
Report To:	Education & Communities Committee	Date:	20 January 2015
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/15/15/PC
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Subject:	Items for Noting		

1.0 PURPOSE

- 1.1 The purpose of this report is to keep the Committee apprised of matters which fall within its remit for information purposes.

2.0 Enhancing Community Engagement

- 2.1 At their meeting on 4 November 2014, the Committee agreed a paper proposing a series of actions to enhance community engagement. The following provides an update to the Committee on progress made:
- 2.2 During the first week in November, 3 'cluster' meetings were held in Clydeview Academy, Notre Dame High School and Port Glasgow Community Campus. There were 69 participants at these meetings, including representation from Community Councils, Community Associations, Tenants and Residents Associations and a number of other community and voluntary groups.
- 2.3 Each meeting was introduced by Councillor Martin Brennan in his role as Communities Champion.
- 2.4 The first part of each meeting looked at 'Taking the complaining out of engaging', an issue which had been highlighted at the series of events in March 2014. Officers from Inverclyde Council Customer Services, Inverclyde Community Health and Care Partnership and River Clyde Homes shared information with participants on how to make complaints to their organisation and also how to get engaged in the design and delivery of services.
- 2.5 The second part of each meeting looked at the cluster and neighbourhood profiles being developed by the Alliance and discussion took place about how these could be used to inform planning at a locality level as well as the 3 year plan for Community Learning and Development required by the CLD Regulation (Scotland) 2013. Community members indicated that they would find this information very useful and requested that copies be circulated to them as they became available.

3.0 More Duke of Edinburgh Success for Inverclyde

- 3.1 The DofE Scotland Office compile statistics on participation and achievement in the DofE across Scotland. During their annual visit to Inverclyde on 23 October 2014, Inverclyde DofE were praised for having the highest completion rates in Scotland for the 2013-2014 period. Their data on 'age penetration' indicated that 10% of 15 year olds in Inverclyde participated in the DoE – another great achievement.
- 3.2 Data across bronze, silver and gold awards showed increased participation as follows:

	2012 - 2013	2013 - 2014
New entrants	206	285
Awards gained	130	160

3.3 The DofE Scotland Office data also showed that the ratio of leaders to young people had gone up from 1 leader per 18 participants in 2012–2013 to 1 leader per 55 participants in 2013-2014 which is higher than in other authorities. The CLD Service have already recognised this as a concern and, following discussions, each secondary school has agreed to support the expedition season as part of their activity week and to create opportunities for school staff to participate as expedition leaders. A pilot is also taking place with two schools (St Columba's High School and St Stephen's High School) which will see every S3 pupil participate in the DofE as part of the Personal and Social Education Curriculum. These developments are designed, not only to reduce the leader to participant ratio, but to allow even greater access to the DoE in Inverclyde.

4.0 GIRFEC/ Early Years update

4.1 The Children and Young People Act was introduced as a Bill in April 2013, passed February 2014 and received Royal Assent in March 2014.

4.2 Early Years

The commencement of the Act will see additional early education and child care hours established in summer 2014. Inverclyde is well prepared for this change and statutory implementation. Further developments in childcare planned for 2015, for 2 year olds from workless families, are still being worked on. There will be an update later, on this aspect of the legislation.

4.3 Getting it Right for Every Child (GIRFEC)

The core components of GIRFEC policy are:

- A focus on improving outcomes based on a shared understanding of well-being
- A common approach to gaining consent and sharing information
- An integral role for children, young people and families in assessment, planning and intervention (nothing about us without us)
- A co-ordinated approach to identifying needs and assessing concerns based on the well-being indicators
- Getting the right help at the right time
- Consistent and high standards of co-operation, joint working and communication
- A Named Person for every child and a lead professional where required
- Making universal services the best they can be

The Act describes certain duties for authorities under GIRFEC policy.

These duties require to be implemented by August 2016. The GIRFEC policy is unchanged and practice in this area has been emerging over the last decade. The policy continues to be refined and updated. The legislative aspects of the policy only include certain areas. These are:

- Named Person
- Child's Plan
- Wellbeing

4.4 There will be a requirement to comply with practice around these areas by August 2016.

A core team of Social Work, Health and Education Services managers are progressing the plans for ensuring that culture, systems and practice related to the implementation of the GIRFEC aspects of the Children and Young People Act are ready for full compliance by August 2016.

A 'GIRFEC Implementation Steering Group' has been set up from representatives of the SOA6 Best Start in Life. GIRFEC delivery subgroups will be set up with representation across the partnership to develop the detail regarding single planning processes, Named Person Service, learning and development. A draft child's plan and draft GIRFEC pathway documents have already been shared with Heads of Establishment. Establishments currently use wellbeing indicators (safe, healthy, achieving, nurtured, respected, responsible and included) for assessment and planning purposes through the work of GIRFEC Champions. They are also well practised in using the key practice model questions as a basis for assessing need. These

questions are: *What is getting in the way of this child's or young person's well-being? Do I have all the information I need to help this child and young person? What can I do now to help this child and young person? What can my agency do to help this child or young person? What additional help, if any, may be needed from others?*

In certain establishments this work and the improved outcomes achieved for children, has already been praised by Education Scotland.

5.0 IMPLICATIONS

Finance

5.1 N/A

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

5.2 N/A

Human Resources

5.3 N/A

Equalities

5.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

5.5 N/A

6.0 CONSULTATIONS

6.1 N/A

7.0 CONCLUSIONS

7.1 N/A

8.0 BACKGROUND PAPERS

8.1 N/A

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