



EDUCATION, SKILLS & WELLBEING CABINET BOARD

**IMMEDIATELY FOLLOWING EDUCATION SKILLS AND WELLBEING
SCRUTINY COMMITTEE**

THURSDAY 25TH APRIL 2024

**MULTI-LOCATION MEETING – *CONFERENCE ROOM 2, GROUND
FLOOR PORT TALBOT CIVIC CENTRE AND MICROSOFT TEAMS**

***PLEASE NOTE LOCATION**

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

Webcasting/Hybrid Meetings:

This meeting may be filmed for live or subsequent broadcast via the Council's Internet Site. By participating you are consenting to be filmed and the possible use of those images and sound recordings for webcasting and/or training purposes.

Part 1

1. Appointment of Chairperson
2. Chairpersons Announcement/s
3. Declarations of Interest
4. Minutes of Previous Meetings (*Pages 3 - 14*)
 - 13th March 2024
 - 14th March 2024

5. Public Question Time
Questions must be submitted in writing to Democratic Services, democratic.services@npt.gov.uk no later than two working days prior to the meeting. Questions must relate to items on the agenda. Questions will be dealt with in a 10 minute period.

For Decision

6. Children and Young Peoples Plan and Early Years Strategy (*Pages 15 - 70*)

For Information

7. Education, Leisure and Lifelong Learning Strategic Directorate Plan (*Pages 71 - 112*)
8. 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

19th April 2024

Education, Skills & Wellbeing Cabinet Board Members:

Councillors. J.Hurley, N.Jenkins and C.Phillips

EXECUTIVE DECISION RECORD

EDUCATION, SKILLS & WELLBEING CABINET BOARD (SPECIAL)

13 MARCH 2024

Cabinet Members:

Councillors: N.Jenkins (Chairperson), J.Hurley, and C.Phillips

Officers in Attendance:

J.Burge, I.Guy, S.McCluskie and J.Woodman-Ralph

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor N.Jenkins be appointed as Chairperson for the meeting.

2. **CHAIRPERSONS ANNOUNCEMENT/S**

The Chairperson welcomed all to the meeting.

3. **DECLARATIONS OF INTEREST**

The following member made a declaration of interest at the commencement of the meeting.

Councillor N. Jenkins	Agenda Item 4 Appointment of L.A.Governors as she is school governor at Rhos Primary School but has dispensation to speak and vote.
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4. **APPOINTMENT OF LA GOVERNORS**

Decisions:

To appoint LA Governor Representatives to existing vacancies and vacancies that will arise up to and including the end of the Summer Term 2023/24.

Alderman Davies Church in Wales Primary School

Appointment of Mrs Karleigh Davies with immediate effect.

Baglan Primary School

Re-appoint Cllr Peter Richards as of 31st August 2024.

Blaenbaglan Primary School

Re-appoint Cllr Peter Richards as of 31st August 2024.

Catwg Primary School

Re-appoint Mrs. Reanne Lee as of 31 August 2024.

Cefn Saeson Community School

Appointment of Mrs. Jane Lewis-Normand with immediate effect.

Re-appoint Cllr. Peter A Rees as of 31st August 2024

Re-appoint Mr. John Warman as of 31st August 2024

Cilffriw Primary School

Appointment of Mrs Samantha Sharp with immediate effect.

Crymlyn Primary School

Re-appoint Mrs. Alyson Jones as of 31st August 2024

Crynallt Primary School

Re-appoint Cllr. Peter Rees as of 31st August 2024.

Cwmnedd Primary School

Re-appoint Mr. Edward Jones as of 31st August 2024.

Cwmtawe Community School

Re-appoint Mrs. Julie Mallinson as of 31st August 2024.

Dwr y Felin Comprehensive School

Re-appoint Cllr. Keith Davies as of 31st August 2024.
Re-appoint Mr. Campbell Coram as of 31st August 2024
Re-appoint Mr. Paul Winstone as of 31st August 2024.

Gnoll Primary School

Re-appoint Cllr. Alan Lockyer as of 31st August 2024

Godre'r Graig Primary School

Re-appoint Cllr Rosalyn Davies as of 31st August 2024.

Rhos Primary School

Appointment of Cllr. Bob Woolford with immediate effect.

Rhydyfro Primary School

Re-appoint Mr. John Davies as of 31st August 2024

Sandfields Primary School

Appointment of Mr. Clive Osborne with immediate effect.

Wauanceirch Primary School

Re-appoint Mrs. Bethan Healey as of 31st August 2024

YG Blaendulais

Re-appoint Cllr. Stephen Hunt as of 31st August 2024

YG Pontardawe

Re-appoint Mr. David Williams as of 31st August 2024

YG Trebannws

Re-appoint Cllr. Rebeca Phillips as of 31st August 2024.

Ysgol Bae Baglan

Appointment of Mrs Samantha Pascoe with immediate effect.

Members considered the verbal update received in regard to the candidates for LEA school governor positions at Ysgol Carreg Hir and agreed the following:

Ysgol Carreg Hir

That Mr.Christopher Jones be removed as school governor and replaced by Cllr Gareth Rice.

It was agreed to defer the following vacancies until the next meeting, as no applicants had been received to date:

Baglan Primary School
Cilffriw Primary School (2 Vacancies)
Coedffranc Primary School
Melin Primary School
Rhydyfro Primary School
Tairgwaith Primary School
Wauanceirch Primary School
YG Blaendulais

Reason for Decisions:

To enable the Authority to contribute to effective school governance through representation on school governing bodies.

Implementation of Decisions:

The decision will be implemented after the three day call in period, which ended at 9am, Monday, 18th March 2024.

5. **URGENT ITEMS**

No urgent items were received.

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

Decision:

That the public be excluded from the meeting during consideration of the following item of business on the grounds that it involved the likely disclosure of exempt information as set out in Paragraph 12 of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 subject to the Public Interest Test (where appropriate) being applied.

7. **APPOINTMENT OF LA GOVERNORS - PRIVATE REPORT (EXEMPT UNDER PARAGRAPH 12)**

Decisions:

That person A identified in the verbal update given at the Education, Skills and Wellbeing Cabinet Board be removed as local authority representative on the relevant school governing body.

That person B identified in the verbal update received at the Education, Skills and Wellbeing Cabinet Board be confirmed as a school governor.

Reason for Decisions:

To enable the Authority to contribute to effective school governance through representation on school governing bodies and consider the safeguarding arrangements.

Implementation of Decisions:

For Immediate Implementation.

CHAIRPERSON

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EXECUTIVE DECISION RECORD

14 MARCH 2024

EDUCATION, SKILLS & WELLBEING CABINET BOARD

Cabinet Members:

Councillors: J.Hurley (Chairperson), N.Jenkins and C.Phillips

Officers in Attendance:

C. Saunders, H. Lervy, C. Millis, C. Morris, B. Blackmore, S. Griffiths, I. Guy, P. Chivers and S. McCluskie

Invited Scrutiny Chair:

Councillor P Rogers

1. **APPOINTMENT OF CHAIRPERSON**

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

2. **CHAIRPERSONS ANNOUNCEMENT/S**

Cllr. Hurley welcomed all to the meeting.

3. **DECLARATIONS OF INTEREST**

There were none.

4. **MINUTES OF PREVIOUS MEETING**

That the minutes of the previous meeting held on the 1st of February 2024 be approved as a true and accurate account.

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

That the forward work programme for 2023/24 be noted.

6. **PUBLIC QUESTION TIME**

There were no questions from members of the public.

7. **HERITAGE STRATEGY (BACK FROM CONSULTATION)**

Decision:

That having due regard to the integrated impact assessment and appendices the Heritage Strategy be formally adopted.

Reason for Decision:

To conserve the Heritage Strategy for NPT and to enable delivery of Wellbeing Objective 3. So that the Local Environment, Culture and Heritage can be enjoyed by future generations.

Implementation of Decision:

That the decision will be implemented following the three-day call-in period, which ended at 9.00am on Monday 18th of March 2024.

Consultation:

An extensive consultation exercise was undertaken for the Heritage Strategy. The methodology and results of the consultation are shown in the Heritage Strategy Consultation Report.

Face to face, workshops were held with stakeholders, volunteer heritage groups, and online surveys, requesting feedback on how the public feel about the vision, objectives and actions to value and conserve their heritage and the positive impact it has on their wellbeing and the sustainability of their community groups.

A Consultation on the Heritage Strategy took place between October 9th and November 5th 2023. The results of the consultation process are reported to cabinet in the Heritage Strategy Consultation Report. The Report's findings have informed the Strategy and Action Plan.

8. **CHILDREN AND YOUNG PEOPLES PLAN - PERMISSION TO CONSULT**

Decision:

That having due regard to the integrated impact assessment, the draft Children and Young People's Plan be approved for a period of consultation between the 18th of March 2024 and the 5th of April 2024.

Reason for Decision:

To finalise and embed the Children and Young People's Plan.

Implementation of Decision:

That the decision will be implemented following the three-day call-in period, which ended at 9.00am on Monday the 18th of March 2024.

Consultation:

An online public consultation will be carried out with relevant stakeholders, who will be encouraged to respond. This includes schools, internal and external partner services and agencies, third sector organisations and children, and young people and families.

9. **ADMISSION TO COMMUNITY SCHOOLS - SCHOOL ADMISSION POLICY (BACK FROM CONSULTATION)**

Decision:

That having due regard to the integrated impact assessment and appendix, in line with the School Admissions Code, 2013 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006. Members determined that the admission arrangements for community schools in relation to the 2025/2026 academic year, as attached to the report be approved.

Reason for Decision:

To enable the Council to meet their 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 following the three-day call-in period, which ended at 9.00am on Monday the 18th of March 2024.

Consultation:

Consultation is required with:

- the governing bodies of community schools
- the governing bodies of voluntary aided (i.e. Faith) schools
- all neighbouring local authorities.

In relation to the 2025/2026 academic year, those consultations are required to be undertaken no sooner than 1st September 2023 and completed by 1st March 2024.

Once consultation has been completed the Council must determine by 15th April 2024 its admission arrangements, either in their original form or with such modifications as seen fit.

Consultation took place between 1st December 2023 and 12th January 2024. Consultees included head teachers & governing bodies of community and voluntary aided schools within the County Borough (the relevant area) and neighbouring local authorities.

No comments were received.

10. **ANNUAL SCHOOL TERM DATES (OUT OF CONSULTATION)**

Decision:

That having due regard to the integrated impact assessment, consultation for the 2026/2027 school term dates be approved.

Reason for Decision:

That the Authority meets its statutory duties.

Implementation of Decision:

That the decision be implemented following the three-day call-in period, which ended at 9.00am on Monday 18th March 2024.

Consultation:

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

11. **ADULT LEARNING**

Decision:

That the report be noted for information.

12. **COMEDY FESTIVAL**

Decision:

That the report be noted for information.

13. **ANNUAL PUPIL PERFORMANCE REPORT**

Decision:

That the report be noted for monitoring.

14. **QUARTER 3 PERFORMANCE INDICATORS 23/24 - EDUCATION DIRECTORATE**

Decision:

That the report be noted for monitoring.

15. **QUARTER 3 PERFORMANCE INDICATORS 23/24 - ENVIRONMENT DIRECTORATE**

Decision:

That the report be noted for monitoring.

16. **URGENT ITEMS**

There were no urgent items.

CHAIRPERSON

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

25th April 2024

Report of the Head of Early Years, Inclusion and Partnerships

Hayley Lervy

Matter for Decision.

Wards Affected: All

Report Title: Children and Young People's Plan

Purpose of the Report:

- To provide Members with feedback on the consultation with stakeholders regarding the proposed new Children and Young People's Plan, which has been developed with partners by the Education, Leisure and Lifelong Learning Service (ELLLS) Directorate, on behalf of the Neath Port Talbot Children and Young People's Leadership Group. This group reports to the Public Services Board.
- To request Members' approval to formally adopt the Plan, which will provide a clear framework for working in partnership to ensure all children and young people have the best start in life.

Executive Summary:

This report will provide Members with information on the proposed Children and Young People's Plan following consultation with stakeholders and to request permission to formally adopt the final Plan.

Background:

As set out in the previous report presented on the 14th March 2024, the Children & Young People's Plan has been developed to capture priorities for making a difference to the lives of children and young people in Neath Port Talbot and will help to inform future service delivery and commissioning of services according to identified needs.

The Plan articulates specific priorities in relation to children and young people aged 0-25. It reflects the priorities for children and young people as outlined in the Neath Port Talbot Corporate Plan, the Public Services Board (PSB) Wellbeing Plan and also aligns with priorities identified in individual partner agency plans.

Work on developing the Plan has been initiated by the Neath Port Talbot (NPT) Children and Young People's Leadership Group. The Plan has been developed with contributions from a wide range of stakeholders, including, but not limited to, the Early Years and Childcare team, Families First team, Family Information Service, the Inclusion Service, Education Development Service, Children and Young People Services, Youth Service, school leaders, Neath Port Talbot college, Public Health, Swansea Bay University Health board, Council for Voluntary Services and third sector partners. Children and young people across our mainstream and special schools have been at the centre of shaping the plan, along with engagement with families. Engagement took place with seldom heard groups, including children with experience of care, young carers and families with experience of domestic violence. This process has ensured that key priorities are well understood and gaps in service provision identified.

The aim is that the Plan will provide evidenced based priorities for services within the NPT Children and Young People's Leadership Group to implement. This will inform how we co-construct, plan and deliver services for children, young people and their families. Outcomes and progress relating to the priorities will be monitored through the NPT Children and Young People's Leadership Group governance structure. This will provide clear purpose and direction in taking forward the Plan.

Response to consultation:

The Children and Young People's Plan has been subject to a public online consultation. In addition, there has been extensive consultation with a range of stakeholders, including children and young people who

have been consulted further to their involvement in its development. Workshops were held with children and young people from a range of backgrounds. This included learners from English and Welsh medium primary, secondary and special schools including under represented and vulnerable groups, to ensure a cross section of views were gathered. All children and young people were very honest and insightful regarding how the Plan positively reflects issues important to them. They felt that mental health is the most important issue that effects children, young people and families, and being able to access support at the right time is vitally important. Children and young people felt that the promotion of children's rights is important and needs to be taken seriously by everyone. Children and young people felt that ongoing engagement and participation should take place so we can continue to understand the issues that affect them.

Nearly all consultation respondents liked the layout and design of the Plan. The language within the plan clearly communicated the Plan's vision and priorities. However, a minority of respondents felt that the data within the Plan could be presented in a more succinct format. The Plan has been updated to ensure data is presented effectively.

Overall, consultation respondents agreed with the vision and priorities articulated in the plan. However, many respondents felt that there needed to be more detail regarding actions in the Plan. This will be addressed through the establishment of partner delivery groups for each priority area, who will develop detailed action plans which will be monitored and evaluated by the NPT Children and Young People's Leadership Group. Following consultation, the Plan has been amended to include the next steps in the establishment of delivery groups and a clear programme of work to deliver on the five key priorities.

The most important themes that emerged during the development and consultation process have been around how all children, young people and their families need to have effective and meaningful support available throughout their developmental journey. Engagement and consultation evidenced the impact the cost of living crisis and the longer term effects of the pandemic are having upon all stakeholders, particularly in relation to mental health. Consultation respondents felt that effective partnership working is key to implementing meaningful and valuable actions to achieve the priority outcomes. The Plan provides a framework to ensure that partners in the NPT Children and Young People's Leadership group are accountable for achieving the agreed vision and priorities.

This Plan provides strategic priorities for partners within the NPT Children and Young People's Leadership Group to implement, in order to ensure what matters to children and young people is at the centre of how we plan and deliver services (**see Appendix 1**).

