



## ***BWRDD ADDYSG, SGILIAU A DIWYLLIANT Y CABINET***

*I dilyn y Pwyllgor Craffu 'n syth  
DYDD IAU, 6 MEHEFIN 2019*

### ***SIAMBR Y CYNGOR – CANOLFAN DDINESIG PORT TALBOT***

1. Periodi cadeirydd
2. Datganiadau o gysylltiadau
3. Cofnodion y Cyfarfod Blaenorol a gynhaliwyd ar 11 Ebrill 2019  
(*Tudalennau 3 - 6*)
4. Drafft o Bolisi Teithio Rhwng y Cartref a'r Ysgol 2020  
(*Tudalennau 7 - 52*)  
Adroddiad gan Bennaeth Cyfranogiad
5. Y Diweddaraf ar Ddysgu Oedolion yn y Gymuned  
(*Tudalennau 53 - 58*)  
Adroddiad gan Bennaeth Cyfranogiad
6. Asesiad o Ddigonolrwydd Cyfleoedd Chwarae 2019  
(*Tudalennau 59 - 234*)
7. Dyddiadau Tymor yr Ysgol 2021/2022  
(*Tudalennau 235 - 242*)  
Adroddiad gan y Pennaeth Trawsnewid
8. Eitemau brys  
Unrhyw eitemau brys (boed yn gyhoeddus neu wedi'u heithrio) yn ôl disgrisiwn y Cadeirydd yn unol ag Offeryn Statudol 2001 Rhif 2290 (fel y'l diwygiwyd).

**S.Phillips  
Prif Weithredwr**

**Canolfan Ddinesig,  
Port Talbot**

**31 Mai 2019**

**Aelodau'r Cabinet:**

**Cynghowyr:** A.R.Lockyer a/ac P.A.Rees

***Nodiadau:***

- (1) Os nad yw unrhyw aelod o Fwrdd y Cabinet yn gallu bad yn bresennol, gall unrhyw aelod arall o'r Cabinet gyflenwi fel aelod etholiadol ar y pwyllgor. Gofynnir i'r aelodau wneud y trefniadau hyn yn uniongyrchol ac yna I hysbysu is adran y pwyllgor..*
- (2) Ystyrir barn y Pwyllgor Craffu blaenorol wrth wneud penderfyniadau (proses craffu cyn penderfynu)*

## EXECUTIVE DECISION RECORD

11 APRIL 2019

### EDUCATION, SKILLS AND CULTURE CABINET BOARD

#### **Cabinet Members:**

Councillors: A.R.Lockyer and P.A.Rees (Chairperson)

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

C.Millis, A.Thomas, I.Guy, W.John, C.Davies and J.Woodman-Ralph

#### **Invitees:**

Councillors: A.L.Thomas (Scrutiny Chairperson)

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

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

#### 2. **DECLARATIONS OF INTEREST**

The following Members made declarations of interest at the commencement of the meeting:

Councillor P.Rees	Re: Report of the Head of Transformation on the Embedding The United Nations Convention of the Rights of the Child (UNCRC) within Neath Port Talbot Schools as he is Governor at Crynallt Primary and Cefn Saeson Comprehensive Schools and confirmed he has dispensation to speak and vote. He also has grandchildren in YGG Castell-Nedd.
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Councillor A.Lockyer Re: Report of the Head of Transformation on the Embedding The United Nations Convention of the Rights of the Child (UNCRC) within Neath Port Talbot Schools as he is Governor at Castell Nedd and Gnoll Primary Schools and confirmed he has dispensation to speak and vote. He also has a relative working in Dwr-y-Felin Comprehensive School and grandchildren in Alderman Davies Primary School.

3. **MINUTES OF PREVIOUS MEETING**

**Decision:**

That the minutes of the 28 February 2019 be approved.

4. **FORMER DYFFRYN LOWER SCHOOL SITE, TALCENNAU ROAD, PORT TALBOT. SA13 1EP**

**Decision:**

That the former Dyffryn (Lower) school land and premises at Talcennau Road, Port Talbot. SA13 1EP be approved as surplus to the operational requirements of the Education, Leisure and Lifelong Learning Service and that the responsibility be transferred to the Head of Property and Regeneration.

**Reason for Decision:**

To declare the former Dyffryn (Lower) school land and premises at Talcennau Road, Port Talbot. SA13 1EP as being surplus to the operational requirements of the Education, Leisure and Lifelong Learning Service and transfer responsibility to the Head of Property and Regeneration.



**Implementation of Decision:**

The decision will be implemented after the 3 day call in period.

5. **LIBRARY SERVICE REVIEW: A SUSTAINABLE LIBRARY SERVICE 2020-2025**

**Decision:**

That approval be granted for the library service review and to consult with all relevant groups as detailed in the circulated report.

**Reason for Decision:**

To enable officers to undertake a full library service review and report back to members on options for the future delivery of the service.

**Implementation of Decision:**

The decision will be implemented after the three day call in period.

6. **ANNUAL PUPIL PERFORMANCE REPORT 2017/18**

**Decision:**

That the report be noted.

7. **THINK FAMILY PARTNERSHIP UPDATE**

**Decision:**

That the report be noted.

**CHAIRPERSON**

Mae'r dudalen hon yn fwriadol wag



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education Skills and Culture Cabinet Board

6<sup>th</sup> June 2019

### Report of the Head of Participation – Mr Chris Millis

#### Matter for Decision

#### Wards Affected:

All Wards

#### Report Title:

Draft Home to School Travel Policy 2020

#### Purpose of the Report:

To inform Members of the proposed new Home to School Travel Policy 2020 and to seek approval to undertake a public consultation exercise in respect of this proposed policy.

#### Executive Summary:

The proposed 2020 policy updates and revises the existing Home to School Travel Policy 2017, which is attached as **Appendix 1**. It is proposed that the draft Neath Port Talbot Home to School Travel Policy 2020 be consulted upon to obtain the views of stakeholders prior to the proposed implementation date in September 2020 (the start of the new 2020/2021 academic year).

The Learner Travel Information (Wales) Regulations 2009 requires the Council to publish and make available information on travel arrangements and that the information must be made available by the 1<sup>st</sup> October preceding the academic year to which the information relates. Therefore, it is proposed that consultation will be for eight weeks from Monday 10<sup>th</sup> June 2019 until Sunday 4<sup>th</sup> August 2019 and that the matter is referred back to Members for decision following the analysis of responses received during the consultation period. If it is decided that the policy will be implemented, it will be published on the 1<sup>st</sup> October 2019 for implementation the following academic year (September 2020). A consultation document is attached as **Appendix 2**.

The proposed 2020 policy provides additional detail and explanation to the current 2017 policy and it is hoped that these details will provide parents/carers with a clear understanding of what is eligible and what is not eligible when considering an application for home to school travel assistance.

The new proposed policy provides free home to school travel for those pupils who are eligible under statutory requirements. For those pupils who do not meet the criteria for free school transport, the Council can, under its discretionary powers, as outlined in Section 6 of the Learner Travel Measure provide free home to school travel for pupils attending both Voluntary Aided (Faith) education and Welsh medium education. This policy continues to provide discretionary transport for those pupils, of compulsory school age, attending Welsh medium and Voluntary Aided (Faith) education as per arrangements under the current 2017 policy. Under the proposed new policy, the Council will continue to provide free non-statutory travel to those pupils who meet the distance criteria and are attending either their nearest Welsh-medium school or their nearest Voluntary Aided (Faith) school.

The proposed new policy continues to provide eligibility criteria for home to school travel assistance for those pupils/students with a statement of special educational need/additional learning need following and subject to an assessment of their need.

### **Changes introduced by the proposed new Home to School Travel Policy 2020:**

**Pupils who have dual residence** – Some pupils reside at more than one address due to the fact that they live with both parents/carers but separately

at different addresses (e.g. because parents are separated). The proposed 2020 policy states that although it will consider the two home addresses, only travel assistance to the nearest suitable school will be offered when considering either address, provided the distance criteria is met. There will be no absolute entitlement from multiple addresses. Further, if all family members have moved from the family home but the pupil remains at the local school to the original family home but both new addresses for each parent/carer are now further away from that school and another school becomes the nearest, then no travel assistance will be offered for either address on the grounds that neither qualify.

**Post 16 young people with Additional Learning Needs/Special Educational Needs** - The proposed new policy states that those young people who have previously held a statement of educational needs and who may have previously attended a specialist provision but who **do not** transfer to a post 16 specialist provision will not be eligible for home to school travel assistance.

**Increase in cost of a spare seat** - It is proposed that the charge for a spare seat will be the same for all pupils/students across all age groups (under the current policy nursery, primary and secondary aged pupils pay **£260** per academic and post 16 pupils paid a lower amount of **£100** per academic year). In addition, the 2020 policy proposes to increase the charge of a spare seat. It is proposed that the charge is increased to **£390** per academic year. This represents a payment of £130 per term (£2 per day / £1 per trip - based on a 195 school day academic year).

This means an increase of **£65** per academic year for nursery and **£130** increase for compulsory school aged pupils (with pro rata for half day nursery sessions). The most significant increase is for post 16 students where the increase is **£290** per academic year.

Annual charges across an academic year for purchase of a spare seat

	Nursery	Primary	Secondary	Post 16
Current charge	£260 (£130 pro rata)	£260	£260	£100
Proposed charge	£390 (£195 pro rata)	£390	£390	£390
<b>Increased cost</b>	<b>£65</b>	<b>£130</b>	<b>£130</b>	<b>£290</b>

Post 16 students are able to purchase a Student Pass with First Cymru, which equates to £3.25 per day (£633.75 per year based on 195 school days per academic year). Post 16 students may also be entitled to apply for an Education Maintenance Allowance (EMA) through Student Finance Wales and could be eligible for an award of £30 per week following a financial assessment.

The increase in cost is to bring the charge in line with other bordering Councils. Charges by other Councils are:

Swansea - £425 per annum or £460 per annum if paid for over 10 months

Bridgend - £380 (from September 2019)

Powys - £390 for under 16's and £525 for over 16's.

It should be noted that a spare seat will still be withdrawn, if the space on the route is needed for a pupil who is eligible for free school travel.

**Use of Motability Scheme vehicles** - The 2020 policy makes reference to "Motability Scheme" vehicles and states that if a learner is the recipient of the relevant allowance to qualify for the "Motability Scheme" and the parent/carer obtains a vehicle through the "Motability Scheme", then the Council expects that the vehicle be used for the benefit of the learner and that the vehicle is utilised to take the learner to and from school. In some cases, the Council may offer assistance with travel to and from school. In these circumstances, each case will be considered on its own merit and where applicable a parental mileage allowance will be offered.

**Types of travel assistance offered** - The proposed policy sets out what types of travel assistance may be offered. This means that the offer of a particular type of travel assistance will not be an absolute entitlement if following a review a more cost effective method is found.

The proposed policy confirms that single occupancy vehicles will not be provided unless in very exceptional circumstances. This is because a single occupancy vehicle is not always the best and most cost effective type of travel assistance available.

In addition, the proposed 2020 policy confirms that learners/students who have successfully completed their independent travel training will be expected to travel to and from their place of learning independently e.g. by pass for a public bus.

**Introduction of a two-stage appeal process** – The 2020 policy makes a change to the current appeals’ process and introduces a “two-stage” process. Stage one is a review by the Council’s Transport Group and if the appellant wishes to move to stage two of the process, this will involve review by an appeal panel.

**Encouraging on-line applications** - The Council promotes the SWITCH campaign ‘do it online’. The 2020 policy makes reference to the fact that applications for home to school travel assistance should be made online.

### **Background:**

Neath Port Talbot’s current Home to School Travel Policy has been in operation since September 2017. The Home to School Travel Policy 2017 reflects the home to school travel duties and requirements that fall to the Council by virtue of the Education Act 1996; The Learner Travel (Wales) Measure 2008; The Learner Travel Statutory Provision and Operational Guidance 2014; The Learner Travel Information (Wales) Regulations 2009 and the All Wales Travel Behaviour Code.

The draft 2020 policy reflects the duties and requirements that fall to the Council but stakeholders are provided with more detail about what constitutes eligibility (either statutory or discretionary) under the policy and what does not.

The draft policy will need to be consulted upon in order to receive feedback from stakeholders prior to the implementation of a final policy in September 2020.

The proposed new policy will impact on the strategic and operational elements of home to school travel arrangements.

### **Financial Impacts:**

The proposed 2020 policy ensures the best use of public resources when determining eligibility for home to school transport and considering what types of travel assistance may be offered.

The proposed new policy also ensures the best management of the Home to School Transport Budget by ensuring the most cost effective type of travel assistance is offered and that only those pupils or young people with eligibility are offered assistance to and from school.

The new Home to School Policy 2020 has been developed on the basis of the Directorate's budgetary savings for 2019/2020.

#### Financial Information 2018/2019 - Home to School Travel costs

<b>2018-2019</b>	<b>Actual Expenditure</b>
Primary Education - In County	£889,692
Primary Education - Out of County	£ 67,402
Secondary Education - In County	£ 1,655,636
Secondary Education - Out of County	£250,524
Special Educational Needs - In County	£ 2,926,793
Special Educational Needs - Out of County	£130,626
Special Educational Needs Post 16 - In County	£ 208,521
Special Educational Needs Post 16 - Out of County	£20,212
Post 16 - Out of County	£ 1,783
Post 16 - In County	£ 5,859
Transport Service Delivery	£29,766
<b>TOTAL COST</b>	<b>£6,186,815</b>



## **Integrated Impact Assessment:**

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016. The first stage impact assessment has indicated that a more in-depth assessment was required

An overview of the first stage impact assessment has been included below in summary form only and it is essential that Members read the Integrated Impact Assessment, which is attached to the report at **Appendix 3**, for the purposes of the meeting.

The first stage impact assessment concludes that a full Integrated Impact Assessment should be undertaken following the conclusion of the consultation exercise.

## **Valleys Communities Impacts:**

There are no implications.

## **Workforce Impacts:**

There are no implications.

## **Legal Impacts:**

The new proposed policy will discharge the duties and requirements that fall to the Council by virtue of the Education Act 1996; The Learner Travel (Wales) Measure 2008; The Learner Travel Statutory Provision and Operational Guidance 2014; The Learner Travel Information (Wales) Regulations 2009 and the All Wales Travel Behaviour Code.

The Learner Travel Information (Wales) Regulations 2009 dictate that the information i.e. the new Home to School Travel Policy 2020 must be made available by the 1<sup>st</sup> October preceding the academic year to which the information (the policy) relates.

### **Risk Management Impacts:**

Failure to provide adequate Home to School Transport service is a risk logged on the Directorate's operational risk register. One of the mitigating factors to manage this risk is to have relevant policies and procedures in place.

The proposed new policy updates and revises the current home to school travel policy.

### **Consultation:**

The new proposed policy will be subject to external consultation. There are no statutory requirements for public consultation in respect of changes to the Council's Home to School Travel policy.

It is proposed that the public consultation exercise will be for eight weeks from Monday 10<sup>th</sup> June 2019 until Sunday 4<sup>th</sup> August 2019.

### **Recommendations:**

It is recommended that Members grant permission to undertake public consultation on the new proposed home to school travel policy 2020.

It is proposed that the public consultation exercise will be for eight weeks from Monday 10<sup>th</sup> June 2019 until Sunday 4<sup>th</sup> August 2019.

### **Reasons for Proposed Decision:**

This report is for information for Cabinet Board members to determine if they will provide their permission for officers to consult with stakeholders on the draft Home to School Travel Policy 2020.

### **Implementation of Decision:**

The decision is proposed for implementation after the three day call in period.

## **Appendices:**

Appendix 1 – Draft Home to School Travel Policy 2020

Appendix 2 – Consultation Document

Appendix 3 – First Stage Integrated Impact Assessment

## **List of Background Papers:**

Home to School Travel Policy 2017

The Learner Travel Statutory Provision and Operational Guidance 2014

The Learner Travel Information (Wales) Regulations 2009

The Learner Travel (Wales) Measure 2008

The All Wales Travel Behaviour Code

The Education Act 1996

## **Officer Contact:**

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Mae'r dudalen hon yn fwriadol wag



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

***DRAFT***  
***Home to School***  
***Travel Policy***  
***2020***

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### Legal requirements

The Council has a duty to consider the travel needs of the children and young people in its area and to publish a policy on its home to school travel assistance arrangements.

This policy reflects the requirements placed on the Council in respect of its duty to provide home to school travel assistance set down by the Education Act 1996 and also other legislation, specific to Wales, which includes:

- The Learner Travel (Wales) Measure 2008 (“the Measure”)
- The Learner Travel Statutory Provision and Operational Guidance 2014 (*this is due to be updated by Welsh Government*)
- The Learner Travel Information (Wales) Regulations 2009
- The Safety on Learner Transport (Wales) Measure 2011
- The All Wales Travel Behaviour Code

The Learner Travel (Wales) Measure 2008 (“the Measure”) sets out the legal framework specifically related to travel provisions for learners travelling to and from school in Wales. Where details relating to the implementation of the Council’s home to school travel policy are not specifically covered in this policy document, the Council will defer to the provisions within the Measure and The Learner Travel Statutory Provision and Operational Guidance 2014 (*due to be updated by Welsh Government*).

There is no universal entitlement to free home to school travel assistance; therefore, parents/carers are strongly advised to consider how they will get their child to their place of education or training before applying for a place at that establishment.

### Living within the Council’s area

The Council is responsible for providing assistance with travel only for those learners living within the Council’s area. A learner is considered to be ‘living’ in the Council’s area if he/she is ordinarily resident within the county borough of Neath Port Talbot. For the purposes of this policy document, ordinary residence is defined as ‘where a learner usually lives, or if under 16, where those with parental responsibility for the learner live.’ ‘Living’ means more than occasionally visiting. If a learner has no ordinary residence they will be treated as being ordinarily resident at the place at which they are for the time being resident.

### Dual Residence

Where a learner has dual residence (more than one ordinary place of residence), the Council will consider both places of residence. If the learner lives at more than two such places, only those two places nearest to the learner’s school will qualify.

Any change to a learner’s residence, including dual residence may affect a learner’s eligibility for travel assistance. Therefore any changes to a learner’s ordinary place of residence needs to be taken into account when determining if the school the learner attended before the change of address is still their nearest suitable school. If one or both of the learner’s parent/carers move to a new address, a different school may become their child’s nearest suitable school. Eligibility to travel assistance will be reviewed and only assistance to the nearest suitable school will be offered or continued,

provided the additional qualifying criteria are met.

The Learner Travel Statutory Provision and Operational Guidance 2014 stipulates that the Council must consider if a journey time is reasonable. Under its discretionary powers, the Council will consider applications for travel assistance for those learners with dual residence, if the school is the nearest suitable school to one of the addresses and the second address does not qualify, however, there is existing home to school transport provision available on the route (this will be via the purchase of a spare seat).

Where a learner has two places of ordinary residence which are located in two different Council areas, each Council will be responsible for the learner's travel assistance arrangements when the learner is residing in its area.

### **School admission and home to school travel assistance**

Admission to a mainstream school within the Council's area does not necessarily confer an entitlement to travel assistance. Where a parent/carer expresses a preference for a school which is not the nearest suitable school, this will be classified as a preferred placement and does not qualify for travel assistance. However, if a parent/carer has been unable to secure a place for their child at the nearest suitable school (or catchment area school for their home address) travel assistance will be provided to the next nearest available suitable school, providing the relevant distance criteria has been met.

Admission to a special school does not necessarily confer an entitlement to travel assistance. Travel assistance will be offered to those where an educational establishment has been named in the Statement of Special Educational Needs/Individual Development plan, providing the relevant distance criteria has been met or the need of the individual deems that travel assistance is a necessity.

Primary responsibility for determining the travel needs of each learner rests with officers of Neath Port Talbot County Borough Council who are guided by this policy. Officers will seek advice from other relevant professionals where necessary.

### **Offers of travel assistance**

Where an offer of travel assistance has been made and accepted, there is no continuing absolute entitlement as offers of travel assistance are subject to review if there is a change in the circumstances which gave rise to the original offer of travel assistance e.g. the learner's place of residence changes, an unsuitable route becomes available.

For those learner's with additional learning needs, eligibility and the offer of travel assistance will be subject to a reassessment of their needs on a regular basis.



## Part 2: Eligibility: statutory entitlement

To qualify for free home to school travel assistance the following criteria must be met:

<b>A</b>	The learner must be an ordinary resident within the county borough of Neath Port Talbot
<b>B</b>	The learner must be attending their nearest suitable school
<b>C</b>	The learner must be of compulsory school age
<b>and either D or E</b>	
<b>D</b>	The learner must live more than the statutory walking distance from their nearest suitable school
<b>E</b>	The learner must be unable to walk the statutory walking distance to their nearest suitable school because: <ul style="list-style-type: none"> <li>• the route has been deemed to be unsuitable, or</li> <li>• they have a disability or mobility difficulty (subject to an assessment of their needs and/or evidence of conditions or difficulties from relevant professionals e.g. paediatrician)</li> </ul>
<b>F</b>	The learner is a Looked After Child (LAC)
<b>G</b>	The learner has a school named on their Statement of Special Educational Needs (“Statement”) or Individual Development Plan (“IDP”)

**Category D** -The learner is of **primary school age** and lives **2 miles** or further from the nearest suitable primary school. The distance is measured by the shortest available walking route. This is applicable to all primary aged learners, including those with a statement or Individual Development Plan (IDP).

**Category E**- The learner is of **secondary school age** and lives **3 miles** or further from the nearest suitable secondary school. The distance is measured by the shortest available walking route. This is applicable to all secondary aged learners, including those with a statement or IDP.

**Category F** - The Council has a responsibility as a corporate parent for Looked After Children (LAC). A Looked After Child is a child in the care of the local authority, or who is provided with accommodation by a local authority, under the childcare responsibilities of a local authority’s social services. In determining the home to school travel entitlements of a Looked After Child the criteria for age and distance will apply. However, the nearest suitable school criteria will not apply, as this will allow the Council to ensure that a Looked After Child is placed according to their individual needs and circumstances with the minimum of disruption; ensuring continuity in education with friends or siblings while maintaining child wellbeing. Travel assistance provided for LAC children will be funded by Social Services and depending on the learner’s travel needs assessment, public transport will be used where appropriate.

**Category G** - The Council will arrange for an assessment of a learner’s need to determine whether travel assistance is necessary to facilitate access to school. This assessment will identify the type/level of travel assistance that may need to be provided. The criteria for age and distance will apply, unless the need of the learner determines that the criteria should not be applied. The entitlement will be reviewed on a regular basis.

The Council will not be obliged to provide assistance with travel if parents/carers have

decided to send their child to an establishment further away than the specialist provision that the Council has identified as suitable to meet the needs of the learner. Parent/Carers have the right to determine the establishment they wish their child to attend but for the purposes of this policy that this choice will be deemed as a preferred placement.

If a learner is the recipient of the relevant allowance to qualify for the Motability Scheme and the parent/carer obtains a vehicle through the Motability Scheme, then the Council expects that the vehicle be used for the benefit of the learner with the disability and that the vehicle is utilised to take the learner to and from school. The Council may offer assistance with travel to and from school. In these circumstances, each case will be considered on its own merit and usually a parental mileage allowance will be offered.

<b>Definitions</b>
<p><b>Compulsory school age:</b> A learner attaining the age of five years at the beginning of the first term to start school after the learner's fifth birthday and concluding their education at sixteen years of age.</p>
<p><b>Ordinary Resident:</b> Where a learner usually lives or where those with parental responsibility for the learner live. Living means more than occasional visiting. In terms of dual residence, only permanent established living arrangements will be considered e.g. a learner living 2 nights of every school week with one parent and 3 nights of every school week with the other parent or alternative weeks with each parent. It does not apply where a learner spends weekends with a different parent from where the learner lives during the school week.</p>
<p><b>Nearest suitable school:</b> A mainstream English-medium or Welsh-medium school which is the closest suitable school to the learner's home address, with places available, that provides education appropriate to the age, ability and aptitude of the learner and takes into account any additional learning need that the learner may have. This will usually also be the named 'designated' school for the learner's home address.</p> <p>A Denomination (Faith) school which is the closest faith school to the learner's home address, taking into account all relevant schools.</p> <p>A Special school or specialist provision which is the nearest appropriate special school or specialist provision that can meet the needs of the learner or a Special school or specialist provision named on a learner's statement/IDP.</p> <p>Determining the nearest suitable school is the responsibility of the Council, when considering the home address registered by the parent/carer with their chosen school.</p> <p>Where a parent/carer chooses a different school to the nearest suitable school, even though the nearest school is able to meet the learner's needs, then this is determined to be a preferred placement and will not qualify for home to school travel assistance (unless there is a specific need under exceptional circumstances and subject to an assessment of the need).</p> <p>If it is not possible for a learner to secure a place at the nearest suitable school, free travel assistance will only be provided if the alternative school is considered to be the next nearest to the home address and the distance is further than the statutory walking distance or the route is unsuitable.</p>

**Statutory walking distance:**

- Two miles for primary aged learners
- Three miles for secondary aged learners

Statutory walking distance is the threshold which determines whether the responsibility for travel to and from school sits with the Council or with the learner's parent/carer. It does not mean that a learner must walk the distance but it is the responsibility of parents/carers who live under the qualifying distance to decide how to get their child/children to and from school.

**Shortest available walking distance:**

The measurement of the walking distance is not necessarily the shortest distance by road. It is measured by the shortest route along which a learner, accompanied as necessary, may walk in reasonable safety. The route measured may include footpaths, bridleways and other pathways.

The walking distance will be measured from where the boundary of the home meets the public highway e.g. end of drive or private lane to nearest pedestrian access gate to the school. This may not be the main school gate but may be the closest access point. The Council uses a Geographical Information System (GIS) to measure distances and ensure accuracy.

**Unsuitable/Suitable walking route:**

A route is considered to be unsuitable if a learner cannot reasonably be expected to walk alone or accompanied as necessary, in reasonable safety and no alternative suitable route under the statutory walking distance exists.

A route is determined to be suitable if it is safe (as far as reasonably practicable) for a learner without a disability or learning difficulty to walk the route alone or with an accompanying adult if the learner's age and level of understanding so require. The Council will undertake detailed assessments to determine whether a route is unsuitable or suitable for walking.

**School day:**

A day on which a school is in session and home to school transport being provided only at the start and end of the school day. Travel assistance is not available for any travel during the course of the school day between relevant places or different sites.

**Accompaniment:**

It is the responsibility of the parent/carer to make suitable arrangements to ensure their child is accompanied on walking routes to and from school, if it is considered by the parent/carer that the learner's age, ability and levels of understanding make this necessary. The Council will not provide travel assistance merely because the parent/carer has not made such arrangements.

It is the general position of the Council that parents/carers are expected to manage ensuring that their child/children are accompanied to and from school alongside other commitments including attending their work, collecting other siblings. Claims for exceptional circumstances will need to be supported by relevant evidence, although production of evidence is no guarantee for free home to school travel assistance and each case will be assessed on an individual basis.

**Preferred placement:**

A parent/carer may express a preference for a particular school which is not the nearest suitable school according to educational provision, language, faith or special educational need provision. This choice is deemed to be a preferred placement.

If a parent/carer exercises their parental preference when determining which school their child attends and the chosen school is not the nearest suitable school, the learner is not entitled to travel assistance.

## Part 3: Eligibility: Discretionary arrangements

Where the Council is not under a duty to make travel arrangements, the Council has the power to provide assistance on a discretionary basis.

The Council under its discretionary powers has made the following arrangements:

### **Welsh-medium education**

Free home to school travel assistance will be provided if the learner is attending their nearest Welsh-medium community primary or secondary school and the distance criteria has been met (**2 miles** or further for primary aged learners and **3 miles** or further for secondary aged learners) or there is no available walking route.

### **Denomination (Faith) education**

Free home to school travel assistance will be provided if the learner is attending their nearest Faith primary or secondary school (in accordance with their preferred religious denomination) and the distance criteria has been met (**2 miles** or further for primary aged learners and **3 miles** or further for secondary aged learners) or there is no available walking route.

### **ALN/SEN travel assistance for young people aged 16 years and above**

A young person is entitled to apply for travel support if **all** of the following conditions are met:

- They must be 16 at the start of the school year in which the course begins
- They must be attending a specialist provision on a full-time basis
- They must be attending the nearest appropriate specialist provision which, having taken account of the young person's needs, chosen course of study\*
- The distance from home to the specialist provision must be more than three miles.
- The young person continues to have a statement of special educational needs/Individual Development Plan and the need for travel support post 16 is explicit in their transition plan

\*The Council will assess whether an establishment provides a reasonable range of courses suitable to the abilities, aptitudes and requirements of the individual student.

### **ALN/SEN travel assistance for younger learners under the age of 5 years**

A parent/carer of a pre-school aged learner is entitled to apply for travel support if **all** of the following conditions are met:

- They must be under the compulsory school age of 5 years
- They must be attending a specialist early years assessment centre/provision
- They must be attending the nearest appropriate specialist early years assessment centre/provision
- The distance from home to the specialist provision must be more than two miles
- The learner must be in the process of an assessment for the purposes of a statement of special educational needs/Individual Development Plan

### **Bilingual education**

Neath Port Talbot County Borough Council does not have bilingual schools and no discretionary travel arrangements will be made for learners who do not attend their nearest suitable school because of a preference for bilingual education. Only preferences for Welsh-medium or English-medium will give rise to a right to travel assistance under this policy. In all cases, eligibility for travel assistance will be determined by nearest suitable school criteria.

### **Nursery aged learners**

There is no duty on the Council to provide travel assistance to learners under the age of 5 years. However, the Council offers parents/carers the opportunity to purchase a seat for their child on an existing home to school travel route if the distance criteria has been met or there is a lack of an available walking route. This offer will only be available if there is an existing passenger assistant on the travel route so that learners of a young age are appropriately looked after on their journeys to or from school (nursery learners only attend half-day nursery sessions). There will be a charge for this service of £390 per school year pro-rata for the half days £195.

### **Young people aged 16 and over**

There is no duty on the Council to provide travel assistance to those over the age of compulsory education. However, the Council offers such learners the opportunity to purchase a seat on an existing home to school travel route if the distance criteria has been met or there is a lack of an available walking route. There will be a charge for this service of £390 per school year.

### **Parental Preference**

Parent/Carers are entitled to state a preference for the school they would like their child to attend. Where possible parental preference will be accepted by the Council's School Admissions Section but a parent/carer's preferred school may not be the nearest suitable school. If, by choice, a learner is not attending their nearest suitable school there will be no entitlement to free home to school travel assistance. This also applies to a choice of school according to language or denominational preference and that school is not the nearest suitable school of language or denominational provision to the home address.

### **Other excluded circumstances**

No travel assistance will be offered to enable learners to attend wrap-around provision, breakfast clubs, extra-curricular activities or any other provision, which exists outside of normal school hours.

No travel assistance will be provided to any other site other than the school's main campus and no travel assistance will be provided to college day release programmes, work experience etc.

## Part 5: Types of travel assistance

The Council will favour environmentally sustainable forms of travel and will promote those options which make the most effective and efficient use of public resources. The Council reserves the right to vary the offer at any point in order to achieve cost effectiveness.

The types of travel assistance provided may include but are not limited to:

- cycle allowance
- bus pass for public buses
- parental mileage allowance when utilising their own vehicle
- dedicated home to school transport vehicle
- specialist vehicle for those with a disability
- passenger assistant
- independent travel training to enable the learner to travel independently to and from their place of education or training

Where eligible, travel assistance will be provided for one return journey per school day, for arrival at school prior to the beginning of the normal school day and departure from school after the end of the normal school day, to and from a pick-up/drop-off point at or near the learner's home address.

The Council will provide transport from reasonably near the learner's home to reasonably near the learner's school. Depending upon age and ability learners may be required to walk to a central pick-up/drop-off point, for a distance of up to one mile.

### **Cycle allowance -**

Where a statutory entitlement to home to school travel assistance exists or the Council's discretion has been exercised, the Council may offer a cycle allowance. Where a cycle allowance has been granted it is the parent's/carer's responsibility to be sure that their child will be competently able to cycle to school safely. Parents/Carers will need to decide how their child will get to school when they can't cycle e.g. in bad weather.

If a cycle allowance has been agreed the rate would be for two return journeys per day based on the current HMRC rates.

### **Bus pass for public buses -**

The Neath Port Talbot Pupil Bus Pass provides access to the public bus network for journeys to and from school during normal school hours. In some circumstances, with written agreement, they can be used outside of normal school hours. Full terms and conditions are provided with the bus pass.

### **Parental mileage allowance -**

Where a statutory entitlement to home to school travel assistance exists or the Council's discretion has been exercised, in certain circumstances the Council may offer a parental mileage allowance where the parent/carer of a learner transports the learner themselves. Any agreement will be subject to the parent/carer having a driving licence, MOT (if applicable) and evidence of appropriate insurance (either class 1 business use or a letter from their insurers waiving the need for class 1 business use to transport their child for an allowance).

If a parental mileage allowance has been agreed with the parent/carer the rate would be for two return journeys per day based on the current HMRC rates.

### **Dedicated home to school transport vehicles and specialist vehicles for those with ALN/SEN -**

The type of vehicle procured for any transport route will be determined by the number of learners and their individual needs.

Learners will be offered a place on a shared home to school vehicle. The vehicle may be a coach, a minibus or car. All vehicles will be suitable for the route and the type of learner travelling in them, including appropriate adaptations to cater for learners with a disability.

The Council promotes the sharing of vehicles to ensure cost effectiveness of home to school travel assistance. Accordingly it may be that learners from different schools will be sharing the same transport vehicle e.g. learners travelling to Welsh-medium and English-medium schools in the same geographical area. This will also include learners of differing ages sharing on the same vehicle.

Single occupancy vehicles will not to be provided unless in very exceptional circumstances and the authorising of a single occupancy vehicle will be determined by the Council's Transport Group and will only be permitted where there is sufficient evidence to support a request for a learner being the sole occupant of a home to school transport vehicle.

The Council does not run its own transport fleet so all routes will be operated by a contracted transport provider. The size of the vehicle being operated will depend on the number of learners entitled to travel assistance on the route.

### **Provision of a passenger assistant -**

Passenger assistants will only be present on vehicles transporting learners to and from school where the need for a passenger assistant relates to a learner's additional learning need or disability, or in other circumstances such learners who require supervision whilst travelling.

### **Independent travel training -**

This training is offered to learners with an additional learning need who have been assessed as being suitable for training to encourage independent travel. Learners who have been assessed as suitable for such training will be expected to participate. Upon successful completion of the training, the learner will travel to and from their place of learning independently e.g. by a pass for a public bus.

### **Discretionary Arrangements: Spare Seat Scheme**

The Council's priority in allocating seats on contracted vehicles will be to accommodate, in the first instance, learners eligible for travel assistance. Where spare seating capacity arises, the Council under its discretionary arrangements will offer seats for sale to learners who are not eligible for assistance with travel. If available, a spare seat may be purchased for the fee of £390 per school year.

The Council or the parent/carer may terminate this arrangement by giving notice. The arrangement will cease at the start of the next school period following the next mid or full-term holiday period. In order to accommodate a learner with an entitlement to travel assistance, it may be necessary to rescind the decision to sell a spare seat.

### **Applying for assistance with home to school travel**

Parents/Carers who believe that their child is entitled to assistance with travel to and from school should complete the online application form, which can be found on the Council's website.

Following completion of the online application successful applicants will receive details of pick-up times and locations during the summer holidays for a September start or as soon as possible for applications received during the course of the school year.

Parents/Carers should be aware that a late application will delay the allocation of transport provision and may result in allocation at the start of the school year or start of a new term being missed.

### **Travel Behaviour Code**

An 'All Wales Travel Behaviour Code' (Travel Code) sets out learners' responsibilities and required standards of behaviour when travelling between home and school. The Council expects all learners to behave in a considerate way when travelling on transport either provided, or arranged by the Council.

For learners with an additional learning need, where a behavioural problem may have arisen as the result of the additional learning need, all solutions will be explored e.g. distraction techniques, vehicles with smaller numbers.

### **Parental responsibility and home to school travel arrangements**

Parents/Carers are responsible for ensuring that their child/children reaches the pick-up point at the start of the school day and that they board the transport provision safely. They also have the responsibility to ensure that a responsible adult is there to meet the learner at the drop-off point at the end of the school day, or that their child is able to make their way home by other means.

Vulnerable learners such as very young learners or some learners with an additional learning need who have no one to meet them when they arrive at their destination will be kept on the transport provision so that other learners on the route are not delayed. The Council will be informed by the driver and arrangements will be made for the learner to be collected by the parent/carer at the end of the route. If a parent/carer cannot be contacted either the social services or police will be contacted for assistance.

### **School responsibility and home to school travel arrangements**

Head teachers have a statutory responsibility to require pupils to comply with the Travel Behaviour Code and where appropriate incorporate this into the School Behaviour Policy.

Head teachers have the power to impose penalties on learners who have breached the Travel Behaviour Code outside of school premises – for example, when learners are out of school premises and unsupervised by teaching staff (such as on the walk between home and school and when using home to school transport provided by the Council).



## **Withdrawal of travel assistance**

The Council reserves the right to withdraw travel assistance if a learner ceases to be eligible or if it is discovered that travel assistance has been granted in error. If travel assistance is to be withdrawn the Council will give notice. The arrangement will cease at the start of the next school period following the next mid or full-term holiday period.

Where it is established that the parent/carer has falsely applied for travel assistance the Council reserves the right to withdraw the travel assistance immediately and to recoup any costs.

## **Appealing against a refusal to provide assistance with home to school travel**

Where an application for travel assistance in the first instance has been made and has been rejected, the parent/carer will have the right to appeal this decision.

An appeal may only be made on the following grounds:

- the Council has not applied the policy correctly and/or
- the appellant is able to cite any special/exceptional circumstances which they believe should be considered

Where a parent/carer believes that a case can be made in relation to either or both of these criteria the following procedure will apply:

### **Stage one: Review by the Council's Transport Group**

The parent/carer is invited to submit a Stage One Appeal Form to outline their grounds for appeal, and at the same time submit all supporting evidence to demonstrate their grounds for appeal.

The Council's Transport Group will consider the appeal and then write to the parent/carer with their decision.

### **Stage two: Review by an Appeal Panel**

The parent/carer is invited to submit a Stage Two Appeal Form to outline their grounds for wishing to escalate the matter to stage two following receipt of the letter from the Council's Transport Group informing them their application for travel assistance has been rejected at Stage One.

The appeal will be heard by the Home to School Travel Appeals Panel. The Home to School Travel Appeal Panel shall comprise of three independent panel members who have no involvement in any decision making process to date. The panel will be supported by a member of Legal Services acting as the clerk.

Notice of the appeal hearing and all evidence from the Home to School Travel Department to demonstrate their reason for rejecting the application for travel assistance will be provided to the parent/carer and all members of the appeal panel. This information will also include evidence from Stage One of the appeals process.

The parent/carer will be invited to make representation in person before the Home to School Travel Appeal Panel or to supply a written statement to be considered by the panel if they do not wish to attend. The parent/carer may be accompanied at the appeal hearing by another person whose role it is to assist them.

Both parent/carer and the Home to School Travel Department will be bound by the decision of the Home to School Travel Appeals Panel. However, as with all travel assistance, this may be subject to review in the light of any material change in circumstances.

