

Education Leisure and Lifelong Learning

Strategic Directorate Plan



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Neath Port Talbot Council



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	Leisure, Tourism, Heritage and Culture
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Vision

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

Context

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATION DEVELOPMENT – SCHOOL IMPROVEMENT (Coordinator - Mike Daley)

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

<p>at all levels including induction, support staff, leadership training etc.</p>	<ul style="list-style-type: none"> • National Aspiring Headteacher Programme • National New Headteacher Programme <p>2. Continue to provide access to the National Teaching Assistant Learning Pathway for NPT staff, including:</p> <ul style="list-style-type: none"> • Newly Appointed Teaching Assistant Programme • Practising Teaching Assistant Programme • Aspiring HLTA Programme • HLTA <p>3. Continue to provide school leaders with training to develop their coaching and mentoring skills through the National Coaching and Mentoring programme.</p> <p>4. Develop a NPT Future Leaders programme focused on developing the leadership skills of inexperienced senior leaders. Participants will be assigned an Education Support Officer (ESO) to be their individual leadership coach and will focus on providing bespoke support to develop participants' leadership skills.</p> <p>5. Education Support Officers to identify and provide bespoke support for leadership through the support visits to individual schools.</p> <p>6. Provide an extensive induction programme for new and acting headteachers including:</p> <ul style="list-style-type: none"> • Support for developing effective school management systems including safeguarding, health & safety, working with governors, effective financial management etc. • Coaching support from Geoff Creswell focused on developing leadership skills. <p>7. Education Support Officers to continue to model effective self-evaluation alongside school leaders through listening to learners, learning walks, work scrutiny etc. ESOs to ensure that where possible peers from NPT schools join the visits to further develop leadership capacity and leaders' ability to self-evaluate effectively.</p>		<p>They are funded by WG grants</p> <p>This is run over two years with one session per half term. Half a day supply cover (£120) is paid for through the RCSIG</p> <p>The support for points 5-7 are ESO supported throughout the year from a mix of core funding and those funded through RCSIG.</p>
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EDUCATION DEVELOPMENT – CHILD AND FAMILY SUPPORT (Coordinator - John Burge)

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

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

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

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

INCLUSION – Coordinator: Zoe Ashton-Thomas

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

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

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

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

<p>improve the emotional health and wellbeing needs of pupils.</p>	<p>Health and Psychological Wellbeing (EHPW) forum provide universal provision in the form of advice and consultation to schools and provide a reflective space for schools to discuss emotional health and wellbeing related issues.</p> <ul style="list-style-type: none"> • The LA will continue to provide a statutory School Based Counselling Service (SBCS) for children in Years 6-13. Additionally, a School Based Child Therapy Service will continue to be provided for children in Years 1-6. • The SBCS will continue to monitor and review waiting times for therapy. • The SBCS will continue to offer support to parents / carers through a Primary Parent Support Service. • To meet the growing need within our schools it is the aim of the Wellbeing and Behaviour Service that all primary, secondary and specialist SEBD provisions in NPT will be receive Trauma Informed Approaches/Relational Health training over a 4-year period. • Youth Mental Health First Aid (YMHFA) training offer has been rolled out by the WBS to all secondary schools across NPT, all primary and secondary SEBD provisions as well as several Inclusion teams and NPT social services staff. This certified course ensures each setting has a minimum of at least one accredited mental health first aider who can link in with the school senior leadership team (SLT) and pastoral staff to ensure ongoing mental health support for pupils. The aim is to roll this training out across all mainstream primary schools. • All schools in NPT will continue to have access to regular high quality training and supervision from the Educational Psychology Service for Emotional Literacy Support Assistant (ELSA). • All secondary schools and secondary provisions for pupils with social, emotional and behavioural difficulties (SEBD) have at least 1 full time Cynnydd Youth Engagement 	<p>Counselling Service</p> <ul style="list-style-type: none"> • Principal Educational Psychologist • SBUHB • CAMHS • Wellbeing and Behaviour Manager • EWS 	<p>dependent upon need.</p> <p>Grant Money including the Whole School Approach to Emotional Health and Wellbeing is utilised as well as Core funding.</p>	
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	<p>Worker who will continue to support pupils with ALN. Their outcomes will be based around supporting pupils to improve positive engagement in learning, complete qualifications, use interventions to develop life skills and improve attendance.</p>		
<p>We will work collaboratively with partners to increase the number of young people with ALN who are accessing education, training or employment, post 16.</p>	<ul style="list-style-type: none"> • The Inclusion Coordinator will continue to chair the termly regional post 16 Steering Group which will include representation from Swansea Bay University Health Board (SBUHB), Third Sector providers, NPT College and LA staff. • The Inclusion Service will continue to develop and embed the Multi Agency Transition Screening Meeting (MATSM) which will identify the transitional needs for all pupils, to ensure a successful transition into post 16 education. • The Post 16 ALN Lead Officer will continue to develop strong, productive partnership links with NPT College (NPTC), which has ensured that not only is there consistent College representation in the Person-Centred Reviews (PCRs) of learners in years 10 and 11, but schools have a better understanding of the Universal / Inclusive offer of support provided by college. • The LA will develop a robust decision making process, in collaboration with Social Services and SBUHB for learners with the most complex needs who require Independent Specialist Post 16 Institution (ISPI) placements • The Inclusion Service will continue to offer comprehensive ALN training for NPT College in addition to accessing termly ALNCo forums. SfL Teams and the Educational Psychology Service will continue to offer support and advice to college staff through termly consultation forums. • Cynnydd Youth Engagement Workers will continue to provide highly effective support for young people at risk of becoming not in education, employment or training (NEET) and disengaged from education. 	<ul style="list-style-type: none"> • Inclusion staff • Neath Port Talbot College Group • ALNSS • SBUHB • Careers Wales • LA Services • Social Services 	<p>WG funding for ISPI is utilised</p> <p>ALN Grant Money is utilised</p> <p>Core money is utilised.</p> <p>The Steering group operates termly as do consultation forums for NPT college.</p> <p>Support for college is also provided as and when required.</p> <p>IDPs are reviewed and developed in line with WG timescales.</p>