Next Steps:

Moving forward work will continue with children and young people to produce a young person friendly version of the Plan.

The NPT Children and Young People's Leadership Group will establish delivery groups and action plans to articulate how the vision and priorities will be achieved.

The Plan will be translated into Welsh and a Welsh language copy will be available following formal adoption of the Plan by Members.

Financial Impacts: No impact

Integrated Impact Assessment:

A First Stage Integrated Impact Assessment has been completed (**Appendix 2**).

Valleys Communities Impacts:

Positive – the Plan will ensure the voices and opinions of communities and groups of children and young people are considered and that key actions will be purposeful. This will help to inform future commissioning of services according to prioritised need.

Workforce Impacts:

No impact

Legal Impacts:

No impact

Consultation:

Consultation was undertaken with stakeholders including schools, internal and external partner services and agencies, Council for Voluntary Services, Third Sector organisations, and children, young people and families. The Plan has been subject to public consultation.

Recommendations:

That Members approve the formal adoption of the Children and Young People's Plan, as detailed at appendix 1 of the circulated report.

Reasons for Proposed Decision:

The Children and Young People's Plan will aim to ensure that all children and young people have the best start in life. Implementation of priorities for making a difference to the lives of children and young people in Neath Port Talbot will help to inform future service delivery and commissioning of services according to prioritised need. The NPT Children and Young People's Leadership Group will oversee the delivery of the plan and be accountable for partners working collaboratively to achieve the priorities within the Plan.

Implementation of Decision:

Decision to be implemented after the three-day call in.

Appendices:

Appendix 1 – Children and Young People's Plan

Appendix 2- Integrated Impact Assessment- First Stage

Officer Contact:

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Allison Harris, Think Family Partnership Manager
a.t.harris@npt.gov.uk

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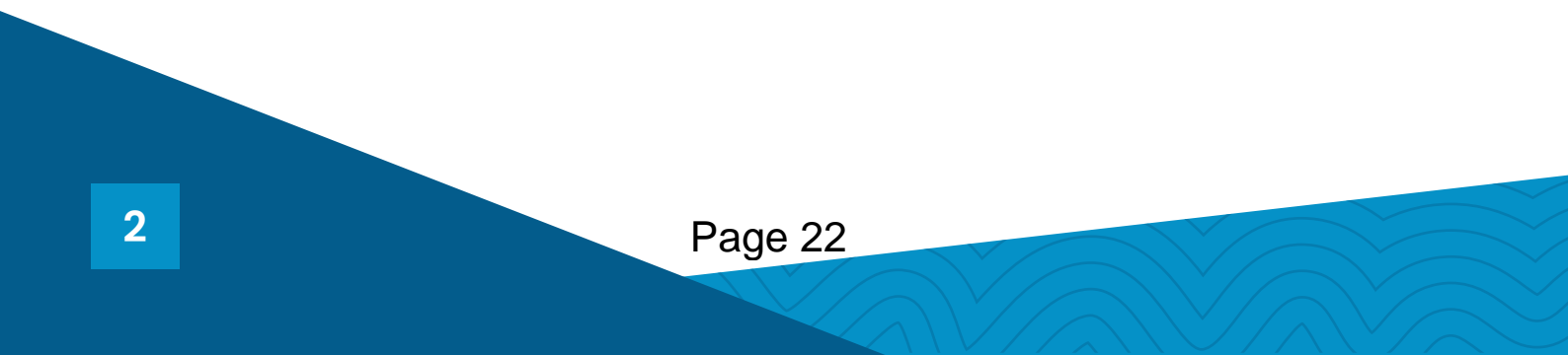
Neath Port Talbot Early Years, Children & Young People's Plan



BWRDD GWASANAETHAU CYHOEDDUS
CASTELL-NEDD PORT TALBOT



NEATH PORT TALBOT
PUBLIC SERVICES BOARD



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Section 1

MESSAGE FROM THE DIRECTOR OF EDUCATION, LEISURE & LIFELONG LEARNING



Children and young people across Neath Port Talbot are capable, compassionate and ambitious for their future lives. Their drive and motivation is evident daily and I am proud of their achievements and the progress they make in our schools, wider educational settings and communities. They have shown incredible resilience during and following the pandemic, adapting to new ways of living and learning in an ever changing society. However, we recognise that children and young people's opportunities to develop and learn has been affected. We want our children and young people to live fulfilling lives and we are committed to ensuring all our children and young people have the best start in life.

This new Children and Young People's Plan 2024-2029 is for all children and young people aged 0-25, living in Neath Port Talbot. The plan has been developed through engagement and consultation with Neath Port Talbot children, young people, families, and partnership organisations in the Neath Port Talbot Children and Young People's Leadership Group. It sets out partnership priorities and ambitions for the next five years. It provides a clear framework for working together to give our children and young people the support they need to thrive and succeed. We know that working in partnership will support us all to address the challenges we are facing and deliver better outcomes for our children, young people and families.

I am grateful to all of the children, young people, families and partners who have supported the development of this plan. Your continued participation will be key to its success.

ANDREW THOMAS

Director of Education, Leisure & Lifelong Learning

Neath Port Talbot Council



Section 2

WHY WE NEED A CHILDREN AND YOUNG PEOPLE'S PLAN

This Children and Young People's Plan is the way in which we will ensure all children have the best start in life. It is the roadmap for working in partnership and sets out what the Children & Young People's Leadership Group wants to achieve over the next 5 years.

To develop this plan we listened to children, young people, their families and the people who care for them. We also talked to the people who work with and support them, and those who make decisions about the services we provide. Based on those conversations we developed a shared vision that...



Neath Port Talbot will be a place where all children & young people, regardless of their circumstances, are part of a community that meets their needs and supports them to thrive in a way that works best for them".

A shared vision gives us a clear understanding of what we are trying to achieve. This plan sets out our priorities for the next 5 years and how we will monitor the impact of what we are doing.

In our engagement events we talked to people about issues that are important to them. These important issues are reflected in each of the priority outcomes that make up this plan.



Who Will Be Accountable For Delivering the Plan?

The Neath Port Talbot Public Services Board Well-Being Plan 2023–28 sets out ‘to ensure all children get the best start in life’, this plan explains how that goal will be achieved. The Public Services Board Governance structure gives the Children and Young People’s Leadership Group the responsibility for ‘best start in life’ and they will be accountable for delivering change and monitoring the impact of this plan. We will produce an update on progress, and continue to engage with children, young people and their families. Alongside this we will commit to exploring ways to work with young people directly to evaluate the impact of this plan. This plan will be kept under review.

How Does This Plan Relate To Other Strategies?

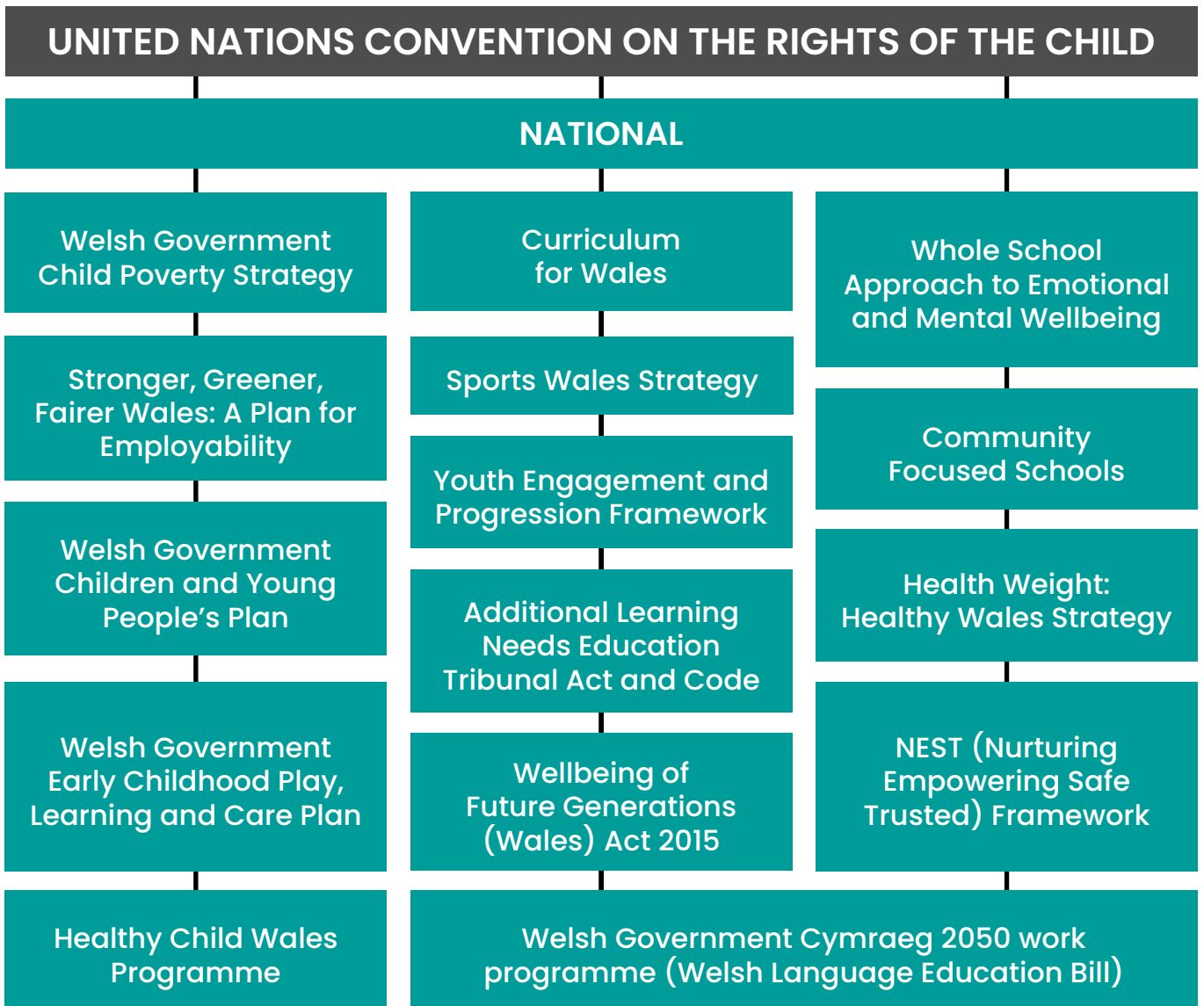
This plan will impact on and has been informed by a range of international, national, regional and local strategies. These strategies will also inform the work of the Children and Young People’s Leadership Group. This will be continually reviewed throughout the lifetime of the plan. The following diagram summarises this context at the time of publication.

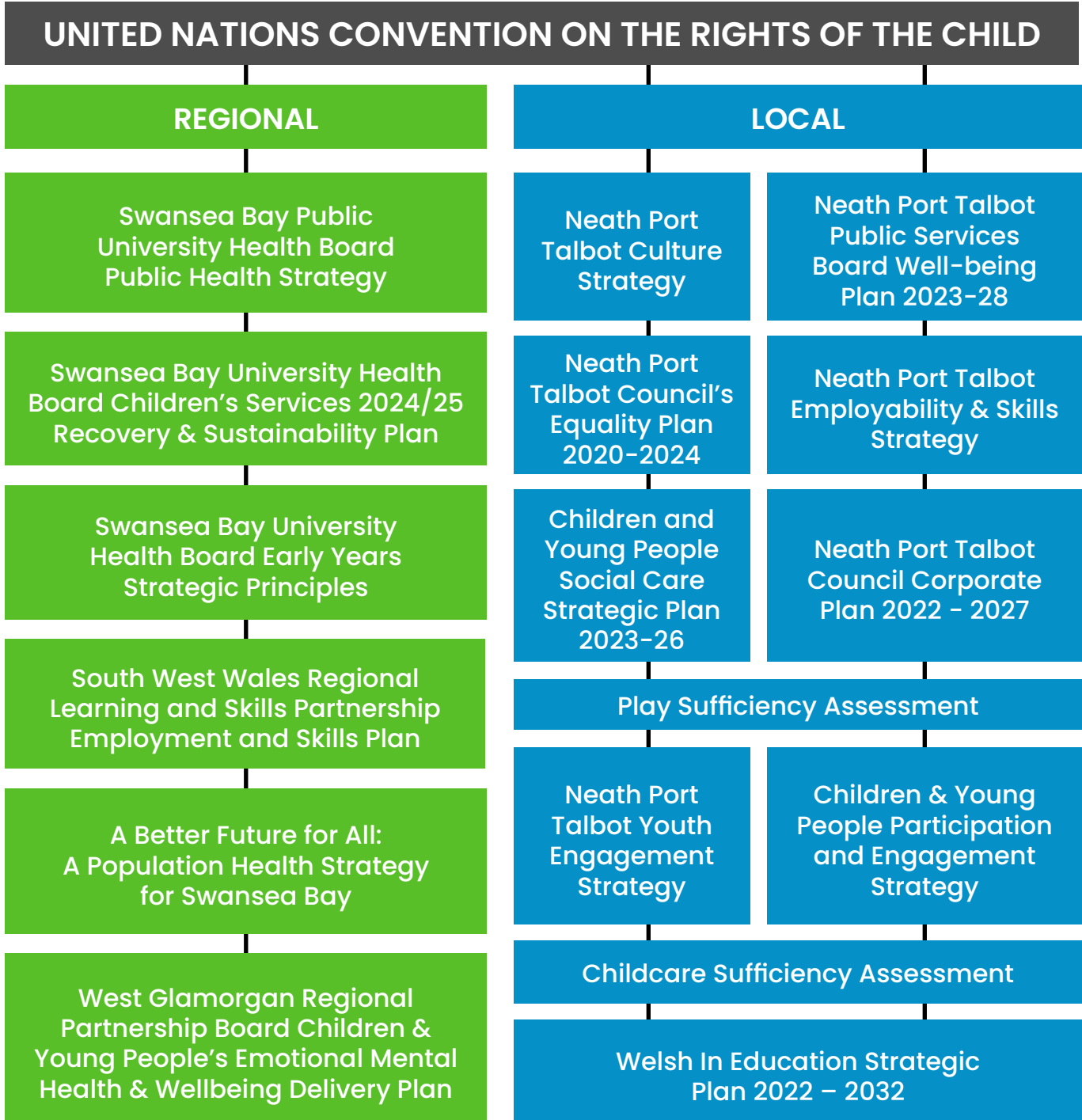
Section 2

WHY WE NEED A CHILDREN AND YOUNG PEOPLE'S PLAN



Cross-cutting Plans and Strategies





Section 3

A SHARED VISION AND PRIORITIES

Neath Port Talbot will be a place where all children and young people aged 0-25, regardless of their circumstances, are part of a community that meets their needs and supports them to thrive in a way that works best for them.

OUR PRIORITY OUTCOMES FOR THE NEXT FIVE YEARS WILL BE:

PRIORITY 1.

Supporting our youngest children to be healthy and ready to learn.

PRIORITY 2.

Children, young people and their families are able to access the right support at the right time with positive outcomes.

PRIORITY 3.

Children and young people access an education that inspires them to learn and develop the skills they need for the future they want.

PRIORITY 4.

Children and young people are listened to, and they have opportunities to be actively involved in decision-making.

PRIORITY 5.

All children and young people are supported to be physically healthy and feel mentally and emotionally strong.

The change children, young people and their families need cannot be delivered by organisations working in isolation. We commit to working together in partnership to deliver our priority outcomes by:

Supporting and empowering families and carers to become more resilient and capable.

Taking a needs-based approach to ensure that support is equitable and accessible.

Collaborating with all stakeholders to ensure a community-based approach that enables shared working, avoids duplication and makes the best use of available funding and resources.