Further appeals may only be made if there is a significant change in circumstances to consider. Where this is the case in the first instance, a new application for travel assistance should be submitted.

If the parent/carer is not happy with the way the appeals process was conducted, they have the right to make a complaint to the Public Services Ombudsman for Wales. The Ombudsman will investigate written complaints about the way an appeal was conducted, not the decision. For further details please visit their website: [www.ombudsman-wales.org.uk](http://www.ombudsman-wales.org.uk)

The parent/carer can also apply for Judicial Review if they wish to challenge the lawfulness of a decision or action made during the appeals procedure.

Full details of the appeals process and the related timescales can be obtained from:  
*Home to School Transport Appeals, Director of Education, Leisure and Lifelong Learning*  
*Port Talbot Civic Centre, Port Talbot, SA13 1PJ*  
*Or e-mail to: [education@npt.gov.uk](mailto:education@npt.gov.uk)*



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

# Home to School Travel Policy 2020

## Consultation Document

Date of issue: **Monday 10<sup>th</sup> June 2019**

Action required: Responses by **Sunday 4<sup>th</sup> August 2019**

**This document is available in alternative formats upon request.  
Please e-mail your request to: [education@npt.gov.uk](mailto:education@npt.gov.uk)**

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[www.npt.gov.uk](http://www.npt.gov.uk)

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## Why is the Council consulting on a proposed new home to school travel policy?

All Councils in Wales are expected to have a home to school travel policy that sets out how they provide travel assistance and this should be reviewed regularly.

The Council's current policy came into effect on 1st September 2017. This policy has been reviewed and the Council is now seeking the views of stakeholders on the proposed new policy.

The Council, like all others in Wales, continues to be affected by reductions to their funding. Therefore the Council must review all services and consider options to reduce expenditure and/or increase income by reconfiguring, cutting or reducing the services the Council provides. In terms of home to school travel arrangements the Council must consider if it can continue to provide travel assistance beyond what it is required to do so under its statutory obligations and where there is a charge made, if this charge is correct. The review of the Council's current home to school travel policy contributes to the Council's wider budget strategy by making the most efficient use of resources and ensuring the travel assistance provided is cost effective.

<b>Financial Information 2018-2019 on home to school travel costs</b>	<b>Expenditure</b>
Primary Education - In County	£889,692
Primary Education - Out of County	£ 67,402
Secondary Education - In County	£ 1,655,636
Secondary Education - Out of County	£250,524
Special Educational Needs - In County	£ 2,926,793
Special Educational Needs - Out of County	£130,626
Special Educational Needs Post 16 - In County	£ 208,521
Special Educational Needs Post 16 - Out of County	£20,212
Post 16 - Out of County	£ 1,783
Post 16 - In County	£ 5,859
Transport Service Delivery	£29,766
<b>TOTAL COST</b>	<b>£6,186,815</b>

The proposed new policy also provides clarification on what criteria is used to determine whether there is an entitlement to home to school travel assistance.

Home to school travel falls into two categories, **statutory** and **discretionary**. The Council offers entitlement to home to school travel arrangements via a **statutory offer** (the arrangements the Council needs to make by law to enable free travel for those who are entitled) or a **discretionary offer** (the arrangements made by the Council due to choice rather than a requirement).

At present the Council has a legal responsibility (**the statutory offer**) for making free travel assistance to and from a place of learning available for:

- all learners receiving primary education (aged 5-11) living two miles or further from home to their nearest suitable school or where there are no suitable/available walking routes, even if the distance is less than those stated
- all learners receiving secondary education (aged 11-16) living three miles or further from home to their nearest suitable school or where there are no suitable/available walking routes, even if the distance is less than those stated
- all learners who attend a specialist provision and cannot walk to school because of their additional learning need / special education need, disability or where there are no suitable/available walking routes, even if the distance is less than those stated above
- all learners who are a Looked After Child by Neath Port Talbot County Borough Council

At present the Council provides free travel assistance under a **discretionary offer** for:

- learners attending a Voluntary Aided (Faith) school which is the nearest suitable provision and the distance criteria is met.
- learners attending a Welsh-medium school which is the nearest suitable provision and the distance criteria is met.

There are currently no requirements to provide free home to school travel arrangements for learners who:

- are not of statutory school age - this includes nursery aged children as well as post 16 students
- are not attending their nearest suitable school

## The proposed new policy

The **proposed** new policy is attached under Appendix A. It is proposed that if the changes go ahead the new Home to School Travel Policy will be introduced as at **1st September 2020**. The proposed new policy complies with all the statutory duties placed upon the Council.

The new policy sets out how the Council will provide assistance with home to school travel, however, parents/carers have a responsibility to ensure that their child gets to school, including accompanying them if necessary.

This policy provides additional detail and explanation and it is hoped that these details will provide parents/carers with a clear understanding of what is eligible and what is not eligible when considering if their child or young person is eligible for home to school travel assistance.

The proposed policy confirms that although the Council is responsible for providing travel assistance for children and young people living within the Council area, there is no automatic entitlement. This includes mainstream learners and learners attending special schools.

The proposed policy also confirms that where an offer of travel assistance has been made and accepted, there is no continuing absolute entitlement as offers are subject to review if there is a change in the circumstances which gave rise to the original offer e.g. if there is a change of address or a previously deemed unsuitable route becomes available.

The following provides details of what is being proposed:

### Statutory home to school travel

There is no change to the arrangements under the new proposed policy:

- those learners of compulsory school age who attend **their nearest suitable** school and who meet the distance criteria will continue to be eligible for free home to school travel.
- those learners who attend their nearest suitable school but where there is no suitable walking route, regardless of distance, will continue to be eligible for free home to school travel.
- Those learners who are Looked After Child by Neath Port Talbot County Borough Council
- those learners with additional learning needs/special educational needs who attend

**their nearest suitable** specialist provision according to their needs and who meet the distance criteria will continue to be eligible for free home to school travel. Or a learner with a relevant need, disability or mobility issue who lives within the walking distance of their nearest suitable school but who cannot reasonably be expected to walk, even if accompanied, to school because of their need, disability or mobility issue.

### **Discretionary home to school travel**

There is no change to the arrangements under the new proposed policy for:

- learners attending Voluntary Aided (Faith) schools, if attending the nearest suitable school according to their denominational preference
- learners attending Welsh-medium schools, if attending the nearest suitable school according to their language preference

It should be noted that in some instances learners may not be attending their nearest school according to their preference for Welsh-medium educational provision and this consultation document includes consultation with those parents who chose to send their child to a specific Welsh-medium school which may not necessarily be the closest to their home address. Under the new proposed policy, as from September 2020 there will be no travel assistance offered to those learners who are not attending their nearest Welsh-medium school, meaning that any current arrangements will cease as the choice will be deemed to be a parental preference.

### **Parental Preference**

The new policy stipulates that where a pupil is not attending their nearest suitable school due to the parent/carer choosing to send their child to an alternative school which is further away than the nearest suitable educational provision; this will be classified as a parental preference and there will be no entitlement to travel assistance. This includes learners attending mainstream schools and learners attending special schools.



## **The changes that are being proposed under the new policy**

### **Post 16 young people with Additional Learning Needs/Special Educational Needs (ALN/SEN)**

The proposed new policy states that those young people who have previously held a statement of educational needs and who may have previously attended a specialist provision but who **do not** transfer to a post 16 specialist provision will not remain eligible for home to school travel assistance.

### **Spare Seat Scheme**

The Council operates a Spare Seat Scheme which allows those learners/students who are not entitled to free home to school travel assistance the opportunity to purchase a spare seat, where one exists.

The new policy increases the charge of a spare seat. It is proposed that the charge for a spare seat will be the same for all learners and students, the new charge will be £390 per academic year. This represents a payment of £130 per term (£2 per day / £1 per trip based on a 195 school day academic year). This increases from £260 for nursery and compulsory school aged learners and from £100 for post 16 students. The change is so that all spare seats will be charged the same. The increase in cost is to bring the charge in line with other bordering Councils and the price of purchasing a ticket on public transport if purchased via a bus pass.

Post 16 students are able to purchase a Student Pass with First Cymru which equates to £3.25 per day (£633.75 per year based on 195 school days per academic year). Post 16 students may also be entitled to apply for an Education Maintenance Allowance (EMA) through Student Finance Wales and could be eligible for an award of £30 per week following a financial assessment.

Charges by other Councils -

Swansea - £425 per annum or £460 per annum if paid for over 10 months

Bridgend - £380 (from September 2019)

Powys - £390 for under 16's and £525 for over 16's.

It should be noted that a spare seat will still be withdrawn, if the space on the route is needed for a pupil who is eligible for free school travel.

## **Dual Residence**

The new policy confirms the arrangements for home to school travel assistance entitlement for those learners who live at more than one address (dual residence) e.g. they live with one parent Sunday, Monday, Tuesday and their other parent Thursday, Friday and Saturday. The policy confirms that as at 1<sup>st</sup> September 2020, only assistance to the nearest suitable school will be offered or continued, provided the distance criteria is met e.g. no entitlement from one address as the learner lives within the statutory walking distance of their school but second address does qualify as it meets both the distance criteria plus the nearest suitable school criteria. There will be no absolute entitlement from multiple addresses.

Under its discretionary powers, the Council will consider applications for travel assistance for those learners with dual residence, if the school is the nearest suitable school to one of the addresses and the second address does not qualify but there is existing home to school transport provision available on the route (this would be via the purchase of a spare seat).

Further, if neither address is the correct address to qualify under the nearest suitable school criteria, there will be no entitlement to home to school travel assistance for either address as this becomes a 'parental preference' choice.

## **Motability Scheme**

The new policy makes reference to "Motability Scheme" vehicles and states that if a child or young person is the recipient of the relevant allowance to qualify for the "Motability Scheme" and the parent/carer obtains a vehicle through the scheme, then the Council expects that the vehicle be used for the benefit of the child/young person and used to transport the child/young person to and from their educational provision. In some cases, the Council may offer assistance. In these circumstances, each case will be considered on its own merit and usually a parental mileage allowance will be offered.

## **Two-Stage Appeal process**

The new policy makes a change to the previous appeals process and introduces a "two-stage" process. Stage one is a review by the Council's Transport Group and if the appellant wishes to move to stage two of the process, this will involve review by an appeal panel.

### **Types of travel assistance offered**

The Council must ensure that it makes best use of public funds and this means ensuring the most cost effective method of travel assistance. The proposed policy sets out what types of travel assistance may be offered. This means that the offer of a particular type of travel assistance will not be an absolute entitlement if following a review a more cost effective method is found.

The proposed policy confirms that single occupancy vehicles will not be provided unless in very exceptional circumstances this is because a single occupancy vehicle is not always the best and most cost effective type of travel assistance available.

In addition, the proposed policy confirms that learners/students who have successfully completed their independent travel training will be expected to travel to and from their place of learning independently e.g. by pass for a public bus.

### **On-line applications**

The new policy makes reference to the fact that applications for home to school travel assistance should be made online. This is to ensure both an efficient and cost effective service.

## What will it will mean if the changes go ahead?

- A pupil/student may no longer be eligible for travel assistance under the new policy
- A pupil/student may still be eligible but the type of travel assistance offered may not be the same as they currently receive
- A pupil/student will need to pay more for a spare seat
- The Council reserves the right to withdraw travel assistance, giving notice, if a learner ceases to be eligible or immediately if the learner has falsely applied and if appropriate recoup any costs as a result of the false application.

## What will the Council do to provide support following any changes?

- The Council will ensure that any decisions are based on an assessment of the child or young person and their needs
- If the Council introduces a cut-off date it will make sure that sufficient advance notice is given
- The Council will give parents/carers time to make alternative arrangements if travel assistance is no longer being provided

The following table shows examples of what the proposed changes may mean:

	Current Arrangement	Change
<b>Post 16 student</b> (English-medium)	Attends Neath Port Talbot Group College	no travel assistance offered possible increase in charge for the purchase of a spare seat from £100 to £390
<b>Post 16 student</b> (Welsh-medium)	Attends YG Ystalyfera	no travel assistance offered possible increase in charge for the purchase of a spare seat from £100 to £390
<b>Post 16 student</b> (Faith)	Attends St Joseph's RC School & 6 <sup>th</sup> Form	no travel assistance offered possible increase in charge for the purchase of a spare seat from £100 to £390
<b>Post 16 student with ALN/SEN in specialist provision</b>	Students who continue to attend a specialist provision and where a travel assistance entitlement has existed previously	travel assistance offered
<b>Post 16 student with ALN/SEN not in a specialist provision</b>	ALN/SEN students who previously held a statement/individual development plan who are transitioning to a non-specialist provision	no travel assistance offered

<p><b>Secondary pupil</b> (English-medium) Age 11-16</p>	<p><b>Pupil A</b></p> <p>Attends English-medium secondary which is their nearest school but they live over 3 miles from the school or no suitable walking route exists</p> <p><b>Pupil B</b></p> <p>Attends English-medium secondary but it is not their nearest secondary education provision (Parental Preference)</p>	<p>travel assistance offered</p> <p>no home to school travel assistance will be offered possible increase in charge for the purchase of a spare seat from £260 to £390</p>
<p><b>Secondary pupil</b> (Welsh-medium) Age 11-16</p>	<p><b>Pupil C</b></p> <p>Attends YG Ystalyfera which is their nearest school for Welsh-medium secondary provision and they live over 3 miles from the school or no suitable walking route exists</p> <p><b>Pupil D</b></p> <p>Attends YG Ystalyfera but it is not their nearest secondary education provision for Welsh-medium secondary provision (Parental Preference)</p>	<p>travel assistance offered</p> <p>no home to school travel assistance will be offered possible increase in charge for the purchase of a spare seat from £260 to £390</p>
<p><b>Secondary pupil</b> (Faith) Age 11-16</p>	<p><b>Pupil E</b></p> <p>Attends St Joseph's RC School &amp; 6<sup>th</sup> Form which is their nearest school for Faith secondary provision and they live over 3 miles from the school or no suitable walking route exists</p> <p><b>Pupil F</b></p> <p>Attends St Joseph's RC School &amp; 6<sup>th</sup> Form but it is not their nearest secondary education provision for Faith secondary provision (Parental Preference)</p>	<p>travel assistance offered</p> <p>no home to school travel assistance will be offered possible increase in charge for the purchase of a spare seat from £260 to £390</p>

<p><b>Primary pupil</b> (English-medium) Age 5-11</p>	<p><b>Pupil A</b> Attends English-medium primary which is their nearest English-medium school but they live over 2 miles from the school or no suitable walking route exists</p> <p><b>Pupil B</b> Attends English-medium primary but it is not their nearest English-medium primary education provision (Preferred Placement)</p>	<p>travel assistance offered</p> <p>no home to school travel assistance will be offered possible increase in charge for the purchase of a spare seat from £260 to £390</p>
<p><b>Primary pupil</b> (Welsh-medium) Age 5-11</p>	<p><b>Pupil C</b> Attends Welsh-medium primary which is their nearest Welsh-medium school but they live over 2 miles from the school or no suitable walking route exists</p> <p><b>Pupil D</b> Attends Welsh-medium primary but it is not their nearest Welsh-medium primary education provision (Preferred Placement)</p>	<p>travel assistance offered</p> <p>no home to school travel assistance will be offered possible increase in charge for the purchase of a spare seat from £260 to £390</p>
<p><b>Primary pupil</b> (Faith) Age 5-11</p>	<p><b>Pupil E</b> Attends Faith primary which is their nearest Faith school but they live over 2 miles from the school or no suitable walking route exists</p> <p><b>Pupil F</b> Attends Faith primary but it is not their nearest Faith primary education provision (Preferred Placement)</p>	<p>travel assistance offered</p> <p>no home to school travel assistance will be offered possible increase in charge for the purchase of a spare seat from £260 to £390</p>
<p><b>Nursery pupil</b> (English-medium) Age under 5</p>	<p><b>Pupil A</b> Attends English-medium nursery provision within English-medium primary which is either their nearest suitable school or a preferred placement</p>	<p>no travel assistance offered possible increase in charge for the purchase of a spare seat from £260 to £390 (pro rata)</p>
<p><b>Nursery pupil</b> (Welsh-medium) Age under 5</p>	<p><b>Pupil B</b> Attends Welsh-medium nursery provision within Welsh-medium primary which is their nearest suitable school or a preferred placement</p>	<p>no travel assistance offered possible increase in charge for the purchase of a spare seat from £260 to £390 (pro rata)</p>

<b>Nursery pupil (Faith)</b> Age under 5	<b>Pupil C</b> Attends Faith nursery provision within Faith primary which is their nearest suitable school or a preferred placement	no travel assistance offered possible increase in charge for the purchase of a spare seat from £260 to £390 (pro rata)
<b>Learners with ALN / SEN</b> Age 11-16 and Age 5-11	Attends their most suitable specialist provision and due to their need, disability, mobility issues they are unable to walk, if their most suitable provision is under the distance criteria. (this may include nursery aged children for assessment at a specialist provision for pre-school children)	travel assistance offered
<b>Learners with ALN / SEN</b> Age 11-16 Age 5-11 under 5	Attends a specialist provision via a parental preference	no travel assistance offered possible increase in charge for the purchase of a spare seat from £260 to £390 (or pro rata)

Some learners with ALN/SEN who are of compulsory school age have their needs met within a mainstream setting but with prescribed support (confirmed on their Statement/Individual Learning Plan). For these learners travel assistance will be considered on an individual basis.

## The Consultation Process

An important part of the process, when considering any change, is to gauge the views of stakeholders. The purpose of this consultation document is to outline the **proposed** changes, under a **proposed** new policy. This document has been prepared to provide stakeholders with information about the new proposed policy and allow stakeholders the opportunity to have their say.

This consultation exercise is being undertaken so that the Council receives stakeholders views on the proposed new policy and the responses to the consultation will help to inform the Council when making any decisions in relation to the policy. Following the conclusion of the consultation period all comments received will be presented to the Council's Cabinet Board and all views expressed will be taken into account when the Cabinet Board Members make any decision.

If it is decided to implement the proposal, unchanged, the new Home to School Travel Policy will come into effect on the **1st September 2020**. If it is decided not to go ahead with the proposal, it may be that an alternative proposal may be sought.

The timetable below sets out what will happen and when it will happen:

What	When
Consultation begins	<b>Monday 10th June 2019</b>
Consultation ends	<b>Sunday 4th August 2019</b>
Proposed implementation date for new policy	1st September 2020

**(Please note that any response received after the above date will not be considered)**



## How to respond

The Council is asking stakeholders to answer the questions and provide their views via an on-line survey. The Council is able to provide paper copies of the survey and accessible formats of the survey on request. Please e-mail your request to [education@npt.gov.uk](mailto:education@npt.gov.uk) (please title your e-mail 'Home to School Travel Consultation') or telephone 01639 763226 with your request.

**On-line Consultation Survey** – Stakeholders are able to access the Council's consultation portal which allows stakeholders to comment on the proposed new policy. Click here to access the online survey: (*Link to be Confirmed*)

or go to the consultation section of the Council's website: [www.npt.gov.uk](http://www.npt.gov.uk)

**Events** - For those consultees who wish to take the opportunity to ask questions about the proposed new policy, consultation drop-in events will be held, no prior booking is required. The following events have been arranged:

When	Where
12pm – 2pm    17 <sup>th</sup> June 2019	Port Talbot Civic Centre Committee Room 3
4pm – 6pm    20 <sup>th</sup> June 2019	
12pm – 2pm    2 <sup>nd</sup> July 2019	Neath Civic Centre Committee Rooms A&B
4pm – 6pm    2 <sup>nd</sup> July 2019	

## Who is being consulted

- Learners and their parents/carers
- Schools and Colleges
- Careers Wales
- Other educational providers
- Transport Operators
- Other NPT Directorates e.g. Social Services
- Welsh Government
- Bordering Local Authorities
- Other organisations involved with home to school travel assistance within Neath Port Talbot
- Anyone else who has an interest in the proposed new policy

Mae'r dudalen hon yn fwriadol wag

## Impact Assessment - First Stage

### 1. Details of the initiative

**Initiative description and summary:** Home to School Travel Policy 2020

This is a proposed new policy which makes some changes to the Council's current home to school travel policy. The proposed new policy also provides additional details and explanations on the Council's home to school travel arrangements.

**Service Area:** Home to School Transport

**Directorate:** Education, Leisure & Lifelong Learning

### 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				M	The Council's arrangements for home to school travel relate to children and young people which range in age from pre-school aged young children to students over the age of 16 years.
Disability	x				M	The Council's arrangements for home to school travel include those children and young people with a disability.
Gender Reassignment		x			L	This is not a criteria considered in terms of the Council's home to school travel arrangements.

Marriage/Civil Partnership		x			L	This is not a criteria considered in terms of the Council's home to school travel arrangements.
Pregnancy/Maternity			x		L	This is not a criteria considered in terms of the Council's home to school travel arrangements but could be considered under an exceptional circumstances criteria.
Race		x			L	This is not a criteria considered in terms of the Council's home to school travel arrangements. Pupils of different race and culture currently access the Council's home to school travel arrangements.
Religion/Belief	x				M	The Council's arrangements for home to school travel currently include discretionary transport for pupils attending their nearest suitable school according to their choice for Voluntary-Aided (Faith) education.
Sex		x			L	This is not a criteria considered in terms of the Council's home to school travel arrangements. Pupils of both sexes currently access the Council's home to school travel arrangements.
Sexual orientation		x			L	This is not a criteria considered in terms of the Council's home to school travel arrangements.

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

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language				x		The Council's arrangements for home to school travel currently include discretionary transport for pupils attending their nearest suitable school according to their choice for Welsh-medium education. The proposed increase in post-16 charges for a spare seat could have a potential impact on

						those students travelling to Welsh-medium post-16 education.
Treating the Welsh language no less favourably than English	x					The Council's home to school travel arrangements treat both Welsh-medium and English-medium provision equally.

**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					The proposed new home to school travel policy assists in encouraging pupils and students to use alternative ways of getting to school including walking or cycling.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.	x					The proposed new home to school policy assists the Council to ensure the best use of public resources and stipulates transport will be shared unless in exceptional circumstances. This means that the maximum number of pupils will be allocated on the least number of vehicles to ensure that only the required number of vehicles are utilising the roads for the purpose of home to school travel arrangements across Neath Port Talbot.

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

	Yes	No	Details
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<b>Long term</b> - how the initiative supports the long term well-being of people	x		The new proposed policy if implemented will be utilised by current pupils and future pupils. It will also be used to determine what arrangements the Council makes in terms of home to school travel from 2020 up until a change in duties imposed on the Council by legislation or there is a need for further review.
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		The current home to school policy is included in the Directorates plans which link to the Council's wellbeing objectives. The proposed new policy will be included in future plans if it is implemented.
<b>Involvement</b> - how people have been involved in developing the initiative	x		The proposed new policy will be subject to a public consultation exercise to seek views from stakeholders before the Council makes any decision about changes to its current home to school travel arrangements.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	x		The public consultation exercise will include both internal and external stakeholders and will receive views from all stakeholders to inform the policy development process.  The proposed new policy sets out the arrangements for both Education transport officers and Environment's passenger transport department officers to follow. The policy also sets out the eligibility criteria for those wishing to apply for home to school travel assistance.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		The proposed policy ensures stakeholders are informed of what is covered and what is not in terms of eligibility for home to school travel assistance.

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

A full impact assessment (second stage) <b>is not</b> required	
Reasons for this conclusion	

A full impact assessment (second stage) <b>is</b> required	<b>x</b>
Reasons for this conclusion	
<p>The proposed new policy is subject to a public consultation exercise. All stakeholders will be invited to provide their views on the proposed new policy. These stakeholder views will provide information about potential impacts. Therefore a full impact assessment is required following the conclusion of the public consultation exercise.</p>	

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	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
Completed by	Debora Holder-Phillips	ELLL Performance & Planning		May 2019
Signed off by	Chris Millis	Head of Service (Participation) Education, Leisure & Lifelong		May 2019

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

### **Education, Skills and Culture Cabinet Board**

6th June 2019

### **Report of the Head of Participation – Chris Millis**

#### **Matter for Information**

#### **Wards Affected:**

All wards

### **Adult Community Learning Update**

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

To inform Member of the progress of Adult Community Learning Service in Neath Port Talbot.

#### **Executive Summary**

This report contains an update of the work carried out by Adult Community Learning:

Staffing levels have decreased, however, the number of learners enrolled onto courses has started to increase and in 2016-17 numbers were up by 19% on 15/16 figures. 2016-17 figures are now only down by 13% on 2012-13 enrolments. ACL is on track to maintain and may improve slightly, on the number of enrolments for 17/18.

Adult Community Learning was successful in securing funding to provide a Family Learning Day on the 21st March in The Orangery, Margam Park. The event was very successful with over 200 people attending the day.

ACL and NPTC Group are again working in partnership to organising another Award Ceremony for learners and tutors. This will be held on the 4th July 2019 in Neath College. Last year's award ceremony was a great success and hearing learners' stories was very inspirational.

## **Background**

Adult Community Learning (ACL) continues to deliver a range of learning activities for post 16 year olds in Neath Port Talbot. It is non-statutory and approximately 60% of adult community learning courses provided in Neath Port Talbot County are delivered by Adult Community Learning (ACL).

Adult Community Learning is externally funded through a grant from the Welsh Government and a franchise agreement with NPTC Group. Both contracts amount to approximately £500K. The ACL direct funding grant from the Welsh Government remained the same for 18/19 however, for 2019/20 funding will increase by 2.6%. Funding from the college covers the academic year – August - July and the service is on track to deliver the appropriate amount of learning to ensure the funding allocation for 18/19.

ACL is one of the lead partners of the NPT Learning and Skills partnership - new name and logo for 2019. The partnership, was set up in 2000 under the New Learning Network, is now well established and involves a range of public and voluntary-sector organisations in Neath Port Talbot County Borough including: NPTC Group; Neath Port Talbot Council for Voluntary Service; Adult Learning Wales; Swansea University Department of Adult Continuing Education; NPT Homes; Open University.

ACL continues to deliver courses in line with Welsh Government priorities as set in the Adult Learning in Wales policy, developing soft skills (including their confidence to learn) improving literacy/numeracy skills and ensures progression into more formal learning and/or employment. An example of this is the Introduction to Childcare which raises awareness of opportunities and helps learners improve their learning skills in preparation for undertaking more formal training onto the QCF level 2 and

then the level 3 in Children's Care, Learning and Development. Other courses delivered by ACL are literacy, numeracy, study skills, confidence building, employability skills, GCSE Mathematics and English etc. New courses delivered by the service this year have been Introduction to Mental Health, Interview Skills with a difference, Award in Health and Social Care and GCSE Psychology.

Adult Community Learning ensures that costs are kept to a minimum with numerous classes being free e.g. literacy, numeracy, study skills, employability, retail, hospitality etc. to enable all residents in NPT to be able to access learning to their improve skills. 63% of learners enrolled onto courses this year, live in the old Communities First areas.

ACL continues to have good links with Department of Work and Pensions (DWP), Remploy, Prime Cymru, NPT Primary Schools, etc. In partnership with DWP, looking to provide work placements in businesses around the borough e.g. Blancos, Castle Hotel, Café 46, Aberavon Beach Hotel. ACL has recently formed good links with the Local Area co-ordinators providing courses to improve confidence in Croeserw Enterprise Centre and Brynhyfrd House.

ACL continues to deliver a number of learning programmes in schools in NPT to provide as many free courses as possible to encourage parents back into education these include Popat, Child Psychology, Food Hygiene, British Sign Language etc. ACL this year have delivered a number of different courses in Central, Awel y Mor, Tywyn and Melin schools.

Staffing levels this year - 3 full time, 4 part time and 15 adult tutors. Will be monitoring delivery to see if there is a possibility to employ more adult tutors if demand increases.

ACL has always worked within budget and our sickness records indicate the commitment by staff to provide a high quality of service.

Even though staffing levels have decreased, the number of learners enrolled onto courses has started to increase and in 2016-17 numbers were up by 19% on 15/16 figures. 2016-17 figures are now only down by 13% on 2012-13 enrolments. ACL is on track to maintain and may improve slightly, on the number of enrolments for 17/18.

One of the main reasons why ACL has been able to maintain these figures is because of the management information service that has been designed for the service and which is maintained internally. As Adult Community Learning website/MIS is fully web enabled, learners are able to enrol and pay for their course online. We still provide other methods for people, so that they can choose how to enrol onto a course. As the system has developed over the years, staff and tutors are able to use the website to record learners' progression, complete/review registers and pay claims, view internal feedback and external reports etc. However, in 2017 the IT Officer who maintained and developed the website, left the authority and as a result, the ACL service has had to update the system and upload data to Welsh Government, which has been a big learning curve for all staff. IT has also mentioned that the system will need to change in order to maintain the same level of functionality.

Another reason for maintaining good enrolments figures is the partnership working that the service has with organisations. ACL attends regular events arranged by different organisations e.g. DWP, Crisis, Communities for Work+ etc. These raise ACL's profile and generate many referrals for work skills courses such as Hospitality, Retail, Admin and other provision e.g. literacy, numeracy, Childcare. It also allows ACL to anticipate changes such as the introduction of universal credit, monthly employment themes.

### Family Learning Day

Adult Community Learning was successful in securing funding to provide a Family Learning Day on the 21st March in The Orangery, Margam Park. The event's aim was to encourage people with low skills back into education by providing a range of taster sessions and information regarding learning opportunities that are available (or could be available) in their local school / area. The Family Learning Day taster sessions did include a number of different activities for parents and their children to participate in together, focusing on literacy, numeracy and digital literacy. This included the use of iPads by using speech and language apps, a treasure hunt using numeracy; story time, including making puppets; using communication through arts and crafts and a knowledge of Welsh culture. There were also two storytelling activities as well as an Easter egg hunt. The event was very successful with over 200 people attending the day.

## Award Ceremonies

ACL and NPTC Group are again working in partnership to organising another Award Ceremony for learners and tutors. This will be held on the 4th July 2019 in Neath College. Last year's award ceremony was a great success and hearing learners' stories was very inspirational.

An ACL learner was also recognised nationally last year at the Inspire Award in Cardiff and was awarded the Life Change and Progression Award. To read her story click onto the link

<http://www.learningandwork.wales/our-work/promoting-learning-and-skills/adult-learners-week/inspire-award-winners-2018/emily-harding/>

Emily has also been asked to participate on the Erasmus and Mobility Project arranged by Learning and Work Institute. She will be visiting the Netherlands, Estonia, Ireland and Slovenia - for someone who has never been abroad before, this is and has been a huge confidence boost for her.

## Benchmarking data in 17/18

Direct Funding - Completion – 99.5% (↓0.5%) Attainment ↓ 96.6% (-0.9%) and Success – 95.9% (↓1.6%) Although data has decreased slightly this year, it is still well above the National figures - Completion - 98% Attainment 93% and Success 90%

Franchise data - Completion – 99.5% (↓ 0.1%) Attainment 93.9% (↑1.1%) and Success – 93.8% (↑1.2%).

Adult Community Learning will continue to look at ways to improve the service. This is evidenced by the learner survey and the steps taken to implement feedback. ACL will also be sending out a survey to organisations who refer learners onto courses, to gain information regarding our service.

## Financial Impact

There are no financial impacts in relation to this report.

## Equality Impact Assessment

There are no equality impacts associated with this report.

## **Workforce Impacts**

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

## **Legal Impacts**

There is no legal impact in relation to this report.

## **Risk Management**

There is no identified risk to this report.

## **Consultation**

Not applicable.

## **Recommendations**

The report is for information purposes only.

## **Appendices**

None

## **List of Background Papers**

None

## **Officer Contact**

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Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

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

### **Education, Skills and Culture Cabinet Board**

6<sup>th</sup> June 2019

#### **Report of the Head of Participation – Chris Millis**

##### **Matter for Decision**

##### **Wards Affected:**

All Wards

### **Play Sufficiency Assessment 2019**

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

To seek Member approval for the implementation of an action plan developed from the Neath Port Talbot (NPT) Play Sufficiency Assessment.

##### **Executive Summary:**

Local authorities in Wales have a duty to assess for and secure opportunities for children's play, and to submit their assessment and action plan to Welsh Government on a three year cycle. This report seeks Member's approval for the action plan drawn from the 2019 Play Sufficiency Assessment to be implemented.

Good progress has been made on the recommendations from the 2016 assessment, however, funding constraints often hinder new developments.

The appointment of a new Play Development Officer will help ensure that actions from the new assessment are driven forward.

**Background:**

The Children & Families (Wales) Measure places a duty on local authorities in Wales to assess for and secure sufficient play opportunities for children and young people in their area.

As part of this, authorities are required to conduct a Play Sufficiency Assessment (PSA) on a three year cycle, to be submitted to Welsh Government (WG). Annual action plans and monitoring reports are required to be sent to WG between assessments.

An independent consultant was appointed to undertake the assessment and to develop an action plan in conjunction with the Play Strategy Implementation Group and other stakeholders.

The assessment considers a number of matters affecting children's play, as identified in the Statutory Guidance, Regulations and supporting toolkit, namely:

- Matter A Population
- Matter B Providing for diverse needs
- Matter C Space available for children to play
- Matter D Supervised provision
- Matter E Charges for play provision
- Matter F Access to space/provision
- Matter G Securing and developing the play workforce
- Matter H Community engagement and participation
- Matter I Play within all relevant policy and implementation agendas



Welsh Government does not provide confirmed additional funding in order to deliver on PSA action plans, however, WG has offered local authorities Play Opportunities Grant funding over five years since the introduction of the duty. This is usually made available in Q4, which limits how this can be utilised, however, a number of projects have been supported to improve children’s play.

<b>Year</b>	<b>Value</b>	<b>No. Projects Supported</b>
2013/14	£53,898	14
2014/15	£64,308	19
2016/17	£66,042	20
2017/18	£62,348	11
2018/19	£114,297	30

**Progress on 2016-19 Play Sufficiency Assessment**

Funding constraints often hinder progress against areas of the assessment that would require new work to be developed. Actions often focus on maintaining the provision in place and improving quality, or identifying work that could be undertaken if funding should become available.

However, good progress has been made against some of the Matters:

**Matter B – Providing for diverse needs**

- Inclusive play sessions offered to encourage play for children with disabilities.
- Engagement with gypsy traveller communities to better understand their play needs.
- Use of Welsh Government’s Play Grant to provide youth club sessions for young carers and young people with speech, language and communication needs.

#### Matter C – Spaces available for children to play

- Assessments of play spaces undertaken on an annual basis to understand the ‘value’ of opportunities offered to children. The assessment findings inform consultation responses in relation to planning applications.
- Improvements have been made at a number of playgrounds through utilising the Play Grant, and also maintenance at other sites which would help avoid removal of equipment.

#### Matter D – Supervised play

- Delivery of play training to lunch time supervisors, childcare providers, parents and agencies working with families to improve the quality of play experience for children.
- Resources such as mud kitchens and outdoor play equipment have been purchased through the play grant to improve play at various settings, including schools and childcare providers.

#### Matter G – Securing and supporting the play workforce

- Playwork qualifications and training were included as part of an assessment of need for the play workforce.
- Places on Transition into Playwork qualifications have been paid for as part of the Play Grant.
- A lunchtime playworker pilot was delivered in the Afan Valley to demonstrate the impact this role can have on school-based play experiences.

#### Matter H – Community engagement and participation

- Play Heroes continue to be supported through primary schools ensuring that children’s voices are heard in decisions relating to play.
- Consultation has been undertaken with children, young people and communities to support funding applications made by Community Councils to enhance their playground provision.

Matter I – Play within all relevant policy and implementation agendas

- Training has been provided for workers supporting families (Team Around the Family, Social Workers etc.) to promote positive engagement between parents and children.
- The Play Strategy Implementation Group has representation from a number of departments and agencies whose work impacts on or influences children's play.

### **Play Sufficiency Action Plan 2019-22**

The assessment has been completed and reflects feedback from children and young people, parents and stakeholders. It draws together their views together with information collated through the WG toolkit to provide an overview of the current position in NPT. A SWOT analysis has been produced outlining the strengths and weaknesses against each Matter and the opportunities for improving these.

The action plan developed for NPT has a focus on improving the quality of the play provision on offer – that of existing provision and of future developments – and on encouraging children, young people and families to utilise what is available to them. Some actions have been identified in earlier assessments, however, reductions and changes in funding, along with unavoidable changes in staffing structures supporting play delivery have made these difficult to achieve. A part time Play Development Officer has been introduced into the Think Family Partnership structure and they will play a key role in taking forward the identified actions.

Successful implementation of the action plan will require support and co-operation from all directorates. The implementation will be co-ordinated and monitored by the Play Strategy Implementation Group, which currently has representation from key Directorates and from Third Sector partners. The need to strengthen the strategic profile of children's play has come out strongly from the assessment, in order

that we can protect children's opportunities to play and that these are not unintentionally impacted upon by others' work.

### **Financial Impacts:**

The action plan identifies whether recommendations can be achieved within existing resources or whether new finances would need to be in place in order to progress these. Actions requiring new finance would not be progressed without additional funding sources being in place.

### **Integrated Impact Assessment:**

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The first stage assessment has indicated that a more in-depth assessment is not required. A summary is included below:

The Play Sufficiency Assessment meets WG's requirement that a local authorities in Wales assess for and secure sufficiency of play opportunities for children aged 0-17 years.

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 opportunities for children and young people's development and wellbeing.

Consultation and engagement with children, young people, parents, and stakeholders was undertaken as part of the assessment and their views are reflected within the action plan.

**Valleys Communities Impacts:**

No implications.

**Workforce Impacts:**

No implications.

**Legal Impacts:**

No implications.

**Risk Management Impacts:**

There are no risk management issues associated with this report.

**Consultation:**

There is no requirement for external consultation on this item

**Recommendations:**

It is proposed that the Play Sufficiency Assessment action plan be approved to outline priorities for the delivery and development of play in Neath Port Talbot.

**Reasons for Proposed Decision:**

- Undertaking a Play Sufficiency Assessment and developing an accompanying action plan is a statutory duty for all local authorities in Wales.
- The action plan has been developed to help ensure that we maximise the available resources for play to improve the quality of the provision offered across the county.

**Implementation of Decision:**

The decision is proposed for implementation after the three day call in period.

**Appendices:**

Appendix 1 - Action Plan

Appendix 2 - Play Sufficiency Assessment

**List of Background Papers:**

First Stage Integrated Impact Assessment – PSA 2019

**Officer Contact:**

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## Appendix 1 Proposed Action Plan

Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1<sup>st</sup> April 2019 – 31<sup>st</sup> March 2020

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

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Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework	Bringing together people who effect children and young people's experiences of play	Update membership and terms of reference for the Play Strategy Implementation Group (PSIG).  PSIG relaunch in summer 2019.	All	Staffing capacity.  Administration support.	Existing funding to support PSIG.
Matter A: Population	Ensure data is kept up to date and used as a key tool in decision making.	Create links with new data science unit.	B	NPTCBC Data Science Team  Training for key play stakeholders.	Existing funding

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
	Responding to limited provision for older children.	<p>Working in partnership with youth services to engage with young people and to identify potential project/s.</p> <p>Explore options for meeting unmet need in partnership with third sector and community organisations.</p> <p>Develop strategic targeted project/s and work in partnership to secure funding.</p>	C, F	Officer Capacity Funding support	Delivery of project/s will require external funding.
Matter B: Providing for diverse needs	Improving play value in rural areas	<p>Target improvements to play value score in each area through strategic development of play and / or enhancement of existing provision.</p> <p>Deliver in partnership with the communities through meaningful engagement.</p>	C	<p>Staff time and capacity.</p> <p>Partnership with Project Delivery and Funding Team.</p> <p>Costs dependent on proposals.</p>	Will require external funding support.
	Work with communities to support them to respond to their identified play needs	Identify support groups that work with specific communities for example children with disabilities / traveller children.	All	Staff time and capacity.	Delivery of projects will require external funding support.



Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		Provide support, training and help to enable them to deliver play in response to need. This could include access to support around funding, help to promote provision etc.			
	Review previous Play Strategy and advocated inclusive approach to play.	Clarify policy and approach around inclusive play.	All	Staff time and capacity.	Existing funding.
Matter C: Space available for children to play	Connecting communities with all the places they can play	Partnership working with Countryside and Wildlife Team and key partners such as Natural Resource Wales.  Contribute to the Green Infrastructure objectives of the Well-Being Plan.  Develop a simple criteria to help communities identify play friendly open spaces.	B, F, H	Will be based on proposed approach which is likely to include events and activities.	External funding will be required to deliver events and activities. Funding is available around the Green Infrastructure objectives of the Well-Being Plan.
	Retain existing play provision of all types and take a strategic approach to enhancement and	Link up existing resources and funding to support play.	B, F, H	Existing staff capacity and resources.	Ensure existing funding levels are retained as a minimum.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
	where achievable development of new provision.	Clarify ownership and maintenance responsibilities for all sites.  Share resources across wider teams for example link play with Countryside and Wildlife with a focus on accessing open space through and for play.			
	Play Space Audits	Review and update play space assessment model.  Updated in partnership with wider PSIG membership.  Train play area inspectors to carry out annual play space audits based on new criteria.	F	Play Development Officer  PSIG  Waste & Neighbourhood Teams  Data / assessment collation devices e.g. smart phones approx. £200	Existing funding.
	Natural Play	Natural Play project developed in partnership with Countryside & Wildlife and Waste & Neighbourhoods. Explore		Play Development Officer  PSIG	External funding for play space.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		how natural play engages communities and lowers maintenance costs.		Countryside & Wildlife Team  Waste & Neighbourhood Teams	
	Friends of Play Forum	<p>Identify groups that impact on the maintenance and enhancement such as Friends of and Community Council.</p> <p>Re-establish links with Housing Association and other providers of designated play spaces.</p> <p>Create a forum that brings these groups together to share ideas and good practise and link to PSIG.</p> <p>Develop groups in parks and play spaces that would benefit from community participation.</p> <p>Park Play pilot: learn from Park Run and develop play taster programmes run by communities for</p>	F	<p>Play Development Officer</p> <p>PSIG</p> <p>Waste &amp; Neighbourhood Teams</p> <p>Forum Administration</p>	<p>External funding may be available to support development and administration of the forum.</p> <p>External funding to support Park Play pilot.</p>

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		communities in their local parks on a regular (for example monthly) basis.			
Matter D: Supervised provision	Evaluate supervised provision.	<p>Work with the Flying Start &amp; Early Years Team to create an assessment criteria. Carry out visits in partnership.</p> <p>Obtain an update from Play Wales on their proposals for quality assessment model.</p>	B	Existing staff capacity.	Use of existing capacity / funding across Flying Start & Early Years and Play.
	Connect families with supervised play provision.	<p>Improve search function of Dewis Community Directory.</p> <p>Improve data sharing of information such as registered childcare providers.</p>	B, E, F and G	Existing staff capacity.	Existing funding.
Matter E: Charges for play provision	Retain existing low cost provision.	Continue to use available grants to support and sustain affordable provision across Youth Service, Childcare etc.	B, E, F and G	Existing staff capacity.	Existing funding.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
	Up to date information.	<p>Outreach with providers to encourage them to keep their information up to date on the Community Directory.</p> <p>Enable a search for free things to do / play opportunities.</p>	B, E, F and G	Existing staff capacity.	Existing funding.
Matter F: Access to space/provision	Link people to play.	Places to play and how to get there map / online tool developed in partnership with Countryside & Wildlife and Transport Teams.	D	Development of an online tool and / or app.	New Funding obtained in partnership with Countryside & Wildlife and Transport Teams.
Matter G: Securing and developing the workforce	Create a play workforce and deliver the aspirations of the WG's Early Years, Childcare and Play Workforce Development Plan	<p>Engage with CIW to clarify requirements of national workforce development plan. Define the play workforce.</p> <p>An Early Years, Childcare and Play Workforce Development Plan for Neath Port Talbot.</p> <p>Training needs analysis.</p> <p>Explore opportunities for playwork training outside of</p>	All	Commission development of a training needs analysis and workforce development plan: £15,000	New external funding.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		the funding requirement that participants work 16 hours per week in a childcare setting.			
	Increase participation among providers.	Establish networks and / or toolkits to share best practise.	All	Play Development Officer in partnership with Training & Transition Officer.	Exiting funding.
	Playworkers in school settings.	Develop a pilot scheme for playworkers as lunchtime supervisor programme.  Ensure pilot has clear outcomes to evaluate and understand success.	All	Play Development Officer in partnership with schools.  Funding for training and playworker salary – dependent on model.	New funding source.
	Play network.	Engage and inform decision makers on a regular basis using a range of mechanisms including	All	PSIG  Events and workshops. Link with other relevant	Exiting funding.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		<p>online and face to face engagement.</p> <p>Link with PSIG and use this as a mechanism for promoting play as tool for change.</p> <p>Work with the Youth Council so that young people can explain the benefits of play to decision makers including Councillors.</p>		strategies and objectives. .	
	Address gaps in play training.	Based on the Workforce Development Plan for Neath Port Talbot develop proposals to address gaps around local training developed with Skills and Training Unit.	All	Pay Development Officer Skills & Training	If require seek to secure additional funding to deliver training.
Matter H: Community engagement and participation	Making it easy for families to find out about play in Neath Port Talbot.	<p>Invite Council's Communications Team to join the PSIG.</p> <p>Deliver National Play Day every year in partnership with community groups and other key partners.</p>	All	PSIG and partners.	<p>Existing funding.</p> <p>New funding may be required depending on approaches as they develop.</p>

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		Engage with parent and community run social media and develop a network play influencers.			
	Engage providers in promoting play.	Shared outreach strategy across Flying Start & Early Years, Childcare Offer and Play.	All	Flying Start & Early Years, Childcare Offer and Play Outreach work / team.	Existing funding.
	Promote positive play.	<p>In partnership with communications share smart positive play messages and work to go beyond “preaching to the converted.”</p> <p>Promote healthy active play as an alternative to technology, help children get off their iPads.</p> <p>Work with partners and the PSB to develop a pilot for intergradational play that responds to the target outcomes of the Well-Being Plan.</p>	All	PSIG	Additional funding for integrational play pilot.



Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Matter I: Play within all relevant policy and implementation agendas	Get play on the agenda in Neath Port Talbot!	Connect with PSB to understand opportunities for play to support and deliver intergenerational activity.	All	PSIG	Existing.
	Schools engagement strategy.	Show schools the benefits of engaging with play. Improved partnership working with LLAN and NAASH. Retain and develop Play Heroes scheme.	All	Play Development Officer in partnership with Flying Start & Early Years Team.	New funding may be required to support activities, training and events.
	Link play with the Integrate Network Map (INM) for Neath Port Talbot.	Promote cycle routes for play. Link to places to play and how to get there map	F	Transport Team, Road Safety and Play Development Develop mapping app.	New funding for proposed map app.
	Secure existing funding for play.	Retain existing play related funding as a minimum.	All	PSIG	N/A
	Encourage risky but safe play.	Outline H&S guidance for play providers and settings which explores enabling	C, F	External H&S advice: £3,000	New funding if available.

<b>Matter</b>	<b>Priorities</b>	<b>Targets</b>	<b>Links to other Matters</b>	<b>Resources, including costs</b>	<b>Funding source (new or existing funding streams)</b>
		children to experience risk and challenge.			



# Neath Port Talbot Council

## DRAFT Play Sufficiency Assessment 2019 - 2022

March 2019



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# 1.0 Introduction and Background

“The Welsh Government places great value on play and its importance in the lives of children in our society. We believe that children have a fundamental right to be able to play, and that play is central to their enjoyment of life and contributes to their well-being. We also believe that play is essential for the growth in children’s cognitive; physical; social and emotional development.<sup>1</sup>” The Neath Port Talbot Play Sufficiency Assessment explores how the Local Authority and it’s partners work together and could work differently in the future to enable all children and young people to be able to access opportunities to play. This is a statutory duty but more importantly a tool for helping maintain and improve play for the benefit of children, young people, families and communities across Neath Port Talbot.

This document forms the Neath Port Talbot Play Sufficiency Assessment alongside the toolkit and action plan. It explains how we’ve carried out the assessment and what we’ve learnt from talking to children, young people, parents, carers and stakeholders. The process has enabled us to understand what the community of Neath Port Talbot thinks and feels about play, as well as how stakeholders can effect access to play and impact on the potential “to maintain provision and services, and to increase and improve play opportunities for all children in our area.<sup>2</sup>”

To be a worthwhile process the Play Sufficiency Assessment has to be honest about the challenges facing play across the County Borough, we have to be realistic about what change is achievable and balance this with the aspirations of our community. Therefore our action plan will deliver positive change, but this is balance against existing capacity and resource.

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1 <https://gov.wales/docs/dsjlg/publications/cyp/141007-wales-a-play-friendly-country-en.pdf>  
2 <https://gov.wales/docs/dsjlg/publications/cyp/141007-wales-a-play-friendly-country-en.pdf>

## 2.0 What is a Play Sufficiency Assessment?

The Play Sufficiency Assessment looks on the provision of play across the County Borough and is based around an understanding of 9 matters.

Figure 1. Play Sufficiency Matters



This report, including the Play Sufficiency Assessment toolkit (appendix 1), summarises are findings in relation to each matter. The action plan (appendix 2) explores how we are proposing to work to improve play in relation to each matter in the future.



## 3.0 The Value of Play

The Play Sufficiency Assessment guidance asks each Authority to acknowledge the value and importance of play in the lives of children. Neath Port Talbot Council is committed to ensuring that children and young people have the opportunity to play and hang out with their friends. This may be through the direct delivery of play or by working in partnership with the third and private sectors which, enables us to address identified gaps and improve the quality of play provision. Play can change children and young people's lives, helping them learn, make friends and be healthy. The Neath Port Talbot We Want (Well-being Plan 2018-2023) sets out an objective to "support children in their early years, especially children at risk of adverse childhood experiences." As shown in table 1 this objective will support change across all seven of the national well-being goals.

**Table 1: Support children in their early years, especially children at risk of adverse childhood experiences**

<b>The 7 National Well-Being Goals</b>	<b>The contribution this Objective will make to each goal</b>
A prosperous Wales	Ensure that all children and young people are supported to become enterprising, creative contributors, ready to play a full part in life and work.
A resilient Wales	Ensure that all children and young people are supported to become ambitious, capable learners, ready to learn throughout their lives.
A healthier Wales	Ensure that all children and young people are supported to become healthy, confident individuals.
A more equal Wales	Ensure that all children and young people learn in safe, nurturing and fulfilling environments, where there is respect and due regard to equality, diversity and inclusion.
A Wales of cohesive communities	Ensure that all children and young people are supported to understand the value of belonging to a community and how communities can support each other to thrive.
A Wales of vibrant culture and thriving Welsh language	Ensure that all children and young people are supported to learn, appreciate and understand their lives, their history and heritage through the medium of Welsh.
A globally responsible Wales	Ensure that all children and young people are supported to become ethical, informed citizens of Wales and the world.

Play can and will contribute to the achievement of this key objective. From being a tool to support learning

and understanding, to helping children “become healthy, confident individuals”, play will shape the future and well-being of children and young people across Neath Port Talbot. In the context of the Well-being objectives within the Corporate Plan (2018-2022) play is a valuable key performance indicator “% of schools report that children are better prepared to engage in play and learning.”

The Authority has illustrated its commitment to play by recruiting a Play Development Officer to support the delivery of the Play Sufficiency Action Plan. The plan will form the basis of how positive change is implemented across the County Borough. A wealth of people, teams and departments from across the Local Authority impact on children and young people’s experiences of play, from the teams maintaining our parks and greenspaces, to planning, road safety, youth services and beyond, a wide variety of people can effect how children and young people access and feel about play. We have a Play Strategy Implementation Group which brings together key stakeholders not just from across the Authority but also key partners from across third sector. Only by working together can we find a way to respond to the issues highlighted by this assessment.

The Authority is currently in the process of developing our Children and Young People’s Plan which will embed the role play will have in transforming the lives of our children and young people. The Play Sufficiency Assessment process has highlighted the need to do better in ensuring play and it’s benefits are part of wider Local Authority policies and more people buy into the positive outcomes play can deliver. This issue is considered in more detail throughout this report and the assessment toolkit responses.

We believe that play is key to changing the lives of our children and young people. This report and supporting information sets out how we understand the play needs of our community and plan to work together to maintain and improve play provision across the County Borough.



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# 4.0 How we approached the assessment

## 4.1 Methodology

Our approach to the 2019 Play Sufficiency Assessment was based on previous assessments and designed to ensure meaningful community and stakeholder engagement, a robust analysis of current play provision and a deliverable action plan for the future. In summary, we undertook the following stages to deliver the assessment.

### 4.1.1 Desktop Analysis

The baseline review is the foundation of the Play Sufficiency Assessment and was critical to ensuring the process is based on a comprehensive understanding of existing provision and existing and future need. This process commenced with a review of the previous Neath Port Talbot Council Play Sufficiency Assessments in order to identify gaps in data and develop a plan for obtaining the required data from a range of sources, the implementation of this data collation and review process. The previous assessments were also reviewed against the updated Toolkit and feedback to highlight areas for improvement and development. In addition the baseline review process was used to research and identify all relevant national, regional and local policies and strategies that impact on play in Neath Port Talbot.

### 4.1.2 Model and Data Update

As part of the previous Play Sufficiency Assessments we created a number of tools to enable us to understand how and where play is delivered. These include tools to analyse demographic data and GIS mapping of existing indoor and outdoor play provision. We have reviewed, tested and updated all these data sets and tools to ensure a robust SWOT analysis and action planning process.

### 4.1.3 Stakeholder Interviews

Understanding the current situation and the potential for change in the future is fundamental to the play sufficiency assessment process, and requires a wider understanding of the work being delivered by direct stakeholders. We met with a range of key stakeholders from across the Local Authority and the third sector to discuss the impact they have on play and what contributions they could realistically make to maintaining and improving play across the county borough.

### 4.1.4 Provision Audit

Included within the tools outlined in 4.1.2 is a GIS system that includes details of all indoor and outdoor play provision, which provides data on each sites:

- Play value.
- Distance to travel from where children live without any significant physical barriers.
- Accessibility.
- Freedom from inappropriate hazards.
- Acceptable levels of opportunities for beneficial risk taking.
- Existing use for play.
- Potential for play use in the future.

Keeping this information up to date is key to having a useful and valuable tool to support decision making around the provision of play. As part of this assessment we have visited outdoor play spaces across the County Borough to review the quality and value of each space and update the strategic tool.

Figure 2. Key Engagement Groups



#### 4.1.5 Community Engagement Plan

Meaningful engagement with children, young people, parents, residents and stakeholders is a fundamental part of the Play Sufficiency Assessment. As part of the Play Sufficiency Assessment we delivered a programme of community engagement that included:

- Focus Groups / Discussion Sessions
  - Children and Young People
  - Parents and Carers
  - Play Workers
- Questionnaires
  - Children and Young People
  - Parents and Carers

The design of the focus groups and questionnaire drew on the Play Wales guidance to ensure that the information both support the Play Sufficiency Assessment and enabled strategic thinking about play. The results of the process are summarised in section 6.0.

#### 4.1.6 Consulting Children and Young People with Disabilities

This phase was concerned with ensuring an understanding of the needs of children with disabilities to ensure that they are met within the play provision of Neath Port Talbot. It included desk top research to identify provision, alongside qualitative and quantitative research to understand the needs and perceptions of children and young people with disabilities and their families.

#### 4.1.7 SWOT and Gap Analysis

Using the information gathered in the previous phases we undertook a preliminary SWOT analysis of all the matters associated with the Play Sufficiency Assessment, this formed the basis of the workshop with stakeholders (4.1.8) and resulting action plan. It will enable us to clearly identify realistic and achievable aspirations for the future that will benefit the children and young people in Neath Port Talbot.

Key to the Play Sufficiency Assessment process is identifying and understanding gaps in provision, so the action plan can explore how these can be realistically addressed. To support and enhance the SWOT analysis process we brought together the qualitative and quantitative data resulting from the implementation of the engagement plan, with key data sets including the provision audit and demographic information and a wealth of secondary research.

**Table 2: Understanding Gaps in Play Provision**

<b>Type of Gap</b>	<b>Example</b>
Geographical Gaps	Where a geographical area has a general shortage of supply
Diverse Needs Gaps	Where there is a shortage of suitable places for disabled children, or children with other specific needs or requirements, including those from particular faiths or community groups
Access Gaps	Where there is a shortage of accessible play provision
Age Gaps	Where there is a shortage of play provision suitable to the needs and requirements of a certain age group (for example, school-aged children up to 18 years, if they are disabled).
Type Gaps	Where there is a shortage in the type of play for which children, young people and parents may be expressing a preference
Workforce Gaps	Where there are gaps / shortages in the play workforce

#### 4.1.8 Action Plan Workshop

The success of the Play Sufficiency Assessment process and the ultimate implementation and delivery of the Action Plan will be dependent on a number of Council Departments, organisations and stakeholders working together. To support that process we held a stakeholder workshop session. The aim of this session was to share the results of the Play Sufficiency Assessment process and resulting gap analysis and to work in partnership to create a robust and deliverable action plan. Building on the guidance in the Welsh Assembly Government, Play Sufficiency Assessment Toolkit this session encouraged attendees to discuss:

- Exploring the SWOT analysis of current play provision and how we can realistically build on strengths and address weakness and threats by developing opportunities.
- The contribution of stakeholders to the assessment process
- The challenges facing the provision of play in Neath Port Talbot
- Priority positive change, what will have the biggest impact
- Quick wins and long term change

From previous project experience we have learnt that a session such as this is a invaluable and that bringing together the stakeholders to shape the action plan, encourages meaningful involvement which will support delivery in the future.



## 4.2 Challenges

As we have previously discussed there are numerous people and organisations that shape children and young people's play experiences. Whilst undertaking this assessment we have identified these people and invited them to participate in the assessment. This has included, but is not limited to, Town and Community Councils, Third Sector organisations, Childcare Providers, Schools and Community Groups. We worked hard to ensure a range of different mechanisms of engagement to make it as easy as possible for people to get involved. However participation levels have been low. The discussions and research that we have undertaken as part of the assessment suggest that play is not on the wider agenda in Neath Port Talbot, which may explain low levels of participation and meaningful engagement. Moving forward the Play Strategy Implementation Group and its partners will work hard to build relationships to both promote the benefits of play and enable strategic decision making to protect and improve play for the benefit of the community.

## 4.3 Delivering Change

The Play Strategy Implementation Group is the mechanism for delivering meaningful change and seeks to bring together key partners from across the Local Authority, private and third sectors. The Play Sufficiency Assessment process has highlighted the need to review and consider the membership of this group alongside its terms or reference. Ensuring the Play Strategy Implementation Group is fit for purpose is among the objectives of the first year of the action plan. We have to be open and honest about resource and capacity limitations that effect how we can deliver play. Meaningful partnership working through the Play Strategy Implementation Group is fundamental to achieving and monitoring the action plan.



## 5.0 Working Together

Based on the toolkit guidance we identified just over 100 people who have an effect on play across Neath Port Talbot. This included council officers, councillors, community councils, schools, childcare providers, third sector organisations and community groups. We need to acknowledge the challenges that play in Neath Port Talbot faces, which are summarised in section 11.0. These are barriers to change but can potentially be overcome by partnership working and best use of available resources.

There are people and organisations who are passionate about play, but we need to expand partnership working to beyond “preaching to the converted” to engage key decision makers across the variety of departments and organisations that effect the nine matters which make up the Play Sufficiency Assessment. The process has highlighted a need to work hard to support an increased understanding of the benefits of play and the need for partners to be meaningfully involved. Our assessment and action plan outlines how the Play Strategy Implementation Group will be revitalised and relaunched to support the delivery of change. It also acknowledges the need to engage key decision makers to recognise the importance of play and the benefits it can deliver, to ensure that, as a minimum, existing resources are protected and to explore options for strategically improving play provision for the benefit of the community and to support the aspirations of the The Neath Port Talbot We Want (Well-being Plan 2018-2023).



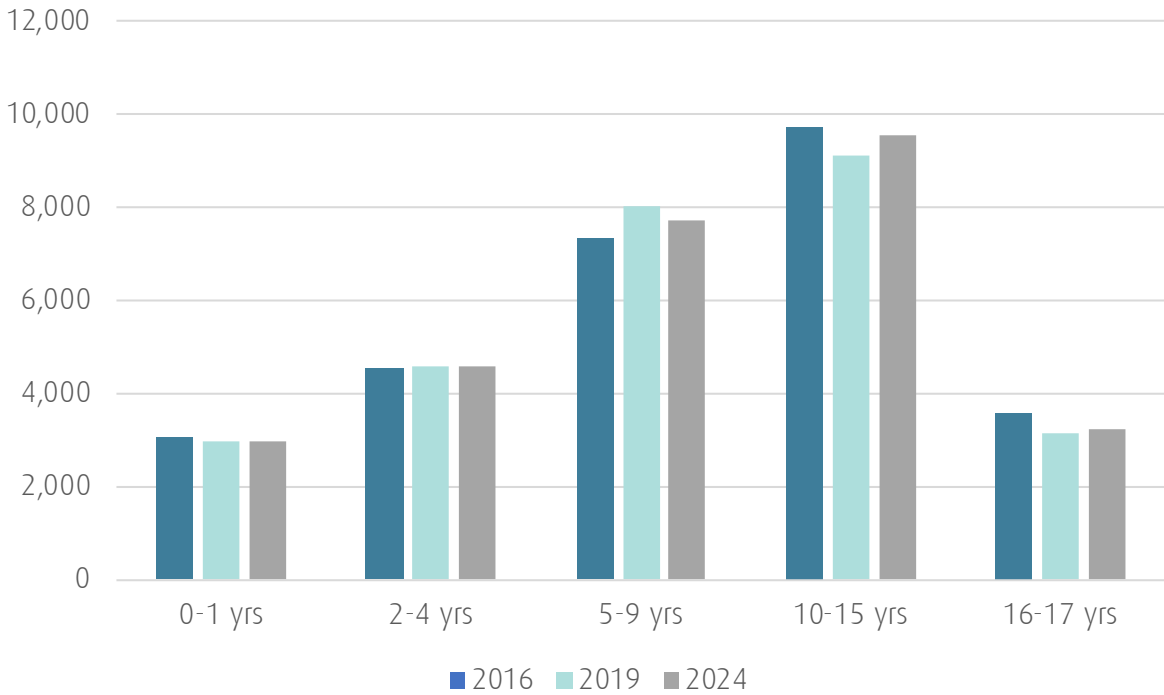


# 6.0 Conversations About Play

## 6.1 The Play Population

The Statutory Guidance that shapes the Play Sufficiency Assessment asks us to understand the population of children living in Neath Port Talbot using specific age ranges. The figure 3 below shows the current population based on mid year populations estimates and the projected population in 2024.

Figure 3. The Play Population



Neath Port Talbot has a population of 27,891 children aged 17 and under, over the next five years this is projected to increase by 0.8%. As part of the Play Sufficiency Assessment process we have mapped the population to understand where children are living on a ward by ward basis and to support strategic decision making about which types of play are needed to support specific communities. We have also explored other key data sets which will help us understand the needs of children, young people, their families and communities, these are summarised on the infographic overleaf.

# What we know about children and young people in Neath Port Talbot

# 27,891

children age 17 and under living in Neath Port Talbot

# 1.1%

of children in Neath Port Talbot are looked after children.

# 22%

of children & young people live in rural areas.

# 67%

Leave school with Skills and Qualifications (level 2)



# 25%

of pupils are receiving support for a special educational need.

# 11%

fluent in Welsh, 17% can speak but are not fluent.



# 11%

of pupils (years 1 to 11) on free school meals.

# 3.7%

have a first language which isn't Welsh or English.

# 79%

KS 2 achieving CSI.

# 4,188

Children aged 17 and under with a visual, hearing or physical disability

# 26%

of children living in poverty

# 591

Children attending counselling.

# 31

young carers known to Social Services



# 12

of Neath Port Talbot's LSOA's rank in the most deprived in Wales.

# 76%

Children age 4-5 of healthy weight or underweight.

# 52%

achieving L2 (5 GCSE's at grade C or above or equivalent including English/Welsh and Maths).



## 6.2 Engaging Children and Young People

Although we play our whole lives, the Play Sufficiency Assessment process specifically focuses on how children and young people access and enjoy play. It was therefore important to talk with and listen to children from across the County Borough. To do this we worked in partnership with schools, youth services and organisations to ask children and young people to complete a short questionnaire. The infographic overleaf summarises the survey responses from 312 children and young people.

We also went out and about and had 284 conversations about play with children and young people between 5 and 17 years of age. This included structured focus groups in partnership with schools and groups as well as informal discussions at events and activities.

These conversations focused on four key themes:

- What do children think are the benefits of play?
- Where and how do they play?
- What can stop them playing?
- How can we improve opportunities for play across Neath Port Talbot.

The post it notes below were written by children when we asked them to choose a word that describes how they feel when they play. Our discussions with children showed that play is valued, they understand they have a right to play and believe it is important to their health and well-being.





## How do children play?

38% of children hang out with their friends a few times a week.



Chatting with friends is the favourite activity (42%), followed by riding bikes (27%) and hanging out (23%).

23% feel happy when they play, 22% are happy to be with their friends.

Half of children think they can do some of their favourite things where they live.

13% of children's favourite place to play is a fixed play area... but the same proportion also like a local grassy area or field.



75% of children are only allowed out to play with their friends.

The biggest barrier to play is the weather 39% don't like to play if it's raining or cold.

27% are too busy with other things and clubs.



ng people think about play?

## Supporting play

**A quarter of children are too busy on their consoles to go out and play.**



**11% don't have someone to play with.**

**27% want us to help parents and adults understand that it is okay to play and hang out.**



**23% want cleaner and tidier parks and for owners to pick up dog mess.**

**21% want safer ways to cross the roads and get to play.**



**16% want help dealing with bullies, 13% of children have been stopped from playing by bullies.**

Alongside the results of the questionnaire, our conversations with children and young people around play highlighted the following key themes. Quotes are taken directly from focus groups, meeting notes and questionnaire responses.



**“Stop my addiction to the indoors and loathing of the outdoors”**

**Survey respondent, aged 7**

Whilst most of the feedback from children and young people has remained relatively consistent across Play Sufficiency Assessments (which are undertaken every 3 years), this time technology has been seen as both an enhancement and barrier to play. While some children don't consider playing on a console to be play “if you're sat down, you're not active, you're not playing” others have embraced it as another form of play. It is consistently seen as barrier to playing outdoors and it is interesting to note that some children would like to see technology based play experiences in the outdoors.



**“Our neighbour is always telling us we can't kick a ball, but there's no sign to say we can't.”**

**Focus group participant, aged 9**

Whilst some children don't think anything stops them from playing, for others there are a number of barriers, but particularly the weather or an adult. This may be a family member “my mum is over protective, she'll always say it's not safe to go out and play” or an adult telling them they can't play there, in that way, or a lunchtime supervisor who “takes the fun out of playtime.” As shown in the questionnaire results children think we need to do a better job of supporting them to play and educating adults, particularly those who make decisions that affect children's lives, to understand the benefits of play.



**“I love the park, but I can't get there without someone to take me... If I had a park on my street I could play whenever I like.”**

**Survey respondent, aged 11**

Parks are a valued provider of outdoor play. Children and young people enjoy them as places to spend time and hang out with friends. However, children's experience of parks is usually determined by the park / play space nearest to them, and the quality of these spaces can vary considerably. It is interesting to note that this is the first assessment in which the beach has been identified as a popular play location, this may be as a result of better weather during summer 2018. There is still a belief that “you can only play in play areas, where there's things to do and you know you can play there” which suggests that children, young people and families aren't getting the maximum benefit from Neath Port Talbot's wide range of green and open spaces. Discussions suggest a preferences for defined outdoor play spaces because they are safe and / or they won't be told of for playing there. In addition teenagers spoke of “being moved on, told we can't hang out in public spaces because people assume we're all the same.”



**“I don’t like it when there’s older children there laughing and making fun of us.”**

**Focus group participant, aged 11**

Primary school age children, saw older children / young people as a barrier to play. This could be because they feel they “take over” play space or session. Some children spoke of feeling “judged by older children who don’t think it’s cool to play.” Children think play should “be about risk and trying new things” but they want to feel safe and welcome in a play space, on occasion older children / young people can be a barrier to accessing play.



**“As you get older it becomes harder to find stuff to do and when you’re not old enough to drive how to get there. “**

**Focus group participant, aged 15**

Children and young people spoke of a belief that as you get older there is “less stuff to do”. Most parks provide play for younger children who are also able to play in school and childcare settings. Teenagers believe their options are limited despite hanging out with friends being an example of play. Consistently there is a belief there is not enough to do, specifically for young people.

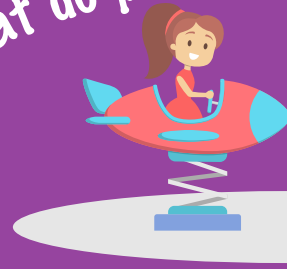
### **6.3 Engaging Parents and Carers**

As we’ve already discussed, parents, carers and other adults effect how, where and when children and young people play. As with children and young people we asked parents, carers and adults to complete a short questionnaire. We also had conversations about play with 103 parents and carers, these conversations focused on:

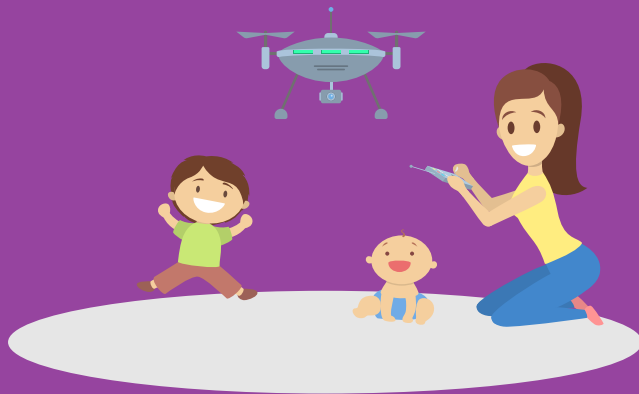
- What do adults think are the benefits of play to children and the wider community?
- What effects how they children and young people play?
- What do they think are the barriers to play?
- How can we overcome these barriers?

The infographic overleaf summarises the results of the questionnaire completed by 184 adults. They show how parents, carers and other adults perceive and feel about the benefits of play. It also highlights the issues they think need to be addressed.





## Is play important?



**96% strongly agree that play is an important part of every child's life.**

**94% agree every child should have access to play.**

**94% strongly agree that every child should have access to a variety of quality play provision.**

**74% strongly agree schools have an important role to play in the provision of play.**

**69% strongly agree children and young people should be involved in decisions that affect them.**

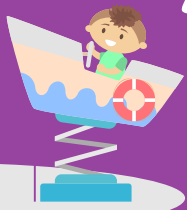


**Why do you think children and young people should have access to play?**

- **To learn and experience new things (69%)**
- **To keep fit and active (57%)**
- **TO spend time with other children (54%)**
- **To have fun (39%)**



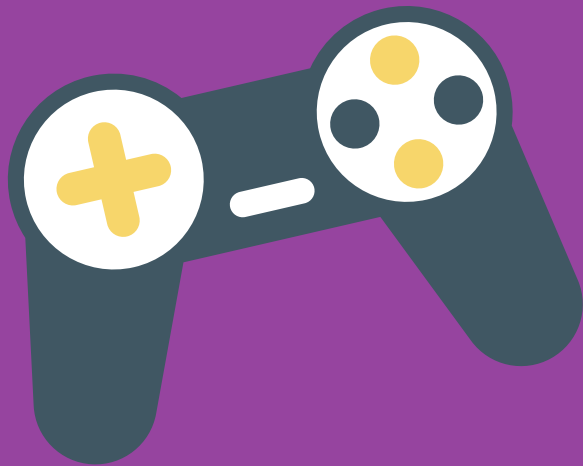
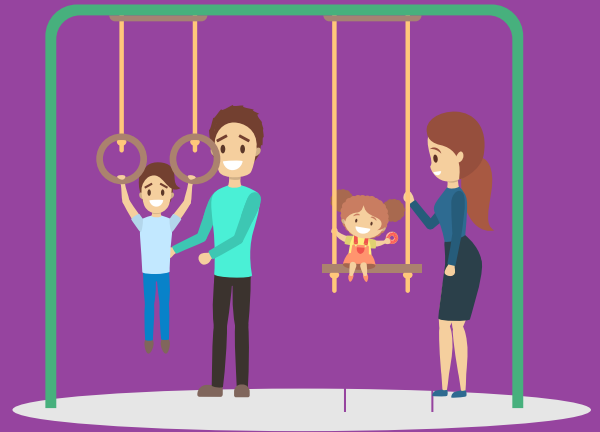
and carers think?



## Playing

They think children and young people like to hang out...

- At play areas (62%)
- In gardens or friends gardens (38%)
- Local grassy areas or fields (35%)



46% think computer consoles are stopping children and young people from playing.

43% think stranger danger is a barrier.

42% think there is nothing for kids to do.

85% think children and young people would play more if they had more interesting places to play.

61% think their family would benefit if it was easier to find out how and where to play.



A programme of focus groups enabled us to build on the findings of the questionnaire, these discussions highlighted the following key themes. Quotes are taken directly from focus groups, meeting notes and questionnaire responses.



**“It soon adds up. It’s not just the activity it’s the snack, the parking... it’s too expensive for my family.”**

**Parents focus group participant**

The definition of play is to “engage in activity for enjoyment and recreation rather than a serious or practical purpose.”<sup>1</sup> Play can be free and there are plenty of free opportunities across the County Borough, but there is a perception that play is expensive. In part because parents and carers include activities such as membership of sports and theatre clubs. But also destination parks such as The Gnoll and Margam are considered to be “an expensive day out, with the parking and the cafe is pretty pricey.”



**“Parents need to understand children should be allowed to play outside not stuck in front of a tablet 24/7”**

**Questionnaire response**

The questionnaire results showed that parents think technology is the number one barrier to play for their children and young people. There is concern that reliance on consoles, phones and other devices are stopping children and young people from experiencing play, specifically outdoors. Additionally, some parents admitted to technology being “the easier option, it does keep them entertained”, others felt that parents and carers needed to do more “prise children off those machines, for their own benefit.”



**“Do your job as a council by providing and maintaining after school recreation provision.”**

**Questionnaire response**

The main source of supervised play provision in Neath Port Talbot is arguably the childcare sector. Aside from Youth Clubs the Council does not directly provide supervised play provision. The parent and carer survey responses suggest they believe the Council is not meeting the need of it’s children and young people. This can in part be attributed to a perception that this provision should be free or very low cost. In addition Council run play schemes have not operated for a considerable period of time in Neath Port Talbot, but there is still a belief that they should be provided as one parent explained “when I was young the summer play scheme meant we were doing something, trying new things. I need help to keep my children occupied all summer for their benefit and mine. I can’t create that level of fun for them everyday.”

<sup>1</sup> <https://en.oxforddictionaries.com/definition/play>



**“I have a young baby but when he’s older what should I do with him? How should I play with him?”**

**Focus group participant**

61% of parents and carers want to be able to easily find out how and where to play. Some parents and carers also expressed a desire to learn more about how to play with their children, particularly when they are small. Discussions with parents and carers also suggested a need to better connect families and communities with accessible and safe spaces that aren’t defined as being for play but can be used for play. As well as connecting them with these spaces we need to work with them to show them how they can be used.

#### 6.4 Understanding Diverse Needs

Children, young people and their families may have different needs for a range of reasons including disability, poverty, ethnicity, culture and language. To support the Play Sufficiency Assessment process we have worked hard to ensure these voices are heard from. Alongside the questionnaire we undertook a focus group with 9 children with disabilities aged between 8 and 12 years of age, spoke with young people at the Neath Youth Troop for young people with speech and language needs and meet with parents at the Bryncoch SAN support group.



**“There is very little for abled children but nothing at all for disabled children, disabled children need to experience play as well.”**

**Questionnaire response**

Neath Port Talbot’s approach to play for children with diverse needs has traditionally been to identify and promote inclusive opportunities that enable meaningful engagement with play. Whilst some families and children appreciate and value this approach, “I don’t want to be taken from my friends, I want to hang out with them” others feel their level of need requires a more specialist approach. There was praise for developments including Rhianna’s Swing at the Gnoll and autism friendly sessions at local play centres, but there was feeling that play provision “doesn’t take our kids needs into account.”

The full Play Sufficiency Assessment (appendix 1) explores and highlights the provision available for children with diverse needs in more detail.

#### 6.5 Stakeholder Interviews

In order to complete the Play Sufficiency Assessment toolkit (please see appendix 1) and develop a realistic and achievable action plan we needed to engage with stakeholders from across the Local Authority, key partners and the third sector. The information obtained enabled a robust completion of the assessment and highlighted strengths, opportunities, weaknesses and threats. The key issue that emerged from the process is that play isn’t ‘on the agenda’ and therefore doesn’t receive the wider support needed to make strategic change.



**“To put it simply play is not on the policy agenda.”**

## 6.6 Engaging Play Providers

Section 7.0 of this report outlines the play provision both supervised and unsupervised available in Neath Port Talbot. Childcare providers and schools are among the key providers of supervised provision across the County Borough. As part of the engagement process we contacted all schools and childcare providers and asked them to complete a short questionnaire, however, the response rate was poor despite working in partnership with LLAN, NASH and other key stakeholders. Moving forward the action plan to support the Play Sufficiency Assessment seeks to outline how we can use the teams across Play, Early Years and Childcare to building relationships with providers and work with them for the benefit of those organisations and to enable strategic planning around play.



### “Do we have a play workforce?”

We also carried out a small discussion group with 5 workers who deliver play, three from childcare settings and two from schools. This process highlighted confusion around the Welsh Government’s Childcare, Play and Early Years Workforce Plan specifically in relation to training / qualifications requirements and timescales. There is also a feeling that play is undervalued and under resourced in comparison to the early years and childcare, as one participant explained “play helps learning, play is part of learning but play is forgotten despite it’s benefits.”

