



## NEATH PORT TALBOT PUBLIC SERVICES BOARD

### Highlight Report

<b>Well-being Objective</b>	
<b>All children have the best start in life</b>	
<b>Group/Partnership</b>	
<b>Children and Young People's Leadership Group</b>	
<b>Reporting Period</b>	
May 2024 to October 2024	
<b>Steps</b>	
<ul style="list-style-type: none"><li>• Take a co-ordinated approach to supporting the mental health and well-being of our children and young people so they are able to flourish and thrive.</li><li>• Ensure that when our youngest children start school they are confident and ready to learn.</li><li>• Ensure better alignment of early intervention services in order to meet the needs of our children, young people and their families.</li><li>• Support and advise our school leavers to increase access to employment, education or training.</li></ul>	
<b>Current position/recent progress:</b>	<p><u>Take a co-ordinated approach to supporting the mental health and well-being of our children and young people so they are able to flourish and thrive.</u></p> <p>52 primary schools (98.1%), 8 secondary schools (100%), 2 special schools (100%) are on board with the Whole School Approach to Emotional Health and Wellbeing.</p> <p>The Wellbeing and Behaviour Service (WBS) has played a pivotal role in the delivery of the Youth Mental Health First Aid (YMHFA) and Trauma Informed Schools (TIS) initiatives during 23/24. Schools adopting a county wide training approach have seen a significant increase in</p>



mental health awareness among students, teachers, and staff. Over 2,000 educators, including school staff, Youth Service staff, Inclusion staff and wider partners such as Social Services and CAMHS have received training in recognising and responding to signs of mental health issues. This training has empowered them to provide immediate support and refer students to appropriate services. To support the growing demand around mental health awareness, the service aims to roll out a secondary phase of the training model to Primary school settings and plans are underway to expand into enhancing parental awareness. The goal is to reach an additional 1,000 educators and staff over the next three years, ensuring that every school has the resources to support student mental health effectively. Future plans include initiatives to involve students more actively in the programme. Peer support schemes and student-led mental health campaigns will be developed to empower students to take an active role in promoting mental wellbeing within their communities.

The WBS offers Forest School Level 3 training to all primary, secondary, and specialist school settings, targeting various roles within education. This includes teachers, teaching assistants, wellbeing officers, family engagement workers, Cynnydd staff and wider partners such as social services. Aligning with the 2006 Department of Education manifesto advocating for more outdoor learning opportunities, this initiative seeks to expand engagement in nature-based education. Since starting the delivery of the Forest School Level 3 course in 2021, 74 members of staff have been trained. There is a new cohort allocated for autumn term 2024 next which will increase the total to 83 participants.

The Tonnau team (part of the Educational Psychology Service) provides Emotional Literacy Support Assistants (ELSA) training every term for new ELSAs (approx. 14 new ELSAs a term) and also provides half termly supervision sessions for over 135 ELSAs. The ELSAs provide emotional support to over 1000 NPT pupils a year with an average wellbeing increase of 23% as a result of ELSA intervention. Tonnau also provides support and advice through consultation to parents and colleagues in Education Welfare, Social Services, Families First and schools to help promote the wellbeing and engagement of the children and young people who they support. Tonnau facilitates joint termly planning across inclusion services for schools and the community model of service delivery all highlight the collaborative work that is currently underway in NPT to support the emotional health and wellbeing needs of pupils.



In response to need, NPT LA provides an effective counselling and therapeutic service for children in Years 1-13, which extends beyond the statutory age range for service delivery. Comparative Welsh Government data shows that NPT School Based Counselling Service (SBCS) ranks first across Wales in terms of average improvement. It is expected that when the national statistics for School Based Counselling is released by Welsh Government in 2025, that NPT School Based Counselling Service (SBCS) will rank highly for 2023/2024. Feedback is reflected upon and changes to service delivery made where necessary and/or appropriate. The LA recognises an increased demand on the service has led to extended waiting times for therapy which are currently being reviewed.

