

# Public Document Pack

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To: Cllr Teresa Carberry (Chair)

Councillors: Bill Crease, Paul Cunningham, Gladys Healey, Dave Mackie, Gina Maddison, Ryan McKeown, Andrew Parkhurst, Carolyn Preece, David Richardson, Jason Shallcross and Arnold Woolley

**Co-opted Members:**

Lisa Allen, Lynn Bartlett and Wendy White

13 October 2023

Dear Sir/Madam

**NOTICE OF HYBRID MEETING**  
**EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE**  
**THURSDAY, 19TH OCTOBER, 2023 at 2.00 PM**

Yours faithfully

Steven Goodrum  
Democratic Services Manager

The meeting will be live streamed onto the Council's website. The live streaming will stop when any confidential items are considered. A recording of the meeting will also be available, shortly after the meeting at <https://flintshire.public-i.tv/core/portal/home>

If you have any queries regarding this, please contact a member of the Democratic Services Team on 01352 702345.

## A G E N D A

### 1 APOLOGIES

**Purpose:** To receive any apologies.

### 2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

**Purpose:** To receive any Declarations and advise Members accordingly.

### 3 FORWARD WORK PROGRAMME AND ACTION TRACKING (Pages 3 - 14)

Report of Overview & Scrutiny Facilitator

**Purpose:** To consider the Forward Work Programme of the Education, Youth & Culture Overview & Scrutiny Committee and to inform the Committee of progress against actions from previous meetings.

### 4 BUDGET 2024/25 – STAGE 2 (Pages 15 - 24)

Report of Chief Officer (Education and Youth), Corporate Finance Manager - Cabinet Member for Education, Welsh Language, Culture and Leisure, Cabinet Member for Finance, Inclusion, Resilient Communities including Social Value and Procurement

**Purpose:** To review and comment on the budget pressures and cost reductions under the remit of the Committee.

### 5 FLINTSHIRE COUNTY SUMMER PLAYScheme 2023 (Pages 25 - 68)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education, Welsh Language, Culture and Leisure

**Purpose:** To provide feedback on the Flintshire County Summer Playscheme 2023.

***Please note that there may be a 10 minute adjournment of this meeting if it lasts longer than two hours***



## EDUCATION YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> October, 2023
<b>Report Subject</b>	Forward Work Programme and Action Tracking
<b>Report Author</b>	Overview & Scrutiny Facilitator
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education Youth & Culture Overview & Scrutiny Committee.

The report also shows actions arising from previous meetings of the Education Youth & Culture Overview & Scrutiny Committee and the progress made in completing them. Any outstanding actions will be continued to be reported to the Committee as shown in Appendix 2.

### RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.
3	That the Committee notes the progress made in completing the outstanding actions.

## **REPORT DETAILS**

<b>1.00</b>	<b>EXPLAINING THE FORWARD WORK PROGRAMME AND ACTION TRACKING</b>
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none"><li>1. Will the review contribute to the Council's priorities and/or objectives?</li><li>2. Is it an area of major change or risk?</li><li>3. Are there issues of concern in performance?</li><li>4. Is there new Government guidance of legislation?</li><li>5. Is it prompted by the work carried out by Regulators/Internal Audit?</li><li>6. Is the issue of Public or Member concern?</li></ol>
1.03	In previous meetings, requests for information, reports or actions have been made. These have been summarised as action points. Following a meeting of the Corporate Resources Overview & Scrutiny Committee in July 2018, it was recognised that there was a need to formalise such reporting back to Overview & Scrutiny Committees, as 'Matters Arising' was not an item which can feature on an agenda.
1.04	It was suggested that the 'Action tracking' approach be trialled for the Corporate Resources Overview & Scrutiny Committee. Following a successful trial, it was agreed to extend the approach to all Overview & Scrutiny Committees.
1.05	The Action Tracking details including an update on progress is attached at Appendix 2.

<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	None as a result of this report.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	In some cases, action owners have been contacted to provide an update on their actions.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	None as a result of this report.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Draft Forward Work Programme Appendix 2 – Action Tracking for the Education Youth & Culture OSC.

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	Minutes of previous meetings of the Committee as identified in Appendix 2.  <b>Contact Officer:</b> Ceri Shotton Overview & Scrutiny Facilitator <b>Telephone:</b> 01352 702305 <b>E-mail:</b> <a href="mailto:ceri.shotton@flintshire.gov.uk">ceri.shotton@flintshire.gov.uk</a>

<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<b>Improvement Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

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**CURRENT FWP**

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer
<p><b>Thursday 30<sup>th</sup> November, 2023</b></p> <p>2.00pm</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 7</p>	<p><b>Council Plan 2023-24 Mid-Year Performance Reporting</b></p> <p><b>Feedback from Youth Justice Service Peer review</b></p> <p><b>Sustainable Learning Communities update</b></p>	<p>To review the levels of progress in the achievement of activities and performance levels identified in the Council Plan.</p> <p>To Provide Members with an overview of the outcomes from the recent peer review</p> <p>To update Members on the progress made with the Wales Government’s sustainable learning communities programme</p>	<p>Assurance Monitoring</p> <p>Assurance Monitoring</p> <p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p> <p>Chief Officer (Education &amp; Youth), and Senior Manager Youth Justice Service</p> <p>Chief Officer (Education &amp; Youth), and Senior Manager School Place Planning &amp; Provision</p>
<p><b>Thursday 1<sup>st</sup> February, 2024</b></p> <p>2.00pm</p>	<p><b>GCSE and A-Level Results</b></p> <p><b>Revision of Post 16 Strategy</b></p> <p><b>Emergency Planning and Response</b></p>	<p>To provide the Committee with the GCSE and A-Level results across Flintshire from the summer 2023.</p> <p>To outline how the new national commission was developing.</p> <p>To provide background and context around emergency planning and response and local arrangements.</p>	<p>Assurance Monitoring</p> <p>Assurance Monitoring</p> <p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth)</p> <p>Chief Officer (Education &amp; Youth)</p> <p>Emergency Planning Officer</p>

<p><b>Thursday 21<sup>st</sup> March, 2024</b></p> <p><b>2.00pm</b></p>	<p><b>Anti-Racist Wales Action Plan</b></p>	<p>To update on how the Council is meeting the requirements of the Welsh Government Anti-racist Wales Action Plan in line with the development of the new Curriculum for Wales.</p>	<p>Assurance Monitoring</p>	<p>Senior Manager for School Improvement</p>
<p><b>Thursday 30<sup>th</sup> May, 2024</b></p> <p><b>2.00pm</b></p>	<p><b>Attendance and Exclusions</b></p>	<p>To provide Members with an overview of school attendance and exclusions and the role of the Portfolio's support services in this area. The Home-Schooling Officer to also be invited to the meeting to outline the work and support being provided.</p>	<p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth), and Senior Manager Inclusion Services</p>
<p><b>Thursday 27<sup>th</sup> June, 2024</b></p> <p><b>Joint meeting with S&amp;HC OSC - 2.00pm</b></p>	<p><b>Safeguarding in Education including Internet Safety and Social Media</b></p> <p><b>Additional Learning Needs and Education Tribunal (Wales) Act 2018</b></p> <p><b>Children Looked After in Flintshire</b></p>	<p>To provide an update on the discharge of statutory safeguarding duties in schools and the Education portfolio. To include information on Relationship and Sexual Education and how this was contributing to reducing harm.</p> <p>To outline the approach to the identification and commissioning of post 16 education for Flintshire young people.</p> <p>To provide an update on the provision for Looked After Children. And to provide an update on the challenges, positive working</p>	<p>Assurance Monitoring</p> <p>Assurance Monitoring</p> <p>Assurance Monitoring</p>	<p>Chief Officer (Education &amp; Youth) and Healthy Schools Practitioner</p> <p>Senior Manager – Inclusion &amp; Progression</p> <p>Senior Manager – Inclusion &amp; Progression</p>



	<b>Social Media and Internet Safety</b>	and how young people were supported through the pilot to provide funding directly to looked after children leaving care.  To provide Members with an update on the Portfolio's Social Media and Internet Safety policy and provision.	Assurance Monitoring	Learning Adviser - Health, Well-being and Safeguarding
<b>Thursday 11<sup>th</sup> July, 2024</b>  <b>2.0pm</b>	<b>Council Plan 2023-24 Year-End Performance</b>	To review the levels of progress in the achievement of activities and performance levels identified in the Council Plan.	Assurance Monitoring	Chief Officer (Education & Youth)

**INFORMATION REPORTS/BRIEFING PAPERS TO BE CIRCULATED TO THE COMMITTEE**

Item	Purpose of information report	Month
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment.	December
Parking Outside Schools	To provide information from the Highways Team on legislation around parking outside schools and the mechanism in place for joint working with the Police and Schools.	-
Policies for dealing with bullying in schools	To provide information on School Policies for dealing with instances of bullying.	-

**Items to be scheduled**

- Recycling School Uniforms – **Referred to the Committee from the Environment & Economy OSC.**
- Tackling the Impact of Inequality on Education Outcomes – to include information on work being undertaken linking with colleagues across North Wales and the regional skills board partnership to better understand the labour market, job opportunities and career aspirations – **suggested at May and July 2023 meeting.**
- Tackling the Impact of Inequality on Education Outcomes – specific report around the ‘Ask Ceri’ resource and what impact this was having following its re-launch – **suggested at May 2023 meeting.**
- Healthy Schools Scheme and Healthy & Sustainable Pre-School Scheme (HSPSS) – That the Committee be advised / consulted on the aims & objectives when the scheme is relaunched – **suggested at July 2023 meeting**
- Consultation on Member Role Descriptions - To consult Members on the draft role descriptions as provided in the revised draft Model Constitution – **moved from October, 2023 to be allocated to a new meeting date**

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**REGULAR ITEMS**

Month	Item	Purpose of Report	Responsible / Contact Officer
February/ March	School Modernisation	To update Members on the progress made with School Modernisation.	Senior Manager School Planning & Provision
May	Attendance & Exclusions	To provide Members with an overview of school attendance and exclusions and the role of the Portfolio’s support services in this area.	Chief Officer (Education & Youth)
September	Self-evaluation on education services & learner outcomes	To update Members on overall service performance including Learner Outcomes.	Chief Officer (Education & Youth)

Month	Item	Purpose of Report	Responsible / Contact Officer
June	<b>Additional Learning Needs</b>	To update members on the implementation of national ALN reforms in schools and the role of the Portfolio's support services in this area.	Senior Manager – Inclusion & Progression
September	<b>Regional School Effectiveness and Improvement Service (GwE)</b>	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer (Education & Youth) & GwE Senior Officers
September	<b>School Balances</b>	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year.	Finance Manager
Annually	<b>Learning from the School Performance Monitoring Group (SPMG) -</b>	To receive the annual report on progress and learning from the SPMG.	Senior Manager – School Improvement;
Annually	<b>Social Media &amp; Internet Safety - now part of Safeguarding Report to the Joint Scrutiny Committee</b>	To receive an annual report assurance/monitoring.	Healthy Schools Practitioner

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**ACTION TRACKING FOR THE EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE**

