask for them as they had not left the house for several months but I suggested that we go for a small walk outside the home property and although a little reluctant we did manage to get the young person out of the house, all be it for about 10 minutes but for young person C this was a massive step in the right direction. They were still really quiet however they did disclose to me a love of space and astronomy and we had a good discussion about this. I really felt that this was another massive step forward for our bonding as a YP and Youth worker.</p> <p>We continued to do a few more walk-and-talk sessions and as each session developed so did the confidence of young person C. They were now far more likely to talk with me and were far more open about things that have happened in school and about how things are going at home. It was at this point we started discussing the New Horizon programme and I asked them if they would like to find out a bit more about it and he said yes.</p>	

For the next session, I arranged to take our Spray painting equipment up to young person C's house and invited one of the Horizon team youth workers to tell them a bit more about the project and what to expect from it. Young person C listened to what the youth worker had to say and engaged with her really well considering that she was someone outside of their direct family this was the first person they had spoken to face-to-face since meeting me a few months before. The Session went really well and young person C loved the spray painting element and produced some really good artistic space scenes.

The next major hurdle for the young person to overcome was to start leaving the home address and actually going places where there were other people. We decided together that this needed to be a slow process where they could be in control of the situation. We visited on the first occasion Asda where we had a drink in the café and a little walk around the shop just for them to feel at ease. We did similar things to this over the next few sessions and on our last session of this phase visited the village of Ystradgynlais where we were able to go into a café and young person C was able to order his own drink and pay for it while communicating with the staff member in the shop.

The biggest surprise for the youth worker within this was when the young person asked if they could go and get mum something for Mother's day. This was another big step as it was requested by the young person and led to visiting a few more shops and the young person was able to purchase a candle and other gifts for their mum for Mother's day. The distance travelled was obvious to see due to the fact that they had at first been confident enough to ask to do this but more importantly, were able to communicate with other people for the first time in a long while. They were extremely nervous but with my support, they were able to overcome this fear. We move forward to today where the young person is now taking part in the Down to Earth project with 10 other YP and is doing really well there. They are learning a lot of new skills around woodwork but more importantly than that they are able to function in a group environment with other peers for the first time since their ordeal in school. They are still very quiet and can isolate themselves at times but they are more than heading in the right direction and I am so proud of the effort they have put into making these changes and believing in the work the Youth service is doing to help them.

Although I do believe there is a long way to go for young person C we are confident that we will be able to break down barriers in the coming months and hopefully move forward into a situation where they are able to achieve their dreams.



<b>Next Steps Participant Case Study</b>	
<b>Participants:</b>	<b>YP D</b>
<b>Youth Worker:</b>	<b>Lisa</b>
<p>Young person D came over to the youth service Next Steps Team as a Tier 2 young person. Young person D is 17 years old and lives in Skewen. She shows traits of other learning difficulties, but has never been stated. Her main barrier is suffering from mental health-especially anxiety, to the point that it can make her sick, where she would have to take medication to prevent this daily.</p> <p>Since being in School and leaving, this has been her main barrier and stopping her from engaging in EET. The youth worker started to build a rapport with her before Christmas and really get to know her and her family home. She has a very supportive family, and has always wanted to get into something but has just been unable too, due to Mental Health. She was referred to CAMHS and has still been waiting for them to contact.</p> <p>At first young person D wouldn't come out of the house, but slowly after some visits to the home, started to build a good rapport with the youth worker and together she felt comfortable with her youth worker. The youth worker was eventually able to arrange for young person D to go to ITEC for a visit and meet some staff there, but when the day came to start she just didn't feel ready, it made her too anxious. After a discussion with the youth worker on how we can move forward, she felt that being with youth workers on Horizons was the best thing for her, as it will help to prepare her more for EET in the future.</p> <p>The youth worker continued to support the young person and started to do a few walks and then progressed going to busier areas, where they would give her some little tasks to go into shops and speak to the assistants to build on her confidence more and try to overcome being in anxious situations. She enjoyed this and was starting to feel more positive and learning to control her anxiety more. The youth worker then discussed the best coping mechanisms for her and encouraged her to start attending the activities that were available on the new SPF Horizons provision, to help her overcome her barriers.</p> <p>Young person D continues to attend various activities on Horizons (wellbeing-Down to Earth-Jobs Fair-Cinema so far) and her progress has been amazing. She has interacted well with other YP and built new friendships. She encourages others in the group to chat and come out of their shell. Her progress is brilliant, her communication and</p>	

confidence has grown. She even takes the lead sometimes within the group, as has encouraged them to meet outside of being with the Youth Service, which they have done together. It's so lovely to see the new friendships she has built and her getting her out of the house more, it's been so good for self-esteem and making her feel more positive about herself.

Young person D's long term goal was always to be a police officer, however due to anxiety she wasn't in the right place last year to attend college and she felt deflated as she didn't get enough GCSEs. Supporting her with this the youth worker has managed to refer her to a L3 Policing course with Neath College, and she has been accepted. This will start just after she turns 18 in May, and it will be over 12 weeks, one day a week. It will be mainly done online and face to face in college. The young person is so excited to do this and feels this will be great for her, as when she achieves this, she doesn't need to go to college in September, and she can just apply for the police.

Young Person D's progression with us has been wonderful to see, and we are very proud of her. She participates well and her commitment and positive attitude has shone through with us. Lovely to see her grow in confidence, building on her social skills and learning new skills along the way.