## 6.7 Action Plan Workshop

The Action Plan Workshop was attended by 15 people from across the Local Authority, community groups and third sector all of those who attended were passionate about play and working to achieve change that will benefit children, young people, families and communities. The discussions in this workshop provide the basis of the action plan (appendix 2) this group has suggested prioritising:

- Reviewing and refreshing the membership and terms of reference of the Play Strategy Implementation Group.
- Raising awareness of the benefits of play among key stakeholders.
- Creating and supporting wider play networks.
- Encouraging children, young people and families to use the County Borough’s wide network of green and open spaces for play.
- Supporting and developing the play workforce.
- Retaining existing provision.
- Ensuring community engagement supports and shapes decisions around play.

# 7.0 Places to Play

## 7.1 Introduction

You can't play without a place to do it. Children and young people play at home, at schools, in the County Borough Council's parks and open spaces. This section outlines the places where children and young people can enjoy play. To support this assessment the team have visited and assessed 119 designated outdoor play spaces, details of these sites can be found in appendix 3.

## 7.2 Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

Children and young people couldn't decide if they prefer playing outdoors or indoors, but open spaces were seen as important to play. With 13% of the votes children's favourite places to play were a "play area with swings, slides and other stuff to play on" and playing in a "local grassy area or field." 62% of parents and carers believed equipped play areas are children's preferred place to play. During focus groups children and young people spoke of playing on streets or hanging out in public places such as High Streets.

GIS mapping to support the Neath Port Talbot Open Space and Greenspace Supplementary Planning Guidance (July 2017) enables us to understand what space is available for play both designated and undesignated. In addition assessment visits of all fixed equipment play spaces has been undertaken. The infographic overleaf provides a summary of available provision.



# Outdoor places to play in Neath Port Talbot

There are 123 play areas across Neath Port Talbot.

80 play areas are LEAP (local areas for play) and must be at least 100msq in area.

12 play areas are LAP's (local areas for play) small play areas. These might not have equipment and have to be at least 100msq in size.

20 play areas are NEAP (neighbourhood equipped areas for play) and must be at least 1,000 msq in area.

There are 15 skate parks in Neath Port Talbot with potential for more.



There is 5296 hectares of green and open space in Neath Port Talbot.

15.76 hectares for play,

th

s (local equipped  
st be at least 400msq

's (neighbourhood  
) These have an  
nsq.

e 8 other areas including MUGA's,  
ks and sports zones with play

ctares of open space is designated  
0.3% of all open space.

3 sites are destination play spaces, which can attract children and young people from across the County Borough and beyond. Skewen Park, The Gnoll and Margam Park.

Play value is how we assess if a playspace is a rich and engaging space for children and young people. The highest score can achieve is 28.6.

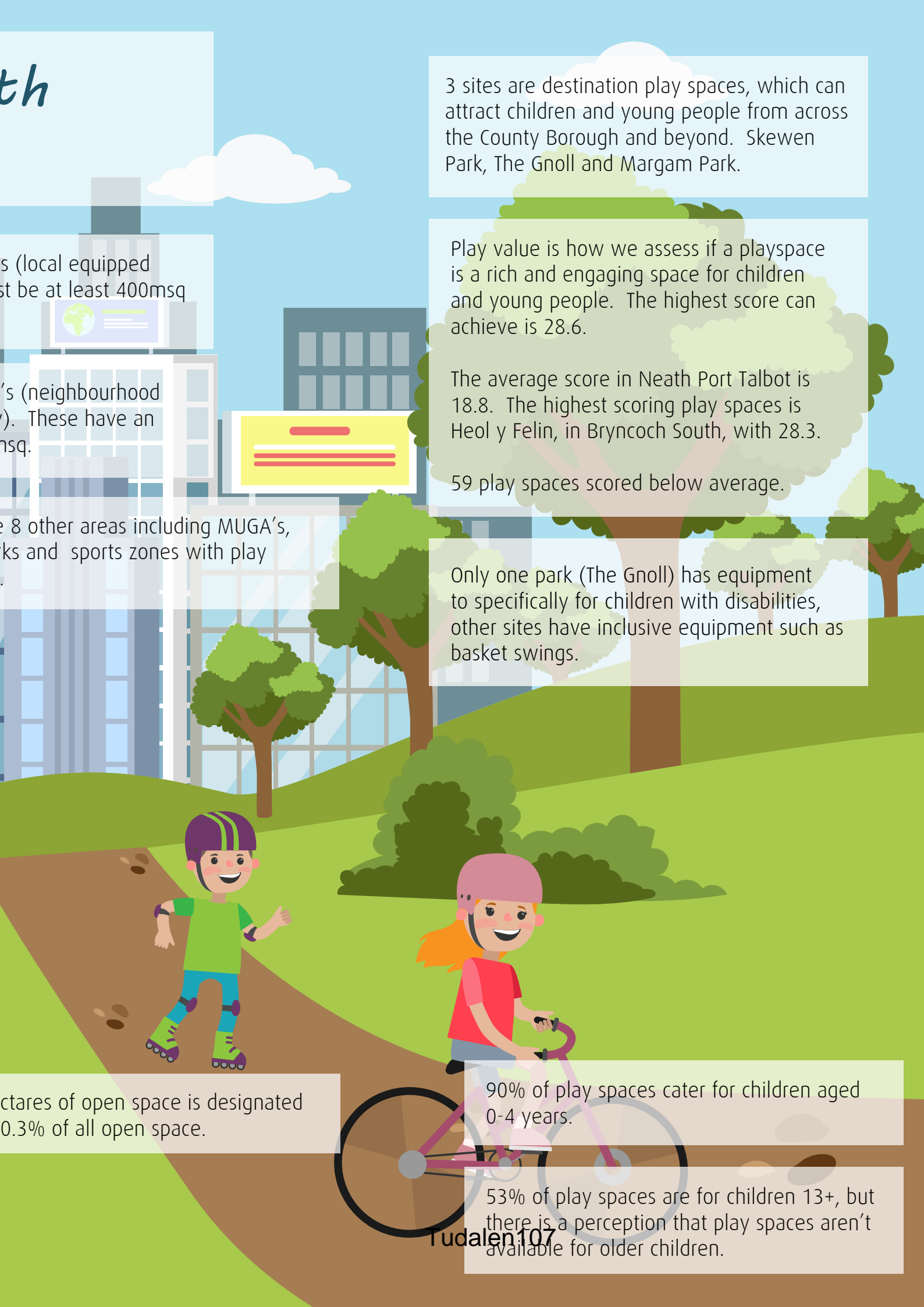
The average score in Neath Port Talbot is 18.8. The highest scoring play spaces is Heol y Felin, in Bryncoch South, with 28.3.

59 play spaces scored below average.

Only one park (The Gnoll) has equipment to specifically for children with disabilities, other sites have inclusive equipment such as basket swings.

90% of play spaces cater for children aged 0-4 years.

53% of play spaces are for children 13+, but there is a perception that play spaces aren't available for older children.





Type of Play Space	
<span style="color: red;">■</span>	LAP
<span style="color: purple;">■</span>	LEAP
<span style="color: blue;">■</span>	NEAP
<span style="color: green;">■</span>	Other
<span style="color: orange;">■</span>	Destination
Catchment	
<span style="color: lightpink;">●</span>	1 minute walk
<span style="color: purple;">●</span>	5 minute walk
<span style="color: blue;">●</span>	12 minute walk
<span style="color: orange;">●</span>	15 minute walk
N° of children per LSOA	
<span style="color: lightgrey;">■</span>	less than 150
<span style="color: lightgreen;">■</span>	151 - 300
<span style="color: lightblue;">■</span>	301 - 450
<span style="color: blue;">■</span>	451 - 600
<span style="color: darkblue;">■</span>	601 - 753

**Figure 4. Distribution of play space and play population**



It is important to acknowledge and be realistic about the challenges facing fixed play provision and parks. Since the last assessment in 2016 we are aware of 3 sites that have been removed (Cae Glas, Tal Y Wern and Wood Street). This is for a variety of reasons, including rationalisation of fixed play equipment sites with a focus on ensuring play value and safety. In the time since the last assessment last assessment the Environment Directorate, who are responsible for the Local Authority's designated play spaces have been subject to budget cuts. However, a number of parks / play spaces have benefited from funding, including the All Wales Play Opportunities Grant, secured by Community Council's and Friends Groups with support from the Council. But this approach is driven by the availability of funds and does not support strategic thinking around parks / play space to respond to wider community need. Section 7 summarises how the All Wales Play Opportunities Grant has supported play projects across Neath Port Talbot. The Funding and Development team have made a significant contribution to play including 17 MUGA's (multi-use games areas) and 5 skate parks some of which are located within parks and play spaces others are stand along provision. .

Figure 4 shows the distribution of designated fixed play spaces and applies the Fields in Trust Guidance for Sport and Play Beyond the Six Acre Standard (Wales)<sup>1</sup> to illustrate a catchment area for each site. It shows the relationship between provision and population and suggests that designated play spaces have been located to respond to community need. Green and open space mapping carried out to support the Local Development Plan shown in table 3 suggests there are 4086.81 hectares open space across the County Borough (please see appendix 5) which may be suitable for play and has the potential to address gaps. To do this work needs to be done to encourage the community to use these places for natural adventurous play.



## Tudalen109

**Table 3: Spaces Available for Play\***

<b>Primary Typology</b>	<b>Secondary Typology</b>	<b>N°</b>	<b>Hectares</b>	<b>Children &amp; Young People Population</b>	<b>Ha per 1000 head of population</b>
Allotments / Community Gardens / City Farms	Allotments	14	8.17	27,891	0.29
	Community Gardens	6	1.09	27,891	0.04
Amenity Greenspace	Informal	504	156.82	27,891	5.62
	Informal Recreation	1	0.11	27,891	0.00
	Other Sports	1	0.10	27,891	0.00
	Village Green	3	1.14	27,891	0.04
Civic Spaces	Civic / Market Square	2	0.06	27,891	0.00
Green Corridors	Cycleways	2	0.57	27,891	0.02
	PROW	5	1.54	27,891	0.06
	River / Canal Paths	10	4.63	27,891	0.17
	Tree Belts	63	15.99	27,891	0.57
Natural & Semi Natural Greenspaces	Common / Open Access Land	47	1147.72	27,891	41.15
	Grassland / Scrub	1310	1755.22	27,891	62.93
	Waste / Derelict Land	22	59.86	27,891	2.15
	Woodland	673	931.69	27,891	33.40
Unclassified		4	2.10	27,891	0.08
<b>TOTAL</b>		<b>2667</b>	<b>4086.81</b>		<b>146.53</b>
<b>Designated Provision for Children and Young People</b>					
Provision for Children & Young People	MUGA, Basketball, Skateboards etc	44	4.03	27,891	0.14
	Play Areas	124	11.5	27,891	0.41
	Paddling Pool	1	0.21	27,891	0.01
	Teen Shelters	11	0.03	27,891	0.00
Parks	Country Parks	2	418.43	27,891	15.00
	Urban / Formal Parks	18	33.49	27,891	1.20
Outdoor Sports Facilities	School Sports Facilities	69	109.72	27,891	3.93
	Playing Fields	1	2.62	27,891	0.09
<b>Total</b>		<b>270</b>	<b>580.03</b>		<b>20.80</b>

\*Please note this table is based on the open space assessment, which has not yet been updated to reflect the play space assessment carried out to support this project, hence the variation in data.

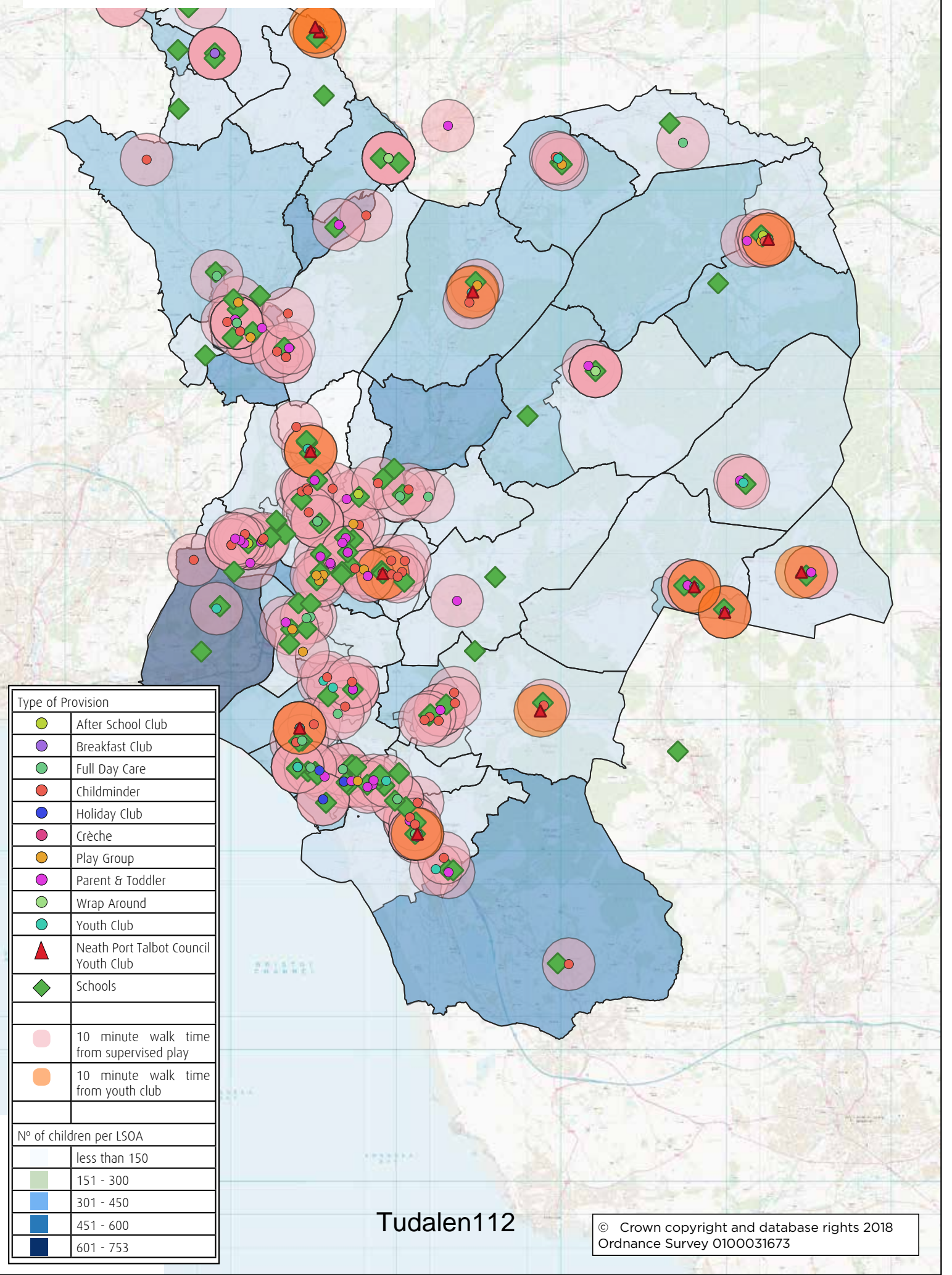
Each designated equipped play space has been visited and assessed as part of the Play Sufficiency Assessment process. This has enabled us to understand the play value of each site taking into account a range of factors including the accessibility, provision of equipment and design. Table 4 summarise the play provision available in each spatial area.

**Table 4: Availability of Equipped Play Provision by Type and Spatial Area**

<b>Spatial Area</b>	<b>LAP</b>	<b>LEAP</b>	<b>NEAP</b>	<b>DESTINATION</b>	<b>OTHER</b>	<b>AV. VALUE</b>	<b>PLAY</b>
Afan Valley	1	5	1	0	1	16.19	
Amman Valley	0	6	0	0	0	17.84	
Dulais Valley	3	4	5	0	2	16.26	
Neath	3	27	4	2	3	19.68	
Neath Valley	1	10	0	0	0	19.32	
Pontardawe	0	5	3	0	0	21.05	
Port Talbot	3	13	7	1	0	19.99	
Swansea Valley	1	10	0	0	2	16.95	
<b>TOTAL</b>	<b>12</b>	<b>80</b>	<b>20</b>	<b>3</b>	<b>8</b>	<b>18.83</b>	



**Figure 5. Distribution of supervised play provision**



Type of Provision	
	After School Club
	Breakfast Club
	Full Day Care
	Childminder
	Holiday Club
	Crèche
	Play Group
	Parent & Toddler
	Wrap Around
	Youth Club
	Neath Port Talbot Council Youth Club
	Schools
	10 minute walk time from supervised play
	10 minute walk time from youth club
N° of children per LSOA	
	less than 150
	151 - 300
	301 - 450
	451 - 600
	601 - 753

### 7.3 Supervised Play Provision

With the exception of youth clubs, the Local Authority does not directly provide supervised play for the wider community. Teams such as the Families First funded Children and Parenting Team can provide one to one support for families around using play, as part of their parenting interventions. The Local Authority does provide support, training and funding for key supervised play providers in the area specifically childcare and schools. For example the Flying Start & Early Years Team's joint training programme ensures childcare providers met their mandatory training requirements for example first aid and food hygiene. There is also additional training that supports providers to development their deliver of play, previous training has included messy play and loose parts. Funding support is available for resources and creation of play spaces. The Flying Start programme has clear guidance around the delivery of play, including a requirement for outdoor playspace, and as a result support can be provided around training and resources. Appendix 4 provides a list of the 214 supervised play activities we have identified during the course of undertaking this assessment.

Figure 5 shows the distribution of supervised play provision where a child doesn't require a parent / adult to stay and attend with them, therefore it doesn't include play centres and other play facilities. A 10 minute walk buffer zone has been used to understand the geographical distribution of provision across the County Borough.

It should be noted that information on supervised play provision, on the advice of stakeholders and partners, has primarily been taken from the Dewis Cymru community directory. The directory is built on information provided by providers who have opted into sharing their information.

The O Gam I Gam programme supports children with disabilities and additional needs to access childcare provision, which will also ensure access to quality play. Funded by Families First Play2gether is a service which aims to enable children with disabilities and additional needs to have better opportunities, to enhance development milestones and to engage with their peers. The programme includes play group sessions, parent and sibling play sessions and disabled children parenting workshops. In addition 10 other projects provide play provision for disabled children including after school activity clubs, parent and toddler groups and play projects.

# Supervised places to play in New Port Talbot

Childcare settings included:

56 childminders

26 full day care centres

12 holiday clubs

13 after school clubs

5 breakfast clubs

4 wraparounds providers

2 crèches

45 providers / activities promote that they provide support for disabled children to play.

Neath



12 local Authority Youth Clubs and 9 other clubs run by the third sector.



22 of Neath Port Talbot's 42 wards have no youth club provision.

7 projects / providers offer bilingual play provision.

Neath Port Talbot has 27 playgroups..

There are 47 Parent and Toddler Groups

## 8.0 Maximising Resources for Play

Neath Port Talbot Council does not have a specific ring fenced budget that supports the delivery of play. Resources and capacity from a range of budgets are used to deliver and maintain play across the County Borough. For example with regard to designated play spaces the Council pays for inspections and repairs as part of its funding to support Parks & Cemeteries, the focus is on keeping these places safe and usable. Improvements to designated play provision usually requires grant funding from sources such as the All Wales Play Opportunities Grant, Section 106 monies, Wind Farm Funds and the discretionary pots that each Councillor has to distribute. One of the challenges in investing in play is the Council budget does not support the sustainability of new provision, therefore the focus has been on supporting Community Council's and groups such as Friends Groups to secure funding and maintain new play provision. The Council's green and open spaces are maintained by the Countryside Service in partnership with the third sector and key organisations.

In 2018/19 a £79,942.10 All Wales Play Opportunities Grant was used to support 22 play projects across Neath Port Talbot. These projects are summarised in table 5 overleaf.



Table 5: All Wales Play Opportunities Grant 2018/19

Objective / Target	Proposed Outcomes
To supplement the existing play provision being developed at Clwb Plant Tiddlywinks by providing a storage container to hold various outdoor play equipment and scrap resources for children and the community to use.	<ul style="list-style-type: none"> <li>• Enhancement of play opportunities in an area where options are limited.</li> <li>• Greater range of play experiences.</li> <li>• Increased community engagement.</li> <li>• Increase child participation.</li> <li>• It is estimated that over 100 children would benefit from this.</li> </ul>
Enhancement of Playground at Cross Street, Velindre to include the purchase of 2 Safety gates and enhancement of existing play provision to include safety flooring.	<ul style="list-style-type: none"> <li>• Make play space more visually appealing and increase use</li> <li>• Create a sense of cohesion with old and new equipment within the play space</li> </ul>
Installation of CCTV at Rhianna's Swing Playground at the Gnoll County Park.	<ul style="list-style-type: none"> <li>• Make play space more visually appealing and increase use by means of providing security to the users.</li> <li>• Create a sense of cohesion within the play space</li> </ul>
Refurbishment of Play Equipment at Jersey Park, Briton Ferry.	<ul style="list-style-type: none"> <li>• Make play space more visually appealing and increase use</li> <li>• Create a sense of cohesion with old and new equipment within the play space</li> <li>• Old equipment that is structurally sound and doesn't need replacing but look tired and worn given a makeover to look more appealing to the community and attempt to change attitudes and perceptions that the park is no good.</li> </ul>
Purchase of additional play equipment to enhance the Play Value within Jersey Park, Briton Ferry	<ul style="list-style-type: none"> <li>• To develop an existing playground within a location of limited play opportunity.</li> </ul>
Enhancement of Playground at Vivian Park, Sandfields.	<ul style="list-style-type: none"> <li>• Make play space more visually appealing and increase use.</li> <li>• Create a sense of cohesion with old and new equipment within the play space.</li> <li>• Giving the equipment a makeover to make them look more appealing to the community, will help to change attitudes and perceptions that the park is no good.</li> <li>• Additional play equipment will make the park more interesting and children within the ward would benefit.</li> </ul>

Objective / Target	Proposed Outcomes
Enhancement of Playground at Margaret Terrace, Bleangwynfi	<ul style="list-style-type: none"> <li>• Make play space more visually appealing and increase use</li> <li>• Create a sense of cohesion with old and new equipment within the play space</li> <li>• The enhancement of the playground will allow a sense of provide to those that live in this community.</li> </ul>
To refurbish the picnic area within the children's play park at Jersey Park	<ul style="list-style-type: none"> <li>• Improved play area facilities for families to enjoy with a target of 1,000 picnic opportunities between May to October per year.</li> <li>• Increased opportunity for days out to facilitate outdoor activities/play within Jersey Park with a target of 20,000 plus, play opportunities per year.</li> </ul>
To facilitate children's play during community events in the park through purchasing outdoor games equipment.	<ul style="list-style-type: none"> <li>• Frequent play opportunities for a total of approximately 500 children throughout the Spring and Summer months.</li> </ul>
Cyfieilion Parc Coffa Talbot/Friends of Talbot Memorial Park Nature/History	<ul style="list-style-type: none"> <li>• Encouraging active lifestyles in the outdoors for the whole family.</li> <li>• Children actively participating in the planning and implementation of the scheme.</li> <li>• Children enjoying and exploring the natural world around them, by playing and learning in an active way in the outdoors.</li> </ul>
Delivery of 8 x 3 hour Play Street or Pirate Ship sessions to be held in different locations throughout Neath Port Talbot.	<ul style="list-style-type: none"> <li>• Deliver provision within communities providing supervised opportunities to play and engage in leisure activities.</li> <li>• Increased awareness for children, young people, families and communities to understand children can play in places other than defined play areas.</li> <li>• Raised awareness of existing provision among children, young people and families – strategy to promote and raise awareness.</li> </ul>
The purchase of play equipment to encourage balance.	<ul style="list-style-type: none"> <li>• The equipment will be used by the service to deliver play/bike sessions during holiday times at different locations in Neath Port Talbot communities. We will engage 200 children and families over the course of 1 year.</li> </ul>
To develop Active family play sessions within deprived areas of the community within Neath Port Talbot	<ul style="list-style-type: none"> <li>• Experienced coaches to provide safe and enjoyable Play sessions</li> </ul>
To set up new inclusive play- for children with disabilities and leisure activities in partnership with Celtic community Leisure Centre's.	<ul style="list-style-type: none"> <li>• New inclusive play club</li> </ul>

Objective / Target	Proposed Outcomes
To install a partition in the hall half used by Tiddlywinks After School Club and installing a window to overlook the outdoor play area thereby enhancing the fabric of the play area and allowing greater social and play opportunities to children and young people.	<ul style="list-style-type: none"> <li>• 67 children use the out of school service on a regular basis.</li> </ul>
Create a play friendly space for young carers and young people with speech, language and communication needs, to encourage their social opportunities.	<ul style="list-style-type: none"> <li>• Develop a safe space for young people to meet, socialize, gain support from their peers and professionals, take part in a range of social, play and recreational activities that promote positive mental health and prevent isolation.</li> </ul>
To Develop the use of the outdoor space at Croeserw to encourage pupils to play together and develop their gross motor skills throughout the school through the use of traversing walls at heights suitable for FP and KS2	<ul style="list-style-type: none"> <li>• Pupils spend time with each other in a positive manner and get a different type of exercise, making full use of the space available on the yard.</li> <li>• Many of our children come into school at an extremely low level. By providing a variety of outdoor role play activities for the children to enjoy, there will be opportunities for children to develop their oracy skills and social interaction with their peers. Target Children -Younger F Ph children/ Guided Talk Intervention Groups</li> <li>• To provide opportunities for physical play, balance and socializing. It will also increase the available space for children to play during school hours.</li> </ul>
To develop play opportunities at Cymmer Primary School through the purchase	<ul style="list-style-type: none"> <li>• To relaunch the 'Play heroes' with new equipment.</li> <li>• To encourage team games and team skills.</li> <li>• To encourage social interaction, peer mentoring and friendship</li> <li>• To encourage turn taking, improved social interaction, team skills and patience.</li> <li>• 65 children attend the school and would benefit from the improvements.</li> </ul>
Project to improve understanding of scientific concepts through play.	<ul style="list-style-type: none"> <li>• Improved opportunities for outdoor activities.</li> <li>• Improved dexterity.</li> <li>• Improved team building and ball skills</li> <li>• Improved team building and ball skills</li> <li>• Improved gross motor skills and social interactive skills</li> <li>• Opportunities for improved gross motor skills</li> <li>• Opportunities to improve fine motor skills through play</li> </ul>

Objective / Target	Proposed Outcomes
To develop play opportunities at Penafan Primary school:	<ul style="list-style-type: none"> <li>• Many of our children currently have poor gross motor skills due to lack of development in this area. Purchasing balance kits will provide the opportunity to develop in this.</li> </ul>
Improved provision and accessibility of outdoor play for 13 disabled children aged 3 – 5 years at Abbey Primary Assessment Centre.	<ul style="list-style-type: none"> <li>• Safer play area which meets NPT health and safety regulations.</li> </ul>
Purchase resources to promote inclusion.	<ul style="list-style-type: none"> <li>• New resources to develop gross motor skills and core stability and further engage children with ASD, Multi-sensory, SEBD, Global Delay, Speech and Language, severe medical, hearing and visually impaired needs.</li> </ul>

The All Wales Play Opportunities Grant is a valuable and valued funding stream that promotes and supports play across wide variety of projects and services. It is used strategically to maximise it's benefit and the Council's funding team has helped add value and outcomes by securing match funding and enhance projects.

The Families First budget is used to support targeted social and recreational activities as part of the youth, domestic abuse and disability streams, as well as holiday activities for parents and children within parenting. In accordance with the Guidance our approach to "Families First is designed to improve outcomes for children, young people and families. It places an emphasis on early intervention, prevention, and providing support for whole families, rather than individuals.<sup>1</sup>" A needs assessment has driven our localised approach to Families First and play is used as a tool and intervention for addressing the ACE's (Adverse Childhood Experiences) agenda with a focus on the role can of play in early intervention and prevention.

The Childcare and Play Grant can be accessed by childcare providers, and the Flying Start & Early Years Team have funding to support and develop this sector including the provision of training and resources. NPT PASS (Physical Activity and Sport Service) enables children, young people and families to benefit from access to sport and recreation, the All Wales Play Opportunities Grant has been used to enhance this service. Other Council programmes and projects such as Road Safety and Planning contribute to people's access to play without making a direct contribution to funding.

The current nature of the funding programmes and streams means that change is reactive rather than strategic, driven by the availability of funding pots and mechanisms as opposed to responding to the findings of the Play Sufficiency Assessment. This is a reality of the current situation and moving forward the Play Sufficiency Implementation Group will explore opportunities for ensure that all resources are used to their maximum potential and targeted to respond to identified need.

# 9.0 Play and The Well-being Agenda

The Well-being of Future Generations (Wales) Act 2015 seeks to improve the social, economic, environmental and cultural well-being of Wales with a focus on 7 key outcomes.

On a local level, the Public Services Board is responsible for driving and delivering the aspirations of the Act. In Neath Port Talbot this process is shaped by 'The Neath Port Talbot We Want (Well-being Plan 2018-2023)'. This plan was based on a comprehensive needs assessment, that included a review of the 2016 Play Sufficiency Assessment. This process resulted in a plan based around 6 key objectives:

**Objective 1:**

Support children in their early years, especially children at risk of adverse childhood experiences

**Objective 2:**

Create safe, confident and resilient communities, focusing on vulnerable people

**Objective 3:**

Put more life into our later years - Ageing Well

**Objective 4:**

Promote well-being through work and in the workplace

**Objective 5:**

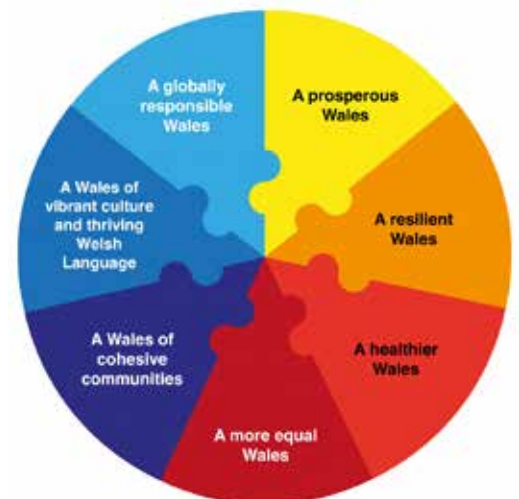
Value our green infrastructure and the contribution it makes to our Well-being

**Objective 6:**

Tackle digital exclusion

It could be argued that play, and supporting access to play can make a meaningful contribution to all these objectives. For example it is already supporting children in early years, but can also play a role in encouraging people to access the County Borough's wealth of Green Infrastructure. Intergenerational play and activity can build links between generations and help people to age well. However, play is not embedded into the Local Well-Being plan and this is a missed opportunity. This puts play at risk and means that the beneficial contribution it can make the well-being agenda is not being acknowledged and supported.

**Figure 6. Well-being Outcomes**



# 10.0 Accountability for Play

The Play Sufficiency Assessment process requires the Council to explain who will be accountable for monitoring the Play Sufficiency Assessment and action plan.

**Table 6: Monitoring Roles**

<b>Remit</b>	<b>Role</b>
Lead Director	Aled Evans Education, Leisure & Lifelong Learning
Lead Member	Peter Rees Cabinet Member for Education, Skills and Culture
Play Strategy Implementation Group	Waste & Neighbourhood Community Safety Planning Policy Road Safety Voluntary Sector Representative Environmental Policy Llan (Primary Schools) PASS Think Family Participation Co-Ordinator Participation & Engagement Officer Flying Start & Early Years Employability Youth Service

The Play Strategy Implementation Group is responsible for delivering and monitoring the action plan resulting from the assessment. The group includes representation from key Local Authority departments and the third sector. The role and remit of this group is currently being reviewed as part of the wider work to support the Well-being agenda through the development of the Children and Young People's plan. It is envisaged that the group will be retained as part of the statutory duties associated with the Play Sufficiency Assessment. However, engagement with stakeholder has shown a need to refresh and reconsider the groups membership and terms of reference. In particular there is a desire to see young people represented directly on the group from the youth council, as well as a need to reinforce and explain the benefits of play to wider decision makers, including Councillors.

# 11.0 What have we learnt?

## 11.1 Introduction

A copy of the assessment can be found in appendix 1 and details the Local Authority's current approach, to the outlined criteria. This process has provided a valuable opportunity to work in partnership with stakeholders, providers and the community to gain a comprehensive overview of existing provision and identification of strengths, weaknesses and threats across the existing provision. This section of the report uses this as a basis of proposals for the future and forms the basis of the action plan (appendix 2). The action plan seeks to be aspirational, but is all balanced by the need to be achievable and realistic.

## 11.2 SWOT Analysis

**Table 7: Strengths, Weaknesses, Opportunities and Threats**

<b>Strengths</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
<b>Population</b>			
<ul style="list-style-type: none"> <li>• Play provision is based around areas of high population density.</li> <li>• The data science unit will enable better sharing of information about the population.</li> <li>• The population of children and young people has been mapped.</li> <li>• Population data is available to support decision making in relation to play.</li> <li>• Projected population data is also available to support proactive decision making.</li> <li>• PLASC data supports understanding of pupils and their needs.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited data in relation to children from diverse cultural backgrounds e.g., gypsy traveller children and also refugees and asylum seekers.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the demographic data collated within this process to inform decisions in relation to future provision.</li> <li>• To work with the Council's data science unit to ensure information is kept up to date.</li> <li>• Medium to long term planning based around population needs.</li> <li>• Train and support wider Play Strategy Implementation Group (PSIG) to make use of available tools and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision fails to respond to changing demographics.</li> <li>• Capacity of data collation and analyst support to maintain data sets.</li> </ul>

Strengths	Weaknesses	Opportunities	Threats
<b>Providing for Diverse Needs</b>			
<ul style="list-style-type: none"> <li>• Projects and initiatives encourage integration through both supervised and free play provision. These initiatives are highly valued by children, young people and families.</li> <li>• There are range of third sector organisations working specifically to provide and / or improve play provision for children and young people with diverse needs.</li> <li>• Provision is provided in rural areas.</li> <li>• Rhianna’s Swing at the Gnoll Park.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited bilingual and no supervised play provision in just Welsh.</li> <li>• Play providers who work with children with diverse needs, including SNAC and Interplay are heavily reliant on grant funding. It is important to consider the potential impact should they fail to obtain future funding.</li> <li>• Lack of a co-ordinated approach between organisations that work with similar groups can lead to duplication.</li> <li>• Accessibility is seen as a major barrier among a range of diverse need groups.</li> <li>• Conflict between preferences for inclusive and specialist provision.</li> <li>• No Play Association for Neath Port Talbot.</li> <li>• Public transport is available but doesn’t specifically address connecting children, young people and families without access to a vehicle to play.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with children and young people with diverse needs and develop play spaces and activities with them.</li> <li>• Build on best practise by seeking, where possible, to expand on projects and initiatives that are making a positive difference.</li> <li>• Incorporate supporting access to play through signposting and engagement into the disability coordinator role.</li> <li>• Themed events / training around play for diverse needs.</li> <li>• Improve information around play opportunities on Dewis and FIS.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased competition for funding.</li> <li>• Duplication of provision rather than a strategic approach.</li> <li>• Families feel “left out” and become disengaged.</li> <li>• Lack of a Play Association to support coordination and partnership working.</li> </ul>



Strengths	Weaknesses	Opportunities	Threats
<b>Space Available for Children to Play</b>			
<ul style="list-style-type: none"> <li>Children and young people like playing in and value outdoor spaces.</li> <li>There are a variety of typologies of accessible open space across the Borough.</li> <li>Green and open spaces are accessible in all communities.</li> <li>The Well-Being Plan includes targets to encourage people to use Green Infrastructure for activities including creative play.</li> <li>Planning policy protects playing fields and supports the development and enhancement of play spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people focus on designated places for play and need connecting to wider open space.</li> <li>Children, young people and families judge provision on the fixed play space and parks in their area.</li> <li>Limited availability of designated provision for over 13's when compared to the population.</li> <li>Decline in the number of fixed play spaces.</li> <li>Reduced resources has resulted in a focus on maintenance and safety as opposed to enhancement.</li> <li>Growing perception that technology is a barrier to children exploring places to play.</li> </ul>	<ul style="list-style-type: none"> <li>Work in partnership to deliver the aspirations of the Well-Being plan and connect communities with open spaces to play.</li> <li>Reconnect communities with parks and green spaces.</li> <li>Work in partnership with community groups and leaders to deliver opportunities to explore undesignated places for play including green spaces, open spaces and streets.</li> <li>Work in partnership with the Countryside and Wildlife Team to explore potential for natural play at designated play spaces and in open spaces suitable for play.</li> </ul>	<ul style="list-style-type: none"> <li>Children and young people fear they will be moved on from un-designated play spaces.</li> <li>Concerns about risk and health and safety.</li> <li>Continued budget reductions and the resulting impact.</li> </ul>



Strengths	Weaknesses	Opportunities	Threats
<b>Supervised Provision</b>			
<ul style="list-style-type: none"> <li>• Youth Service, NPT Pass, Schools and childcare sector provide supervised play opportunities.</li> <li>• Programmes such as Families First provide target support for families.</li> <li>• Local Authority provides grant funding and training to support supervised provision.</li> <li>• Childcare and Play grant scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• The community still believes supervised holiday play schemes are a gap.</li> <li>• Supervised provision is less accessible in rural areas.</li> <li>• Considerable variation in approaches depending on school and setting.</li> <li>• Supervised provision is not currently assessed for quality.</li> <li>• Limited engagement with providers beyond training.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve links with providers and schools through outreach network including Flying Start, Childcare and Play.</li> <li>• Liaise with Play Wales regarding proposals for a quality standard.</li> <li>• Explore how support for providers associated with Flying Start and the 30 hours childcare can be used to benefit play.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent on participation and engagement with providers.</li> <li>• Market demand drives provision, this may not reflect need.</li> <li>• Reduction in budget / funding for programmes such as Families First and Flying Start.</li> </ul>
<b>Charges for Play Provision</b>			
<ul style="list-style-type: none"> <li>• Range of low and no cost opportunities available to families across Neath Port Talbot.</li> <li>• Data is available to support an understanding of low income and deprived families, to support decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Perception that play is expensive particularly supervised provision and private holiday play schemes.</li> <li>• The cost of play can include travel and parking.</li> <li>• Activities such as sport and dance clubs are perceived as play. Parents have expressed concern about the cost of such groups and the challenge of paying in advance / block booking.</li> <li>• The prevalence of technology as a method of play and the associated costs are considered a burden by some families.</li> <li>• Childcare providers are the main source of supervised play and have an associated cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Signpost families to low cost / no cost play opportunities.</li> <li>• Retain existing low cost provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Neath Port Talbot has high levels of deprivation and poverty.</li> <li>• Further cuts to play provision / initiatives.</li> <li>• Belief that play is expensive can disengage families.</li> </ul>