Meeting Date	Agenda item	Action Required	Action Officer(s)	Action taken	Timescale
14.09.2023	3. Minutes	Councillor Hilary McGuill referred to the consultation undertaken by NEWydd on the new menu with pupils and asked if an update could be provided following half term to include feedback from the pupils who had sampled the menu. Claire Homard suggested that a briefing note on how the menu was being received by pupils be included on the FWP for the 30 November meeting.	Steve Jones / Ceri Shotton	The Chair and Vice-Chair of the Committee have been invited to attend a workshop to hear first hand feedback on the new menu's. Feedback to be provide to the Committee following this.	On-going
14.09.2023	4. Forward Work Programme and Action Tracking	Claire Homard suggested that the following reports be added to the FWP for the 1 <sup>st</sup> February, 2024 meeting:- <ul style="list-style-type: none"> <li>• Overview of summer A level and GSCE results following verification in December, 2023;</li> <li>• Revision of Post 16 Strategy – to outline how the new national commission was developing.</li> </ul>	Ceri Shotton  Ceri Shotton	Item added to the FWP for 1 <sup>st</sup> February, 2024 meeting.  Item added to the FWP for 1 <sup>st</sup> February, 2024 meeting.	Completed  Completed
14.09.2023	4. Forward Work Programme and Action Tracking	In response to comments made by Councillor Hilary McGuill and Councillor Dave Mackie around risk assessment in relation to the recent decisions made by Townlynx on some bus routes and burst mains affecting the water at schools in Ewloe, the	Claire Homard / Neal Cockerton	Item added to the FWP for 1 <sup>st</sup> February 2024 meeting. The report will cover the following areas:- <ul style="list-style-type: none"> <li>• Background and context around emergency planning and response</li> </ul>	Completed

		Claire Homard and Neal Cockerton agreed to raise the issue of the burst mains with the Emergency Management Response Team and consider how information on the work of the Team could be provided to all Members for information.		<ul style="list-style-type: none"> <li>Local EMRT arrangements</li> </ul>	
14.09.2023	5. Regional School Effectiveness and Improvement Service (GwE) Annual Report 2022-2023	In response to a question from Cllr Dave Mackie around training, Claire Homard suggested that training data be circulated to the Committee following the meeting.	Claire Homard	Information circulated to the Committee via e-mail.	Completed.
14.09.2023	7. Self-Evaluation Report Education Services 2022-23	Cllr Hilary McGill sought clarification on the Condition Grades listed as A,B,C and D identified as part of the Suitability Survey. Claire Homard suggested that Jennie Williams provide a short briefing note to explain the differences in the condition grades following the meeting.	Claire Homard / Jennie Williams	Information being prepared and will be circulated with available.	On-going



## EDUCATION YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 19 <sup>th</sup> October 2023
<b>Report Subject</b>	Budget 2024/25 – Stage 2
<b>Cabinet Member</b>	Cabinet Member for Education, Welsh Language, Culture and Leisure & Cabinet Member for Finance, Inclusion, Resilient Communities including Social Value and Procurement
<b>Report Author</b>	Corporate Finance Manager and Chief Officer (Education and Youth)
<b>Type of Report</b>	Strategic

### **EXECUTIVE SUMMARY**

As in previous years, the budget for 2024/25 will be built up in stages.

The first stage has been concluded by the establishment of a robust baseline of cost pressures together with Member workshops to ensure Members had a full understanding of service budgets including current cost pressures and risks.

In September, Cabinet and Corporate Resources Overview and Scrutiny Committee received an updated position on the budget for 2024/25, which showed that we had a minimum additional revenue budget requirement estimated at £32.386m.

The report also provided an update on the work undertaken by portfolios over the Summer to review pressures, their historic outturn position and to consider further proposals for efficiencies to be considered as part of the strategy to balance the budget.

The review by Overview and Scrutiny Committees throughout October and November of budget pressures and proposed efficiency options will form Stage 2 of the budget setting process, alongside the receipt of the Welsh Local Government Provisional Settlement, anticipated on 20<sup>th</sup> December. Stage 3 will be the identification of the full set of budget solutions required to ensure a legal and balanced budget is set.

A further meeting of the Corporate Resources Overview and Scrutiny Committee (open to all Members) will be held on 16<sup>th</sup> November 2023 which will summarise the work undertaken so far to meet the budget gap.

The details of the cost pressures and proposed efficiency options for the Education and Youth portfolio and Schools, which falls within the remit of this Committee are included

within this report. The Committee is invited to review and comment on these cost pressures, proposed efficiencies, and associated risks.

The Committee is also invited to advise on any additional areas of cost efficiency it believes should be explored further and the reasoning behind the request.

A slide presentation will be made at the meeting.

## RECOMMENDATIONS

1	Review and comment on the Education and Youth portfolio's cost pressures.
2	Review and comment on the schools' budget cost pressures.
3	Review and comment on the Education and Youth portfolio's options to reduce budgets.
4	Review and comment on the options to reduce the delegated schools' budget.
5	To advise on any areas of cost efficiency it believes should be explored further.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING THE BUDGET POSITION 2024/25</b>
1.01	The first stage for budget setting was concluded in September where we established a robust baseline of cost pressures. The review by Overview and Scrutiny Committees throughout October and November of these cost pressures and proposed efficiency options will form part of stage 2 with stage 3 being the identification of the full set of budget solutions required to ensure a legal and balanced budget is set.
1.02	In September, Cabinet and Corporate Resources Overview and Scrutiny Committee received an updated position on the budget for 2024/25, which showed that we had a minimum additional revenue budget requirement estimated at £32.386m.  The report also provided an update on the work undertaken by portfolios over the summer to review pressures, the outturn position and to consider further proposals for efficiencies to be considered as part of strategy to balance the budget.
1.03	The purpose of this report is to set out in detail the cost pressures and proposed efficiency options for the Education and Youth portfolio and for the schools' budget, for consideration by the members of this Committee.  Given the scale of the potential budget gap all services have been tasked with generating options to manage their service with a reduced budget. These options are included in the report for consideration by members of this Committee.



1.04	<p><b>Education and Youth – Cost pressures and proposals for budget reductions</b></p> <p>These are set out in the paragraphs which follow.</p>																								
1.05	<p><b><u>Table 1: Education and Youth – Cost Pressures</u></b></p> <table border="1" data-bbox="288 416 1409 835"> <thead> <tr> <th data-bbox="288 416 1129 454">Cost Pressure Title</th> <th data-bbox="1129 416 1289 454">£m</th> <th data-bbox="1289 416 1409 454">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 454 1129 492"></td> <td data-bbox="1129 454 1289 492"></td> <td data-bbox="1289 454 1409 492"></td> </tr> <tr> <td data-bbox="288 492 1129 530"><b>Strategic Decisions</b></td> <td data-bbox="1129 492 1289 530"></td> <td data-bbox="1289 492 1409 530"></td> </tr> <tr> <td data-bbox="288 530 1129 607">Additional capacity for supporting schools with safeguarding</td> <td data-bbox="1129 530 1289 607">0.037</td> <td data-bbox="1289 530 1409 607">1.</td> </tr> <tr> <td data-bbox="288 607 1129 683">Increase in demand and complexity of Education Other Than At School (EOTAS) / Specialist provision</td> <td data-bbox="1129 607 1289 683">0.075</td> <td data-bbox="1289 607 1409 683">2.</td> </tr> <tr> <td data-bbox="288 683 1129 759">Additional health and safety monitor working with schools</td> <td data-bbox="1129 683 1289 759">0.050</td> <td data-bbox="1289 683 1409 759">3.</td> </tr> <tr> <td data-bbox="288 759 1129 797"></td> <td data-bbox="1129 759 1289 797"></td> <td data-bbox="1289 759 1409 797"></td> </tr> <tr> <td data-bbox="288 797 1129 835"><b>Total Cost Pressures</b></td> <td data-bbox="1129 797 1289 835"><b>0.162</b></td> <td data-bbox="1289 797 1409 835"></td> </tr> </tbody> </table> <p data-bbox="288 880 379 909">Notes:</p> <p data-bbox="288 949 1273 1021"><b>1. Additional capacity for supporting schools with safeguarding (£0.037m)</b></p> <p data-bbox="288 1043 1422 1256">The number of potential child protection cases identified by schools and their complexity has increased significantly following the pandemic. Is it also an area of increased focus by Estyn. Due to the increased demand and complexity of cases there is a requirement to increase the capacity within the School Improvement team to support schools through provision of advice and guidance on this challenging service area.</p> <p data-bbox="288 1301 1422 1373"><b>2. Increase in demand and complexity of Education Other Than At School (EOTAS) / Specialist provision £0.075m 2024/25 &amp; £0.236m in 2025/26</b></p> <p data-bbox="288 1373 1422 1917">Pupils who are not in mainstream education due to exclusion or complex needs are registered on a virtual base under Plas Derwen (pupil referral unit). The numbers of pupils registered on a virtual basis in this way has increased, this was the subject of concern during the recent inspection of Plas Derwen giving rise to a recommendation for clarity of responsibility for this provision. The Council has a statutory duty to provide educational provision for a child who is permanently excluded, and where no alternative placement can be found. The requirements of this group of learners are complex, there are limited or no places available with specialist providers who are struggling to meet their needs. A new service is being developed by Plas Derwen in response to the presenting need. The service has been successful in securing grant funding to deliver until December 2024; the calculated costs of the pressure are for running the service after this time and are indicative as the actual costs of delivery will be better understood during the role out in the current academic year 2023/24.</p> <p data-bbox="288 1977 1315 2011"><b>3. Additional health and safety monitoring officer schools £0.050m</b></p>	Cost Pressure Title	£m	Note				<b>Strategic Decisions</b>			Additional capacity for supporting schools with safeguarding	0.037	1.	Increase in demand and complexity of Education Other Than At School (EOTAS) / Specialist provision	0.075	2.	Additional health and safety monitor working with schools	0.050	3.				<b>Total Cost Pressures</b>	<b>0.162</b>	
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There is a joint responsibility between schools and the Council to formally monitor the compliance of health and safety standards. Legally the Council has duties under the Health and Safety at Work Act and the Management of Health and Safety at Work Regulations to ensure appropriate and effective monitoring and that reviews are carried out. Whilst control of maintained school budgets for health and safety is delegated to governing bodies, the Council retains the ultimate legal responsibility for health and safety matters where it is the employer. Delegation does not, therefore, mean that the Council does not have any further involvement in health and safety matters in schools. The Council should play a full role in the monitoring and compliance with health and safety standards.

The current budget allocation to the Corporate Health and Safety Team is insufficient to undertake these duties and demands, and the request is to increase the team by 1 professionally qualified officer.

1.06

**Table 2: Education and Youth – Budget Reductions**

<b>Budget Reduction Proposals – (From Outturn Review)</b>	<b>£m</b>	<b>RAG</b>	<b>Note</b>
Review of Youth Services	0.100	Red	1.
<b>Total</b>	<b>0.100</b>		

**Notes:**

1. Review of Youth Services (£0.100m Red risk) – Given the scale of the budget gap all portfolios have been tasked with identifying budget solutions. Initially it had been identified that a review of Youth Services could result in efficiencies of circa £0.100m from restructuring the team and a review of how assets are used. As the review has progressed it is clear now that the efficiency cannot be met for reasons outside the control of the service. The bulk of the savings planned have been offset by necessary changes to terms and conditions of employees within Youth Services, and the balance of efficiencies planned concerned assets which now need to be considered as part of a wider strategic review of those assets.

All Portfolios were required to review the budget reduction proposals which were initially proposed to assist with the 2023/24 budget but were not eventually taken forward. All the proposals from the Education and Youth portfolio that were not taken forward to form the 2023/24 budget related to offsetting base budget with grants which came with significant risk as those grants and their longevity had not been confirmed. The options of using these grants are no longer feasible, two of the three grants have ended or been reduced during 2023/24. The third related to Additional Learning Needs within the Inclusion and Progression Service. Given the increase in demand and complexity the service is experiencing, both grant and base budget are necessary to meet statutory obligations. The service is concerned about its ability to manage within budget should the grant be reduced by Welsh Government in 2024/25.