Adopting a long-term, outcomes-focused approach, using data and evaluation to learn and improve.

Valuing and developing our workforce, ensuring they have the skills and knowledge they need to work with our children, young people and their families.



HOW THIS PLAN WAS DEVELOPED

This plan is for children and young people. We needed to learn from their experiences, understand their priorities and talk to them about what they think could be done better.

Our approach to engagement consisted of:

» Reviewing extensive previous engagement with children and young people and their families that had informed other

plans, for example Let's Keep Talking, the Neath Port Talbot Public Services Board Wellbeing Assessment, School Health Research Network Wellbeing Study, Youth Engagement Strategy, Employability and Skills Strategy, Pupil Voice, Play Sufficiency Assessment and Childcare Sufficiency Assessment.

» Conversations with over 200 children and young people living across Neath Port Talbot. We undertook a programme of focus groups, 1-2-1 conversations and workshop sessions in schools and colleges to explore what children and young people think is important to a good life. We also talked to them about their ideas for improving services and support. We made sure to talk to children and young people from seldom heard groups including children with experience of care, young carers, LGBTQ+ young people, children and young people with additional learning needs and young people living in supported accommodation.



- » Conversations with over 75 parents and carers about their aspirations for their children, their experiences of support and their ideas for what could be done better. Again, we spent time speaking to harder to reach groups including families with experience of domestic violence, parents and carers with additional learning needs, and parents and carers with mental ill health.
- » Undertaking a programme of 8 workshops listening to the people who work with, and make the decisions that affect, Neath Port Talbot's children and young people. This included people from across the Local Authority, Health Board, Third Sector and Head Teachers. These workshop sessions focused on bringing stakeholders together to understand the challenges facing

our children and young people. We also explored aspirations for the future, the barriers to implementing change, and identified where the Children and Young People's Leadership Group, and this plan, could have the most impact.

It was important that children, young people and their parents and carers could feel comfortable and speak openly when working with us. We therefore designed activities to suit how each group wanted to engage.



WHAT WE HEARD FROM... CHILDREN AND YOUNG PEOPLE

There were common themes that came out of our conversations with children and young people. These included mental health and emotional wellbeing, the impact of the cost-of-living crisis on children and young people, choices in education, support for parents and carers, and how we can make sure that people who need more help get it.

Children and young people across Neath Port Talbot explained that their mental

health can be a barrier to them participating in education in a meaningful way, impact on their relationship with their family and their friendships, stop them from enjoying play, they explained that it can affect every aspect of their life. They think more needs to be done, and sooner, to help children and young people who are struggling with their mental health and emotional wellbeing. Children and young people spoke about their experiences of the cost-of-living crisis; this ranged from families using food banks, to struggling to afford travel to college, to having to cut back on leisure and recreation. Young people spoke to us about the importance of having choices in their education, and what they will do after education and training.

They spoke to us about wanting to feel they could make a choice, and that while everybody wants to learn not everyone can learn in the same way. Some children



and young people felt their parents and carers would benefit from more support to help them be the parents they want to be. Equity was important to the children and young people we spoke to; they want this plan to acknowledge that some people need more help than others for a variety of reasons.

Supporting children and young people with their mental health and emotional wellbeing was the most commonly held priority, followed by providing choices in education and making sure people can access the help they need when they need it.



"Well-being days does feel like you don't understand how complex our mental health needs are."

"You need good qualifications to get a good job, but not everyone likes school so where else can they do their exams?"

"There are some things that should be equal, for example, every school should have a careers advisor and a school nurse. But support should be meeting the needs of that person, and some people need more help."

"Some people just need more help to be parents."



WHAT WE HEARD FROM... PARENTS AND CARERS

As with children and young people, support for mental health and emotional wellbeing was a priority for parents and carers. They want to be sure their children can get the help they need and to know how to support them best. They were particularly concerned about the high thresholds that have to be met to access mental health support.

The cost-of-living, and its impact on families, was a big concern in terms of the challenges they are facing and the impact on their families. They all talked about wanting their children to be happy, be healthy and feel safe. They want their children and young people to be able to access opportunity, and “do better than us”.

Parents and carers concerns centred on how difficult it can be to ask for help and concerns about being judged or stigmatised when asking for support. Some parents and carers had experienced other barriers that had prevented them from accessing help, for example, transport and the availability of support sessions around working hours.

Knowing what support is available, how to access support, and ensuring that support is equitable is the priority for parents and carers. They also want their children and young people to be mentally and emotionally strong. Meeting the needs of children with additional learning needs, and vulnerable children, is a priority.



"I don't live in a Flying Start area, but because I've experienced domestic abuse, I've been able to access it. The difference has been huge for me and my little girl. It's helping me be a better mum for her."

"He's on a waiting list for CAMHS (child and adolescent mental health services), but what can we be doing in the meantime? What can we be doing to help him at home?"

"Flying Start has been great for my little ones, and for me. I do think it should be available to everyone."

"It is hard being a parent, sometimes you need someone to give you some advice and you don't know who to ask or where to start."



WIDER ENGAGEMENT WITH PARTNERS

We undertook a programme of workshops with stakeholders to understand and explore partners perspectives of what should be prioritised to make a difference in the lives of our children and young people. A clear priority for stakeholders is ensuring equity of support, taking an approach that acknowledges that some children, young people, and their families need more help than others. In addition, stakeholders wanted this plan to think about how we can build resilience in our families, giving them the strength and skills they need to positively meet the challenges of life.

Across the board there was a belief that children and young people are experiencing the lasting impact of the COVID-19 pandemic, and the continuing effect of the cost of living crisis, and that more needs to be done to understand and mitigate this impact. As with young people, parents, and carers the need for mental health and emotional wellbeing support was highlighted, stakeholders place this in the context of strategic approaches for example the Curriculum for Wales and NEST (nurturing, empowering, safe and trusted) Framework. The stakeholders we heard from value the opportunity, this plan offers, to coordinate services and support to meet need and ensure best use of resources. Ensuring we can retain, develop and upskill the workforce was also a priority for stakeholders. The early years, children and young people workforce is essential to meeting the needs of our children and young people.



Services working in partnership is vital to meeting the needs of our children and young people. Stakeholders believe collaboration will enable the best use of resources and enable equity of support.



"When services work together, we can create the safe, nurturing communities."

"Enabling children and young people to grow up happy and healthy is everybody's business."

"Without joined up working services will be inconsistent and undermine each other."

"We need to take the opportunity that the NEST Framework, the whole school approach to mental health and wellbeing and other strategies offer us to better support the emotional wellbeing of our children and young people."

"Improving the quality of our support, means investing in and retaining our workforce."

"Access to services should be universal, and based on need not postcodes."

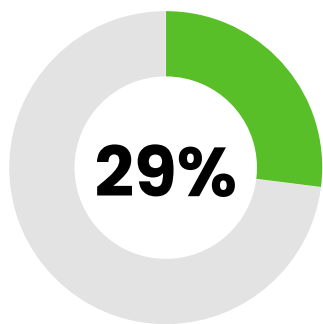
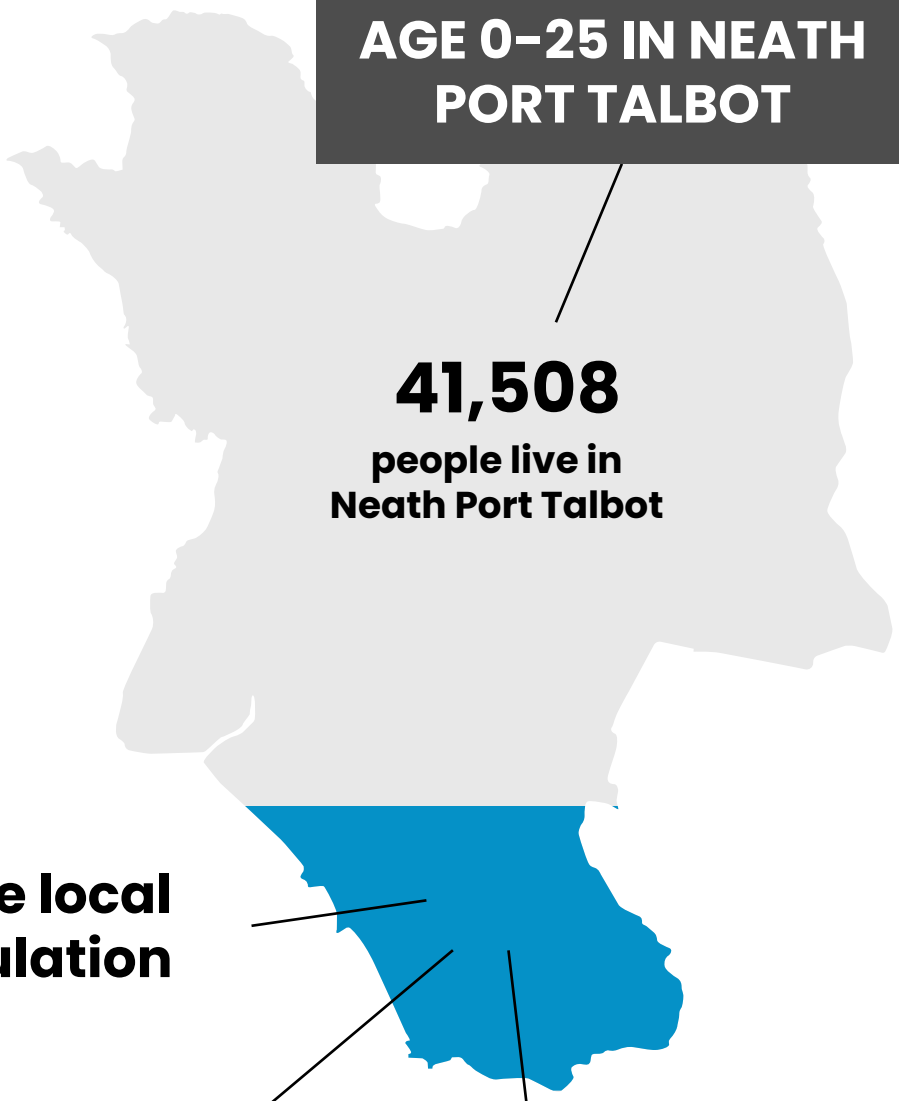
NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE

Our Population of Children and Young People.

What does the data tell us about the children and young people living in Neath Port Talbot and how they're doing?

(Data source: 2021 Census)

AGE 0-25 IN NEATH PORT TALBOT



of the local population



52% are male

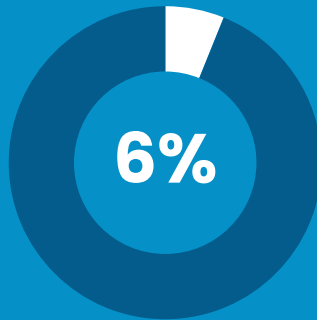


48% are female

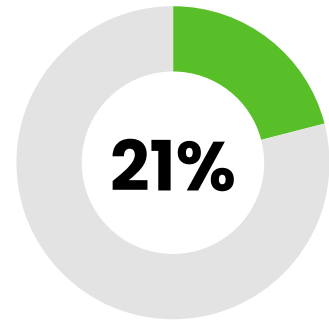
(Data source: 2021 Census)

(Date source: Pupil Level Annual School Census 2023 and Stat Xplore: Households Below Average Income 2022/2023)

8,594
children in
their early
years (0 – 5
years) are
living in Neath
Port Talbot

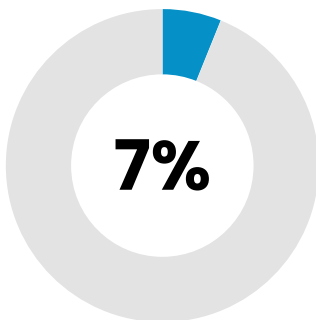


6%
of the local
population



21%
aged 0–15 live
in relative low-
income families

IN 2022/23



7%
of statutory
school aged
pupils were from
ethnic minority
backgrounds

3,510

pupils were
taught Welsh as
a first language

5,321

pupils were
eligible for free
school meals

756
PUPILS

over the
age of 5
have a first
language
other than
English or
Welsh

Section 5

NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE

Their Health.

- **97%** of children aged 0-15 in Neath Port Talbot are in good health, around the same as the Welsh average. (2021 Census, note: data available in limited age groupings)
- **5.5%** of singleton live births in Neath Port Talbot were with a low birth weight in 2022. (StatsWales)
- **29.9%** of children aged 4-5 years were overweight or obese in Neath Port Talbot in 2021/22. (Child Measurement Programme via Public Health Wales Observatory, note: data available for this age group by default)
- **95.1%** of 1-year-olds in Neath Port Talbot had received their '6 in 1' vaccine in 2022/23, higher than the Wales average of 94.5%. (Public Health Wales COVER Annual Report 2023)
- **94.2%** of 2-year-olds in Neath Port Talbot had received their MMR1 vaccination in 2022/23, higher than the Wales average of 92.9%. (Public Health Wales COVER Annual Report 2023)
- **84.3%** of 4-year-olds in Neath Port Talbot were 'up to date in schedule' in 2022/23, i.e. had completed their '4 in 1' preschool booster, the Hib / MenC booster and second MMR dose by four years of age, around the same as across Wales (84.5%). (Public Health Wales COVER Annual Report 2023)

Their Emotional Health and Wellbeing.

- In Neath Port Talbot the mental wellbeing of young people aged 11-16 is slightly **lower** (average wellbeing score 22.8) than the Wales average (average wellbeing score 23) and is declining. (Public Health Wales, School Health Research Network Data Dashboard 2021-2022)
- Additionally, **78%** of students reported being satisfied with their life, which was the same as the national average. (Public Health Wales, School Health Research Network Data Dashboard 2021-2022)
- Nationally **23.3%** of those aged 16-24 reported being lonely, compared to 10.5% of those aged 75+. (Wales Centre for Public Policy: Who is Lonely in Wales, published 11 October 2021 based on analysis of data from the 2016/17, 2017/18 and 2019/20 National Survey of Wales)



NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE

Their Learning.

- At PLASC 2023 **15.7%** of Neath Port Talbot's school population had Additional Learning Needs compared with **13.4%** nationally. These figures are not fully representative of the level of need, due to the implementation of new legislation across Wales.
- Almost **20% (279)** of reception aged pupils attend a Welsh-medium school.
- People leave education less qualified than average, with **68.7%** qualified to L2 and above compared with **75.3%** in Wales.
- In 2021/22 Neath Port Talbot had an early drop-out rate (vocational qualifications) of **11%**, this is lower than the Welsh average (14%) but a considerable increase on the 2018/19 rate of **3%**. (Welsh Government: Post 16 Statistics based on Lifelong Learning Wales Record (LLWR), Post-16 data collection, Welsh Examinations Database (WED), Pupil Level Annual School Census (PLASC), school attendance data)
- There is more unauthorised absence (**12%** of sessions in maintained schools) than in Wales (**10.5%**). (Welsh Government: Average % of sessions of unauthorised absence in maintained schools, pupils aged 5-15 (2022/23 academic year))

- The School Health Research Network Neath Port Talbot Primary School Students Health and Wellbeing 2022-2023 survey, completed by **1,414** of pupils (year 3 to year 6), reported that **44%** of children said that they had been bullied or cyberbullied (**27%**) in the few months before the survey, slightly less than the national average of **48%** and **28%** respectively.
- The School Health Research Network Neath Port Talbot Secondary School Students Health and Wellbeing 2021/2022 survey, completed by **6,778** of pupils (year 7 to year 11), reported that **33%** of children said that they had been bullied or cyberbullied (**11%**) in the few months before the survey, slightly higher than the national average of **32%** and **10%** respectively.
- The Neath Port Talbot Youth Council's 'Change Starts with You Survey', completed by **1,173** children and young people highlighted racism as the top issue for young people. Racism is a recent issue highlighted through the survey and has not been evident through other engagement. The Youth Council have advised that young people from ethnic minorities have suffered racism in Neath Port Talbot and other Youth Council members have witnessed some forms of racism. These issues will be further explored with the Youth Council.

