



**Clackmannanshire  
Council**

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

Comhairle Siorrachd  
Chlach Mhanann

Kilncraigs, Greenside Street, Alloa, FK10 1EB (Tel.01259-450000)

# People Committee

**Thursday 17 January 2019 at 9.30 am**

**Venue: Council Chamber, Kilncraigs,  
Greenside Street, Alloa, FK10 1EB**

Date	Time
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## **People Committee**

The remit of the People Committee is:

- (1) To determine policies for the promotion of care and protection, education and learning, community support and health and well-being
- (2) To set standards for service delivery in the abovementioned areas
- (3) To secure best value in the provision of these services
- (4) To monitor performance in the delivery of services including consideration of:
  - quarterly service performance reports
  - inspection or other similar reports
  - financial performance
- (5) To keep under review the impact of the Committee's policies on Clackmannanshire

Note - As the People Committee will be advising the Council on education matters and discharging functions of the Council in relation to education matters, the committee must also include among its membership:

- one member nominated by the Church of Scotland
- one member nominated by the Catholic Church
- one member nominated by a further denominational body or church (taking account of the comparative strength of all the churches and denominational bodies having duly constituted charges or other regularly appointed places of worship)

**Members of the public are welcome to attend our Council and Committee meetings to see how decisions are made.**

**Details of all of our Council and Committee dates and agenda items are published on our website at [www.clacks.gov.uk](http://www.clacks.gov.uk)**

**If you require further information about Council or Committee meetings, please contact Committee Services by e-mail at [customerservice@clacks.gov.uk](mailto:customerservice@clacks.gov.uk) or by telephone on 01259 452006 or 452004.**

**8 January 2019**

**A MEETING of the PEOPLE COMMITTEE will be held within the Council Chamber, Kilncraigs, Greenside Street, Alloa, FK10 1EB, on THURSDAY 17 January 2019 at 9.30 am.**



**NIKKI BRIDLE  
Chief Executive**

**B U S I N E S S**

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1. Apologies	- -
2. Declaration of Interests Members should declare any financial or non-financial interests they have in any item on this agenda, identifying the relevant agenda item and the nature of their interest in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	- -
3. Confirm Minutes of Meeting held on 1 November 2018 (Copy herewith)	05
4. The Clackmannanshire 'Standards for Children and Young People's Engagement and Participation' – report by Education Improving Outcomes Manager (Copy herewith)	09
5. Financial Performance 2018/19 - October Outturn – report by the Chief Accountant (Interim) (Copy herewith)	23
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## People Committee – Committee Members (Membership 8 - Quorum 4)

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### Councillors

### Wards

Councillor	Graham Lindsay (Convenor)	5	Clackmannanshire East	SNP
Councillor	Les Sharp (Vice Convenor)	1	Clackmannanshire West	SNP
Councillor	George Matchett, QPM	1	Clackmannanshire West	LAB
Councillor	Darren Lee	1	Clackmannanshire West	CONS
Councillor	Donald Balsillie	2	Clackmannanshire North	SNP
Councillor	Helen Lewis	2	Clackmannanshire North	SNP
Councillor	Martha Benny	2	Clackmannanshire North	CONS
Councillor	Kathleen Martin	5	Clackmannanshire East	LAB

### Appointed Members (3)

Rev Sang Y Cha	Church of Scotland
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church

The Council's Religious Representatives (Appointed Members) only have voting rights on matters relating to the discharge of the authority's function as education authority.



**MINUTES OF MEETING of the PEOPLE COMMITTEE held within the Council Chamber,  
Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on THURSDAY 1 NOVEMBER 2018 at  
9.30 am.**

**PRESENT**

Councillor Graham Lindsay Chair)  
Councillor Les Sharp (Vice Chair)  
Councillor Donald Balsillie  
Councillor Martha Benny  
Councillor Darren Lee  
Councillor Helen Lewis  
Councillor Kathleen Martin  
Councillor George Matchett, QPM

Father Michael Freyne, Religious Representative (Appointed Member)  
Rev Sang Y Cha, Religious Representative (Appointed Member)  
Pastor David Fraser, Religious Representative (Appointed Member)

**IN ATTENDANCE**

Stuart Crickmar, Strategic Director (Partnership and Performance)  
Anne Pearson, Chief Education Officer  
Celia Gray, Head of Social Services  
Paula Tovey, Chief Accountant (Interim)  
Cathy Quinn, Improving Outcomes Manager  
Jane Rough, Improving Outcomes Manager  
Michael Boyle, Improving Outcomes Business Manager  
Aileen Ferguson, Headteacher, Abercromby Primary School (Item 5)  
Margaret McIntyre, Childrens Service Manager  
Lindsay Thomson, Service Manager, Legal and Democracy (Clerk to the Committee)  
Melanie Moore, Committee Services

**PC(18)07      APOLOGIES**

None.

**PC(18)08      DECLARATIONS OF INTEREST**

None.

**PC(18)09      CONFIRM MINUTES OF MEETING HELD ON 30 AUGUST 2018**

The minutes of the Meeting of the People Committee held on 30 August 2018 were submitted for approval.

**Decision**

The minutes of the Meeting of the People Committee held on 30 August 2018 were agreed as a correct record and signed by the Chair.

**PC(18)10 FINANCIAL PERFORMANCE 2018/19 – AUGUST OUTTURN**

The report, submitted by the Chief Accountant (Interim), provided an update on the financial performance for the People Division of the Council in respect of revenue spend for the current financial year, 2018/19.

**Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor Les Sharp.

**Decision**

The Committee agreed to note:

- The Division's net service expenditure is forecasting an underspend of £(0.507)m for the year ended 31 March 2019.
- Progress on delivering planned savings in the year.

**PC(18)11 EDUCATION SCOTLAND INSPECTION ABERCROMBY PRIMARY SCHOOL**

The report, submitted by the Improving Outcomes Manager, provided an update to Committee on the outcome of the inspection process at Abercromby Primary School.

Aileen Ferguson, Headteacher, Abercromby Primary School was in attendance at the meeting. She spoke to Committee regarding the report and answered questions from the Committee.

**Motion**

That the Committee agrees the recommendation set out in the report.

Moved by Councillor Martha Benny. Seconded by Councillor Helen Lewis.

**Decision**

The Committee agreed to note the findings of the Education Scotland Inspection Abercromby Primary School report.

**PC(18)12 SCOTTISH ATTAINMENT CHALLENGE: END OF YEAR REPORT SEPTEMBER 2018**

The report, submitted by the Improving Outcomes Manager, shared the Scottish Attainment Challenge End of Year Report which was submitted to Scottish Government in September 2018.

**Motion**

That the Committee agrees the recommendation set out in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor George Matchett, QPM.

## **Decision**

The Committee agreed to note and commented on the contents of the Scottish Attainment Challenge: End of Year Report September 2018.

### **PC(18)13 ST MUNGO'S ROMAN CATHOLIC PRIMARY SCHOOL**

The report, submitted by the Improving Outcomes Manager, provided an update on the issue associated with the water ingress at St Mungo's RCPS school building. The report also advised members of the outcomes of the two reports that the Council commissioned.

## **Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor Les Sharp.

## **Decision**

The Committee decided to:

1. Note that St Mungo's RCPS was decanted to Alloa Academy in April 2018, as a result of concerns about the ongoing issue with damp.
2. Note the cost of carrying out the remedial work is estimated at between £1.7m and £1.9m.
3. Agree that the remedial work should not be undertaken at the school.
4. Agree that St Mungo's RCPS should remain in Alloa Academy for the medium term until the longer term plan have been fully developed and consulted on.

## **Action**

Improving Outcomes Manager

### **PC(18)14 CONSULTATION ON AMENDING THE SCHOOLS ADMISSIONS POLICY**

The report, submitted by the Chief Education Officer, proposed that Clackmannanshire Council undertake a formal consultation on amending the schools admission policy for denominational primary schools. The consultation will be a formal consultation in line with the Schools (Consultation) (Scotland) Act 2010, which will start immediately and conclude with a report to People Committee in March 2019.

## **Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Donald Balsillie. Seconded by Councillor George Matchett, QPM.

## **Decision**

The Committee agreed that:

1. A formal consultation be undertaken on the proposed change to the Clackmannanshire Council school admission policy.

2. A report on the outcome of the consultation be brought to the People Committee on 14 March 2019.

**Action**

Chief Education Officer

All 3 Religious Representatives and Councillor Matchett, QPM left the meeting at this point. (11 am)

**PC(18)15 CHIEF SOCIAL WORK OFFICER'S ANNUAL REPORT 2017-2018**

The report, submitted by the Head of Social Services and Chief Social Work Officer, provided an overview of the key priorities, challenges and achievement related to the delivery of the social work and social care services in Clackmannanshire in 2017-2018. The report also met the statutory requirement to report annually on Social Services complaints.

**Motion**

That the Committee agrees the recommendation set out in the report.

Moved by Councillor Les Sharp. Seconded by Councillor Kathleen Martin.

**Decision**

Having commented on and challenged the report, the Committee agreed to note the report as set out in Appendix 1.

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As this would be Celia's last report for People Committee, Councillor Sharp thanked Celia and her team and wished her all the best for the future.

Ends 1134 hours



**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 17 January 2018**

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**Subject: The Clackmannanshire 'Standards for Children and Young People's Engagement and Participation'**

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**Report by: Education Improving Outcomes Manager**

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**1.0 Purpose**

1.1 To introduce the 'Standards for Children and Young People's Engagement and Participation' developed by young people in Clackmannanshire.

**2.0 Recommendations**

2.1 It is recommended that the Committee endorse these standards and promote them when seeking the participation of children and young people in the development of and evaluation of services.

**3.0 Considerations**

3.1 Children and young people have the right to be involved in their lives now and for their future. They have the right to have a say about their own life, the services and support they and other children and young people receive.

3.2 During the Year of Young People 2018, the Education Community Learning and Development Team supported the young people of Clackmannanshire to come together to showcase their ideas and talents, and give them a stronger voice on issues which affect their lives. As part of the legacy of the Year of Young People, the children and young people developed their own Standards for Engagement and Participation when they are participating in the development of services. (Appendix 1).

3.3 These are the Standards to be followed when engaging children and young people:

- Make the children and young people feel safe and comfortable
- Help children and young people to meet their needs
- Trust and work alongside the children and young people
- Respect Children and Young People as it is really important

- Valuing the opinion of the children and young people
- Listen to the child and young person
- Build their confidence
- Make sure the child and young person knows they will be heard

## 5.0 Financial Implications

5.1 N/A

## 6.0 Sustainability Implications

6.1 The paper has no sustainability implications.

## 7.0 Resource Implications

7.1 N/A

## 8.0 Exempt Reports

8.1 Is the report exempt? No

## 9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input checked="" type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

(2) **Council Policies** (Please detail)

Not applicable.

## 10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

## 11.00 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

## 10.0 Appendices

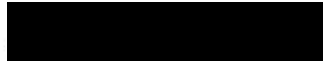

Appendix 1: The Clackmannanshire Standards for Children and Young People's Engagement and Participation

## 12.0 Background Papers

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Mary Fox	Team Leader, Education CLD	

### Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Nikki Bridle	Chief Executive	





**Clackmannanshire**

# Rules

Ensure that the whole team is involved

Always seek consent

This is a 50/50 split of responsibilities





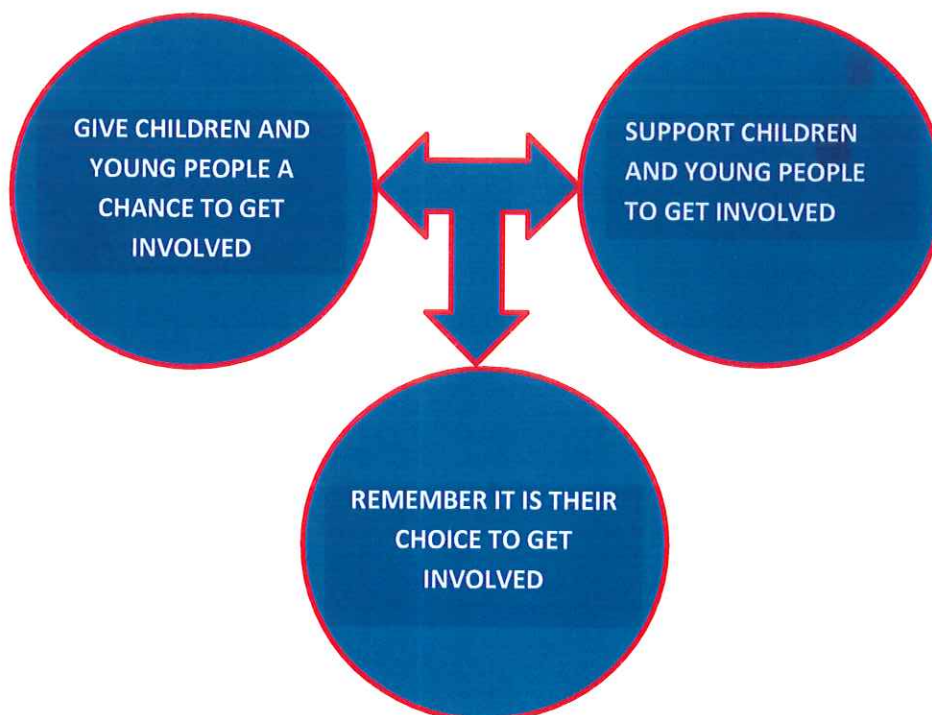
# year of young people bliadhna na h-òigridh 2018

## Introduction

2018 The Year of Young people Give young people the chance to influence decisions that affect their lives 'Providing a platform for young people to have their views heard and acted upon'

The Clackmannanshire 'Standards for Children and Young People's Engagement and Participation' were developed by young people and supported by Education Community Learning and Development, Clackmannanshire Third Sector Interface and Action for Children.

When engaging with Children and Young People and inviting them to participate in the development of services we ask you to remember the '7 Golden Rules of Participation' in particular:



## Engagement and Participation

Children and young people have the right to be involved in their lives now and for their future. They have the right to have a say about their own life, the services and support they and other children and young people receive.

When engaging children and young people in Clackmannanshire the following standards will be followed:-

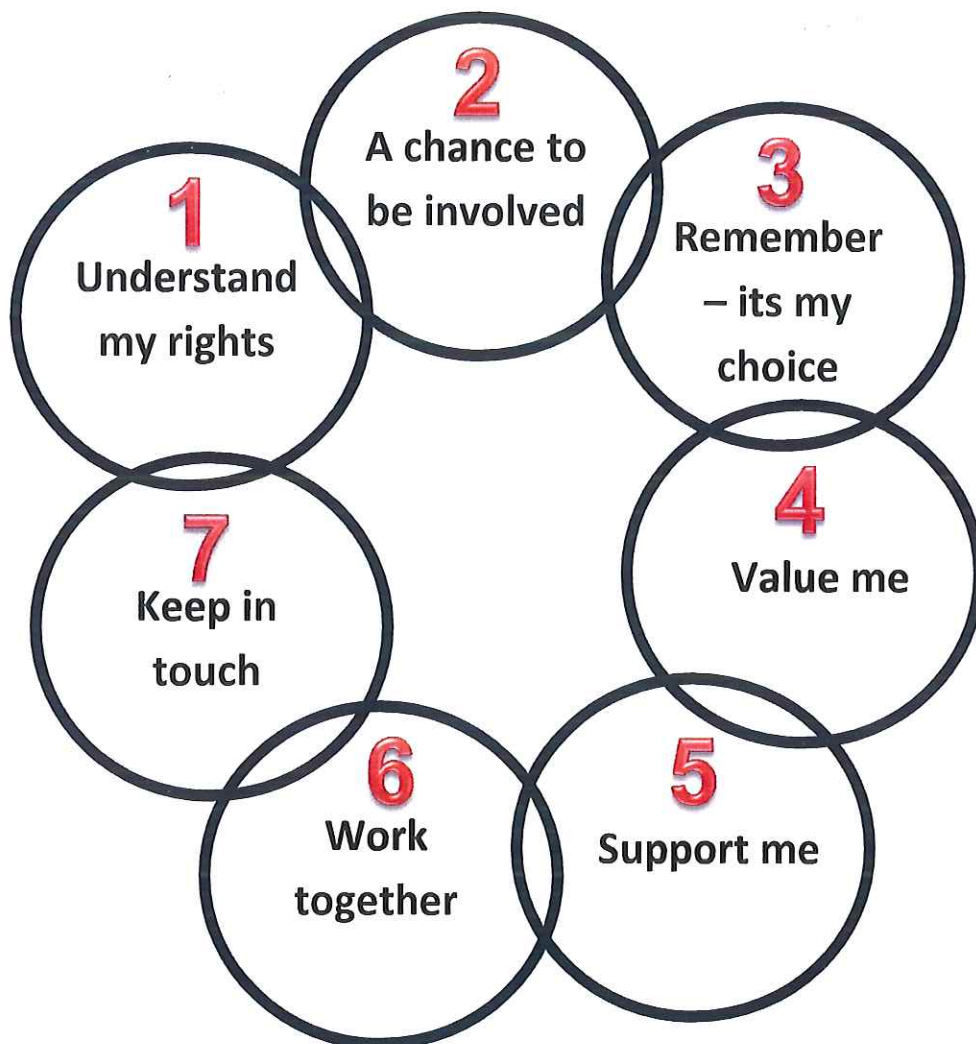
- Make the children and young people feel safe and comfortable
- Help children and young people to meet their needs
- Trust and work alongside the children and young people
- Respect Children and Young People as it is really important
- Valuing the opinion of the children and young people
- Listen to the child and young person
- Build their confidence
- Make sure the child and young person knows they will be heard



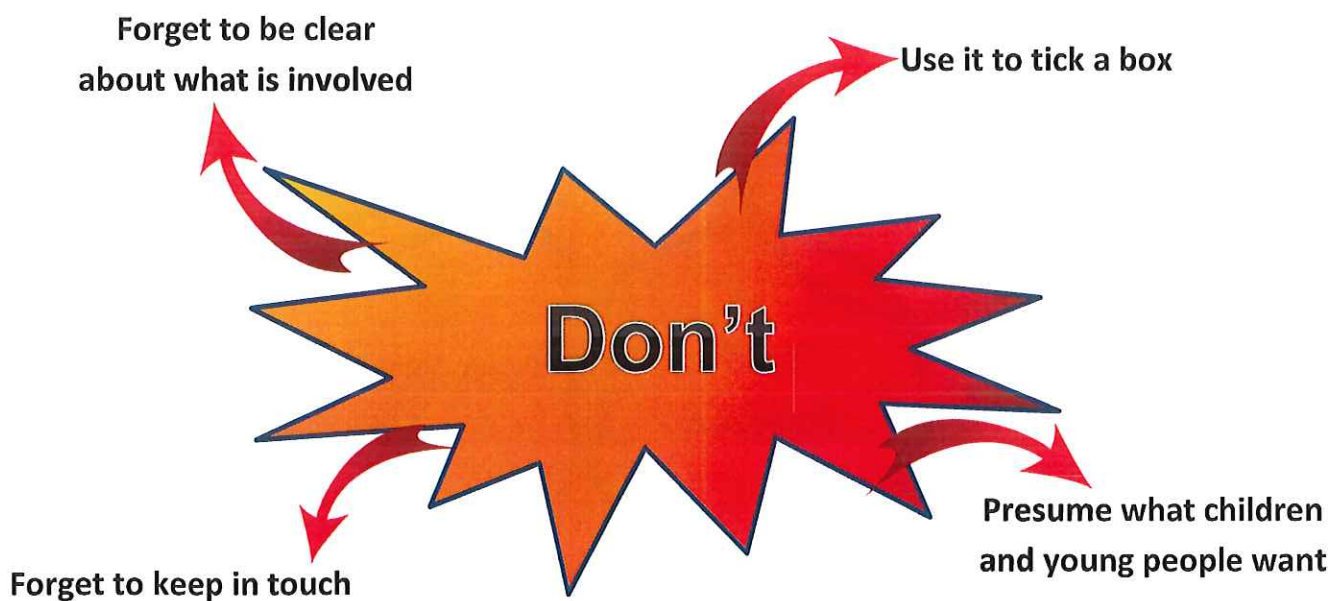
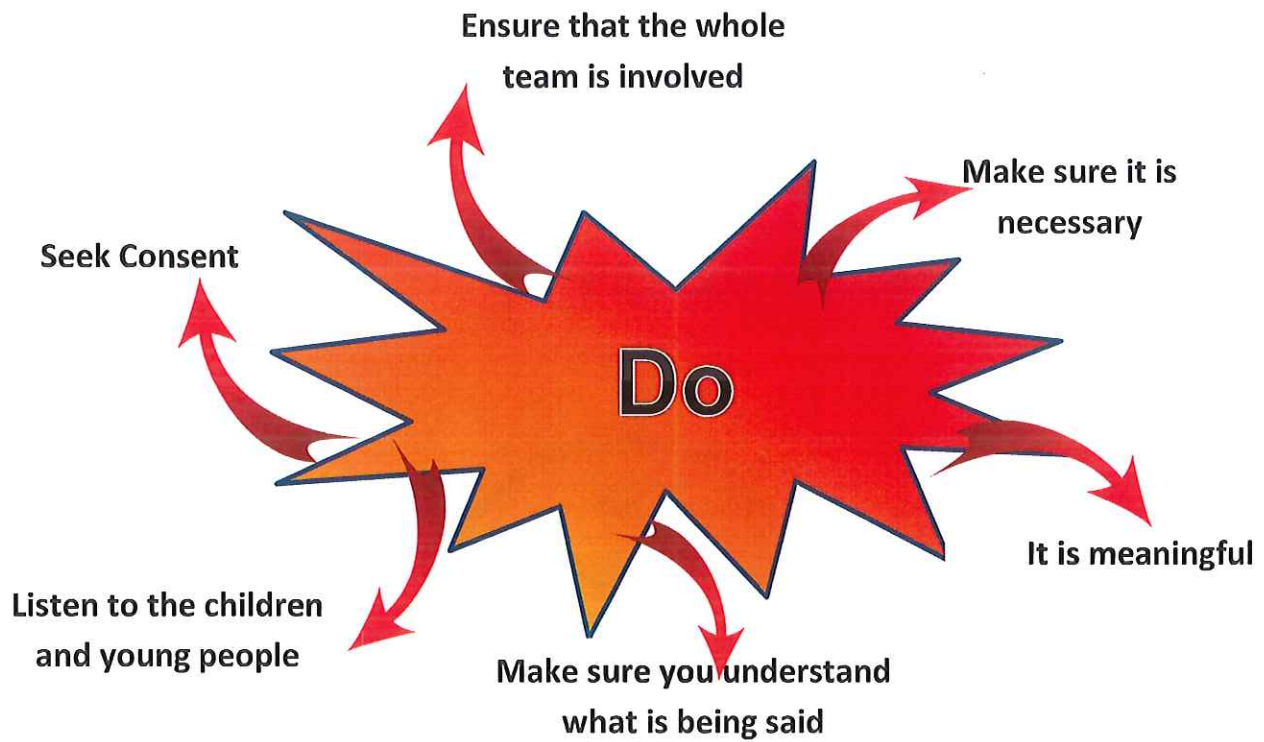
# Participation of Children and Young People

Children and young people can have a real say in deciding what they do which allows them to take full responsibility for their own affairs. All children and young people should be able to join or set up their own groups if they want to.

