

Corporate Performance Management Framework

Heads of Service “Business Plan” – Revised Guidance Note 2016-2017

This revised guidance has been prepared to further develop and refine the business planning process which is an important part of the Council’s Corporate Performance Management Framework. Both the outcomes of the WAO’s Corporate Assessment (2014) and the WAO’s recent review of the Council’s Performance Management Arrangements (2015) have informed this revised guidance.

Key Developments / Refinements:

1. Principle 1 - Delivery of Priorities in 2015-2016 – As the business planning process has matured there is now the opportunity to utilise the process for the self-evaluation of performance (both qualitative and quantitative).
2. Principle 2 - Priorities to be delivered in 2016-2017 – This principle contains a table which will demonstrate the link between priorities / actions / measures. A table including the mandatory corporate measures is also included in this section to increase the emphasis and action on corporate priorities, as well as service-specific priorities.
3. Principle 3 - Workforce Planning – The information required will support the development of Corporate Workforce Plan by the end of 2016-2017.

4. Principle 4 - Property Management – This principle requires you to think about any issues the delivery of your priorities during 2016/2017 will have on your accommodation needs. This principle contains a table which requires you to identify any required changes which will be used by Property Services to help programme plan their work during the year.

Explanatory notes have been included in the guidance note for the above two principles but if you require any further help please contact Sheenagh Rees (Head of HR) and / or Simon Brennan (Head of Property and Regeneration)

5. Principle 5 – Risk Management – This principle makes specific reference to the Council’s Corporate Risk Management Policy. This will enable the consistent approach to the quantification of risks and embed risk management in service business. During 2015-2016, heads of service have been involved in the identification of both Directorate and Corporate Risks. Speak to KJ – *are there risks that you would include here that are not already recorded on the Directorate / Corporate Risk Register*

Principles

Section 1: Introduction	
Introduction	<p>This Inclusion Service Business Plan covers the period from 1st April 2016 – 31st March 2017. The Inclusion Service incorporates the following service areas:</p> <ul style="list-style-type: none"> • Additional Learning Needs Support Team • Educational Psychology Support Team • School Based Counselling Service • School and Family Support Team • Support for Learning Service <p>The Inclusion Service is based in Port Talbot Civic Centre and is comprised of: The Support for Learning Team which consists of advisory and specialist teachers, specialist learning support assistants and therapists</p> <p>The Educational Psychology Service works with children and young people in early years and school based settings across NPT. The School Based Counselling Service provides a confidential counselling service to all pupils from Year 6.</p> <p>The Additional Learning Needs Support Team consists of the manager and named officer, caseworkers, family liaison officer and programme manager. This team undertake duties related to statutory assessment processes including issuing of statements of SEN, convening SEN panels, supporting families undergoing statutory assessments and ensuring that statutory timescales are adhered to.</p> <p>The School and Family Support Team consists of educational welfare officers, school governance, admissions and exclusions.</p>

	<p>The service works with pupils at School Action Plus and those pupils in receipt of a statement of SEN. The Service aims to improve outcomes for pupils with additional learning needs (ALN) through promoting early identification and intervention, providing training and awareness raising to schools and families and by working in partnership with other internal and external agencies.</p>
<p>Section 2 : Priorities</p>	
<p>Principle 1 – Delivery of Priorities in 2015-2016</p>	
<p>Achievement of priorities during 2015-2016 (self-evaluation)</p> <p>For the period 2015-16 due to post of Co-ordinator for Inclusion being vacant there was no formal business plan in place. Priorities for this year therefore focused on activities identified in the Inclusion Review Action Plan and further priorities as identified by the appointed Co-ordinator, namely:</p> <p>Ensure the LA is fulfilling its statutory duties in meeting the needs of pupils with ALN by:</p> <ol style="list-style-type: none"> 1. Commissioning services for speech and language and occupation therapy through ABM Health Service. 2. Review planned place provision for pupils with MLD 	<p>Progress against priorities (2015-16)</p> <ol style="list-style-type: none"> 1. Statutory obligations ensuring speech and language provision is available for all relevant children have been fulfilled. Currently finalising commissioning arrangements for occupational therapy. 2. Due for completion, delayed due to long term sickness of officer leading on this work within the Educational Psychology Service.