	<ul style="list-style-type: none"> In order to ensure young people 'looked after' have an appropriate aspirational plan 16+ and prevent them from becoming NEET, the Education Coordinator will continue to work closely with the Youth Engagement Officer and Careers Wales to track the progress of 16+ ensuring smooth progress to college, training and employment. Every year 11 CLA pupil will have an engagement plan going forward into post 16 education and access to a Careers Advisor. 			
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Early Years and Partnerships – Co-ordinator: Sarah Griffiths			
Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
<p>Ensure that when our youngest children start school they are confident and ready to learn.</p>	<p>Work with the childcare sector and partners to develop a more equitable Early Years offer to ensure our youngest learners transition into school successfully through:</p> <ul style="list-style-type: none"> Finalising and implementing the Early years Strategy as part of the Children and Young People’s Plan An evaluation of outcomes from the Early Years integration pilot projects to inform next steps in planning and delivery of an equitable early years offer. Working with Welsh Government and partners to continue to increase the number of children accessing Flying Start funded childcare and promoting outreach services effectively. Reviewing with partners how we meet the needs of children with additional needs in receipt of funded childcare. The outcomes of evaluation work will be used to inform 	<p>Our partners: Wider Council services: ESOs, school admissions SSIP Inclusion Services Schools Estates and Environment Health Social Services Voluntary Services Sector Welsh Government</p>	<p>Plan agreed and implemented April 2024 onwards Ongoing evaluation work, April -December 2024 Phase 2 currently Ongoing in line with WG timescales Review to commence April 2024,</p>

	<p>future planning to ensure the needs of children continue to be met through a responsive and sustainable model.</p> <ul style="list-style-type: none"> • Continuing to develop an effective offer to support the development of children’s speech, language and communication skills. • Working with partners to develop a consistent universal and targeted offer of parenting support for families. • Enabling families to access information regarding services and support across the Early Years. This will include a review of the Family Information Service. • Continuing to provide high quality training opportunities for the Early Years and childcare sector in line with Welsh Government’s vision for Early Childhood Play, Learning and Care and Curriculum for Wales guidance, along with wider mandatory training. This will enable practitioners to support children to make progress and achieve their developmental milestones. • Development of a clearly articulated transition pathway to support children to access childcare and education. This will include working with childcare providers, schools and professionals to implement purposeful activities and resources to support children and families during their transitional journey. • Continuing to develop actions within the WESP Outcome 1 plan. • Ensuring childcare settings continue to benefit from capital funding for improvement and revenue support to secure sustainability and quality improvement. 		<p>completion December 2024</p> <p>Ongoing work with services Ongoing work with services</p> <p>FIS evaluation and review April 2024 – December 2024</p> <p>Ongoing work with services to deliver training and support in 2024/25</p> <p>Ongoing work with services</p> <p>Ongoing work with services Ongoing work with service FUNDING: CCG Programme Funding: Flying Start, Flying Start Expansion, Childcare & Play.</p>
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			Early Years and Childcare Capital and Sustainability funding. WG CCO grant funding
<p>Ensure effective alignment of early intervention services to meet the needs of our children, young people and their families.</p>	<ul style="list-style-type: none"> • Review the early intervention support service to families, to ensure services are meeting early intervention need with positive outcomes • Review EIP panel process with social services to ensure early intervention services are meeting the need of service users as demand increases. Recommendations from review agreed and implemented. • Continue to evaluate levels of non-engagement in services to understand the reasons why individuals/families do not engage, for example, not the service they want, not the right time for them (either in the day or in their readiness to engage), accessibility of services etc. Use outcomes of evaluation to inform service delivery. • Evaluate the impact of successful engagement in services to identify effective practice and inform early intervention processes. • Review data monitoring systems to help understand the impact of services on children and families. • Continue to develop collaborative working between the Flying Start and Children and Families parenting teams to secure a consistent universal, enhanced and targeted offer. • Continue planning and co-ordination with other early intervention services to help avoid wider duplication and to ensure consistency of messages. This will include a focus on 		<p>Ongoing monitoring on a termly basis. Complete and recommendation agreed: May 2024 Ongoing work with services</p> <p>Ongoing work with services</p> <p>Ongoing work with digital services</p> <p>Ongoing work with services Ongoing work with services</p> <p>Ongoing work with services</p>