## 7 GOLDEN RULES FOR PARTICIPATION



# Do's and Don'ts



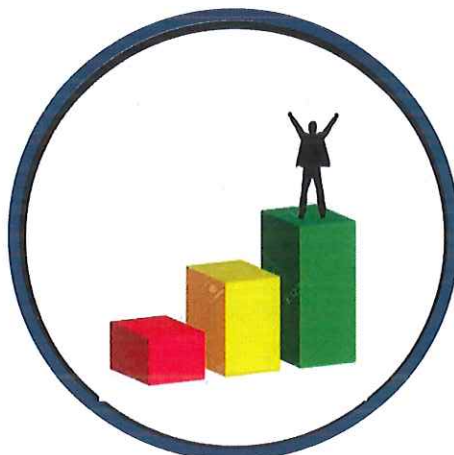
# Benefits



Youth and Adult Equality



Everyone is recognised for their involvement



Better services



Everyone is Happy



Develop new skills and knowledge

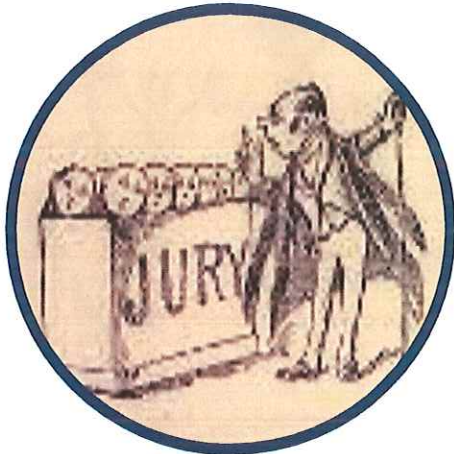


See the changes



# Clacks 100

The Clacks 100 will take an organised role and make sure that all the work carried out involves young people and that they influence outcomes.



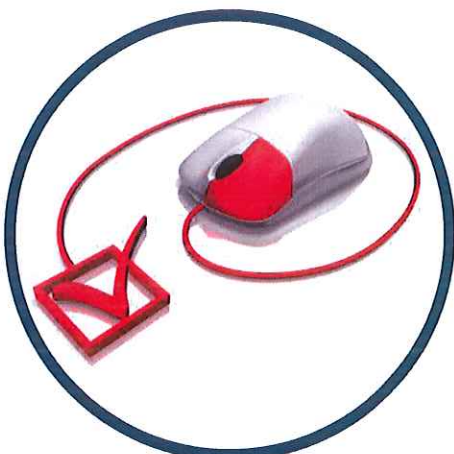
## Citizen Jury

A group of 10 – 15 young people will explore a given issue  
Calling on witnesses to provide information  
Over a period of 1 or 2 days the young people debate and make recommendations on the given issue



## Focus Group

A group of 10 – 15 young people will explore an area of work to be developed  
Working over a period of time this will be a task led group  
Recommendations will be presented to appropriate service



## On-Line Surveys

Developed by the Youth Council inline with the requirements of a service  
Results will be presented to service with key recommendations



## Youth Assembly

Bringing young people together every year to work with services and adults to review and agree actions to develop service and address issues.

## Thanks

We would like to thank the 1300 young people who participated in the youth survey 'Have Your Say!'; the adults that agreed to be interviewed when we were carrying out our research, Education Community Learning and Development, Clackmannanshire Third Sector Interface and Action for Children for their support in developing the Clackmannanshire Standards for Engagement and Participation.

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Thanks to the following young people for developing the standards:

Leah McPake

Kenzie Campbell

Jordan Paterson

Sebastian Richardson

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If you wish to get support when engaging children and young people in the participation of developments please contact:

Clackmannanshire Youth Council  
c/o Clackmannanshire Council  
Education Community Learning and Development  
Kilncraigs  
Greenside Street  
Alloa FK10 1EB  
Email [communitylearning@clacks.gov.uk](mailto:communitylearning@clacks.gov.uk)  
Telephone 01259 225070



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**Report to: People Committee**

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**Date of Meeting: 17 January 2019**

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**Subject: Financial Performance 2018/19- October Outturn**

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**Report by: Chief Accountant (Interim)**

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### **1.0 Purpose**

- 1.1. This paper provides an update on the financial performance for the People Division of the Council in respect of revenue spend for the current financial year.

### **2.0 Recommendations**

- 2.1. The Committee is asked to note, challenge and comment as appropriate on:
- The Division's net service expenditure is forecasting an underspend of £(0.508)m for the year ended 31<sup>st</sup> March 2019.
  - Progress on delivering planned savings in the year.

### **3.0 Background**

- 3.1. The following themes are within the remit of the People Division

Table 1

<b>PEOPLE</b>
<b>CARE &amp; PROTECTION</b>
<b>EDUCATION &amp; LEARNING</b>
<b>SUPPORT &amp; WELL-BEING</b>

*Source: General Services Revenue & Capital Budget 2018-19 (amended June 2018)*

### **4.0 General Fund Revenue**

- 4.1 The Division's net expenditure continues to be reported by Service Expenditure area and by the themes shown above until the final portfolio is agreed and can be reflected within the financial ledgers.

- 4.2 Overall the Division's net service expenditure is forecasting an underspend of £(0.508)m for the year ended 31<sup>st</sup> March 2019. All of the in year cash savings and underspends will be assessed to determine whether they can be taken as future budget savings.
- 4.3 Table 2 below provides an overview of the financial outturn position within each Service Expenditure area.

Table 2

	<i>Annual Budget 2018/19 £'000</i>	<i>Forecast to March 2019 £'000</i>	<i>Variance Forecast to Budget £'000</i>
Strategy & Customer Services	1,368	1,366	(2)
Development & Environmental	472	456	(16)
Education Service	50,713	50,345	(368)
Social Services	13,081	12,959	(122)
<b>Division Expenditure</b>	<b>65,634</b>	<b>65,126</b>	<b>(508)</b>

Underspend

- 4.4 The table below sets out the main variances which make up the table above:

Table 3 Variances

Service	Over/ (underspend) £000s	Total £000's	Narrative
<b>Strategy &amp; Customer Services</b>			
Employee costs	(5)		Vacancies and delays in filling posts within Customer services
Income	3		Shortfall in income from FVH Board within Strategy and Performance
		<b>(2)</b>	
<b>Development &amp; Environment</b>			
Third party payments and payments to contractors	(26)		Underspends within Clacks works payments to contractors and a timing underspend on payment to CAB.
Income	10		Unachieved income for Training Unit as a result of a recent assessment of the contract by SDS, assessment value was lower than anticipated.
		<b>(16)</b>	
<b>Education Services</b>			
<b>Early Years non devolved</b>			
Employee costs	183		ABC Nursery and Kidzone overspend £0.084m, Early years supply staffing overspend £0.117m, nursery vacancy management underspend £(0.018)m
Supplies & Services	(25)		Underspends within Nurseries
Income	48		ABC and Kidzone unachieved income £0.071m which includes an unachieved saving of £0.020. Additional income for



Service	Over/ (underspend) £000s	Total £000's	Narrative
			purchased nursery hours has generated additional income of £(0.023)m
<b>ASN non devolved</b>			
Employee costs	47		Overspends on Learning assistants due to saving timing £0.029m, Teachers overspend £0.018m
Assistance to pupils	175		Overspend in travel, this is demand led
Payments to third parties	34		Speech & Language therapy for unbudgeted inflationary increase.
<b>Primary non devolved</b>			
Employee costs	(444)		Underspends in RCCT staffing £(0.056)m, Supply staffing £(0.037)m and Teachers flexibility £(0.360)m which is a claw back from devolved schools in line with pupil roll.
Others	18		Overspends relating to move from St Mungo's primary to Alloa Academy and DDA at Coalsnaughton Primary unbudgeted costs
Training	32		Overspend on staff training
<b>Secondary non devolved</b>			
Employee costs	(312)		Teachers supply underspend as there continues to be a shortfall in availability
Assistance to pupils	(36)		Underspend in school travel costs
Income	52		Shortfall in income for non SQA Music tuition
Others	(24)		CfE underspend on supplies £(0.032)m and various small overspends £0.008m
<b>PPP</b>			
Various	(63)		Insurance rebate £(0.017)m, agreed deductions £(0.011)m and a surplus budget of £(0.035)m
<b>Business Management</b>			
Various	21		Staffing £0.006m overspend and £0.015m overspend due to supplies & services and training costs
<b>Sports Development</b>			
Employee costs	(63)		Underspends across various programs
Supplies & services	(15)		Various
Income	53		Underachieved income
<b>Psychological serv's, School crossing, Youth Services</b>	(49)		Mainly related to staffing underspends
		<b>(368)</b>	
<b>Social Services- Childcare and Criminal Justice</b>			
Childcare & Support	82		Overspends within Third Party Payments (payments to voluntary organisations) of £0.079m and Transfer Payments (foster

Service	Over/ (underspend) £000s	Total £000's	Narrative
			care payments) £0.072m and Income £0.24m offset by underspends within Staffing of £0.026m and Supplies and Services £(0.072)m. There are small variances within Premises and Transport amounting to £0.004m
Criminal Justice	79		Overspend in staffing
Management & Service Strategy	(215)		There are forecast underspends within staffing costs £(0.227)m offset by overspends within Third Party payments, £0.016 and Income, £0.010m. There are small underspends forecast within Transport and Supplies amounting to £(0.014).
Residential Schools	(68)		Third party payments
		<b>(122)</b>	
<b>People total Underspend</b>		<b>(508)</b>	

4.5 Table 3 below shows the net expenditure by the 3 themes within the People Division of Care and Protection, Education & Learning and Support & Wellbeing:

Table 3

Service	Over/ (underspend) £000s	Total	Narrative
<b>Care &amp; Protection</b>			
Childcare & Support	161		Overspends within Third Party Payments (payments to voluntary organisations) of £0.079m and Transfer Payments (foster care payments) £0.072m and Income £0.24m , Staffing £0.053m offset by underspends within Supplies and Services £(0.072)m. There are small variances within Premises and Transport amounting to £0.004m
Management & Service Strategy	(215)		There are forecast underspends within staffing costs £(0.227)m offset by overspends within Third Party Payments, £0.016 and Income, £0.010m. There are small underspends forecast within Transport and Supplies amounting to £(0.014).
Residential Schools	(68)		Third party payments
<b>Care &amp; Protection Total</b>		<b>(122)</b>	
<b>Education &amp; Learning</b>			
Primary Non Devolved	(394)		Underspends in RCCT staffing £(0.056)m, Supply staffing £(0.037)m and Teachers flexibility £(0.360)m which is a claw back from devolved schools in line with pupil roll. Overspends relating to move from St

Service	Over/ (underspend) £000s	Total	Narrative
			Mungo's primary to Alloa Academy and DDA at Coalsnaughton Primary £0.018m unbudgeted costs and training overspend of £0.032m.
Secondary Non Devolved	(320)		Teachers supply £(0.312)m underspend as there continues to be a shortfall in availability . Underspend in school travel costs £(0.036)m. Shortfall in income for non SQA Music tuition £0.052m. CfE underspend on supplies £(0.032)m and various small overspends £0.008m
Early Years Non Devolved	206		ABC Nursery and Kidzone overspend £0.084m, Early years supply staffing overspend £0.117m, nursery vacancy management underspend £(0.018)m.
A.S.N Non Devolved	256		Overspends on Learning assistants due to saving timing £0.029m, Teachers overspend £0.018m, Overspend in travel £0.175m, this is demand led and an overspend of £0.034m on Speech & Language therapy.
P.P.P	(63)		Insurance rebate £(0.017)m, agreed deductions £(0.011)m and a surplus budget of £(0.035)m
Business Management	21		Staffing £0.006m overspend and £0.015m overspend due to supplies & services and training costs
Other areas	(49)		Mainly related to staffing underspends within Psychological , Youth Services and Crossing patrols.
Sports Development	(25)		Underspends in employee costs and supplies and services £(0.078)m offset by unachieved income £0.053m.
<b>Education &amp; Learning Total</b>		<b>(368)</b>	
<b>Support &amp; Wellbeing</b>			
Income	13		Shortfall in income from FVH Board within Strategy and Performance £0.003m Unachieved income for Training Unit as a result of a recent assessment of the contract by SDS, assessment value was lower than anticipated £0.010m
Employee costs	(5)		Customer services staffing
Economic development	(26)		Underspends within Clacks works payments to contractors and a timing underspend on payment to CAB.
<b>Support &amp; Wellbeing Total</b>		<b>(18)</b>	
<b>People Total Underspend</b>		<b>(508)</b>	

4.6 Since the last reported forecast the Service and Accountancy have completed an extensive realignment of the Social Services Child Care budget to address the unallocated vacancy management target. This has resulted in £0.212m being realigned from the underspend in Residential schools leaving a residual underspend of £(0.068)m. The realignment will ensure that the budgets better reflect the actual spend of the Service.

## 5.0 2018/19 Savings Progress

5.1 The 2018/19 budget incorporated approved savings of £7.376m. Of this total £3.333m is attributable to the People Division. Based on analysis to date, savings of £2.941m (88.3%) are forecast to be achieved which is an 11% increase on those reported in October, with up to a further £0.315m (9.5%) likely to be achieved in the year. Table 5 below sets out the position for each of the savings categories.

5.2 Table 5: Budgeted 2018/19 savings progress

Savings Category	Savings full year			
	18/19 £000	Green £000	Amber £000	Red £000
Policy Savings	1,619	1,314	229	77
Management Efficiencies	430	398	32	0
Service Redesign	767	713	54	0
17-18 cash savings year 2	208	208	0	0
18-19 cash savings	308	308	0	0
<b>Total</b>	<b>3,333</b>	<b>2,941</b>	<b>315</b>	<b>77</b>
		88.3%	9.5%	2.3%

5.3 Where the saving is at risk of not being achieved in year the Accountancy team will be working in conjunction with the Services, to identify compensatory savings. At October, £0.077m of savings are forecast not to be achieved, these are detailed in Appendix B to this report and summarised below:

EDUPO1 relates to Music tuition where numbers using the service have reduced. £0.017m has been achieved but £0.052m is forecast as not achievable. It is anticipated that uptake will increase again in 2019/20.

EDUSR01 relates to Out of school care £0.020m, this is in respect of income not achieved. It is worth noting that although the income budget is not achieved, overall Kidzone is underspending in staffing, due to recruitment issues. However, this would impact the ability to generate additional income.

SCSSR16 relates to Life Skills Coach – CHL, £0.004m this is a partial non realisation of the saving due to timing. This will be moved into 2019/20 for full realisation.

5.4 Appendices A to E provide further detail of the progress on delivering savings within each service.

## 6.0 Conclusions

6.1 The Division's net service expenditure is forecasting an underspend of £(0.508)m for the year ended 31<sup>st</sup> March 2019.

6.2 Of the associated approved savings of £3.333m, £2.941m is forecast to be achieved and up to a further £0.315m is likely to be achieved in the year.

6.3 Services and the accountancy team are working to ensure the full savings are achieved by the end of the financial year.

## 7.0 Sustainability Implications

7.1 None

## 8.0 Resource Implications

### 8.1 *Financial Details*

8.2 The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes X

8.3 Finance have been consulted and have agreed the financial implications as set out in the report. Yes X

### 8.4 *Staffing*

## 9.0 Exempt Reports

9.1 Is this report exempt? Yes  (please detail the reasons for exemption below) No X

## 10.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

(2) **Council Policies** (Please detail)

## 11.0 Equalities Impact

11.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?  
Yes  No

## 12.0 Legality

- 12.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

## 13.0 Appendices

- 13.1 Appendices A-E savings

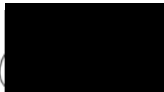
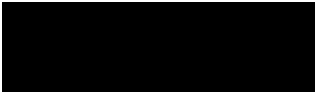
## 14.0 Background Papers

- 14.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)  
Yes  (please list the documents below) No

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Elizabeth Hutcheon	Management Accountancy Team Leader	
Paula Tovey	Chief Accountant ( Interim )	

### Approved by

NAME	DESIGNATION	SIGNATURE
Paula Tovey	Chief Accountant ( Interim )	
Nikki Bridle	Chief Executive	

Schedules of Savings							
Management Efficiencies							APPENDIX A
Service Reference		Description of Saving	2018/19	Achieved	Likely to be achieved	Amber	Red
EDUME01	PEOPLE	Additional full year impact of 2017/18 savings	134,418	134,418	-		
EDUME02	PEOPLE	Early Years Seniors include in ratios	225,640		225,640		
SSME01	PEOPLE	Staff travel. Increased use of lease cars	15,000	-	15,000		
SSME02	PEOPLE	Development of Call Handling Approach	0			-	-
SSME03	PEOPLE	Budget realignment childcare income	32,000			32,000	
DEME10	PEOPLE	Modern Apprentice Scheme Ending March 18	13,450	13,450			
SCSME02 prev 3	PEOPLE	Budget realignment of health policy officer budget	10,000	10,000		-	
			430,508	157,868	240,640	32,000	-

Schedules of Savings

Policy

APPENDIX B

Service Reference		Description of Saving	2018/19	Achieved	Likely to be achieved	Amber	Red
EDUP01	PEOPLE	Cessation of Music Tuition Service	69,090	-	17,000	-	52,090
EDUP02	PEOPLE	Peripatetic Early Years Teachers	100,000	-	100,000		
EDUP03	PEOPLE	Revised Primary school class configurations	366,750	296,293	70,457		
EDUP05	PEOPLE	Removal or full cost recovery breakfast clubs	11,640	-	11,640		
EDUP07	PEOPLE	Removal or full cost sport development	54,584	-	54,584	-	
EDUSR01	PEOPLE	Removal or full cost recovery Kidzone Out of School Care	20,000	-	-	-	20,000
EDUSR02	PEOPLE	20% reduction learning assistants	218,810	-	189,810	29,000	
SSP01	PEOPLE	Residential Schools: Develop local community based alternatives. Reduce no. of places by 9. (net saving after allowing for re-providing in local services)	500,000	-	300,000	200,000	
SSP02	PEOPLE	Development of Self Directed Support	5,000	5,000			
SCSSR16	PEOPLE	Stop - Life Skills Coach - CHL	13,500		9,000		4500
CORPP01	PEOPLE	Health & social care decrease in RT 2018/19	138,000		138,000		
DESR01	PEOPLE	Funding for Clackmannanshire Business	23,000	17250	5,750		
DESR02	PEOPLE	Funding for Tourism	10,500	10500			
SCSSR12	PEOPLE	Reduce Book Budget	5,000	5,000			
SCSSR15	PEOPLE	Stop - Decomission Clackmannanshire Healthier Lives	83,495	83495			
			<b>1,619,369</b>	<b>417,538</b>	<b>896,241</b>	<b>229,000</b>	<b>76,590</b>



## Schedules of Savings

### Redesign

APPENDIX C

Service Reference		Description of Saving	2018/19	Achieved	Likely to be achieved	Amber	Red
EDUR01	PEOPLE	Education Assets Team	52,640	52,640		-	
SSR01	PEOPLE	Remove Assistant Team manager Posts (3fte) Note: some posts lost through VR.	150,000	150,000		-	
SSR02	PEOPLE	Child Psychology Assessment Team (CPAT) Payment to NHS	68,000	68,000			
SSR03	PEOPLE	Redesign within Management/Strategy - deletion of 2 posts	60,124	-	60,124	-	
SSR04	PEOPLE	Early years redesign: commission service from third sector and transfer of staff to education. Net saving	290,000	290,000			
SSR05	PEOPLE	Replace External Agency Foster Carers with In House Carers X 4 Places	146,000	38,000	54,000	54,000	
SCSR07	PEOPLE	Redesign Leisure Services on Expiry of ALB Contract September 2019	0				
			<b>766,764</b>	<b>598,640</b>	<b>114,124</b>	<b>54,000</b>	<b>0</b>

Schedules of Savings

Cash savings 2018/19

APPENDIX E

Reference		Saving description	2018/19 saving	Achieved	Likely to be achieved	Amber	Red
CASH	PEOPLE	Education staff budget - CASH	258,000		258,000	-	
CASH	PEOPLE	Education budget realignment	50,250		50,250		
			<b>308,250</b>	-	<b>308,250</b>	-	-

**Schedules of Savings**

**Year 2 savings (2018/19 savings agreed in 2017/18)**

**APPENDIX E**

<b>Reference</b>		<b>Saving description</b>	<b>2018/19 saving</b>	<b>Achieved</b>	<b>Likely to be achieved</b>	<b>Amber</b>	<b>Red</b>
Managed contraction Education	PEOPLE		33,983	33,983			
Managed contraction SCS	PEOPLE		174,275		174,275		
			<b>208,258</b>	<b>33,983</b>	<b>174,275</b>	<b>0</b>	<b>0</b>



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**Report to People Committee**

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**Date of Meeting: 17 January 2019**

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**Subject: The Use of Pupil Equity Funding (PEF) in the Alloa Cluster**

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**Report by: Education Improving Outcomes Manager**

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**1.0 Purpose**

- 1.1. This paper reports on how schools in the **Alloa Cluster** are using PEF to bring about improvement and close the poverty related attainment gap in the key areas of literacy, numeracy and health and well-being.

**2.0 Recommendations**

It is recommended that the People Committee note and provide feedback on the contents of the report on use of PEF in the Alloa Cluster. (*Appendix 1*)

**3.0 Considerations**

- 3.1 PEF began in session 2017/18 and we are now in Year 2. The grant funding is allocated directly to schools on the basis of the actual number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria and it will continue until the end of this Parliament.
- 3.2 Clackmannanshire Education Service provided Headteachers with updated guidance for 2018/19. (*Appendix 2*)
- 3.4 All Headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. They are expected to consult with key stakeholders, including parents, carers, children and young people as part of the decision making process.
- 3.5 In line with the roles and responsibilities for local authorities as set out in the PEF National Operational Guidance 2018, the Chief Education Officer asked the Education Scotland Attainment Advisor to provide update reports on how schools are using the additional funding to improve the educational outcomes of children affected by poverty. She started with Alloa Cluster schools and a further 2 reports focussing on the Lornshill and Alva clusters will be brought to the March and May People Committees.
- 3.6 Alloa Cluster allocations are as set out in the table below and a more detailed breakdown of how the funding is used in each establishment is included. (*Appendix 3*)

Establishment	Allocated PEF 2018/19
Alloa Academy	£88,800
Park Primary School	£202,800
Redwell Primary School	£84,000
St. Mungo's Primary School	£56,400
Sunnyside Primary School	£135,000

**3.7** The Attainment Advisor's reports summarises the work of the Alloa Cluster under the categories of Leadership, Learning & Teaching and Families & Communities as set out in the 2018 National Operational Guidance. It notes key strengths and offers advice on next steps. It also includes a report for the *Language is Fun Together*, an Alloa Cluster Speech and Language intervention. (Appendix 4)

#### **Strengths**

- Many of the interventions build on and extend activity from last session which had shown positive impact.
- The PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers are able to provide some early qualitative examples of impact, including improvement of learning and teaching that is leading to better pupil engagement and increased attainment
- The Improvement Analyst has supported the use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring of PEF interventions.

#### **Next Steps**

- Schools should continue to draw on the expertise of the Improvement Analyst to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives
- Schools will be supported to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.

**3.8** To provide live evidence re resource deployment and impact, Denise Penman, the Headteacher at Sunnyside Primary school will report to the People Committee on how the employment of an additional Depute Headteacher, funded by PEF, is enhancing learning and teaching and raising attainment.

## **4.0 Sustainability Implications**

4.1 This is external funding.

## **5.0 Resource Implications**

## **6.0 Exempt Reports**

6.1 Is this report exempt? No

## 7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

### (1) Our Priorities

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all  
Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

The Council is effective, efficient and recognised for excellence

### (2) Council Policies (Please detail)

Not applicable

## 8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No

## 9.0 Legality

9.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes  No

## 10.0 Appendices

Appendix 1 Report on Pupil Equity Funding within the Alloa Cluster  
Appendix 2 National Guidance 2018  
Appendix 3 PEF Interventions within Alloa Cluster schools  
Appendix 4 Language is Fun Together Impact Report


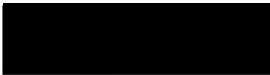
## 11.0 Background Papers

N/A

Author(s)

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Anne Pearson	Chief Education Officer	
Nikki Bridle	Chief Executive	



Appendix 1:

## Report on Pupil Equity Funding within the Alloa Cluster

29.11.18

Compiled by: Patricia Leeson (Attainment Advisor)

This report aims to provide a detailed description of how Pupil Equity Funding is being used in the Alloa Cluster.

Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017 until 2021. It is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria. Publicly funded primary, secondary and special schools receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

### Roles and Responsibilities:

#### Headteachers

As PEF is allocated directly to schools; it is for headteachers to decide how best to spend PEF. They have the discretion to make decisions about which children and young people would benefit most from any particular intervention or approach. However, the funding should be focused on delivering equity and headteachers are expected to consult with key stakeholders, including parents, carers, children and young people as part of the decision making process.

#### Local Authority

The local authority should support and challenge schools in the use of PEF. For example, local authorities may provide guidance to schools about how funding will operate locally and how schools might work together to agree the use of funding and ensure best value in the activities, interventions and resources that they deliver.

Clackmannanshire Education Service provided headteachers with initial guidance relating to PEF in 2017/18 and has updated this guidance for 2018/19. (*Appendix2*) Schools are further supported and challenged by the Senior Management team and the Attainment Advisor to track and monitor progress.

The Pupil Equity Funding National Operational Guidance 2018 states, *“The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.”*

During October and November 2018 the Attainment Advisor for Clackmannanshire was asked by the Senior Management team to evaluate the progress and impact of schools within the Alloa Cluster. Allocations for each school are noted in the table below. A more detailed breakdown of how the funding is used in each establishment is included in *Appendix 3*.

Establishment	Allocated Pupil Equity Funding 2018/19
Alloa Academy	£88,800
Lochies School	£43,200
Park Primary School	£202,800
Redwell Primary School	£84,000
St. Mungo's Primary School	£56,400
Sunnyside Primary School	£135,000

## How is pupil equity funding being used?

### Cluster Priority - LIFT

All schools within the cluster have agreed to contribute funding to an early years initiative being delivered by Speech and Language Therapy. The 'Language is Fun Together' (LIFT) is aimed at building the capacity of early years' staff so that they can deliver high quality, evidence based interventions to learners. It also aims to provide families with the opportunity to acquire the knowledge and skills necessary to improve the quality of their interactions with their child which will improve children's spoken language development and life outcomes. The Language is Fun Together (LIFT) project is funded through both the Scottish Attainment Challenge and Pupil Equity Fund.

The project is in its second year and is already showing impact. Several schools have reported a rise in the number of children on track to achieve early level listening and talking by the end of primary one with one school reporting that almost all primary one children are on track to achieve this by Christmas, significantly earlier than would normally be expected. A detailed report is included in *appendix 4*.

### Leadership

#### Staffing

Almost all schools visited have used PEF to enhance their staffing in order to implement initiatives to deliver excellence and equity. For some schools this has led to an enhancement of the school leadership team with extra deputy head teacher or principal teacher roles being created. Other staffing enhancements include additional teaching time, learning assistants and the addition of a support worker. The remits of these additional staff include:

- providing additional support to identified groups of children
- taking forward initiatives including, for example, increasing attendance or developing family engagement
- supporting improvements to tracking and monitoring processes so that poverty related, and other, attainment gaps can be more quickly identified and addressed.

Denise Penman, the Headteacher at Sunnyside Primary school will report to the People Committee to provide an illustration of how the employment of an additional Deputy Headteacher, funded by PEF, is enhancing learning and teaching.

## **Learning and Teaching**

There is a strong coherence between school PEF initiatives and the Clackmannanshire Scottish Attainment Challenge Programme initiatives which aim to improve learning and teaching and learning environments. The majority of schools were enhancing this work through PEF. A few schools were specifically using PEF to build the capacity of staff through Career Long Professional Learning programmes and work related to the Clackmannanshire Scottish Attainment Challenge programme 'Improving Pedagogy with Equity' programme.

### **Literacy**

All of the mainstream primary schools visited are involved in the Clackmannanshire Scottish Attainment Challenge Equitable Literacy Programme and all have used PEF to purchase additional resources to enhance reading resources and the literacy environment within their school. They have also used some additional staffing to deliver targeted literacy interventions as part of additional support programmes.

One school is working with Speech and Language Therapy to deliver an after school club for parents and children aimed at helping parents to develop a literacy rich environment at home. All schools have also invested in the LIFT programme described above.

### **Numeracy**

Half of the schools visited are using the additional staffing provided by PEF to deliver targeted additional support in numeracy. A few have used PEF to purchase resources to enhance their numeracy curriculum and the work being delivered by the Clackmannanshire Improving Outcomes Principal Teachers as part of the Scottish Attainment Challenge.

### **Health and Well-Being**

The schools visited were using PEF to finance a wide and varied range of initiatives aimed at improving health and well-being. These included providing after school and lunchtime clubs and extending pupils' experiences through funded or subsidised activities such as music and theatre workshops, providing healthy snacks and resources to enhance the work of the early intervention worker provided through the Clackmannanshire Attainment Challenge Programme. Other initiatives focused on reducing absence and late-coming and developing family engagement.

### **Families and Communities**

The majority of schools had used some PEF to improve family engagement this included, for example the introduction of various events to better meet the needs of families and providing resources to help families engage. One school had used PEF to help support the introduction of a variety of digital communications with parents following consultation.

### **Strengths**

- Many of the interventions build on and extend activity from last session which had shown positive impact.
- The PEF interventions are being used to extend and enhance Scottish Attainment Challenge programmes.
- Headteachers are able to provide some early qualitative examples of impact, including improvement of learning and teaching that is leading to better pupil engagement and increased attainment
- The Improvement Analyst has supported the use of data through the creation of a Clackmannanshire tracking system
- All of the schools visited are using an increasing range of data as a basis for planning and monitoring PEF interventions.

### **Next Steps**

- Schools should continue to draw on the expertise of the Improvement Analyst to help them further define poverty related attainment gaps in order to ensure the most appropriate targeting of PEF initiatives
- Schools will be supported to define more specific short, medium and long-term outcomes for each of their initiatives. This will help them to monitor progress and impact throughout the year and adapt their plans as necessary.
- Further develop family engagement across the cluster by developing local partnerships

Patricia Leeson (Attainment Advisor) 29.11.18

## What is it?

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017/18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term. **Pupil Equity Funding will continue until the end of this Parliament.**

This national guidance is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. Local authorities may issue complementary guidance about how the funding will operate locally.

## Key Principles

- Headteachers must have access to the full amount of the allocated Pupil Equity Funding.
- Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned.
- Headteachers should work in partnership with each other, and their local authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate.
- The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Quality reports.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process, **particularly in the 2018 Year of Young People.**
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, headteachers can use their professional judgement to bring additional children in to the targeted interventions and approaches.
- Headteachers must develop a clear rationale for use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty related attainment gap, will be measured. **If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended.**

<sup>1</sup> Amendments to the 2017 National Operational Guidance are highlighted

## How much is it?

Publicly funded primary, secondary and special schools will receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.

## How is it allocated?

Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under [the national eligibility criteria](#)<sup>2</sup>.

The 2018/19 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3.
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

The approach to estimating free school meal registrations will be kept under review as the Government seeks to improve the quality of data for identifying children living in households affected by poverty.

Funding for 2018/19 will be paid by the Government to local authorities by means of a ring-fenced grant which will clearly indicate the amounts that should be allocated directly to each school. Local authorities will confirm arrangements for draw down at school level.

## How can it be used?

Although the funding is allocated to schools on the basis of free school meal eligibility, headteachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Funding should not be used in ways that stigmatises children and young people or their parents. Interventions that impact on transitions between school stages – for example between nursery and primary or between broad general education and senior phase – can also be considered.

The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning & teaching; and families and communities are useful organisers to consider when determining interventions and approaches.

A framework, '[Interventions for Equity](#)',<sup>3</sup> has been developed to support the planning and implementing of interventions and approaches to meet the needs of children and young people affected by poverty in order to close the attainment gap. The examples cited act as a stimulus for wider reflection of what would suit your local context and are by no means the

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<sup>2</sup> <http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

<sup>3</sup> <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

only interventions that should be considered. [The EEF toolkit<sup>4</sup>](#) is also available to support decision making.

Headteachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority and regional improvement collaborative level to address common interests. Interventions and approaches should be considered within the context of the school improvement planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Evidence shows that some children and young people from equalities groups can be disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality and the promotion of equity is a shared responsibility held by all staff, partners and stakeholders. In this context, headteachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; or having caring responsibilities.

Headteachers will need to be familiar with local policies and procedures – such as the Local Code of Corporate Governance, Local Schemes of Delegation, the Role of the Section 95 officer, the local Devolved School Management policy and local school planning cycle – the local operational guidance which they may issue alongside this national guidance should contain more information about these local policies.

### Partnerships

Parents and the local community are a valuable source of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

[Participatory budgeting<sup>5</sup>](#) (PB) could be an innovative and effective mechanism to engage with parents and pupils, in particular those who face barriers to participation. PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication.

### Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they should work closely with the Local Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach. Headteachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs. Local guidance should provide further clear details of

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<sup>4</sup> <https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

<sup>5</sup> <https://pbscotland.scot/>

these costs. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

## Procurement

Purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources (see below) or, for example, services from third sector partners. Schools should liaise with their relevant local authority finance partners to ensure compliance with procurement policies and legislation.

## ICT

The Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology should do so in close consultation with the IT Department at their local authority.

We know that simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national [Digital Learning and Teaching Strategy](#)<sup>6</sup>.

## **Support**

There is a package of national and local support available to assist schools in planning how to use their Pupil Equity Funding. This includes:

- [A framework](#)<sup>7</sup> of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content will be dynamic and will continue to evolve as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will continue to be incorporated as these become available.
- The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which has been integrated into the National Improvement Hub: [Learning and Teaching toolkit](#)<sup>8</sup>. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of

<sup>6</sup> [www.gov.scot/Publications/2016/09/9494](http://www.gov.scot/Publications/2016/09/9494)

<sup>7</sup> <https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

<sup>8</sup> <https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>



Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context.

- [Guidance on working with the third sector](#)<sup>9</sup> is available to help support schools make the best use of funding with other partners.
- Attainment Advisors who will be able to provide advice on a regional basis.
- A dedicated Scottish Attainment Challenge community on Glow where all educators can have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding.
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required.
- [Guidance](#) on School Improvement Planning, including Standards and Quality reporting through the National Improvement Framework.<sup>10</sup>

Local authorities will also offer their own packages of support for schools to help them plan how to use the funding effectively.

## Outcomes, impact and measurement

At a school level, it is essential that headteachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Schools should articulate clearly defined outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Improving nationally the confidence and accuracy of teacher professional judgement of achievement of Curriculum for Excellence levels is a key factor in measuring progress. Further guidance on assessment can be found in the Key messages<sup>11</sup> for schools and the Benchmarks<sup>12</sup> issued in November 2016. Progress towards closing the attainment gap will continue to be reported in the annual national and local National Improvement Framework evidence reports.

## Accountability and reporting

The headteacher will be accountable to their local authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate

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<sup>9</sup> <https://education.gov.scot/improvement/self-evaluation/Scottish%20Attainment%20Challenge%20and%20partnerships%20with%20the%20Third%20Sector>

<sup>10</sup> <https://education.gov.scot/improvement/self-evaluation/National%20Improvement%20Framework:%20Improvement%20planning%20and%20reporting%20poster> and <https://education.gov.scot/improvement/practice-exemplars/nifschoolimprovement>

<sup>11</sup> <https://education.gov.scot/improvement/self-evaluation/Key%20messages%20for%20schools%20from%20HM%20Chief%20Inspector%20of%20Education:%20August%202017>

<sup>12</sup> <https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports. These plans and reports should be made publicly available so that parents can understand what is happening in their school. The arrangements for publication will be confirmed by your local authority.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. [‘How Good Is Our School? 4’](#)<sup>13</sup> includes an evaluation on the six point scale of the school’s success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland’s Shared Risk Assessment.

### **Unspent funds**

Where schools are unable to spend their full allocation during the financial year, any underspent funds can be carried forward to the new financial year. We would expect that, other than in exceptional circumstances, it should be spent within the current academic year. Schools should liaise closely with their authority to agree arrangements for carrying forward the funding into the new financial year (and, in exceptional circumstances, into the new academic year). Pupil Equity Funding should be considered separately from other funding within the devolved school management budget.

**Scottish Government  
February 2018**

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<sup>13</sup> <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

Establishment	Literacy	Numeracy	HWB	Other
Park Primary £80,500	<ul style="list-style-type: none"> <li>Resources to support SAC Equitable Reading and Talk Clacks Programmes</li> <li>0.6 Teacher to support interventions for small groups</li> <li>Additional Learning Assistant allowing more LA time across classes to support literacy &amp; numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resources to support SAC Maths Intervention from Improving Outcomes PT Team</li> <li>Additional Learning Assistant allowing more LA time across classes to support literacy &amp; numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resources to support the implementation of R4L</li> <li>Subsidised fruit snack for all pupils P1-P7 daily</li> </ul>	<ul style="list-style-type: none"> <li>PEF DHT</li> <li>Resources to support implementation of Developing Young Workforce - raising pupil awareness of careers/ambition</li> <li>Resources to support work with CLD – Awards - High Five, Dynamic Youth, John Muir</li> <li>Resources to support family learning initiatives</li> <li>Resources to support pupil participation through MAD (Making a Difference Groups) and school excursions</li> </ul>
Redwell Primary School £35,030	<ul style="list-style-type: none"> <li>Resources to support SAC Equitable Reading and Clacks Talks Programmes</li> <li>Sumdog Spelling</li> <li>Staffing used to support interventions as required e.g. Toe by Toe, Speed Up, Clicker 7</li> <li>Visualisers to support learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Sumdog</li> <li>Resources to support the application of maths and numeracy skills through practical maths activities and word problems.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of lunch and after school clubs.</li> <li>Variety of experiences including theatre and music performances and workshops</li> </ul>	<p>Staffing:</p> <ul style="list-style-type: none"> <li>FTE Teacher</li> <li>1.6 FTE Learning Assistants</li> <li>STEM resources to support practical experiences and subject specific vocabulary.</li> </ul>
Sunnyside Primary £70,930	<ul style="list-style-type: none"> <li>Resources to support SAC Equitable Reading Programme</li> <li>Support for Learning Teacher and Learning Assistant focus on specific literacy programmes for targeted pupils.</li> <li>DHT focus on improving learning and teaching through building staff capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Support for Learning Teacher and Learning Assistant focus on specific numeracy programmes for targeted pupils.</li> <li>DHT focus on improving learning and teaching through building staff capacity.</li> </ul>	DHT and Support Worker focus on reducing late-coming and absence and increasing family engagement.	<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>DHT</li> <li>Support Worker</li> <li>Learning Assistant</li> <li>0.2 FTE Support for Learning Teacher (to make fulltime)</li> </ul>

Establishment	Literacy	Numeracy	HWB	Other
St Mungo's Primary £25,500	<ul style="list-style-type: none"> <li>Part of PEF Teaching and Learning Assistant time used to support literacy, e.g. allows PT to support writing from P2-P7 by team teaching 1 day per week and allows a teacher to liaise with Speech and Language re Focal Programme.</li> <li>Resources to support SAC Equitable Literacy Programme</li> <li>Sumdog spelling</li> </ul>	<ul style="list-style-type: none"> <li>Part of PEF Teaching and Learning Assistant time used to support numeracy e.g. Push Group for children at risk of going off track</li> <li>Sumdog Maths</li> </ul>	<ul style="list-style-type: none"> <li>Part of PEF Teaching and Learning Assistant time used to support HWB</li> <li>(Lead teacher attends SAC training, will train as Mental Health First Aider)</li> <li>Resources for Early Intervention Worker to use</li> </ul>	<ul style="list-style-type: none"> <li>Staffing: 0.8 FTE Teacher</li> <li>FTE Learning Assistant</li> <li>Skills Development- P6&amp;7 Lion King Production After School Club</li> <li>St Modan's Young Engineer – resources and transportation</li> </ul>
Alloa Academy £30,070	<ul style="list-style-type: none"> <li>Sumdog Literacy</li> <li>Book Buzz</li> </ul>	<ul style="list-style-type: none"> <li>Sumdog Numeracy</li> <li>Staffing to support Numeracy Ninja's</li> </ul>	<ul style="list-style-type: none"> <li>Support Base (staffing supporting this)</li> </ul>	<p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>DHT</li> <li>PT (Support Hub)</li> <li>6 x 0.5 PTs</li> <li>0.5 Well-being Worker</li> <li>Support Worker</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Progress Didbook (Monitoring and Tracking System)</li> <li>School App</li> <li>Green Power Car Kit</li> <li>Career Ready (DYW)</li> </ul>



‘Language Is Fun Together’  
Early Years Project

Closing the Spoken Language  
and Attainment Gap in  
Clackmannanshire

ABC, Sunnyside & Redwell  
Nurseries

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## INTRODUCTION

### BACKGROUND

#### NATIONAL CONTEXT

In conjunction with Clackmannanshire Education Services the Speech and Language Therapy Team has been developing quality universal and targeted services. Our approach is underpinned by national agendas and policy drivers such as the Children and Young People (Scotland) Act, Allied Health Professions Ready to Act Transformational Plan and the Children and Young People Improvement Collaborative. These drivers call for approaches that build assets, emphasise prevention and empower universal services.

The importance of parents in developing their child's language is well documented. The National Parenting Strategy (2012), states we should '*value, equip and support parents to be the best they can be so they can in turn give their children the best start in life*'.

#### WHAT ARE COMMUNICATION NEEDS?

Children with communication needs may have problems with production or comprehension of spoken language, with using or processing speech sounds, or with understanding and using language in social contexts. Some of these children have specific and primary speech and language impairments; others may have communication difficulties as part of more generalised learning difficulties or another condition. Children with impoverished language have speech and language skills that are immature or poorly developed. These children are likely to have transient difficulties and with the right support can catch up with their peers.

#### THE IMPACT OF SPEECH, LANGUAGE AND COMMUNICATION NEEDS

Communication skills are the foundation of children's intellectual, social and emotional development. Spoken language is the key medium for learning and it is therefore of significant concern that increasing numbers of children are coming to school without adequate spoken language skills.

Speech, language and communication needs have a profound impact on many areas of a child's development and adversely affect a child's future life chances if left unsupported and untreated. There is a significant body of evidence linking communication needs with poor life outcomes relating to attainment, employability, behaviour, offending, mental health and inequality. For example, we know that vocabulary difficulties at the age of 5 are significantly associated with poor literacy and unemployment at age 34 (Law, 2009)

Children from the most deprived areas are twice as likely to have a speech, language and communication concern at their 27- 30 month check (Save the Children, 2015). This is in part due to generations not having the confidence, history or experience in how to interact or stimulate the children. These children are likely to have transient difficulties and, with the right support, may catch up with their peers. Upwards of 50% of children from disadvantaged areas have impoverished language on school entry (I CAN, 2007).

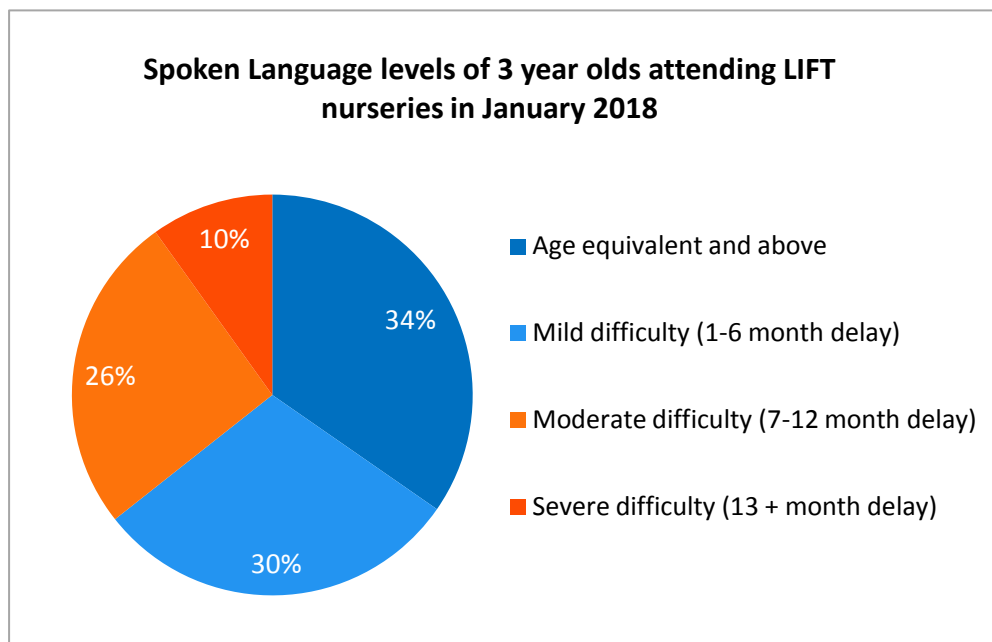
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#### LEVEL OF NEED IN CLACKMANNANSHIRE

In Clackmannanshire there are 4004 primary school pupils. There is deep rooted poverty and inequality in many communities with 32% of children living in the Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. In some schools in the most deprived areas this figure is 80-90%. There is also a higher than national average percentage of children with Additional Support Needs (Clackmannanshire Council, December 2016).

A study of 101 three year olds attending 7 ELCC settings across Clackmannanshire found that **66%** of them have speech, language & communication needs (SLCN) arising from a number of factors, such as deprivation (*Fig 1.*). This did not include children already on the SLT specialist caseload, or those who already have an identified need e.g. EAL, LD. This appears to be higher than the national data would suggest.

*Figure 1: Spoken language levels of 101 three year olds in LIFT nurseries pre-intervention*





## CLOSING THE SPOKEN LANGUAGE GAP

### LOCAL CONTEXT

Clackmannanshire Council has funded 1.0 WTE Highly Specialist Speech and Language Therapists and 1.0 WTE Specialist Speech and Language Therapists to carry out universal and targeted work within their most deprived schools and ELCC settings. This includes 10 primary schools and 10 nurseries over a three year period.

The 'Language is Fun Together' (LIFT) Early Years project is funded through both the Scottish Attainment Challenge and Pupil Equity Funding sources. LIFT is a universal, asset-based approach, building a workforce that can deliver high quality, evidence-based interventions to learners. In LIFT settings, families are given the chance to acquire knowledge and skills to improve the quality of their everyday interactions with their child. This in turn will have positive effects on spoken language development and improved life outcomes.

LIFT also promotes inclusive, language enriching environments; ensuring learning is accessible for all within the ELCC setting.

#### **LIFT Settings: PEF funded**

Intervention Group 1 (October 2017-June 2020)	ABC, Sunnyside, Redwell
Intervention Group 2 (August 2018 – June 2020)	Park

### OUR VISION

The project aspires to the vision of the Scottish Government, set out in the National Improvement Framework, and those of Clackmannanshire Council, of:

- Excellence by raising the attainment of all pupils in Clackmannanshire
- Achieving equity by closing the gap between the most and least disadvantaged pupils

'Partners will work together to tackle the root causes of poverty, deprivation and inequality which has existed in some families for generations and to start to really improve outcomes for Clackmannanshire's young people and future adults' *Clackmannanshire Children's Services Plan 2017-20.*

The authority is working in partnership with Speech and Language Therapy to develop sustainable best practice in order to ensure that all children, regardless of their socio-economic background, experience improved spoken language, confidence and learning.