<ol style="list-style-type: none"> 3. Streamline LA panels and ensure consistent approach to decision making, training and paperwork 4. Reorganisation of the Education Other than at School Service (EOTAS) 5. Ensure clear continuum of support for behaviour management and provision for pupils with SEBD at each key stage to reduce exclusion and reliance on home education. 6. Prepare and deliver comprehensive training programme for ALN 	<ol style="list-style-type: none"> 3. Greater use of pupil level data to inform decisions. Analysis of referrals to panel to identify and target schools with greatest number of referrals and those who refer at end of key stage 2. 4. Consulting on additional planned assessment places providing greater flexibility of provision at Ysgol HendreFelin Special School and additional assessment places within new Secondary Education Nurture Centre (SENC) for pupils with social, emotional and behavioural difficulties. 5. Development of continuum of support in collaboration with YHF Special School. Wellbeing and Behaviour Strategy Group established, audit of provision currently undertaken to include provision within and outside of the LA. Development of directory of provision in partnership with Health/Children's Services/Third Sector. Specialist Outreach Support model agreed in partnership with Special Schools to support learning Support Centres and mainstream schools. 6. Comprehensive training programme in place delivered by Inclusion Service in partnership with colleagues in Health.
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Principle 2 – Priorities to be delivered in 2016-2017	
<p>Priorities to be achieved during 2016-2017</p> <p>To further align service areas within the Inclusion Service to ensure efficient and effective provision of support to children and young people in a timely manner. To ensure less duplication, fewer unnecessary assessments and better information sharing.</p>	<p>To further develop, formalise and embed processes and lines of communication within and between Inclusion Service areas to enhance partnerships with children and young people, parents/carers, schools and other service areas, in order to achieve best possible provision and outcomes for children and young people through the following:</p> <ul style="list-style-type: none"> ▪ Review of staffing within the ALNST to meet changing needs and challenges • Establish Outreach Team aligned with existing Inclusion Services to build the capacity to support mainstream schools and ensure that the majority of children with ALN are educated within their local school. • Establish Headteacher LSC group and working party to quality assure specialist provisions and share good practice. • Review of allocation of Educational Psychology Service. • Inclusion planning meetings for each cluster in order to plan collaboratively ensure efficient and effective use of resources and identify areas of strength and areas of development within each cluster. • Twice yearly Inclusion Development day for all staff to plan, review and evaluate outcomes collaboratively, identify areas of strength and development and agree actions to support areas of development. • To develop closer working with the School Improvement Service to ensure that Inclusion contributes effectively to all aspects of school improvement. <p>Appointment of Wellbeing and Behaviour Team (Senior Wellbeing Officer, 2x Wellbeing Officer, 2x Key worker 6.5 ESF Key worker posts) March 2016</p>

To establish and embed a behaviour and wellbeing continuum of support for pupils with SEBD at each key stage of the graduated response to promote early identification and intervention, to reduce exclusions and reliance on the Home Education Service.

Develop an Autism Strategy for children and young people in partnership with other services and specialist educational settings to support pupils with ASD and their families to ensure high quality of provision, training of school based staff and timely intervention so that pupils needs are assessed and met appropriately.

Improve parent partnership

To provide training on areas of ALN to Headteachers, governors and aspiring leaders.

Establish Wellbeing and Behaviour Group to roll out a behaviour strategy and continuum of support for behaviour management to include:

- Gatekeeping process of support and challenge for schools requesting additional specialist provision and pupils with ALN needs at risk of exclusion
- Roll out bespoke programme of training to schools
- Direct outreach provision to schools

Review current working practice of ASD Advisory team to ensure a high quality service with clearly defined referral routes promoting early intervention and support for mainstream schools.

Increase Inclusion service capacity to work with and support parents/carers, reduce appeals to SENTW and increase parental confidence that children's needs can be met through identified strategies and provisions.

To ensure that school leaders are aware of their statutory obligations, understand how and when to access support and to outline in the school development plan objectives to build capacity and further develop workforce knowledge and expertise identified through the LA ALN self-evaluation process.