The Youth Service Emotional Health Team and Families First Team provided sessions to young people from vulnerable groups such as Young Carers, Young Parents, LGBTQ+ young people. The aim of this work is to improve the wellbeing of young people who have characteristics that may put them at risk of becoming NEET or Homeless. At the end of quarter 1:

- 25 Young Carers supported
- 20 Young Parents supported
- 16 LGBTQ+ Young People supported

The Youth Service has provided young people with a safe space where they can access youth work support along with social, education and recreational activities through community-based youth clubs. These spaces include a Welsh language youth club and help support with the cost of living by providing a free, safe and warm space with free healthy food and snacks along with help and advice. AT the end of quarter 1 the total number of young people who accessed a local authority community based youth club was 565

The Youth Service also deliver the Duke of Edinburgh Award Scheme in all secondary schools. The DofE provides a positive focus and structure that can help young people stay motivated and curious. Young people can choose their own activities, which can help them feel more engaged and motivated. The DofE also helps young people connect with others and form social bonds, learn new skills and build confidence as they take on new challenges, help young people develop empathy and compassion as they contribute to their communities. During quarter 1 a total of 22 young people have signed up for the award scheme, this number will significantly increase during the September term.

The Youth Service also takes an active role in recognising achievements of young people as this can have a positive impact on mental health.



The Youth Service holds a range of celebration events over the year including the Youth Council, Horizons, Targeted Group celebration evenings and the Duke of Edinburgh's Award Scheme Presentation Evening.

The Youth Service Legacy, KIT Horizons, Families First and Youth Support Teams all support young peoples mental health and wellbeing in order to achieve their aims and objectives. Youth Workers provide young people access to a trusted adult and deliver a person-centred approach in helping them address the barriers and issues they face.

The Youth Service co-ordinates the Food & Fun Programme for the local authority. Food and Fun is a school-based education programme that provides food and nutrition education, physical activity, enrichment sessions and healthy meals to children during the summer holidays. During the current cost of living crisis, we see programme as helping with the young persons and families emotional and mental. It has helped with holiday hunger and also provides young people and their families with free fun activities.

In partnership with Educational Psychologist the Families First Youth Workers are able to offer young people and their families drop-in appointments to discuss any concerns or how they are doing within schools.

Curriculum for Wales is rolling up now to Year 9 and below in all our schools, it is a purpose led curriculum. One of the four purposes is Healthy confident individuals who are ready to lead fulfilling lives as valued members of society. This purpose specifically focuses on learners' Health and Well-being. In our support programme for schools we encourage practitioners to really get to know the key characteristics of the four purposes. This includes understanding that they are made up of knowledge, understanding, skills, values and attitudes. Values and attitudes are an important part of developing learners' health and well-being.

All schools have a duty to publish their curriculum statement, nearly all of them clearly identify the importance of learners' health and well-being of learners and state the values and attitudes they want to develop in their learners.

Health and Well-being is one of the six areas of learning and experience (AoLEs).

'The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different



components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.'

The three stages continue to be relevant to schools as they deepen their understanding and refine their curriculum. These stages are cyclical, meaning schools should return to these phases over time and in greater depth. Schools should look to continually develop their understanding of the Curriculum for Wales and of their own learners.

Learners' health and wellbeing continues to be a key consideration when designing their curriculum. It underpins learners' needs, enabling learners to progress and forms part of understanding how they are progressing. As schools design their curriculum, understanding how it impacts and supports learners' wellbeing will be a key to successful learning.

**Ensure that when our youngest children start school they are confident and ready to learn**

As a result of research findings and following a successful pilot scheme, the WBS has established a Nurture Programme focused on fostering development in mainstream schools, specifically targeting students during their transitioning period from foundation phase into the early stages of key stage 1. This programme can be offered as a whole class approach or for smaller groups of up to 10 pupils and offers guidance, modelling for staff and resources during start-up sessions to effectively implement nurturing practices, as well as staged reviews and supervisions. Furthermore, the WBS Family Engagement Officer collaborates closely with parents and guardians, building trusting relationships, reinforcing educational messages, and providing training packages. This comprehensive partnership ensures a cohesive approach, enhancing children's socio-emotional development and overall wellbeing. To extend the reach of the WBS Nurture Model, it is proposed that from September 2024 the program will support a maximum of six schools at any one time. This approach is in line with current staff capacity and ensures high-quality service delivery. The model will be implemented over two academic terms, allowing for timely interventions that align with school-based schedules. The inclusion of a Family Worker is critical in this model, as they provide personalised support and facilitate communication between the school and families.