## OUTLINE OF THE DOCUMENT

This report serves to demonstrate the difference the partnership between Speech and Language Therapy and Clackmannanshire Education is making in the lives of children and young people in Clackmannanshire.

Links have been made to Education Services 6 big goals (see below). Each section will also describe what we did, how many people benefitted and what the impact was.



## EVALUATION

### NATIONAL IMPROVEMENT FRAMEWORK: KEY PRIORITIES

The LIFT project will be evaluated in relation to three of the key priorities for Scottish education:

Key Priority	LIFT objective
1. Improvement in attainment, particularly in literacy and numeracy	Improvements in children’s spoken language skills, particularly those at risk of achieving low attainment linked to poverty
2. Closing the attainment gap between the most and least disadvantaged children	Environments that are accessible and language enriching for all learners  An enskilled universal workforce who can deliver the best outcomes for children and families
3. Improvement in children’s and young people’s health and wellbeing	Earlier identification of children with speech, language and communication needs  Increased parental engagement, knowledge and empowerment to be the best they can be

## INTERVENTIONS

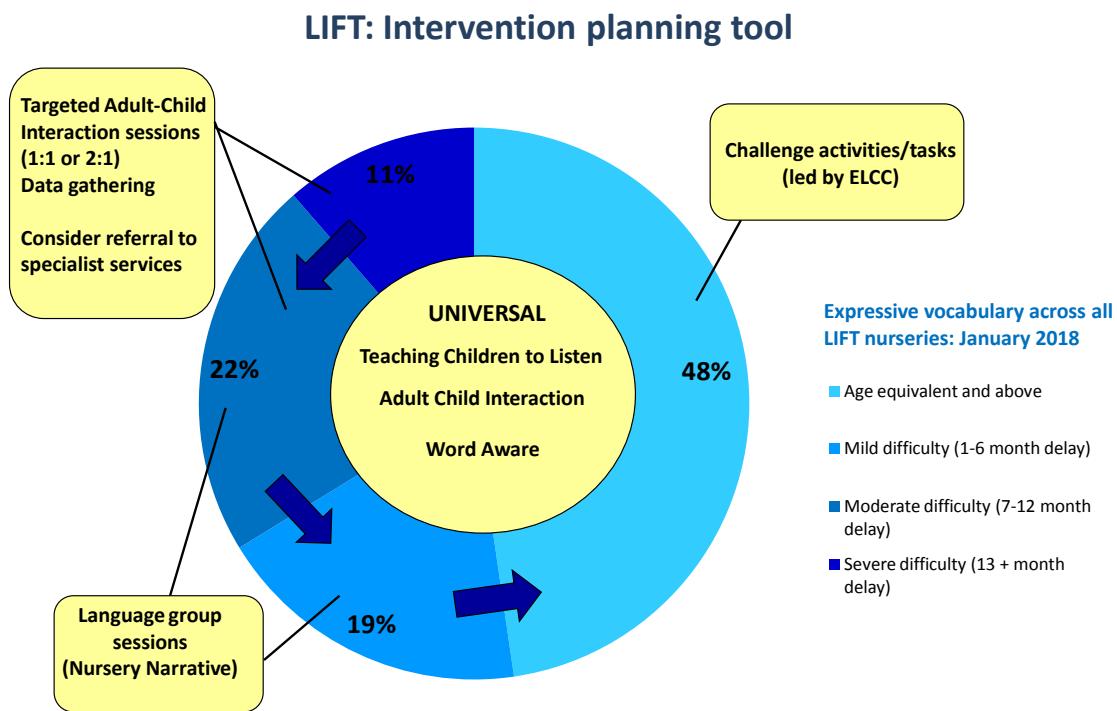
### WHAT WE DID

Children’s needs were identified using language screening tools and observation of the child in play.

LIFT provides a menu of evidence-based interventions to nurseries which they can map onto the children’s needs within their own settings (*Fig 2.*). This ensures a localised approach to meeting the needs of children and their families.

*‘Decisions are based on evidence and ongoing improvement is the norm’*

Figure 2: The intervention planning tool can be used to map out interventions within each ELCC settings so that every child's needs are met.



### Nursery Narrative

A ten week Nursery Narrative group was run jointly by Early Years Officers and the Speech and Language Therapist with targeted groups of children. The aim of Nursery Narrative is to develop children's spoken language skills by targeting attention, listening, turn-taking, vocabulary and sequencing.

### Teaching Children to Listen

This intervention raises children's awareness of active listening and separates good listening into four specific components. They include 'listening to all the words', 'looking at the person who is talking', 'sitting still' and 'staying quiet when someone else is talking'. All children aged 3 and 4 received this intervention within their key group.

## Adult Child Interaction

All children within the nursery received ACI through adaptation of the Spoken language environment. Children identified as having moderate-severe language difficulties were recommended to receive targeted 1:1 ACI sessions with their key worker.

### The link between Adult-Child Interaction (ACI) and language development

Adults can employ strategies during their interactions with children which are known to support language development. These include:

- Getting face-to-face during interactions
- Observing and listening to the child
- Waiting for the child to include you in their play
- Following the child's lead during play together
- Using language at the right level for the child
- Giving the child enough time to listen and make sense of what is being said to them.

During the interaction, to provide a language-enriching experience for the child, the adult should use **descriptive language** to comment on what the child is doing. They should also use **language development techniques** such as imitating the child's actions and words, interpreting what the child has said and repeating and extending the child's language by adding in a word.

Some methods of interaction are known to have a negative impact on language learning by reducing opportunities for the child to talk and therefore not providing the child with language models that match their interests. Two main styles of interaction which can impact on language learning are the use of **adult-led questions and directions**. These should therefore be reduced to provide a language-enriching spoken language environment.

## Word Aware

All Early Years Workers (EYW) have been trained in Word Aware. Word aware is a structured approach for teaching vocabulary across the curriculum. It is a whole nursery approach designed to promote vocabulary development and with that foster a love of words. There will be a focus on Word Aware in the second year of the project.



Adult Child Interaction



Teaching Children to Listen

*Early Years Workers carrying out sessions with children in their ELCC*



Nursery Narrative



Teaching Children to Listen

## REACH

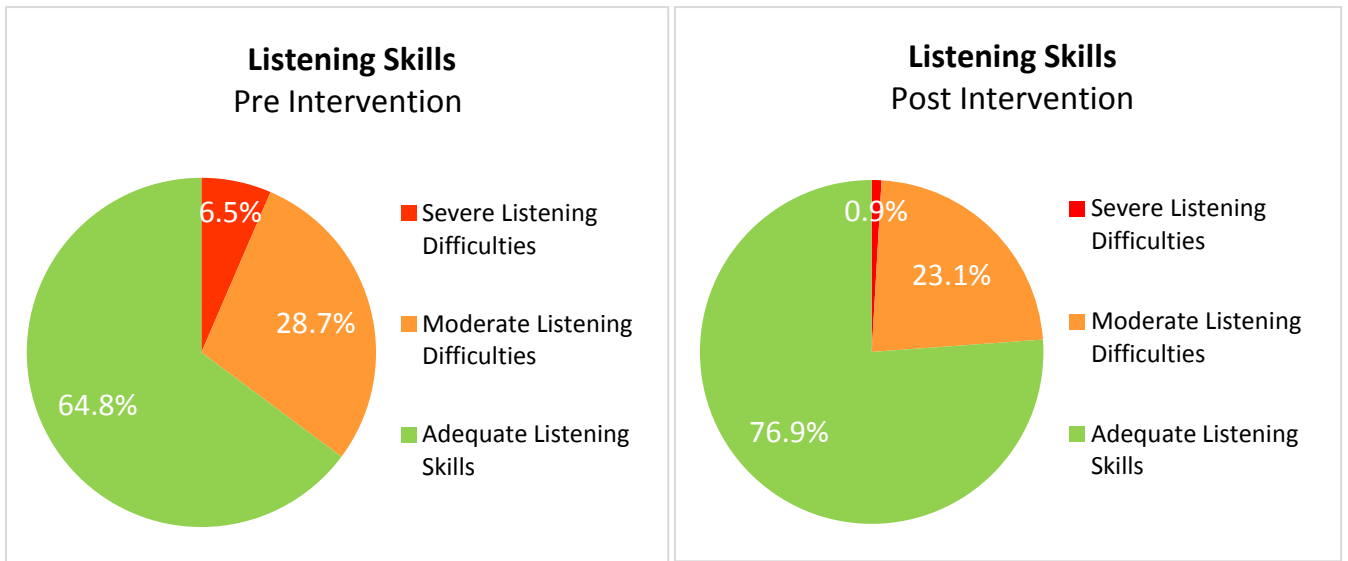
In total, 45 children across the LIFT Group 1 nurseries received a ten week Nursery Narrative group run jointly by Early Years Officers and the Speech and Language Therapist. Between January and June 2018, at least 124 children received weekly Teaching Children to Listen Interventions. All children attending the LIFT nurseries received ACI through adaptation of the spoken language environment. Approximately 11 children received targeted ACI sessions due to their high level of need.

## WHAT DIFFERENCE DID IT MAKE?

### Listening Skills

The children took part in a listening group session weekly across two school terms. Prior to intervention, only 64.8% of children had adequate listening skills. However, following intervention, this rose to 76.9%. The number of children with severe listening difficulties dropped from 6.5% to less than 1% of children.

'Children first;  
they enjoy their  
learning; they thrive'

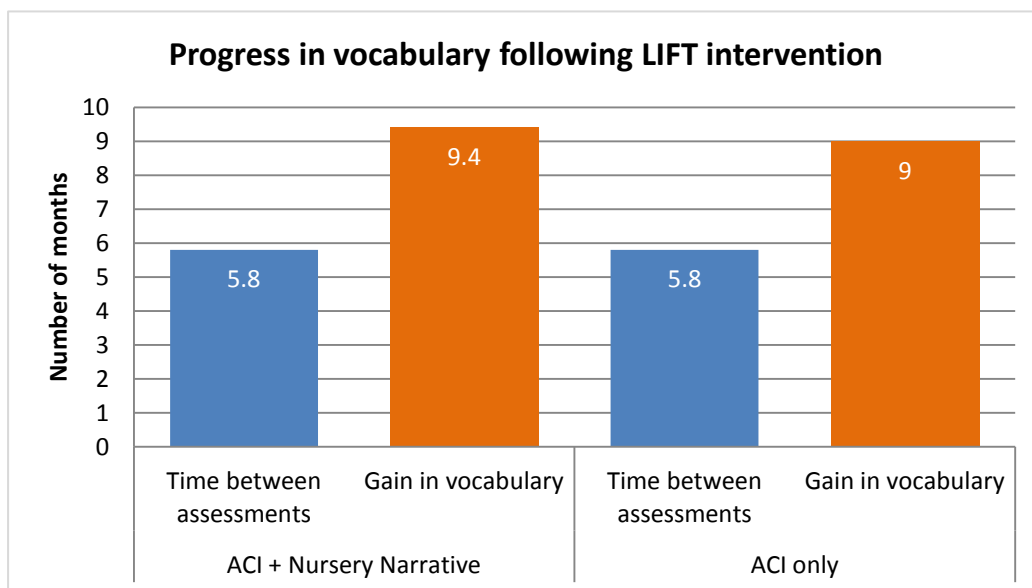


### Vocabulary

Children who attended a LIFT nursery made on average 3.2 extra months gain in vocabulary over and above the number of months passed. These children received ACI and Teaching Children to Listen universally (*Fig 3.*).

The children who attended a Nursery Narrative group in addition to the universal interventions made more progress, with 9.4 months progress in 5.8 months (*Fig 3.*). This is evidence that the vocabulary gap is starting to close.

Figure 3: Children’s language progress following universal and targeted LIFT interventions.





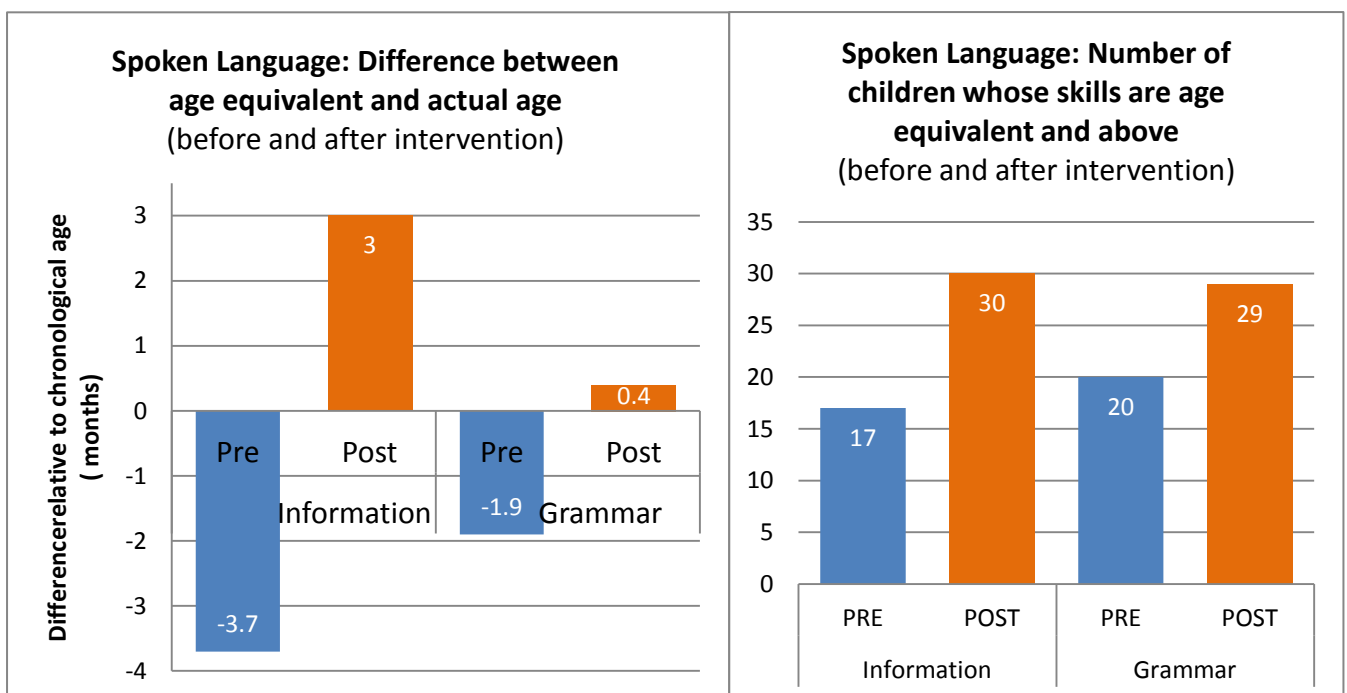
## Spoken language

Prior to the initiative the 51 pre-school children assessed presented with an average spoken language age equivalent of 3.7 months lower than their chronological age. At the end of the initiative the children presented with a spoken language age of 3 months higher than their chronological age. On average the children made 12.2 months progress in their spoken language skills in a 5.5 month period.

The children’s grammar also improved, gaining 7.8 months in the 5.5 month period.

The number of children who demonstrated language skills typical for their age (or more advanced) rose from 17 to 30 (33% to 59%) following intervention. For grammar, this number rose from 20 to 29 (39% to 57%).

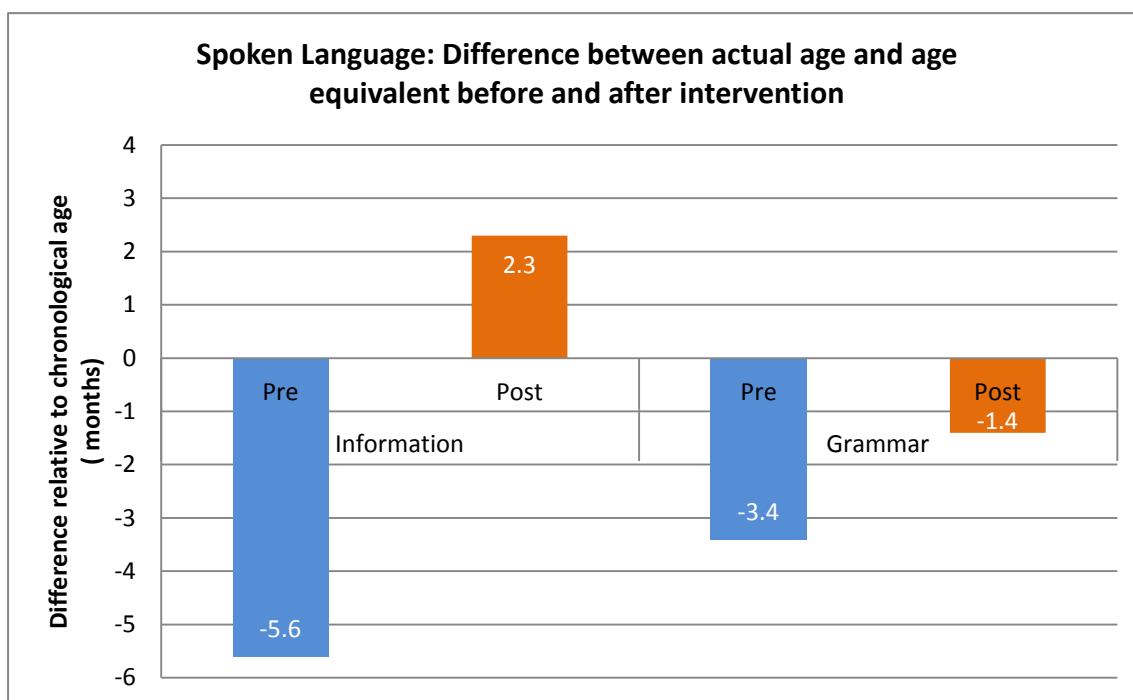
Figure 4: Pre-school children’s spoken language before and after intervention



Of the 51 children assessed, 30 children were identified as having a gap in their language skills and therefore provided with targeted Nursery Narrative sessions. These children outperformed their peers. Prior to the initiative, they were identified to have on average 5.6 months delay in their spoken language. At the end of the initiative, this group of children presented with a spoken language age of 2.3 months higher than their chronological age. On average the children made 13.6 months progress in their spoken language skills in a 5.7 month period (Fig 5.).



Figure 5: Pre-school children receiving targeted intervention: spoken language before and after intervention

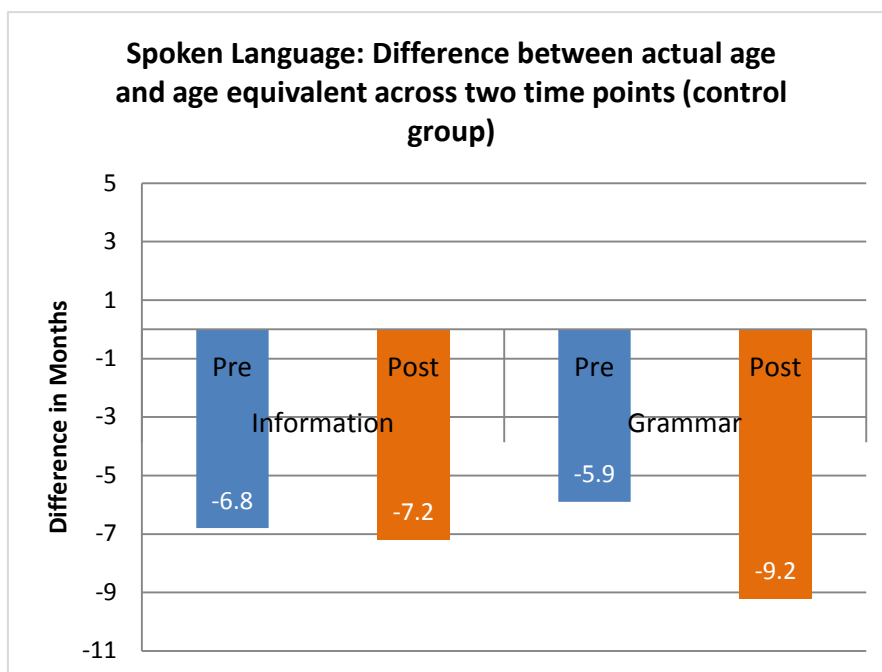


### Control nursery

A small sample of 14 children in an Intervention Group 2 LIFT nursery was assessed as a control measure. These children received no specific language interventions across the 6 months between assessments, with the exception of Teaching Children to Listen which was delivered without SLT support. Staff also had access to authority wide Word Aware training. At the start of the control period these children demonstrated a 6.8 month gap in spoken language and a 5.9 month delay in grammar (*Fig 6.*).

The control group of children did not make progress in their spoken language. In fact, there was a bigger gap between their chronological age and age equivalent score following the six month period with children now presenting with a 7.2 month gap in spoken language and a 9.2 month gap in grammar (*Fig 6.*).

Figure 6. Control group of children at the beginning and end of the 'no intervention' period



Children at the control nursery did make some good progress in the word finding assessment, moving forward 9 months within a 6 month period. This vocabulary gain did not transfer across to their spoken language as measured by information content in the sentence level assessments. This discrepancy between the SLT assessment and the EYW assessment may indicate that more training/support is required to ensure accurate data is gathered.

### What did children say about the interventions?

A small sample of children were asked their views regarding a range of nursery activities, in particular talking and listening. The percentage of 'I like' and 'I'm not sure' is recorded below.

Most children recorded that they enjoyed coming to nursery, and among the stronger positive responses were that they enjoyed the 'ladies playing with them' and liked talking about their nursery day at home. When taking part in a talking mat one child made a positive comment about enjoying interacting with ladies in the nursery: "I like the ladies playing with me. My mummy doesn't play with me much at home." This statement points forward to our year 2 target of parental engagement and supporting parents to feel confident in using some ACI techniques.

The children enjoyed the Teaching Children to Listen games, and this was strongly reported by the staff on the floor. Nursery Narrative proved less popular among the children and may require some adaptation to ensure children who are aware of their difficulties feel more confident when attending these sessions.



	Coming to nursery	Choosing what to play with	Talking to my friends	Ladies playing with me	Talking to the ladies at nursery	Listening to others talking	Listening games (TCLT)	Story group (Nursery Narrative)	Talking to my mum about nursery
I like (%)	87	80	67	80	67	60	87	57	87
Not sure (%)	13	20	33	20	33	40	22	33	13

### Case study

At the beginning of the LIFT project, Max had a 6 month delay across his spoken language (at a sentence level). His vocabulary was age appropriate.

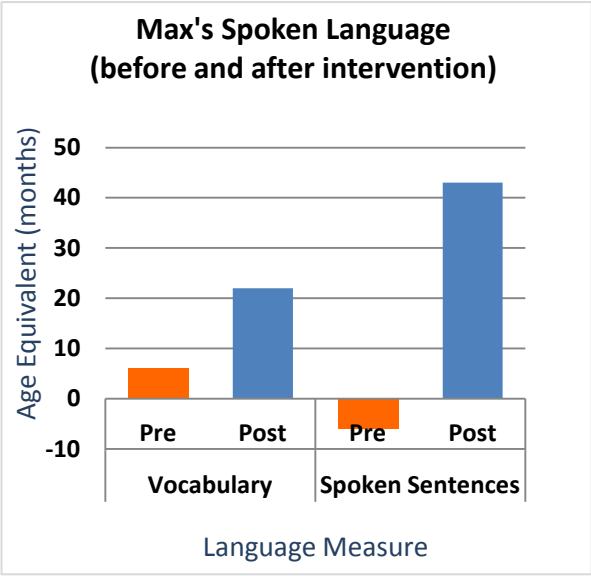
Max's Mum felt he could use big words and in the correct context. She felt listening has been one of the more difficult areas for them at home.



### What interventions did Max receive?

- Max received weekly 'Teaching Children to Listen' sessions in his key group
- Adult Child Interaction on the nursery floor
- A weekly 'Nursery Narrative' group for 10 weeks.