<p>Outline of priorities for 2017-18/ 2018-19</p> <ul style="list-style-type: none"> • To improve outcomes for pupils with Speech and Language difficulties • To review the needs of pupils with moderate learning difficulties within MLD LSCs • Welsh Government ALN Reform 	<ul style="list-style-type: none"> • Review of working practice and workforce capacity within the Speech and Language Advisory Service and Educational Psychology Team in order to capacity build within schools to meet the needs and improve outcomes of pupils at school action and school action plus. • To further develop workforce knowledge and expertise of staff to continue to meet the increasingly complex needs of pupils. • Currently scheduled for 2018. Proposals will place greater demands on education and Inclusion workforce; it is likely that consideration will be required regarding increased staffing, resources and working practices.
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Priorities / Actions / Measures Table:

Priority	Actions to deliver the priorities	Officer (s) Responsible	Timescale	Evidence to indicate achievement e.g. Measures / Outcomes.
<p>P1 To further align service areas within the Inclusion Service</p>	<p>Review of staffing within the service to meet changing needs and challenges. Succession management to ensure that operational and strategic intelligence is not lost.</p>	<p>Co-ordinator for Inclusion/Service Managers</p>	<p>Report to Personnel Committee 16th May 2016</p>	<p>Reviewed structure supports reduced duplication, improved communication and greater partnership working on a cluster basis. Enhanced school and parent partnership evidenced in satisfaction questionnaires, low record of complaints and appeals to SENTW. Improved performance indicators.</p>

	<p>Develop cluster ALN planning tool to facilitate collaborative planning with schools, ensure efficient use of resources and establish effective links across service areas.</p> <p>To establish twice yearly Inclusion Development days for all staff to plan, review and evaluate outcomes collaboratively, identify areas of strength and development and agree actions to support areas of development. Service managers to share report cards to identify common ground and facilitate collaborative working across the Inclusion Service.</p>	<p>Co-ordinator for Inclusion/Educational Psychology Service/Support for Learning/Education Welfare Service</p> <p>Co-ordinator for Inclusion/service area managers</p>	<p>Pilot planning tool summer 2016 with a view to roll out autumn term 2016</p> <p>Inclusion Development Day planned for June 2016.</p>	<p>Improved early identification and intervention – evidenced by referrals, consultation requests and requests for statutory assessments. Improved and consistent use of data across all service areas to ensure that schools receive appropriate support and challenge, to monitor outcomes for children and young people and identify future areas for development.</p> <p>The development of more robust systems for monitoring and reviewing and reporting on outcomes as evidenced in service areas report cards. To ensure that all staff are included in and contribute to the self-evaluation process and action any areas of development identified.</p>
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<p>P2 Establish Wellbeing and Behaviour team and Continuum of Support for children and young people with Social Emotional and Behavioural Difficulties.</p>	<p>Appoint Senior Wellbeing Manager to oversee newly established Wellbeing and Behaviour Team.</p> <p>Roll out and embed continuum of provision and support for pupils with social, emotional and behavioural difficulties across all schools.</p> <p>Establish Wellbeing and Behaviour Strategic Group to monitor, review and evaluate provision for pupils with SEBD.</p>	<p>Co-ordinator for Inclusion/Wellbeing and Behaviour Manager/Senior staff YHF Special School</p>	<p>April 2016</p> <p>Autumn 2016</p> <p>Advisory group established Feb 2016. Formalise group on appointment of Wellbeing and</p>	<p>Effective, consistent approach to behaviour management evidenced by:</p> <p>Learners' needs better met through improved capacity within schools to identify causes for internal and external behaviours and to respond effectively resulting in:</p> <ul style="list-style-type: none"> • Improved pupil outcomes • Reduced risk incidents and/or fixed term exclusions. • Reduction in frequency/severity of behaviours. • Reduction in expensive out of county placements.
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	<p>Work in partnership with YHF Special School to establish flexible provisions for pupils with SEBD. Establish outreach service closely aligned to core services within Inclusion.</p> <p>Establishment of an Inclusion Panel to review entry/exit criteria for pupils accessing flexible places and monitor quality of requests for assessment places against the behaviour continuum.</p> <p>Develop bespoke training programme for school based staff.</p> <p>Create directory of provision for schools in partnership with other services.</p>		<p>Behaviour Manager.</p> <p>Work currently in progress Summer 2016</p> <p>Work currently in progress to be completed summer 2016</p>	<p>Number of pupils supported within their mainstream school.</p> <p>Greater number of pupils returning to mainstream schools following period of assessment.</p> <p>Evaluation of training, monitoring of impact by school and cluster, pupil and staff views.</p> <p>The establishment of appropriate pathways, provisions and alternative curriculum for the most vulnerable young people.</p>
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<p>P3 Develop a NPT Autism Strategy and enhanced support for children and young people with ASD, their parent/carers and schools.</p>	<p>Review working practice and workforce capacity within Inclusion Service to address service demand.</p> <p>Develop specialist outreach service in partnership with YHF Special School to support mainstream schools.</p> <p>Develop monitoring, reviewing and evaluation cycle to quality assure specialist provisions for pupils with ASD.</p> <p>Further develop training package for school staff and parent/carers of pupils with ASD.</p>	<p>Co-ordinator for Inclusion/Educational Psychology Service/Support for Learning</p>	<p>Autumn term 2016</p> <p>Spring 2017</p> <p>Summer 2017</p> <p>Spring 2017</p>	<p>Necessary financial and human resources ensured to build and sustain capacity in mainstream schools to support children with ASD.</p> <p>Assessment and recording procedures enhanced across learning support centres to monitor progress. To ensure that staff are appropriately trained and experienced in meeting the needs of pupils with ASD.</p> <p>Reduction on over-reliance on specialist provision in LSCs. Improved outcomes and opportunities for pupils with ASD including access and transition to mainstream where appropriate.</p> <p>Improved attendance and exclusion data. Improved outcomes against baseline data. Continuing improved communication with parents, increase parental confidence that their child's needs are being met, evidenced</p>