NEATH PORT TALBOT'S CHILDREN AND YOUNG PEOPLE

Our Most Vulnerable Children and Young People.

- **2,359** (19%) young people aged 16–24 in Neath Port Talbot were disabled under the Equality Act in 2021. (Stat Wales)
- **8** 18–24 year olds were threatened with homelessness in 2021, **42** were homeless and **12** unintentionally homeless in priority need. (Stat Wales)
- On 31 March 2022 there were **295** children being looked after. (Stat Wales)
- **6%** of children in Neath Port Talbot have caring responsibilities. (Census 2021 ONS)
- **7%** of young residents in NPT are gay, lesbian or bisexual and 102 identify as a different gender to sex at birth. (Census 2021 ONS)
- **516** 16–19 and **640** 20–24 year olds in Neath Port Talbot receive Personal Independence Payments.
- **2.2%** of year 11 school leavers in Neath Port Talbot were categorised as NEET (not in education, employment or training), a decrease from the **2.4%** in 2022 and just **0.1%** higher than the national average. (WG NEET figures July 2023)



OUR PRIORITIES FOR THE NEXT 5 YEARS



Introduction.

The Early Years, Children and Young People's Plan explains why each of our five priorities are important, how we work differently and what will happen as a result.

The Children and Young People's Leadership Group will work collaboratively to create robust action plans for each priority.

PRIORITY OUTCOME 1:

Supporting our youngest children to be healthy and ready to learn

What We Have Heard

Parents and carers told us that the early years of their children and young people are important to them. Parents and carers want equitable access to support from conception through their children's early years, with linked up services that work together and are easy to access. They want to be able to access help and build relationships with other families in their communities, creating support networks that can support them to raise their children.

Parents and carers want their children to reach developmental milestones and build the skills they need for a lifetime of learning. They need early advice, and access to support if their child has speech, language and communication, disabilities, or other needs.

"We all know that supporting children in their early years sets them off on the right path, it will only have benefits in the longer term."

Swansea
University Bay
Health Visitor

What We Will Do

- ✓ We will learn from our early integration pilots and work together to create an equitable support system that meets the needs of our children from pre-birth to 7 years of age.
- ✓ We will work with families and communities to encourage engagement in childcare and early education to help more children prepare for a lifetime of learning.
- ✓ We will ensure families are aware of the help that can make childcare more affordable and how to access it.

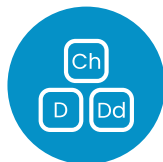
What We Will Do

- ✓ We will work together with families, carers and partner organisations to support children's transition into education.
- ✓ We will enable all children to reach their speech, language and communication milestones in their early years as part of their wider developmental journey.
- ✓ We will continue to build on the Healthy Child Wales programme to support the health and welfare of all children in their early years.
- ✓ We will provide opportunities for children in their early years to learn, socialise and play in Welsh.
- ✓ We will ensure our early years workforce has the training and professional development they need to support children to make progress and achieve their developmental milestones.

How Will We Know?



More early years workforce engaged in training and CPD opportunities.



More children accessing Welsh medium education.



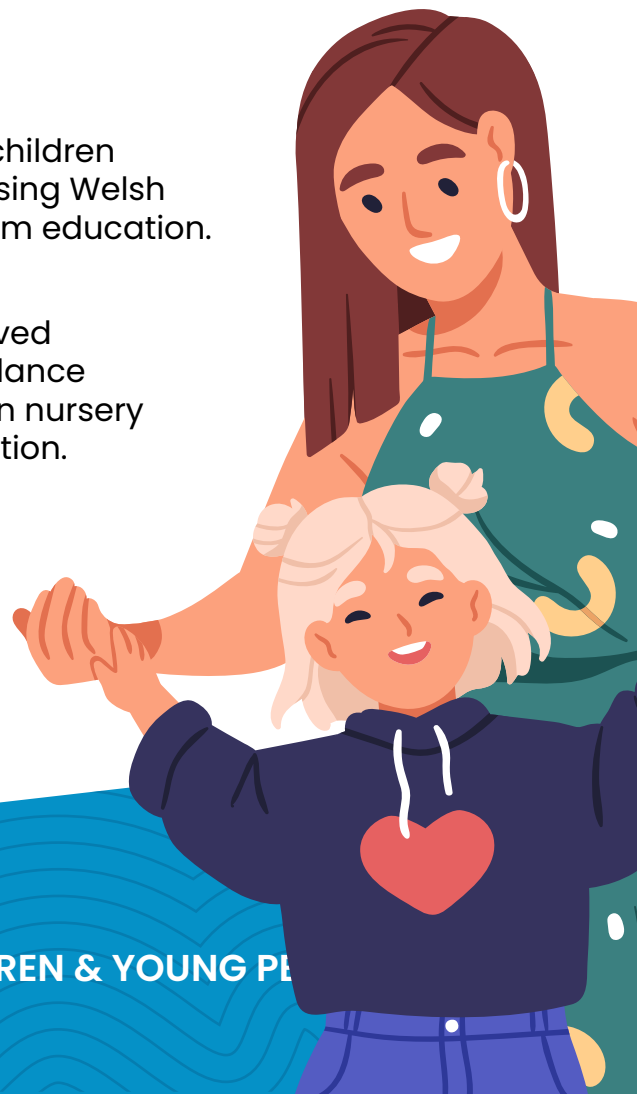
More children aged 4 – 5 years of age are a healthy weight.



Improved attendance rates in nursery education.



More families taking up Welsh Government funded childcare.



PRIORITY OUTCOME 2:

Children, Young People and their families are able to access the right support at the right time with positive outcomes

What We Have Heard

Children, young people and their families in Neath Port Talbot have told us that it needs to be easier to find information and help, and to access support services. They also want to be sure that they can get the help they need before problems get too big for them and cannot be reversed.

They have told us that fear of judgement and stigma can prevent them from asking for help, and that it can be frustrating to have to tell their stories to multiple services. Waiting lists can also cause frustration, resulting in some children, young people and / or families 'giving up' preventing them from getting the help they need. They want services to work in a joined-up way that works for them.

"I'm really grateful for Flying Start childcare, it's helped my daughter learn to play and socialise. It also means I can ask them about parenting classes and other things. From my experience, if I could change one thing about the system, it would be to know who to ask, so I don't get passed around. I don't want to keep asking for help and finding it's not there."

- Single Parent & Domestic Abuse Survivor

What We Will Do

- ✓ Children, young people and families will be able to access the help they need from services.
- ✓ We will work together, and listen to children, young people and their families, to think about what early help and support they need.
- ✓ We will ensure our early intervention services work together, in partnership, to meet the needs of our children, young people and their families.

What We Will Do

- ✓ We will work with existing partnership programmes and initiatives to look for ways to tackle barriers to accessing help, by putting support into communities.
- ✓ We will continue to explore how we can better share information and data, so that people who ask for help only need to tell their story once.
- ✓ We will ensure that information for children, young people and families is easy to find and easy to understand.

How Will We Know?



Services share relevant information and data appropriately, for effective support.



Children, young people and families access early support services at the right time.



Suitable access to information for children and young people.



Support services meet the needs of children, young people and families.



Services plan collaboratively to provide co-ordinated support in communities.



Increased engagement with the Family Information Service by families and professionals.



PRIORITY OUTCOME 3:

Children and Young People access an education that inspires them to learn and develop the skills they need for the future they want

What We Have Heard

Parents and carers want their children to have access to opportunity, to be able to develop the skills they need to have a successful life and value education. We acknowledge that there are challenges around attendance and exclusion rates in Neath Port Talbot. When we listened to children and young people about the reasons that children do not attend school, they talked about mental health, meeting their additional needs, and bullying including cyber bullying.

Children and young people want to be engaged in learning, to be empowered to make choices about their future and to find the pathway that works for them. Children and young people told us that choice and opportunity is limited in Neath Port Talbot. We need to work together to tackle this, inspiring our children to learn and addressing their concerns.

“It’s hard being a young carer, some people don’t understand young carers and the emotional challenges we have. The school environment is not for everyone... Where I’m at now I’m trying a little bit of everything. I’ve just started my GCSEs and I feel like it works for me. I have a better support plan, where I don’t need to keep talking about what’s happened and can look forward to my future.”

- 16-year-old young carer

What We Will Do



We will work together with children, young people and families to remove barriers to education.



We will ensure that all learners are able to learn in Welsh and English to enable them to have the confidence to use both languages in everyday life, and ensuring our children and young people value bilingual communication.

What We Will Do

- ✓ We will ensure children and young people access high quality experiences to develop the knowledge and skills they need to make informed choices.
- ✓ We will create clear and well-planned pathways for young people to transition out of school into college, employment or training.
- ✓ We will encourage more children to learn Welsh and provide more opportunities for them to learn in Welsh.
- ✓ We will work together to ensure the workforce has the training and professional development they need to deliver high quality and inclusive teaching.
- ✓ We will implement the Neath Port Talbot Youth Engagement Strategy.

How Will We Know?



Development of children and young people's communication skills in Welsh and English.



Improved educational attainment when children leave school at 16.



More children and young people understand the factors and decisions that impact their health and wellbeing.



Increased number of post-16 young people continuing with education, employment or training.



Improved engagement and attendance with education.



PRIORITY OUTCOME 4:

Children and Young People are listened to, and they have opportunities to be actively involved in decision making

What We Have Heard

Children and young people told us that an important part of becoming an adult is learning to make your own decisions and sharing your ideas and perspectives. They think it's important that they are able to tell their school, their Council, their GP, and others in their community if they think things can be done better. They want to be able to share their experiences to help other children and young people.

In addition, they want us to explain the decisions we make and why we make them, in a way they can understand. They want to learn about what we need to consider when making decisions. Our services have to work for children, young people and their families; to do this we have to listen to them and where possible allow them to influence what we do.

“Being part of the youth council gives me a chance to talk about what young people need. I think sometimes we’re too often forgotten because we don’t vote... It’s really important for young people to have a voice, particularly when it comes to the things that don’t just affect us now but in the future, like our education and our health... We should know how and why decisions are made.”

– Youth Council Member

What We Will Do



We will implement and embed the Children and Young People’s Participation and Engagement Strategy.



We will put the rights of children into every aspect of our decision-making, policy and practice.



We will work in partnership to strengthen systems that enable participation, ensuring the voices of children and young people are central to decision-making.

What We Will Do

- ✓ We will ensure wider representation of seldom heard children and young people, and those with protected characteristics, providing the support they need to participate.
- ✓ We will build the capacity of children and young people to participate, sharing knowledge and power with them so that they can shape decision-making.
- ✓ We will build the capacity of our workforce, ensuring they have the skills they need to engage with children and young people.
- ✓ We will ensure that all information we produce is understandable and accessible for children and young people.
- ✓ We will involve children and young people in the evaluation of this plan.

How Will We Know?



More children and young people, engaging in consultation, decision making and evaluation.



Increased opportunities for children, young people and their families to influence decision-making and evaluate impact.



Increased opportunities for children and young people to co-design policies which affect their lives.



Decision making, policy and practice is underpinned by a commitment to the United Nations Convention on the Rights of the Child (UNCRC).



PRIORITY OUTCOME 5:

All Children and Young People are supported to be physically healthy and feel mentally and emotionally strong

What We Have Heard

Children and young people are concerned about poor mental health and the impact it has on their lives. The children and young people we spoke to believe the pandemic and the cost-of-living crisis have had a big impact on mental health. Parents and carers want to know what they can do to help their children feel mentally and emotionally strong. For some children poor mental health is a barrier to them participating in their education, for others it stops them from having fun and spending time with family and friends. Sometimes they don't know how to ask for help, and we need to make it easier for them to understand what help is available. They also think it's important for the people who work with children and young people to understand mental health and emotional wellbeing, and to

have an appreciation of why vulnerable children and young people might need additional support.

Physical health is also important to our children and young people; they want to be fit and healthy. However, there is a perception that it is expensive to exercise. They also want more options for those who do not like sports. Being able to spend time with friends somewhere safe and having fun is seen as an important part of emotional wellbeing.

“Our mental health needs to be taken seriously. There needs to be more help for young people – now I’ve left school I can’t speak to my school counsellor anymore. This group (LGBTQ youth group) helps but I think I need more support.”

- 19-year-old LGBTQ young person



What We Will Do

- ✓ We will create a well-planned pathway for children and young people to access a range of emotional wellbeing and mental health support.
- ✓ We will build on the strengths of our youth services and provide a broad range of support for young people up to the age of 25.
- ✓ We will work with partners to develop a high-quality and diverse range of play, physical activities and recreation opportunities.
- ✓ We will encourage and enable our children and young people to enjoy the green, natural and open spaces in their communities for the benefit of their physical health and emotional wellbeing.
- ✓ We will support our workforce, including volunteers, providing the training and professional development they need to support children and young people's physical, emotional and mental health.
- ✓ We will recognise the environmental factors that impact on our children and young people, when thinking about service design and delivery.

How Will We Know?



Children and young people access support for their emotional wellbeing and mental health via a clearly planned pathway of support.



More children are a healthy weight.



Children, young people and families have a better understanding of factors that affect their health and wellbeing.



More children and young people make healthy lifestyle choices.



Increased range of high quality, accessible and diverse play, physical activity and recreational opportunities for children and young people.

HOW WE WILL KNOW IF WE ARE HAVING AN IMPACT

How will we measure the success of our plan?

Delivering Change

The Children and Young People's Leadership Group will work collaboratively to co-design and deliver action plans for each of the five priority outcomes. These actions plans, which will be informed by community engagement and data, will set out how partners will work together to meet the aspirations of this plan.

Evaluating Impact

The voices of children and young people have shaped this plan, and it's important that they participate in evaluating the priorities and their impact.

A Children and Young People's dashboard will be created to set out performance data, and this will be shared with our community to highlight progress towards our objectives.

By working together, we will implement the priorities of this plan and we have created the governance structure we need to make this approach work. We will build on existing positive collaboration between partners. We will ensure the priorities are embedded in how we support children and young people across Neath Port Talbot.

Accountability

The Children and Young People's Leadership Group will be accountable for the success of this plan. The Group will report progress to the Neath Port Talbot Public Services Board.



APPENDICES

Appendix 1

Data Sources.

OUR POPULATION OF CHILDREN AND YOUNG PEOPLE

- 2021 Census Office of National Statistics
- Stat Xplore: Households Below Average Income 2022/2023
- Pupil Level Annual Schools Census 2023

HEALTH

- 2021 Census Office of National Statistics
- StatsWales: Singleton live births with low birth weight by area 2022
- Child Measurement Programme via Public Health Wales Observatory, note: data available for this age group by default
- Public Health Wales, School Health Research Network Data Dashboard 2021-2022
- Public Health Wales, School Health Research Network Data Dashboard 2021-2022

- Wales Centre for Public Policy: Who is Lonely in Wales, published 11 October 2021 based on analysis of data from the 2016/17, 2017/18 and 2019/20 National Survey of Wales

EMOTIONAL HEALTH AND WELLBEING

- Schools Health Research Network (SHRN) Data Dashboard 2021/2022

THEIR LEARNING

- Pupil Level Annual Schools Census 2023
- Welsh Government: Post 16 Statistics based on Lifelong Learning Wales Record Post-16 data collection, Welsh Examinations Database
- Pupil Level Annual School Census 2023
- Welsh Government: Average % of sessions of unauthorised absence in maintained schools, pupils aged 5-15 (2022/23 academic year)
- Public Health Wales, School Health Research Network Data Dashboard 2021-2022
- The Neath Port Talbot Youth Council's 'Change Starts with You Survey 2023

SOCIAL CARE

- Neath Port Talbot Council: Social Services, Health and Housing (Data for 31 January 2024)

OUR MOST VULNERABLE CHILDREN AND YOUNG PEOPLE

- StatsWales: Physically/sensory disabled persons by local authority, disability and age range
- StatsWales: Households for which assistance has been provided by outcome, age and gender
- StatsWales: Children looked after at 31 March by local authority and placement type (2022)
- 2021 Census Office of National Statistics
- Personal Independence Payments Dashboard: Stat-Xplore
- Welsh Government Not in Education, Employment or Training Figures July 2023

Neath Port Talbot Public Services Board Partners.