The 'Community Early Years Educational Psychology Circles of Support' model was launched in September 2021, alongside implementation of ALNET, including preschool aged children.

There are 6 communities which are defined by school catchments, and therefore the area which a child is likely to access education and activities within a community. The aim is to provide support at varying levels depending on the child's need – from accessing and supporting with training/resources for all EYs families to individual early advice/support with families through consultation. Feedback from families following support is overwhelmingly positive and the team have successfully submitted two abstracts to present at a regional and national conference. This has led to a number of LAs/Teams linking to find out more about our development and impact. An NPT colleague also nominated the team for an award under the category of 'Innovation'. Examples of the team's partnership working have been referenced as best practice examples by the British Psychological Society and Senedd Children and Young People's Committee.

The Early Years Additional Learning Needs Lead Officer, facilitates multi agency 'school starters' cluster planning meetings, which have been embedded across the school clusters, as part of the early identification support offer from the LA. So far 536 children across 53 schools have been discussed. The sessions are reported to be worthwhile and allow schools to effectively plan for their Inclusive Learning Provision (ILP) and ALP upon the child's transition to school. 97% of schools reported they found the sessions excellent and a highly effective use of time. 100% also reported that the sessions have assisted the school with planning for transition and provision.

The Early Years ALN Lead Officer (EYALNLO) has successfully established an Early Years Multi Agency Panel (EYMAP), which consists of both LA (Education and Social Services) and Health professionals to ensure collaborative working. The Panel meets on a weekly basis to discuss children who have become known to either Education, Social Services and/ or Swansea Bay Health Board and who have potential ALN. Children from as young as 18 months are discussed, supported and monitored. Support is provided to children and their families in a variety of ways including outreach support, childcare, transition support and signposting and referrals. It also ensures a robust decision making process for children who may require an Individual Development Plan (IDP). Since September 2022, 628 children have been discussed at EYMAP. 133 of those discussed have also been provided with a LA Maintained IDP, which clearly outlines their ALN



and the ALP required to meet them. To date, there has been no appeal lodged to Education Tribunal Wales (ETW) for pre-school children therefore highlighting that the decision making process EYMAP performs is robust and the plans produced are high quality.

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During 2023, the 'Caterpillars' ALN Playgroup was successfully established. This is attended by pre-school children from as young as 15 months of age, who have had developmental delay/ emerging needs identified by the Health Visiting Service through their routine developmental checks. It runs on a weekly basis and is supported by a multi-agency team which includes representatives from ALNSS, Portage, Speech and Language Therapy, Occupational Therapy, the Educational Psychology Service (EPS) and the Childcare Disability Team (CDT). To date, 44 children have accessed this playgroup and of the feedback provided 100% of parents have reported that they found the sessions helpful and that their confidence in supporting and understanding their child's needs has also increased.

Ensure better alignment of early intervention services in order to meet the needs of our children, young people and their families

The Early Intervention and Prevention Panel works in partnership to ensure the family get the service they need.

The EIP Panel have information briefing meetings where partner agencies and guests are given slots to promote their services to increase awareness of what provision is available to young people and their families.

The Youth Service also supports young people identified via the panel through its Families First Youth Work Team. This support is mostly



delivered on a one-to-one basis and can take place in a range of settings such as in school, in the home or in the community. This is based on what works best for the young person.

At the end of quarter 1 the Families First Youth Workers have finished supporting 18 young people with 83% stating an improvement in their emotional/wellbeing. The aim of the Families First Youth Workers remit is improving their emotional/mental wellbeing, improving their own resilience, reporting an improvement in the family's resilience and having improved family relationships.

The Youth Service also provides early intervention and prevention support to address the risk of youth homelessness. The Youth Homeless Prevention Team deliver Awareness Raising sessions to secondary schools, looking at topics such as the causes of homelessness, costs of independent living and the support available. At the end of quarter 1 the team have provided support to 17 young people who have been identified as being at risk of youth homelessness.