				by reduction in number of parents employing services of private providers and SENTW.
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Mandatory Corporate Measures Table:

Mandatory Measures (2016-2017)	2014-2015 Performance (if available)	2015-2016 Performance (if available)	2016-2017 Performance Outlook
M1 % of expenditure within budget	100%	100%	100%
M2 Amount of FFP savings at risk or undeliverable	Out of County budget	Out of county budget costs	Out of county budget costs
M3 Average fte days lost due to sickness	8.46 days 2014/15 (April 1 st to March 31 st)	5.09 days 2015/16 (April 1 st to Dec 31 st)	Below council average 2014/15 of 9.4 2015/16 projected days lost =6.79 Projected reduction from 2014/15 = 1.67% Below projected council average 2015/16 of 9.07
M4 % of staff EDR / PDR's completed by 31.03.17			100%

M5 % of learning & development requirements met by 31.03.17	Not known		100%
M6 % of service report cards produced by 31.03.17	N/A	100%	100%
M7 % of services measuring customer satisfaction		<ul style="list-style-type: none"> This is not consistent across all service areas, to be addressed 2016-17. 	100%
M8 % of services measuring staff engagement			
M9 No of transactional services that are web enabled	Online admissions: Of 2975 pupils transitioning from nursery to primary and primary to	Awaiting data	

	secondary 1902 applied online.		
M10 % take up of the above web enabled transactions	Online admissions: Reception places 62% Secondary places 67%	Awaiting data	

Principle 2 - Priorities to be delivered in 2016-2017 (continued)	
Why are these priorities?	<p>The priorities set for 2016-17 contribute to Council priorities (Single Integrated Plan / Becoming Excellent, Being Excellent/ Corporate Improvement Plan):</p> <ul style="list-style-type: none"> • To raise educational standards and attainment for all young people • To improve outcomes in literacy and numeracy • Narrow the performance gap • Improve pupil attendance. <p>These priorities also address recommendations within the Review of Inclusion within Neath Port Talbot and areas of development identified in NPT Self-Evaluation Spring 2016.</p>
Principle 2 - Priorities to be delivered in 2016-2017 (continued)	
How are you going to secure the achievement of these priorities?	<p>Audit of service areas to first identify needs and areas of development to consider workforce profile and capacity to deliver on priorities. Report to Personnel Committee May 2016, including resources identified from existing budget and possible additional resources required.</p> <p>Self-evaluation process undertaken across all service areas with key areas of development and service pressures identified with agreed actions.</p> <p>Further work currently in progress in partnership with internal and external services, including Children's Services, Health Service, Youth Service and schools.</p>