Max shared that, "listening games are fun" and he particularly enjoys the one using the tunnel.



**Following intervention...**

- Max made 49 months progress with his spoken language. He is now 43 months ahead of his chronological age in spoken language and 13 months ahead in grammar.
- Max has also made 16 months progress with his expressive vocabulary. He is now 22 months ahead of his chronological age.



**Max's mum said...**

I think overall the past year at nursery has helped to prepare him for school.

I have seen an improvement in Max's listening and being able to follow instructions.

Max's talking has come on leaps and bounds in the past year. He is very clear when he speaks now.

### WHAT WE DID

Engagement with families will be the main focus for Year two LIFT Nurseries. Nonetheless, in year one, all parents and carers have been supported with information and resources to encourage their role as primary communicative ‘teachers’ for their children.

*‘Families are engaged and supported’*

- When the project began, all parents received a leaflet with information on LIFT and what the project entailed.
- Drop in coffee mornings were offered at every placement for parents and carers to further find out about the project. Here, parents’ views were collated around what events they would be keen to attend and what they feel would improve parental engagement.
- LIFT displays have been created in the nursery settings. The displays share photos of the children taking part in Speech and Language Interventions and information on general language development. Parents can take a look at the displays to access the Speech and Language Helpline service and to be signposted to useful websites.

In one nursery, a workshop was held to launch LIFT and promote further events that would be happening next year. ‘LIFT Off’ was an opportunity to begin sharing resources, strategies and encouraging parents to identify their role as primary communicative ‘teachers’ for their children.



*Parents and carers at ‘LIFT Off’ listening to the presentation*

### What we did at the LIFT Off workshop

On arrival, key information was shared with parents. This included information on typical development and strategies for developing the children’s language skills.

Families were invited to explore four stations set up across the nursery. Each station focused on a different aspect of language learning.



### Adult Child Interaction

Parents practised Adult Child interaction techniques through play. Bags were filled with space themed objects and toys to encourage imagination. Parents were encouraged to turn questions into comments and use descriptive language.



### Vocabulary

The children made sock aliens. The Early Years Worker shared with parents how sock aliens can be used to teach children new 'alien' words.



### Phonological Awareness

The children's attention was drawn to syllables through speaking like aliens and robots. This showed parents early skills in supporting children to blend and segment syllables.



### Attention and Listening

'Teaching Children To Listen' groups ran throughout the afternoon. Parents had the opportunity to observe the games that promote good listening skills.



Parents and carers were provided with resources and information to further their learning.

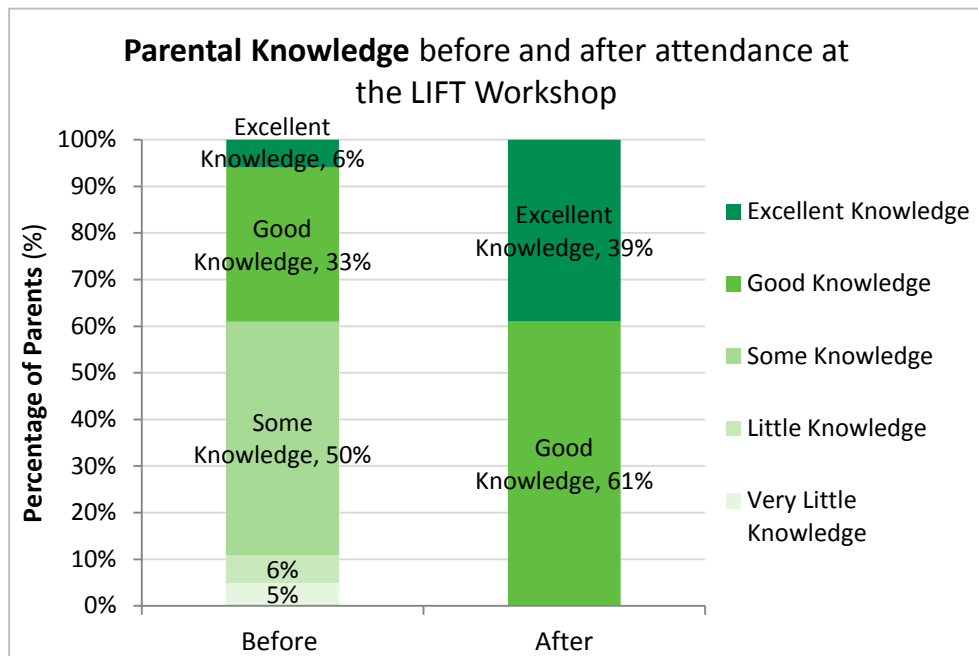
## REACH

All parents and carers received a LIFT leaflet with key information about the project.

'LIFT Off' was launched at ABC Nursery. The staff advertised the event through invitations and posters. 16 parents and carers attended the workshop. The nursery ensured that every family who did not attend received the same copy of leaflets and information.

## WHAT DIFFERENCE DID IT MAKE?

Parents were invited to complete a rating scale comparing their knowledge before and after attending the LIFT workshop. Parents' knowledge of how to develop their child's talking during play at home, increased by 22%.



- Before the workshop, 61% of parents reported they had some knowledge, little or very little knowledge. Following the workshop, 100% of parent's knowledge was reported as good or excellent.

The importance of gathering opinions and views from children was highlighted. Parents explored ways for their children to share their opinions visually. Feedback from parents showed that 72% of parents and carers took key messages away from the workshop. These parents and carers identified specific actions to support their child's talking at home.



*"I'm going to make our play more child led."*

*"I'm going to stop asking questions so much. It will allow my child to calmly figure out what he wants to say or do."*

*"I'm going to engage my child in play more at home"*

*"I'm going to try the traffic light system for play. I'm going to observe and listen more than question."*

*"I'm going to turn off the TV in the background when talking and playing together"*

## Quality of Parental Engagement

From those that provided feedback, 100% of parents and carers reported enjoying the event and having fun.

"I loved being shown what he does at nursery and the excitement it brings."

"I loved how much fun the children were having."

"It was amazing! Please keep doing more of the same."

"The educational tools help me to help J."

## ENVIRONMENT

### WHAT WE DID

Speech and Language Therapy have used the best available national and local evidence in order to improve our pathways for developing communication environments in early years and school settings. The approach aims to develop the visual and spoken environment to ensure children are experiencing language enriching environments. This includes adaptations to the physical environment with the use of visuals and developing the adult child interaction skills of the of the early years workers.

*'Learning and teaching is consistently excellent'*

Following formal training on the communication environment, staff in each placement worked alongside the therapist to audit the communication environment using a locally devised audit tool. Targets were then set in order to achieve the Bronze level excellent visual environment award.

Visual timetables and schedules

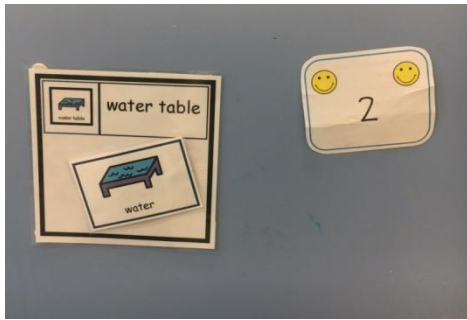


Cupboards and baskets labelled with what's inside





Visualised nursery rules



Choice boards



Adapting the spoken environment was achieved through staff successfully implementing adult child interaction strategies following formal training modules and video feedback peer support sessions.

---

## REACH

During our first year all 3 nurseries have achieved their bronze level visual communication environment award, with one nursery having completed this prior to the start of the project.

A total of 43 members of staff were trained in Adult Child Interaction and were supported to implement these strategies in their settings.

---

## WHAT DIFFERENCE DID IT MAKE?

In year 2 all nurseries will continue to work along the pathway to achieve their silver award for developing an excellent spoken environment.

As can be seen in figures 8a and 8b , video analysis of adult child interactions provides strong evidence that staff have increased their use of specific language development techniques, including imitating, interpreting, adding language and in particular giving a commentary (describing). Staff use of positive language building strategies in their 3 minute video clip rose from 30% to 56% in post intervention analysis.

There was also a marked decrease in the frequency of interactions that can have a negative impact on language learning. This included a reduction in questions asked from 41% to 30%. There was also a significant decrease in adult directing child from 29% to 14%.

Overall this represents a very positive change in the spoken environment and will continue to be built upon in year 2.

Figure 8a:

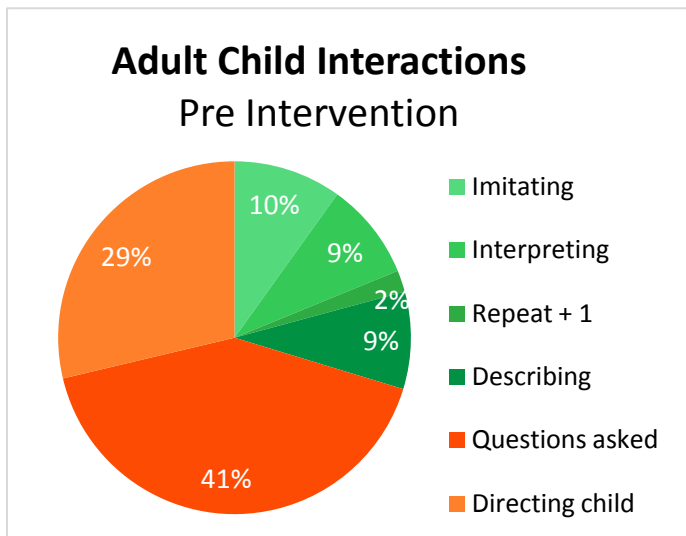
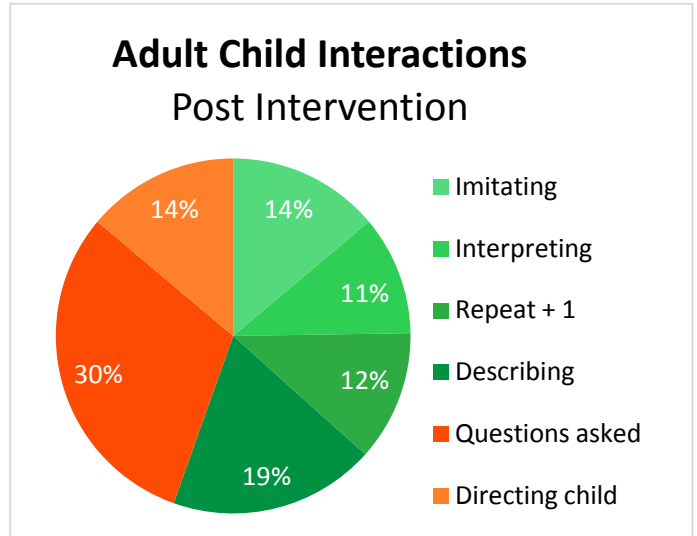


Figure 8b:



### Control Nursery

In the control nursery pre and post videos were analysed for the number of Adult Child Interactions observed. No training on ACI strategies was given and as can be seen below (Figure 9) there was actually a decrease in the positive language building techniques in the control nursery. In the Alloa Cluster Group 56% of post-intervention interactions are positive language development techniques, whereas in the control nursery only 35% are language building interactions after the same length of time had passed.

Figure 9a:

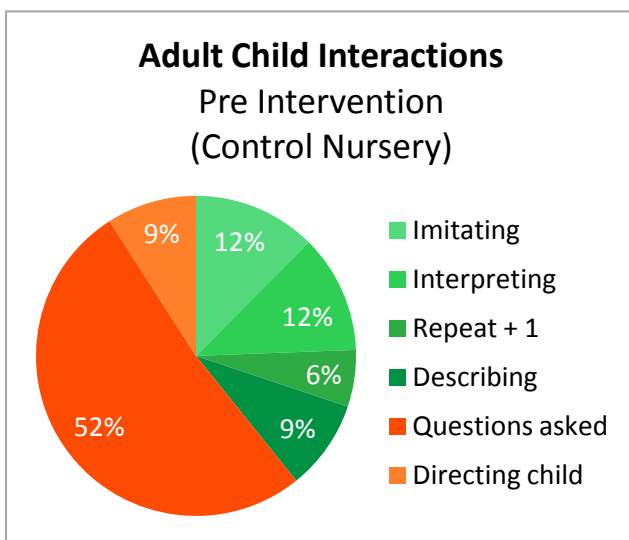
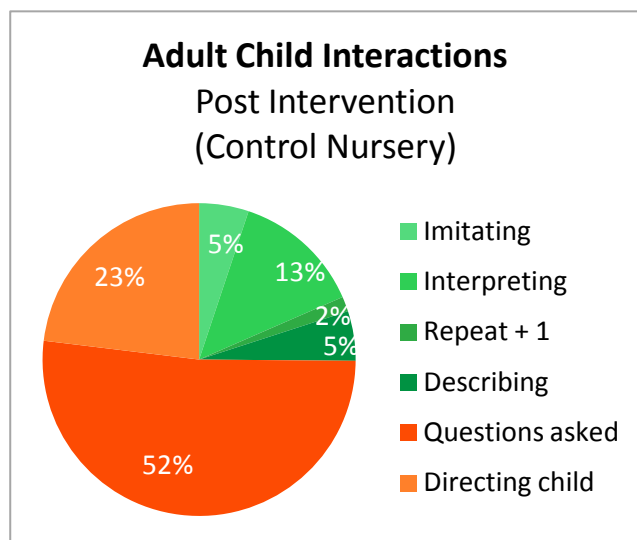
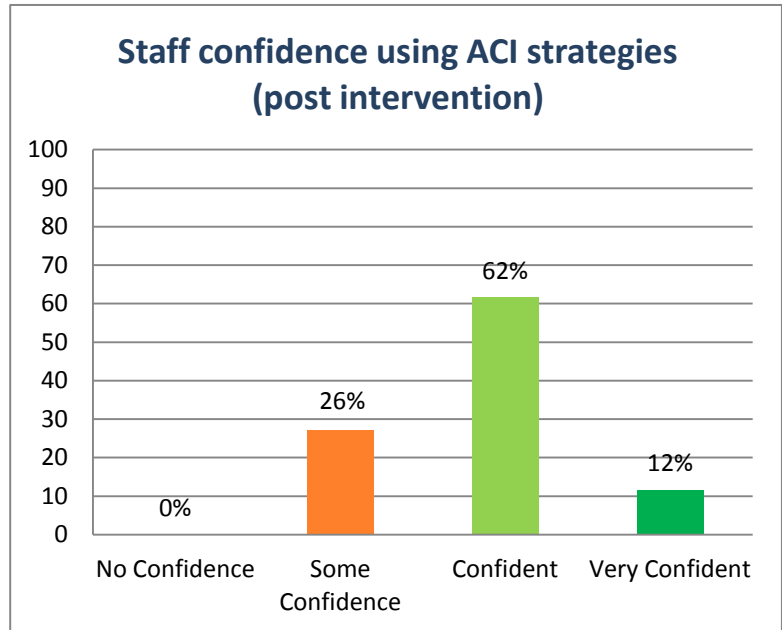


Figure 9b:



## Staff Confidence

Staff were asked to rate their confidence levels in using new ACI techniques on the floor and 74 % described themselves as being confident or very confident at using the techniques. It is expected that this improved staff confidence and the significant shift in balance to higher levels of language building strategies on the nursery floor will provide an enhanced spoken language environment to benefit all children within these nurseries.



## Comments from Staff about the spoken environment

“The Repeat plus one tactic is really helpful and gives me confidence in supporting and progressing conversation”

“The child I worked with today was the most engaged she has ever been.”

“[Adult Child Interaction] really benefits the children and makes them feel listened to.”

“asking less questions and allowing more gaps for children to talk lets children suggest where the learning goes next”

“I am learning to use just one or two words to describe what a child is doing rather than whole sentences”

“I have noticed children repeating new vocab from when I have use the +1 method which is lovely to see!”

*A member of staff implementing ACI*

WHAT WE DID

**Formal Training**

Over the last 11 months the Speech and Language Therapist delivered formal training modules on the following topics:



- Introduction to Speech, Language and Communication Needs
- Visual Communication Environment
- Adult Child Interaction (Parts 1 and 2)
- Practical Interventions
- Makaton sign sharing
- Word Aware (whole day)

Each module was approximately an hour long. The theory was then linked to practice on the nursery floor.

**Informal Development**

The Speech and Language Therapist also provided more informal development opportunities through:

- Adult Child Interaction Peer Support Sessions
- Modelling and coaching during Nursery Narrative and Teaching Children to Listen group sessions
- 1:1 ACI coaching sessions on nursery floor

REACH

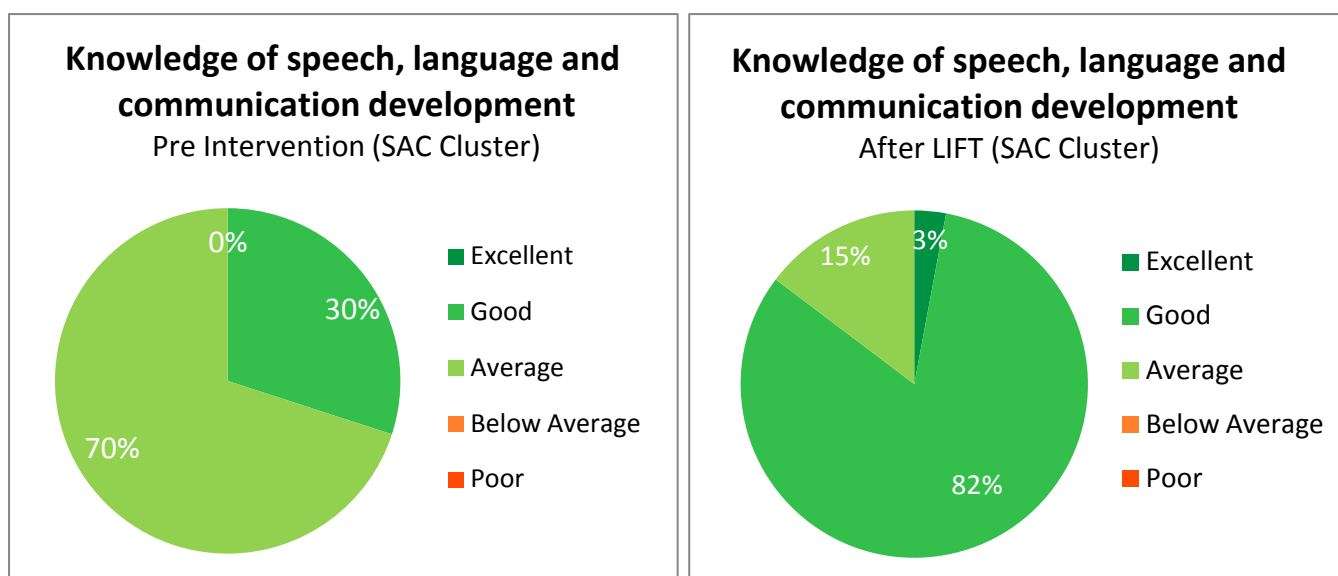
The table below summarises the number of staff who have received both formal training modules and 1:1 support with the Speech and Language Therapist across the intervention period:

ELCC setting	Formal training/Informal 1:1 support
Redwell	13
Sunnyside	7
ABC	25
<b>TOTAL</b>	<b>45</b>

## WHAT DIFFERENCE DID IT MAKE

### Knowledge and Skills

EYWs demonstrated an increased knowledge of speech, language and communication development after LIFT training and intervention, with an increase of 55% of staff rating their knowledge as good/excellent at the end of Year 1 (Fig).



EYWs are also now able to *identify children* who have Speech, language and communication needs (SLCN) more effectively, leading to earlier identification of children requiring support with their language. 82% of EYWs are now confident/very confident at identifying children with SLCN.

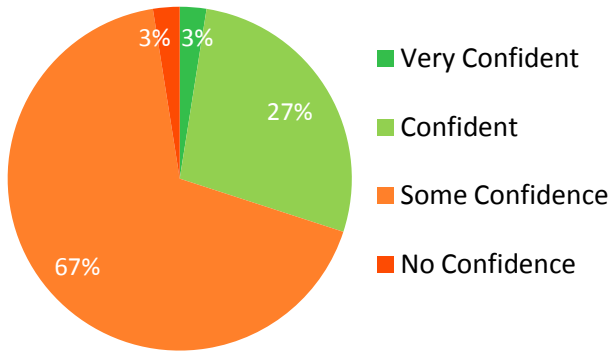
'We work as a family'

There has also been a 30% increase in the number of staff rating their confidence as good/excellent in *supporting children* with SCLN in their ELCC setting, with 88% of staff now reporting these high confidence levels at the end of the first year of LIFT.

Although the focus of Year 1 has not been on empowering parents, there was an increase of 49% in the number of staff who reported themselves as confident or very confident when supporting parents. 80% of staff now report they are confident or very confident in supporting parents to promote their child's language at home.

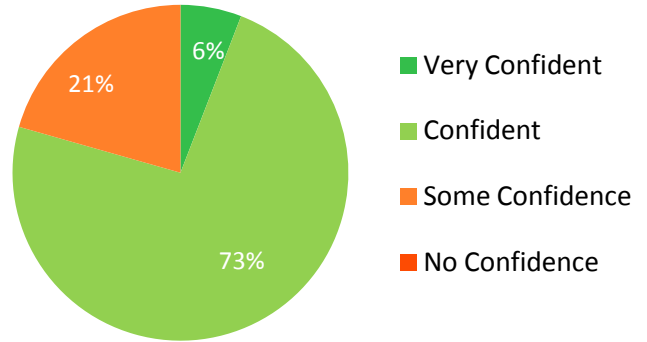
### Confidence in supporting parents to promote child's language development

Before LIFT



### Confidence in supporting parents to promote child's language development

After LIFT



## CONCLUSIONS

### KEY OUTCOMES

This section summarises the key outcomes based on the priorities outlined in the Clackmannanshire Education Plan 2017-18, as derived from the National Improvement Framework 2017.