Strengths	Weaknesses	Opportunities	Threats
<b>Access to Play Provision</b>			
<ul style="list-style-type: none"> <li>• Play spaces are located in low speed areas.</li> <li>• Network of pathways and cycle routes connects children and young people to play.</li> <li>• The Children and Families team provided free transport to and from their holiday play sessions when they run them.</li> <li>• Road safety programmes.</li> <li>• Play is located within reasonable walking distances in communities across the County Borough.</li> </ul>	<ul style="list-style-type: none"> <li>• Perception that play is hard to reach unless it's on the doorstep.</li> <li>• Traffic, road safety and lack of street lighting are seen as barriers to play.</li> <li>• The Council does not have a specific formula for closing roads for play events/ activities</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Network Map sets out the Council's aspirations for improving routes around the County Borough.</li> <li>• Continued partnership working with Road Safety and Active Travel as part of PSIG.</li> <li>• Connect families with local play opportunities.</li> <li>• How to get to play map - showing links between cycle route and designated play spaces and suitable green spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• In some areas children and young people are actively discouraged from playing on the street.</li> <li>• High levels of on road parking.</li> <li>• Communities a barrier to road closures for play.</li> </ul>
<b>Securing and Developing the Play Workforce</b>			
<ul style="list-style-type: none"> <li>• Free training available to parents, volunteers and providers</li> <li>• Flying Start &amp; Early Years Training programme.</li> <li>• Play Development Officer in post.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited understanding of the current play workforce.</li> <li>• Limited take up of training programmes outside of childcare.</li> <li>• Barriers to training and professional development highlighted by workforce and providers.</li> <li>• Sessional, part time and casual work force profile.</li> <li>• All Wales Play Opportunities Grant funding for Playwork is currently only open to people working 16 hours per week in a childcare setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a NPT Early Year, Childcare and Play Workforce Development Plan.</li> <li>• Develop and enhance existing training programmes by incorporating play.</li> <li>• Lunchtime supervisors pilot scheme to embed play workers in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Confusion around requirements of WG Early Year, Childcare and Play Workforce Development Plan.</li> <li>• Limited opportunities for work experience in play settings.</li> </ul>

Strengths	Weaknesses	Opportunities	Threats
<b>Community Engagement and Participation</b>			
<ul style="list-style-type: none"> <li>• Neath Port Talbot Youth Council.</li> <li>• The majority of parents believe children and young people should have a voice in decisions that affect them.</li> <li>• Outreach workers across Early Years, Childcare and Play.</li> </ul>	<ul style="list-style-type: none"> <li>• Community engagement can sometime be seen as a box ticking exercise.</li> <li>• Children, young people, parents and carers don't know where to find out about play.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve links and partnership working with Council's communications team.</li> <li>• Explore opportunities for engagement through social media.</li> <li>• Create key information sharing networks e.g. Friends of and Community Groups.</li> <li>• Give children and voice on the PSIG.</li> </ul>	<ul style="list-style-type: none"> <li>• Low levels of meaningful community engagement.</li> <li>• Engagement perceived to be tokenistic.</li> </ul>
<b>Play Within All Relevant Policy and Agendas</b>			
<ul style="list-style-type: none"> <li>• The Children and Young People's Plan is currently being updated and will incorporate what would previously would have been covered in a play strategy.</li> <li>• 2016 Play Sufficiency Assessment was used as an evidence base for the Well-Being Plan.</li> <li>• Planning policy supports development and enhancement of play provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Beyond the proposed Children and Young People's Plan play is not embedded in key policies and agendas.</li> <li>• The lack of inclusion of play in the Well-being Plan.</li> <li>• As a result wider decision makers do not understand and appreciate the impact of play.</li> </ul>	<ul style="list-style-type: none"> <li>• Role of play in delivering and supporting the well-being agenda.</li> <li>• Creating new partnerships to address specific issues and opportunities. For example working with Countryside and Biodiversity teams to address the challenge of encouraging people to use green and open spaces for play.</li> </ul>	<ul style="list-style-type: none"> <li>• If the value of play is not effectively communicated to decision makers then a reduction in services may result.</li> </ul>

### 11.3 Gap Analysis

Following the assessment process we have identified the following gaps in provision, which can be summarised as follows:

**Table 8: Identified Gaps in Provision**

Type of Gap	Identified Gaps in Provision
Geographical Gaps	<ul style="list-style-type: none"> <li>• Perception that rural areas are under served.</li> <li>• 2 wards (Cwmllynfell and Aberdulais) have no registered childcare provision.</li> <li>• 22 wards have no youth service provision.</li> <li>• The average play score in Afan Valley, Amman Valley, Dulais Valley and Swansea Valley is lower than the average across the County Borough. This suggest quality outdoor provision is harder to find in rural areas.</li> </ul>
Diverse Needs Gaps	<ul style="list-style-type: none"> <li>• Only one designated play space has equipment for children with disabilities.</li> <li>• Limited availability of supervised play opportunities for children with diverse needs.</li> </ul>
Access Gaps	<ul style="list-style-type: none"> <li>• Not all children, young people and families are aware of local play opportunities.</li> <li>• Perception that play areas and facilities are hard to access.</li> <li>• The toolkit suggests that public transport doesn't support access to play.</li> <li>• Only a limited number of designated play spaces are lit, which reduces the time they are available to play.</li> </ul>
Age Gaps	<ul style="list-style-type: none"> <li>• Level of provision for children aged over 13 years of age does not reflect the proportion of the population. Young people of this age "may not want to go the park but we do need things to do."</li> </ul>
Type Gaps	<ul style="list-style-type: none"> <li>• Affordable summer play schemes.</li> <li>• Supervised play provision specifically for children with additional needs and disabilities.</li> <li>• Overall play value and average play value has reduced since the last assessment.</li> <li>• The Council is not achieving it's aspirations to provide 0.25 hectares of children's play per 1,000 population<sup>1</sup>. Current provision is at 0.11 hectares.</li> </ul>
Workforce Gaps	<ul style="list-style-type: none"> <li>• Stakeholders are concerned about lack of clarity around the requirements of the WG Early Years, Childcare and Play Workforce Development Plan including when they will come into affect and which providers will be required to meet them. This issue has been raised with CIW and we are awaiting a response.</li> <li>• Childcare providers, schools and youth services are key to the play workforce but don't think of themselves as such.</li> <li>• Providers focus on mandatory training and development, and take up of wider program</li> </ul>

#### 11.4 Recommendations for the Future

The Play Sufficiency Assessment process provides a robust overview of play provision across Neath Port Talbot. Based on the findings outlined in this report and the supporting assessment (appendix 1) we are proposing the three year action plan (appendix 2) focuses on the following themes. These themes have been developed in partnership with key stakeholders and seek to focus on what is achievable and realistic within existing budgets and resources.

- Bringing together people who effect children and young people's experiences of play
- Connecting communities with all the places they can play
- Work with communities to support them to respond to their identified play needs
- Retain existing play provision of all types and take a strategic approach to enhancement and where achievable development of new provision.
- Create a play workforce and deliver the aspirations of the WG's Early Years, Childcare and Play Workforce Development Programme
- Get play on the agenda in Neath Port Talbot!

The Play Strategy Action Plan (appendix 2) explains how we are proposing to deliver change against these six key themes.

# Appendix 1.

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## Play Sufficiency Assessment

## Play Sufficiency Assessment Form



Llywodraeth Cymru  
Welsh Government

**Name of Local Authority: Neath Port Talbot County Borough Council**

**Name of responsible officer: Allison Harris**

**Job title: Think Family Partnership Manager**

**Date of completion: March 2019**

Please note that the Play Sufficiency Assessment must be received by the Welsh Government by 31<sup>st</sup> March 2019





### Conducting the Assessment – Play Sufficiency Assessment

As well as establishing a baseline of provision, the Play Sufficiency Assessment will enable the following:

- Identification of gaps in information, provision, service delivery and policy implementation
- Support the establishment of evidence to give an indication of distance travelled in relation to play sufficiency
- Highlight potential ways of addressing issues relating to partnership working
- The input and involvement of all partners increasing levels of knowledge and understanding
- A monitoring system which will involve and improve communication between professionals
- The identification of good practice examples
- Increased levels of partnerships in assessing sufficient play opportunities
- The identification of actions for the Securing Play Sufficiency Action Plan which accompanies the Play Sufficiency Assessment

A template has been produced to support a corporate appraisal of the matters that need to be taken into account as set out in the Statutory Guidance. The indicators listed within each matter are provided as sample indicators which should be amended to meet local issues as appropriate.

The Play Sufficiency Assessment must demonstrate that the Local Authority has taken into account and assessed the matters set out in The Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance.

As well as providing baseline information, the Assessment can include examples of current practice that the Local Authority wishes to highlight.

Local Authorities might consider structuring the Play Sufficiency Assessment in the following way and as a minimum address all the identified sections.

#### **Principle Statement**

This section should be used to articulate the Local Authority's acknowledgement of the value and importance of play in the lives of children.

#### **Context**

This section should describe the methodology used to undertake and approve the Play Sufficiency Assessment and Action Plan and any consultation with partners on the Assessment/Action Plan. It should also list the key; partners that engaged with the process And identify any challenges in undertaking the Assessment. It should describe the mechanism that the Local Authority proposes to use to take forward the identified actions for the action plan.

### **Partnership working**

This section should demonstrate to what extent the following (and others) were involved in the undertaking of the Assessment and the development of the action plan:

- Town and Community Councils
- Third sector organisations, particularly play associations and play providers
- The private sector if appropriate
- Community groups

### **Consultation and participation**

This section should describe how the Local Authority has:

- Obtained the views of children with regards to the play opportunities they currently access, how they would like the community to better support them to play and what barriers stop them from playing
- Obtained the views on play provision from parents, families and other stakeholders
- Analysed the information and how it has been used to inform future plans

### **Maximising resources**

This section should provide an overview as to how partners currently use their existing budgets to support children's access to play opportunities. It should identify how budgets have been reprioritised as part of the 2019 Play Sufficiency Assessments and subsequent plans.

Please use this section to highlight what has changed since the 2016 Play Sufficiency Action Plan in terms of how resources are allocated.

Please also highlight how Welsh Government programmes have been used locally for the provision of play and how they have addressed priorities from your 2016 play sufficiency assessment:

### **The Play Sufficiency Assessment and local Well-being Plans**

This section should identify how the Play Sufficiency Assessments form part of the local needs assessment and to what extent the Play Sufficiency Assessment and Action Plan are integrated into the Well-being Plan and Public Service Board.

### **Monitoring Play Sufficiency**

This section should identify the lead director and lead member for children and young people's services. It should also describe the Play Monitoring Group or

equivalent. Along with a list of members, please describe how the group has been facilitated and the benefits and challenges of the group.

### Criteria

This section contains the “matters that need to be taken into account” as set out under section 10 of the Statutory Guidance.

**The Criteria column:** sets out the data that needs to be available and the extent to which Local Authorities meet the stated criteria.

**The RAG status column:** provides a drop down box, whereby the Local Authority can show its assessment of whether that criterion is fully met; partially met; or not met. These have been given Red, Amber Green markers, which appear as words in the drop down boxes. *(In the “RAG status column”, Double click on the word STATUS – this will bring up drop-down form fields options, use the arrow down key until the status required RED, AMBER or GREEN- is at the top then press ok)*

Red, Amber Green (RAG) status is a tool to communicate status quickly and effectively.

### RAG status

Criteria fully met.	Fully met
Criteria partially met.	Partially met
Criteria not met.	Not met

**The 2019 column enables the local authority to indicate the direction of travel with the insertion of arrows.**

**The Evidence to support strengths column:** should be used to provide the reason for the chosen criteria status and how the evidence is held.

**The Shortfall column:** should be used to explain the areas in which the Local Authority does not fully meet the criteria.

**The Identified Action for Action Plan column:** should be used to show the Local Authority action planning priorities for that Matter.

**The Comments section:** asks some specific questions for each matter that should enable you to give a clear overview of how the Local Authority complies with the intention and implementation of this matter as set out fully in the Statutory Guidance. It also provides the opportunity to identify challenges and how they might be overcome.

### Matter A: Population

The Play Sufficiency Assessment should provide an overview of population and demographic data used locally to plan for play provision.

Information should also be included regarding:

- Ages of children
- First language Welsh speaking children
- Cultural factors (such as other language)
- Gypsy Traveller children
- Disabled children

### What has changed in terms of population and demographic trends since Play Sufficiency Assessment 2016?

The summary report that forms the basis of this assessment provides an overview of the current population. Since the last assessment in 2016 the play population (children 17 years of age and under) has decreased by 1.2% and over the next five years, it is projected to increase 0.8%. In the period since the last assessment:

- The number of children aged 5-9 years of age have increased by 9.6%, where as the number of children over 10 year of age has decreased by 8%.
- The number of pupils taught Welsh as a first language in primary, middle and secondary schools has increased by 4.8%. The draft from the Pupil Level Annual School Census (PLASC) for 2019 reports that 11% of pupils are fluent in Welsh, with a further 17% able to speak Welsh but are not fluent.
- The number of pupils for whom Welsh or English is a second language has increased by 79% to 794 pupils, which equates to 3.7% of pupils across Neath Port Talbot.
- The number of looked after children has decreased by 17%. At the time of this assessment 1% of children in Neath Port Talbot are defined as looked after children.
- The proportion of children receiving free school meals has been reduced from 23% in 2016 to 12% in 2019.

- Daffodil Cymru the Institute of Public Care's web-based system for projecting the need for care services projected that 2,070 children aged 0-17 in Neath Port Talbot had a disability in 2017 and this is predicted to increase to 2,102 by 2020. The number of children and young people with a severe disability is projected to increase from 28 in 2017 to 29 by 2020. The data suggests 1,400 children (0-15) are affected by a limiting long term illness and this will increase to 1,437 by 2020.
- There has been a small increase (0.2%) in children with special educational needs (SEN) since the last assessment.
- The 2018 PLASC data records 46 children from gypsy traveller families are attending school in Neath Port Talbot.
- PLASC data has been more readily available for this assessment and has enabled us to understand the school population, this does leave gaps around home educated children and young people aged under 18 who are not in education or training.

### **How has/will the Local Authority use its population data to plan for sufficient play opportunities locally?**

Population data has been used to an extent to make decisions in relation to play opportunities. For example the 30 hour childcare offer has the potential to increase access to supervised play provision for children whose families are eligible for the offer. Planning for this offer and the provision was based around demographic data. The data sets have been used to identify gaps in provision and updated when play provision has been enhanced, developed or commenced. The Local Authority Open Space and Greenspace Supplementary Planning Guidance uses hectares of play space per 1,000 population as a measure of delivering sufficient play provision and reflect the needs of communities based on their population. As an Authority we have also sought to use demographic data in combination with community engagement. Data is only the part of the picture since the first Play Sufficiency Assessment we have learnt that perception of the availability of play can have as much of an impact as the reality in terms of access and take up.

However, because funding is the driving factor it can be challenging to use the data to deliver strategic changes in response to demographic information, as responding to funding and its outcomes and aspirations becomes the driver of change as opposed to strategic need.

### **Have there been challenges?**

It is important to note that in terms of data around cultural factors and gypsy traveller children, we still only have access to limited information / data. The Local Authority has invested in a data science unit and moving forward this information will be more readily available and accessible for analysis. As previously discussed funding and resources are the key drivers in relation to maintaining and enhancing play. The demographic data collated to support the Play Sufficiency Assessment is a valuable resource to identify need, but its use is minimal outside the play team. We should work with the wider Authority and other key partners, such as the third sector to support informed decision making driven by need.

### **How can these be overcome?**

The Play Strategy Implementation Group is the working mechanism for delivering the Play Sufficiency Assessment action plan, which includes objectives around improving partnership working and encouraging all people, teams and organisations who make decisions that impact on play to use the population data as a tool to identify and respond to need. As previously discussed community engagement will continue to be a key factor, for example, there is a clear gap around provision for children aged 13 years and over. However, this is in part because they have different needs and wants around play which cannot be met by traditional approaches such as fixed play areas.

### **Comments**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

### **Strengths**

- Tudalen138
- Play provision is based around areas of high population density.
  - The data science unit will enable better sharing of information about the population.
  - The population of children and young people has been mapped.
  - Population data is available to support decision making in relation to play.
  - Projected population data is also available to support proactive decision making.
  - PLASC data supports understanding of pupils and their needs.

### **Weaknesses**

- There is limited data in relation to children from diverse cultural backgrounds e.g., gypsy traveller children and also refugees and asylum seekers.

**Opportunities**

- To use the demographic data collated within this process to inform decisions in relation to future provision.
- To work with the Council's data science unit to ensure information is kept up to date.
- Medium to long term planning based around population needs.
- Train and support wider Play Strategy Implementation Group (PSIG) to make use of available tools and information.

**Threats**

- Provision fails to respond to changing demographics.
- Capacity of data collation and analyst support to maintain data sets.

**RAG Status for Matter A: Fully Met**

Criteria fully met.	Green
Criteria partially met.	Orange
Criteria not met.	Red

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**Matter B: Providing for Diverse Needs**

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

**RAG Status:**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
1. Tudalen 140	The play requirements of children living in isolated rural areas are understood and provided for	Partially Met	Partially Met	21% of children living in Neath Port Talbot live in a rural area. GIS mapping of play provision and suitable catchment times has shown that there is a range of outdoor and indoor play opportunities available in these areas.	Quality outdoor play provision is less available in rural areas. This suggests these rural areas would benefit from increased quality of designated play provision.	Explore opportunities for improving play value in key rural areas.  Representation from Welsh Language community on Play Strategy Implementation Group (PSIG).
B2.	The play requirements of Welsh language speaking children are understood and provided for	Partially Met	Partially Met	There is limited Welsh medium provision. The Dewis Community database suggest there has been a noticeable reduction in provision from Menter Iaith who have been a key provider in this sector.	There is no representation from the Welsh Language community of the Play Strategy implementation group.	Work with Dewis Community Play Group to make it easier for families to find out about play opportunities to support their diverse needs.



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					There is limited play provision in the Welsh medium but qualitative and quantitative engagement has shown little demand for more.	Work in partnership with community and special need groups to support them to deliver and develop improved play for their community.
B3. Tudalen141	The play requirements of children from different cultural background are understood and provided for	Partially Met	Partially Met	These communities have been identified and to an extent engaged with. No clear need has been identified as part of this engagement process and building links with and talking to these communities needs to continue between now and the next assessment.	<p>The Gypsies and Travellers Topic Paper (2013) acknowledges play areas should be part of a quality traveller site. However, neither site currently has play provision.</p> <p>Provision is limited, at a time of austerity working in partnership with these communities may be a more achievable and sustainable way to deliver change.</p>	<p>PSIG to review and consider integrated approach to play advocated in previous Play Strategy.</p> <p>Explore the possibility of a supervised provision assessment process undertaken in partnership with the Flying Start &amp; Early Years Team.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen142	B4. The play requirements and support needs of disabled children are understood and provided for.	Partially Met	Partially Met	<p>Since the last Play Sufficiency Assessment the Rhianna’s Swing charity appeal has resulted in disability play provision being available at the Gnoll Park.</p> <p>A number of projects and programmes support play for children who are disabled including Interplay which provides integrated sport and recreation opportunities for children with special needs.</p> <p>SNAC (special needs activity club) in Taibach provides leisure facilities for children with special needs.</p> <p>Programmes such as the Council’s O Gam I Gam provide funding to support children to access childcare and therefore play opportunities.</p>	<p>There is a strong perception that this community is underserved.</p> <p>Engagement with the SAN Parents Group showed a clear need for a simple way to find out what provision is accessible and available.</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen143				<p>Commercial play providers / centres are also meeting needs with sessions for example specifically for children with autism.</p> <p>Engagement with children, young people and their parents showed the challenge of meeting and understanding need. Whilst some families prefer an integrated approach, others want specialist provision. In the past the Neath Port Talbot Play Strategy has advocated an integrated approach.</p>		
	B5.	Play projects and providers have access to a range of resources which support inclusion	Fully Met	Partially Met	<p>The Council's Early Years and Childcare Training programme provides training and support around integrated approaches to play.</p> <p>The PSIG includes Interplay which is an organisation that is focused on integrated approaches to play.</p>	NPT Play Works which had previously provided support and training around this area has come to an end.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 147	B6. There is a well known and agreed mechanism which is used to identify the need for separate provision for disabled children	Not Met	Not Met	There is not currently an agreed mechanism in place.	Neath Port Talbot County Borough Council has traditionally taken an integrated approach to play. Community engagement and partnership working should be used to identify if an agreed mechanism is a priority and would benefit disabled children.	
	B7. Access audits for all play provision as described in the guidance are undertaken	Partially Met	Partially Met	Designated outdoor play provision has been assessed for a range of factors including access.	Supervised play provision has not been assessed.	
	B8. Designated play space is provided and well maintained on gypsy traveller sites	Not Met	Not Met		There is currently no designated play space at either of the Council's gypsy traveller sites.	
	B9. The requirements of young carers are understood and provided for	Partially Met	Fully Met	Neath Port Talbot has a Young Carers Strategy (2016-19). Based on engagement with you carers the strategy outlines the needs of this group. Youth		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Services work in partnership with young carers to provide them with opportunities for leisure and recreation. There is also a youth club specifically for young carers.		
B10.	The requirements of lesbian, gay or bisexual (LGB) children are understood and provided for	Not Met	Partially Met	The Youth Council has advocated for the needs of LGBTQ children and young people. As a result there is now LGBTQ youth club.	Further engagement is needed with LGBTQ children and young people to continue understanding and responding to their needs.	

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**Providing for Diverse Needs**

**How has data been used (or how will the data be used) to address the barriers that children with diverse needs face in accessing inclusive and accessible opportunities for playing?**

Decisions around play are ideally based on need. Engagement and data analysis has been used to develop an understanding of the needs of a diverse range of groups. Where funding and decision making allows strategic decisions are made using this data. From example the Families First funding stream has been used to provide additional support for Young Carers. O Gam I Gam funding enables children with disabilities and additional needs to enable childcare provision, including supervised play.

**Have there been challenges?**

It is important to acknowledge the restrictions of the budget available for play and the capacity of the individuals and teams who impact on the delivery of play provision. The Play Strategy Group and wider partners have sought to maximise available resources for the benefit of children with diverse needs. For example Neath Port Talbot now has a disability play area, thanks to the aspirations of a local charity. The challenge is to prioritise need and best serve these children and young people with the funding available.

**How can these be overcome?**

The Play Strategy Implementation Group and wider networks can make informed decisions based on the findings of this process. The Council may not have the funding to develop and sustain provision to meet need, but we can work better with the third sector and community groups to support and enable them to secure funding to benefit their communities. There is also a need to build better links with partners such as health, education and social services who have links with these families and understand their needs beyond play and the role play can have in providing support.

**Comments:**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- Projects and initiatives encourage integration through both supervised and free play provision. These initiatives are highly valued by children, young people and families.
- There are range of third sector organisations working specifically to provide and / or improve play provision for children and young people with diverse needs.
- Provision is provided in rural areas.
- Rhianna’s Swing at the Gnoll Park.

**Weaknesses**

- Limited bilingual and no supervised play provision in just Welsh.
- Play providers who work with children with diverse needs, including SNAC and Interplay are heavily reliant on grant funding. It is important to consider the potential impact should they fail to obtain future funding.
- Lack of a co-ordinated approach between organisations that work with similar groups can lead to duplication.

judalen146

- Accessibility is seen as a major barrier among a range of diverse need groups.
- Conflict between preferences for inclusive and specialist provision.
- No Play Association for Neath Port Talbot.
- Public transport is available but doesn't specifically address connecting children, young people and families without access to a vehicle to play.

### **Opportunities**

- Engage with children and young people with diverse needs and develop play spaces and activities with them.
- Build on best practise by seeking, where possible, to expand on projects and initiatives that are making a positive difference.
- Incorporate supporting access to play through signposting and engagement into the disability coordinator role.
- Themed events / training around play for diverse needs.
- Improve information around play opportunities on Dewis and FIS.

### **Threats**

- Increased competition for funding.
- Duplication of provision rather than a strategic approach.
- Families feel “left out” and become disengaged.
- Lack of a Play Association to support coordination and partnership working.

**Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces**

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

**RAG Status**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

**Open Spaces**

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148

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C1.	The Local Authority has undertaken an Open Space Assessment (OSA) that maps areas that are used, or might be used for playing as listed in the Statutory Guidance	Fully Met	Fully Met	An open space assessment has been undertaken and all open spaces have been mapped.		Work with Countryside & Wildlife Team, Natural Resources Wales and partners delivering the Green Infrastructure objectives of the Well-Being Plan to consider options for access audits. Prioritising open space most likely to be suitable for play.  Develop a criteria to identify play friendly open spaces.
C2.	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing	Partially Met	Fully Met	The open space assessment mapped all designated play spaces and all open spaces that could be used for play.		



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 149	C3. The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety	Partially Met	Partially Met	<p>All open space is mapped. Designated play spaces are assessed in relation to access as part of the Play Strategy Assessment process.</p> <p>The Well-Being Plan has a focus on Green Infrastructure and to achieve the aims and objectives of this plan more mapping work and analysis is planned.</p>	Neath Port Talbot has a vast amount of open space. It should be acknowledged that it is a challenge to assess it all.	
	C4. The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales	Fully Met	Fully Met	The Local Development Plan (2011-2016) which includes Open Space and Greenspace Supplementary Planning Guidance to protect and enhance provision for sport, recreation and play to meet the needs of the community.		
	C5. The Local Authority undertakes and actions play value assessments in public open space	Partially Met	Partially Met	The designated play sufficiency assessments consider play value of these sites. In addition the Waste & Neighbourhood Team has	Wider public spaces are not subject to a regular assessment regime. Hazards are removed if reported.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				an inspection regime for all parks and play areas.		
C6.	Brownfield sites owned by the Local Authority are assessed for the potential for the site to be reclaimed to provide for children's play	Not Met	Not Met		There is no specific policy or process that meets this criteria.	

Total 150

**Outdoor Unstaffed Designated Play Spaces**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C7.	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing	Fully Met	Fully Met	A regular process of play space assessment was implemented at the first Play Sufficiency Assessment (2013) and have continued since then. Data collated from this process is mapped to understand play provision in the context of the community they serve.	This process only assesses designated play spaces.	Review and update assessment model and approach. Work in partnership with road safety, planning etc to insure the data obtained from the assessment process maximises it's potential.
C8.	The Local Authority keeps an up to date record of all designated play space as	Fully Met	Fully Met	All designated play spaces are mapped at the time of each Play Sufficiency	The assessment only includes play areas owned and	Train play area inspectors to assess designated play areas as part of their regular inspection regime.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 151	described in the Statutory Guidance			<p>Assessment. A partnership with Waste &amp; Neighbourhoods is being established to increase the regularity of these inspections.</p> <p>The process enables the Local Authority to have a complete picture of current play space in terms of play value and accessibility. This process highlights shortfalls and areas for consideration.</p>	manage by the Local Authority and Community Councils.	Re-establish and develop links with Housing Associations to explore opportunities for partnership working around play with a focus on designated play space and events.
	The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance	Fully Met	Fully Met	The Play Sufficiency Assessment play space assessments score the play value for each space and identifies opportunities for improvement.	Potential enhancements have been identified but implementation will always be dependent on funding.	
	C10. The Local Authority undertakes access audits at all designated play spaces and implements proposals to improve access and safety	Partially Met	Partially Met	Access is consider as part of the play space assessment process.	The assessment is carried out by a member of the play team. Issues around access and safety are likely to require more	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					specialist advice and support.	
C11.  Tudalen152	The Local Authority has developed and agreed a new fixed play provision standard	Fully Met	Fully Met	The LDP Policy OS1 – Open Space Provision is the agreed standard. Policy OS 1 Open Space Provision Where there is a quantitative deficiency in outdoor sport, children’s play, informal space or allotments, provision will be sought, including the requirement for maintenance in conjunction with all new residential developments of 3 or more dwellings, based on an agreed spatial standard.		
C12.	The Local Authority undertakes and actions play space assessments in designated play spaces	Fully Met	Fully Met	As previously discussed there is an assessment process in play, which includes all designated play spaces. This process includes identification of actions for positive change.	Unless actions are health & safety related, delivery will be dependent on funding.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C13.	The Local Authority has introduced smoke-free playgrounds	Partially Met	Partially Met	A partnership with ABMU has resulted in no smoking signs at a number of play areas.	Not all play spaces have signage and there is not a consistent policy.	
C14.	The Local Authority has removed 'no ball games' signs to encourage more children playing in the community	Fully Met	Fully Met	Local Authority designated play spaces do not have no ball games signs.	There are still signs at locations not controlled by the Local Authority such as Housing Association estates.	
C15.	The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community	Not Met	Not Met	Engagement with children and young people suggests an anecdotal increase in the number of children playing in the street.	There is no policy and approach to support Play Priority Signs.	
C16.	The Local Authority includes a recognition of the importance of playing fields to children's play when any disposal decisions are made	Fully Met	Fully Met	LDP OS2 – Protection of existing open space states: <i>“Any proposals which would result in the loss of an existing area of open space will only be permitted where it can be demonstrated that:</i> 1. <i>The open space is no longer needed; and</i> 2. <i>There is no shortfall of provision of that category of open space in the ward, before or as a</i>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen154				<p>result of the development; and</p> <p>3. The site would not be suitable to provide an alternative type of open space for which there is a shortfall.</p> <p>Or:</p> <p>It can be demonstrated that equivalent or enhanced facilities can be provided on a suitable and accessible replacement site which would serve the local community equally well.”</p> <p>In addition Planning Policy Wales (Para 11.1.12) protects all playing fields.</p>		
C17.	The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields	Fully Met	Fully Met	As illustrated above play fields can only be disposed of “it can be demonstrated that they are surplus to long term requirements or satisfactory alternative provision can be made.” In order to make that case consultation with children		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				and families would be required.		
C18.	The Local Authority refers to guidance around creating accessible play space when refurbishing or developing new playgrounds	NEW	Fully Met	The Open Space and Greenspace Supplementary Planning Guidance includes guidance on “Creating a Quality Play Environment” which is based on “Wales – A Play Friendly Country.”		

**Open Spaces**

**How has the Local Authority ensured collaboration between Open Space Assessments / Green Infrastructure Strategies and Play Sufficiency Assessments to improve spaces for play?**

This collaboration has not been happening as well as it could have been but the Play Sufficiency Assessment has begun the process of -building links between the teams which undertake these assessment and strategies. Planning Policy which supports the Open Space Assessment is represented on the Play Strategy Implementation Group. The Countryside and Wildlife Team, who are leading the Council’s approach to the Green Infrastructure elements of the Well-Being Plan, have now joined the group. These links will support partnership working around improving designated play spaces and encourage children, young people and families to access a wider variety of open spaces for play.

**Have there been challenges?**

The assessment process are being undertaken and actions identified. However, the implementation of change is reliant on funding / budget and resources which is limited within the Local Authority. It has also been challenging to encourage people and organisations who impact on play, but don’t see it as their day job to engage.

**How can these be overcome?**

Use the Green Infrastructure theme as way to support and evidence the role of play in encouraging and enabling access to open space and delivering the well-being agenda. Diversify the Play Strategy Implementation Group. Work in partnership with community groups to support them to deliver and sustain the strategic change that is needed.

**Outdoor unstaffed designated play spaces**

It must be acknowledge that 3 number designated equipped play spaces have been removed since the 2016 Play Sufficiency Assessment. Budget pressures have resulted in a focus on health & safety and maintenance of play spaces as opposed to strategic development and increasing play value. The Local Authority has supported community groups and community council's to secure funding to enhance existing and create new play spaces. This process is driven by local groups being available to apply for funding and sustain the project into the future, as opposed to identifying and responded to need. This has resulted in a range of great play space include Rhianna's Swing which provides play opportunities for children with disabilities.

**How has the local authority considered all issues of accessibility in play space development?**

The Open Space and Greenspace Strategy sets out the requirements of a quality play space, based on the Play Friendly Wales statutory guidance. As a result issues of accessibility in play space development are considered.

**Have there been challenges?**

As previously discussed funding for designated play provision is limited. The Council is no longer able to take on the maintenance of new play spaces, therefore there is a reliance on community groups and community council's to sustain and maintain new provision. Planning policy supports the development of new play spaces in relation to residential developments, but again the Local Authority can not provide maintenance support and so it rests with the developer which can be a barrier.

**How can these be overcome?**

It is challenging to overcome these issues without additional funding. The Play Strategy Implementation Group uses the All Wales Play Opportunities Grant funding and other monies to support change in response to the findings of the assessment process. We can seek to find ways to better maximise available resources, however, further budget cuts may put designated play spaces at risk. This will particularly impact areas of the County Borough where there at not Community Councils and other suitable groups, such as Port Talbot and the Afan Valley.

Table 15



### **Comments:**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

### **Strengths**

- Children and young people like playing in and value outdoor spaces.
- There are a variety of typologies of accessible open space across the Borough.
- Green and open spaces are accessible in all communities.
- The Well-Being Plan includes targets to encourage people to use Green Infrastructure for activities including creative play.
- Planning policy protects playing fields and supports the development and enhancement of play spaces.

### **Weaknesses**

- Children and young people focus on designated places for play and need connecting to wider open space.
- Children, young people and families judge provision on the fixed play space and parks in their area.
- Limited availability of designated provision for over 13's when compared to the population.
- Decline in the number of fixed play spaces.
- Reduced resources has resulted in a focus on maintenance and safety as opposed to enhancement.
- Growing perception that technology is a barrier to children exploring places to play.

### **Opportunities**

- Work in partnership to deliver the aspirations of the Well-Being plan and connect communities with open spaces to play.
- Reconnect communities with parks and green spaces.

- Work in partnership with community groups and leaders to deliver opportunities to explore undesignated places for play including green spaces, open spaces and streets.
- Work in partnership with the Countryside and Wildlife Team to explore potential for natural play at designated play spaces and in open spaces suitable for play.

**Threats**

- Children and young people fear they will be moved on from un- designated play spaces.
- Concerns about risk and health and safety.
- Continued budget reductions and the resulting impact.




Tudalen158

DRAFT

**Matter D: Supervised provision**

The Local Authority should aim to offer a range of supervised play provision.

**RAG Status**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

**Playwork provision**

Criteria Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
159	The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance	Fully Met	Partially Met	The Local Authority has an up to date register of all registered childcare provision.	As a result of the switch to Dewis the Community Directory providers now have a choice whether to provide information to the Local Authority. As a result information is limited.	Work with Dewis and the Family Information Service to map supervised play provision within existing team capacity.  Discuss with Play Wales proposals for a supervised play provision standard.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen160	D2. The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance	Partially Met	Partially Met	<p>“Play Wales propose that a rich play environment is a varied and interesting physical environment that maximises the potential for socialising, creativity, resourcefulness and challenge. It is a place where children feel free to play in their own way, on their own terms.”</p> <p>The Council’s aims to ensure that all children have access to quality play provision. To achieve this aspirations it provides quality providers with funding, training and wider support.</p>	The Local Authority only directly provides limited play opportunities. The focus is on providing funding, support and training to enable delivery by other providers.	Develop an Early Years, Childcare and Play Workforce Development Plan for Neath Port Talbot based around the WG Guidance.
	D3. The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory Guidance	Fully Met	Fully Met	<p>The Local Authority has recruited a Play Development Officer whose role will encompass this criteria.</p> <p>The Flying Start &amp; Early Years Joint training plan provides support for workers</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				and organisations with this sectors.		
D4.	Staffed play provision that the Local Authority provides meets the regulatory requirements and National Minimum Standards	Not Met	Not Met		The Local Authority does not currently provide staffed supervised play provision.	
D5.	Staffed play provision that the Local Authority funds meets the regulatory requirements and National Minimum Standards	Partially Met	Fully Met	Funding associated specifically with supervised play and childcare requires National Minimum Standards to be met.		
D6.	Staffed play provision that the Local Authority's partners provide meets the regulatory requirements and National Minimum Standards	Partially Met	Partially Met	Projects delivered by partners and funded by the Local Authority must meet the National Minimum standards.	National Minimum Standards are only required by registered and or funded settings.	
D5.	Staffed play provision across the Local Authority works to a recognised quality assurance programme	Partially Met	Not Met		The Local Authority had believed a Play Wales Quality Assurance programme was being developed and was hoping to implement this approach.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 162	D6. The Local Authority prioritises quality issues when engaging with/ commissioning the private sector to deliver recreational activities for children.	Partially Met	Fully Met	The Local Authority works hard to ensure quality of provision across play and associated activities such as recreation and leisure. Quality is part of the procurement assessment process.	There is limited use of the private sector in relation to the delivery of play.	
	D7. The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children	Not Met	Partially Met	Currently Local Authority designated open spaces such as parks and play spaces can be freely used by organisations to provide play provision.	Community Centres and other premises need to charge in order to be sustainable. There is no exception made for play. Third sector organisations may receive a discount.	

**Structured recreational activities for children**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
D10.	Local authority sport, physical activity, and active recreation plans are contributing to increasing free play and recreational activities	Fully Met	Fully Met	NPT PASS (Physical Activity & Sport Service) connects children, young people and families to sport and physical activity. They are also helping to connect families with open spaces and parks.	Some activities do have a small charge for example £1 for Family Fun.	
Tudalen163	D11. The sports agenda contributes to the provision of sufficient recreational activities for children	Fully Met	Fully Met	NPT PASS leads the sports agenda in Neath Port Talbot. There is also a wider range of sports clubs across the County Borough. Engagement with children, young people and families has shown that sport is seen as key form of recreation and play.  NPT PASS is represented in the Play Strategy Implementation Group and has received All Wales Play Funding to support it's approach.		
	D12. The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children	Partially Met	Partially Met	The Neath Port Talbot We Want (Well-Being) Plan builds on a core objective of the Future Generations and	There is not a clear strategic approach which connects play and recreation with	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen164				<p>Well-Being Plan objective of A Wales of vibrant culture and thriving Welsh language.</p> <p>The Well-Being plan puts forward an objective to ensure that all children and young people are supported to learn, appreciate and understand their lives, their history and heritage through the medium of Welsh. Play can contribute to the delivery of this outcome.</p> <p>Arts and culture facilities within Neath Port Talbot support the provision of play providing facilities for play activities. As well as offering activities and events that provide recreational opportunities for children and young people.</p>	the cultural and arts agenda.	
	D13.	The Local Authority Youth Service provides for children’s opportunities for leisure and association	Fully Met	Fully Met	The Council’s Youth Service work with children and young people aged 11 to 25. The services provides	



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen165				<p>opportunities for leisure and association both on a group and one to one level, depending on the needs and engagement of the young person. For example engagement around leisure is often used to build trust between youth workers and young people, as well as to address issues such as social isolation and anxiety.</p> <p>Youth Services has a bus that provides play opportunities at a range of schools and events.</p>		

**Supervised play provision**

**Where the Local Authority has assessed settings as part of the Childcare Sufficiency Assessments (CSAs), how have these settings been assessed in respect of the quality of play opportunities they provide and offer?**

The previous Childcare Sufficiency Assessment in accordance with guidance from CIW asked Childcare Settings to assess themselves using the SASS questionnaire. This was an unsuccessful process resulting in a incomplete data set. The Childcare Sufficiency Assessment has identified

an aspiration for a quality assessment framework. Flying Start and funded Childcare Settings are assessed / visited on a regular a basis, but there is not a clear quality assessment approach across all childcare settings which would include play.

**How has provision that is not part of the CSA been assessed in respect of the quality of play opportunities they provide and offer?**

Schools and youth clubs have been visited and engaged, but there is not clear established mechanism for assessing the quality of these play opportunities. There is the need to consider an approach in partnership with Early Years, Childcare, Play, Education and Youth Services which enables sharing of information and workload around the assessments.

**Have there been challenges?**

Providers are reluctant to engage and participate in assessment etc unless they are mandatory. None registered settings don't have the requirement to be assessed and as previously discussed there is no clear mechanism for this process.