Principle 3 – Workforce Planning	
<p>What are the key workforce challenges for this service?</p> <ul style="list-style-type: none"> • Succession planning 	<p>Considerations:</p> <ul style="list-style-type: none"> • Sufficient capacity and capability to undertake full range of responsibilities associated with this area of work. • The risk of loss of significant experience over a short period of time i.e. redundancy/retirement. • Recruitment of sufficiently qualified and experienced staff • Ensuring robust systems in place to safeguard services in the event of long term sickness to secure seamless service delivery • The upskilling of a large workforce including teachers/SENCOs/Headteachers to meet the needs of children and young people with ALN. • Implications of the above considerations on financial, logistical and time capacity including issues such as absence of training budget.

Principle 3 - Workforce Planning (continued)	
<p>What are the longer term workforce challenges for this service? Welsh Government Additional Learning Needs Reform</p>	<p>Uncertainty with regards to WG reform framework – currently scheduled for 2018. Current proposals will place greater demands on education and Inclusion workforce; it is likely that consideration will be required regarding increased staffing.</p>
<p>What actions are we going to take to address these challenges?</p>	<p>In addition to the aforementioned actions the following priorities will also be addressed:</p> <ul style="list-style-type: none"> • Continued review of working practices. • Training and development plans – to incorporate training needs of education as a whole such as monitoring of data/skills audit/PDR etc. • Career planning – identified in personal development plans. • Succession planning – identifying at risk areas and formula for skills transfer to be established. • Skills planning – skill set for specialist areas of work to be identified and replicated appropriately e.g. tribunal expertise. • Management and leadership development –peer support management structure established. • Team building – twice yearly development days / monthly managers meeting / half-termly service area meetings. • Actions to address any identified health and well-being issues- stress risk assessment/ OH / regular one to one with managers.

Principle 4 – Property Management	
<p>What are the property consequences of delivering the priorities you have outlined in your business plan?</p>	<p>The Support for Learning located to Port Talbot Civic Centre February 2016 from Baglan Education Centre. All service areas managed by the Co-ordinator for Inclusion, namely School and Family Support, Support for Learning, Additional Learning Needs Support Team and the Educational Psychology Service and School Based Counselling Service are now based in PTCC.</p>

Property Table:

Property Name	Required Change	Why?	Impact

Principle 5 – Risk Management	Prompts
How will any risks be managed / mitigated?	This is about the identification and mitigation of risks associated with delivering your priorities. The Council’s Corporate Risk Management Policy provides the quantification method for scoring these risks (add link). Please present your risks in the table format provided below. This is the same format as both the Directorate and Corporate Risk Registers and will enable a consistent approach to the management of risks and will also embed risk management in service business.

Risk Table:

Ref	Risk Description	Likelihood Score	Impact Score	Total Score	Proximity	Mitigating Action	Target Date	Risk Owner
R1	Inability to provide statutory services to vulnerable individuals/groups according to their assessed entitlements – leading to potential expensive and time consuming tribunals	3	5	15H	1	Early identification of potential risk to individual/group. Secure sufficient financial and human resources are made available to mitigate risk. Formalise commissioning arrangements with health Service.	Ongoing	Head of Transformation
R2	Initial short term increase in fixed term exclusions following reorganisation of EOTAS	3	3	9M	1	Establishment of Wellbeing and Behaviour Team to support change management.	Autumn 2016/ Spring 2017	Head of Transformation/ Co-ordinator for Inclusion

						Implementation of Behaviour Continuum. Consultation on increase in flexible assessment places.		
R3	Potential threat that financial pressures will prevent priorities within the Inclusion Business plan being actioned and/or sustained.	3	5	15H	2	Highlight pressures at earliest possible stage, identifying possible solutions where possible.	Ongoing	Head of Transformation/ Co-ordinator for Inclusion