	<p>recommissioning of the programme and a continuation of the joint work with Education and Children & Young People Services Programme of Work.</p> <ul style="list-style-type: none"> • Support the implementation of the Participation and Engagement strategy and uphold the National Children and Young People’s Participation standards. • Raise the profile of the Family Information Service, Families First Early Intervention service and the Childcare Offer within Neath Port Talbot to ensure families and professionals receive the information they want and need. This will include a review of the Family Information Service. • Continue to work with partners to address identified gaps in the Play Sufficiency Assessment. • Ensure the workforce has the training and professional development they need to deliver their roles successfully, to deliver high quality, inclusive support services. 		<p>FIS evaluation and review April 2024 – December 2024</p> <p>Ongoing work with services Ongoing work with services CCG Programme Funding: Families First OoCD Parenting Holiday Playworks funding PSA core funding FIS core funding WG CCO grant funding – delete and add to above</p>
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Evaluation of progress (HOS meeting with Co-ordinator) (What has gone well, what has been a challenge?)		Next steps
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Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
Deliver the Culture strategy action plan WBO 1/2/3/4	<ul style="list-style-type: none"> • Apply to NLHF for funding to provide capacity to deliver the Culture strategy. • Implement the 2024/25 culture strategy action plan targets. • Embed strategic capacity building across the Culture sector. Externally this will be in the form a cultural compact and 'pledge'. Internally this will be taking the WBO3 group onto the next stage. 	Future Cultural compact partners	NLHF bid.
Deliver the NPT Destination Management Plan WBO3 /4	<ul style="list-style-type: none"> • Establish new DMP Steering Group, terms of reference and agree DMP priorities for delivery. • Implement year 1 priorities identified within the DMP. • Strengthen the partnership approach with NRW in Afan Forest Park and formalise Afan Forest Park Masterplan. • Continue to work in partnership with Bannau Brycheiniog National Park and other partners as part of the Waterfall Country Partnership in order to manage visitor pressures. • Deliver the Aberavon Seafront Masterplan. 	DMP steering group	Seafront strategy June 2024
Provide high quality facilities for residents and visitors WBO3	<ul style="list-style-type: none"> • Deliver high quality services across a range of sites ensuring operational efficiency and excellent customer service at; <ul style="list-style-type: none"> • Pontardawe Arts Centre • Gnoll Country Park • Margam Park • Princess Royal Theatre • The Orangery • Catering (across the whole service) 	Recreation & Commercial team.	Current service budgets

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

	<ul style="list-style-type: none"> • Margam Castle significant NLHF bid (development phase) £250k • Neath Abbey Car parking £375k (Brilliant Basics fund) • LUF2 – Waterfall Country Visitor Infrastructure Pontneddfechan £7m • Brilliant Basics funded Neath Abbey Visitor Car Parking Scheme & work in partnership with Cadw to develop the wider Neath Abbey/ Neath Abbey Ironworks Masterplan 		
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Leisure, Tourism, Heritage & Culture Library Service				
Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource	
<p>Provide access to library services for all NPT residents WBO1/3</p>	<ul style="list-style-type: none"> • Deliver on the culture strategy action plan by: <ul style="list-style-type: none"> • Consult, plan and create a new Library Strategy, setting the future direction for the service • Work on the outcome of the feasibility study for Neath Museum • Work with Swansea Council to deliver an affordable archive service, ensuring access for NPT residents. • Continue to deliver heritage education to schools, assisting on the delivery of the national curriculum, and in particular ‘Cynefin.’ • Undertake initial feasibility on the possible relocation of the Port Talbot Library. 	<p>Library team, Head of service, Portfolio holder, LLAN</p> <p>Library service, Building maintenance, Estates.</p>	<p>Library strategy due by Dec 2024, Neath Museum feasibility by October 2024.</p> <p>March 2025 A small feasibility funding bid will be made.</p>	