1.07

**Use of Balances and Reserves**

A review of the portfolio's balances and reserves has identified there is a one-off amount of £0.115m which will contribute to the overall general reserves.

**1.08 Schools' Budget – Cost pressures and proposals for budget reductions**

These are set out in the paragraphs which follow.

**1.09 Table 3: Schools Budget – Cost Pressures**

<b>Cost Pressure Title</b>	<b>£m</b>	<b>Note</b>
NJC Pay Award April 2023 – Est. shortfall in base	1.033	1.
NJC Pay Award Estimate – 2024/25	1.718	2.
Teachers Pay Award Sept 2022 – Shortfall in base	1.152	3.
Teachers Pay Award Sept 2023 – April to Aug 2024	1.671	4.
Teachers Pay Award Sept 2024 Estimate – Sept 2024 to March 2025	2.472	5.
Management of Specialist Foundation Provision	0.105	6.
Specialist Primary – Revenue costs of 2 additional classrooms	0.218	7.
<b>Total Cost Pressures</b>	<b>8.369</b>	

**1. NJC Pay Award April 2023 (£1.033m)**

The current budget (2023/24) contained an estimate of the costs of the in-year NJC pay award from April 2023 for schools at 5%. As things stand the final offer from the employers, a flat rate of £1,925 on all scale points, the costs of which, with on-costs for employers' national insurance and pension contributions, is higher than what was included in the budget. The pressure reflects the recurring shortfall in the base budget affecting 2024/25. The trade unions rejected the final offer and have or are in the process of balloting their members for industrial action.

**2. NJC Pay Award estimate 2024/25 (£1.718m)**

An estimate of the costs of the April 2024 NJC pay award for schools currently calculated at 5%.

**3. Teachers Pay Award Sept 2022 (£1.152m)**

An estimate of the costs of the teachers' pay award from September 2022 for schools was included in the current budget for 2023/24 at 5%. The Minister for Education made an amendment to pay for teachers in Wales in March 2023 (after budgets had been set) which increased the recurring element of the September 2022 pay awards to 6.5% from the 5%. The pressure reflects the recurring shortfall of 1.5% in the base budget.

**4. Teachers Pay Award Sept 2023 – April to August 2023 (£1.671m)**

	<p>The pressure reflects the costs of the September 2023, 5% pay award in the new financial year from April – August 2024.</p> <p><b>5. Teachers Pay Award Sept 2024 Estimate – September 2024 to March 2025 (£2.472m)</b></p> <p>An estimate of the costs of the September 2024 pay award for teachers calculated at 5%. This will have a part year effect on the 2024/25 financial year from September 2024 to March 2025.</p> <p><b>6. Management of Specialist Foundation Provision (£0.105m)</b></p> <p>During the recent Estyn inspection of Plas Derwen concerns were raised about the suitability of the management of specialist foundation provision which is where responsibility currently resides. Options have been considered and the preferred option is to transfer responsibility for management of provision from Plas Derwen to a specialist setting the specialist primary school, Ysgol Pen Coch and negotiations have been initiated with the school.</p> <p><b>7. Specialist Primary – Revenue costs of two additional classrooms (£0.218m 2024/25 and £0.156m 2025/26)</b></p> <p>The number of pupils requiring education in our specialist schools continues to grow. The primary school, Ysgol Pen Coch is full, and pupils are being educated in mainstream settings in resources that would be better placed in our specialist schools. WG capital grant has been received to fund works linked with additional learning needs and that enables an additional two modular classrooms to be built at the school, increasing its capacity by 20 learners. The pressure relates to the revenue costs associated with increasing the number of pupils at the school over the academic year 2024/25 which crosses over both financial years 2024/25 and 2025/26.</p>
1.10	<p><b><u>Schools Delegated Budget – Budget Reductions</u></b></p> <p>Ensuring our learners receive the highest standards of education in our schools has always, and continues to be, a priority for the Council. The Council has always sought to protect front line education services (schools’ budget) as far as possible.</p> <p>The schools’ budget is the largest budget in the Council. The schools delegated budget was reduced by 3% in setting the 2023/24 budget (after fully funding costs pressures for pay and energy inflation and demographic increases). Given the scale of the challenge in being able to set a balanced budget again in 2024/25 it may not be possible to protect the schools’ budget from further reductions.</p>
1.11	<p><b>Ongoing Risks</b></p> <p>A number of ongoing risks, outlined below, are being monitored and given further consideration which may change the additional budget forecast requirement further.</p>

	<ul style="list-style-type: none"> <li>• <b>Reliance on WG grant funding – ALN, Specialist Provision and EOTAS.</b> The Inclusion and Progression service has seen significant increases in demand and complexity for Additional Learning Needs, Specialist Provision and Education Other Than At School (EOTAS) which is currently being further supported by additional Welsh Government grant. There are risks relating to the continuation of grant funding into 2024/25 which need to be kept under review. The service is doing everything it can to mitigate the increase in demand such as increasing in house provision where possible, however should the grant reduce without notice from Welsh Government, steps being taken to mitigate increase in demand may not have been in place long enough to avoid the need to include a budget pressure for 2024/25.</li> <li>• <b>Increase in the cost of employer teachers’ pension contributions.</b> Anticipated from April 2024 which could be significant. There are no specific indications of the likely scale of the increase at this stage, although it is expected that it will be fully funded by UK Government.</li> <li>• Further work is being undertaken to calculate the costs of demographic changes, the costs of free school meals and the impact of any changes on revenue costs due to the school modernisation programme on the schools’ budget.</li> </ul>																		
1.12	<p><b>Out of County Placements</b></p> <p>The position on Out of County placements remains an ongoing risk and the projected overspend in the current financial year is now more than £1m. An amount of £0.500m is included in the current forecast which will need to be kept under review throughout the budget process.</p>																		
1.13	<p><b>Budget Timeline</b></p> <p>An outline of the local budget timeline at this stage is set out in the table below:</p> <p><b><u>Table 4: Budget Timeline</u></b></p> <table border="1" data-bbox="284 1480 1353 1877"> <thead> <tr> <th>Date</th> <th>Event</th> </tr> </thead> <tbody> <tr> <td>October/November 2023</td> <td>Overview and Scrutiny Committees</td> </tr> <tr> <td>19 December 2023</td> <td>Welsh Government Draft Budget</td> </tr> <tr> <td>19 December 2023</td> <td>Cabinet</td> </tr> <tr> <td>20 December 2023</td> <td>Provisional Local Government Settlement</td> </tr> <tr> <td>11 January 2024</td> <td>Corporate Resources Overview and Scrutiny Committee</td> </tr> <tr> <td>16 January 2024</td> <td>Cabinet – Budget Review</td> </tr> <tr> <td>20 February 2024</td> <td>Cabinet and Council – Final Budget Setting</td> </tr> <tr> <td>1 March 2024</td> <td>WG Final Budget/Settlement</td> </tr> </tbody> </table>	Date	Event	October/November 2023	Overview and Scrutiny Committees	19 December 2023	Welsh Government Draft Budget	19 December 2023	Cabinet	20 December 2023	Provisional Local Government Settlement	11 January 2024	Corporate Resources Overview and Scrutiny Committee	16 January 2024	Cabinet – Budget Review	20 February 2024	Cabinet and Council – Final Budget Setting	1 March 2024	WG Final Budget/Settlement
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<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	<p><b>Revenue:</b> the revenue implications for the 2024/25 budget are set out in the report.</p> <p><b>Capital:</b> there are no new implications for the approved capital programme for either the current financial year or for future financial years – the capital programme will be subject to a separate report</p>
<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	<ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Member Budget Briefings July and October 2023</li> <li>• Specific Overview and Scrutiny Committees</li> <li>• Corporate Resource Overview and Scrutiny Committee Meetings</li> </ul>
<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	As set out in the report.
<b>5.00</b>	<b>APPENDICES</b>
5.01	None.
<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<ul style="list-style-type: none"> <li>• MTFS and Budget 2024/25 Cabinet Report July 2023</li> <li>• MTFS and Budget 2024/25 Cabinet Report September 2023</li> <li>• Member Briefing Slides</li> </ul>
<b>7.00</b>	<b>GLOSSARY OF TERMS</b>
7.01	<p><b>Medium Term Financial Strategy (MTFS):</b> a written strategy which gives a forecast of the financial resources which will be available to a Council for a given period and sets out plans for how best to deploy those resources to meet its priorities, duties and obligations.</p> <p><b>Revenue:</b> a term used to describe the day to day costs of running Council services and income deriving from those services. It also includes charges for the repayment of debt, including interest, and may include direct financing of capital expenditure.</p>

<p><b>Budget:</b> a statement expressing the Council's policies and service levels in financial terms for a particular financial year. In its broadest sense it includes both the revenue budget and capital programme and any authorised amendments to them.</p> <p><b>Budget Requirement:</b> The amount of resource required to meet the Councils financial priorities in a financial year.</p> <p><b>Forecast:</b> An estimate of the level of resource needed in the future based on a set of demands or priorities.</p> <p><b>Capital:</b> Expenditure on the acquisition of <b>non-current assets</b> or expenditure which extends the useful life of an existing asset.</p> <p><b>Revenue Support Grant:</b> the annual amount of money the Council receives from Welsh Government to fund what it does alongside the Council Tax and other income the Council raises locally. Councils can decide how to use this grant across services although their freedom to allocate according to local choice can be limited by guidelines set by Government.</p> <p><b>Specific Grants:</b> An award of funding from a grant provider (e.g. Welsh Government) which must be used for a pre-defined purpose.</p> <p><b>Welsh Local Government Association:</b> the representative body for unitary councils, fire and rescue authorities and national parks authorities in Wales.</p> <p><b>Financial Year:</b> the period of 12 months commencing on 1 April.</p> <p><b>Local Government Funding Formula:</b> The system through which the annual funding needs of each council is assessed at a national level and under which each council's Aggregate External Finance (AEF) is set. The revenue support grant is distributed according to that formula.</p> <p><b>Aggregate External Finance (AEF):</b> The support for local revenue spending from the Welsh Government and is made up of formula grant including the revenue support grant and the distributable part of non-domestic rates.</p> <p><b>Provisional Local Government Settlement:</b> The Provisional Settlement is the draft budget for local government published by the Welsh Government for consultation. The Final Local Government Settlement is set following the consultation.</p> <p><b>Funding Floor:</b> a guaranteed level of funding for councils who come under the all-Wales average change in the annual Settlement. A floor has been a feature of the Settlement for many years.</p>
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## EDUCATION, YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday 19 <sup>th</sup> October 2023
<b>Report Subject</b>	Flintshire County Summer Playscheme 2023
<b>Cabinet Member</b>	Cabinet Member for Education, Welsh Language, Culture and Leisure
<b>Report Author</b>	Chief Officer (Education & Youth)
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Flintshire County Council maintains a strong collaborative partnership with all Town and Community Councils, as well as the Welsh Government, to successfully execute the county-wide summer playscheme, which has been in operation since 1996.

The efficacy of the summer playscheme is substantiated by comprehensive evaluations conducted among children, young individuals, families, and communities, with input gathered through our Town and Community Councils and affiliated organisations.

Our playschemes are designed to be fully inclusive, with dedicated provisions for children with disabilities, and Additional Learning Needs through the Flintshire Buddy Scheme. Additionally, we ensure that there are measures in place to cater to the needs of Welsh-speaking children as well as encouraging a greater understanding of the Welsh language and culture amongst staff and children.

We are pleased to report that the Flintshire summer playscheme programme aligns with the objectives set out in the Local Authority's Play Sufficiency Action Plan for the year 2023/2024.