Neath Port Talbot CBC

Swansea Bay University Health Board

Natural Resources Wales

Mid and West Wales Fire and Rescue Service

NPT CVS

Tai Tarian

Coastal Housing

Pobl Group

South Wales Police

Police and Crime Commissioner

NPTC Group of Colleges

Town and Community Councils

National Probation Service

Welsh Government

Department of Work and Pensions

BWRDD GWASANAETHAU CYHOEDDUS
CASTELL-NEDD PORT TALBOT



NEATH PORT TALBOT
PUBLIC SERVICES BOARD



Integrated Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: The Council is facilitating the development of a Children and Young People's Plan on behalf of the NPT Children and Young People's Leadership Group. A consultant has been appointed to undertake the development of documents that aim to outline the shared partnership priorities and outcomes for children and young people, helping to ensure delivery of the Public Service Board's Wellbeing Plan and the Council's Corporate Plan. Partner agencies have been involved throughout the process and there has been engagement and consultation with children, young people and families.

Service Area: Early Years, Inclusion and Partnerships

Directorate: ELLL

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	The Children and Young People's Plan aims to improve outcomes for children and young people aged 0-25 years and will influence delivery of services aimed at this age group.

Disability	X				H	The document aims to improve outcomes for all children and young people, including those with a disability or ALN. The identified priorities will influence services and provisions aimed at children and young people with a disability.
Gender Reassignment		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Marriage/Civil Partnership		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Pregnancy/Maternity		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Race		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Religion/Belief		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Sex		X			L	This is not a criterion that will be directly impacted upon by this proposal.
Sexual orientation		X			L	This is not a criterion that will be directly 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				M	Children, young people and families who communicate through the medium of Welsh will be able to engage with services through the medium of Welsh. The Children and Young People's Plan will support the local authority's Welsh Education Strategic Plan (WESP), the Childcare Sufficiency Assessment, Participation and Engagement Strategy and Curriculum for Wales implementation.

Treating the Welsh language no less favourably than English		X			L	All children, young people and families will be able to engage with services through the medium of Welsh. The initiative will ensure that the Welsh and English languages are treated equally.
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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			L	There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X			L	There will be no change as a result of this proposal.

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

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	X		The initiative supports the long term well-being of people by identifying priorities and outcomes aimed at improving outcomes for children, young people and families. These include early years services, education and learning, family support services and health.
Integration - how the initiative impacts upon our wellbeing objectives	X		The initiative directly supports Wellbeing Objective 1 – all children have the best start in life.

Involvement - how people have been involved in developing the initiative	X		Consultation and engagement with children, young people, parents/carers and stakeholders has been undertaken as part of the development of the documents. The Children and Young People's Plan has been subject to public consultation.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	X		<p>The partners represented at the NPT Children and Young People's Leadership Group will lead on identifying solutions to the identified priorities and objectives. Delivery of actions will be via all agencies, and these will be monitored through the NPT Children and Young People's Leadership Group to ensure that impact is evidenced and understood.</p> <p>The NPT Children and Young People's Leadership Group report directly to the Neath Port Talbot Public Services Board. All actions directly link to the Public Services Board Wellbeing Objective 1 – all children have the best start in life.</p>
Prevention - how the initiative will prevent problems occurring or getting worse	X		<p>The initiative aims to improve outcomes for children, young people and families with a focus on early intervention and prevention. The priorities and objectives within the document will cover children and young people at all tiers of need, aiming to provide support at the earliest possible opportunity and to support those families whose needs are 'higher' or more complex in making sustainable, long-term changes.</p> <p>The documents will identify opportunities for agencies and services to work together more effectively in order that families can access the right support at the right time.</p>

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

A full impact assessment (second stage) is not required	X
Reasons for this conclusion	

Based on the above assessment, a full impact assessment is not required as the initiative has low or no impact on the majority of factors indicated. In the few cases where impact has been identified this is positive, improving outcomes for children and young people's development and wellbeing.

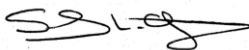

The Children and Young People's Plan development has been based on significant engagement and consultation with a wide range of stakeholders, including children, young people and families. This has informed the strategic priorities and actions within the document.

Positive impacts are also anticipated with opportunities to use and promote the Welsh language through direct links with the WESP, Childcare Sufficiency Assessment and Curriculum for Wales implementation.

A full impact assessment (second stage) **is** required

Reasons for this conclusion

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	Name	Position	Signature	Date
Completed by	Sarah Griffiths	Co-ordinator Early Years & Partnerships		15.04.24
Signed off by	Hayley Lervy	Head of Service/Director		15.04.24

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

Thursday 25th April, 2024

Report of the Director for Education, Leisure and Lifelong Learning

Matter for information

Wards Affected: All

Education, Leisure and Lifelong Learning Strategic Directorate Plan

Purpose of the Report

To provide Members with information and data in relation to the current Education, Leisure and Lifelong Learning Strategic Directorate Plan (ELLL SDP)

Background

The purpose of the Plan is to highlight the key strategic priorities we intend to focus upon to meet our critical business objectives. Additional directorate priorities are captured within service improvement plans that associate to the various work streams under the four Heads of Service.

We will always champion the needs of all learners, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities. ELLL is committed to creating an environment that secures access to learning provision and opportunities for all children, young people and adults in order that they reach their potential and their ambition, enabling them to have the best start in life. We want to ensure that learning is a safe, nurturing and fulfilling experience in all settings, where there is respect and due regard to equality, diversity and inclusion. We will work in partnership to ensure that schools and other providers meet the learning needs of all their

pupils and students, building professional capital and collective responsibility throughout the system and ensuring that the four purposes of the Curriculum for Wales are at the heart of learners' development We are passionate about the ways in which Neath Port Talbot Council delivers services that make people's lives better, and we will use the Council's in-depth knowledge of every part of Neath Port Talbot to bring people together, ensure all communities, be they of interest, shared experience or geographic, benefits from culture, leisure and the visitor economy, and invest in projects across the borough.

This Strategic Directorate Plan links closely with other strategic plans e.g. Corporate Improvement Plan; Public Services Board, Health and Well-being Plan; Children and Young Peoples Plan; Welsh in Education Strategic Plan; Culture, Destination and Heritage Strategy etc.

Members will continue to be provided with updates on progress against the priorities as appropriate.

Financial Impact

There are no financial impacts associated with this report as priorities will be delivered from within existing Directorate resources

Integrated Impact Assessment

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

Valleys Communities Impacts

The information on the ELLL SDP covers all areas across Neath Port Talbot.

Workforce Impacts

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

Legal Impacts

There is no legal impact associated with this report.

Risk Management

There is no identified risk in relation to this report.

Consultation

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

Recommendations

That Members note the information provided within this report.

Appendices and Links

The Education Leisure and Lifelong Learning Strategic Development Plan

List of Background Papers

As referenced above and including our self -evaluation activities and documentation

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Chris Saunders Head of Leisure, Tourism, Heritage and Culture

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Education Leisure and Lifelong Learning Strategic Directorate Plan



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council



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	Vision and Context
	Education Development
	<ul style="list-style-type: none"> • To provide high quality support for teaching that supports the evolution of pedagogy and how to plan for progression in the CfW • To provide high quality responsive support for leadership at all levels including induction, support staff, leadership training etc. • To support schools to secure an improvement in pupil attendance rates across all NPT schools. • To support schools to reduce the number of pupils subject to an exclusion (both fixed-term and permanent). • To ensure that there is a culture of safeguarding within NPT ELLL
Page 76	Early Years Inclusion and Partnerships
	<ul style="list-style-type: none"> • The Local Authority and schools will convert all Statements of Special Educational Needs to Individual Development Plans (IDPs) within the specified Welsh Government timescales. • The LA will support schools to effectively self-evaluate Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP). • The Inclusion Service and NPT schools will have a robust quality assurance framework in place to monitor and review the impact of Individual Development Plans. • Inclusion teams will undertake internal reviews of all specialist learning support centres (LSC) and key actions will be developed as part of this review process. • The School Based Counselling Service (SBCS) will support the wellbeing of school staff through the staff supervision project. • We will work collaboratively to improve the emotional health and wellbeing needs of pupils. • We will work collaboratively with partners to increase the number of young people with ALN who are accessing education, training or employment, post 16. • Ensure that when our youngest children start school they are confident and ready to learn. • Ensure effective alignment of early intervention services to meet the needs of our children, young people and their families.
	Leisure, Tourism, Heritage and Culture
	<ul style="list-style-type: none"> • Deliver the Culture strategy action plan • Deliver the NPT Destination Management Plan • High quality facilities for residents and visitors • Drive income and service efficiencies

	<ul style="list-style-type: none"> • Support the delivery on the series of major capital projects. • Access to library services for all NPT residents • High quality, and lower cost access to indoor leisure facilities. • Accessible and affordable sport and health opportunities for children and adults. • Investment in the visitor economy. • Enhance the visitor offer
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 77</p>	<p style="text-align: center;">Support Services and Transformation</p> <ul style="list-style-type: none"> • To progress the Sustainable Communities for Learning grant funded programmes for 2024-2025 • To promote the Welsh Education Strategic Plan (WESP) more widely with partners • Education Transport – reduce/remove budget overspend while maintain and improving the service for pupils • To support schools with managing their budgets • To review and project potential underfunding in budget headings in schools and other service areas across the Directorate in order to highlight and address strategic pressures • Conduct annual review of the funding formula • Review of grant funding streams to ascertain the best use of grants allocated to schools and other providers. • To review and amend current organisational practice within Access Managed Service (AMS) • Increase support for Digital Inclusion and Numeracy within Adult Community Learning (ACL) • To reduce NEETS further by supporting and guiding year 11 pupils to transition post 16 life and continue supporting young people who are NEET post 16. • To support existing community-based youth clubs including the Welsh language youth clubs and to develop provision in areas where there is lack of provision or increased need for support and ensure they provide a safe and friendly space for young people. • To coordinate and map out skills for Neath Port Talbot to inform employment and training through the Employability and Skills Strategy. • To develop apprenticeships within Neath Port Talbot to provide our young people and adults with a greater offer of choice to enhance their future prospect • We will develop an alternative vocational pathway for our young people in schools to develop skills for future jobs and prospects in NPT

Vision

Our vision is to champion the needs of all learners, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities. The local authority is committed to creating an environment that secures access to learning provision and opportunities for all children, young people and adults in order that they reach their potential and their ambition, enabling them to have the best start in life. We want to ensure that learning is a safe, nurturing and fulfilling experience in all settings, where there is respect and due regard to equality, diversity and inclusion. We will work in partnership to ensure that schools and other providers meet the learning needs of all their pupils and students, building professional capital and collective responsibility throughout the system and ensuring that the four purposes of the Curriculum for Wales are at the heart of learners' development. We are passionate about the ways in which Neath Port Talbot Council delivers services that make people's lives better, and we will use the Council's in-depth knowledge of every part of Neath Port Talbot to bring people together, ensure all communities, be they of interest, shared experience or geographic, benefits from culture, leisure and the visitor economy, and invest in projects across the borough..

Context

Neath Port Talbot has one infant school, one junior school, 51 primary schools, five secondary schools, three all through schools, and two special schools. As at April 2023 Pupil Level Annual School Census (PLASC), the number of mainstream pupils on roll was 20,980. This comprised 11,481 primary (inc. infant and junior), 4,791 secondary, 4,437 all through and 271 special. At PLASC 2023, **28.1%** of statutory school age pupils were entitled to free school meals in Neath Port Talbot compared with the Wales average of **23.9%**, Neath Port Talbot's percentage free school meals was the **2nd highest** in Wales. From the Welsh Index of Multiple Deprivation 2019, **14** of Neath Port Talbot's **91** Lower Layer Super Output Areas (**15.4%**) are in the most deprived 10% in Wales. Three (**3.3%**) are in the least deprived 10%.

NPT has the ninth highest number of children in Wales receiving care and support from the local authority according to the Children Receiving Care and Support Census, 2022. Of the 750 receiving care and support on 31st March 2022, 295 were looked after children (**9th highest** in Wales), 50 were receiving child protection (**16th highest**) and 405 receiving other forms of care and support (**8th highest**).

At PLASC 2023, **15.7%** of Neath Port Talbot's school population had special educational needs/additional learning needs compared with **13.4%** nationally. With ALN reform and pupils moving onto school/LA IDPs the total number of SEN/ALN pupils in NPT and across Wales has fallen sharply over recent years. Despite this, the number of pupils having the highest need requiring a statement has continued to increase in NPT though this has fallen across Wales.

As at PLASC 2023 **5.3%** of pupils in NPT were statemented compared with **2.6%** nationally with NPT having the highest percentage of statemented pupils in Wales (more than double the Welsh Authority average). At PLASC 2023 there were 352 school maintained Individual development plans (IDPs) and 60 LA maintained IDPs across NPT schools. This was 1.7% and 0.3% of the school population respectively so 2% in total. Across Wales there were 10,499 IDPs (2.2%) although this was not broken down into school and LA IDPs. In addition to the 271 pupils attending NPT's two special schools at PLASC, 346 had their needs

catered for in the Learning Support Centres (LSC) attached to 17 schools. These figures are not fully representative of the level of need, due to the implementation of new legislation across Wales. There continues to be a rise in complexity of need.

16.9% (3,536) of pupils received their education in Welsh medium schools at PLASC 2023, the highest percentage in Neath Port Talbot based on figures going back to 2007. This consisted of **17.4%** (2,130) of primary school age and **16.0%** (1,406) of secondary school age pupils with percentages in both sectors increasing annually.

At the time of the April 2023 census, **4.1%** (870) of NPT pupils had English as an Additional Language (EAL), **up 0.4%** on the previous year, whilst there were 76 first languages spoken by pupils in addition to English/Welsh, one less than the highest recorded in 2022.

In 2023 the Council adopted ground-breaking new Culture, Destination and Heritage strategies. These documents provide a long term sustainable action plan for the development of these vital services to help enrich the lives of local people and develop the visitor the economy. Additionally, the National Lottery Heritage Fund recently announced Neath Port Talbot as one of nine priority places across the UK. The Leisure, Tourism, Heritage and Culture service area is relatively new and has recently grown considerably with the addition of a number of services.

The current staffing structure does not reflect the services and plans are in place to fundamentally change the way the structure is set up. Whilst the service picks up the strategic remit for Heritage the delivery team is based within regeneration. The services have challenging MTFP targets of 1.25m over 3 years and each of the operational areas are preparing their own plan on how best to achieve this. The focus will be on growing commercial and income opportunities, but service efficiencies are also being identified. The change to the structure will help improve some areas with the creation of a commercial marketing centre of excellence being the primary enabler.