**How can these be overcome?**

A shared approach to quality assessments that is undertaken by and benefits Early Years, Childcare, Play, Education and Youth Services and the providers themselves.

**Comments:**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- Youth Service, NPT Pass, Schools and childcare sector provide supervised play opportunities.
- Programmes such as Families First provide target support for families.
- Local Authority provides grant funding and training to support supervised provision.
- Childcare and Play grant scheme.

**Weaknesses**

- The community still believes supervised holiday play schemes are a gap.

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- Supervised provision is less accessible in rural areas.
- Considerable variation in approaches depending on school and setting.
- Supervised provision is not currently assessed for quality.
- Limited engagement with providers beyond training.

**Opportunities**

- Improve links with providers and schools through outreach network including Flying Start, Childcare and Play.
- Liaise with Play Wales regarding proposals for a quality standard.
- Explore how support for providers associated with Flying Start and the 30 hours childcare can be used to benefit play.

**Threats**




- Dependent on participation and engagement with providers.
- Market demand drives provision, this may not reflect need.
- Reduction in budget / funding for programmes such as Families First and Flying Start.

Tddalen167

**Matter E: Charges for play provision**

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

**RAG status**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
E1.	The Local Authority keeps records of the number of children living in low income families	Fully Met	Fully Met	Data in relation to low income families, families living in poverty (before and after housing costs) and families claiming benefits has been collated and mapped.		Work with the Neath Port Talbot Data Science Unit to ensure data is kept update to date and supports decision making.
E2.	The Local Authority keeps records of the number of children living in areas of deprivation	Fully Met	Fully Met	The WIMD 2014 has been mapped on a LSOA basis, alongside the play population (children under 18 years of age) for each LSOA.		Outreach with providers to encourage them to sign up to Dewis Community Directory and keep their records up to date.
E3.	The Local Authority keeps records of the number of children living in rural areas	Fully Met	Fully Met	The Ordnance Survey Rural Urban Classification System has been used to map rural areas and identify the		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan	
Tudalen169				number of children living in them.			
	E4.	The Local Authority keeps records of the number of disabled children and those with particular needs.	Partially Met	Partially Met	As part of the Play Sufficiency Assessment 2013 process we calculated the number of disabled children and those with particular needs living in the County Borough. This information is stored on a database, which has been reviewed and updated during this assessment.	The data has been derived from a number of sources, as outlined in Matter A. However, it can be argued that it is not definitive.	
	E5.	The Local Authority records the availability of no cost provision	Fully Met	Partially Met	The Family Information Service and Community Directory Dewis provide information on play provision including costs.	Providers have to opt into providing information for the database therefore it is not comprehensive.  You can not specifically search for free provision.	
E6.	The Local Authority records the provision of no cost / low cost premises used for play provision	Fully Met	Partially Met	Premises owned and managed by the Local Authority including halls, libraries and community buildings are mapped.	This does not include provision available through the third sector and other organisations.		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 170	E7. The Local Authority records the provisions where grants or subsidies are available for play providers	Partially Met	Fully Met	<p>Information on grants provided by the Local Authority is available.</p> <p>Signposting is also provided to other sources of funding.</p> <p>The Local Authority has a Project Development and Funding Manager who can assist Community Councils and other groups to secure funding and deliver projects to enhance play provision in their community.</p>		
	E8. The Local Authority provides subsidised transport for children travelling to play opportunities	Not Met	Partially Met	<p>Teams such as Youth Services and the Children and Families Team will provide transport to help the children, young people and families they are working with to engage.</p>	<p>Following the 2013 Play Sufficiency Assessment a programme to transport young people to play opportunities was piloted but take up was low.</p>	

## Charge for play provision

### **How is the Local Authority ensuring that children have access to no or low-cost provision?**

Neath Port Talbot County Borough Council is working with partners to ensure that no or low-cost provision is available to families. For example grant funding enables providers to keep costs low and provision sustainable. Youth clubs are still low cost and are in easy to reach locations. Parks and plays spaces are still free at the point of access. The play provision that Council provides and funds is no or low cost to ensure all families are able to participate. The third sector and education also provide a variety of low-cost opportunities for play including play groups, parent and toddler groups and youth clubs.

### **Have there been challenges?**

Families still perceive some elements of play to be expensive, specifically play centres, attractions and membership of sports and arts clubs which parents and carers consider as part of play. These perceptions can be a barrier to play. There is an aspiration for play provision to be low cost, but to benefit communities it needs to be sustainable. We need to better communicate to families that play provision charges are not about profit, but about sustaining quality provision.

The Dewis Community Directory is a valuable resource that provides information on play provision, however, it is not comprehensive and requires providers to sign up and provide up to date information. It also does not enable families to look specifically for free play opportunities.

### **How can these be overcome?**

The Play Strategy Implementation Group needs to work with a wider variety of partners to ensure available resources are maximised. There needs to be clear and simple way to connect parents and carers with free and low-cost play provision.

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**Comments:**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- Range of low and no cost opportunities available to families across Neath Port Talbot.
- Data is available to support an understanding of low income and deprived families, to support decision making.

**Weaknesses**

- Perception that play is expensive particularly supervised provision and private holiday play schemes.
- The cost of play can include travel and parking.
- Activities such as sport and dance clubs are perceived as play. Parents have expressed concern about the cost of such groups and the challenge of paying in advance / block booking.
- The prevalence of technology as a method of play and the associated costs are considered a burden by some families.
- Childcare providers are the main source of supervised play and have an associated cost.

**Opportunities**

- Signpost families to low cost / no cost play opportunities.
- Retain existing low cost provision.

**Threats**

- Neath Port Talbot has high levels of deprivation and poverty.
- Further cuts to play provision / initiatives.
- Belief that play is expensive can disengage families.

Tudalen 172



**Matter F: Access to space/provision**

The Local Authority should consider all the factors that contribute to children’s access to play or moving around their community.

**RAG Status**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
F1. Tudalen 123	The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas	Partially Met	Fully Met	An up to date record is kept, which can be mapped against play provision.		Places to play and how to get there map / online tool – linking play spaces to cycle and pathway networks.
F2.	The Local Authority has an identified mechanism for assessing the impact of speed reduction and other road safety measures on the opportunity for children to play outside in their communities	Not Met	Fully Met	The Road Safety Team has an identified mechanisms and is part of the Play Strategy Implementation Group.		
F3.	The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the introduction of speed reduction measures and provision of	Partially Met	Fully Met	The Local Authority currently has a big emphasis on zones. Safe crossing points can be drop curb on an open stretch,		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	safe crossing points/routes for pedestrians and cyclists			with good visibility, not just pelican crossings.		
Tudalen 174	F4. The Local Authority has a plan(s) to improve walking and cycle access to parks, outdoor play facilities and local leisure centres from residential areas	Partially Met	Fully Met	The Integrated Network Map (INM) has been developed to look at active travel routes in NPT identifying routes that need to be improved to meet the requirements of the Active Travel (Wales) Act 2013.		
	F5. There is potential for the Local Authority to take further action to reduce traffic speed and improve road safety to promote play opportunities	Partially Met	Fully Met	The Road Safety team is represented on the Play Strategy Implementation Group . They work a range of groups on a local level to find opportunities to support access to and promotion of play.		
	F6. The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national standards	Partially Met	Fully Met	The Local Authority Road Safety Team uses both internal and external grants to train both adults and children.		
	F7. The Local Authority uses road safety grants and/or other funding to provide pedestrian safety training for children	Fully Met	Fully Met	Curb Craft has been running for well over 18 years. Both external and internal funding is used to support this project.		

Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen175	F8. The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes	Partially Met	Not Met		<p>The Authority does not have a specific formula for closing roads for play events/ activities.</p> <p>Highways raised concerns of residents being unhappy with not being able to access their homes etc. As well as the impact on flow of traffic. They will take an application for a road closure seriously but not lightly. Highways believe that with all the parks available they do not feel that the LA would look favourably on closing roads for play.</p>	
	F9. The Local Authority refers to <i>Manual for Streets</i> when considering new developments	Not Met	Fully Met	The Manual for Streets is used by the Local Authority as tool for planning		

## Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	and changes to the highway network/urban realm			developments and change to the highways network.		
F10.	The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities	Partially Met	Fully Met	The Highway Design Guidance and Active Travel Act Design Guidance are among the examples of recognised good practice used when developing walking and cycling provision.		
F11.	The Local Authority uses child pedestrian road accident casualty data to inform the location and design of interventions which help children get around independently in their communities	Not Met	Fully Met	Data is used to inform decision making around the location and design of traffic implementations.		
F12.	The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure	Not Met	Partially Met	The needs of children are a consideration when making decisions around public transport planning and expenditure.	There is not a clear focus on access to play opportunities.	
F13.	The requirements of disabled children are understood and provided for within traffic and transport initiatives	Moved from Matter B	Partially Met	The need of disabled people within the community are considered in traffic and transport planning.	There is no evidence that children specifically are considered.	

**Information, publicity and events:**  
**For children and families to take part in play opportunities, recreational activities and events it is necessary for them to know what is available in their area.**

Tudalen17	F14.	The Local Authority has a clearly identified section on its website which gives information about play opportunities as described in the Statutory Guidance (play areas, play provision, clubs and their accessibility)	Fully Met	Fully Met	The Family Information Service Website is currently under development, but it will provide information / signposting to enable families to find out about play areas, play provision, clubs and their accessibility.  The Community Directory (Dewis) also enables families to search for the information / facilities / programmes.		Work with Dewis to improve search functionality.  Invite NPTCBC Communications team to join the Play Strategy Implementation Group.  Deliver National Play Day in partnership with community councils and groups.  Shared outreach strategy across Flying Start & Early Years and Play.
	F15.	The Local Authority provides information on access to play opportunities and contact for support if required	Fully Met	Fully Met	The Family Information Service is the point of contact for families. They can provide information on access to play opportunities and signpost to additional support.		Engage with parent / community run social media, that has a wider outreach. Develop play influencers to share and promote key messages.
	F16.	The Local Authority supports and publicises events which encourage play opportunities and events for children and families	Fully Met	Fully Met	The Family Information Service website and Social Media supports and promotes play events and activities. Where possible	Limited capacity to participate in events.	

				team members will participate in an events as a mechanism for engagement and outreach.		
F17.	The Local Authority publicises information which contributes to positive community attitudes to play	Fully Met	Partially Met	The Family Information Service website and social media provide and signpost information to promote positive community attitudes to play.	Need a strategy to reach beyond people in communities that have children / are interested in play to reach those who are most likely to have negative attitudes.	
Tudalen 178	The Local Authority publicises information and support for parents to help them encourage their children to play	Fully Met	Partially Met	The Play Development Officer Role alongside key partners such as the Family Information Service, Flying Start and Children & Families Team can connect families with information and support.	The closure of the Play Works Team has reduced the capacity for this role.	
F19.	The Local Authority widely uses on-site signposting to safeguard and promote play	Partially Met	Partially Met	Our audit of space provision has shown that at some locations there is information on the safe guarding and promotion of play. For example a selection of outdoor unsupervised sites have noticeboards which provides information, promoting play services.	There is no evidence of strategic approach to on-site signposting to safeguard and promote play.	

F20.	The Local Authority engages with the media to encourage the positive portrayal of children playing in the local area	Partially Met	Partially Met	The Local Authority, where appropriate and possible, makes use of both local and social media to promote a positive portrayal of children playing in the local area. This is usually project driven, for example to promote a new / enhanced play area.	There is scope for doing better in this area, for example working with media that is for children and young people.  Families tend to prefer social media that isn't "from the Council" there is scope for building links with suitable popular platforms to increase engagement.	
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Tudalen179

**Access to space/provision**

**How has the Local Authority ensured collaboration to ensure children can move around their communities to increase access to opportunities for playing?**

Road Safety, Active Travel and Highways have been engaged in the Play Sufficiency Assessment process and have representation on the Play Strategy Implementation Group. GIS mapping enables us to understand the relationship between road safety and transport initiatives and the majority of the criteria within this matter have been met. But there is still work to be done 21% of children and young people who took part in our survey want safer ways to get to cross roads and get to play.

**Have there been challenges?**

Highways have expressed concern about closing streets / roads for play citing community frustrations and traffic flow as barriers to this approach. Also it should be noted that the community is not explicitly asking for closed streets. The Play Strategy Implementation Group needs to consider if this is a priority and if so work with Highways in the future to consider opportunities to address it.

**How can these be overcome?**

Currently outside of the Play Strategy Implementation Group there is limited perception of how access routes etc impact on how children and young people engage with play. This is in an area in which the Play Strategy Implementation Group should explore opportunities for wider partnership for working.

**Information, publicity, events**

**How has the Local Authority positively used information to support access to play provision?**

The Family Information Service, Dewis Community Directory, Children & Parenting Teams as well as other key partners such as Waste & Neighbourhoods (Parks) provide accessible information to promote opportunities to play. There are outreach workers across Flying Start & Early Years, the Childcare Offer and Play Development who will be working together to raise awareness of play across all the communities of Neath Port Talbot.

**Have there been challenges?**

Levels of engagement vary considerably. For example some childcare providers and schools will play an active role in promoting play, others don't want to participate. The Local Authority is working hard to promote play but 61% of parents and carers think they would benefit it was easier to find out how and where to play. During focus groups families of children with diverse needs highlighted that this was particularly challenging. Parents and carers also have a preference for information provided by other sources for example parent run Facebook Groups and social media networks.

**How can these be overcome?**

There are communication experts within the Local Authority who can provide advice and support to improve the impact of the messages we are putting out around play, we are therefore proposing to invite communications to add a representative to the Play Strategy Implementation Group. In addition we need to explore options to use the community leaders and voice the community trust – to essentially create play influencers.

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**Comments:**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- Play spaces are located in low speed areas.
- Network of pathways and cycle routes connects children and young people to play.
- The Children and Families team provided free transport to and from their holiday play sessions when they run them.
- Road safety programmes.
- Play is located within reasonable walking distances in communities across the County Borough.

**Weaknesses**

- Perception that play is hard to reach unless it's on the doorstep.
- Traffic, road safety and lack of street lighting are seen as barriers to play.
- The Council does not have a specific formula for closing roads for play events/ activities

**Opportunities**

- Integrated Network Map sets out the Council's aspirations for improving routes around the County Borough.
- Continued partnership working with Road Safety and Active Travel as part of PSIG.
- Connect families with local play opportunities.
- How to get to play map - showing links between cycle route and designated play spaces and suitable green spaces.

**Threats**

- In some areas children and young people are actively discouraged from playing on the street.
- High levels of on road parking.
- Communities a barrier to road closures for play.

**Matter G: Securing and developing the play workforce**

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

**RAG status**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Tudalen 1

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
<p><b>Note – These criteria are specifically about Playwork: Playwork is a highly skilled profession that enriches and enhances play. It takes place where adults support children’s play but it is not driven by prescribed education or care outcomes. This includes both open access and out of school childcare settings</b></p>						
G1.	The Local Authority keeps up to date information regarding the playwork workforce across the Local Authority (this should include the number of playworkers, playwork management structure, qualification levels, training opportunities and volunteers)	Partially Met	Partially Met	Information on childcare providers is recorded and reviewed.	Does Neath Port Talbot have a play workforce? There are people who work to deliver play in childcare, education and youth club settings. However, they do not see themselves as	Neath Port Talbot Workforce Development Plan for Early Years, Childcare and Play based on WG guidance.  Joined up focus with Early Years, Childcare and Play to increase engagement and respond to providers

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					<p>directly part of the play workforce.</p> <p>All childcare providers were asked to provide information to support this Play Sufficiency Assessment but response rates were very low.</p>	<p>concerns about multiple emails / surveys etc.</p>
Tyddalen183	The Local Authority supports all of the workforce to achieve the qualification level required by the Welsh Government's National Minimum Standards	Partially Met	Fully Met	A joint training plan for Flying Start & Early Years provides a comprehensive programme that is accessible by all play providers and play workers.	Take up outside of childcare provision is low.	
G3.	The Local Authority supports the workforce to achieve the accepted qualification levels set out by SkillsActive	Partially Met	Fully Met	The Local Authority's Skills and Training Network and it's wider network of training providers offer the qualifications set out by Skills Active. Play settings can be signposted to		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				qualification providers and supported to understand the qualifications they need and would benefit from.		
G4.	The Local Authority has a staff development budget ring fenced for play, including playwork	Fully Met	Partially Met	Funding from Families First, the childcare budget and Flying Start can be used for staff development.	This funding is not ringfenced.	
G5.	There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for playworkers in the area	Partially Met	Partially Met	The joint training plan for Flying Start & Early Years is comprehensive.	The focus of CPD is on childcare. Engagement in CPD is driven by providers and varies considerable from setting to setting.	
G6.	Training is available for volunteers and parents to develop their knowledge on skills in playwork	Fully Met	Fully Met	The Play Development Officer, Children & Families Team and wider Early Years and Childcare Teams provide opportunities for volunteers and parents to develop playwork skills through formal training alongside events and community engagement.		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
G7.	The Local Authority includes playwork within its Workforce Development strategies	Partially Met	Not Met		There is an Authority Wide Workforce Development Plan that is focused on social care and doesn't include playwork.	
G8. Tudalen185	The Local Authority supports partners to deliver appropriate training to community groups, parents and volunteers	Fully Met	Fully Met	The Play Development Officer, Children & Families Team and wider Early Years and Childcare Teams are available to provide support for partners to enable and support them to provide appropriate training.		Ensure the best use of resource and capacity to support strategic workforce development.  Lunchtime playworker pilot project.
<b>Note – these criteria are about the Play workforce: This encompasses anyone employed whose role has an impact on children playing – those who may either directly facilitate their play, design for playing, or those with the power to give permission for children to play, or not.</b>						
G9.	The Local Authority has undertaken a comprehensive training needs analysis for the play	Partially Met	Partially Met	A training needs analysis has been undertaken for the childcare sector.	This doesn't consider the wider playwork force for example schools,	Play Strategy Implementation Group to define the Play Workforce in Neath Port Talbot and develop a

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	workforce as defined in the toolkit glossary and above				youth services and the third sector.	mechanism for identify training levels and needs.
G10.	The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff	Fully Met	Partially Met	Training is available to all members of staff. The Play Development Officer can connect staff to play training.	Since the last assessment Play Works has gone and there is less capacity to engage and encourage participation.	
11. Tudalen 186	There is a comprehensive range of CPD opportunities for a range of professionals who work with children	Partially Met	Partially Met	There are CPD opportunities accessible to all professionals who work with children. Other departments such as social services, youth services and Sport, Culture and Active Living also provide training for their teams which include professionals who work with children.	Whilst training is readily available participation does not reflect the number of people and organisations which impact on play.	
G12.	Training awareness sessions are available for professionals and decision makers whose work impacts on children's opportunities to play	Fully Met	Partially Met	In theory any professional or decision maker can take part in the available training.	There is not specific training awareness sessions.	Develop an approach for engaging and informing a wider network of professionals and decision makers.

## Securing and developing the play workforce

### **How has the Local Authority met the requirement to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities?**

The Play Strategy Implementation Group and wider teams are committed to workforce development, and the action plan developed in support of this assessment advocates further research and understanding of the play workforce. It must be acknowledged that the play workforce is primarily made up of people who don't consider themselves to be playworkers, for example, childcare providers and youth workers. As a result there is not a clearly defined play workforce in Neath Port Talbot which limits workforce development and the delivery of sufficient play opportunities. Workers in childcare, education and youth work are more focused on the direct requirements of those sectors and there is concern among stakeholders that settings are not prepared for the changes in qualification requirements that will result from the Early Years, Childcare and Play Work force Development Plan for Wales. Through partnership working with Early Years, Childcare, Flying Start, Youth Services and other partners the Authority is working to upskill the play workforce, but more consideration needs to be given how this managed, resulting in a clear hierarchy and structure.

### **How has the Local Authority ensured it understands and provides for the workforce development needs of the play workforce (as defined in *Wales: A Play Friendly Country and above*)?**

There is a need to ensure the workforce development needs of *Wales: A Play Friendly Country and above* are understood and provided for outside of those people who have 'play' in their job title. Funding is used to provide a wealth of training opportunities and the Play Development Officer role will connect providers / the workforce with development opportunities. We are seeking to develop a specific Workforce Development Plan for Neath Port Talbot that responds to the nuances and challenges of our area. The Council benefits from a Skills and Training Unit that can provide training and ensure access to development opportunities, but improved joined up thinking is need to connect the workforce with the play focused CPD.

### **How has the Local Authority ensured it understands and provides the playwork workforce (as defined in *Wales: A Play Friendly Country and above*)?**

Training needs analysis has been undertaken around the childcare sector, but this didn't take play specifically into consideration. We have reached out to childcare providers, schools and other organisations that contribute to the play workforce to help us understand their needs, but

participation has been low. Moving forward we need to develop a comprehensive strategy based around a defined play workforce to deliver Early Years, Childcare and Play Work force Development Plan for Wales.

**Have there been challenges?**

Engagement has shown that a number of people within the play workforce, don't think they're part of the play workforce and are therefore not motivated to engage and provide data to support understanding of training needs. Data collated as part of the previous Childcare Sufficiency Assessment was flawed and incomplete. A childcare training needs analysis has recently been undertaken but didn't specifically consider training needs around play.

**How can these be overcome?**

A specific Workforce Development Plan for Neath Port Talbot with clear leadership and outcomes.

**Comments**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- Free training available to parents, volunteers and providers
- Flying Start & Early Years Training programme.
- Play Development Officer in post.

**Weaknesses**

- Limited understanding of the current play workforce.
- Limited take up of training programmes outside of childcare.
- Barriers to training and professional development highlighted by workforce and providers.
- Sessional, part time and casual work force profile.
- All Wales Play Opportunities Grant funding for Playwork is currently only open to people working 16 hours per week in a childcare setting.

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**Opportunities**

- Create a NPT Early Year, Childcare and Play Workforce Development Plan.
- Develop and enhance existing training programmes by incorporating play.
- Lunchtime supervisors pilot scheme to embed play workers in schools.

**Threats**




- Confusion around requirements of WG Early Year, Childcare and Play Workforce Development Plan.
- Limited opportunities for work experience in play settings.

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**Matter H: Community engagement and participation.**

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudaten 190	1. The Local Authority promotes initiatives to engage relevant groups in enhancing play opportunities for children in its area.	Fully Met	Fully Met	<p>The Youth Council is a tool for actively engaging children and young people between 11 and 25 years of age and enabling them to have their voices heard.</p> <p>In addition the Play Heroes programme actively supports primary age children to promote and shape play in their school.</p> <p>Community engagement is part of the Local Authority's approach to securing grant funding for play projects.</p>		<p>Participation in National Play Day in partnership with community groups that deliver spaces and opportunities for play.</p> <p>Park Play pilot project.</p>



**Community engagement and participation.**

**How has the Local Authority effectively used existing mechanisms for children’s participation and family consultation processes with regards to play?**

The Local Authority appreciates the role community engagement can play in decision making. The Youth Council and Play Heroes’ are important and effect mechanisms for children and young people to tell us about their experiences of play. Partnership working with community projects and organisations enables us to have “conversations with play” with parent and carers, mechanisms range from focus groups to questionnaires. The Council is committed to:

1. Promoting the value of involving children and young people and families in decisions that affect them.
2. Encouraging and supporting others to carry out meaningful engagement with children, young people and families in the course of their work.

Moving forward there is an aspiration to include direct representation from the community, specifically young people on the Play Strategy Implementation Group.

**Have there been challenges?**

It is a challenge to engage with hard to reach groups, and go beyond preaching to the converted. Some parents, carers and communities are disengaged with the local authority.

**How can these be overcome?**

Continue to build links and partnerships, find community leaders and networks that can engage directly with people around play.

Tudalen192

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**Comments**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- Neath Port Talbot Youth Council.
- The majority of parents believe children and young people should have a voice in decisions that affect them.
- Outreach workers across Early Years, Childcare and Play.

**Weaknesses**

- Community engagement can sometime be seen as a box ticking exercise.
- Children, young people, parents and carers don't know where to find out about play.

**Opportunities**

- Improve links and partnership working with Council's communications team.
- Explore opportunities for engagement through social media.
- Create key information sharing networks e.g. Friends of and Community Groups.
- Give children and voice on the PSIG.

**Threats**

- Low levels of meaningful community engagement.
- Engagement perceived to be tokenistic.

Tudalen193

**Matter I: Play within all relevant policy and implementation agendas**

The Local Authority should examine all its policy agendas for their potential impact on children’s opportunities to play and embed targets and action to enhance children’s play opportunities within all such policies and strategies.

**RAG Status**

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

A Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
194	There is a named person on the Local Public Service Board who champions children’s play and ensures that the Play Sufficiency Assessment and Action Plan contribute to and are incorporated within the Well-being Plan	Fully Met	Fully Met	The named person is Aled Evans the Director of Education, Leisure and Lifelong Learning and play, children and young people’s services fall within his remit		Raise awareness of play and its benefits among decision makers.  Get play on the Well-Being agenda.
12	The Well-Being Plan recognises the importance of play and contributes to the provision of rich play opportunities	NEW	Partially Met	Target outcomes outlined within the Well-Being plan can be delivered through play.  The previous Play Sufficiency Assessment was part of the needs	Play is not meaningfully embedded in the Well-Being plan and it does not recognise the importance of play or contribute directly to the provision of	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				assessment to support the Well-Being Plan.	rich play opportunities.	

**Education and schools**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
13. Tudalen195	Schools ensure that children are provided with a rich play environment for breaks during the school day	Partially Met	Partially Met	A proportion of schools have participated in play through schemes such as Play Heroes' and / or taken on board opportunities such as loose parts play.	We contacted every school in the County Borough to ask about their play environments. Only 7 schools completed the short questionnaire. There is no Local Authority policy around school based play, so each school takes their own approach.	Lunchtime playworkers pilot programme.  Improved engagement with schools through LLAN and NAASH.  Schools engagement strategy.
14.	Schools provide play opportunities during out of teaching hours	Partially Met	Partially Met	A number of schools provide after school clubs and / or organised sports and recreation activities after school. Ygsol Bae	We contacted every school in the County Borough to ask about their play environments. Only	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 196				Bagaln hosts the youth club for it's local area.	<p>7 schools completed the short questionnaire.</p> <p>There is not a Local Authority wide policy on school based play, each school can decide on the after school play opportunities they will provide.</p>	
	Schools provide access to school grounds for playing out of school times	Partially Met	Partially Met	A small number of community schools provide access to school grounds. For example Tonnau Primary School's MUGA is accessible.	<p>We contacted every school in the County Borough to ask about their play environments. Only 7 schools completed the short questionnaire.</p> <p>There is no Local Authority wider approach, so each school takes their own approach.</p> <p>During discussion with stakeholders it</p>	



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen197					<p>became clear there is a conflict as to whether the decision to provide out of hours access lies with the school or the Local Authority's Estates Team.</p> <p>It should also be acknowledged that the amount and variety of designated play space and public open space in Neath Port Talbot suggests there is no need for schools to allow access to school grounds out of hours.</p>	
	16.	Schools encourage children to walk and cycle to school	Partially Met	Partially Met	The Council aims to promote walking and cycling in schools and has a number of proposals including "encourage schools to adopt travel plans	Not all schools participate in available programmes.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 198				<p>which include “walking bus” schemes, provision of secure cycle parking and schools adopt a flexible and positive approach to cycling at school.”</p> <p>Road safety training is delivered in partnership with schools.</p>		
	The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed	Partially Met	Partially Met	<p>Play training is also available to schools and including programmes / workshops to illustrate the importance of outdoor play to schools. The Play Development Officer will be working to develop links with schools and provide support and training around play.</p> <p>The Play Heroes initiative encourages school children to promote regular outdoor play to their fellow pupils.</p>	Participation and engagement is not consistent across all schools.	

**Town and Country Planning**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen199	18. The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities	Partially Met	Partially Met	The Local Development Plan covers 2011 – 2026 and has therefore not changed since the last assessment. It includes a commitment to protecting, enhancing and developing play facilities. This includes a standard for fixed play provision. Planning policy is represented on the Play Strategy Implementation Group.	It doesn't directly consider the needs of children of various age groups and abilities. However, the planning team has made use of the data from the previous Play Sufficiency Assessment when considering play provision. Planning policy supports the development of play provision in relation to development but there have been issues in relation to maintenance / sustaining of provision as the Council's Waste & Neighbourhoods Team does not	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					have the budget to maintain any additional play areas.	

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**Traffic and Transport**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen201	19. The local Transport Plan recognises the importance of local streets, roads and walking and cycling route in offering play opportunities for children of different ages and abilities	Not Met	Partially Met	<p>The LTP recognises the importance of improving walking and cycling routes (active travel routes) for all users but is not specifically aimed at children.</p> <p>The Integrated Network Map (INM) has been developed to look at active travel routes in NPT identifying routes that need to be improved to meet the requirements of the Active Travel (Wales) Act 2013. A consultation exercise was undertaken in the process of developing the INM, the consultation exercise included consultation with school pupils, seldom heard groups and members of the community. The INM and consultation documents can be found by following the link <a href="https://www.npt.gov.uk/6489">https://www.npt.gov.uk/6489</a> Laura Pack was involved in this process and would be able to</p>	The focus of the work is aimed at improving routes for commuters to reduce congestion and improve air quality these improvements would also benefit other users such as children. There is no specific consideration of play.	Explore opportunities for linking the Integrated Network Map (INM) proposal with existing and proposed play provision.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 202				<p>provide additional information if required.</p> <p>The Welsh Government have committed £60 million between 2018/19 – 2020/21 to improving active travel routes in Wales, the funding is allocated through a bid process, only routes identified on the INM can be proposed for funding.</p>		
	0.	The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.	Partially Met	Fully Met	The Plan is based around both Highway Design Guidance and Active Travel Act Design Guidance which take into account the needs for all groups including those that are often marginalised.	

**Early Years Plans**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalenz203	Early Years and Flying Start plans and services recognise the importance of play and contribute to the provision of rich play opportunities for younger children	Fully Met	Fully Met	<p>They Flying Start &amp; Early Years Team understand and support the importance of play. They provide training, support and funding to ensure rich play opportunities for children. Early Years grants are used to ensure sustainability of provision and development of new provision to meet identified need.</p> <p>Play is incorporated in to all aspects of the Flying Start &amp; Early Years approach, for example it is a key element of parenting support.</p> <p>The Council does not currently have any foundation phase childcare settings. Therefore Early Years childcare is able to focus primarily on play and its benefits. There are</p>	<p>There is not currently a Flying Start &amp; Early Years Plan. There is one team which supports improved strategic planning across Flying Start, Early Years and Childcare. These programmes are encompassed in the Children and Young People’s Plan which is currently in development.</p>	<p>Continued representation of Early Years / Childcare on the Play Strategy Implementation Group.</p> <p>Enhanced partnership working with Flying Start &amp; Early Years Team around engagement with settings.</p> <p>Address gaps around local availability of training with Skills and Training Unit.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				standards and requirements around play for example Flying Start provision is required to have outdoor play space, however this is not required across all generic settings.		

**Family policy and initiatives**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
112.	Family support initiatives provide up to date information and support for parents to enable them to support their children to play	Fully Met	Fully Met	<p>The Children and Families team delivers play programmes to families in their homes. After being referred, support will be specifically designed around the aims agreed upon by the family. These identified needs will be addressed through 1 hour play sessions, over 6 weeks.</p> <p>Alongside this they provide events and activities during</p>		



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>school holidays to engage children and their families with play.</p> <p>The Team Around the Family work directly with families, and this is a key element of the Families First programme.</p>		
113.  Tudalen205	The local implementation of the Families First programme recognises the importance of play and contributes to the provision of rich play opportunities	NEW	Fully Met	<p>Families First is lead by the Families First and Play Manager, which ensures that play is embedded in our approach to targeted intervention and prevention around the ACE's agenda. Families First.</p> <p>The Families First programmes engage children and young people with play and recreation both individual and in groups. It is a key source of funding for Youth Services and the Children &amp; Families Team. It also funds the Council's Play Development Officer post(?)</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen2016				<p>Families First is an important contributor to play provision in Neath Port Talbot which supports play as tool for positive change in the lives of children and young people. However, the change to Families First from Cymorth has made it more difficult to apply the funding for play, and more difficult again from the revision last year.</p>		
	3.	Plans to reduce the impact of Adverse Childhood Experiences (ACE's) recognises the importance of play and contributes to the provision of rich play opportunities	NEW	Partially Met	<p>Currently in development the Children and Young People's Plan will recognise and celebrate the contribution play can play in in reducing the impact of ACE's.</p> <p>Families First is key to this agenda and as previously discussed has embedded play in its approaches and programmes.</p>	<p>The Neath Port Talbot we want the Well-Being plan for Neath Port Talbot is the key policy in relation to reducing the impact of ACE's. The plan explores objectives around support for children and young people but doesn't specifically consider the importance of play.</p>

**Inter-generational policy and initiatives**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen 207	114. There are a range of play based approaches to inter-generational activity	Not Met	Partially Met	The Well-Being Plan highlights the potential for greater intergenerational interaction to benefit both young and old people. It proposes to look at how collaborative intergenerational opportunities can be delivered.	There are no current play based approaches and it is not clear which organisation is leading intergenerational activity in relation to the Well Being Plan.	Connect with PSB to understand opportunities for play to support and deliver intergenerational activity.
	115. There is a creative approach to inter-generational activity which encourages better interaction between children of different ages	Not Met	Not Met	Inter-generational activity is an aspirational of the Well-Being Plan.	There is not currently an approach in place.	

Health and Safety						
LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
Tudalen208	116. The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge	Partially Met	Not Met	<p>The Local Authority has clear Health and Safety policies which are relevant to play e.g. First Aid.</p> <p>Specific play providers such as childcare settings and schools have their own policies and approaches around risk and challenge.</p>	There is no evidence that Health & Safety policies explicitly recognise the value of children being able to experience risk and challenge.	Create an outline Health & Safety guidance for play providers and settings which explores enabling children to experience risk and challenge.
	117. The Health and Safety policies and procedures incorporate the risk-benefit approach to health and safety assessments as recommended by the Health and Safety Executive (HSE)	Partially Met	Partially Met	<p>A risk assessment system is in place for play based events and activities.</p> <p>The Neath Port Talbot County Borough Council: Risk Management Policy (June 2018) which “promote an open, consistent and proactive risk management attitude which encourages the taking of opportunities to better serve our communities within the</p>	Risk assessments ensure that risk is monitored and considered in relation to play. However, this approach is not a risk-benefit driven and doesn’t allow the scope to consider the benefits or risk to children and young people’s play experiences.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				resources available to the Council.”		
118.	The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils	Partially Met	Partially Met	Information and signposting is available to help play providers understand what insurances they require and where it is available.	The Local Authority does not currently offer this service.  Representatives from Friend’s of Groups (from Park sites) have expressed concerns that insurance is a barrier to play space development and other play projects.	

Tudalalen2019

**Play within relevant policy and implementation agendas**

**Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.**

Planning policy has ensured that play spaces are developed and enhanced as a result of development. It also protects open spaces for children, young people and families to play in and enjoy. The approach to Flying Start & Early Years supports play opportunities and engagement through training and funding. Flying Start also requires all settings to provide outdoor and indoor play spaces. The Local Transport Plan is improving connectivity across the County Borough, this may not be focused on play but will benefit children and young people helping them to access play spaces. The Families First programmes use play as a means of working with families, for their benefit and to address the wider ACE’s agenda.

**Have there been challenges?**

As one stakeholder put it in an interview “play is not on the agenda” and therefore in a time of austerity arguably at risk. The Neath Port Talbot We Want Well-Being Plan is fundamental to the Local Authority and wider Public Service Boards approach. The previous Play Sufficiency Assessment contributed to the needs assessment for the plan and the need to support children and young people is identified, but play is not embedded as a force for delivering change and outcomes.

**How can these be overcome?**

The Action Plan Workshop highlighted a need and desire to position play in the context of the Well-Being agenda, to work with the Public Services Board to show how play can contribute to across all the well-being outcomes and objectives. The group also wants to ensure decision makers understand the benefits of play and its role in achieving well-being. Throughout the assessment process children and young people have told us play makes them happy and active, they want play to support their well-being and we need to ensure this is reflected in wider approaches.

**Comments:**

Our SWOT (strengths, weaknesses, opportunities and threats) analysis of this matter has highlighted the following areas for consideration.

**Strengths**

- The Children and Young People’s Plan is currently being updated and will incorporate what would previously would have been covered in a play strategy.
- 2016 Play Sufficiency Assessment was used as an evidence base for the Well-Being Plan.
- Planning policy supports development and enhancement of play provision.

**Weaknesses**

- Beyond the proposed Children and Young People’s Plan play is not embedded in key policies and agendas.
- The lack of inclusion of play in the Well-being Plan.
- As a result wider decision makers do not understand and appreciate the impact of play.

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**Opportunities**

- Role of play in delivering and supporting the well-being agenda.
- Creating new partnerships to address specific issues and opportunities. For example working with Countryside and Biodiversity teams to address the challenge of encouraging people to use green and open spaces for play.

**Threats**

- If the value of play is not effectively communicated to decision makers then a reduction in services may result.

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**Conclusion**

This section should identify the key priorities for the Local Authorities in accordance with the regulations and described in the Statutory Guidance.

*Please refer to sections 11.3 and 11.4 of the attached report.*

Tudalen212

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# Appendix 2.

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## Play Sufficiency Assessment Action Plan

**Way forward**

This section should briefly introduce the Action Plan which sets out what steps need to be taken to improve the opportunities for children to play within the Local Authority area, including what mechanism and criteria were used to agree and prioritise actions. It should also describe the actions the Local Authority will take with regards to change in infrastructure, partnership working or mechanisms to ensure that it is well placed to deliver on the duty to secure sufficient play opportunities

Tudalen214

As part of the 2019 Play Sufficiency Assessment we held an Action Plan Workshop and invited key stakeholders to participate. The workshop shared the results of the assessment including identified gaps and key themes from community engagement. Using this evidence basis actions were put forward, discussed and developed. Priorities were identified using an implementation matrix to highlight actions with high impact and a realistic chance of implementation. Whilst the action plan is aspirational it has to acknowledged the realities of funding and resources. It seeks to address the key themes outlined in the summary report and most importantly benefit children, young people, families and communities across Neath Port Talbot. It addresses the statutory requirements of the assessment but also looks at wider opportunities.

The Play Strategy Implementation Group (PSIG) is the mechanism for partnership working and securing sufficient play opportunities. The Action Plan Workshop and assessment highlighted the need to review and re-evaluate the membership and terms of reference. This included an aspiration to have representation from young people on the group, potentially form the Youth Council. This group is being re-evaluated in the context of the Children and Young People’s Plan and in addition stakeholder engagement has highlighted the need to get play on the agenda and decision makers including Councillors actively engaged in strategic change around play.

We acknowledge that we can’t change everything but we have taken a programmatic approach that we belief will result in positive change between now the next assessment.