The Youth Homelessness Prevention Coordinator has arranged meetings with almost all secondary schools to identify pupils in need of support which will take place in September and October.

Young Carers Awareness Raising sessions are delivered to every young person in Year 9 in all Comprehensive schools in NPT. This serves two functions – firstly to highlight the importance of Young Carers and their role and secondly, to encourage potential Young Carers to self-identify themselves so support can be put in place in school or to access the NPT Young Carers Service and / or have a Young Carers Assessment through Children's Services.

The Project also runs Community events to raise awareness of Young Carers and also provide training to professional and organisations including teaching staff, social workers and the third sector.

The Tonnau team trains and supervises Teaching Assistants in our schools to become ELSAs who are qualified to provide early intervention to improve the wellbeing of pupils in their schools. Tonna also provides early intervention to support parents, SGOs and foster carers with direct access to an Educational Psychologist in Tonnau Parent Drop-in once a month. Tonnau also provides a fortnightly Podcast discussing issues pertinent to NPT parents and carers whereby they can interact with the Educational Psychologist live by asking questions and/or listen to the podcast later on streaming platform.





Support and advise our school leavers to increase access to employment, education or training

The Lead Officer for Post 16 has collaborated with colleagues within the wider Education Directorate to create an Enhanced Transition Framework, which includes the implementation of a Multiagency Transition Screening Meeting (MATSM). The aim of the MATSM is to ensure a co-ordinated approach to support for young people who need enhanced transition into post 16 provision. This may include young people who have Additional Learning Needs (ALN), face challenging circumstances, have mental health issues, and/ or who are disengaged from education or any other reason. This has been successfully piloted in two secondary schools to date and all NCY 11 learners in these schools last year, who were identified as being at risk of disengagement and in need of enhanced transition support during the process, were allocated a key worker who supported their transition to their chosen FEI. Impact/ success will be measured in autumn term 24. The LA is now in the process of rolling out MATSM, with a view to all secondary schools participating in summer term 2025. Furthermore, there will also be a MATSM for learners who are Electively Home Educated (EHE).

Each secondary school and specialist Social Emotional and Behavioural Difficulties (SEBD) provision has a full-time Cynnydd Youth Engagement worker who becomes integrated within the school, building strong relationships with staff and playing a key role in decisions around the individual needs of students. These workers tailor programs to help young people succeed, acting as lead workers under the Youth Engagement and Progression Framework. Their role fosters collaboration with partners like Social Services, Youth Services, CAMHS, and local colleges, to prevent young people from becoming NEET (not in education, employment, or training), while breaking barriers to education and raising aspirations.

Currently, Cynnydd Workers are supporting:

- 267 young people to stay engaged in education,
- 252 in developing life skills,
- 142 in completing courses or gaining qualifications.

These numbers are expected to rise with the upcoming quarterly report.

The Youth Support Multi Agency Group continue to meet on a regular basis and the Youth Engagement Strategy has been reviewed but is still in Draft waiting for some final approvals. The Youth Support Multi