The services will also benefit from a considerable amount of capital investment and the delivery of those projects will be a huge focus going forward. Sport Wales undertake periodic school sport surveys with the latest results available being from the 2022 survey. One of the key indicators is measures if pupils undertake activity on three or more occasions a week. NPT scored at 46%, the highest participation rate in Wales with a countrywide average of 39.5%. Activity with boys was particularly strong 51% which again as the highest across Wales (average 43.2%) while girls activity dropped off to 41.7% but again came first across Wales (average 36.4%.) Girls participation will continue to be a focus going forward as will narrowing the gap in provision in areas of deprivation.

Also, as stated in our Children and Young people's Plan, 29.9% of children aged 4-5 years were overweight or obese in Neath Port Talbot in 2021/22. (Child Measurement Programme via Public Health Wales Observatory, note: data available for this age group by default). It is noted that in Neath Port Talbot the mental wellbeing of young people aged 11-16 is slightly lower (average wellbeing score 22.8) than the Wales average (average wellbeing score 23) and is declining. (Public Health Wales, School Health Research Network Data Dashboard 2021-2022). Of the 1,413 pupils participating in the Primary School Students Health and Wellbeing Survey, 29% of primary children (year 3 to year 6) in Neath Port Talbot met the threshold for elevated or clinically significant emotional difficulties, slightly more than the national average of 28%. (Warch Network Neath Port Talbot Primary School Students Health and Wellbeing

2022-2023). Nationally 23.3% of those aged 16-24 reported being lonely, compared to 10.5% of those aged 75+. Wales Centre for Public Policy: Who is Lonely in Wales, published 11 October 2021 based on analysis of data from the 2016/17, 2017/18 and 2019/20 National Survey of Wales.

In 2021/22 Neath Port Talbot had an early drop-out rate (vocational qualifications) of 11%, this is lower than the Welsh average (14%) but a considerable increase on the 2018/19 rate of 3%. Welsh Government: Post 16 Statistics based on Lifelong Learning Wales Record (LLWR), Post16 data collection, Welsh Examinations Database (WED), Pupil Level Annual School Census (PLASC), school attendance data). The School Health Research Network Neath Port Talbot Primary School Students Health and Wellbeing 2022-2023 survey, completed by 1,414 of pupils (year 3 to year 6), reported that 44% of children said that they had been bullied or cyberbullied (27%) in the few months before the survey, slightly less than the national average of 48% and 28% respectively.

Furthermore, 2,359 (19%) young people aged 16-24 in Neath Port Talbot were disabled under the Equality Act in 2021. (Stat Wales), 8 18-24 year olds were threatened with homelessness in 2021, 42 were homeless and 12 unintentionally homeless in priority need (Stat Wales). On 31 March 2022 there were 295 children being looked after (Stat Wales) and 6% of children in Neath Port Talbot have caring responsibilities (Census 2021 ONS). Finally, 516 16-19 and 640 20-24 year olds in Neath Port Talbot receive Personal Independence Payments.

EDUCATION DEVELOPMENT – SCHOOL IMPROVEMENT (Coordinator - Mike Daley)

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>Provide high quality support for teaching that supports the evolution of pedagogy and how to plan for progression in the CfW</p>	<p>1. Teaching and Learning Programme – Primary and Secondary Schools Delivery of six Teaching and Learning sessions with bespoke support for schools between each session. Two cycles of training running simultaneously each academic year - approximately 40 individuals from 20 schools per year Programme is designed to:</p> <ul style="list-style-type: none"> • Develop a shared understanding of progress in the Curriculum for Wales. • Evolve individuals’ pedagogy through a self-improvement model. • Coach individuals to lead on evolving teaching across their school using the resources, models and research from the programme. • Evolve teaching through collaboration within and across schools and clusters. • Embed self-reflection/review and improvement as an integral part of professional development for evolving teaching for individuals and schools – self-sustaining systems of improvement. <p>2. Bespoke support for the teaching of Literacy and Numeracy as identified in schools’ SDP</p> <ul style="list-style-type: none"> • High levels of support for evaluating literacy and numeracy in all schools • Collaboration with Read, Write Inc. training and support for schools to develop an agreed approach to literacy (Over half of the schools in NPT now use RWI) • Support for White Rose Maths to embed the Concrete, Pictorial, Abstract approach to mathematics (Around half the schools in NPT) to develop and agreed approach to mathematics. • Welsh language support every week from Welsh language team including support for Siarter Iaith, Cymraeg Campus and Cynefin • Bespoke digital support dependent on school SDP priorities. 	<p>Mike Daley Tracy Hazel Debbie Thomas</p>	<p>Six inter-sessional meetings with follow up per year. Cost of x2 TSOs to support project (with on-costs) £145,192</p> <p>Annual salary with on-costs of TDO £98,353</p> <p>Cost of Welsh team (x5 staff) per annum = £251,253 All funded via RCSIG (and match funding)</p>
<p>To provide high quality responsive support for leadership</p>	<p>1. Continue to provide access to the National Leadership Programmes for NPT staff, including:</p> <ul style="list-style-type: none"> • National Middle Leaders Programme • National Senior Leaders Programme 	<p>Mike Daley Andrew Herbert</p>	<p>These courses all run across an academic year.</p>

at all levels including induction, support staff, leadership training etc.

- National Aspiring Headteacher Programme
- National New Headteacher Programme

2. Continue to provide access to the National Teaching Assistant Learning Pathway for NPT staff, including:

- Newly Appointed Teaching Assistant Programme
- Practising Teaching Assistant Programme
- Aspiring HLTA Programme
- HLTA

3. Continue to provide school leaders with training to develop their coaching and mentoring skills through the National Coaching and Mentoring programme.

4. Develop a NPT Future Leaders programme focused on developing the leadership skills of inexperienced senior leaders. Participants will be assigned an Education Support Officer (ESO) to be their individual leadership coach and will focus on providing bespoke support to develop participants' leadership skills.

5. Education Support Officers to identify and provide bespoke support for leadership through the support visits to individual schools.

6. Provide an extensive induction programme for new and acting headteachers including:

- Support for developing effective school management systems including safeguarding, health & safety, working with governors, effective financial management etc.
- Coaching support from Geoff Creswell focused on developing leadership skills.

7. Education Support Officers to continue to model effective self-evaluation alongside school leaders through listening to learners, learning walks, work scrutiny etc.

ESOs to ensure that where possible peers from NPT schools join the visits to further develop leadership capacity and leaders' ability to self-evaluate effectively.

They are funded by WG grants

This is run over two years with one session per half term. Half a day supply cover (£120) is paid for through the RCSIG

The support for points 5-7 are ESO supported throughout the year from a mix of core funding and those funded through RCSIG.

EDUCATION DEVELOPMENT – CHILD AND FAMILY SUPPORT (Coordinator - John Burge)

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>To support schools to secure an improvement in pupil attendance rates across all NPT schools.</p>	<ul style="list-style-type: none"> • Education Welfare Officers (EWOs) are working with schools to promote better attendance through early engagement of parents where there are concerns. • With the support of the Education Welfare Service (EWS), schools will target those pupils defined as a persistent absentee (90% attendance or less). • Various strategies will be shared by EWS with schools to tackle the issue of pupil absence. • Each school will have an allocated named EWO working in partnership with the school. • Fortnightly EWO meetings will take place in each school to target interventions - receipt and analysis of regular data reports. • The LA will use its WG EWS grant to fund Attendance Support Officers who will support schools with attendance in the 70%+ bracket and come together to form targeted intervention on a school-by-school basis for periods of circa 4-6 weeks a time. • We will continue with the current media campaign “Miss School Miss Out” to promote better attendance. • EWS will work jointly with the Police to undertake regular truancy patrols in both Neath and Port Talbot town centres. • Comparisons will be undertaken against year-on-year attendance rates of individual schools; whole authority data and against other LAs to identify any patterns, trends and to benchmark improvement. • The LA will prosecute individual parents either by the issuing of fixed penalty notices and/or Court action as a last resort for continued persistent absenteeism where all other support interventions have failed. • EWS staff will be supported and developed through a programme of CPD training, including induction of new staff, safeguarding/new legislation. 	<ul style="list-style-type: none"> • All NPT Schools • Governing Bodies • LA/EWS • NPT Media Team • NPT Legal Services • NPT Data Team • Police 	<p>The actions are to seek continuous improvement with attendance in schools.</p> <p>Month by month data will be analysed</p> <p>All costings are met within the existing EWS budget with ASOs being funded via the WG EWS grant.</p>
<p>To support schools to reduce the number of pupils subject to an</p>	<ul style="list-style-type: none"> • The LA continues to work with schools to understand the reasons for the rise in behavioural problems. Officers meet regularly with Headteachers, and receive and interpret exclusion data. • The creation of the new Case Assessment & Progression Team (CAP); new Transition Workers and Home Education Co-ordinator will work collaboratively with schools to reduce exclusions 	<ul style="list-style-type: none"> • All NPT Schools • Governing Bodies 	<p>The actions are to seek continuous improvement to</p>

<p>exclusion (both fixed-term and permanent).</p>	<p>and support pupils back into education more quickly and with better success rates by creating solutions where pupils have more welcoming and positive experiences at school.</p> <ul style="list-style-type: none"> • Comparisons will be undertaken against year-on-year exclusion rates of individual schools; whole authority data and against other LAs to identify any patterns, trends and to benchmark improvement. • Additional money is being made available via SPF funding which will allow some pupils to follow an alternative curriculum offering other than the traditional classroom-based approach. • We will continue to work with NPT College to create opportunities via the Junior Apprentice Programme. 	<ul style="list-style-type: none"> • LA Services including CAP, Wellbeing, Inclusion; Employability • Social Services • Youth Offending • NPT College 	<p>reduce the number of exclusions amongst pupils in schools.</p> <p>Month by month data will be analysed</p> <p>Costings are met within the existing LA services' budgets, other than the new SPF funding via and external grant.</p>
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Education Development – Child and Family Support (Coordinator - John Burge)

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>Safeguarding</p> <p>To ensure that there is a culture of safeguarding within NPT ELLL</p>	<ol style="list-style-type: none"> 1. To ensure that ELLL promotes very effective safeguarding arrangements with clear monitoring processes, policy development and training programmes that secure a culture whereby safeguarding is given the highest priority. 2. To continue to promote a high level of inter-agency working across schools, in order to have close working relationships across services in supporting the needs of highly complex young people and their families. 3. To ensure that safeguarding is embedded throughout the directorate with regular and renewed training provided to all staff, including school based staff and governors. 4. To ensure that monitoring of Pastoral Support Programmes and reduced timetables now takes place as part of the PSP Monitoring Group, in the consideration of safeguarding arrangements. 5. Compile an “Alternative Provider” list, used by schools and services and create a system for undertaking safeguarding checks of these alternative providers. 	<ul style="list-style-type: none"> • All NPT Schools • Governing Bodies • LA ELLL Safeguarding Team • LA ELLL SGRG (Safeguarding Reference Group) • LA ELLL PSP Monitoring Group • Peer Reviewers Group • Various internal and external safeguarding group • Western Bay Safeguarding Board 	<p>The actions are to seek continuous improvement to safeguarding of children and young people.</p> <p>Action 5 has yet to commence. Priority will be given to this during the summer term 23/24.</p> <p>All costings are met within the existing LA service core budget.</p>

Evaluation of progress (HOS meeting with Co-ordinator) (What has gone well, what has been a challenge?)	Next steps
1	
2	
3	
4	
5	

INCLUSION – Coordinator: Zoe Ashton-Thomas

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>The Local Authority and schools will convert all Statements of Special Educational Needs to Individual Development Plans (IDPs) within the specified Welsh Government timescales.</p>	<ul style="list-style-type: none"> • The Additional Learning Needs Support Service (ALNSS) Manager continues to work closely with other agencies to ensure timescales are adhered to and exceptions are highlighted where appropriate. • All learners in mandated cohorts with Statements of Special Educational Needs (SEN) will be identified and processes have been established to ensure both the LA and schools are clear in their respective roles and responsibilities within these. • ALNSS will ensure that the ALN system is operating in parallel to the SEN system, and Statements of SEN will continue to be reviewed and amended, if needed, within statutory timescales. • The LA will continue to operate robust ALN Inclusion decision making panels to ensure that Children and Young People (CYP) across the 0-16 age range, who have been identified as having the highest level of need receive the right support. Panel Members will receive appropriate training and shadowing opportunities as part of their induction. • As per Welsh Government (WG) requirements, ALNSS will ensure the LA and schools have access to an online IDP platform and appropriate training and support will be in place for parents and professionals to access. • As per WG requirements, the Education Coordinator for Children Looked After (CLA) in collaboration with Social Services and ALNSS will ensure the NPT Personal Education Plan (PEP) is accessible online and incorporates the IDP where appropriate. The plan will be updated every 6 months by the CYP, school and social 	<ul style="list-style-type: none"> • All NPT Schools • ALNSS • Swansea Bay University Health Board • Inclusion Services • Wider Directorate and Council Services • Children and Adult Services 	<p>WG statutory timescales</p> <p>PIs reported in line with Corporate Policy</p> <p>Statutory plans reviewed at least annually</p> <p>Core funding.</p>

	<p>worker and carer and will be monitored, and quality assured by the Independent Reviewing Officer to ensure appropriate holistic planning.</p>		
<p>The LA will support schools to effectively self-evaluate Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP).</p>	<ul style="list-style-type: none"> • The Inclusion Service will continue to support schools in managing the process of inclusion by providing advice, guidance, support and high quality in-service training for head teachers, school Governors, teaching and non-teaching staff. This will include a team around the school approach, involving delivery of training with key partners. • Parents / carers are supported by providing advice, guidance and support which is easily accessible. This will be further developed through community models of support. • Strong support is provided for Additional Learning Needs Coordinators (ALNCo), with termly training events held for both current and new ALNCos. A 3 day 'New ALNCo' programme is offered to new and aspiring ALNCos. • Plan and Review meetings will be held with each school annually to help inform schools' planning for ILP and ALP in relation to wider inclusion and ALN. These enable schools to reflect on their current ALN resources and interventions, in order to enhance provision and improve outcomes and help schools identify training priorities and plan next steps. These forums also provide opportunities for teams to offer enhanced support and training to schools where required. The meetings ensure a joined up and coordinated strategic approach for supporting schools. • Inclusion Service Officers continue to support schools with self-evaluation of ALN as part of pre-inspection work. • The steering group for the development of inclusive Welsh medium education (Grŵp Lliwio Datblygiad Addysg Cymraeg Cynhwysfawr /DACC) provides the forum to identify provision and resources required within the Welsh Medium sector that will ensure an equitable offer for Welsh medium pupils. DACC will continue to develop resources that will facilitate a consistent approach in identifying and supporting 	<ul style="list-style-type: none"> • All NPT Schools • Inclusion Services • SSiP • ESOs • SBUHB • Social Services 	<p>Support for schools is ongoing and dependent upon need.</p> <p>Plan and Review meetings annual and ALNCO and DAAC forums are termly.</p> <p>Service Level Agreements are reviewed annually with SBUHB.</p> <p>ALN Grant money is utilised to help schools develop ILP and ALP.</p> <p>Core Money is utilised across Inclusion Teams.</p>

	<p>literacy difficulties in the medium of Welsh. Membership of DACC includes ALNCOs from both primary and secondary, Education Support Officers, Specialist Teachers, Educational Psychologists and the head of the strategic school improvement team. DACC are able to link their review of ALP with wider strategic duties including those under the School Standards and Organisation (Wales) Act 2013, which requires Welsh in Education Strategic Plans (WESPs).</p> <ul style="list-style-type: none"> The Support for Learning Service (SfL) will continue to work collaboratively with Swansea Bay University Health Board (SBUHB) to commission services including Speech and Language Therapy and Occupational Therapy in order to support schools and upskill staff through high quality teaching and consultation, as well as provide direct therapeutic support to CYP where required. 			
<p>The Inclusion Service and NPT schools will have a robust quality assurance framework in place to monitor and review the impact of Individual Development Plans.</p>	<ul style="list-style-type: none"> The Inclusion Service will support ALNCOs to undertake the quality assurance of school maintained IDPs, one page profiles and PCP paperwork. ALNSS continue to undertake the quality assurance of all LA maintained IDPs and review to ensure effective processes are in place. 	<ul style="list-style-type: none"> All NPT Schools Inclusion Services ALNSS 	<p>Termly ALNCO forum to QA of IDP.</p> <p>There is regular and ongoing QA of LA maintained IDPs.</p> <p>Bespoke training and support is provided dependent upon need.</p> <p>Core funding is utilised as well as ALN Grant money.</p>	

<p>Inclusion teams will undertake internal reviews of all specialist learning support centres (LSC) and key actions will be developed as part of this review process.</p>	<ul style="list-style-type: none"> • The Inclusion Service will continue to undertake a continuous cycle for the reviews of all LSCs. • The Inclusion Service will continue to facilitate professional learning forums for all LSC Leads across NPT. 	<ul style="list-style-type: none"> • LSC School Leads • Inclusion Services 	<p>All LSCs will have the opportunity for a review of provision over a two year period.</p> <p>LSC Leads meetings will be held on a termly basis.</p> <p>Core money is utilised.</p>
<p>The School Based Counselling Service (SBCS) will support the wellbeing of school staff through the staff supervision project.</p>	<ul style="list-style-type: none"> • The SBCS will continue to provide a staff supervision model for schools to support the emotional health and wellbeing of school staff, including senior leaders and teachers. • The SBCS will continue to support the wellbeing needs of school staff through a Staff Counselling Service. 	<ul style="list-style-type: none"> • Manager SBCS • Head Teachers 	<p>Support for schools is ongoing and dependent upon need.</p> <p>Grant Money including the Whole School Approach to Emotional Health and Wellbeing is utilised as well as Core funding.</p>
<p>We will work collaboratively to</p>	<ul style="list-style-type: none"> • The Inclusion Service will continue to chair multi agency cluster forums to support the emotional health and wellbeing of children and young people. The Emotional 	<ul style="list-style-type: none"> • Manager School Based 	<p>Support for schools is ongoing and</p>

improve the emotional health and wellbeing needs of pupils.