The enduring partnership with our local Town and Community Councils, and the financial contributions they generously provide, remain indispensable in ensuring the successful delivery of this crucial recreational opportunity for the children of Flintshire.

A concerted effort for year-round provision through strengthened collaboration, increased community engagement, sustainable resource allocation, and innovative programming, allows for more Play opportunities for children in Flintshire.

The challenges of staff retention, insecure funding or annual settlements, and the previous lack of engagement and advocacy around the Play Sufficiency Assessment pose significant obstacles to the effective promotion of play sufficiency and children's well-being. High staff turnover can disrupt program continuity and result in a loss of institutional knowledge. Insecure funding sources and annual settlements create uncertainty, hindering long-term planning and proactive initiatives. Additionally, the absence of engagement and advocacy efforts has led to a lack of awareness among stakeholders, making it difficult to secure necessary resources and support for programs benefiting children. Addressing these challenges requires comprehensive strategies, including professional development for staff, diversification of funding sources, stability, advocacy, community engagement, and awareness-building efforts to ensure that play sufficiency initiatives can thrive and have a lasting positive impact on children and communities.

## RECOMMENDATIONS

1	<b>Support:</b> To establish a sustainable service, Town and Community Councils commit to a three-year in principle funding cycle for community play provision.
2	<b>Endorse:</b> To work with a range of partners, such as Adult Community Learning to offer an extensive training package for all Play Development team members to ensure quality Play Work delivery is of the highest standard.
3	<b>Endorse:</b> Town and Community Councils to opt for either three or six-week sites only, to allow for ease of recruitment, planning, business continuity and efficient use of resources.
4	<b>Endorse:</b> Endorse the 'Transition Programme' by Flintshire Play Development and Youth Services. This collaborative effort effectively prepares children for the next stage of their lives through play-based coping strategies. It has already shown success in the past academic year.
5	<b>Commit:</b> Commit to supporting the Play Sufficiency Action Plan through advocacy, attending meetings, and attending local events which will help develop the PSA Action Group, champion inclusivity, attract additional external funding, increase community engagement and help create stronger networks which will have a positive impact on children's health and well-being.

## REPORT DETAILS

1.00	EXPLAINING THE FLINTSHIRE COUNTY SUMMER PLAYScheme
1.01	In the summer of 2023, Flintshire offered a total of <b>56</b> safe site locations for playschemes, with the duration of these schemes spanning 3, 4, 5, or 6 weeks, depending on the specific requirements of the Town and Community Councils.
1.02	A collaborative effort was forged with <b>30</b> Town and Community Councils, working in partnership with the Education and Youth Portfolio's Play Development team to facilitate the successful delivery of the Summer Playschemes.
1.03	This year's Summer Playschemes introduced Welsh language into play activities across all sites. This approach aligns with Flintshire County Council's Welsh in Education Strategic Plan. Additionally, at least one Welsh-speaking staff member was present at <b>10</b> sites, enabling a more extensive provision for Welsh-speaking children. The importance of allowing for children to use the Welsh language during the school holidays is invaluable and supports the excellent work of the education and youth portfolio in promoting the Welsh language and our culture.
1.04	During the summer of 2023, <b>32</b> children and young individuals enrolled in the Buddy Scheme, granting them access to their local community Playscheme. The Buddy Scheme supports inclusivity, accessibility, and engagement for all children, regardless of their abilities. The funding for the Buddy Scheme this year was secured through the Families First grant.
1.05	Building upon the success of last year's introduction of a new digital system that allowed parents and caregivers to remotely register their children, the Lead Officer, in collaboration with FCC IT Digital Solutions Architect, has taken further steps in its development. All Playscheme sites have transitioned to a paperless approach, with every aspect being managed through this advanced digital system. This system allows staff to register children on-site, access vital information such as emergency contact details and medical conditions, conduct daily risk assessments, file daily reports, report both minor and major injuries, and report safeguarding concerns while ensuring strict compliance with GDPR regulations. For parents who lack internet access, an option to complete forms using iPads on-site was available. Additionally, for those who faced difficulties with digital devices, Play work staff were readily available to assist in filling out the necessary forms. The system also allows the collation of essential evidence and data, with a daily report generated and sent to supervisors each evening to inform planning for the following day's priorities.
1.06	In total <b>3,681</b> children registered county-wide for Playschemes, resulting in a total daily registration count of <b>11,907</b> . <b>1,200</b> play sessions were delivered, or <b>8,000</b> hours of contact time. <b>69</b> staff were employed on short term contracts for the Summer where they received 5 days of training prior to delivery. In continuation of our commitment to fighting holiday hunger, we provided <b>5,000</b> bottles of water and <b>3,000</b> snacks bars.

1.07	Our team included three Ukrainian member who contributed significantly to our effort in ensuring that the play provision is inclusive and mirrors that of the needs and demographic of the local community.
1.08	In the current year, we encouraged all our staff to establish interactive play stations at every site. These stations were designed to facilitate creative play, enabling children to dive right into play and socialise with their peers as soon as they arrived. We have received overwhelmingly positive feedback regarding this initiative, both from our staff and from parents and caregivers. A recurring theme in this feedback is the visual delight experienced by parents when they arrive at a site with their child, seeing an abundance of equipment and resources available for their children's play. On some sites, children were arriving early to help staff set out the sites ready for the arrival of their peers.
1.09	Historically Town and Community Councils have been able to choose the length of their local Playscheme. This has been a choice of 3, 4, 5, or 6 weeks. This is becoming increasingly difficult with the need to recruit a high number of staff over a short period. 3- or 6-week sites will mean that staff can be offered 6-week contracts rather than the current format. During the Summer of 2023 we had 20 x three-week, 17 x four-week, 3 x five week, and 12 x six-week sites. 3- or 6-week sites would make the managing of schemes and sites much easier and would also offer a longer provision in some areas i.e., a Town or Community Council funding two 3-week schemes would have one three-week scheme running for the first three weeks and the other for the last which means 6 week scheme for that community area.
1.10	During the spring and summer term, the Play Development team delivered a transition project for children in years 5 / 6. The aim of this project was to ensure a smooth transition to secondary school for Year 5/6 pupils. Our sessions incorporated enjoyable games and utilised the Welsh language to foster language proficiency in a less structured manner, emphasising play-based activities. All sessions were made enjoyable and full of physical movement, while also nurturing the confidence of young individuals preparing for the upcoming transition into secondary school. We primarily worked with Year 6 students from 15 schools in Flintshire, and some Year 5 students participated, particularly those in mixed-grade classes, to provide them with a valuable head start for their future transition. This project has been praised by the schools that participated, and as a follow on from one of the schools, a Transition club was established in the Leeswood area within our youth wing that is attached to the school, with an average attendance of 23 children.
1.11	Play Development experiences a significant annual staff turnover, posing challenges in delivering top-quality services. It is difficult to train and retain staff to provide the highest quality of provision to children in Flintshire due to short term commitment funding and lack of long-term grants available. The staff turnover and lack of job security present substantial issues, resulting in the regular departure of highly skilled team workers. To retain and attract experienced staff, it is imperative that we have the capacity to plan for the long-term.

1.12	<p>An extensive training initiative is set to be administered to all fulltime and relief play staff, equipping them with the fundamental skills necessary for their roles. Following the challenges posed by the COVID-19 pandemic, there has been a significant upsurge in children's behavioural and well-being issues, with some displaying behaviour that surpasses their age group. By elevating our core team's qualifications to a level 2 / 3 in youth work and play work and offering our relief workers training to boost their skillset and knowledge we can ensure that children receive not only high quality play work but also valuable youth work support in their developmental journey.</p>
1.13	<p>This summer saw an increase in the complexity of children's needs. Collaboration with Youth Services, Youth Justice and Sorted have been improved, and partners were able to support the team with advice, detached work, and DACS. This collaborative working relationship has allowed for sharing of information on areas that issues are being identified and acting on them quickly.</p>
1.14	<p>Over the coming months there will be significant development of the Play Sufficiency Assessment ensuring that it underpins and promotes the development of all aspects of play provisions within Flintshire. A new Play Sufficiency Action group will meet at the end of October with the intention of meeting quarterly to ensure regular updates to the PSA Action Plan and to allow for its efficient monitoring and reporting, both internally within the Council and to Welsh Government.</p>
1.15	<p>Flintshire Play Development is planning an innovative and sustainable future to our delivery and commitment to children in Flintshire. Using the successful summer holiday provision as a blueprint, the aim is to provide holiday provisions during all school holidays. There is universal agreement of the benefits that the summer programme has on children's wellbeing, and this would be beneficial for children during all seasons. Community provision during term time will allow children the opportunity to engage with our service and their peers in a safe and supervised activity. The school-based offering will be expanded to offer projects such as PlayPals which is a 6-week project for up to 30 children to learn about the benefits of play in Child development and to train them up to become play advocates in their schools and communities. Training for parents will also be offered with support from Adult Community Learning (ACL). This will involve a three-week programme for parents covering the benefits of Play in child development and how that then helps with child language development.</p> <p><b>Future Sustainability:</b> In order to establish a sustainable service for the foreseeable future, it is imperative that the Lead Officer can devise a long-term strategy. To achieve this, we seek a commitment from our partners and other stakeholders for a three-year agreement. This commitment will have several significant benefits:</p> <ol style="list-style-type: none"> <li>1. <b>Enhanced Provisions:</b> It will enable the Play Development Team to expand its operations, providing a more extensive range of provisions throughout the year.</li> <li>2. <b>Skill Development:</b> This will facilitate the delivery of comprehensive training programs, ensuring that our team is highly qualified and capable. And will allow us to have pride in our quality as well as our quantity.</li> </ol>