**Signed:** .....

**Date:** .....



**Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment**

**Proposed actions for the period of 1<sup>st</sup> April 2019 – 31<sup>st</sup> March 2020**

**(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).**

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Tuddaen Statutory Guidance-policy framework 215	Bringing together people who effect children and young people’s experiences of play	Update membership and terms of reference for the Play Strategy Implementation Group (PSIG). PSIG relaunch in summer 2019.	All	Staffing capacity. Administration support.	Existing funding to support PSIG.
Matter A: Population	Ensure data is kept up to date and used as a key tool in decision making.	Create links with new data science unit.	B	NPTCBC Data Science Team Training for key play stakeholders.	Existing funding
	Responding to limited provision for older children.	Working in partnership with youth services to engage with young people and to identify potential project/s.	C, F	Officer Capacity Funding support	Delivery of project/s will require external funding.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		<p>Explore options for meeting unmet need in partnership with third sector and community organisations.</p> <p>Develop strategic targeted project/s and work in partnership to secure funding.</p>			
<p>Matter B: Providing for diverse needs</p>	<p>Improving play value in rural areas</p>	<p>Target improvements to play value score in each area through strategic development of play and / or enhancement of existing provision.</p> <p>Deliver in partnership with the communities through meaningful engagement.</p>	<p>C</p>	<p>Staff time and capacity.</p> <p>Partnership with Project Delivery and Funding Team.</p> <p>Costs dependent on proposals.</p>	<p>Will require external funding support.</p>
	<p>Work with communities to support them to respond to their identified play needs</p>	<p>Identify support groups that work with specific communities for example children with disabilities / traveller children.</p> <p>Provide support, training and help to enable them to deliver play in response to need. This could include access to support around funding, help to promote provision etc.</p>	<p>All</p>	<p>Staff time and capacity.</p>	<p>Delivery of projects will require external funding support.</p>
	<p>Review previous Play Strategy and advocated inclusive approach to play.</p>	<p>Clarify policy and approach around inclusive play.</p>	<p>All</p>	<p>Staff time and capacity.</p>	<p>Existing funding.</p>

## Play Sufficiency Assessment Toolkit – Part 2

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Matter C: Space available for children to play	Connecting communities with all the places they can play	Partnership working with Countryside and Wildlife Team and key partners such as Natural Resource Wales.  Contribute to the Green Infrastructure objectives of the Well-Being Plan.  Develop a simple criteria to help communities identify play friendly open spaces.	B, F, H	Will be based on proposed approach which is likely to include events and activities.	External funding will be required to deliver events and activities. Funding is available around the Green Infrastructure objectives of the Well-Being Plan.
Tudalen217	Retain existing play provision of all types and take a strategic approach to enhancement and where achievable development of new provision.	Link up existing resources and funding to support play.  Clarify ownership and maintenance responsibilities for all sites.  Share resources across wider teams for example link play with Countryside and Wildlife with a focus on accessing open space through and for play.	B, F, H	Existing staff capacity and resources.	Ensure existing funding levels are retained as a minimum.
	Play Space Audits	Review and update play space assessment model.  Updated in partnership with wider PSIG membership.  Train play area inspectors to carry out annual play space audits based on new criteria.	F	Play Development Officer PSIG Waste & Neighbourhood Teams  Data / assessment collation devices e.g. smart phones approx. £200	Existing funding.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
	Natural Play	Natural Play project developed in partnership with Countryside & Wildlife and Waste & Neighbourhoods. Explore how natural play engages communities and lowers maintenance costs.		Play Development Officer PSIG Countryside & Wildlife Team Waste & Neighbourhood Teams	External funding for play space.
Tudalen218	Friends of Play Forum	<p>Identify groups that impact on the maintenance and enhancement such as Friends of and Community Council.</p> <p>Re-establish links with Housing Association and other providers of designated play spaces.</p> <p>Create a forum that brings these groups together to share ideas and good practise and link to PSIG.</p> <p>Develop groups in parks and play spaces that would benefit from community participation.</p> <p>Park Play pilot: learn from Park Run and develop play taster programmes run by communities for communities in their local parks on a regular (for example monthly) basis.</p>	F	Play Development Officer PSIG Waste & Neighbourhood Teams Forum Administration	<p>External funding may be available to support development and administration of the forum.</p> <p>External funding to support Park Play pilot.</p>

## Play Sufficiency Assessment Toolkit – Part 2

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Matter D: Supervised provision	Evaluate supervised provision.	Work with the Flying Start & Early Years Team to create an assessment criteria. Carry out visits in partnership.  Obtain an update from Play Wales on their proposals for quality assessment model.	B	Existing staff capacity.	Use of existing capacity / funding across Flying Start & Early Years and Play.
Tudal 2019	Connect families with supervised play provision.	Improve search function of Dewis Community Directory.  Improve data sharing of information such as registered childcare providers.	B, E, F and G	Existing staff capacity.	Existing funding.
	Matter E: Charges for play provision	Retain existing low cost provision.	B, E, F and G	Existing staff capacity.	Existing funding.
		Up to date information.	Outreach with providers to encourage them to keep their information up to date on the Community Directory.  Enable a search for free things to do / play opportunities.	B, E, F and G	Existing staff capacity.
Matter F: Access to space/provision	Link people to play.	Places to play and how to get there map / online tool developed in partnership with Countryside & Wildlife and Transport Teams.	D	Development of an online tool and / or app.	New Funding obtained in partnership with Countryside & Wildlife and Transport Teams.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
<p>Matter G: Securing and developing the workforce</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen220</p>	<p>Create a play workforce and deliver the aspirations of the WG’s Early Years, Childcare and Play Workforce Development Plan</p>	<p>Engage with CIW to clarify requirements of national workforce development plan. Define the play workforce.</p> <p>An Early Years, Childcare and Play Workforce Development Plan for Neath Port Talbot.</p> <p>Training needs analysis.</p> <p>Explore opportunities for playwork training outside of the funding requirement that participants work 16 hours per week in a childcare setting.</p>	<p>All</p>	<p>Commission development of a training needs analysis and workforce development plan: £15,000</p>	<p>New external funding.</p>
	<p>Increase participation among providers.</p>	<p>Establish networks and / or toolkits to share best practise.</p>	<p>All</p>	<p>Play Development Officer in partnership with Training &amp; Transition Officer.</p>	<p>Exiting funding.</p>
	<p>Playworkers in school settings.</p>	<p>Develop a pilot scheme for playworkers as lunchtime supervisor programme.</p> <p>Ensure pilot has clear outcomes to evaluate and understand success.</p>	<p>All</p>	<p>Play Development Officer in partnership with schools.</p> <p>Funding for training and playworker salary – dependent on model.</p>	<p>New funding source.</p>
	<p>Play network.</p>	<p>Engage and inform decision makers on a regular basis using a range of mechanisms including online and face to face engagement.</p>	<p>All</p>	<p>PSIG</p> <p>Events and workshops. Link with other relevant strategies and objectives. .</p>	<p>Exiting funding.</p>



## Play Sufficiency Assessment Toolkit – Part 2

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		<p>Link with PSIG and use this as a mechanism for promoting play as tool for change.</p> <p>Work with the Youth Council so that young people can explain the benefits of play to decision makers including Councillors.</p>			
	Address gaps in play training.	Based on the Workforce Development Plan for Neath Port Talbot develop proposals to address gaps around local training developed with Skills and Training Unit.	All	Pay Development Officer Skills & Training	If require seek to secure additional funding to deliver training.
Matter H: Community engagement and participation	Making it easy for families to find out about play in Neath Port Talbot.	<p>Invite Council's Communications Team to join the PSIG.</p> <p>Deliver National Play Day every year in partnership with community groups and other key partners.</p> <p>Engage with parent and community run social media and develop a network play influencers.</p>	All	PSIG and partners.	<p>Existing funding.</p> <p>New funding may be required depending on approaches as they develop.</p>
	Engage providers in promoting play.	Shared outreach strategy across Flying Start & Early Years, Childcare Offer and Play.	All	Flying Start & Early Years, Childcare Offer and Play Outreach work / team.	Existing funding.
	Promote positive play.	In partnership with communications share smart positive play messages and work	All	PSIG	Additional funding for integrational play pilot.

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
		<p>to go beyond “preaching to the converted.”</p> <p>Promote healthy active play as an alternative to technology, help children get off their iPads.</p> <p>Work with partners and the PSB to develop a pilot for intergradational play that responds to the target outcomes of the Well-Being Plan.</p>			
Matter I: Play within all relevant policy and implementation agendas	Get play on the agenda in Neath Port Talbot!	<p>Connect with PSB to understand opportunities for play to support and deliver intergenerational activity.</p>	All	PSIG	Existing.
	Schools engagement strategy.	<p>Show schools the benefits of engaging with play.</p> <p>Improved partnership working with LLAN and NAASH.</p> <p>Retain and develop Play Heroes scheme.</p>	All	Play Development Officer in partnership with Flying Start & Early Years Team.	New funding may be required to support activities, training and events.
	Link play with the Integrate Network Map (INM) for Neath Port Talbot.	<p>Promote cycle routes for play.</p> <p>Link to places to play and how to get there map</p>	F	<p>Transport Team, Road Safety and Play Development</p> <p>Develop mapping app.</p>	New funding for proposed map app.
	Secure existing funding for play.	Retain existing play related funding as a minimum.	All	PSIG	N/A

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Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
	Encourage risky but safe play.	Outline H&S guidance for play providers and settings which explores enabling children to experience risk and challenge.	C, F	External H&S advice: £3,000	New funding if available.

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# Appendix 3.

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## Outdoor Designated Equipped Play Spaces

LDPGID	Name	Ward	Spatial Area	Type	Primary Typology	Secondary Typology	Other	Playground	Overall Site	Accessibility	Score	Ages	Abilities	Cost	Owner
2968	Bishop Mead, Baglan Moors	Aberavon	Port Talbot	LEAP	Playground	Fixed Play Equipment	Greenspace	9.90	2.20	3.96	16.06	0-4 5-8 9-12 13+	long grass could prevent wheelchair users from accessing, no inclusive equip	free	NPTCBC
2928	Hopkin Street	Aberavon	Port Talbot	NEAP	Playground	Fixed Play Equipment	MUGA, Teen Shelter and Community Garden	8.25	3.99	5.28	17.52	0-4 5-8 9-12	all	free	NPTCBC
246	Cefn yr Allt	Aberdulais	Neath	LEAP	Playground	Fixed Play Equipment	Greenspace - S, football pitch	6.60	3.47	2.64	12.71	0-4 5-8 9-12	paths not suitable for wheelchair users or prams	free	NPTCBC
285	Ynysgerwn Avenue	Aberdulais	Neath	LEAP	Fixed Play Equipment	Greenspace		9.90	5.38	4.62	19.90	0-4 5-8 9-12 13+	It is accessible but the quality of the ground means it would be challenging for some children. Not suitable for wheelchairs.	free	Blaenhonddan Community Council
15	Lon Tan-yr-Allt, Alltwen	Alltwen	Pontardawe	LEAP	Playground	Fixed Play Equipment	new play area to replace the old one	16.50	3.30	4.62	24.42	0-4 5-8 9-12	good access and equip suitable for range of abilities	free	Cilybebyll Community Council
3300	Harry's park	Alltwen	Pontardawe	LEAP	Fixed Play Equipment			16.50	4.86	3.96	25.32	0-4 5-8 9-12	all	free	??
26	Rowan tree ave	Baglan	Port Talbot	LAP	Playground	Fixed Play Equipment	Greenspace	9.90	3.30	4.62	17.82	0-4 5-8 9-12	The entire site is grass which would prevent wheelchair accessibility.	Free	???
7	Baglan Park, Baglan	Baglan	Port Talbot	NEAP	Public Parks & Gardens	Fixed Play Equipment	Teen Shelter, Adventure Play, football pitch, greenspace -S	8.25	5.90	5.28	19.43	0-4 5-8 9-12 13+	all	free	NPTCBC
224	Vale of Neath Leisure Centre, Glynneath- Chain Road	Blaengwrach	Neath Valley	LEAP	Fixed Play Equipment	Skate park		9.90	5.21	5.94	21.05	0-4 5-8 9-12 13+	all	free	NPTCBC
2364	Church crescent	Blaengwrach	Neath Valley	LEAP	Fixed Play Equipment			16.50	4.17	2.64	23.31	0-4 5-8	all	Free	Tai Tarian
3459	Jersey Park, Briton Ferry	Briton Ferry East	Neath	LEAP	Fixed Play Equipment	Greenspace, toilets		8.25	2.08	5.28	15.61	0-4 5-8 9-12	all	free	NPTCBC
13	St James' field	Briton Ferry West	Neath	NEAP	Wheeled Sports Space	Greenspace - L, Teen Shelter		4.95	3.82	2.64	11.41	9-12 13+	all	free	NPTCBC
243	Parc Newydd, Briton Ferry	Briton Ferry West	Neath	LEAP	Fixed Play Equipment	Greenspace - S		13.20	3.12	5.28	21.60	0-4 5-8	all- however access path is very uneven	free	??
14	Victoria Park, Briton Ferry	Briton Ferry West	Neath	LEAP	Fixed Play Equipment	Greenspace M, kickabout area, playing field		13.20	6.25	4.62	24.07	0-4 5-8 9-12 13+	all	free	NPTCBC
3020	Cae Glas	Bryn & Cwmavon	Port Talbot	LAP	Fixed Play Equipment	Amenity Greenspace		9.90	3.30	3.30	16.50				Managed by others
193	Brynbyddam Cwmafan	Bryn & Cwmavon	Port Talbot	LEAP	Fixed Play Equipment	Greenspace-S		13.20	3.30	1.98	18.48	0-4 5-8 9-12	all	free	Housing Association
122	Bryn Park, Bryn	Bryn & Cwmavon	Port Talbot	NEAP	Public Parks & Gardens	MUGA, Skate ramps, Fixed Play Equipment, green space, tennis, football, bowling		9.90	5.04	4.62	19.56	0-4 5-8 9-12 13+	all	free	NPTCBC
933	Ynyslee	Bryn & Cwmavon	Port Talbot	LEAP	Fixed Play Equipment, (small) MUGA, wooded play space		stream with information boards	9.90	5.73	3.96	19.59	0-4 5-8 9-12 13+	limited- poor access for wheelchair and pram users	free	NPT Homes
86	Oakwood Avenue	Bryn & Cwmavon	Port Talbot	LEAP	Fixed Play Equipment			9.90	4.69	5.28	19.87	0-4 5-8 9-12 13+	all	free	NPTCBC
276	Parc Siencyn Powell, Cwmavon	Bryn & Cwmavon	Port Talbot	NEAP	Fixed Play Equipment	Teen Shelters, MUGA, sports pitches, formal gardens		11.55	4.69	4.62	20.86	0-4 5-8 9-12 13+	all	free	NPTCBC
366	Aneddfan	Bryn & Cwmavon	Port Talbot	LEAP	Greenspace			16.50	4.34	4.62	25.46	0-4 5-8 9-12	all	free	Tai Tarian
2603	Elias road	Brynoch North	Neath	LEAP	Fixed Play Equipment			16.50	2.77	5.94	25.21	0-4 5-8 9-12	all	free	Blaenhonddan Community Council
253	Heol Glynderwen	Brynoch South	Neath	LEAP	Fixed Play Equipment			8.25	3.99	5.94	18.18	0-4 5-8	all	free	NPTCBC
482	Roman road	Brynoch South	Neath	LEAP	Fixed Play Equipment			11.55	3.64	5.94	21.13	0-4 5-8 9-12	all	free	free
247	Leirios Park Drive	Brynoch South	Neath	LEAP	Fixed Play Equipment	Greenspace S		13.20	5.91	5.28	24.39	0-4 5-8 9-12	all	free	Blaenhonddan Community Council
1269	Heoly felin	Brynoch South	Neath Valley	LEAP	Fixed Play Equipment	MUGA, Green space M, Exercise equipment.		16.50	5.90	5.94	28.34	0-4 5-8 9-12 13+	all	Free	Blaengwrach Community Council
2599	Pen-y-Dre, Neath	Cadoxton	Neath	LEAP	Fixed Play Equipment			9.90	1.90	2.64	14.44	0-4 5-8	limited access	free	NPTCBC
210	Bryncatwg/cadoxton Park	Cadoxton	Neath	LEAP	Fixed Play Equipment	Greenspace - M		9.90	5.21	5.28	20.39	0-4 5-8 9-12 13+	all	free	Blaenhonddan Community Council
254	Maes yr Hafod, Cadoxton	Cadoxton	Neath	LEAP	Fixed Play Equipment	Green space S		13.20	4.17	4.62	21.99	0-4 5-8 9-12 13+		free	NPTCBC
233	New Road Clifrew	Neath	Neath	LEAP	Fixed Play Equipment	Green Space - L, sports pitches		9.90	5.04	3.30	18.24	0-4 5-8 9-12 13+	all	free	Blaenhonddan Community Council
66	Brynnau Wood, Cimla	Cimla	Neath	LEAP	Fixed Play Equipment			9.90	3.99	4.62	18.51	0-4 5-8 9-12 13+	all	Free	NPTCBC
3504	Skewen park	Coedffranc Central	Neath	DESTINATION	Fixed Play Equipment	BMX Track, Skate Park, tennis courts, Greenspace L, kick about area		13.20	3.47	4.62	21.29	0-4 5-8 9-12 13+	all	free- activities have a charge	Coedffranc Community Council
3508	Pen Yr Heol	Coedffranc Central	Neath			Awaiting Assessment / Awaiting Mapping									
2713	Grahams Terrace, Skewen	Coedffranc North	Neath	LAP	Fixed Play Equipment	Kick about area		9.90	4.17	4.62	18.69	0-4 5-8 9-12	all	free	NPTCBC
2768	Baldwins Crescent	Coedffranc West	Neath	LEAP	Fixed Play Equipment	Green Space - M, kick about area		9.90	4.52	4.62	19.04	0-4 5-8 9-12 13+	all- however entry to play space may be difficult for wheelchair users and much of playspace is on grass	free	Coedffranc Community Council
2758	St Margaret's Avenue, Jersey Marine	Coedffranc West	Neath	LEAP	Fixed Play Equipment	Greenspace - S small ball game area		9.90	5.38	5.28	20.56	0-4 5-8 9-12 13+	all	free	Coedffranc Community Council
2735	Greenway	Coedffranc West	Neath	LEAP	Fixed Play Equipment	Green Space - M, kick about area		13.20	5.21	3.30	21.71	0-4 5-8 9-12	all	free	Coedffranc Community Council
3495	Coed Darcy	Coedffranc West	Neath	LEAP	Fixed Play Equipment	Muga		13.20	5.91	4.62	23.73	0-4 5-8 9-12 13+	all	free	Developer?
2513	Crymlyn Park, Skewen	Coedffranc West	Neath	LEAP	Fixed Play Equipment	Green space - S		16.50	4.17	5.28	25.95	0-4 5-8 9-12	all	free	NPTCBC
88	Tennant Park	Coedffranc West ED	Neath	LEAP	Fixed Play Equipment	Sports Pitches, parks and gardens		9.90	4.17	3.96	18.03	0-4 5-8 9-12 13+	all	free	Coedffranc Community Council
112	Main Road/Crynant Recreation Ground	Crynant	Dulais Valley	NEAP	MUGA	Skate Ramps, teen shelter, BMX track		9.90	4.86	3.96	18.72	0-4 5-8 9-12 13+	all	Free	??
3204	Crynant Community Centre play park	Crynant	Dulais Valley	LAP	Fixed Play Equipment	open space s		9.90	4.52	4.62	19.04	0-4 5-8	all	Free	Crynant Community Centre
1825	Cwmlynfell Park	Cwmlynfell	Swansea Valley	LEAP	MUGA	Skate Park, Zip Wire and Teen Shelter		4.95	4.17	3.96	13.08	5-8 9-12 13+	all	free	cwmlynfell Community Council
1379	Rhiwfawr park	Cwmlynfell	Swansea Valley	LEAP	Fixed Play Equip, BMX Track			9.90	4.17	3.30	17.37	0-4 5-8 9-12 13+	all	free	Cwmlynfell Community Council
240	Heol-y-Coed Cae, Cwmlynfell	Cwmlynfell	Swansea Valley	LEAP	Fixed Play Equipment	Greenspace M, kickabout area.		9.90	3.47	5.94	19.31	0-4 5-8 9-12	all	free	NPTCBC
2303	Tudor Park, Croeserw	Cymmer	Afan Valley	LAP	Greenspace L	Sport pitches, kick about area, playing field		6.60	2.78	5.28	14.66	0-4 5-8 9-12	all	Free	NPTCBC
84	Fire Station, Cymmer	Cymmer	Afan Valley	LEAP	Fixed Play Equipment	Green Space - S		13.20	3.47	3.96	20.63	0-4 5-8	All	Free	NPTCBC
3450	The Drive Play Area	Dyffryn	Neath	LEAP	Fixed Play Equipment	Green Space - L, MUGA, playing field		16.50	4.00	5.28	25.78	0-4 5-8 9-12 13+	all	free	D. Clydacy Community Council
3235	Ger-yr-Afon, Gwaun Cae Gurwen	GCG	Amman Valley	LEAP	Greenspace			6.60	4.86	3.96	15.42	0-4 5-8 9-12	all	free	NPTCBC
282	Parc-y-Werin, Gwaun-Cae-Gurwen	GCG	Amman Valley	LEAP	Fixed Play Equipment	MUGA and sports pitches.		8.25	4.86	4.62	17.73	0-4 5-8 9-12	all	free	NPTCBC

LDPGID	Name	Ward	Spatial Area	Type	Primary Typology	Secondary Typology	Other	Playground	Overall Site	Accessibility	Score	Ages	Abilities	Cost	Owner
584	Cemetery Road	GCG	Amman Valley	LEAP	Fixed Play Equipment	MUGA		13.20	3.82	4.62	21.64	0-4 5-8-9-12	all	free	Gwaun-Cae-Gurwen Community Council
226	Ynyscorrwg Park, Glynccorwg	Glynccorwg	Afan Valley	LEAP	Fixed Play Equipment	Sports Facilities / Pitches		9.90	2.90	5.28	18.08	0-4 5-8-9-12	all	free	NPTCBC
2000	Maes-yr-Eglwys	Glyneath	Neath Valley	LAP	Fixed Play Equipment			8.25	1.91	3.96	14.12	0-4 5-8	gates not largest enough for wheelchair access	free	Glyneath Town Council
121	Glyneath Welfare	Glyneath	Neath Valley	LEAP	Fixed Play Equipment	Sports Pitches, Green Space M		8.25	5.38	5.94	19.57	0-4 5-8-9-12 13+	all- however grass links equip so wheelchair use could be tricky	free	Glyneath Town Council
89	Pontwalby	Glyneath	Neath Valley	LEAP	Fixed Play Equipment			9.90	5.21	5.94	21.05	0-4 5-8-9-12 13+	all	free	Glyneath Town Council
399	Glyneath Rugby	Glyneath	Neath Valley	LEAP	Fixed Play Equipment	Sports Pitches, Green Space M		16.50	3.82	5.94	26.26	0-4 5-8-9-12 13+	all	free	RFC
257	Godregraig Park	Godre'r-graig	Swansea Valley	LAP	Forestry Area/ Open Space			0.00	5.38	3.96	9.34	5-8-9-12 13+	all	free	NPTCBC
279	Hodgsons road	Godre'r-graig	Swansea Valley	LEAP	Fixed Play Equipment	Greenspace M, Playpod (unused), goals		8.25	2.61	3.30	14.16	0-4 5-8-9-12 13+	all	free	Ystalyfera Community Council
1976	Gnoll Road	Godre'r-graig	Swansea Valley	LAP	Play Area	Amenity Greenspace		8.25	3.82	3.96	16.03	0-4 5-8-9-12	all	free	Ystalyfera Community Council
806	Pendarren	Godre'r-graig	Swansea Valley	LEAP	Fixed play Equipment			16.50	4.17	4.62	25.29	0-4 5-8-9-12 13+	all	free	Tai Tarian
1069	Cilmaengwyn MUGA/ Ynysmeudwy AFC Ground	Godre'r-graig	Swansea Valley	MUGA	MUGA			0.00	2.08	1.98	4.06	5-8-9-12 13+	all	free	Ystalyfera Community Council
2157	Abernant Playground	Gwaun Cae Gurwen	Amman Valley	LEAP	Fixed Play Equipment			6.60	2.26	2.64	11.50	5-8-9-12	Limited access- No clear route to playground		
3506	Pen Afan Primary School	Gwynfi	Afan Valley	Other	MUGA	Awaiting Assessment									
225	Margaret terrace	Gwynfi	Afan Valley	LEAP	Fixed Play Equipment			6.60	2.77	5.28	14.65	0-4 5-8-9-12	all- limited access for wheelchairs	free	NPTCBC
34	Tairgwaith	Lower Brynamman	Amman Valley	LEAP	Fixed Play Equipment	MUGA and small kick about area.		8.25	3.47	4.62	16.34	0-4 5-8-9-12	all	free	GCG Community council
134	Heol godfrey	Lower Brynamman	Amman Valley	LEAP	Fixed Play Equipment			13.20	5.91	5.28	24.39	0-4 5-8-9-12	all	free	Tai Tarian
3407	Margam Village MUGA	Margam	Port Talbot	LEAP	MUGA	Green Space		8.25	3.13	3.96	15.34	0-4 5-8-9-12 13+	all	free	Friends Group
27	Coed Hirwaun, Margam Village	Margam	Port Talbot	LEAP	Fixed Play Equipment	Green Space - S		9.90	3.47	5.28	18.65	0-4 5-8-9-12	all	free	??
384	Tollgate Park, Margam	Margam	Port Talbot	LEAP	Fixed Play Equipment	Green Space M, Public Gardens		8.25	5.73	5.94	19.92	0-4 5-8-9-12	all	free	NPTCBC
272	Taibach Balkcourt, Taibach	Margam	Port Talbot	LEAP	MUGA			16.50	2.60	4.62	23.72	9-12 13+	all	free	NPTCBC
3022	Margam Park	Margam	Port Talbot	DESTINATION	Fixed Play Equipment (across 3 parks), open space, public gardens	Green Space M, Public Gardens		16.50	5.50	5.28	27.28	0-4 5-8-9-12 13+	all	car parking and activity charges	NPTCBC
3503	Melyn Park	Neath East	Neath	LEAP	Fixed Play Equipment	Green Space - M/ Sports Pitch		9.90	2.95	4.61	17.46	0-4 5-8-9-12	limited access to play park via sloped paths	free	NPTCBC
235	Wellfield Square, Neath	Neath East	Neath	LEAP	Fixed Play Equipment			9.90	2.60	5.28	17.78	0-4 5-8-9-12	all	free	NPTCBC
577	Bowen Street, Neath	Neath East	Neath	LEAP	Fixed Play Equipment			9.90	2.25	5.28	17.43	0-4 5-8	all	free	NPTCBC
2811	Fairyland Play Space: Kick About	Neath North	Neath	LAP	kickabout Area			4.95	1.74	2.64	9.33	n/a	all	free	??
2526	Dyfed Road	Neath North	Neath	SPORTS	Sports Pitches, public park			0.00	5.04	5.28	10.32	5-8-9-12 13+	all	Free	NPTCBC
2639	Fairyland Playground	Neath North	Neath	LAP	Fixed Play Equipment	greenspace S		13.20	4.86	4.62	22.68	0-4 5-8	all	free	Tai Tarian
4	Gnoll Park	Neath North	Neath	DESTINATION	Fixed Play Equipment disability play equip	Greenspace- L, Kick about area, Walking, Trees, Rivers & ponds		13.20	6.25	3.96	23.41	0-4 5-8-9-12 13+	all	Car Parking & Café	NPTCBC
3445	Victoria Gardens, Neath	Neath North	Neath	NEAP	Fixed Play Equipment	Green Space - M		13.20	6.25	4.62	24.07	0-4 5-8-9-12 13+	all	free	NPTCBC
736	Cimla Common, Cimla	Neath South	Neath	LEAP	Fixed Play Equipment	Green Space L		9.90	3.82	4.62	18.34	0-4 5-8-9-12	all	free	NPTCBC
3485	Mount Pleasant, Hillside	Neath South	Neath	NEAP	Fixed Play Equipment	Open Space, Teen Shelter, MUGA & Sports Pitches		9.90	5.73	5.28	20.91	0-4 5-8-9-12 13+	all	free	NPTCBC
3502	Banwen Ramps - Skate Park	Onllwyn	Dulais Valley	SKATE PARK	Wheeled Sports Space	Skate Ramps, teen shelter, BMX track		0.00	3.82	2.64	6.46	0-4 5-8-9-12 13+	all- however access lane very bumpy	free	Onllwyn Community Council
3505	Banwan	Onllwyn	Dulais Valley	Other	MUGA	Awaiting Assessment									
707	School road banwen	Onllwyn	Dulais Valley	LEAP				4.95	1.04	3.30	9.29	0-4 5-8	limited access for wheelchairs- long grass	free	Onllwyn Community Council
79	Ddyfryn cellwen	Onllwyn	Dulais Valley	NEAP	Fixed Play Equipment	MUGA, Skate Ramps, Green Space - S, toilets		8.25	4.52	5.28	18.05	0-4 5-8-9-12 13+	difficult for wheeled use	Free	Onllwyn Community Council
262	Pantyyfford Play Area	Onllwyn	Dulais Valley	NEAP	fixed play equip, MUGA	Skate ramps and fixed play equipment	42.36	16.50	5.38	3.96	25.84	0-4 5-8-9-12 13+	all	free	Onllwyn Community Council
117	Johns terrace	Pelenna	Afan Valley	LEAP	Fixed Play Equipment	MUGA/ Kickabout area		4.95	3.30	3.30	11.55	0-4 5-8-9-12 13+	limited access due to steep steps	Free	Pelena Community Council
285	Tonmawr Road	Pelenna	Afan Valley	LEAP	Fixed Play Equipment	greenspace M, goals		4.95	3.47	3.96	12.38	0-4 5-8-9-12	limited access due to boggy uneven ground	Free	??
1249	Parc Pontrhydyfen	Pelenna	Afan Valley	NEAP	Adventure Play Area, public gardens	Sports Pitches	picnic areas	13.20	5.56	2.64	21.40	0-4 5-8-9-12 13+	very limited access for wheelchairs and prams due to steep steps and ramps	free	NPTCBC- adventure playground and community gardens restored with rural development funds in conjunction with pontrhydyfen miners welfare scheme
31	Ynysmeudwy Park	Pontardawe	Pontardawe	LEAP	Fixed Play Equipment	MUGA		8.25	3.82	3.30	15.37	0-4 5-8-9-12 13+	Limited due to steep slopes and uneven paths	free	Clybebyll Community Council
1787	King George V Park, Pontardawe	Pontardawe	Pontardawe	NEAP	Fixed Play Equipment	Bowling green, kickabout area, open space, tennis, bowling		9.90	4.52	3.96	18.38	0-4 5-8-9-12 13+	All	Free	NPTCBC
1855	Parc Ynysderw, Pontardawe	Pontardawe	Pontardawe	NEAP	Fixed Play Equipment	Cricket, tennis, rugby and changing rooms		9.90	2.95	5.94	18.79	0-4 5-8-9-12	all	free	NPTCBC
44	Parc Chwarae Teg	Pontardawe	Pontardawe	LEAP	Fixed Play Equipment	MUGA		9.90	3.13	5.94	18.97	0-4 5-8-9-12 13+	all	free	Pontardawe Town Council
1546	Brynmorgug Road	Pontardawe	Swansea Valley	LEAP	Fixed Play Equipment			16.50	4.17	3.30	23.97	0-4 5-8-9-12 13+	all	free	Clybebyll Community Council
2417	Pontardawe Recreation Ground	Pontardawe	Swansea Valley	SPORTS	Sports Pitches			0.00	3.99	3.30	7.29	0-4 5-8-9-12 13+	all	free	NPTCBC
48	Cross Street	Port Talbot	Port Talbot	LEAP	Fixed Play Equipment			8.25	2.90	5.28	16.43	0-4 5-8	all	free	NPTCBC
5	Talbot Memorial Park	Port Talbot	Port Talbot	NEAP	Fixed Play Equipment	tennis courts, bowling green, football pitches, kickabout area.		16.50	5.73	5.28	27.51	0-4 5-8-9-12 13+	all	free	NPTCBC
229	Melin court	Resolven	Neath Valley	LEAP	Fixed Play Equipment			4.95	2.43	3.30	10.68	0-4 5-8-9-12	not accessible by wheelchairs or anyone who is unsteady	free	Clyne and Melincourt Community Council
760	Bryngolwg	Resolven	Neath Valley	LEAP	Fixed Play Equipment			8.25	1.38	1.32	10.95	0-4 5-8-9-12	all	free	Clyne and Melincourt Community Council
1198	Edwards Terrace	Resolven	Neath Valley	LEAP	Fixed Play Equipment			6.60	2.95	2.64	12.19	0-4 5-8-9-12	all	free	Resolven Community Council
36	Resolven park	Resolven	Neath Valley	LEAP	Fixed Play Equipment	Green Space L, MUGA, playing fields		13.20	5.91	5.94	25.05	0-4 5-8-9-12 13+	all	free	Resolven Community Council
20	Rhos park	Rhos	Pontardawe	NEAP	Fixed Play Equipment	Open Space		16.50	4.69	5.94	27.13	0-4 5-8-9-12	all	free	Clybebyll Community Council
2969	Vivian Park, Sandfields	Sandfields East	Port Talbot	NEAP	Public Park and Gardens			6.60	2.78	3.30	12.68	0-4 5-8-9-12	all	free	NPTCBC
1929	Aberavon Whale & penguins	Sandfields East	Port Talbot	LAP	Play Area			11.55	3.47	4.62	19.64	0-4 5-8	all	free	NPTCBC
2155	Aberavon Seafront Adventure Park and Skate Park, Port Talbot	Sandfields East	Port Talbot	NEAP	Fixed Play Equipment	Skate park, beach		13.20	4.17	4.62	21.99	5-8-9-12 13+	all	free	NPTCBC

LDPGID	Name	Ward	Spatial Area	Type	Primary Typology	Secondary Typology	Other	Playground	Overall Site	Accessibility	Score	Ages	Abilities	Cost	Owner
247	Aberavon Seafront Young Children's, Port Talbot	Sandfields East	Port Talbot	LEAP	Fixed Play Equipment	seafront		13.20	3.65	5.94	22.79	0-4 5-8	all	free	NPTCBC
3456	Western Avenue	Sandfields West	Port Talbot	LEAP	Fixed Play Equipment	Zip wire		16.50	3.99	5.94	26.43	0-4 5-8 9-12	all	free	NPTCBC
2399	Heol Heddwch	Seven Sister	Dulais Valley	LAP	Fixed Play Equipment			16.50	2.95	5.28	24.73	0-4 5-8	all	free	Tai Tarian
3372	Ysticlau Road BMX track	Seven Sisters	Dulais Valley	LEAP	Wheeled Sports Space	Green Space - L		4.93	4.34	3.30	12.57	5-8 9-12 13+	Not suitable for wheelchairs	free	Seven Sisters Community Council
86	Brynhyfryd Terrace	Seven Sisters	Dulais Valley	NEAP	Fixed Play Equipment	MUGA, Teen Shelter, Greenspace - M		9.90	4.17	3.30	17.37	0-4 5-8 9-12 13+	all	free	seven sisters community council
769	Seven sisters	Seven Sisters	Dulais Valley	LEAP	Fixed Play Equipment	Sports facilities / pitches, band stand and amenity greenspace		9.90	4.17	3.30	17.37	0-4 5-8 9-12	all	free	NPTCBC
37	Parc Ynysdawley	Seven Sisters	Dulais Valley	NEAP	Fixed Play Equipment	Green Space - M, MUGA, sports pitches	45.97	9.90	5.03	4.62	19.55	0-4 5-8 9-12 13+	all	free	Ynysdawley Playing Field Association/Welfare Club
640	Goytre Close, Goytre	Taibach	Port Talbot	LEAP	Fixed Play Equipment	Kickabout area		8.25	2.60	5.28	16.13	0-4 5-8 9-12	all	free	NPTCBC
265	Tonna school	Tonna	Neath	LEAP	Fixed Play Equipment	open space		8.25	3.82	4.62	16.69	0-4 5-8 9-12	all	free	Tonnau Primary Community School
241	Dan y bryn	Tonna	Neath	NEAP	Fixed Play Equipment	Kick about area		13.20	4.34	3.96	21.50	0-4 5-8 9-12 13+	all	free	NPTCBC
196	Hunters Ridge, Tonna	Tonna	Neath	LEAP	Fixed Play Equipment	Greenspace S		16.50	4.52	4.62	25.64	0-4 5-8 9-12	all	free	Managed By Others
3509	Tonnau Primary MUGA	Tonna	Neath	Other	MUGA	Awaiting Assessment									
259	Trebanos park	Trebanos	Pontardawe	LEAP	Fixed Play Equipment	Sports Pitch, Teen Shelter		9.90	4.86	5.28	20.04	0-4 5-8 9-12 13+	all	free	Pontardawe Town Council
274	Varteg park	Ystalyfera	Swansea Valley	LEAP	Fixed Play Equipment	green space		9.90	4.34	3.30	17.54	0-4 5-8 9-12	all	free	Ystalyfera Community Council

# Appendix 4.

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## Supervised Play Provision