NIF Key Priority	LIFT objective	Outcome statement	Evidence
<b>Improvement in attainment, particularly in literacy and numeracy</b>	Improvements in children’s spoken language skills, particularly those at risk of achieving low attainment linked to poverty	The nursery provides children with access to a rolling programme of evidence based targeted interventions to develop core speech, language and communication skills in 1:1 and small groups. These interventions are designed by specialist practitioners; SLTs and / or specialist teachers	<p>Universal group</p> <ul style="list-style-type: none"> <li>• 76.9% of children now have adequate listening skills.</li> <li>• 9 months progress in vocabulary in 5.8 months.</li> <li>• 12.2 months progress in spoken language in 5.5 months.</li> <li>• 59% of children now have language skills that are age appropriate.</li> </ul> <p>Targeted group</p> <ul style="list-style-type: none"> <li>• 9.4 months progress in vocabulary in 5.8 months.</li> <li>• 13.6 months progress in spoken language skills in 5.7 months: evidence that we are closing the poverty-related attainment gap.</li> </ul> <p>Children in the control group demonstrated a <i>wider gap</i> in their language at re-assessment, emphasising the importance of intervening early.</p>

<b>Closing the attainment gap between the most and least disadvantaged children</b>	<p>An enskilled universal workforce who can deliver the best outcomes for children and families</p>	<p>Nursery staff are confident in their role as facilitators of communication: staff have access to appropriate training around speech, language and communication.</p>	<p>45 members of staff have accessed training from an SLT</p> <ul style="list-style-type: none"> <li>• 55% increase in EYWs knowledge of speech, language and communication development after LIFT training and intervention, with 85% of staff rating their knowledge as good/excellent</li> <li>• 30% increase in the number of staff rating their confidence as good/excellent in <i>supporting children</i> with SCLN in their ELCC setting, with 88% of staff now reporting these high confidence levels at the end of the first year of LIFT</li> </ul>
	<p>Environments that are accessible and language enriching for all learners</p>	<p>The nursery has a communication friendly environment that specifically supports children with targeted level need. This is the infrastructure that makes it easier for these children to understand and express themselves</p> <p>The nursery develops the language and communication skills of all children through language enrichment activities in all areas of the curriculum</p>	<p>Visual Environment</p> <ul style="list-style-type: none"> <li>• All three LIFT nurseries have achieved a bronze award for an excellent visual communication environment.</li> </ul> <p>Spoken Language Environment</p> <ul style="list-style-type: none"> <li>• EYWs have demonstrated an increase in their use of language building strategies and techniques from 30% to 56%. In the control nursery, the use of language building techniques remain low at 35%</li> <li>• 74 % of staff described themselves as being confident or very confident at using the techniques.</li> </ul>



<b>Improvement in children’s and young people’s health and wellbeing</b>	Earlier identification of children with speech, language and communication needs	Nursery staff can recognise and flag up children and young people whose speech, language and communication needs may require targeted or specialist support	<ul style="list-style-type: none"> <li>82% of EYWs are now confident/very confident at identifying children with SLCN.</li> </ul>
	Increased parental engagement, knowledge and empowerment to be the best they can be	All parents and carers are supported with information and resources to encourage their role as primary communicative ‘teachers’ for their children	<ul style="list-style-type: none"> <li>31% of staff reported they were confident or very confident in supporting parents to promote their child’s language development at the beginning of the project. This rose to 80% at the end of LIFT year 1.</li> <li>Prior to a parent LIFT session 39% of families rated their knowledge for developing their child’s spoken language as ‘Good’ or ‘Excellent’. After the event this increased to 100%.</li> <li>Feedback from parents showed that 72% of parents and carers took key messages away from the workshop. These parents and carers identified specific actions to support their child’s talking at home.</li> </ul>



**CLACKMANNANSHIRE COUNCIL**

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**Report to:** People Committee

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**Date of Meeting:** Thursday 17 January 2019

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**Subject:** Sport and Active Living framework

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**Report by:** Sports Development Manager

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**1.0 Purpose**

To share the Clackmannanshire Alliance Sport and Active Living Framework 2018/28 with the People Committee and seek approval of the Framework in order to develop and take forward implementation plans for each priority.

**2.0 Recommendations**

2.1 It is recommended that the People Committee approves the Sport and Active Living Strategic Framework 2018/28 (Appendix1)

**3.0 Considerations**

- 3.1 The Scottish Government recognises the power and positive impact that sport and an active lifestyle can have on individuals and communities and has set out 6 key outcomes to deliver a more Active Scotland. These outcomes, aligned with the National Performance Framework, are underpinned by an overarching commitment to equality.
- 3.2 The Sport and Active Living Framework for Clackmannanshire aligns with the LOIP vision and strategic outcomes and sets out a strategy that will guide work that is required re the ways sport and active living can help to improve outcomes for the people of Clackmannanshire.
- 3.3 Clackmannanshire Council have been working closely with sportscotland to develop a set of local partnership priorities for sport and active living across Clackmannanshire. Over the past 18 months partners e.g. NHS Forth Valley, FV College, CTSi and other agencies have been represented at meetings to pull together a framework and key outcomes to improve opportunities for people to be physically active.

3.4 The framework identifies four main priorities;

1. Active Communities
2. Infrastructure and Place
3. Schools and Education
4. Leadership and Governance

3.5 Consultation took place from May to October 2018, and included the outcomes of a recent survey of 1,311 young people as part of a Community Learning and Development engagement process. Consultation with a wide range of agencies included local communities, schools, employees, partners and sports clubs. (Appendix 2) The process of engagement was done online and via face to face discussions.

- “We think people have an understanding of the lasting benefits of health & wellbeing but feel there are still some barriers in place eg: financial, social conditions, transport, facilities” (PEPASS group )
- “I would like to see stronger statements especially relating to getting girls to realise the importance of health, fitness and sport from youth to old age for body and mind.” ( female 50 to 64 years)
- “..really good to see lots of references to cycling and walking and promoting this through more creative planning, road networks etc ( male 30 to 44 years)
- “Within priorities two and three reference is made to walking and cycling - additionally jogging and running could be included within here. “ (Scottish Athletics Development Officer)
- “It could be useful to consider play and also outdoor education and gardening which all provide valuable pathways to active and healthy lifestyles that complement sport and PE “ ( male 50 to 64 years )

3.6 The next stage of this process is to develop Implementation Plans which will require more detailed conversations with partners and targeted groups.

3.7 The final Sport and Active Living framework was presented to the Alliance Executive on Tuesday 6<sup>th</sup> November 2018. This was then signed off by the Alliance Board on Friday 7<sup>th</sup> December 2018.

#### **4.0 Financial Implications**

None

## 5.0 Sustainability Implications

In order to deliver against the framework and establish a sustainable longer term model it will be essential for all partners to work together.

## 6.0 Resource Implications

6.1 *Financial Details* N/A

6.2 *Staffing*

There are no implications for staffing arising from this report.

## 7.0 Exempt Reports

Is this report exempt? Yes  (please detail the reasons for exemption below)  
No

## 8.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input checked="" type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

(2) **Council Policies** (Please detail)

Local Outcomes Improvement Plan 2017/ 2027

## 9.0 Equalities Impact

9.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

## 10.0 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

## 11.0 Appendices

Appendix 1: Sport and Active Living Strategic Framework 2018/28  
Appendix 2: List of range of people who responded to the engagement process


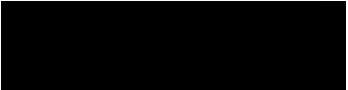
## 12.0 Background Papers

None

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Marjorie Macfarlane	Sports Development Manager	Ext 2352

### Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Nikki Bridle	Chief Executive	

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# Clackmannanshire Sport and Active Living Framework 2018-2028



## **Contents:**

Introduction

National Policy Context

Clackmannanshire Policy Context

Our Vision, Ambition and Priorities

Clackmannanshire Sport and Active Living Delivery Framework

- Active Communities
- Infrastructure and Place
- Education and Schools
- Leadership and Governance

Partnerships and Collaboration



## Introduction

Our sport and active living framework is ambitious. Over the next 10 years partners will work together to create a culture where people of all ages enjoy sport and being physically active. We want to reduce barriers to participation and we want all people to understand the benefits of being physically active. We want to encourage families and communities to enjoy sport and being physically active together and for this to be a normal part of their daily lives.

We have a lot to be proud of in Clackmannanshire with a well established sporting heritage, strong clubs, dedicated people and an excellent natural and built infrastructure but also the potential to increase participation and harness a wider range of activities.

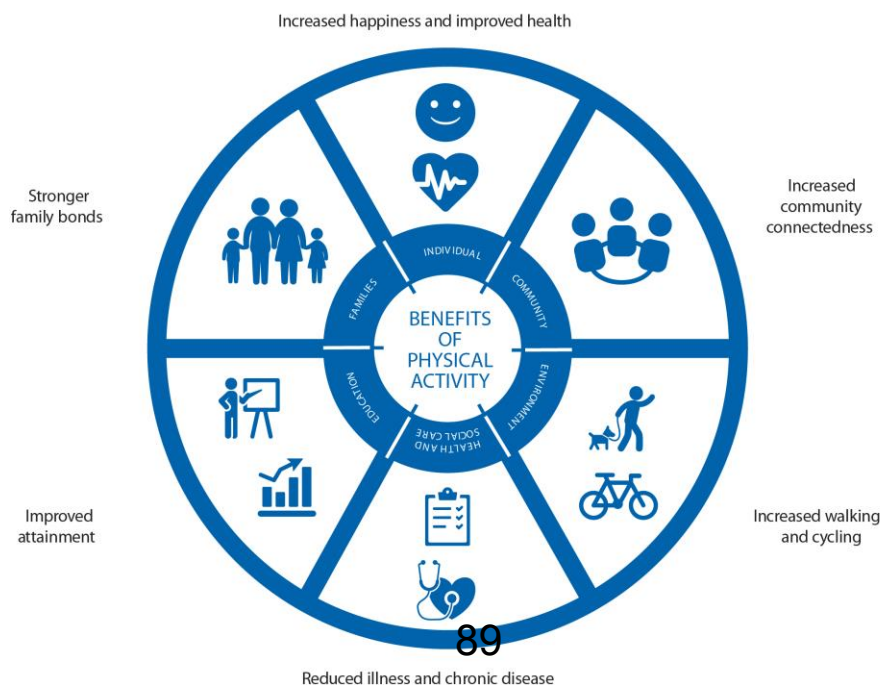
The benefits of sport and physical activity are well documented. We recognise that sport and physical activity has the ability to improve health and wellbeing increase energy levels and improve cognitive functioning. It can aid the development of resilience and community cohesion, and has been proven to have a positive effect on education and attainment. Sport and physical activity is critical for children and young people in increasing self esteem and confidence; reducing stress and anxiety; improving sleep and boosting brain power and teaching valuable life skills including team work, respect and fair play.

The framework takes a whole population approach to sport and active living, however, it aims to ensure it is accessible for all and particularly those who already face barriers through poverty, life circumstances or disability. We want Clackmannanshire to be a place where everyone can **get out, get going and get active** and enjoy the health and wellbeing benefits from being physically active.

This framework has been developed to align with our long term strategic outcomes for Clackmannanshire and our Local Outcome Improvement Plan 2017/2027, and recognises that sport and being physically active can contribute to achieving our local strategic outcomes and to address the long-term inequality in our communities in Clackmannanshire.

## The Benefits of Being Active

The benefits of sport and being physically active has the potential to improve long-term outcomes for people living in Clackmannanshire, now and in years to come.



## National Policy Context

The Sport and Active Living Framework will contribute to the 6 key outcomes as set out in the Scottish Governments Active Scotland Framework as detailed below:

### Vision: A More Active Scotland

Physical activity is about getting people moving. Daily walking, playing in a park, going to a gym, training with a team or aspiring to win a gold medal - it really doesn't matter how people get active, it just matters that we do.

Being physically active contributes to our personal, community and national wellbeing.

Our vision is of a Scotland where more people are more active, more often.

### National Outcomes

Business	Employment	Research and Innovation	Young People	Early Years	Healthier	Inequalities Tackled	Life Chances
Safe from Crime	Sustainable Places	Resilient Communities	Environment Valued	National Identity	Impact on Environment	Older People Supported	Public Services

### Active Scotland Outcomes

<b>We encourage and enable the inactive to be more active</b>	<b>We encourage and enable the active to stay active throughout life</b>	<b>We develop physical confidence and competence from the earliest age</b>
<b>We improve our active infrastructure – people and places</b>	<b>We support wellbeing and resilience in communities through physical activity and sport</b>	<b>We improve opportunities to participate, progress and achieve in sport</b>

### Equality: Our commitment to equality underpins everything we do

## The World Class Sporting System

sportscotland is the national agency for Sport in Scotland and its aim is to ‘to create a Scotland where sport is a way of life. The mission for sportscotland is to work with partners’ to build a world class sporting system for everyone in Scotland”

The World Class Sporting System is underpinned by a strong focus on and commitment to Equality and Inclusion, People Development, Collaboration and Impact.



## Clackmannanshire's Policy Context

Clackmannanshire has recently published its 10 year Local Outcome Improvement Plan 2017/27 which establishes 4 strategic priorities for community planning partners and aims to tackle poverty and inequality in Clackmannanshire. The four strategic priorities for Clackmannanshire, which are aligned with Scotland's National Outcomes are:

Clackmannanshire will be attractive to businesses and people and ensure fair opportunities for all.

Our families; children and young people will have the best possible start in life.

Women and girls will be confident and aspirational, and achieve their full potential.

Our communities will be resilient and empowered so that they can thrive and flourish.

Local Outcome Improvement Plan link:

<http://www.clacks.gov.uk/site/documents/communityplanning/localoutcomesimprovementplanloip20172027/>

### Local Outcome Improvement Plan Themes and Priority Groups

To achieve inclusion and equality there is a need to focus on those groups at greatest risk of physical inactivity. Groups vulnerable to inequality in Clackmannanshire have been identified through the LOIP and this framework will ensure a co-ordinated effort to focus on these groups who would benefit most from increased physical activity:

- Children and families
- Women and girls
- Families living in poverty
- Young people in and leaving the care system.
- People with a disability
- People with long term health conditions.
- People with caring responsibilities
- Refugee and asylum families.

The priorities identified in the Sport and Active Living Framework will significantly impact the development of the priorities groups identified in the Local Outcome Improvement Plan

The specific priorities identified in this framework are:

- Active Communities
- Infrastructure and Places
- Schools and Education
- Leadership and Governance

## Our Vision and Ambition for Clackmannanshire

### Our Ambition

Working together for a better quality of life and equal opportunities for all.<sup>1</sup>



### Our Vision

Clackmannanshire.... Inspiring people to **get out - get going - get active**

### Our Priorities

Our **priorities** have been identified through extensive engagement with partners and stakeholders and through research and analysis, we have established our baseline, against which we will monitor this framework.

Our priorities are:

- Active Communities
- Infrastructure and Places
- Schools and Education
- Leadership and Governance

### Our Principles and Values

We have identified a number of principles and values which describe the way that we will deliver this sport and active living framework and which are also aligned with those identified to those in the Local Outcomes Improvement Plan.

We will:

- Work collaboratively with our partners to ensure integrated and co-ordinated approaches to physical activity and sport.

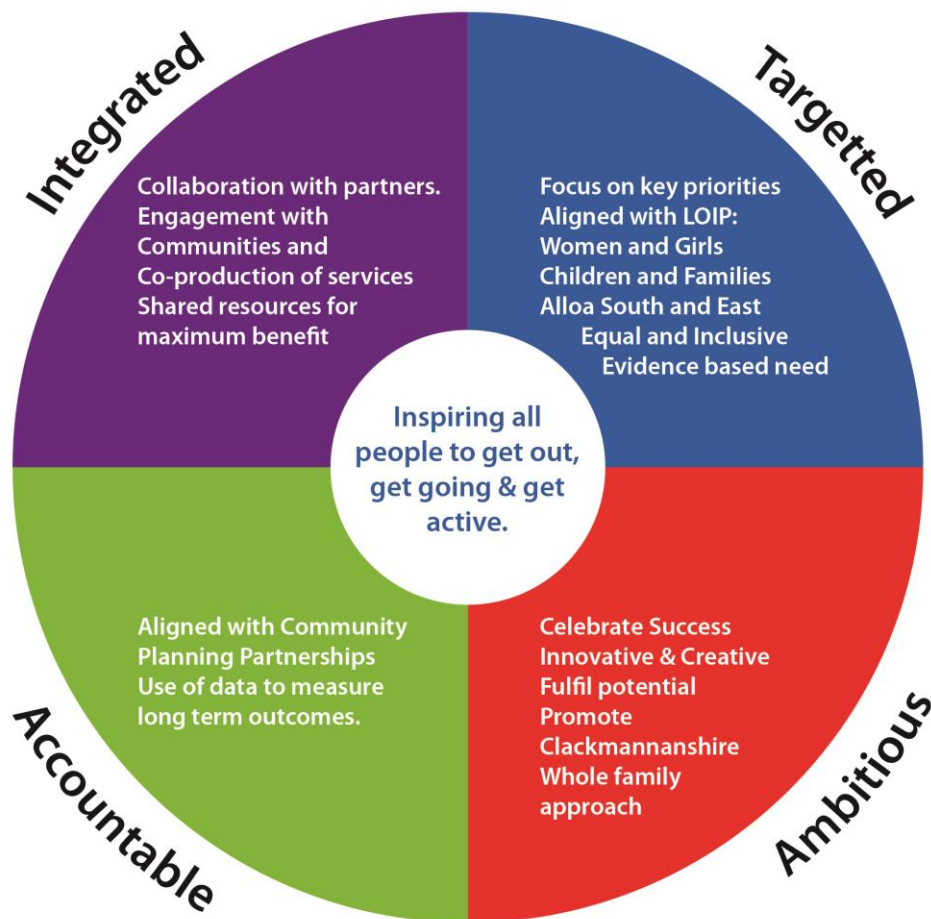
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<sup>1</sup> <http://www.clacks.gov.uk/community/loip/>



- Focus on fewer key priorities where we can really make a difference and ensure that our collective resources are shared and maximised for the benefit of Clackmannanshire;
- Promote and champion what we do well and build on areas of good practice and celebrate success;
- Design services and interventions based on informed need and will use data effectively to measure our long term outcomes.
- Commit to meeting community needs through engagement and co-production to find local solutions.
- Strive to be innovative and creative in supporting and enabling all people in Clackmannanshire to be physically active.
- Strive for equality and to be inclusive whilst respecting diversity.

Further and more specifically we will focus on being:



# Clackmannanshire's Sport and Active Living Priorities

## Active Communities

**Mission Statement:** We are committed to a culture of change around participation in physical activity where everyone will understand the lasting benefits to health and wellbeing through lifelong participation.

**Priority 1: We will take a multi partner approach to create inclusive and accessible opportunities for all local people to participate in sport and physical activity across Clackmannanshire**

### We will

- Work with local and national partners to build the capacity of local sports clubs and ensure they are safe, welcoming and accessible to all sections of society.
- Take a multi partner approach to developing clear and simple pathways into informal sport and where appropriate on to formal sport through local sports clubs.
- Ensure local people will have a mechanism to feed into and influence local sport and physical activity.
- Join our resources to make sure opportunities are accessible to all.
- tackle health inequalities of our most excluded, vulnerable and inactive members of society, aligned with our Local Outcome Improvement Plan outcomes and support them into a healthier lifestyle with a particular focus on women and girls, children and families living in poverty and Alloa South and East community.

**Priority 2: We will take a multi partner approach to enable people who are inactive to become active and those who are active to remain active.**

### We will

- Engage with people to better understand the barriers to participation and target specific support to help them into sport and physical activity.
- Develop approaches aimed at improving participation in sport and physical activity among the groups we have identified in this framework as being at risk of exclusion.

- Look at joint campaigns and programmes to ensure a clear and consistent message as to why physical activity is important.
- Develop and promote a multi-agency resource for Clackmannanshire promoting active living and more healthy lifestyles for all.
- pilot opportunities for partnership social prescribing approaches in Clackmannanshire

**Priority 3: We will invest in our communities to ensure that we have the best environment and skills for everyone to lead healthy lifestyles.**

We will:

- Ensure better planning and sharing of skills and knowledge and deployment of expertise across community partners.
- Commission community engagement activity using the place standard approach to better understand the needs of local communities around sport and physical activity.
- Develop more local community champions for sport and physical activity, particularly in our most deprived communities.
- Deliver a comprehensive programme of training, mentoring and capacity building with local volunteers at our clubs and community organisations.
- Celebrate the success stories to inspire and retain leaders for the future.



## Infrastructure and Places

**Mission Statement:** We will have high performing sport and leisure facilities in Clackmannanshire; develop the active use of open spaces and the local environment and develop active transport and transport networks.

**Priority 1: Provide a network of high quality, accessible and affordable sport & leisure facilities.**

We will

- Conduct a strategic review of leisure and community facilities in Clackmannanshire.
- Develop a long term facilities strategy for public funded facilities in Clackmannanshire.
- Undertake an audit and mapping exercise of sport and physical activity facilities and infrastructure in Clackmannanshire.
- Implement pricing and programming policies to ensure that they are fit for purpose and reflect the strategic outcomes for Clackmannanshire.
- Develop a new Clackmannanshire Council leisure booking and payment system for booking and making payment of sports and activities across Clackmannanshire making best use of available technology and online services.
- Implement a pitches and pavilions strategy to provide the right number in the right places to meet community needs.

**Priority 2: Develop active use of paths, open spaces and the outdoors**

We will:

- Develop an accessible network of paths, where feasible, which can be used for walking, cycling, horse riding and which can be used for tourism and other legitimate uses.
- Produce a core paths plan and maintain a record of all public rights of way.
- Engage and support communities to take greater ownership of their local environments to encourage and promote outdoor physical activity.
- Actively promote responsible outdoor access through publicising the Scottish Outdoor Access Code.

### **Priority 3: Develop active transport and transport networks**

#### **We will:**

- Develop new, and promote existing active travel networks and schemes to link communities with local amenities.
- Promote and facilitate walking and cycling as efficient and convenient modes of travel for short journeys.
- Improve the quality of existing transport facilities and infrastructure to increase the uptake of active travel and connections with public transport opportunities.
- Work with developers to provide good quality accessible active travel routes, which are direct, safe and accessible by all. This will include speed reduction measures, secure cycle parking and pedestrian priority schemes through innovative layout design.
- Continue to improve safety for cyclists by promoting segregated cycle facilities and priority measures for cyclists on our active travel network.
- Explore opportunities to develop technology enabled cycle path networks in Clackmannanshire.
- Work with communities to explore options for maintaining active travel routes in Clackmannanshire.

## Schools and Education

**Mission Statement:** All pupils will have the opportunity to get involved and participate in Physical Education and Sport and stay involved throughout their lives whilst developing and achieving success.

**Priority 1: We will develop the multi-agency PEPASS group to ensure integrated, coordinated and planned approaches to implementation of inclusive sport and active living in schools and further education establishments.**

**We will:**

- Through PEPASS promote opportunities and pathways to participation, leadership, volunteering and officiating in sport in Clackmannanshire.
- Ensure that partner's resources are shared and maximised to deliver sport and active living in schools and further education establishments.
- Develop robust governance processes and implement the national framework for wellbeing and protection in sport.

**Priority 2: PE and School Sport will be embedded in all education establishments across Clackmannanshire through partnership working.**

**We will:**

- Work with our partners Clackmannanshire Council will effectively deliver its Active Schools and PE programmes.
- Continue to deliver a minimum of 2 hours of quality inclusive PE to all P1-P7 pupils and 2 periods to S1-S4 pupils in all schools in Clackmannanshire.
- Proactively work to ensure continuous improvement through the sportscotland School Sport Award programme.
- Offer a comprehensive programme of extra-curricular sport and physical activities including a targeted approach to support those who may have barriers to participation with a particular focus on girls.

- Ensure planning links and pathways from education into the wider sporting community are created for children and young people.
- Enhance our school sport competition programme and ensure that competitive sport is inclusive for all children and young people.
- Develop further opportunities for children and young people to take part in a variety of outdoor learning activities.
- Ensure that families in Clackmannanshire are aware of the benefits that PE and School Sport provide their children.
- Work with all partners to promote career aspiration and local academic and vocational progression opportunities within Sport, Fitness & Physical Activity.

**Priority 3: Clackmannanshire will develop a strong network of leaders, volunteers, teachers, coaches and officers to deliver inclusive PE and School Sport**

**We will:**

- Implement a programme of training and mentoring opportunities designed and delivered in partnership with other agencies.
- Ensure young people have access to, and are supported, in a range of leadership roles and opportunities, where their views are valued and heard.
- Provide opportunities within Clackmannanshire and across Forth Valley for sport and fitness through higher and further education.
- Develop and enhance partnerships with further and higher education establishments to develop further opportunities for students into volunteering, work experience, modern apprenticeships and employment.
- Raise awareness of safeguarding approaches among the workforce.

## Leadership and Governance

**Mission Statement:** We will establish clear, shared and robust planning and delivery mechanisms for sport and physical activity in Clackmannanshire under our existing community planning approaches. We will ensure partners commitment to consistently promote Clackmannanshire as a place to enjoy outdoor activities.

We will be clear about roles and responsibilities, performance, accountability and scrutiny and engaging with communities. We will also ensure that our collective workforce has the knowledge and skills to deliver our vision for inspiring people to get out – get going – get active.