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

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

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

	<ul style="list-style-type: none"> • Deliver a new Neath Port Talbot Events strategy • Deliver the inaugural comedy festival 		events and festivals recommendations	
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Evaluation of progress (HOS meeting with Co-ordinator) (What has gone well, what has been a challenge?)		Next steps
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EDUCATION SUPPORT SERVICES –Co-ordinator: Julie Merrifield

Objective	Action	Working Party Partners Responsibilities	Timescales and Additional Costings or Resource
To support schools with managing budgets	<ul style="list-style-type: none"> • Support schools to manage their deficit budgets through ongoing review of recovery plans and monitoring of progress, alongside effective in-school bursar/PSO support • Provide ongoing training for newly appointed/acting heads on budget issues • Review bursar service with the aim of increasing number of bursars available in line with demand • Continue to review School Staff sickness budget, improve the way this recorded and managed 	Llewelyn Williams (MIU) Karen Morris (Bursar Service) Schools Jonathan Jones (Finance) Steph Evans (HR) Kirsty Thomas (HR)	April 2024 – March 2025 Training from September – December 2024

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

TRANSFORMATION – Co-ordinator: Kate Windsor Brown

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

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

	<p>2. Digital Inclusion Officers to work closely with local community groups and individuals to build relationships with organisations that support Digital Inclusion. The officers to provide key support to existing groups set up by the Digital Inclusion Ambassador and support programme development and capacity building initiatives, including delivering digital inclusion sessions and promotion of the service.</p> <p>3. Continue to monitor project outcomes and identify geographical gaps in provision.</p> <p>Multiply Project</p> <ol style="list-style-type: none"> 1. Develop the programme with an aim to reach people from a variety of cohorts to support and develop functional numeracy, confidence with numbers and improving individuals' quality of life. 2. Work with organisations such as social services, schools, employers, employability services and credit unions will be crucial to identify needs and generate referrals. 3. Tailor courses to facilitate achievements, offering different levels and types of delivery, intensive or flexible courses. 4. To develop learners' skills within context and relevant to individuals' aspirations, whatever they may be: living independently, financial awareness, being free of debts, secure employment, enhanced working prospects, achieving a qualification or progressing within an organisation. 5. Continue with engagement work by ensuring the Engagement Officer is making regular contact with all partnership organisations – those we are working with currently and those we have yet to reach. 6. Organise a series of Numeracy workshops in a variety of community venues throughout NPT (especially those in remote/hard to reach areas). The workshops will offer Numeracy tasters as the first steps into numeracy courses to encourage learners to progress on to accredited qualifications. 7. Engagement Officer, Tutors and Learning Support Officers continue to market the project doing 'leaflet drops' to local industries and businesses e.g. construction, care homes, retail outlets to further reach out directly to other organisations. 	<p>opportunities and equipment loan bank.</p> <p>Digital Communities Wales – training opportunities</p> <p>Libraries offering free room hire for the project.</p> <p>Employers to identify skills gaps in Numeracy skills.</p> <p>Tai Tarian, Thrive, NPTC Council/Primary & Secondary schools, The Wallich, NPTCVS, G4S, BEST teaching agency and Neath YMCA.</p>	<p>Digital Inclusion Officers - £92,99.85</p> <p>Multiply completion February 2025 – SPF funding</p> <p>Multiply Project - £858,873</p>
<p>To reduce NEETS further by supporting and guiding year 11 pupils to transition post 16 life and continue</p>	<ol style="list-style-type: none"> 1. Offer Legacy youth work support to year 11 pupils who are at risk of disengaging from school and at risk of becoming Not in Education, Employment or Training (NEET) post 16. 2. Legacy Youth Workers to be based on all secondary schools and work with a caseload of young people identified as being at risk of becoming NEET. 3. To provide support for year 11 leavers over the summer period to help them make a positive transition into a post 16 destination. 	<p>NPT Youth Service</p> <p>Careers Wales</p> <p>Cynnydd</p> <p>Skills and Training</p>	<p>CCG funding until 31st March 2025, SPF funding until 31st December 2024</p>

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

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

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