Service Name	Service Type	Postcode	Min Age	Max Age	Opening Times	Price per Session	Disability Support	Bilingual
8th Port Talbot Beaver Scout Group - Baglan	LEYC	SA12 8PL	5yrs	8yrs	Wednesdays 6pm - 7.15pm (Term Time)	£25/term		
Aberavon Integrated Childrens Centre - After School Club	CASC	SA12 6AX	4yrs	11yrs	Monday - Friday, 3.15pm - 6.00pm	£5.90		
Aberavon Integrated Children's Centre - Playgroup sessions	CPG	SA12 6AX	2yrs	5yrs	Mon - Fri 9.00am-11.30am 1.00pm-3.30pm	£9.50		
Aberavon Integrated Children's Centre - Welsh Medium Playgroup	CPG	SA12 6AX	2yrs	3yrs	Monday to Friday 9.00am to 11.30am	£9.50		Yes
Aberavon Integrated Children's Centre - Wrap Around Care	CWA	SA12 6AX	2mnths	11yrs	Monday - Friday 8.00am - 6.00pm	£3.80 / hour		
Aberavon Intergrated Children's Centre - Flying Start Playgroup	CPG	SA12 6AX	2yrs	3yrs	Mon - Fri 8.50am - 11.20am, 12.50pm - 3.20pm			
Aberavon Intergrated Children's Centre - Full Time Day Care	CFD	SA12 6AX	2yrs	5yrs	Monday - Friday 8.00am - 6.00pm			
Aberavon Intergrated Children's Centre - Holiday Club	CHP	SA12 6AX	4yrs	11yrs	Monday - Friday 8.00am - 5.00pm (school holidays)	£6.50/hour		
Action for Children Pre-School Project Playgroup	CPG	SA12 7BX	1yr	3yrs			Yes	
Adrienne Hendy - Childminder	CHM	SA11 3BJ	0yrs	15yrs	Mon-Thurs 7.30am-6.00pm, Fri 7.30am-4.00pm	£28/day		
Afan Playgroup	CPG	SA13 3EE			Monday - Friday - 9am - 3.30pm			
Aime Crocombe	CHM				Monday- Friday 7.00am-6.00pm			
Alderman Davies Parent and Toddler Group	CPT	SA11 3AA			Friday 9.15am-11.00am			
Alison Bradshaw - Childminder	CHM	SA8 3EL	0yrs	18yrs	Monday - Friday, 7.00am - 6.00pm	£28/day		
Alltwen Parent & Toddler Group	CPT	SA8 3BY	0yrs	5yrs	Thursdays 9:15am - 11:15am	£2.50		
Amanda Rees - Childminder	CHM	SA12 9BY	2yrs	11yrs	Monday - Friday, 7:30am - 6:00pm	£4.10/hour		
Amser Twf	CPT	SA11 3BA			Thursdays 10am			Yes
Baglan Buddies - After School Club	CASC	SA12 8YF	3yrs	11yrs	Monday - Friday 3:20pm - 17:45pm	£6.00		
Baglan Buddies- Holiday Club	CHP	SA12 8YF	3yrs	12yrs	Monday - Friday 8:30am - 5:30pm	£22.00/day		
Baglan Youth Forum	LEYC	SA12 8PA	9yrs	25yrs	Monday, Tuesday, Thursday & Friday 6pm - 9pm			
Bettys Childcare - Childminder	CHM		0yrs	12yrs	Tuesday-Thursday 8.00am-5.30pm	£4.20		
Bizzy Kids Parent & Toddler Group - Parent & Toddler	CPT	SA10 6YU	0yrs	2yrs	Wednesday AM & PM	£1.50		
Blaenbaglan Tiddlywinks Parent and Toddler Group	CPT	SA12 8YF			Friday 9.15am - 11.15am	£1.00		
Blaengwynfi Youth Club	LEYC	SA12 7NN	11yrs	18yrs			Yes	Yes
Blaenhonddan Parent & Toddler Group - Parent & Toddler	CPT	SA10 7PE	1mth	4yrs	Friday 9.00am - 11.00am	£1.50		
Bright Stars	CPG	SA10 8NR	2yrs	11yrs	Mon - Thurs - 8.50am-5.30pm Friday - 3.20pm-5.30pm	£7-£10 Time Slots		
Briton Ferry Childcare	CFD	SA11 2HA	0yrs	8yrs	Monday - Friday 8am - 6pm	£36.00 / day	Yes	Yes
Bryn Youth Club	LEYC	SA12 7NN	9yrs	18yrs	Friday 6.00pm-7.30pm & Friday 8.00pm-10.00pm			
Bryncoch Youth Club	LEYC	SA10 7TT	11yrs	25yrs	Thursday 7pm - 9pm			Yes
Busy Bees Parent and Toddler Group	CPT	SA10 6AW						
Cadoxton Parent and Toddler Group	CPT	SA10 8AR	0yrs	4yrs	Tuesday & Friday 9.15am - 11.15am	£2.50		
Canolfan Maerdy - Full Day Care 0 - 2 years	CFD	SA18 1UP	3mths	2yrs	Monday - Friday 7.30am - 6pm	£34/day		
Canolfan Maerdy - Full Day Care 2 - 3 years	CFD	SA18 1UP	2yrs	3yrs	Monday - Friday 7:30am - 6pm	£34/day		
Canolfan Maerdy - Full Day Care 3 - 8 years	CFD	SA18 1UP	3yrs	8yrs	Monday - Friday 7.30am - 6pm	£34/day		
Canolfan Maerdy - Holiday Club	CHP	SA18 1UP	3yrs	11yrs	Monday - Friday 7.45am - 6pm	£25 / day		
Canolfan Maerdy - Lots of Tots After School Club	CASC	SA18 1UP	3yrs	11yrs	Monday - Friday 3.00pm- 6pm	£8-12		
Canolfan Maerdy - Lots of Tots Breakfast Club	CBC	SA18 1UP	3yrs	11yrs	Monday - Friday 7.45am - 9am	£6-10		
Canolfan Maerdy - Meithrin Playgroup	CPG	SA18 1UP	2yrs	3yrs	Monday - Friday 9.15am - 11.45am 1pm - 3pm	£8.25		
Carole Bartlett - Carole's Childminding	CHM	SA11 3HL	0mth	14yrs	Monday - Friday 7.30am - 6pm	£35.00 / day	Yes	
Carrie Phillips - Childminder	CHM	SA11 3XE						
Catwg After School Club	CASC	SA10 8BL	3yrs	10yrs	Monday-Sat - 8.30am-5.30pm Monday-Friday - 15:15-17:3	£6.00	Yes	
Charlotte Cucuz - Charlotte's Childminding	CHM	SA10 7RF	0mths	8yrs	Monday - Friday 7.30am-5.30pm	£18/Half Day £30/FullDay		Yes
Christopher Thomas - Childminder	CHM	SA10 6SJ	0yrs	14yrs	Monday - Friday 7am-6pm	£32.50 / day		
Cimla Parent and Toddler Group	CPT	SA11 3AZ			Monday 9am - 11am	£1.50		
Cimla Youth Club	LEYC	SA11 3AZ	11yrs	25yrs	Monday 6pm - 8pm		Yes	Yes
Claire Kneath - Childminder	CHM	SA9 2EY			Monday-Friday 7am-6pm			
Claire Nash - Claire's Little Sunshine's	CHM	SA12 9ER	0yrs	8yrs	Monday - Friday 7.30am - 6.00pm	£32.00 / day	Yes	Yes
Claire Nicholls-De Freitas - Munchkinos Childminding	CHM	SA10 6YA	0yrs	16yrs	Monday-Friday - 7.00am-6.00pm			Yes
Coedffranc After-School Care Club	CASC	SA10 6LP	4yrs	11yrs	Monday - Friday 3.00pm- 6pm			
Coedffranc Parent & Child Group	CASC	SA10 6LP	0yrs	3yrs	Tuesday 9-30am-11.30pm Thursday - 1.30pm-3pm			
Croeserw Youth Club	LEYC	SA13 3PL	11yrs	25yrs	Monday 6pm - 8pm		Yes	Yes
Crynallt Parent and Toddler Group	CPT	SA11 3AZ			Thursday 1pm - 3pm			
Crynallt Primary - Breakfast Club	CBC	SA11 3AZ	3yrs	11yrs				
Crynant Youth Club	LEYC	SA10 8RG	11yrs	18yrs	Tuesday 6pm - 8pm Friday 6pm - 8pm		Yes	Yes
Cwmllynfell Youth Club	LEYC	SA9 2GH	11yrs	18yrs	Tuesday & Wednesday 6.30pm - 8.30pm			Yes
Cylch Chwarae Castell-Nedd - Meithrin Playgroup	CPG	SA11 3HG	2yrs	3yrs	Monday-Friday 9:30am-12pm	£8.00		Yes
Cylch Chwarae Pontardawe - Playgroup	CPG	SA8 4HU	2yrs	4yrs	Mon, Tues, Thurs 9am - 12pm Wed , Fri 12pm-3pm	£12.50	Yes	Yes
Cylch Meithrin Cwmnedd - Playgroup	CPG	SA11 5DL	2yrs	3yrs	Mon, Tues, Thurs, Fri 9am - 12pm (term time only)	£8.00		Yes

Service Name	Service Type	Postcode	Min Age	Max Age	Opening Times	Price per Session	Disability Support	Bilingual
Cylch Meithrin Mwy Blaendulais	CPG	SA10 9AA	2yrs	4yrs	Monday - Friday 11.50am-15.10pm			Yes
Cylch Meithrin Pontardawe	CPG	SA8 4JX			Friday 8.45am-3.15pm			Yes
Cylch Ti a Fi Sgiwen Welsh parent & Toddler Group	CPT	SA10 6LH	0yrs	3yrs	Wednesdays 9.30am-11.30pm (Term Time)			
Cymer Afan Tots Parent and Toddlers	CPT	SA13 3EE	0yrs	3yrs	Wednesday 1pm-3pm	£1.00		
Cymmer Youth Club	LEYC	SA13 3EL	11yrs	18yrs	Monday, Tuesday, Wednesday 6-8pm, Friday 5-7pm			Yes
Deborah Francis - Childminder	CHM	SA8 3EL	0yrs	14yrs				
Debra Maddocks - Childminder	CHM	SA13 2RS	3mths	14yrs	Monday - Friday 7.00am - 5pm	£30.00 / day	Yes	
Dovecote Day Nursery	CFD	SA10 9LW	0yrs	5yrs	Monday - Friday 8.00am - 5.30pm	£3.60 / hour		
Elizabeth & Andrew Dye - Childminder	CHM	SA10 7SU	0yrs	8yrs	Monday - Friday 7.00am - 6.00pm	£32.50/day		
Emma Terry -Twinkle Toes	CHM	SA13 2TY			Monday - Friday 8am - 6pm	4.5 / hour		
Eve Piles - Childminder	CHM	SA11 1JS	0yrs	8yrs	Monday - Friday 8am - 5.30pm	£35.00 per day	Yes	Yes
Flying Start Baby Babbling Unders 1's Activity Group	CPT	SA12 6LR	0yrs	1yr	Monday 1.30pm - 2.30pm			
Flying Start Baby Club - Cwmavon	CPT	SA12 9DF			Tuesday 2pm - 3.15pm and Friday 10.30am - 12pm			
Flying Start Baby Club - Taibach	CPT	SA13 1LN			Thursdays 11am - 12.15pm			
Flying Start Baby Massage - Cwmavon	CPT	SA12 9DF			Friday 9.30am - 10.30am			
Flying Start Baby Massage - Taibach	CPT	SA13 1LN			Thursday 10am - 11am			
Flying Start Parent & Toddler - Glynneath	CPT	SA11 5DU	0yrs	2yrs	Thursday 9.15am - 11.15am			
Flying Start Parent and Toddler Group - Taibach	CPT	SA13 1NA			Fridays 1pm-3pm			
Flying Start Parent and Toddler Group - Aberavon	CPT	SA12 6HU			Thursdays 9am - 11am			
Flying Start Parent and Toddler Group - Briton Ferry	CPT	SA11 2LN			Wednesdays 1pm - 3pm			
Flying Start Parent and Toddler Group - Croeserw	CPT	SA13 3PL			Monday and Fridays 12.30pm - 2.30pm			
Flying Start Parent and Toddler Group - Glynccorwg	CPT	SA13 3BN			Mondays 1pm - 3pm			
Flying Start Parent and Toddler Group - Melyn	CPT	SA11 1SS			Mondays 1pm - 3pm			
Flying Start Parent and Toddler Group - Sandfields	CPT	SA12 6SF			Wednesdays 9.15am - 11.15am			
Flying Start Parent and Toddler Group Pontardawe	CPT	SA8 4HU			Mondays 1pm - 3pm			
Funky Footsteps Cylch Meithrin	CPG	SA12 6UQ	2yrs	3yrs	Monday-Friday 7.00am-5.00pm			Yes
Gayle McDonald - Childminder	CHM	SA12 7BE	3mths	12yrs	Monday - Friday 7am - 6pm	£30.00 / day		
Gemma Chapple - Bambinos Childcare	CHM	SA10 8EF	0yrs	12yrs	Monday - Friday 7am - 6pm	£32.00 / day		
Gemma's Childminding - Child minder	CHM	SA10 6TF	0yrs	12yrs	Monday - Friday 7.30am - 6.00pm	£30.00/day	Yes	Yes
Gemma Thomas - Aunty Gems Childminding	CHM	SA10 7FG	0yrs	11yrs	Monday - Friday 7.00am -5:30pm	£30.00 / day		
Georgie Porgie's - Pontardawe	CFD	SA8 3BB	2yrs	11yrs	Monday - Friday 11:30am - 5:30pm			
Georgie Porgie's - Sandfields	CFD	SA12 7NN	2yrs	4yrs	Monday-Friday 8.00am-6.00pm			
Georgie Porgie's Babycare - Briton Ferry	CFD	SA11 2SL						
Georgie Porgie's Playgroup - Melin	CPG	SA11 2DA	2yrs	8yrs	Monday - Friday 10.00am-12.00am	£7.85		
Glynccorwg Youth Club	LEYC	SA13 3AH	11yrs	18yrs	Monday & Wednesday 6pm - 8pm			Yes
Glynneath Youth Club	LEYC	SA11 5DB	11yrs	18yrs	Thursday 6pm - 8.30pm		Yes	Yes
Godrer Graig Parent and Toddler Group	CPT	SA9 2NY	0yrs	3yrs	Thursday 9.15am - 11.15am	£1.00		
Goes Toddlers - Parent & Toddler Group	CPT	SA13 2AW	0yrs	3yrs	Tuesday 9am - 11am	£1.00		
Gwen James - Gwen's Childminding	CHM	SA10 6EF	0yrs	12yrs	Monday - Friday 8am - 5.30pm			
Gwynfi Childcare Club - After School Club	CASC	SA13 3YE	4yrs	11yrs	Monday - Friday 3.20pm - 5.15pm	£2.50		
Gwynfi Childcare Club - Gwynfi Tiny Tots	CPT	SA13 3YE	0yrs	4yrs	Wednesday 9-11am	£1.50		
Heavens Little Treasures Flying Start Playgroup	CPG	SA11 2ND			Monday- Friday 9.00am-3.30pm		Yes	Yes
Helen Jenkins - Helen's House Childcare	CHM	SA10 7FH	0yrs	8yrs	Monday - Friday 8am - 6pm	£30.00 / day		
Helping Hands Childcare Centre - After School Club	CASC	SA11 5AA	4yrs	11yrs	Monday - Friday 3pm - 5pm	£6.00 / session		
Hoots Childcare Centre- Afterschool Club	CASC	SA8 3AB	3yrs	11yrs	Monday- Friday 3.25pm-5.15pm			
Hoots Childcare Centre- Wraparound	CWA	SA8 3AB	3yrs	11yrs	Monday-Friday 11.45am-3.20pm			
Hoots Childcare Centre-Playgroup.	CPG	SA8 3AB	2yrs	3yrs	Monday-Friday 12.50am-3.20pm	£7.50		
Interplay - Holiday Clubs	CHP	SA12 7BL					Yes	
Interplay - over 12s	LEYC	SA12 7BL	12yrs	19yrs			Yes	
Interplay - under 12s	CPG	SA12 7BL	5yrs	11yrs			Yes	
Joanne Jones - Childminder	CHM	SA13 2TE			Monday-Thursday 8.00am-5.30pm	£4.85/hour		
Joanne Thomas - Wellington - Childminder	CHM	SA12 7DE			Monday - Friday 7:00am-6:00pm	£4.00/hour		
John Long - Childminder	CHM	SA12 8BA						
Julie Ellis - Happy Days Julie's Childminding	CHM	SA11 3AZ	2.5yrs	16yrs	Monday - Friday 8am - 8pm (weekends considered)			
Julie Weaver - Childminder	CHM	SA12 9EJ	0yrs	12yrs	Monday - Friday 7.30am-6.00pm	£4.00/hour		
Karen Reed - Childminder	CHM	SA12 8PP			Monday - Friday + Sunday 7.30am-6.30pm	£45.00/day	Yes	Yes
Kathryn Hamm - Kath's Childminding	CHM	SA8 4EG			Monday - Friday 7.00am - 6pm			
Kelly Matthews - Kelly's Childminding Service	CHM	SA13 1TH	3mths	11yrs	Monday - Friday 7.30am - 6pm	£30.00 / day		

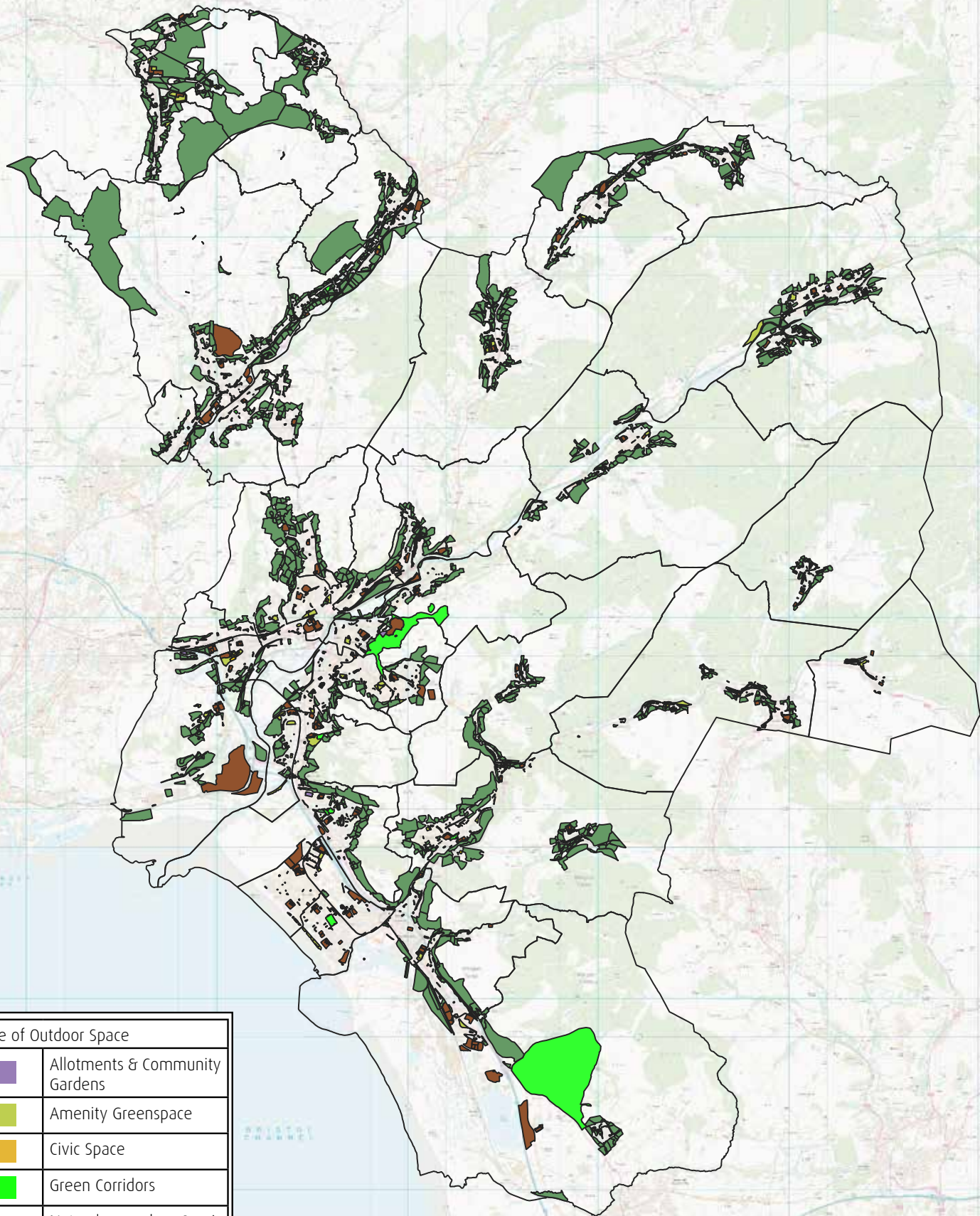
Service Name	Service Type	Postcode	Min Age	Max Age	Opening Times	Price per Session	Disability Support	Bilingual
Kelly Parsons - Kelly's Tots	CHM	SA18 1SW	1mth	12yrs	Monday - Friday 7.00am - 5pm	£2.80 / hour		
Kidz Cottage LTD T/A Toots & Bounce - Children Activites	CPT	SA11 1NJ			Mon-Thurs 9.30am-4pm Fri 9.30am-6pm Sat & Sun - 10am-6pm/4pm	£4.50	Yes	
Kool Kidz - After School Club	CASC	SA10 7UG	3yrs	12yrs	Monday - Friday 3.10pm - 5.30pm	£3.50		
La Leche League of Swansea Valley	CPT	SA9 1BJ			Friday 10.30am-12.30pm (1st and 3rd Friday of Month)			
Lego Club - Sandifelds Library	CHP	SA12 6TG	7yrs	11yrs	Every two weeks Tuesday 3.45pm			
Lilliput Day Nursery - Neath	CFD	SA10 7RF	3mths	8yrs	Mon-Fri 7.00am-6.00pm			
Lindy Lewis - Aunt Ruby's Childminding - Child minder	CHM	SA8 4AH			7.00am - 6.00pm			
Lisa Hughes - Little Buds Childminding	CHM	SA11 3AJ	0yrs	12yrs	Monday - Friday 7.00am-6.00pm	£32.00 / day	Yes	Yes
Little Acorns Nursery	CPG	SA11 3UD			Monday - Thursday 9.00am-12.00pm			
Little People Day Nursery	CFD	SA12 7AH	3mths	8yrs	Monday - Friday 7.30am - 6.00pm			
Little Stars Day Nursery	CFD	SA10 7RF	0yrs	5yrs	Tuesday-Thursday 9.00am-3.30pm			
Little Stars Parent & Toddler Group - Parent & Toddler	CPT	SA11 1AR	0yrs	5yrs	Monday and Thursday 9am - 11am	£1.00		Yes
Little Steps Childcare - After School Club	CASC	SA8 4EB	3yrs	11yrs	Monday - Friday 7.30am - 6pm	£10.00 / day		Yes
Little Steps Childcare - Breakfast Club	CBC	SA8 4EB	3yrs	11yrs	Monday-Friday 7:30am	£5.25 / day		Yes
Little Steps Childcare - Holiday Club - Clwb Joio	CHP	SA8 4EB	5yrs	11yrs		£25.00 / day		Yes
Little Steps Childcare - Club Hwyl! - Pontardawe	CHP	SA8 4EB	5yrs		Monday - Friday 3.15pm-5.15pm			Yes
Little Steps Childcare Centre - Day Nursery	CFD	SA8 4EB	0yrs	11yrs	Monday - Friday 7.30am - 6pm	£47.00/day	Yes	Yes
Little Tinkers Playgroup	CPG	SA11 2YR	0yrs	3yrs	Tuesday 10am - 12pm	£1.50 per session		
Lots of Tots Day Nursery	CPG	SA13 1EW	0yrs	5yrs	Monday - Friday 9.00am-5.00pm			
Lots of Tots - Breakfast Club	CBC	SA18 1UP	0yrs	12yrs	Monday - Friday 7.30am - 6.00pm	£7.00/hour		
Lots of Tots Childcare	CFD	SA13 1EW	0yrs	11yrs	Monday - Friday 7.30am - 6pm	£35.00/day	Yes	Yes
Lydia Ryan - Lydia's Childminding	CHM	SA8 4RX	6mths		Monday - Friday 7.30 - 6pm	£31.50 / day		
Lynette Gethin - Childminder	CHM	SA8 3EZ	0yrs	12yrs	Monday - Friday 7.00am-6.00pm	£4.00/hour	Yes	Yes
Mandy Bowen - Childminder	CHM	SA10 7YG	0mths	13yrs	Monday - Thursday 7.30am - 5.30pm	£30.00 / day		
Margam Youth Centre - Sports	LEYC	SA13 2DY			Monday - Friday 4pm - 9pm			
Margaret Jacobs - Childminder	CHM	SA10 8SD	0yrs	12yrs	Monday - Friday 7am - 6pm	£30.00 / day		
Maria Webley - Childminder	CHM	SA12 9BB			Monday - Friday 7.15am - 5.30pm	£4.00/hour		
Marilyn Gibson - Childminder	CHM	SA11 3XF			Monday-Friday 7.00am-6.00pm			
Martina Thomas - Childminder	CHM	SA10 6SJ			Mon - Thurs 8am - 5.30pm Fri 8am - 4pm	£25.00		
Meithrinfa Ddydd Ser Bach / Little Stars Day Nursery	CFD	SA10 7RF	2yrs	5yrs	Tuesday - Thursday 9.00am-3.30am			Yes
Meithrinfa Ddydd Y Waun	CFD	SA18 2EP	8yrs	6yrs	Monday - Friday 8.00am-6.00pm	£30.00 / day		Yes
Meithrinfa Ddydd Y Waun - Parent and Toddler	CPT	SA18 2EP			Monday-Friday 9.15am-11.10pm	£5.00		Yes
Melin Infants Flying Start Playgroup - Playgroup	CPG	SA11 2DD	2yrs	3yrs	Monday - Friday 9am - 11.30am 12.30pm - 3pm	£7.00	Yes	Yes
Melin Flying Start All Day Care - Day Nursery	CFD	SA11	2yrs	11yrs	Monday-Friday 8.00am-5.00pm		Yes	Yes
Melin Juniors Flying Start	CPG	SA11 2ED	2yrs	11yrs	Monday - Friday 8.30am-5.45pm	£7.00	Yes	Yes
Miles of Smiles Day Nursery	CFD	SA12 8EB	3mths	8yrs	Monday - Friday 7.00am - 6pm			
Neath Port Talbot Day Nursery	CFD	SA12 7BX	1mth	4yrs	Monday - Friday 7am - 6pm	£41.50 / day	Yes	Yes
Neath Town Centre Youth Club	LEYC	SA12 7NN	11yrs	18yrs			Yes	Yes
Nicola Grandon - Childminder	CHM	SA13 2AS	0yrs	10yrs	Mon,Wed,Friday 7.00am-6.00pm	£35.00/day	Yes	Yes
Niketa Thomas - Niketa's Childminding Service	CHM	SA10 7UG	0yrs	16yrs	Monday - Friday 7am - 6pm	£4.00/hour		
Once Upon A Time Childcare	CFD	SA11 3EJ	2yrs	11yrs	8.30am - 6pm Monday - Friday	£30.00	Yes	Yes
PALS - Daycare	CFD	SA11 1AQ	2yrs	12yrs	Monday - Friday 8am - 6pm	£11.50	Yes	Yes
PALS - Holiday Club	CPT	SA11 1AQ	0yrs	5yrs		£20.00/day	Yes	Yes
PALS- Playgroup	CPG	SA11 3UG	2yrs	5yrs	Monday - Friday 9am - 12pm	£7.00	Yes	Yes
PAT'S Parent and Toddler Group	CPT	SA12 6DZ			Mondays and Thursdays 1pm - 2.30pm	£1.50		
Renee Phillips-Gall - Childminder	CHM	SA10 6SJ	2mths	13yrs	Monday - Friday 7.00am - 5.00pm	£4.00/hour		
Resloven Toddler Time	CPT	SA11 4HH	0yrs	4yrs	9.30am - 11am Wednesdays (Term Time)	£1.00		
Resolven Building Blocks - Day Nursery	CFD	SA11 4AB	0mths	2yrs	Monday - Friday 8am - 6pm		Yes	Yes
Resolven Building Blocks - Holiday Club	CHP	SA11 4AB	4yrs	12yrs	Monday - Friday 8am - 6pm	£8.75		Yes
Resolven Building Blocks - After School Club	CASC	SA11 4AB	3yrs	12yrs	Monday - Friday 3.20pm - 6pm	£12.60		Yes
Resolven Building Blocks - Playgroup Session- Over 2's	CPG	SA11 4AB	2yrs	4yrs	Monday - Friday 9am-11am	£10.50		Yes
Resolven Building Blocks - Wraparound	CWA	SA11 4AB	2yrs	4yrs	Monday - Friday 11.30am-6.00pm			Yes
Rhian Doyle - Little Green Buds Childminding	CHM	SA10 6YD			Monday - Sunday 7am - 6pm	£4.50/hour		Yes
Rhiannon Jones - Rhiannon's Childminding	CHM	SA10 9DY	0yrs	14yrs	Monday - Friday 7.30am - 6pm			
Rhos Wrigglers - Parent and Toddler Group	CPT	SA8 3EB	0yrs	3yrs	Wednesday 2pm - 3.15pm			
Rolling Zone Mobile Youth Provision	LEYC	SA10 6HZ	11yrs	18yrs				Yes
Rompers Day Nursery	CFD	SA11 5DB	0yrs	11yrs	Monday - Friday 8am - 6pm	£3.50 / hour		Yes
Ruth Howard - Childminder	CHM	SA11 3SN			Monday - Friday 7.00am-6.00pm			









Service Name	Service Type	Postcode	Min Age	Max Age	Opening Times	Price per Session	Disability Support	Bilingual
Samantha Mellens - Childminder	CHM	SA10 8BT	0yrs	8yrs	Monday - Friday 8am - 6pm			
Sandfields Toddlers	CPT	SA12 7BL	0yrs	5yrs	Mon, Thurs, Fri 1.30pm - 3pm Wed 9.30am - 11.30am	£1.50		
Sandfields Youth Club	LEYC	SA12 7BL	11yrs	18yrs	Mon - Thurs 6.45pm - 8.45pm Friday 6.00-8.00pm			Yes
Sandy Feet Day Nursery	CFD	SA12 7HE	2mths	12yrs	Monday - Friday 7.30am - 6pm	£37.00/day	Yes	
Seven Sisters Youth Club	LEYC	SA10 9DN	11yrs	15yrs	Tuesday and Thursday 6:30pm – 8:30pm		Yes	Yes
Sharon Williams - Childminder	CHM	SA8 3HL	0mths	8yrs	Monday - Friday 7.30am - 6pm	£32.00 / day		Yes
Skewen Methodist Parent & Toddler Group	CPT	SA10 6HG	0yrs	3yrs	Friday 9.30am - 11.30am	£1.50		
SNAC - Cutie Corner	CPT	SA13 2BL	0yrs	4yrs	Thursday 9.30am - 12.30pm	£4.00	Yes	
SNAC - Open Sessions	CPG	SA13 2BL	5yrs	28yrs	Thursday 4pm - 8pm Saturday 1.00pm - 5pm	£5.00	Yes	
SNAC - School Holiday Activities	CHP	SA13 2BL			Monday - Friday 9.30am - 3.30pm	£22.50	Yes	
SNAC - Youth Club	LEYC	SA13 2BL	9yrs	28yrs	Tues & Fri 5pm - 8pm or 4.30pm - 8.30pm	£10.00	Yes	
St Josephs Infant Language & Play	CPT	SA12 6LF	0yrs	4yrs	Tuesday 9am-10am			
St Peters Church Parent and Toddler Group	CPT	SA11 3UG			Thursday 12.30pm - 2.30pm	£1.00		
Stephanie Jones - Childminder	CHM		0yrs	12yrs	Monday - Friday 7:00am-6.00pm			
Streetwise Childrens Club	LEYC	SA13 1US	7yrs	11yrs	Thursday 6pm-7pm	£1.00		
Susan Helen Wood - Childminder	CHM	SA12 8UF	0yrs	11yrs	Wednesday - Friday 8am - 4.30pm	£35.00 / day		
Taibach Youth Club	LEYC	SA13 2BN	11yrs	18yrs			Yes	Yes
Tara Roche - Childminder	CHM	SA13 1TT	0yrs	8yrs	Mon - Fri 8am - 5.30pm			
Tiddlywinks Port Talbot - Creche	CMC	SA13 2BL	2yrs	7yrs	Monday - Friday 9am - 5pm	£7.00		Yes
Tiddlywinks Port Talbot - Day Care	CFD	SA13 2BL	0yrs	8yrs	Monday - Friday - 8.30am - 3.30pm	£25		Yes
Tiddlywinks Ystalyfera - After School Club	CASC	SA9 2HR	4yrs	13yrs	Monday - Friday 3.30pm - 5.30pm	£6.50		Yes
Tiddlywinks Ystalyfera - Breakfast Club	CBC	SA9 2HR	3yrs	11yrs	Monday - Friday 8am - 9am	£3.90		Yes
Tiddlywinks Ystalyfera - Cylch Meithrin	CPG	SA9 2HR	2yrs	3yrs	Monday - Friday 9.00am - 5.00pm			Yes
Tiddlywinks Ystalyfera - Cylch Ti a Fi Neuadd Gymuned	CPT	SA9 2HR	0yrs	2yrs	Wednesday 1:00pm-3.00pm			Yes
Tiddlywinks Ystalyfera - Cylch Ti a Fi Ystalyfera	CPT	SA9 2HR	2mths	2yrs	Wednesday 1pm - 2.50pm	£2.00		Yes
Tiddlywinks Ystalyfera - Day Nursery	CFD	SA9 2HR	0mths	2yrs	Monday - Thursday 7am-7pm	£4.50		Yes
Tiddlywinks Ystalyfera - Holiday Play Care	CHP	SA9 2HR	4yrs	13yrs	Monday - Friday 7am - 7pm	£22.60 / day		Yes
Tiddlywinks Ystalyfera - Mobile Creche	CMC	SA9 2HR	2mths	13yrs				Yes
Tiddlywinks Ystalyfera - Mums Matter and Natter Group	CPT	SA9 2HR	0yrs	2yrs	Tuesday 1.15pm - 2.45pm			Yes
Tiddlywinks Ystalyfera - Open Access Play	CPG	SA9 2HR	5yrs	15yrs				Yes
Tiddlywinks Ystalyfera - Wrap Around Care	CWA	SA9 2HR	3yrs	4yrs	Monday - Friday 11am - 5pm	£18.40		Yes
Tonmawr Tots - Parent & Toddler	CPT	SA12 9UB	0yrs	4mths	Tuesday 1pm - 3pm	£2.00		
Tracey Morris - Childminder	CHM	SA12 9AZ	0yrs	12yrs	Monday - Friday 7am - 6pm	£4.00		Yes
Tracey Pritchard - Childminder	CHM	SA11 3JB			Monday-Friday 7.00am - 6.00pm			
Tywyn Kids Club - After School Club	CHP	SA12 6JF	3yrs	11yrs	Monday - Friday 3.15am - 5:30pm	£6.00		
Tywyn Kids Club - Holiday Club	CHP	SA12 6JF	3yrs	11yrs	Monday - Friday 9.00am-3.30pm			
Vivienne Morgan - Childminder	CHM	SA10 7PU	0yrs	12yrs	Monday - Friday 7.30am - 6pm	£30.00 / day	Yes	Yes
Wendy McQuillan - Wendys Childminding	CHM	SA11 5DH	0yrs	16yrs	Monday - Sunday 7am - 5.30pm	£4.50 / hour	Yes	Yes
Who Let The Dads Out	CPT	SA10 6SR	0yrs	6yrs	First Saturday of month 10am -12pm	£2.00		
Ystalyfera Youth Club	LEYC	SA12 7NN	11yrs	18yrs	Monday 6.00pm-8.00pm		Yes	Yes

# Appendix 5.

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## Spaces with Potential for Play



Type of Outdoor Space	
	Allotments & Community Gardens
	Amenity Greenspace
	Civic Space
	Green Corridors
	Natural and Semi-Natural Greenspace
	Outdoor Sports
	Parks and Gardens
	Provision for Children and Young People
	Unclassified
	Woodland

Tudalen234

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**NEATH PORT TALBOT COUNTY BOROUGH  
COUNCIL**

**Education Skills and Culture Cabinet Board**

**6<sup>th</sup> June 2019**

**REPORT OF HEAD OF TRANSFORMATION**

**ANDREW THOMAS**

**MATTER FOR DECISION**

**WARDS AFFECTED – ALL WARDS**

**School Terms Dates 2021/2022**

**Purpose of the Report**

1. To obtain Education Skills and Culture Cabinet Board permission to approve the proposed school term dates in respect of the 2021/2022 academic year.

**Executive Summary**

2. The Local Authority is responsible to determine school terms and holiday dates for community and maintained special schools.
3. The proposed school term dates 2021/2022 have been consulted upon



4. Consultation took place between the 15th March 2019 and 3rd May 2019. Consultees included governing bodies, trade unions and other admission authorities including those in the relevant area.

## **Background**

5. To ensure harmonisation of school term dates across Wales, the Welsh Government have issued legislation which gives the Welsh Ministers power to direct authorities and the governing bodies of voluntary aided and foundation schools on the school term dates that they set.
6. Where agreement cannot be met, Welsh Ministers have the power to intervene and direct the Local Authority.
7. It is a requirement that the Authority inform the Welsh Ministers of term dates for the school year 2021/2022 by the final working day in August 2019.
8. The 2021/2022 school term dates proposed by Neath Port Talbot are the same as those that have been proposed by City and County of Swansea, Bridgend, Merthyr Tydfil, Rhondda Cynon Taff, Caerphilly, Torfaen, Newport, Vale of Glamorgan, Monmouthshire, Cardiff and Blaenau Gwent.
9. At its meeting on 28<sup>th</sup> February 2019, the Education Skills and Culture Cabinet Board approved consultation on the proposed 2021/2022 school term dates.
10. Consultation took place between the 15<sup>th</sup> March 2019 and 3<sup>rd</sup> May 2019. Consultees included governing bodies, trade unions and other admission authorities including those in the relevant area
11. Permission is sought to approve the proposed 2021/2022 term dates which are attached as Appendix A and for them to be submitted to the Welsh Ministers.

## **Consultation**

12. Consultation took place between the 15th March 2019 and 3rd May 2019. Consultees included governing bodies, trade unions and other admission authorities including those in the relevant area.
13. No comments were received from neighbouring Authorities



14. No comments were received from the Trade Unions.

### **Financial Impact**

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

### **Equality Impact Assessment**

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

### **Workforce Impacts**

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

### **Legal Impacts**

18. In relation to this specific purpose of the report, there is a legal requirement that the 2021/2022 school term dates must be submitted to the Welsh Ministers by the final working day of August 2019.

### **Risk Management**

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

### **Recommendations**

20. To approve for submission to the Welsh Ministers the proposed 2021/2022 school term dates.

### **Implementation of Decision**

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

## **Appendices**

22. Appendix A: Proposed School Term Dates 2021/2022.
23. Appendix B : Consultation Report.

## **List of Background Papers**

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

## **Officer Contact**

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



**School Terms and Holiday Dates**  
**2021/2022 Academic Year**

		<b>Mid Term Holiday</b>			
<b>Term</b>	<b>Term</b>	<b>Begins</b>	<b>Ends</b>	<b>Term Ends</b>	<b>Days</b>
Autumn 2021	Thursday 2nd September	Monday 25 <sup>th</sup> October	Friday 29 <sup>th</sup> October	Friday 17 <sup>th</sup> December	<b>72</b>
Spring 2022	Tuesday 4 <sup>th</sup> January	Monday 21 <sup>st</sup> February	Friday 25 <sup>th</sup> February	Friday 8 <sup>th</sup> April	<b>64</b>
Summer 2022	Monday 25 <sup>th</sup> April	Monday 30 <sup>th</sup> May	Friday 3 <sup>rd</sup> June	Friday 22 <sup>nd</sup> July	<b>59</b>
				<b>Total</b>	<b>195</b>

**Schools will be closed to pupils for INSET/Staff Preparation on five days between Thursday 2<sup>nd</sup> September 2021 and Friday 22<sup>nd</sup> July 2022.**

**Bank Holidays**

Good Friday	Friday	15 <sup>th</sup> April 2022
Easter Monday	Monday	18 <sup>th</sup> April 2022
May Bank Holiday	Monday	2 <sup>nd</sup> May 2022
Spring Bank Holiday	Monday	30 <sup>th</sup> May 2022

Mae'r dudalen hon yn fwriadol wag

## **CONSULTATION REPORT**

School Term Dates in relation to the 2021/2022 academic year.

### **Purpose of the consultation report**

1. This report is to inform Members of the outcome of consultation.

### **Consultation Process**

2. The consultation invited comments on proposed 2021/2022 School Term Dates for community schools within Neath Port Talbot County Borough Council. Views were invited from head teachers and governing bodies of community and voluntary aided schools, neighbouring local authorities and the Trade Unions.

### **Summary of responses to consultation**

3. No responses were received.

### **Officers Comments**

4. Members may wish to note that the Welsh Government have issued legislation which gives the Welsh Ministers power to direct authorities and the governing bodies of voluntary aided and foundation schools on the school term dates that they set.

Mae'r dudalen hon yn fwriadol wag