	<p><b>3. Stability for Staff:</b> Additionally, a multi-year commitment will provide medium-long term job security for our staff, fostering their confidence and commitment to the team.</p> <p>This collaborative approach will pave the way for a sustainable and thriving service moving forward.</p>
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<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
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2.01	<p><b>Revenue:</b> The revenue for summer Playschemes 2023 was received in the form of:</p> <p>Town and Community Council Contributions - £133,000.00</p> <p>The AWPOG Holiday Playworks Grant - £50,403.00</p> <p>These contributions and awards are received annually, and it will remain the responsibility of the Lead Officer for Play Development to secure the necessary resources for Summer 2024. The sustainability of the summer playscheme hinges on the availability of this external funding.</p> <p>The Lead Officer position is responsible for coordinating the summer playscheme programme and working on a sustainable future of Play Development in Flintshire. This position sits within the Youth Services Core budget.</p> <p><b>Capital Funding:</b> there has been no funding though the capital program for the current financial year.</p> <p><b>Human Resources:</b> The recruitment, employment, and training of the summer staff team within Play Development are financed by revenue grants and contributions from Town and Community Councils. The Council's HR team is a vital partner in this process to provide relevant expertise, support, and guidance. While our staffing numbers didn't match those of 2022, it's worth noting that recruitment is becoming increasingly challenging. With capacity at a minimum the recruitment process to employ so many staff for such a short period is becoming increasingly difficult.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Department</th> <th>Hours</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Play Development</td> <td>480</td> <td>£9,204.00</td> </tr> <tr> <td>Employment Services</td> <td>904</td> <td>£16,483.13</td> </tr> <tr> <td><b>Total</b></td> <td><b>1384</b></td> <td><b>£25,687.13</b></td> </tr> </tbody> </table>	Department	Hours	Cost	Play Development	480	£9,204.00	Employment Services	904	£16,483.13	<b>Total</b>	<b>1384</b>	<b>£25,687.13</b>
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3.00	<b>IMPACT ASSESSMENT AND RISK MANAGEMENT</b>
3.01	<p data-bbox="320 197 1155 235"><b>Impact Assessment: Summer Playscheme Programme</b></p> <p data-bbox="320 271 1388 376">The Summer Playscheme Programme is a vital initiative aimed at providing recreational and educational opportunities for children and youth during the summer break.</p> <p data-bbox="320 421 587 454"><b>Positive Impacts:</b></p> <ol data-bbox="320 454 1388 1518" style="list-style-type: none"> <li data-bbox="320 454 1388 638"><b>1. Child Development:</b> The Summer Playscheme Programme has a demonstrably positive impact on the development of participating children. It provides a safe and stimulating environment for children to learn essential life skills, foster creativity, and build lasting friendships. As a result, children experience personal growth and improved social competence.</li> <li data-bbox="320 674 1388 824"><b>2. Inclusivity:</b> The program's commitment to inclusivity ensures that children of all backgrounds and abilities can participate fully. This inclusivity has a positive impact on children's self-esteem and social awareness, promoting a sense of belonging among participants.</li> <li data-bbox="320 860 1388 1010"><b>3. Community Engagement:</b> By collaborating with Town and Community Councils, the program strengthens community ties and involvement. This fosters a sense of community pride and positively impacts the overall social fabric of the region.</li> <li data-bbox="320 1046 1388 1196"><b>4. Language and Cultural Enrichment:</b> The program's encouragement of the Welsh language and cultural elements has a positive impact on children's language skills and cultural awareness, aligning with educational objectives and enhancing their cultural competence.</li> <li data-bbox="320 1232 1388 1382"><b>5. Environmental Awareness:</b> Incorporating sustainability practices into the program raises environmental awareness among children, promoting responsible and eco-conscious behaviours that have a positive impact on the environment.</li> <li data-bbox="320 1417 1388 1518"><b>6. Data Collection:</b> The introduction of a digital system for registration and reporting has a positive impact on efficiency and data collection. This facilitates better planning and decision-making for future programs.</li> </ol> <p data-bbox="320 1554 746 1588"><b>Challenges and Mitigations:</b></p> <ol data-bbox="320 1588 1388 2069" style="list-style-type: none"> <li data-bbox="320 1588 1388 1738"><b>1. Recruitment Challenges:</b> Recruitment difficulties have been identified as a challenge. To mitigate this, proactive recruitment strategies, including talent sourcing and engagement, can be implemented to ensure adequate staffing levels in future programs.</li> <li data-bbox="320 1774 1388 1924"><b>2. Resource Management:</b> Managing resources, such as equipment and staff, can be a challenge. Developing resource allocation strategies and contingency plans can help address these challenges and ensure smooth program delivery.</li> <li data-bbox="320 1960 1388 2069"><b>3. Budget Constraints:</b> Budgetary limitations impact programme sustainability. Seeking diverse funding sources and grant opportunities can mitigate these challenges and secure the necessary financial support.</li> </ol>

	The Summer Playscheme Programme has a positive impact on child development, inclusivity, community engagement, language and cultural enrichment, and environmental awareness. While challenges exist, proactive strategies can be implemented to mitigate these issues, ensuring the continued success and sustainability of the program.
3.02	<p><b>Risk Management</b> – A full audit of health and safety documents was undertaken in 2023 to ensure that the Lead Officer was fully aware of where the Play Development Team were regarding H&amp;S standards. All relevant risk assessments were reviewed and updated, a new staff Emergency Procedure Handbook was produced, and the new digital system allowed for a comprehensive addition to the work carried out.</p> <p>A site visit and inspection were carried out by FCC Corporate Health and Safety Officials, who were impressed with the standards the team were working at and they mentioned that there was an obvious positive health and safety culture within the team.</p>

<b>4.00</b>	<b>CONSULTATIONS REQUIRED/CARRIED OUT</b>
4.01	Working in partnership with the Town and Community Councils site locations in local communities were identified where delivery was to be prioritised.
4.02	Sensitive consultations were undertaken with appropriate agencies / partners to identify vulnerable children who required support to access the playscheme.
4.03	Collaboration and information sharing with the Flintshire Sorted Drugs and Alcohol Team, North Wales Police and with Flintshire Youth Services to ensure that those children who may require intervention from these services are supported.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Health and Safety Inspection Appendix 2 - Summer Playscheme Objectives Appendix 3 – Summer Buddy Scheme/Inclusive Play Evaluation Report Appendix 4 – Employment Service Appendix 5 – Progress of the Play Sufficiency Action Plan 2022/2023 Appendix 6 – Leeswood Transition Club Report

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<b>English</b> - <a href="#">Flintshire Summer Playschemes</a> <b>Welsh</b> - <a href="#">Cynlluniau Chwarae'r Haf Sir y Fflint</a>



	Currently the Play Development Webpage is undergoing a full revamp in the background and the new site will consist of a lot more information for parents, partners, and other organisations. We aim to have a page that is open and transparent to what the Play Development Team offers and inform of the importance of play in childhood development.
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<b>7.00</b>	<b>CONTACT OFFICER DETAILS</b>
7.01	<p><b>Contact Officer:</b> Darren Morris, Lead Officer</p> <p><b>Telephone:</b> 01352 704154</p> <p><b>E-mail:</b> <a href="mailto:Darren.Morris@flintshire.gov.uk">Darren.Morris@flintshire.gov.uk</a></p>

<b>8.00</b>	<b>GLOSSARY OF TERMS</b>
8.01	<p><b>AWPOG</b> – All Wales Play Opportunities Grant -Welsh government revenue/capital funding stream for the delivery of Corporate Play Sufficiency Annual Action Plans</p> <p><b>PSA</b> - Play Sufficiency Assessment</p> <p><b>DACS</b> - Drugs and Alcohol Community Support</p>

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## **Appendix 1:**

### **Health and Safety Inspection**

Further to my visit on Thursday 14<sup>th</sup> August with my colleague Anthony Smith to observe the FCC Playscheme Quay Play in Connahs Quay, our observations were that the Playscheme was operating to an extremely high standard which I have come to expect from FCC Summer Playscheme. The play environment at this site appeared to be in good safe condition and supervision of children appeared to be in accordance with the respective risk assessments. All staff and children seemed happy which is great to see.

In preparation for the 2023 playscheme, the Lead Officer has ensured all site risk assessments and the overarching playscheme risk assessment have been reviewed with where required support from Corporate Health and Safety. The Lead Officer has also prepared an excellent employee booklet which contains key information including emergency procedures and a copy has been issued to all playscheme staff prior to the start of the playscheme.

On arrival at site, it was confirmed that the daily site check had been completed prior to children arriving and from what I recall no issues had been identified during the site check.

The playscheme staff now use iPads at all sites to complete and record the daily site inspection, report minor and major accidents/incidents and to access the site-specific risk assessments. There is now also a requirement for staff to confirm they have read the applicable risk assessments which is monitored by the Lead Officer. All staff spoken to were complimentary of the system and explained that it's much easier than having to use a manual system which they have done prior to 2022.

The system also allows the Lead Officer to monitor completion of required forms and swiftly address if not completed and to also complete management reports which I'm sure are a great tool for the manager to address any identified issues. Personally, I'm extremely impressed with the new system, and I'm pleased that feedback provided by myself at last year's playscheme where the system was used for the first time has all been considered and incorporated into this year's system. An example of this is clearly highlighting to staff any health / medical issues with the children that the staff need to be aware of.

All necessary accident/ incident reports were submitted to Corporate Health and Safety in a timely manner, and all appeared to be suitably investigated by the Lead Officer. I'm also pleased to confirm that no accidents were reported to the Health and Safety Executive under the Reporting of Injuries, Diseases, Dangerous Occurrences Regulations (RIDDOR).

All playscheme staff came across as extremely professional and take health and safety extremely seriously which is a credit to all staff that all want to ensure an enjoyable and

safe environment for all attending children.

**Dave Berry**

**Corporate Health and Safety**

## Appendix 2:

### Summer Playscheme Objectives:

The objectives of the summer playscheme are as follows:

1. **Promote Inclusivity:** Ensure that the playscheme is open and welcoming to children of all backgrounds, abilities, and needs, fostering an inclusive and diverse environment.
2. **Enhance Child Development:** Create opportunities for children to develop essential life skills, social competencies, and self-confidence through engaging activities and interactions.
3. **Provide Safe and Supervised Play:** Offer a secure and well-supervised setting where children can enjoy recreational activities while ensuring their safety and well-being at all times.
4. **Support Physical Activity:** Encourage physical activity and healthy lifestyles among children by organizing games, sports, and outdoor adventures.
5. **Foster Creativity and Imagination:** Stimulate children's creativity and imagination through arts, crafts, and imaginative play, allowing them to express themselves freely.
6. **Cultivate Social Bonds:** Facilitate the formation of friendships and positive relationships among children by promoting teamwork and cooperation in various activities.
7. **Promote Cymraeg:** Offer opportunities in a fun and informal way, enabling children to use their Welsh skills during the summer break.
8. **Respect Cultural Diversity:** Recognize and celebrate the cultural diversity of participants by incorporating activities and experiences that reflect various backgrounds and traditions.
9. **Ensure Accessibility:** Make the playscheme accessible to all families, including those with financial constraints, by offering affordable options and financial assistance when needed.
10. **Engage with Communities:** Collaborate with local communities, Town and Community Councils, and partner organizations to create a sense of belonging and support for the playscheme.
11. **Evaluate and Improve:** Continuously assess and improve the quality of the playscheme by gathering feedback from children, parents, and stakeholders, and making necessary adjustments.
12. **Comply with Regulations:** Operate in accordance with relevant regulations, guidelines, and the Local Authority's Play Sufficiency Action Plan to maintain a high standard of service.

13. **Promote Sustainability:** Incorporate environmentally friendly practices into the playscheme to raise awareness about sustainability and care for the environment.

These objectives collectively aim to provide a fulfilling and enriching summer experience for children while contributing positively to their personal growth and well-being.

# Buddy Scheme / Inclusive Play Evaluation Report



## 1. Executive Summary:

This evaluation aimed to assess the inclusivity and accessibility of the play environment, considering both physical and social aspects. The evaluation process included site visits, stakeholder interviews, and a review of accessibility guidelines.

- **Physical Environment:** The play environment at Flintshire Buddy Scheme sites demonstrates a strong commitment to inclusivity. The layout and design feature well-integrated accessibility elements, such as ramps, wide pathways, and sensory-rich play kits. Play equipment is diverse and caters to a wide range of physical abilities.
- **Social Inclusivity:** Flintshire Buddy Schemes fosters social interaction and collaborative play. Design elements encourage engagement between children of different abilities and backgrounds.
- **Sensory Considerations:** The play environment excels in accommodating various sensory needs. Thoughtful incorporation of auditory, visual, and tactile stimuli enhances the sensory experience for all children, including those with sensory sensitivities.
- **User Feedback:** Stakeholder feedback overwhelmingly emphasises the positive experiences children have at Flintshire Buddy Scheme. Parents, caregivers, and children appreciate the welcoming atmosphere and the opportunities for inclusive play.

## 2. Introduction: Flintshire Buddy Scheme

In our unwavering commitment to inclusivity, we introduced the Buddy Scheme many years ago—a transformative initiative designed for children and young people aged 5 to 17 with disabilities and / or additional needs. The Buddy Scheme serves as a supportive haven during the school holidays, where every child can engage in play with the freedom and independence they deserve.

## 3. Social Inclusivity Evaluation:

Social/communication skills are an important factor to play, so by meeting the needs of individuals Flintshire Playscheme have ensured that each child can access inclusive play.