**Priority 1: We will ensure that community planning partners in Clackmannanshire own the shared priorities and outcomes and are accountable for delivery of the framework and associated plans**

### **We will:**

- Establish clear partnership arrangements to deliver inclusive sport and physical activity in Clackmannanshire related to appropriate other partnerships and partnership strategies within the broad community planning context.
- Ensure that delivery of the sport and active living framework is aligned with other major partnership strategies and developments in Clackmannanshire to maximise impact and use of resources and reduce potential duplication.
- Take a multi-agency, co-ordinated and planned approach to promote sport and outdoor activities in Clackmannanshire with a focus on increasing tourism and visitors.
- Put in place co-ordinated and planned approaches to participation, engagement and communication for sport and physical activity in Clackmannanshire making best use of existing partnership approaches.
- Develop a performance management framework to ensure that sport and physical activity outcomes are measured can demonstrate impact and can be used to inform future planning and decision making. We will report our progress regularly to the Clackmannanshire Alliance and appropriate council committees.
- Establish mechanisms to engage with key stakeholders to ensure that they have opportunity to be involved with and influence decisions on sport and opportunities for physical activity in Clackmannanshire. This should include exploring the use of the Place Standard tool for engagement.

**Priority 2: We will ensure that co-ordinated and planned approaches are in place to establish a culture of equality, dignity and respect and safety among our collective workforce.**

**We will:**

- Undertake an overarching training needs analysis and learning and development plans to support the delivery of sport and physical activity in Clackmannanshire.
- Promote the values and principles underpinning this framework to our collective workforce delivering sport and physical activity in Clackmannanshire.
- Promote sport and physical activity in the workplace in Clackmannanshire through initiatives such as healthy working lives.

## Partnerships and Collaboration

This framework has been developed with a range of partners committed to ensuring a sustainable long term sport and active living approach in Clackmannanshire. For our ambitions for Clackmannanshire to be met a wide range of local and national partners and stakeholders will work collaboratively to plan, resource and deliver the priorities and outcomes set out in this framework

The Clackmannanshire Community Planning Partnership will oversee the delivery of this framework in partnership with a range of key partners, including the following:

Clackmannanshire Council	NHS Forth Valley	Police Scotland	Scottish Fire and Rescue
Scottish Enterprise	Clackmannanshire Third Sector Interface	Third Sector and Communities	sportscotland
Sports Clubs and Groups	Scottish Disability Sport	Scottish Governing Bodies	Sustrans





## ***Appendix 2***

### ***Sport and Active Living Framework - Engagement process***

1. Online consultation through ClacksWeb (51 people with a total of 129 comments)
2. Headteacher Meeting – facilitated workshop & feedback collated (20 Heads of Establishment involved)
3. Active Schools Team - facilitated workshop & feedback collated (8 staff)
4. Primary PE team - facilitated workshop & feedback collated (20 staff)
5. Sports Development Team - facilitated workshop & feedback collated (8 staff)
6. Clackmannanshire Sports Council ( representing 25 local sports clubs)
7. CLD Team – Youth Survey Results (1,311 pupil responses)
8. Staff at Primary & Secondary School Support
9. Scottish FA – Central Region based at Stirling University
10. Wasp Leisure – face to face discussion
11. PEPASS working group – detailed response ( 12 staff representing 3 to 18 years )
12. Scottish Athletics – as part of the online survey



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**Report to: People Committee**

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**Date of Meeting: 17 January 2019**

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**Subject: Forth Valley Multi Agency Public Protection Arrangements (MAPPA) Annual Report 2017/18**

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**Report by: Head of Social Services**

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## **1.0 Purpose**

- 1.1 The Management of Offenders etc. (Scotland) Act 2015 places a duty on Scottish local authorities, the police, prison and health boards to establish joint arrangements for the assessment and management of risks posed by certain categories of offender.
- 1.2 The 2017/18 annual report (*Appendix 1*) was published on 09.11.18.

## **2.0 Recommendations**

- 2.1. The Committee agree to: -
  - 2.1.1. Note the content of the Forth Valley Multi Agency Public Protection Arrangements (MAPPA) Annual Report 2017/18.
  - 2.1.2. Note the commitment in Forth Valley to delivering MAPPA within a framework of integrated public protection processes and partnerships.

## **3.0 Considerations**

- 3.1. The report describes the legal framework of multi agency public protection arrangements and identifies the statutory bodies with legal responsibility to assess and manage the risks posed by people subject to MAPPA.
- 3.2. The report describes how multi agency public protection arrangements are delivered Forth Valley and the risk management levels that are used to inform risk and contingency planning.
- 3.3. The report summarises the scrutiny activity undertaken when a person subject to MAPPA is charged with a further offence and how Forth Valley MAPPA takes forward recommendations and outcomes from such activity.

- 3.4. The report notes changes that have taken place to the supporting structure advising the Forth Valley MAPPA Strategic Oversight Group with the introduction of a Forth Valley MAPPA Operational Group.
- 3.5. The report highlights the Responsible Authorities unanimously agreed to move to an Independent Chair for Forth Valley MAPPA's Strategic Oversight Group. It should be noted that Clackmannanshire Council is the host employer for this post and led the way in advertising and recruiting for the post.
- 3.6. The report outlines the various training opportunities provided by Forth Valley MAPPA to ensure the effectiveness of meetings and MAPPA business.
- 3.7. The statistics in the report show that 210 Registered Sex Offenders live in Forth Valley. Approximately 25% of this figure reside in Clackmannanshire.

#### 4.0 Sustainability Implications

- 4.1. None

#### 5.0 Resource Implications

- 5.1. Financial Details - None
- 5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes ✓
- 5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes ✓

#### 5.4. Staffing

There are no staffing implications that directly arise from the contents of this report.

#### 6.0 Exempt Reports

- 6.1. Is this report exempt? Yes  (please detail the reasons for exemption below) No

#### 7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

- (1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve

their full potential

Our communities will be resilient and empowered so  
that they can thrive and flourish

(2) **Council Policies** (Please detail)

## 8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No

## 9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. **Yes ✓**

## 10.0 Appendices

10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

10.1.1 Forth Valley MAPPA Annual Report 2017/18

## 11.0 Background Papers



11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

**Yes**  (please list the documents below) **No ✓**

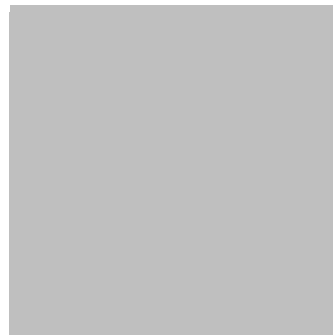
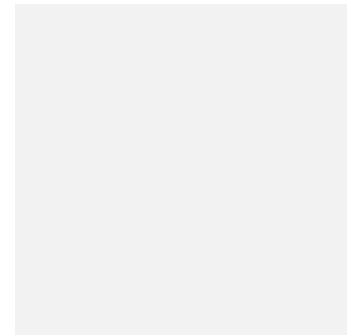
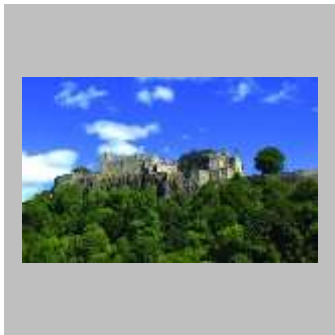
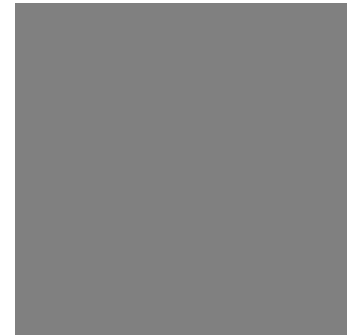
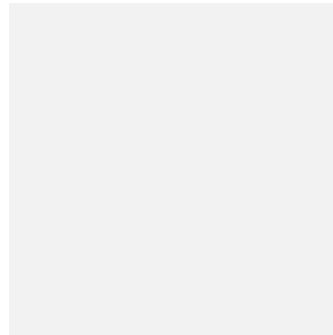
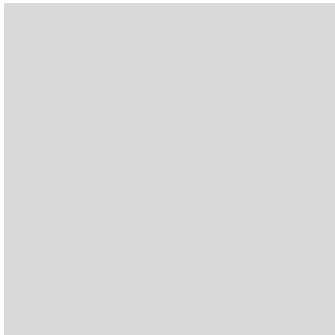
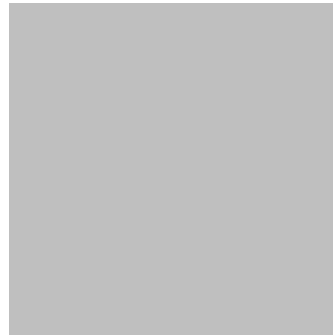
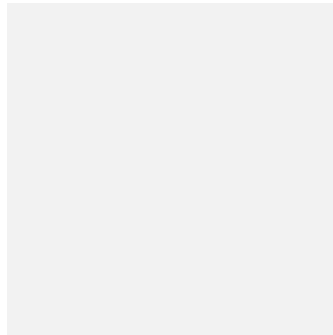
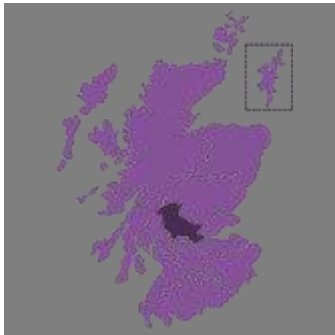
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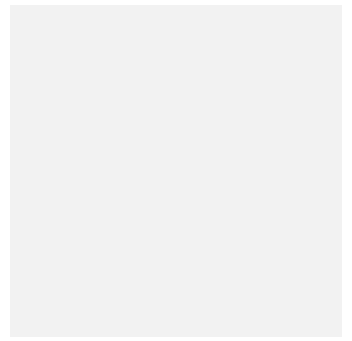
**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Celia Gray	Head of Social Services	
Nikki Bridle	Chief Executive	

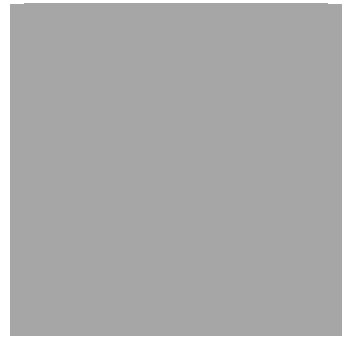
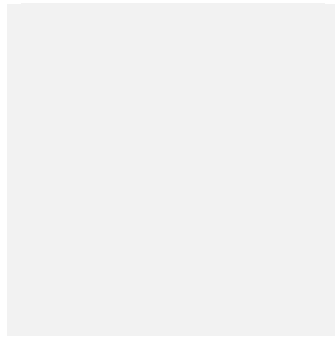
# Multi Agency Public Protection Arrangements



## Forth Valley MAPP ANNUAL REPORT 2017-18



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# FOREWORD



On behalf of the responsible authorities and agencies with a Duty to Cooperate across Forth Valley, I am very pleased to present our Multi Agency Public Protection Arrangements (MAPPAs) Annual Report 2017-18.

This is the first Annual Report reflecting the delivery of MAPPAs beyond the disestablishment of Community Justice Authorities at the end of March 2017. I am happy to report that this has not impacted upon the delivery of MAPPAs in Forth Valley and the processes, practices and arrangements in place for the management of people subject to MAPPAs remain robust. Making our communities safer through effective public protection remains our highest priority.

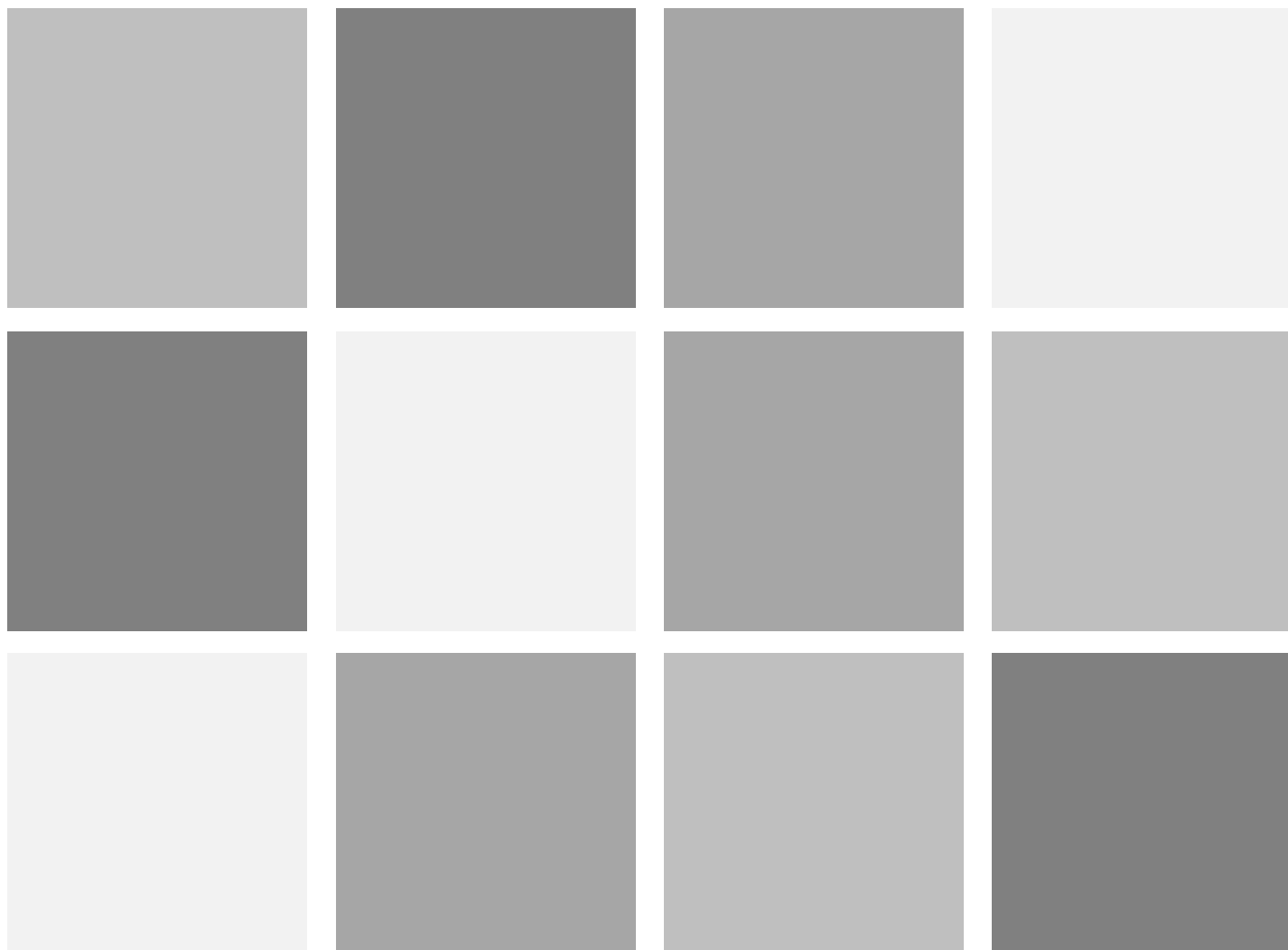
Forth Valley MAPPAs is subject to tight oversight structures through the Strategic Operational Group's responsibility for performance monitoring and quality assurance. Forth Valley's SOG continues to be actively supported by key stakeholder representation from Responsible Authorities, each playing a decisive role in promoting the working relationships, professional expertise and organisational structures within which multi-agency public protection arrangements are delivered. Twelve months ago, I wrote that the time was right to review the existing steering group structure that supports SOG members and establish what changes, if any, could be made to enhance the system of support mechanisms for SOG members. Following on from this review I can advise you about the creation of a Forth Valley MAPPAs Operational Group to support the work of SOG. More information about this is detailed elsewhere in the Annual Report.

Forth Valley MAPPAs's Strategic Oversight Group has decided to adopt the model of an Independent Chair for SOG business, similar to arrangements that have already been successful for local Child and Adult Protection Committees. While you will be able to read further in this report about that process, I want to thank the representatives from all our local Responsible Authorities for coming together and making this decision become a reality.

This has been my last year as Strategic Oversight Group Chair in my capacity as a Detective Superintendent from Police Scotland, from which I will be retiring after 32 years' service. I have, however, agreed to continue the role as Independent Chair and I am looking forward to dedicating my time to leading MAPPAs activity in Forth Valley. There are many new challenges ahead and our mantra of 'working together to keep communities safe' has never been more appropriate. As we enter a new year we face many challenges and through the ongoing and excellent co-operation of all Responsible Authorities and other key partners I have the utmost confidence Forth Valley MAPPAs will continue to thrive, evolve and improve.

I hope you find this report interesting and informative.

**Det Supt. Wilson Gill,**  
**Police Scotland**  
*Chair, Forth Valley MAPPAs Strategic Oversight Group*





# What is MAPP?

Multi Agency Public Protection Arrangements (MAPP), were introduced in 2007 under the requirements of The Management of Offenders (Scotland) Act 2005, Sections 10 and 11, and are delivered under National Guidance which was revised in 2016. MAPP brings together the expertise and resources of key agencies to develop and deliver plans to protect the public from being harmed by sexual and violent offenders, including mentally disordered restricted patients.

Legislation defines the Responsible Authorities within Forth Valley as:

- Clackmannanshire Council
- Falkirk Council
- NHS Forth Valley
- Police Scotland
- Scottish Prison Service
- Stirling Council
- The State Hospitals Board for Scotland

These agencies are responsible for the assessment and management of risk presented by offenders who are subject to MAPP. NHS Forth Valley and The State Hospitals Board for Scotland are Responsible Authorities in respect of Restricted Patients only.

The Management of Offenders (Scotland) Act 2005 also defines Duty to Co-operate (DTC) Agencies, who are required to accept, provide and share appropriate information to support the risk management planning of any offender subject to MAPP. DTC agencies include:

- Scottish Children's Reporter Administration
- Electronic Monitoring Providers
- Department for Work and Pensions
- Registered Social Landlords
- Any person or organisation providing services to or on behalf of, a Responsible Authority

These arrangements, fostered by co-operation between Responsible Authorities and Duty to Co-operate Agencies, are informed by a Memorandum of Understanding between relevant parties. The effective sharing of relevant information about the management of people subject to MAPPA is guided by an Information Sharing Protocol between partners.

### How does MAPPA work?

Information about MAPPA offenders is shared across involved agencies. The risks an offender is assessed to pose - and the actions intended to manage the risk – are detailed within a multi-agency risk management plan. The practical operation of MAPPA is performed within pre-set meeting structures and there are three different MAPPA Management Levels:

**MAPPA Level 1: Routine Risk Management** – In the vast majority of cases, the offender will be managed under the routine arrangements applied by the agency or agencies with supervisory responsibility, i.e. by the Police alone, or jointly with Criminal Justice Social Work, and subject to regular MAPPA review meetings. In the case of a Restricted Patient, the NHS will be lead agency.

**MAPPA Level 2: Multi Agency Risk Management** – This process is implemented where Risk Management Planning requires the involvement of multiple agencies to actively reduce the risk of serious harm posed by an offender or where that management is complex and resource intensive. Those managed at Level 2 will be subject of regular MAPPA review meetings through which a Multi-Agency Risk Management Plan is formulated, implemented and monitored.

**MAPPA Level 3: Multi Agency Risk Management Panel (MAPPP)** – From time to time, cases arise that present such a high level of risk to the public, or where the level of resources required to effectively manage the offender in the community is substantially beyond what could be considered normal. Often described as “the critical few” the risk management strategies for these offenders require more senior representatives of the agencies involved to be actively involved in the formulation, implementation and monitoring of risk management plans.

The overarching objective of MAPPA is to protect the public from harm. This includes having the correct resources in place to enable people who have committed offences to meaningfully work on changing their behaviour. This is where multi-agency public protection arrangements are not just about restrictions and the management of risk. They also focus on ensuring people have access to the services they need, whether these be related to health, housing, substance misuse or reducing their offending.

Any person assessed as presenting a high risk of harm to the public is subject to very strict supervision and monitoring to help reduce that risk. This can include living in approved and manageable accommodation, or being subject to restrictions about visiting certain places or having contact with specific people. Offenders subject to MAPPA must report regularly to the police or their supervising criminal justice Social Worker, alongside unannounced visits to their home address.

Risk is dynamic: it both increases and decreases in response to certain events or conditions. MAPPA management levels respond to such changes, ensuring that offenders are managed at a level commensurate to their risk and the resourcing required to manage it. This is in line with an evidence-based approach to risk management that is defensible and proportionate.

MAPPA is directed and overseen by the Forth Valley MAPPA Strategic Oversight Group. It consists of senior representatives from each of the Responsible Authorities, with representatives of the Duty to Co-operate agencies attending as appropriate. The group meets four times per year and is driven by strategic priorities and a business plan addressing areas the areas of responsibility identified in MAPPA National Guidance 2016.

The disestablishment of Community Justice Authorities on 31<sup>st</sup> March 2017 has not impacted upon the delivery of multi-agency public protection arrangements. The same arrangements for the use of MAPPA to protect the public and support desistance from offending remain. The successful joint planning and management of offenders across both prison and community settings continues through MAPPA.

The 2017/18 MAPPA National Annual Report provides a picture of the main national developments in relation to MAPPA as a result of work conducted by the Scottish Government. It can be found on the Scottish Government website under *Publications*.

### Who is subject to MAPPA?

People subject to MAPPA are from the following categories, set down in Law:

- Registered Sex Offenders (Category 1)
- Restricted Patients (Category 2)
- Other risk of serious harm offenders who meet certain criteria (Category 3)

As at 31<sup>st</sup> March 2018 210 registered sex offenders in the community in Forth Valley were actively managed through MAPPA. Of that number, 76% were convicted of offences against children.

Restricted Patients have committed an offence punishable by imprisonment but as a result of their mental disorder, are not imprisoned. Instead, they are ordered to be detained in hospital for treatment without limit of time. In Forth Valley, there are 9 Restricted Patients living in hospital or in the community. They are gradually being reintegrated into the community after care and treatment in secure hospital settings. No restricted patient in Forth Valley was convicted of a further offence in 2017-18.

For an 'other risk of serious harm offender' to be included in MAPPA they must meet the following criteria:

- Are not required to comply with the Sex Offender Notification Requirements or those who are not mentally disordered Restricted Patients;
- Have been convicted of an offence, and by reason of that conviction are required to be supervised in the community by any enactment, order or licence, and are assessed by the responsible authorities as posing a high or very high risk of serious harm to the public at large and;
- The risk is assessed as requiring active multi-agency management at MAPPA Level 2 or 3.

Between 1<sup>st</sup> April 2017 and 31<sup>st</sup> March 2018, seven Category 3 referrals had been received. Five were deemed to be appropriate referrals that should be subject to MAPPA. On the 31<sup>st</sup> March 2018, one Category 3 offender was being managed in the community. Rejected referrals are not taken forward by MAPPA as the arrangements for risk management already in place were considered appropriate and / or the criteria for Category 3 had not been reached.

The Scottish Government continues to ensure that lead professionals in risk management are equipped to accurately identify, assess and manage this type of offender. A national training programme for Social Workers and Police Officers began in 2015, helping lead professionals scrutinise the evidence base around the offending behaviour of individuals whose risk of committing an offence resulting in serious harm may be imminent.

The identification of people, whose offending represents that imminent risk of serious harm to the public, and how services are correctly identified, targeted and resourced, is a significant learning process. Management of *all* the offenders eligible for MAPPA requires skilful practitioners, sound monitoring strategies, effective supervision and the delivery of the right interventions, in the right way, at the right time. These exist alongside sound victim safety planning which remains a priority for MAPPA in Forth Valley.