	<p>Agency Group has over 40 members and provides regular updates and information sharing opportunities on a range of topics to help support young people.</p> <p>The Youth Service also holds regular meetings with Work Based Learning Providers to ensure that there is a coherent and consistent approach to post 16 provisions and transitions.</p> <p>The Youth Service Legacy Team work with a range of partners to give young people who are at risk of becoming NEET a diverse and broad options menu to help with their transition. At the end of quarter 1 the Legacy Youth Workers have supported over 100 year 11 pupils.</p> <p>The Youth Service also supports young people who are Electively Home Educated (EHE). During this reporting period (qtr 1 the Keeping in Touch Team have supported 21 year 11 EHE pupils.</p> <p>The Youth Engagement and Progression Coordinator meets with all secondary schools to identify those young people who need transition support.</p> <p>We have developed a draft Youth Engagement Strategy for NPT. The document is currently being finalised in readiness for presentation to Cabinet.</p> <p><b>Employability and Skills –</b></p> <p>NPT Employability provides a holistic employability 1-2-1 mentoring provision for NPT, offering a single point of contact to stakeholders and businesses for referrals, to ensure we upskill our people making them job ready for progression via training, online job searching, volunteering, paid work opportunities or work experience.</p> <p>NPT Employability have developed excellent links with the local area coordinator for The Prince’s Trust programme who offer opportunities for our young people to upskill and undertake training. Prince’s Trust staff are available throughout their training programme locations in NPT to tailor support for each young person and help them further build on their personal and social skills providing support to get into employment, further training or volunteering.</p> <p>NPT Employability continues to have a presence in Port Talbot and Neath Job Centre’s specifically for young people and work together with the Work Coaches to ensure our young people have all the help and support to enter into employment or training. A total of 331 engagements, 42 have completed volunteering, 190 job outcomes, 33 paid work opportunities and 45 completed a training course.</p> <p>SPF Sustainable Communities Growth Fund In-Work Support Mentor continues to offer employment support for customers who are working</p>
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	<p>low hours and looking to increase their income to improve their lives financially. 26 Engagements and 18 Job Outcomes.</p> <p>Our Skills Coordinator has mapped existing training opportunities and skills gaps and focussed on emerging developments and skills requirements in NPT.</p> <p>Through our coordination of the SPF Skills and Multiply Project Forum, we have facilitated the sharing of information on opportunities for schools, pupils and young people. The Forum provides an opportunity to provide updates project opportunities and progression routes.</p> <p>Through Shared Prosperity Funding, NPT Employability has given us the opportunity to offer all year 10's within our secondary educational system an offer of a work experience placement (WEP). This work has been invaluable and a real success to those who have undertaken WEP. During this quarter we have had 73 young people who have undertaken WEP.</p> <p>SPF Sustainable Communities Growth Fund awarded £994,854.57 out of the £1m allocation. Successfully awarded projects include outreach youth activities dealing with guidance for young people involved in antisocial and/or offending behaviours; a project which has created 2 part time Early Intervention and Prevention posts to work with and support young children and their families, removing barriers to participation and assisting with positive parenting; a project that supplies good quality, donated, clothes, free of charge, to those struggling with the cost of living and another project which focusses on the transition period of young carers aged 16 – 24 where a full time officer is able to deliver emotional and practical support to ensure the young carer is prepared for entry into adult services.</p> <p>Skills and Training Get Ready, Engagement and Advancement programme helps young people into Work Based Learning and offers a structured programme for those keen to explore the world of work. Currently 90 on programme. S&amp;T continue to provide an Apprenticeship Childcare and Hairdressing/Barbering programme with 56 learners currently on programme. Skills &amp; Training also provide an alternative pathway within Hairdressing and Barbering to our young people in Ysgol Bae Baglan currently 42 learners on programme We are also working with 6 pupils referred from the OWLS project – working with some of the most difficult and hard to reach pupils who are excluded or struggling with school attendance.</p> <p>The SPF Pathways to Progression Project has continued to work with Year 10 and Year 11 pupils to provide vocational training, and qualifications, in Childcare, Hospitality, Beauty and 'Green' Construction. Retail and Business courses are also scheduled. The</p>
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	<p>project has been extended to February 2025. To date 72 pupils have started courses, gaining skills and knowledge of the various routes and also future job opportunities.</p> <p>The Employment Support Team (Tata Redundancy)</p> <p>Project Manager, Mentors and 1 ELO in place. Receiving self-referrals via Employability hub, drop-in sessions and word of mouth. Working out in the community across NPT, working from the Support Centre Monday – Friday week commencing 30/09/24. Team is based at the Workstation and the team utilises the Employability Hub and community venues across NPT.</p> <p>We have received the Household Support Fund and the Direct Food Support Award again this year from the WLGA – this grant will be available during the end of September 2024.</p>
<p><b>Progress on Logic Model:</b></p>	
<p><b>Next steps:</b></p>	<p><u>Take a co-ordinated approach to supporting the mental health and well-being of our children and young people so they are able to flourish and thrive.</u></p> <ul style="list-style-type: none"> <li>• Continue to embed the Whole School Approach to Emotional Health and Wellbeing working collaboratively with the local coordinator.</li> <li>• Continue to monitor and review need and provision of school based counselling. Keep waiting lists under review and work with schools to reduce the number of CYP not attending allocated appointments.</li> <li>• Continue to work collaboratively with CAMHS to ensure early intervention and support for CYP presenting with mental health needs. Upskill and empower schools.</li> <li>• Work with schools to improve access to training and supervision for ELSAs.</li> </ul>