Flintshire Playscheme have provided opportunities to develop social skills through the Buddy Scheme initially by having 1:1 support and using this to encourage a child to interact with other children, if possible, and upon evaluation has shown that many children who normally enjoy isolated play have also enjoyed and developed socially and formed new friendships. Feedback from this year has shown that children with social anxieties have improved their communication and developed friendships with both children and adults with the support from their buddy. Providing areas where children can socialise while taking part in play (Connah's Quay) such as the arts and craft area has become a safe and calming area children can attend; this creates

conversations about the activities and where children offer to help others who may be struggling. This promotes positive communication and friendships.

#### **4. Sensory Considerations:**

Play areas within Flintshire that are used for Playscheme are often set in play parks. These play areas provide sensory rich experiences for children through the availability of equipment such as swings – ziplines and basket, spinning roundabouts/bowls and climbing frames. The park equipment ensures that different sensory needs are catered for and enable children to choose how they want and prefer to play. Some play areas have in ground trampolines which is a hot spot for most children especially those with sensory needs and can gain much needed sensory feedback.

Some children within the Buddy Scheme have shown lack of interest in park equipment but still enjoy sensory toys. This year we expanded on the equipment we have for the children with sensory needs by providing visual and tactile stimuli. We provided buddy staff with boxes of magic sand and water beads which not only is an inclusive toy for those children with sensory needs but also a calming technique which was used for children who got over stimulated through play or began to show behaviours of concern. These boxes and availability of access to calming areas such as Connah's Quay sensory room, has shown to calm children down which led to continuation of play. Other equipment we provided this year were liquid timers, stretchy string, bubbles, spikey balls and different textured materials. With the variety of equipment, we were able to meet different individual sensory needs depending based on the information received from parents.

A select few children who attended playscheme sites found it difficult to leave their parents/caregivers and by providing and showing these children the "buddy boxes" playworkers were able to encourage and distract children enough to feel comfortable on site and stay until the end of the sessions. By providing these toys Flintshire Playscheme has not only provided inclusive play but also helped with different anxieties children displayed and did not have a buddy.

Some individuals also have sensory sensitivities so it is important that the Buddy Scheme can accommodate these children in any way we can. One parent had stated that their child struggles with the rain. If this child was on a site with no shelter, they would have found it difficult to attend sessions due to their sensory sensitivities, by providing areas of shelter within sites it broadens the availability of sessions for the child still being able to attend no matter the weather. Another child would often explain to playworkers that there was too much noise, and they were struggling. Playworkers had explained this to Buddy staff which enabled this child to join in with sensory play and attend the sensory room which reduced the noise the child was exposed to and made them more comfortable.

Most children love the day the waterslide is on their site; however, some children can find this overwhelming due to the noise and change of routine. Playworkers were able to provide inclusive play by adapting the waterslide, such as playworkers going down with children where they could sit on their bottom rather than slide down



tummies first, stopping the hose and buckets so children were not getting hit with the water and enabling buddy children who find waiting difficult to jump the queue on occasions.

## **5. Children / Parents Feedback:**

Due to the complex individual needs of the children referred for the Buddy Scheme, it is important that each buddy has a good communicational relationship with the parents/caregivers and in return of this, buddies not only get feedback at the end of the scheme but at each session their child attends.

Parents and caregivers will give feedback to buddies and have stated that they are grateful that their child not only attends but has additional support. Most parents have explained that during the two-hour session their child attends, it gives them a sense of respite to either run errands that they may not be able to do with their child, or simply to sit down with a hot drink. Verbal feedback from this year has shown that the Buddy Scheme is still as needed as it has been over the years with parents stating that they feel confident to leave their children under the supervision of their buddies and are pleased with the way the children have been excited to come to each session. Parents have also stated that they will be signing their children up next year due to being happy with their experience this summer, this has been both verbal and written feedback; “he’s really enjoyed it with you”, “he said he would love to come tomorrow” and “will defo sign him up next year”.

During this year’s scheme at the Connah’s Quay play area, many parents have stayed with children to explore the different areas available. Parents have expressed how it is important to their children to have areas such as the sensory room where there is a quiet room to regulate themselves in order to get the most out of the scheme. Sensory and tactile equipment has also been a talking point with the parents, explaining that their children have enjoyed using these previously at home or in school and is a positive way to engage and enable the children to stay on site while their parents leave.

## **6. Strengths:**

- Well-designed accessible pathways and ramps ensure that children of all abilities can navigate the space easily.
- The play equipment selection provides options for both individual and collaborative play, promoting social interaction.
- Inclusion of sensory-rich elements enhances the play experience and supports sensory development for all children.
- Positive user feedback underscores the success of the Buddy Scheme in creating an inclusive and welcoming environment.

## **7. Areas for Improvement:**

- Enhancing the visibility of accessibility signage and symbols throughout the space to further promote inclusivity.
- Adding more seating options near play areas to encourage caregivers to engage with children during play.

- Expanding the range of tactile and auditory experiences available to cater to a broader spectrum of sensory preferences.

## **8. Conclusion:**

The inclusive play evaluation of the Flintshire Buddy Scheme underscores the significance of creating play environments that cater to diverse abilities and backgrounds. The strengths identified in this evaluation demonstrate commendable efforts in this regard. By addressing the suggested areas for improvement, Flintshire Buddy Scheme can further elevate its inclusivity, ensuring that all children have the opportunity to play, learn, and thrive together.

## **11. Recommendations:**

- Increase the number of sessions children can attend through recruitment of buddy staff
- Expand on the sensory equipment available for the children to be able to cater for additional sensory needs.
- Provide equipment such as ear defenders, to cater for children with auditory sensitivities
- Provide visual stimuli such as Makaton flashcards to expand and reinforce communication
- Play settings that have areas to provide sensory play as well as areas to self-regulate
- To create One Page Profiles on each child where parents can give detail about their child, what they enjoy, what their triggers are and how best to support them while they are at crisis point

## **12. Case studies:**

During this year's scheme, there has been many children who by having a buddy, playworkers and parents were able to see a difference in the individual.

**Child A** – This child attended his first session and was becoming distressed at the thought of his parents leaving him. With the help of his buddy, we agreed that his parents could stay, and we all got involved in play together. This allowed the child to become more confident within the site and to be able to build a rapport with his buddy. During the summer this individual with the support of their buddy was able to grow in confidence, explore more of the play area and formed new friendships with other children. Each session the child attended, it took less time for them to adjust to their parents not being there and found their own routine and interests.

**Child B** – This child has been attending Play Scheme for a few years so already had his own routine, which has remained the same this year. Compared to previous years this child's behaviour has changed and during this years Scheme he displayed behaviours of concern. These behaviours, without

having a buddy could have resulted in other children getting hurt but due to always having someone with him who was able to distract him and be aware of triggers, the risk of others getting hurt was minimised. This child normally enjoyed isolated play but formed new friendships, and enjoyed interacting with others, especially during den building but needed the sensory room and sensory equipment to be able to self-regulate every so often.

**Child C** – This child has attended Play Scheme for a few years and has his own routine from the moment he arrives, however this year his interests have changed. Normally this child would go straight into the sensory room and spend most of the session in there with his buddy and other children. This year he spent most of his time in the community centre where he would sing and dance to the music. During his session he would run back and forth between the building at a fast pace and jump and put his hands out to the walls which gave him positive sensory feedback. His communication had developed over the 6 weeks, where he would request his favourite songs to the playworkers and sing all the words. This child has never displayed any conversational communication to his buddy over the years, however while feeling comfortable in the community centre, he got up and walked over to her and said “hello” while giving eye contact.

**Child D** – Parents of twin boys brought the children along to see if they wanted to join, however were very nervous and not part of the buddy scheme. A buddy took them all around the site, showing them the different areas and toys, they could play with, but they weren't comfortable staying. The buddy offered that if the parents want to come back at the end of the session, then we could try again for the last ten minutes. The parents brought back the children and the buddy had convinced one of the children to take part in the waterslide. This was a huge step for the child who asked to go on it again with the buddy. Parents were ecstatic that the child had taken part and were very grateful of the offer to come back at the end and to try again.

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Hi Darren,

The recruitment for the play scheme went rather smooth. The communication between yourself and Romaine was fast and had the all the information that we needed if we emailed for any requests. Myself and Katy were always going back and forth also so we both felt very supported as with the amount of recruitment there is for play scheme we could of easily drowned without your support. Going forward for next year I would maybe suggest that at interview stage they are asked to bring all 3 forms of ID eg. Passport, driving licence, bank statement, birth certificate etc and that if they can fill out the DBS check online there and then with yourself or whoever confirming they have the correct documents. This will speed up the application as I had a few employees that partially completed the application which meant we couldn't apply for the DBS and many of this year employees were not the best at emailing back when told there was an issue.

Also, references were another issue to slow the onboarding down. With most of play scheme they are very young so having to provide 2 references was a little much. I don't know whether you can accept 1 reference but with the playscheme being in the school holidays and most were teachers they were providing they are very delayed due to them not being in work.

Kind regards

**Bethany Hodson**

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Cynorthwydd Canolfan Gwasanaeth Gweithwyr | **Employee Service Centre Assistant**  
Canolfan Gwasanaeth Gweithwyr | **Employee Service Centre**  
Pobl ac Adnoddau | **People and Resources**  
Cyngor Sir y Fflint | **Flintshire County Council**

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Llywodraeth Cymru  
Welsh Government

**Name of local authority: FLINTSHIRE COUNTY COUNCIL**

**Name of responsible officer: DARREN MORRIS**

**Job title: LEAD OFFICER PLAY DEVELOPMENT**

**Date of completion: 19<sup>TH</sup> JUNE, 2023**

# Report on Progress of the Play Sufficiency Action Plan 2022/2023

Forward planning priorities:

**RAG Status:**

- **Red**—no progress made
- **Amber**—some progress made
- **Green**-Action achieved



Matter: A Population			
Criteria (as under PSA toolkit)	Targets 2022/23	Objectives achieved / Progress during 2022/23	Red/Amber/Green rating with explanation if red or amber
<p>To ensure all service areas and partner organisations are aware of the links to statistics and population information.</p> <p>Utilising information forum 2021 census.</p>	<p>To provide services where most needed for the most vulnerable children, young people, and communities.</p>	<p>Provisions from partners across the county have been offered but unfortunately, we have not had the methods to capture this information.</p>	<p><b>Target for 2023/2024:</b></p> <p>will be to set up a Flintshire Strategic Play Sufficiency Action Group where we will invite the following departments and partners:</p> <p>FCC Planning Dept            Aura Leisure and Libraries            Flintshire Local Voluntary Council            FCC Youth Services            Flintshire Information Centre            FCC Health and Safety            FCC Children's Services            FCC Social Services            Action for Children            Portfolio Lead for Education and Youth</p>

Matter: B Providing for Diverse needs			
Criteria (as under PSA toolkit)	Targets 2022/23	Objectives achieved / Progress during 2022/23	Red/Amber/Green rating with explanation if red or amber
Development of inclusive play services and creating new opportunities to support vulnerable children and young people. Includes:	2,700 Children to attend the Summer Provision on an annual basis.	<b>3, 970</b> children registered 2022 Summer playschemes across <b>57</b> sites around Flintshire. With a total of <b>15,556</b> overall attendances. All summer playschemes were in partnership with 30 Town and Community Councils across Flintshire.	
Children and young people with disabilities.	Delivery of Flintshire Buddy Scheme – offer to children and young people across the county via the summer holiday programme in partnership with 30 Town and Community Councils	Delivery of the Buddy Scheme was once again utilised very well with <b>33</b> children benefiting from the scheme over the summer, allowing for an inclusive service delivery.	
Looked after children and young people.	Offer to children and young people across the county via the summer holiday programme in partnership with 30 Town and Community Councils	<b>16</b> Children registered for the Plas y Bellin Summer Playscheme with <b>226</b> attendances	
Refugee children and young people.		During the Summer of 2022 Flintshire Play Development Summer Playscheme saw a rise in the number of Refugee children attending due to the situation in Ukraine. Our register showed that there were <b>56</b> registered across the County.	