## Significant Case Review Activity

2017/18 saw Forth Valley MAPP receiving a number of Initial Notifications (this is the first stage of the process which determines whether deeper scrutiny of the circumstances surrounding each one is required). These notifications arise when:

- An offender managed through MAPP is charged with an Offence which resulted in the death of or serious harm to another person, or an offence listed in Schedule 3 of the Sexual Offences Act 2003;
- Significant concern has been raised about professional and/or service involvement, or lack of involvement, in respect of the management of an offender under MAPP at any level;
- Where it appears that a Category 1 or Category 3 offender being managed under MAPP is killed or seriously injured as a direct result of his/her status as a Category 1 or Category 3 offender;
- Where an offender currently being managed under MAPP has died or been seriously injured in circumstances likely to generate significant public concern.

An *Initial Notification* (also known as Stage 1) is sent to the Chair of the MAPP Strategic Oversight Group by the lead agency responsible for the offender's supervision. The Chair, in consultation with the MAPP Co-ordinator and a senior manager, determines whether a Stage 2 Initial Case Review (ICR) is necessary or not.

If the decision is to proceed to an ICR, all agencies involved in the provision of services to the offender are invited to contribute information on their involvement with the person, and attend a meeting to discuss the case when all information relevant to the circumstances which led to the initial notification are considered. The meeting explores areas for improvement, which can then be used to inform any changes in practice. This is entirely a learning process used to determine where practice improvements can be made. ICR meetings often uncover areas of good practice under what were very difficult circumstances.

The SOG then decides whether the ICR is sufficient, or whether more detailed scrutiny is required. If it is, a Significant Case Review (SCR) is organised. This is exactly what you would expect: a much more detailed scrutiny of the facts, service involvement and practice. Fortunately, these are few and far between and in Forth Valley, we have had only one in recent years.

Of course, all service areas have their own review processes which are similar to the MAPPAs one. It is possible for more than one of these case review processes to be triggered as a result of the circumstances of the offence or incident. When this happens, agreement is reached on the most appropriate way to proceed, taking into account the requirements of each process, the potential for cross-cutting and the possible impact on the welfare of the staff involved.

During this reporting period, eleven Stage 1 Notifications were made to the SOG Chair. Of this number, eight required no further review activity. This was because good risk management measures were already in place and / or there was no escalation in offending behaviour. In a few cases, the SOG Chair sought clarity from the lead agency regarding specific issues. In doing so, the SOG Chair is able to offer some guidance to MAPPAs partners about how to enhance their risk management strategies. Three notifications proceeded to Stage 2, meaning an Initial Case Review meeting was convened for each.

Forth Valley MAPPAs identifies *Areas for Improvement* and takes action through the MAPPAs Operational Group to support changes in practice around risk management. Case review activity also allows improvements to training for Standing Members and MAPPAs Chairs by focusing on aspects of their roles which have been examined as part of reviewing activity.

Last year a meeting took place between representatives of the Responsible Authorities and Duty To Co-operate agencies involved in the Significant Case Review of 2016. The recommendations from this scrutiny activity are the responsibility of each agency and statutory body to deliver.

Review activity is an essential part of the MAPPAs process. It facilitates the timely reflection of measures taken to manage risk and the evidence that creates the basis for sound decisions to be taken and implemented. It gives services the opportunity to consider whether their actions have been appropriate and proportionate. It is a valuable chance to consider what could be done differently in the future to better protect all members of our community.







# Year in Review

2017/18 was a year of review and development in Forth Valley MAPPA. What follows is a summary of the most significant changes:

## **FORTH VALLEY MAPPA BUSINESS PLAN 2018 – 21**

Sections 11(1) and (2) of The Management of Offenders (Scotland) Act 2005 require the Responsible Authorities to keep the Multi-Agency Public Protection Arrangements (MAPPA) under review for the purpose of monitoring the effectiveness of those arrangements and making any changes that appear necessary or expedient. Forth Valley MAPPA Strategic Oversight Group has responsibility for delivering this legislative requirement on behalf of the Responsible Authorities in the area.

Forth Valley Strategic Oversight Group has endorsed a Business Plan to manage the delivery of core MAPPA functions. It will ensure that Multi Agency Public Protection Arrangements within the Forth Valley remain fit for purpose and follow an ethos of continuous improvement.

## **MAPPA OPERATIONAL GROUP**

Over recent years Forth Valley MAPPA's Strategic Oversight Group was supported by four 'subgroups' each focusing on a specific area of MAPPA operations. When MAPPA was new and less well-established, these subgroups from accommodation, development, health and practice standards enabled MAPPA to become embedded in the different service delivery areas essential for successful risk management practices.

After more than a decade MAPPA is now an integral part of the public protection framework that exists across our communities. Professionals from the disciplines involved in MAPPA are more aligned than ever before in their thinking and approach to risk management. Forth Valley MAPPA's Strategic Oversight Group agreed the time was now right to bring operational managers involved in the delivery of MAPPA together as one group. This signalled the end of the existing four subgroups as they were replaced with a single Forth Valley MAPPA Operational Group, meeting quarterly to offer support and advice to senior

officers. The new 'MOG' is accountable to the Strategic Oversight Group and has terms of reference to frame its business. The MOG is chaired by Michael Grassom, Stirling Council's Criminal Justice Service Manager.

The MOG's inaugural meeting was on 21<sup>st</sup> March 2018.

### **FORTH VALLEY MAPPA INDEPENDENT CHAIR**

The responsibilities held by the Chair of Forth Valley MAPPA Strategic Oversight Group are, in effect, tantamount to having a second job. The position is normally taken up by a Senior Manager from one of the Responsible Authorities on a rotating basis but, in keeping with the demands on the time of Senior public sector staff, it was proving more difficult to appoint a person to the role. Therefore, after exploring the options and much debate, it was agreed to appoint an Independent Chair of the SOG. The concept of an Independent Chair is not new to oversight groups: they are well established in Forth Valley's adult and child protection committees.

The decision to move to an Independent Chair arrangement underlines the Forth Valley MAPPA Strategic Oversight Group's commitment to ensuring the role is carried out to a high standard. It evidences the partnership working of Forth Valley's Responsible Authorities in devising the role, advertising it nationwide and successfully recruiting to the post. An Independent Chair will offer greater scrutiny of MAPPA activities in Forth Valley and in particular, significant case review activity.

### **TRAINING**

To further ensure that MAPPA meetings are as effective as possible, Forth Valley MAPPA delivers a number of training opportunities:

#### Forth Valley Public Protection Awareness Training

MAPPA is part of a one-day introductory-level awareness event for staff involved in working with vulnerable groups across Forth Valley, in both statutory and third-sector settings. MAPPA Awareness is delivered alongside child protection, adult support & protection, substance use and gender based violence. This is a product of the collaboration between public protection lead officers across the Forth Valley and is delivered quarterly.

#### MAPPA Chairs Training

A standard set of training materials is used to deliver training to new chairs as / when required on a 1:1.

#### MAPPA Chairs Event

This annual, half-day event provides Chairs with an opportunity to share experiences and learning to complement their skills as MAPPA Chairs.

#### MAPPA Meeting Training

This is a half-day event for Standing Members and practitioners new to MAPPA, covering information needed to deliver their MAPPA responsibilities including the origins of MAPPA, key legislation and guidance, risk management and how to use MAPPA paperwork. This is delivered every six months.

Forth Valley MAPPA also delivered Awareness sessions to Elected Members in Clackmannanshire and Stirling in 2018, with an event planned for Falkirk Council Elected Members in 2018.

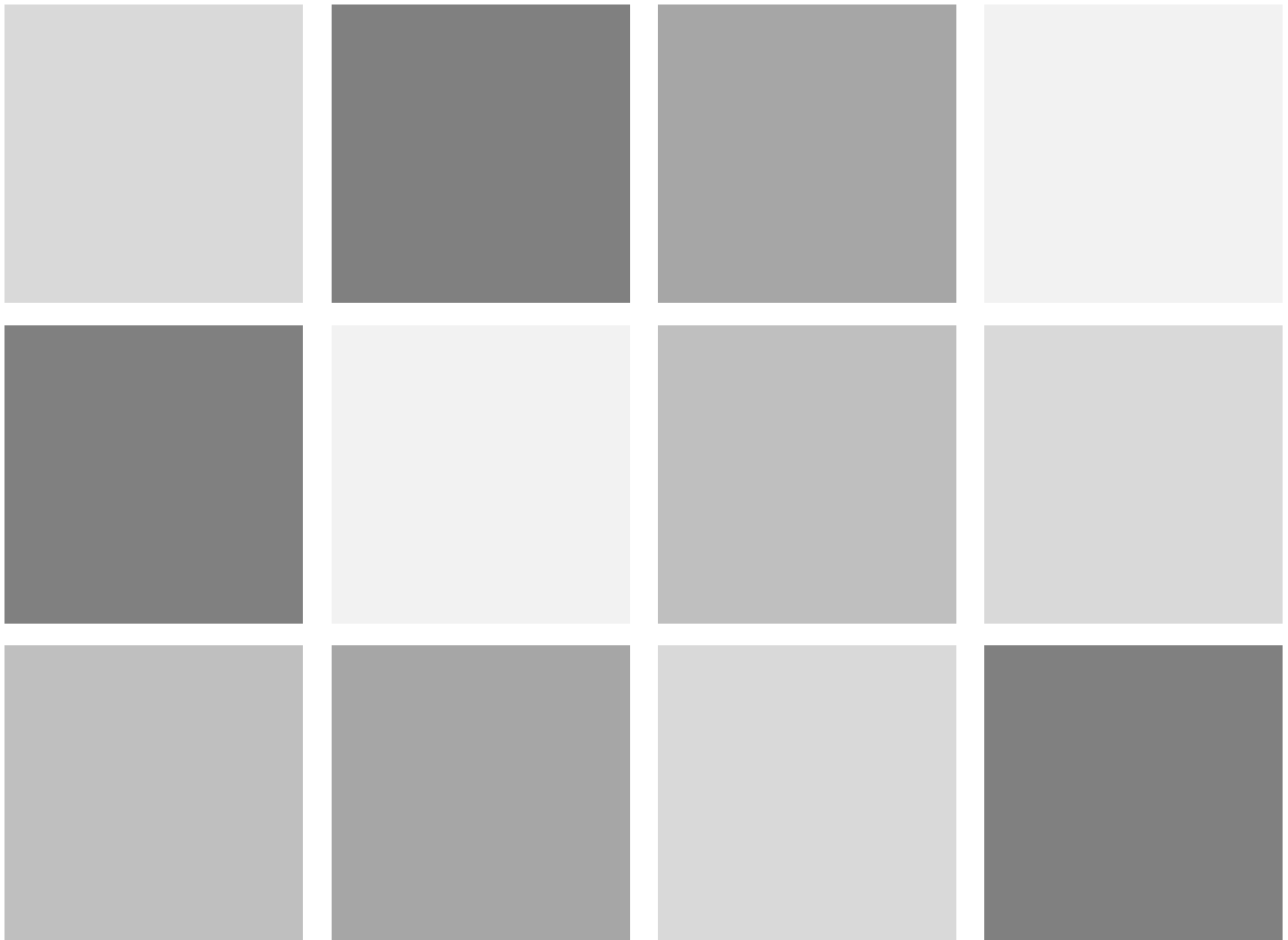
In addition to the above, 2019/20 will see the first Forth Valley MAPPA Development Day. This will be an opportunity for those involved in Forth Valley MAPPA to meet with fellow risk management professionals and learn about relevant development or practice issues that impact upon MAPPA delivery.

**ACCOMMODATION**

2017/18 also saw the implementation of new National Accommodation Strategy for Sex Offenders Guidance on Parameters and Minimum Standards for Conducting Environmental Risk Assessments. A multi-disciplinary short-life working group convened to consider how this new guidance and accompanying documentation would be implemented across Forth Valley. The group also reviewed additional local policy documents to assist in best practice for accommodation of people subject to MAPPA.

**UPCOMING**

In 2018/19, Forth Valley MAPPA will review its quality assurance measures and reporting mechanisms. It is anticipated this will lead to the development of a new quality assurance framework to inform the Strategic Oversight Group. Forth Valley MAPPA will also deliver a series of training events for risk management practitioners ahead of the introduction of the latest *national document set* to local MAPPA meetings.





# Appendix 1: MAPPA Statistics

Table 1 : Registered Sex Offenders ( RSOs)		NUMBER
a) Number of Registered Sex Offenders on 31 <sup>st</sup> March 2018 (liberty and custody):		273
1. At liberty and living in Forth Valley on 31 <sup>st</sup> March 2018		210
2. Per 100,000 of the population in Forth Valley on 31 <sup>st</sup> March 2018 (at liberty)		68
b) The number of RSOs having a notification requirement who were reported for breaches of the requirements to notify between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		26
c) The number of 'wanted' RSOs on 31 <sup>st</sup> March 2018		0
d) The number of 'missing' RSOs on 31 <sup>st</sup> March 2018		0

Table 2: Civil Orders applied and granted in relation to RSOs		NUMBER
a) Sexual Offences Prevention Orders (SOPO'S) in force on 31 <sup>st</sup> March 2018		38
b) SOPO'S imposed by courts between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		9
c) Number of RSO's convicted of breaching SOPO conditions between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		1
d) Risk of Sexual Harm Orders (RSHO's) in force on 31 <sup>st</sup> March 2018		3
e) Number of people convicted of breaches of RSHO's between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		1
f) Number of Foreign Travel Order imposed by the courts between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		0
g) Number of Notification Orders imposed by the courts between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		1
h) Number of RSO's subject to formal disclosure between 1 <sup>st</sup> April 2017 & 31 <sup>st</sup> March 2018		3

<b>Table 3: Registered Sex Offenders ( RSO's)</b>		<b>NUMBER</b>
a) Number of RSO's at liberty managed by MAPPA Category as at 31 <sup>st</sup> March 2018:		
1) Level 1: Routine Risk Management		197
2) Level 2: Multi-agency Risk Management		13
3) Level 3: MAPPP		0
b) Number of Registered Sex Offenders convicted of a further group 1 or 2 crime between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018:		
1) MAPPA Level 1:		3
2) MAPPA Level 2:		1
3) MAPPA Level 3:		0
c) Number of RSO's returned to custody for a breach of statutory conditions between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018 (including those returned to custody because of a conviction for a group 1 or 2 crime)		2
d) Number of indefinite sex offenders reviewed under the terms of the Sexual Offences Act 2003 (Remedial) (Scotland) Order 2011 between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018		6
e) Number of notification continuation orders issued under the terms of the Sexual Offences Act 2003 (Remedial) (Scotland) Order 2011 between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018		0
f) Number of notifications made to the DWP under the terms of the Management of Offenders etc. (Scotland) Act, 2005 (Disclosure of Information) Order 2010 between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018		41

<b>Table 4: Restricted Patients ( RPs):</b>		<b>NUMBER</b>
a) Number of RPs:		12
1. Living in Forth Valley on 31 <sup>st</sup> March 2018		9
2. During the reporting year		9
b) Number of RPs per order:		
1. CORO		10
2. HD		0
3. TTD		2
c) Number within hospital/community:		
1. State Hospital		3
2. Other hospital no suspension of detention (SUS)		1
3. Other hospital with unescorted SUS		6
4. Community (Conditional Discharge)		2

<b>Table 4: Restricted Patients ( RPs):</b>		<b>NUMBER</b>
d) Number managed by category on 31 <sup>st</sup> March 2018:		
1) Level 1: Routine Risk Management		10
2) Level 2: Multi-agency Risk Management		2
3) Level 3: MAPPP		0
e) Number of RPs convicted of a further group 1 or 2 crime between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018:		
1. MAPPA Level 1		0
2. MAPPA Level 2		0
3. MAPPP Level 3		0
f) Number of RP's on Suspension of detention:		
1. who did not abscond or offend		6
2. who absconded		0
3. who absconded and then offended		0
4. where absconsion resulted in withdrawal of suspension of detention		0
g) Number of RP's on Conditional Discharge:		
1. who did not breach conditions, not recalled or did not offend		2
2. who breached conditions (resulting in letter from the Scottish Government)		0
h) recalled by Scottish Ministers due to breaching conditions:		0
i) recalled by Scottish Ministers for other reasons:		0

<b>Table 5: Other Risk of Serious Harm Offenders</b>		<b>NUMBER</b>
a) Number of Offenders managed by MAPPA Level as at 31 <sup>st</sup> March 2018:		
1) Level 2: Multi-agency Risk Management		5
2) Level 3: MAPPP		0
b) Number of Offenders convicted of a further group 1 or 2 crime between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018:		
1) MAPPA Level 2:		0
2) MAPPA Level 3:		0
c) Number of Offenders returned to custody for a breach of statutory conditions between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018 (including those returned to custody for a conviction for a group 1 or 2 crime)		1
f) Number of notifications made to the DWP under the terms of the Management of Offenders etc. (Scotland) Act, 2005 (Disclosure of Information) Order 2010 between 1 <sup>st</sup> April 2017 and 31 <sup>st</sup> March 2018		1

**Table 6: Delineation of RSO'S by age on 31st March 2018:**

Age	RSO Number	RSO Percentage %
<b>Under 18</b>	0	0
<b>18 - 21</b>	6	2.20%
<b>22 - 25</b>	17	6.23%
<b>26 - 30</b>	24	8.79%
<b>31 - 40</b>	46	16.85%
<b>41 - 50</b>	65	23.81%
<b>51 - 60</b>	49	17.95%
<b>61 - 70</b>	48	17.58%
<b>Older than 70</b>	18	6.59%
<b>Data Not Held</b>	0	0

**Table 7: Delineation of population of RSO's on 31<sup>st</sup> March 2018:**

Sex	RSO Number	RSO Percentage
<b>Male</b>	273	100%
<b>Female</b>	0	0

**Table 8 : Delineation of RSO's by ethnicity on 31<sup>st</sup> March 2018**

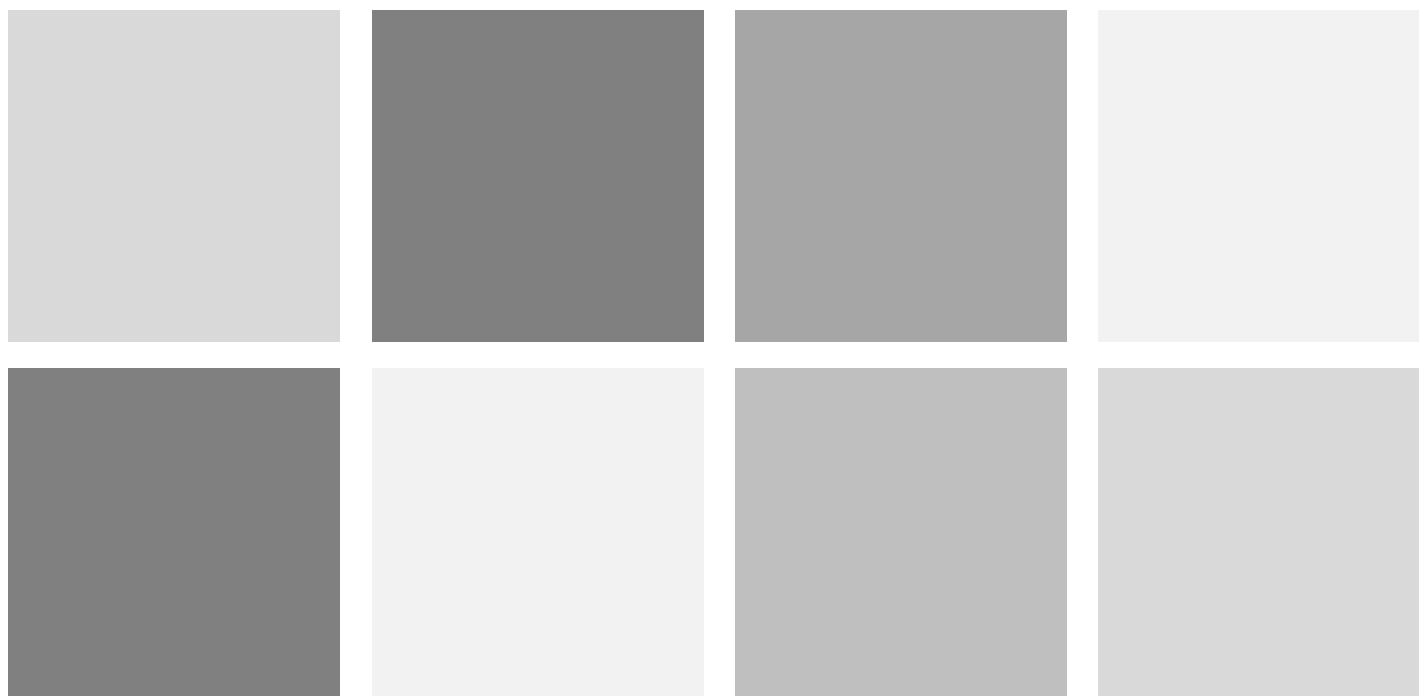
Ethnic Origin	RSO Number	RSO Percentage %
White Scottish	225	82.42%
Other British	26	9.52%
Irish	3	1.10%
Gypsy/Traveller	1	0.37%
Polish	0	0
Other white ethnic group	3	1.10%
Mixed or multiple ethnic group	0	0
Pakistani, Pakistani Scottish or Pakistani British	1	0.37%
Indian, Indian Scottish or Indian British	1	0.37%
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0	0
Chinese, Chinese Scottish or Chinese British	0	0

**Table 8 : Delineation of RSO's by ethnicity on 31<sup>st</sup> March 2018**

Ethnic Origin	RSO Number	RSO Percentage %
Other Asian	0	0
African, African Scottish or African British	0	0
Other African	0	0
Caribbean, Caribbean Scottish or Caribbean British	0	0
Black, Black Scottish or Black British	0	0
Other Caribbean or Black	0	0
Arab, Arab Scottish or Arab British	1	0.37%
Other ethnic group	0	0
Data Not Held	12	4.40%
Subject Declined to define Ethnicity	0	0
Subject Does Not Understand	0	0

**Table 9: Number of RSO's managed under statutory conditions and/or notification requirements on 31st March 2018:**

Number of RSOs	Number	Percentage %
On Statutory supervision	91	33.33%
Subject to notification requirements only	182	66.67%







## Appendix 2: GLOSSARY

<b>CJA</b>	Community Justice Authority
<b>DTC</b>	Duty To Co-operate. The DTC persons or bodies in Scotland are listed within The Management of Offenders (Scotland) Act 2005 (Specification of Persons) Order 2007
<b>ICR</b>	Initial Case Review. Part of the MAPPA Significant Case Review process.
<b>MAPPA</b>	Multi Agency Public Protection Arrangements
<b>MAPPP</b>	Multi Agency Public Protection Panel
<b>RSO</b>	Registered Sex Offender. This is a person convicted of an offence specified in The Sexual Offences Act 2003 and therefore subject to the notification requirements of the Act.
<b>RSHO</b>	Risk of Sexual Harm Order. These place restrictions and obligations on someone who is behaving in such a way which suggests they pose a risk of sexual harm to a particular child or to children generally. The person's behaviour need not constitute a criminal offence and he / she need not have any previous convictions. If the person fails to comply with (i.e. breaches) the requirements of the Order, he / she can be taken back to Court and may be liable to up to 5 years imprisonment. A conviction for breach of the Order also renders the person subject to the sex offender notification scheme.
<b>SCR</b>	Significant Case Review
<b>SOG</b>	Strategic Oversight Group
<b>SOPO</b>	Sexual Offences Prevention Order. A Court may make a SOPO at the time of dealing with certain sexual offenders or when the police make a special application on account of the offender's behaviour in the community. A SOPO can place restrictions and obligations on the offender and will require the subject to register as a sexual offender. If the offender fails to comply with (i.e. breaches) the requirements of the order, he / she can be taken back to Court and may be liable for up to five years imprisonment.