- To continue to provide youth work support to those young people who are lonely and isolated.
- To work with the Youth Council on the issues raised via the Change Starts With You Survey such as racism, bullying and difficulties associated with the cost of living crisis.
- To continue to provide youth work support to those young people in need.
- Continue to provide young people with community based youth clubs
- Continue to deliver the DofE scheme to young people
- Continue to develop and deliver additional Food and Fun Programmes.
- To continue to recognise and celebrate young peoples achievements and good news stories.
- Ensure that school leaders regularly evaluate the impact of teaching and the curriculum has on pupils' wellbeing.
- Ensure the participation of children and young people in the development and evaluation of work undertaken in this area.
- Ensure that school leaders regularly evaluate the impact of teaching and the curriculum has on pupils' wellbeing.

Ensure that when our youngest children start school they are confident and ready to learn

Implementation of Early Years, Children and Young People's Plan in partnership with wider agencies and key stakeholders.

To continue to support childcare providers and schools to develop effective transition processes and practices.

To continue to facilitate workforce development for childcare providers and schools by providing high quality training and support.

To continue to implement Flying Start Expansion in line with Welsh Government guidance.

To continue to work with partners, including health, social services and the third sector, to further develop integrated ways of working to support children, young people and families across the early years.

Early Years Integration Transformation programme - To use final evaluation data to support organisations to consider how to develop



the work of the pilot projects. Partners will continue to look at developing models of system change using information from best practice that has been shared by all pathfinder Public Service boards across Wales.

Ensure better alignment of early intervention services in order to meet the needs of our children, young people and their families

To consider findings of the EIP review with partners and implement recommendations.

To work with partners across the Regional Partnership Board to better align services.

To develop delivery groups within the Early Years, Children and Young People's Plan.

To continue to support those young people who are at risk of becoming homeless.

We are looking to develop a Hub at Pontardawe Library which will offer employment and training 1-2-1 mentoring support for customers to access. This will be operational May/June 24.

We are developing a Skills Academy focusing on expanding our vocational offer for our young people in Neath Port Talbot. Plans are currently being discussed to ensure our offer is cohesive for our people in NPT.

- To continue to support the EIP Panel
- To continue to support young people identified as needing support through the EIP panel
- To continue to support those young people who are at risk of becoming homeless.
- To continue to deliver young carers awareness raising sessions in schools.
- To continue to develop a young adult carers provision to help support those young carers in their transition between young carers and adult carer services.

Support and advise our school leavers to increase access to employment, education or training

An area for development is Post 16 pathways for young people with ALN. Provision and offers are being mapped out and a clear transition