Health and Psychological Wellbeing (EHPW) forum provide universal provision in the form of advice and consultation to schools and provide a reflective space for schools to discuss emotional health and wellbeing related issues.

- The LA will continue to provide a statutory School Based Counselling Service (SBCS) for children in Years 6-13. Additionally, a School Based Child Therapy Service will continue to be provided for children in Years 1-6.
- The SBCS will continue to monitor and review waiting times for therapy.
- The SBCS will continue to offer support to parents / carers through a Primary Parent Support Service.
- To meet the growing need within our schools it is the aim of the Wellbeing and Behaviour Service that all primary, secondary and specialist SEBD provisions in NPT will be receive Trauma Informed Approaches/Relational Health training over a 4-year period.
- Youth Mental Health First Aid (YMHFA) training offer has been rolled out by the WBS to all secondary schools across NPT, all primary and secondary SEBD provisions as well as several Inclusion teams and NPT social services staff. This certified course ensures each setting has a minimum of at least one accredited mental health first aider who can link in with the school senior leadership team (SLT) and pastoral staff to ensure ongoing mental health support for pupils. The aim is to roll this training out across all mainstream primary schools.
- All schools in NPT will continue to have access to regular high quality training and supervision from the Educational Psychology Service for Emotional Literacy Support Assistant (ELSA).
- All secondary schools and secondary provisions for pupils with social, emotional and behavioural difficulties (SEBD) have at least 1 full time Cynnydd Youth Engagement

- Counselling Service
- Principal Educational Psychologist
 - SBUHB
 - CAMHS
 - Wellbeing and Behaviour Manager
 - EWS

dependent upon need.
Grant Money including the Whole School Approach to Emotional Health and Wellbeing is utilised as well as Core funding.

	<p>Worker who will continue to support pupils with ALN. Their outcomes will be based around supporting pupils to improve positive engagement in learning, complete qualifications, use interventions to develop life skills and improve attendance.</p>			
<p>We will work collaboratively with partners to increase the number of young people with ALN who are accessing education, training or employment, post 16.</p> <p style="text-align: center;">Page 92</p>	<ul style="list-style-type: none"> • The Inclusion Coordinator will continue to chair the termly regional post 16 Steering Group which will include representation from Swansea Bay University Health Board (SBUHB), Third Sector providers, NPT College and LA staff. • The Inclusion Service will continue to develop and embed the Multi Agency Transition Screening Meeting (MATSM) which will identify the transitional needs for all pupils, to ensure a successful transition into post 16 education. • The Post 16 ALN Lead Officer will continue to develop strong, productive partnership links with NPT College (NPTC), which has ensured that not only is there consistent College representation in the Person-Centred Reviews (PCRs) of learners in years 10 and 11, but schools have a better understanding of the Universal / Inclusive offer of support provided by college. • The LA will develop a robust decision making process, in collaboration with Social Services and SBUHB for learners with the most complex needs who require Independent Specialist Post 16 Institution (ISPI) placements • The Inclusion Service will continue to offer comprehensive ALN training for NPT College in addition to accessing termly ALNCo forums. SfL Teams and the Educational Psychology Service will continue to offer support and advice to college staff through termly consultation forums. • Cynnydd Youth Engagement Workers will continue to provide highly effective support for young people at risk of becoming not in education, employment or training (NEET) and disengaged from education. 	<ul style="list-style-type: none"> • Inclusion staff • Neath Port Talbot College Group • ALNSS • SBUHB • Careers Wales • LA Services • Social Services 	<p>WG funding for ISPI is utilised</p> <p>ALN Grant Money is utilised</p> <p>Core money is utilised.</p> <p>The Steering group operates termly as do consultation forums for NPT college.</p> <p>Support for college is also provided as and when required.</p> <p>IDPs are reviewed and developed in line with WG timescales.</p>	

	<ul style="list-style-type: none"> In order to ensure young people ‘looked after’ have an appropriate aspirational plan 16+ and prevent them from becoming NEET, the Education Coordinator will continue to work closely with the Youth Engagement Officer and Careers Wales to track the progress of 16+ ensuring smooth progress to college, training and employment. Every year 11 CLA pupil will have an engagement plan going forward into post 16 education and access to a Careers Advisor. 			
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Early Years and Partnerships – Co-ordinator: Sarah Griffiths

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>Ensure that when our youngest children start school they are confident and ready to learn.</p>	<p>Work with the childcare sector and partners to develop a more equitable Early Years offer to ensure our youngest learners transition into school successfully through:</p> <ul style="list-style-type: none"> Finalising and implementing the Early years Strategy as part of the Children and Young People’s Plan An evaluation of outcomes from the Early Years integration pilot projects to inform next steps in planning and delivery of an equitable early years offer. Working with Welsh Government and partners to continue to increase the number of children accessing Flying Start funded childcare and promoting outreach services effectively. Reviewing with partners how we meet the needs of children with additional needs in receipt of funded childcare. The outcomes of evaluation work will be used to inform 	<p>Our partners: Wider Council services: ESOs, school admissions SSIP Inclusion Services Schools Estates and Environment Health Social Services Voluntary Services Sector Welsh Government</p>	<p>Plan agreed and implemented April 2024 onwards Ongoing evaluation work, April -December 2024 Phase 2 currently Ongoing in line with WG timescales Review to commence April 2024,</p>

future planning to ensure the needs of children continue to be met through a responsive and sustainable model.

- Continuing to develop an effective offer to support the development of children’s speech, language and communication skills.
- Working with partners to develop a consistent universal and targeted offer of parenting support for families.
- Enabling families to access information regarding services and support across the Early Years. This will include a review of the Family Information Service.
- Continuing to provide high quality training opportunities for the Early Years and childcare sector in line with Welsh Government’s vision for Early Childhood Play, Learning and Care and Curriculum for Wales guidance, along with wider mandatory training. This will enable practitioners to support children to make progress and achieve their developmental milestones.
- Development of a clearly articulated transition pathway to support children to access childcare and education. This will include working with childcare providers, schools and professionals to implement purposeful activities and resources to support children and families during their transitional journey.
- Continuing to develop actions within the WESP Outcome 1 plan.
- Ensuring childcare settings continue to benefit from capital funding for improvement and revenue support to secure sustainability and quality improvement.

completion
December 2024

Ongoing work
with services
Ongoing work
with services

FIS evaluation
and review April
2024 –
December 2024

Ongoing work
with services to
deliver training
and support in
2024/25

Ongoing work
with services

Ongoing work
with services
Ongoing work
with service
FUNDING:
CCG Programme
Funding:
Flying Start,
Flying Start
Expansion,
Childcare & Play.

			Early Years and Childcare Capital and Sustainability funding. WG CCO grant funding
<p>Ensure effective alignment of early intervention services to meet the needs of our children, young people and their families.</p> <p style="text-align: center;">Page 95</p>	<ul style="list-style-type: none"> • Review the early intervention support service to families, to ensure services are meeting early intervention need with positive outcomes • Review EIP panel process with social services to ensure early intervention services are meeting the need of service users as demand increases. Recommendations from review agreed and implemented. • Continue to evaluate levels of non-engagement in services to understand the reasons why individuals/families do not engage, for example, not the service they want, not the right time for them (either in the day or in their readiness to engage), accessibility of services etc. Use outcomes of evaluation to inform service delivery. • Evaluate the impact of successful engagement in services to identify effective practice and inform early intervention processes. • Review data monitoring systems to help understand the impact of services on children and families. • Continue to develop collaborative working between the Flying Start and Children and Families parenting teams to secure a consistent universal, enhanced and targeted offer. • Continue planning and co-ordination with other early intervention services to help avoid wider duplication and to ensure consistency of messages. This will include a focus on 		<p>Ongoing monitoring on a termly basis. Complete and recommendation agreed: May 2024 Ongoing work with services</p> <p>Ongoing work with services</p> <p>Ongoing work with digital services</p> <p>Ongoing work with services Ongoing work with services</p> <p>Ongoing work with services</p>

recommissioning of the programme and a continuation of the joint work with Education and Children & Young People Services Programme of Work.

- Support the implementation of the Participation and Engagement strategy and uphold the National Children and Young People’s Participation standards.
- Raise the profile of the Family Information Service, Families First Early Intervention service and the Childcare Offer within Neath Port Talbot to ensure families and professionals receive the information they want and need. This will include a review of the Family Information Service.
- Continue to work with partners to address identified gaps in the Play Sufficiency Assessment.
- Ensure the workforce has the training and professional development they need to deliver their roles successfully, to deliver high quality, inclusive support services.

FIS evaluation and review April 2024 – December 2024

Ongoing work with services
 Ongoing work with services
 CCG Programme
 Funding:
 Families First
 OoCD
 Parenting
 Holiday
 Playworks
 funding
 PSA core funding
 FIS core funding
 WG CCO grant
 funding – delete
 and add to
 above

Evaluation of progress (HOS meeting with Co-ordinator) (What has gone well, what has been a challenge?)	Next steps
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Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
Deliver the Culture strategy action plan WBO 1/2/3/4	<ul style="list-style-type: none"> • Apply to NLHF for funding to provide capacity to deliver the Culture strategy. • Implement the 2024/25 culture strategy action plan targets. • Embed strategic capacity building across the Culture sector. Externally this will be in the form a cultural compact and 'pledge'. Internally this will be taking the WBO3 group onto the next stage. 	Future Cultural compact partners	NLHF bid.
Deliver the NPT Destination Management Plan WBO3 /4	<ul style="list-style-type: none"> • Establish new DMP Steering Group, terms of reference and agree DMP priorities for delivery. • Implement year 1 priorities identified within the DMP. • Strengthen the partnership approach with NRW in Afan Forest Park and formalise Afan Forest Park Masterplan. • Continue to work in partnership with Bannau Brycheiniog National Park and other partners as part of the Waterfall Country Partnership in order to manage visitor pressures. • Deliver the Aberavon Seafront Masterplan. 	DMP steering group	Seafront strategy June 2024
Provide high quality facilities for residents and visitors WBO3	<ul style="list-style-type: none"> • Deliver high quality services across a range of sites ensuring operational efficiency and excellent customer service at; <ul style="list-style-type: none"> • Pontardawe Arts Centre • Gnoll Country Park • Margam Park • Princess Royal Theatre • The Orangery • Catering (across the whole service) 	Recreation & Commercial team.	Current service budgets

	<ul style="list-style-type: none"> • Craig Gwladys • Aberavon Seafront <ul style="list-style-type: none"> • Prepare for the Urdd Eisteddfod in Margam park for May 2025, ensuring that opportunities are maximised to: <ul style="list-style-type: none"> ○ Promote the visitor economy both for the event and for future visits ○ Increase awareness and use of the Welsh language ○ Engage all schools, especially those who are learning through the medium of English ○ Promote the council, in general terms (on site) 	Council cross department working group.	330k total budget in total. (80k for event, 150k for loss of income, 100k for maximising opportunities)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 6</p> <p>Drive income and service efficiencies to meet the MTFP targets</p>	<ul style="list-style-type: none"> • Deliver the action plans to achieve the MTFP targets at; • Pontardawe Arts Centre • Gnoll Country Park • Margam Park • Princess Royal Theatre • The Orangery • Catering (across the whole service) • Prepare for further service efficiencies in 2025/26 targets by • Bring together and resource a commercial marketing team to produce and deliver a coherent and dynamic commercial marketing plan to drive income and help meet the MTFP targets. • Concluding negotiations for Croeserw Community to be primarily used by the NHS • Maximising the opportunities presented by the capital projects and external funding.. • Deliver a focused commercial strategy, enhancing sponsorship and sales packages for the councils' sites. 	Recreation & Commercial team.	Additional capital funding will be required for some of the initiatives which will be brought forward at the appropriate time.
<p>Support the delivery on the series of major capital projects. WBO3</p>	<ul style="list-style-type: none"> • Support the delivery of high quality capital projects on time and on budget. Each project will help safeguard the site and also improve the commercial offer and in turn reducing the Councils subsidy. Projects include: <ul style="list-style-type: none"> • Pontardawe Arts Centre new cinema £1.9m • LUF2 – Gnoll Country Park £11m • LUF3 – Princess Royal Theatre £9m 	Individual project groups	Capital budgets allocated.