Gypsy Traveller children and young people.		A weekly session was provided for a Gypsy Traveller community with an average of <b>10</b> children and young people attending weekly.	
Children living in identified vulnerable communities		Over the year there has been a number of provisions delivered for children living in identified vulnerable communities in Flintshire.  Along our costal road and in other areas identified as vulnerable communities in Flintshire <b>1461</b> children registered to Flintshire Play Development Provisions with the overall attendance <b>7633</b>	<b>Target for 2023/2024</b>  With setting up the SPSAG we will start to gain other providers figures, and these will be included moving forward.
<b>Matter: C Space available</b>			
<b>Criteria</b> (as under PSA toolkit)	<b>Targets 2022/23</b>	<b>Objectives achieved / Progress during 2022/23</b>	<b>Red/Amber/Green</b> rating with explanation if red or amber

<p>To work in partnership to identify priorities within the Play Sufficiency Action Plans to identify actions for grant funding.</p>	<p>To work in collaboration with Aura Leisure and Libraries and other partners for the benefits of children and young people</p>	<p>Over the 12 months of 2022-2023 Play Development has continually worked in partnerships with Kicks for Kids (Wales) by delivering school and community-based sessions term time only.</p> <p>We endeavour to create a more collaborative approach in the 2023 – 2024.</p>	<p>Due to recruitment delay there was no one in post from Nov – March to continue the partnership development.</p> <p><b>Target for 2023/2024:</b></p> <p>will be to set up a Flintshire Play Sufficiency Action Group where we will invite the following departments and partners:</p> <p>FCC Planning Dept          Aura Leisure and Libraries          Flintshire Local Voluntary Council          FCC Youth Services          Flintshire Information Centre          FCC Health and Safety          FCC Children’s Services          FCC Social Services          Action for Children          Portfolio Lead for Education and Youth</p>
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Matter D: Supervised provision			
Criteria (as under PSA toolkit)	Targets 2022/23	Objectives achieved / Progress during 2022/23	Red/Amber/Green rating with explanation if red or amber
Delivery of the universal county summer playscheme programme in Flintshire, which incorporates the Flintshire Buddy Scheme – offer to children and young people across the county summer holidays programme in partnership with 34 local Town and Community Councils. Delivery of bilingual provision.	2,700 children to attend county summer playscheme provision	<b>3, 970</b> children registered 2022 Summer playschemes across <b>57</b> sites around Flintshire. With a total of <b>15,556</b> overall attendances. All summer playschemes were in partnership with 30 Town and Community Councils across Flintshire.  <i>As mentioned in Matter B</i>	Target for 2023 – 2024  To included more information on provisions from external partners, this will be collected through our PSAG i.e. Aura Fit, Fed and Read summer provision.
To continue to work in partnership to identify and secure play opportunities for vulnerable children and young people.	Delivery of Flintshire Buddy Scheme – offer to children and young people across the county via the summer holiday programme in partnership with 30 Town and Community Councils	Delivery of the Buddy Scheme was once again utilised very well with <b>33</b> children benefiting from the scheme over the summer, allowing for an inclusive service delivery.  <i>As mentioned in Matter B</i>	
	Delivery of provisions for homeless children and young people in Flintshire.	Flintshire Play Development delivered a standalone Playscheme at Plas y Bellin with <b>16</b> Children registered for Summer Playscheme with <b>226</b> attendances. This allowed for them children to enjoy play in the safety of their surroundings.  <i>As mentioned in Matter B</i>	

	Children and young people in areas of social, economic, and play deprivation.	<b>36</b> Children registered to the Holway Summer Playscheme with the overall attendance being <b>580</b> . This was a successful number of children benefitting from the provision.  <i>As mentioned in Matter B</i>	
<b>Matter E: Charges for play provision</b>			
<b>Criteria (as under PSA toolkit)</b>	<b>Targets 2022/23</b>	<b>Objectives achieved / Progress during 2022/23</b>	<b>Red/Amber/Green rating with explanation if red or amber</b>
To continue to provide low cost, no cost play projects and services for children, young people, families, and the communities.	Delivery of the Summer Playscheme Programme which is free for all children to attend and funded by Town and Community Councils	During the Summer of 2022, <b>57</b> Playscheme sites were delivered each week across the county, these were all funded by the Town and Community Council with support from the Playworks Holiday Funding. There were <b>3,970</b> children registered to the sites with an overall number of <b>15,556</b> attendances.	
	Delivery of schools and community projects in compliance with local authority Play Sufficiency Action Plans.	Flintshire Play Development work in partnership with Kicks for Kids who have been delivering provisions within several schools across the county. Primarily the schools that have been targeted have been Pupil Referral Units, and ALN Schools.	<b>Target for 2023 – 2024</b>  We will be creating a closer partnership with all schools in Flintshire and looking at our overall delivery offer.

	<p>Free at point of access equipped Playgrounds</p>	<p>Based on Aura’s Play Areas’ Survey completed in 2020, there are 195 fixed equipment play areas in Flintshire, though this figure considers play facilities sharing the same site (e.g. a traditional children’s play area and an adjoining skate park) to be two separate entities.</p> <p>In terms of capital investment (separate to ongoing maintenance costs supported via Aura’s revenue budget), Flintshire County Council supports the annual match-funding scheme for improvement works to children’s play area to the value of £0.105m per annum (with Town &amp; Community Councils matching this sum); the County Council also supports play areas through an annual capital allocation of £0.200m per annum.</p> <p>The consultations with Town and Community Councils and other groups such as local action groups /volunteers are often the key to providing what the community wants ,whether that is an upgrade of a play area or providing a pathway to access play facilities.</p>	
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<b>Matter F: Access to space/provision</b>			
<b>Criteria (as under PSA toolkit)</b>	<b>Targets 2022/23</b>	<b>Objectives achieved / Progress during 2022/23</b>	<b>Red/Amber/Green rating with explanation if red or amber</b>
To develop a multi-agency working group to prepare a play guide / information for families regarding aspects of delivery of Play Service, as defined in the Play Sufficiency Assessment.	<p>To provide comprehensive county wide guide to play services as defined within Play Sufficiency including the arts, recreation, and cultural opportunities.</p> <p>This would be enabled via Flintshire County Council website and social media.</p> <p>Aura Leisure and Libraries website.</p> <p>Family Information Services</p> <p>Education and Schools</p>	We utilised the Flintshire County Council social media platforms and website for the promotion of Flintshire Play Development Provisions.	<p><b>Target for 2023 – 2024</b></p> <p>Although we have utilised the Local Authorities social media platforms and website, we need to improve our partners so that we ensure that Play Provisions from all partners are shared as far and wide as possible.</p> <p>Set up Play Development Social Media Platforms.</p> <p>Play will also be working on a one-stop shop webpage on FCC Website for parents to find all relevant information with regards to open spaces, fixed equipped areas, sharing of play information, signposting to other local partners provisions etc.</p>
<b>Matter G: Securing and developing the workforce</b>			
<b>Criteria (as under PSA toolkit)</b>	<b>Targets 2022/23</b>	<b>Objectives achieved / Progress during 2022/23</b>	<b>Red/Amber/Green rating with explanation if red or amber</b>



<p>Development of working group for Playwork training</p>	<p>To ensure that the county is compliant regarding the national minimum standards and qualifications for delivery within all play services.</p>	<p>Flintshire Play Development Offer a full and comprehensive training programme to all new Community Play Team Member and Supervisors before the Summer Playschemes commence. This training includes:</p> <ul style="list-style-type: none"> <li>Dealing with Challenging Behaviour</li> <li>First Aid</li> <li>Level 2 Child Protection and Safeguarding</li> <li>Autism Awareness</li> <li>Health and Safety in play delivery</li> <li>Playfully Resilient in Challenging Situations</li> <li>Welsh Language in play and the benefits</li> <li>Adapting Play for Inclusion – Facilitating UN Right to Play</li> </ul>	
<p>Delivery of accredited training courses to level 2 and 3 standards.</p>	<p>The local authority supports the workforce to achieve the accepted qualification levels. Delivery of accredited training course for Playwork to Level 2 and 3 standards.</p>	<p>Two of our current members of the team achieved the level 2 in 2022</p> <p>The Play Development post has been amended to Lead Officer to work at a strategical level to work on the future of Play Development in Flintshire. We have also created another post to lead on operational work and holiday provisions.</p>	<p><b>Target 2023 – 2024</b></p> <p>With the appointment of a new Lead Officer there is a much broader and strategical training programme being created for Flintshire employees and volunteers in the near future.</p>
<p><b>Matter H: Community engagement and participation</b></p>			

<b>Criteria (as under PSA toolkit)</b>	<b>Targets 2022/23</b>	<b>Objectives achieved / Progress during 2022/23</b>	<b>Red/Amber/Green rating with explanation if red or amber</b>
Working with the Holway Community as part of Flintshire Public Service Board – Creating Resilient Communities commitment via the Holway task group and multi-agency approach.	All community members, particularly children, young people, and families.	A successful consultation day was held at the Holway in the summer. There was a big turnout and lots of positive engagement and input from local residents and groups.	It is an ongoing process.
	To undertake Playwork with the children and young people as part of the wider Public Service Board consultation to change for the community.  Will include both capital and revenue projects e.g. development of an adventure playground idea.	A consultation was run in 2022 with the community in conjunction with Social Services and Play Development regarding the possibility of an adventure Playground in the Holway. The application is now at Stage 2 of the UK Share Prosperity Grant.	We are currently waiting on a decision from stage 2 of this grant funding.
<b>Matter I: Play within all relevant policy and implementation agendas</b>			
<b>Criteria (as under PSA toolkit)</b>	<b>Targets 2022/23</b>	<b>Objectives achieved / Progress during 2022/23</b>	<b>Red/Amber/Green rating with explanation if red or amber</b>
To continue to with the Local Authority Health and Safety Team to enable compliance regarding delivery of all play projects in schools and community. To aid comprehensive effective risk-management for service delivery.	Bespoke training provided for Local Authority service delivery.	This is a continuing process that Flintshire Play Developments takes great pride in. We aim to ensure the safety of all, but also consider the need for some risk taking for children Development and write our risk assessments accordingly.	It is an ongoing process.

<p>Development of and Education and Youth based group to specifically move forward on Matter I in relation to play in schools.</p>	<p>Continued delivery of Playwork on Kicks for Kids (Wales) in Flintshire schools and communities in partnership with Community Organisations.</p> <p>Information provided and good communication for schools to respond to opportunities to utilise capital funds via grants effective and quickly.</p>	<p>Kick for Kids are a big partnership with Flintshire Play Development, and we utilise their services as far as is feasible within the constraints of budgets.</p>	<p><b>Target for 2023 – 2024</b></p> <p>We need to create a much better communication strategy with other organisations and to create better partnerships moving forward.</p> <p>To set up the Flintshire Strategic Play Sufficiency Action Group.</p>
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## **Leeswood Transition Club Report**

**February – June 2023**

### **Project Brief**

The main aim of this project was to instil positive behaviour for future youth club sessions by hosting a 'Transition Club' whilst engaging with Year 5/6 pupils of Ysgol Derwenfa in Leeswood. We wanted to build a solid rapport and positive relationships with the pupils, to earn respect and trust to run sessions at Leeswood Youth Club due to the previous anti-social behaviour experienced at the club.