	<p>pathway has been developed so that young people are identified as early as possible for post 16 transition support.</p> <p>Continue to develop and embed the multi agency transition support arrangements for pupils with complex ALN across all NPT secondary schools.</p> <p>To reduce NEETS further by supporting and guiding year 11 pupils to transition post 16 life and continue supporting young people post 16.</p> <p>To improve engagement levels by reopening community-based youth club and open a Welsh language youth club and ensure they provide a safe and friendly space for young people to meet and discuss employment, education and training.</p> <p>Re-establish the Duke of Edinburgh Award Scheme in all secondary schools.</p> <p>Continue to provide young people with accredited courses such as Food Hygiene, Construction Site Certification Scheme (CSCS), and a range of health and safety courses</p> <p>Develop community-based provision in areas where there is lack of provision or increased need for support</p> <p>Increase the number of schools providing Adult Learning in the Community courses</p> <p>Complete a Poverty Strategy or action plan for the borough working with partners.</p> <ul style="list-style-type: none"><li>• To reduce the number of young people who are NEET further by supporting and guiding year 11 pupils to transition post 16 life and continue supporting young people post 16.</li><li>• To re-establish the Youth Engagement Strategy and the YES Strategic Group.</li><li>• To continue to support year 11 EHE young people by engaging with them and finding out their needs and developing appropriate provision or signposting them on.</li></ul> <p>Employability and Skills –</p> <p>TATA - Waiting for the Support Hub to be operational at Aberafan Shopping Centre (organised by Community Union) – looking to open 30<sup>th</sup> September 24.</p> <p>Inform other Local Authorities of operational processes for those who have been affected by TATA not living in Neath Port Talbot once sign off has been authorised by UK Government.</p> <p>The Hub in Pontardawe Library is still being developed and waiting for IT connection. Looking to be operational end of September 24.</p>
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<p><b>Challenges Faced:</b></p>	<ul style="list-style-type: none"> <li>• Short term grants do not enable long term sustainable projects.</li> <li>• Funding streams withdrawn at short notice/ decreased/not increased to reflect pay awards.</li> <li>• Growing inequalities and poverty in our communities.</li> <li>• Cost of Living Crisis.</li> <li>• Commitment of partners as a result of service pressures and funding.</li> <li>• Co-ordinating and aligning service delivery on a wider scale.</li> <li>• Early planning to ensure alignment of regional grant funded projects to enhance current service offers.</li> <li>• Increasing complexity of need within families and our children and young people.</li> <li>• Demand on universal and targeted provision, including changing need.</li> <li>• Meeting significant increase in demand for parenting support.</li> <li>• Funding streams withdrawn/ decreased/not increased to reflect pay awards</li> <li>• Growing inequalities and poverty in our communities</li> <li>• Cost of Living Crisis</li> <li>• Commitment of partners as a result of service pressures and funding</li> <li>• Co-ordinating and aligning service delivery on a wider scale</li> <li>• Early planning to ensure alignment of regional grant funded projects to enhance current service offers</li> <li>• Increasing complexity of need within families and our children and young people</li> <li>• Demand on universal and targeted provision, including changing need</li> <li>• Not being able to answer the increased demand on the Youth service.</li> <li>• Staff sickness levels and recruitment/ retention (long Covid, stress etc.)</li> <li>• Emerging gang culture and young people needing targeting or specific support</li> <li>• The need to evolve teaching and curriculum design is a long-term process. The multi-dimensional demands on schools, in particular school leaders means that a strategic approach to evolving the curriculum and teaching is often replaced by daily operational demands, thus stifling change.</li> </ul>





<p><b>Decisions Required</b></p>	<ul style="list-style-type: none"> <li>• Allocation and use of ALN Grant and Whole School Approach to Emotional Wellbeing Grants.</li> <li>• Partner sign-off and formal adoption of the Early Years, Children and Young People’s Plan.</li> <li>• Establishment of the Early Years, Children and Young People’s Plan Strategy delivery groups.</li> <li>• Ensuring curriculum planning is completed in line with the Welsh Government priorities. Historically there was additional funding from WG to deliver Family Learning. The main funding source comes from accredited learning. Most Family Learning courses initially begin with unaccredited/engagement sessions. We need to look at what we can deliver to ensure we are within budget.</li> <li>• Development of poverty strategy/action plan during the financial year.</li> <li>• Skills centre to be developed this financial year.</li> <li>• Ensure Ponty Hub is ready for use for employability support and joint working with Swansea University.</li> <li>• Further engagement work to be completed for the Employability and Skills Strategy.</li> <li>• Research new funding streams in order to continue activities.</li> <li>• To ensure that high quality support for teaching that supports the evolution of pedagogy and how to plan for progression in the CfW is monitored appropriately by Education Support Officers</li> <li>• To ensure that high quality responsive support for leadership at all levels including induction, support staff, leadership training is being effective and monitored</li> </ul>
<p><b>Reporting Officer</b></p>	<p>Andrew Thomas Director of Education</p>

BWRDD GWASANAETHAU CYHOEDDUS  
CASTELL-NEDD PORT TALBOT



NEATH PORT TALBOT  
PUBLIC SERVICES BOARD

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