**Leisure, Tourism, Heritage & Culture
Indoor Leisure**

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 101</p> <p>Provide a high quality, and lower cost access to indoor leisure facilities.</p> <p>WBO 1/2/34</p>	<ul style="list-style-type: none"> • Work with Unions and Celtic Leisure to understand the best way to operate leisure centres in the future. Main objectives are; <ul style="list-style-type: none"> • safeguarding jobs, • driving down costs, • improving income • continuing to invest in the facilities. • Prepare to bring the Celtic Leisure facilities in house from 1st April if that is the best outcome from the working group. • Prepare for the imminent closure of the Pontardawe pool site by; <ul style="list-style-type: none"> • Redeploying staff where possible, • Offering the various user groups alternatives at other sites • Complete a needs/ demand assessment for a future pool in the Swansea Valley • Assist Celtic Leisure in reducing costs and driving income through initiatives such as the carbon reduction programme, Neath athletic track improvements, a full catering review, taking on the management of the seafront kiosk. 	<p>Unions, Head of Service, Portfolio Holder Celtic Leisure, Finance, HR.</p> <p>All council departments</p> <p>Unions, Head of Service, Portfolio Holder Celtic Leisure, Finance, HR. Building maintenance, Head of service, Celtic leisure Estates</p>	<p>Targeting a report to CDG in early summer 2024</p> <p>March 2025</p> <p>Ongoing</p>

<p>Provide accessible and affordable sport and health opportunities for children and adults.</p> <p>WBO 1/2/3/4</p>	<ul style="list-style-type: none"> The PASS service will continue to provide quality sporting and activity opportunities to local residents by; <ul style="list-style-type: none"> Focussing on narrowing the gap in provision in areas of deprivation Recruiting, training & developing a strong workforce & a pool of volunteers to deliver our programmes Growth of grant aid and administrative support for local sport clubs 	<p>PASS service, Celtic Leisure</p>	<p>March 2025</p>	
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<p>Leisure, Tourism, Heritage & Culture Destination & Development</p>				
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<p>Objective</p>	<p>Action</p>	<p>Working Party Partners Responsibilities</p>	<p>Timescales and Additional Costings or Resource</p>	
<p>Page 102</p> <p>Encourage investment in the visitor economy.</p> <p>WBO3 /4</p>	<ul style="list-style-type: none"> Deliver advice and assistance to new and existing businesses within the tourism sector. Relationship manage and actively support / lobby for major tourism proposals including Wildfox, Rheola, Rhondda Tunnel etc. Organise first NPT Tourism Industry Summit Organise a series of familiarisation visits and experiences to encourage product knowledge with partners and businesses within the visitor economy. Deliver effective destination marketing activity through the Destination Marketing and Pride of Place campaigns. Collate and analyse consumer research to assist in decision making within the Council and within the tourism sector. 		<p>SPF funded destination marketing programme</p>	
<p>Enhance the visitor offer</p> <p>WBO3 /4</p>	<ul style="list-style-type: none"> Deliver the SPF Funded Heritage Culture Tourism and Events Fund and prepare for a possible second round of funding. Deliver improvements to the Richard Burton Trails and prepare for the 2025 Richard Burton Centenary Implement recommendations set out in the Events and Festivals Review by putting in place a structure for supporting and managing events and filming enquiries within the county. 	<p>SPF board</p>	<p>LUF funded capital projects</p> <p>SPF Application</p> <p>Bid for additional revenue budget resource for the</p>	

	<ul style="list-style-type: none"> • Deliver a new Neath Port Talbot Events strategy • Deliver the inaugural comedy festival 		events and festivals recommendations	
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Evaluation of progress (HOS meeting with Co-ordinator) (What has gone well, what has been a challenge?)		Next steps
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EDUCATION SUPPORT SERVICES –Co-ordinator: Julie Merrifield			
Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
Page 10 To support schools with managing budgets	<ul style="list-style-type: none"> • Support schools to manage their deficit budgets through ongoing review of recovery plans and monitoring of progress, alongside effective in-school bursar/PSO support • Provide ongoing training for newly appointed/acting heads on budget issues • Review bursar service with the aim of increasing number of bursars available in line with demand • Continue to review School Staff sickness budget, improve the way this recorded and managed 	Llewelyn Williams (MIU) Karen Morris (Bursar Service) Schools Jonathan Jones (Finance) Steph Evans (HR) Kirsty Thomas (HR)	April 2024 – March 2025 Training from September – December 2024

<p>To review and project potential underfunding in budget headings in schools and other service areas across the Directorate in order to highlight and address strategic pressures</p>	<ul style="list-style-type: none"> • To undertake cost comparisons of service provision across local authorities • To undertake pupil funding comparisons • Identify potential shortfalls in budget lines and measure impact on service provision and value for money • Present findings 	<p>Llewelyn Williams (MIU) Karen Morris (Bursar Service) Service Area Managers Jonathan Jones (Finance)</p>	<p>June 2024 – March 2025</p>
<p>Conduct annual review of the funding formula</p>	<ul style="list-style-type: none"> • Highlight areas that require further review taking into consideration wider WG and LA initiatives and priorities. This will include factors recognizing deprivation, ALN reform and initiatives, changes in the curriculum and changes in FSM provision. • Summarise and analyse School Per pupil Funding comparisons over all sectors to identify differentiation in school funding levels across all Authorities • Identify potential areas for future review 	<p>Llewelyn Williams (MIU) Karen Morris (Bursar Service) Jonathan Jones (Finance)</p>	<p>June 2024 – March 2025</p>
<p>Review of grant funding streams to ascertain the best use of grants allocated to schools and other providers.</p>	<ul style="list-style-type: none"> • Ensure effective allocation of grants, making sure that grant conditions are understood, analysed, reviewed and adhered to in order to reduce duplication and provide the effective use of all funding streams available. • Regular review of grant spending to ensure effective use is being made of the funding available, in line with priorities. 	<p>Llewelyn Williams (MIU) Karen Morris (Bursar Service) Jonathan Jones (Finance)</p>	<p>June 2024 – March 2025</p>
<p>To review and amend current organisational practice within AMS</p>	<ul style="list-style-type: none"> • Work with iTrent project board to manage the change of process for recording staff absences in AMS • Investigate further opportunities for moving away from paper systems as appropriate • Support managers with new procurement processes to ensure needs of the service are prioritised 	<p>Shirley Freeguard (AMS cleaning) Jayne Dennis(AMS Catering) iTrent Project Board Procurement Officers</p>	<p>April 24 –March 25 Timelines as agreed with iTrent project board</p>

TRANSFORMATION – Co-ordinator: Kate Windsor Brown

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>To progress the Sustainable Communities for Learning grant funded programmes for 2024-2025</p> <p>Page 106</p>	<ul style="list-style-type: none"> • Provide support throughout new build design process for YGG Rhosafan and Tirmorfa (Sustainable Schools Challenge) for contractors and school/ skills and training staff • Progress Band B variations – Skills Hub and Maes Y Coed extension, from submission of OBC to appointment of contractor • Progress Llangatwg Community School business case and support tender and initial design work • Progress and complete Community Focused Schools projects – Ysgol Cwm Brombil, Sandfields Primary, Melin Primary , YG Ystalyfera –Bro Dur (Bro Dur site) 	<p>Roger Bowen (SSIP) Clive Barnard (NPT Arch. Services) Morgan Sindell (contractors) Schools/HTs Kerry Jones (Skills and Training) Matt Curtis /Carolyn Griffiths (WG) Kath Matthews (CFS manager)</p>	<p>April 2024 – March 2025</p>
<p>To promote the WESP more widely with partners</p>	<ul style="list-style-type: none"> • Develop WESP officer role to ensure WESP working parties are continuing to drive progress in each outcome area • Create stronger links with WLPS and WESP, particularly where outcomes overlap • Further develop work with partners to deliver identified projects ,eg greater promotion of early years WL provision and childcare • Engage consultant to work on WLIA for the wider Swansea Valley area • Explore funding streams to progress WESP work –e.g. Immersion centre, additional staff costs • Consider the contribution of pupil voice to the WESP outcomes and how it can be further developed 	<p>WESP working party members Nerys Howells (WG) Rhian Headon (NPT WLPS) Local partners Schools Jonathan Jones (finance)</p>	

Education Transport – reduce/remove budget overspend while maintain and improving the service for pupils	<ul style="list-style-type: none"> • Continue to work with consultants to reduce overspend • Continue the roll out of PTB scheme with remaining suitable pupils and new pupils in September 2024 • Commence the review of suitable/unsuitable routes • Develop improved HTSTA webpage and develop electronic work processes where possible • Continue to build relationships with partners to promote the service and to ensure clarity around what the service can offer and /or accommodate 	Debora Holder Philips (Education Transport Manager) Passenger Transport Schools EDGE Consultants Road Safety Team IT officers	April 2024 – 2025 April 2024 September 2024 September 2024 April 2024 – March 2025
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Head of Support Services and Transformation – EMPLOYABILITY, SKILLS AND POVERTY (Coordinator - Angeline Spooner Cleverly)				
Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource	
Increase support for Digital Inclusion and Numeracy within Adult Community Learning (ACL)	<p>Digital Inclusion Funding for a Digital Inclusion Ambassador secured for 2023-2024 and 2024-2025. The role of the Funding for 3 x Digital Inclusion Officers secured from October 2023 – December 2024.</p> <ol style="list-style-type: none"> 1. Digital Inclusion Ambassador to work closely with community and third sector organisations to identify and support those in our communities who are digitally excluded in accessing the services they need. 	Digital Enablement (Social Services) - Linking in with each other’s services for referrals. Good Things Foundation – Offering training	Digital Inclusion completion March 2025 Digital Inclusion Ambassador - £30,463	

	<p>2. Digital Inclusion Officers to work closely with local community groups and individuals to build relationships with organisations that support Digital Inclusion. The officers to provide key support to existing groups set up by the Digital Inclusion Ambassador and support programme development and capacity building initiatives, including delivering digital inclusion sessions and promotion of the service.</p> <p>3. Continue to monitor project outcomes and identify geographical gaps in provision.</p> <p>Multiply Project</p> <p>1. Develop the programme with an aim to reach people from a variety of cohorts to support and develop functional numeracy, confidence with numbers and improving individuals' quality of life.</p> <p>2. Work with organisations such as social services, schools, employers, employability services and credit unions will be crucial to identify needs and generate referrals.</p> <p>3. Tailor courses to facilitate achievements, offering different levels and types of delivery, intensive or flexible courses.</p> <p>4. To develop learners' skills within context and relevant to individuals' aspirations, whatever they may be: living independently, financial awareness, being free of debts, secure employment, enhanced working prospects, achieving a qualification or progressing within an organisation.</p> <p>5. Continue with engagement work by ensuring the Engagement Officer is making regular contact with all partnership organisations – those we are working with currently and those we have yet to reach.</p> <p>6. Organise a series of Numeracy workshops in a variety of community venues throughout NPT (especially those in remote/hard to reach areas). The workshops will offer Numeracy tasters as the first steps into numeracy courses to encourage learners to progress on to accredited qualifications.</p> <p>7. Engagement Officer, Tutors and Learning Support Officers continue to market the project doing 'leaflet drops' to local industries and businesses e.g. construction, care homes, retail outlets to further reach out directly to other organisations.</p>	<p>opportunities and equipment loan bank.</p> <p>Digital Communities Wales – training opportunities</p> <p>Libraries offering free room hire for the project.</p> <p>Employers to identify skills gaps in Numeracy skills.</p> <p>Tai Tarian, Thrive, NPTC Council/Primary & Secondary schools, The Wallich, NPTCVS, G4S, BEST teaching agency and Neath YMCA.</p>	<p>Digital Inclusion Officers - £92,99.85</p> <p>Multiply completion February 2025 – SPF funding</p> <p>Multiply Project - £858,873</p>
<p>To reduce NEETS further by supporting and guiding year 11 pupils to transition post 16 life and continue</p>	<p>1. Offer Legacy youth work support to year 11 pupils who are at risk of disengaging from school and at risk of becoming Not in Education, Employment or Training (NEET) post 16.</p> <p>2. Legacy Youth Workers to be based on all secondary schools and work with a caseload of young people identified as being at risk of becoming NEET.</p> <p>3. To provide support for year 11 leavers over the summer period to help them make a positive transition into a post 16 destination.</p>	<p>NPT Youth Service</p> <p>Careers Wales</p> <p>Cynnydd</p> <p>Skills and Training</p>	<p>CCG funding until 31st March 2025, SPF funding until 31st December 2024</p>

<p>supporting young people who are NEET post 16.</p>	<ol style="list-style-type: none"> 4. Continue to identify, support and offer appropriate opportunities and provision for socially isolated NEET young people aged 16-18 and to engage with Tier 2 Young People who are furthest away from Education, employment or training. 5. Help those young people to become more familiarised with employers' expectations, including, standards of behaviour in the workplace. 6. Support these young people to overcome the structural barriers they face into employment and into skills provision. 7. Offering more targeted support to young people aged 16-18 and identified as Tier 2 NEET but are closer to being able to enter EET. 8. Support for young people who need additional help to sustain their engagement on a reduced Jobs Growth Wales Plus programme of learning. 9. Provide NEET young people with opportunity to engage on an innovative six week role on roll off provision, with a focus on improving mental health, wellbeing and providing coping strategies, to move them closer to being able to access EET. 10. Increased number of people gaining qualifications, licences and skills 11. Increase number of people engaged in life skills support following interventions 12. Increased number of people familiarised with employers' expectations, including, standards of behaviour in the workplace 	<p>Communities For Work Plus</p> <p>Youth Support Multi Agency Group</p>	<p>Core Youth Service Funded from RSG Fund</p>
<p>To support existing community-based youth clubs including the Welsh language youth clubs and to develop provision in areas where there is lack of provision or increased need for support and ensure they provide a safe and friendly space for young people.</p>	<ol style="list-style-type: none"> 1. Continue to support existing community based youth provisions and further develop the offer for Welsh Language youth clubs; 2. Provide opportunities for young people to use the Welsh language in a social and recreational setting; 3. Ensure that community based youth clubs are thriving and the offer to young people is based on their needs. 4. Continue to develop youth work provision in areas with little or no existing provision; 5. Continue to develop outreach and detached youth work to engage with young people in their communities. 6. Provide young people with opportunities to take part in community events and activity days especially during the school holidays 7. Work with partners to identify areas that need youth work support and provision. 8. Support community based provisions that have been identified as needing youth work support. 	<p>NPT Youth Service;</p> <p>WREC</p> <p>Boys & Girls Clubs</p> <p>Community Safety</p> <p>Voluntary Sector</p>	<p>SPF funded Until 31st December 2024</p> <p>Core Youth Service funded</p>
<p>To coordinate and map out skills for Neath Port Talbot to inform employment and</p>	<ol style="list-style-type: none"> 1. Continue to review the current skills opportunities for Neath Port Talbot. 2. Review of projects developed in NPT and identify skills requirements in proposals. 3. Research ongoing provision and develop where skills shortages/gaps have been identified. 	<p>Schools, Colleges, Universities, Business Community,</p>	<p>Skills Coordinator funded until March 25</p>

training through the Employability and Skills Strategy.	<ol style="list-style-type: none"> 4. Liaise with our schools, colleges and universities where possible to progress project development. 5. Continue to work closely with the Regional Learning and Skills Partnership. 6. Implement the action plan working with partners and stakeholders 	NPT Employability, RLSP. NPT Senior Officers, Partners and Stakeholders	Strategy cost covered
To develop apprenticeships within Neath Port Talbot to provide our young people and adults with a greater offer of choice to enhance their future prospect	<ol style="list-style-type: none"> 1. Continue to develop apprenticeships throughout Neath Port Talbot 2. Review of current offer of apprenticeships within Neath Port Talbot. 3. Work with our schools, colleges and careers wales to inform our young people of the different types of apprenticeships and the pathways. 4. Develop literature to compliment this provision. 	Schools, Colleges, Careers Wales, Businesses, Employers, Internal teams within NPT.	The Apprenticeship Coordinator is funded via SPF until March 25 – SPF funding
We will develop an alternative vocational pathway for our young people in schools to develop skills for future jobs and prospects in	<ol style="list-style-type: none"> 1. Develop an alternative vocational pathway for our young people in Neath Port Talbot. 2. Develop a pilot project funded via Shared Prosperity Funding to develop a pathway for progression for our disengaged young people within schools. 3. Enhance ongoing development to secure additional funding to develop a Skills Vocational Centre within Neath Port Talbot. 4. Work with young people within our schools to lead on sector options for the vocational pathways. 	Schools, Employers, Internal teams within NPT.	The Skills Coordinator is developing this pilot. Funded via SPF until December 2024

Evaluation of progress (HOS meeting with Co-ordinator)		Next steps
(What has gone well, what has been a challenge?)		
1		
2		

3		
4		
5		

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