We started this by delivering play sessions at the school on the yard from October 2022, to inspire the young people to carry out their own playground games and activities during lunch time breaks or in their own time. During this, we built positive relationships with the young people over several weeks and earned their respect by engaging with the school on a weekly basis. We did this by utilising our skills learnt during our play experiences as young people and our work experiences used during the summer playschemes and other community projects delivered around Flintshire. We feel strongly as a team that our skills and experience have transferred to the young people we have engaged with at the club.

### **Activities**

Each week, we delivered a different activity for each session to help the children build on confidence, social skills and help them use their creativity in different ways, eventually using their independence. A lot of the time, we trusted the young people to use the facilities at their own risk to give them that independence for when they transition to secondary school or a youth club environment. Here are some of the activities we delivered:

### **Transitioning with Mandy Jackson**

In one of the first weeks, we thought it would be beneficial if we brought in an experienced youth worker who has worked in and around the area to talk about transition to secondary school. Mandy did a short activity with the young people about different scenarios and situations you might end up in during your time at secondary school. The content in this session was very important and beneficial towards the young people, especially the Year 6 pupils who will be heading up to secondary school in September. The young people were really engaged and had a great discussion about what they're looking forward to as well as what they're worried or concerned about.

### **E-Safety**

With some advice from their teacher, Mrs. Cartwright – we decided to take on an E-Safety session as a few of the young people were caught up in experiencing the wrong use of social media and apps. The young people had to design an E-Safety

poster, we had an informal discussion of what we should and shouldn't do which was positive and engaging. They really enjoyed this and produced some brilliant work. We gave a prize to the winning poster.

### **Easter Egg Hunt**

Once Easter came around, it was only right to do an egg hunt and reward the young people with chocolate eggs. This was fun, and they really enjoyed it. Everyone got involved and took their turns in teams to find the chocolate eggs around the youth club. We also printed some easter egg colouring sheets off for the young people to colour when they were waiting.

### **Paper Planes**

Mike brought up a great idea one week where the young people had to design their own paper aeroplane and joined a competition to hit a certain target on a paper 'dart board'. This was such a laugh and the young people really got stuck in with different designs. It got very competitive which was great to see!

### **Silent Disco: Song Movie Quiz**

Provided by the Urdd Fflint a Wrecsam through Huw, we put on a silent disco quiz where the young people had to listen to a play list of songs that were from certain films and name the corresponding film. This activity got them all thinking, and it was a laugh to have a bit of a sing song along the way.



### **Anti-Racism/Black History Week**

A very important topic that the young people were studying in class. They did an assembly on Welsh Black History Month where they discussed topics covering Martin Luther King, Bus Boycott and other historical figures and references. This was such an informative session, we decided to let them paint their hands and print it on a huge planet earth with different colours to represent equality. It's important that young people understand these topics and that everyone should be treated equally with respect. It's something they can take with them when they develop as young people.



### **Mental Health Awareness**

Another important topic that is hugely significant to us all as time goes on. Everyone has been impacted in different ways from the pandemic a couple of years ago and the young people who have been through school have been disrupted. We let the young people design their own posters of what mental health means to them. This was great to have another informal discussion on what it means and what we should do for help. The winning poster received a prize.

A lot of the other sessions consisted of free time, using the facilities at the club, having general chats with us. Drawing, colouring, watching a film, listening to music, playing pool, or using the air hockey table.

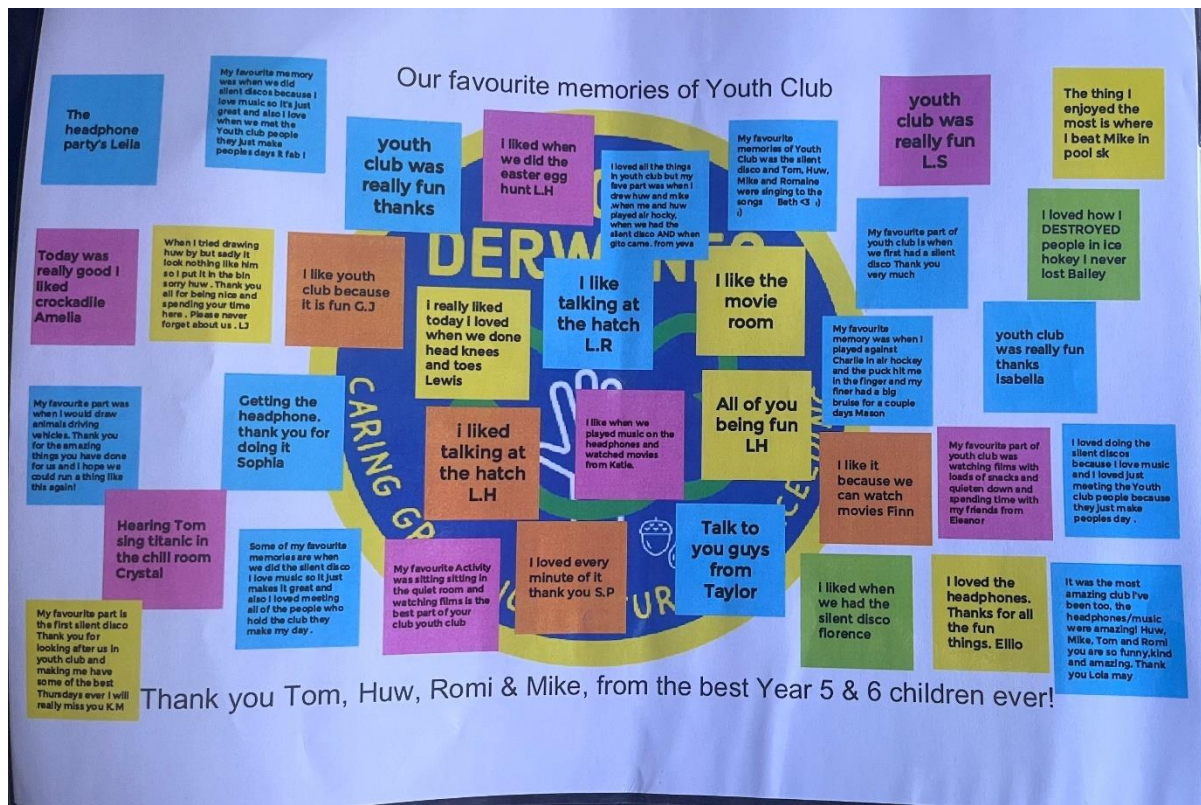
### **Case Studies**

There were a couple of young people who were new starters at the school and evidently new to the club. They were low on confidence and very shy as everyone else had settled into the club and had already got to know us as staff. Fortunately, the club and our presence as staff made these individuals much more confident and brought them out of their shell. We managed to do this by putting on different activities where they were able to develop their social skills. A firm favourite has been the silent disco headphones provided by Huw and the Urdd. The young people really enjoyed using them as it's a great way to get everyone involved into a sing along with out being embarrassed in any way. This club has transformed and boosted confidence and self-esteem within the young people at Ysgol Derwenfa.



## Summary

Overall, this project has been very successful in promoting positive behaviour, confidence, and social skills for the pupils of Ysgol Derwenfa. The young people have thoroughly enjoyed their time over the last few months, and we are grateful as staff to have worked with them. The sessions have been something we all looked forward to every week, we are proud to hopefully have been positive role models for these young people where they can take our experiences and skills on board, during their development and growth. Below, they have left their favourite memories of the club, showing all their gratitude for our work.





## **School 'Pontio' Transition Project**

### **Project Brief**

The project is to help Year 5/6 pupils feel comfortable with their transition to secondary school. The sessions consisted of several fun games, implementing the use of the Welsh language. As a service and partnership with the Urdd in this project, we wanted to promote the Welsh language through play in a less formal way through games and activities. We also wanted to instil confidence into young people ready for their transitioning phase come September. We worked with mainly Year 6 pupils around several schools in Flintshire, we also had Year 5 pupils join us as some were in mixed classes. This was also beneficial for them as they will be transitioning in the following year.

### **Schools**

Below are the schools we visited with a mixture of Welsh and English-speaking schools:

- Ysgol Abermorddu
- Ysgol Bryn Coch, Mold
- Ysgol Cae'r Nant, Connah's Quay
- Ysgol Croes Atti, Flint and Shotton
- Ysgol Gwynedd, Flint
- Ysgol Maes Y Felin, Holywell
- Ysgol Mynydd Isa
- Queensferry C.P.
- Ysgol Terrig, Treuddyn
- Ysgol Ty Ffynnon, Shotton
- Ysgol Westwood, Buckley
- Ysgol Yr Esgob, Caerwys
- Ysgol Parc Llan
- Ysgol Derwnefa

### **Games**

The games we delivered with the young people were fun and energetic, trying to help them engage with the session as much as possible. We delivered most of the games bilingually, throwing in some Welsh phrases so that the young people understand it's in a less formal aspect. Some of the games consisted of:

- Goleuadau Traffig (Traffic Lights)
- Mynyddau a Gwpannau (Mountains and Cups/Cups and Saucers etc.)
- Lliwiau (Coloured Cones)

- Corneli (Corners)
- Siapiau (Shapes)

During these games, the young people learnt various instructions through the medium of Welsh such as 'Golau Coch, Golau Gwyrdd'. We also counted down in numbers in Welsh too 'tri, dau, un'. Phrases like 'dwylo i fyny' were used or 'pawb yn ol'. Using small phrases in a fun and interesting setting was a great idea to get the young people involved through the medium of Welsh. The young people really engaged with the games and really enjoyed their time. They worked well in teams and got very competitive.

### **Writing Tasks**

In between games, the children were put into small groups to complete some informal writing tasks relating to their transition to secondary school. For the first task, they had to write down what they were looking forward to going up to secondary school, whereas the second task consisted of writing down their worries or concerns about secondary school. After collating everyone's thoughts and feelings, we would feedback as a group and help to answer some of the concerns and queries the young people might have about secondary school.

### **Number of Participants**

Over the period of the Transition Project a total of **474** children participated, **271** girls and **203** boys.

### **Feedback**

Below is some of the feedback and quotes we have received from some of the schools we worked with:

#### ***Liz Price (Queensferry C.P.)***

*"Our children loved this workshop and can't wait to get started on vlogging"*

*" A purpose for speaking Welsh - that the children love"*

*" A lovely idea for transition and sharing your skills in high school"*

#### ***Lynne Brown (Ysgol Westwood, Buckley)***

*"Thank you for your visit to Westwood CP for the Pontio Transition session."*

*"The children thoroughly enjoyed the games. The Welsh elements of the session were useful for the revision and application of everyday Welsh, and Welsh language patterns relating to commands. Having the opportunity to reflect on their transition journey with you was welcomed by the children who said they had ...such a fun time!"*

*“Diolch yn fawr,*

*Mrs. Brown, Miss Mattar and the children in Birch and Magnolia classes”*

***Charlotte Cumberlidge (Ysgol Abermorddu)***

*“The session was a great experience for the children.*

*All children were engaged and participated well, most of all they enjoyed the activities planned.*

*A good mix of physical and written activities delivered which focused on their transition.*

*during the discussion the children had time to share their worries and excitement, and everyone was listened too!”*

***Pauline Lewis (Ysgol Ty Ffynnon)***

*“The children really enjoyed the session - it was a positive way to engage the children in a discussion about their Transition to High School. I really liked the way that everyday Welsh was used throughout the session and the children quickly remembered the words used. I thought it was good how you started the written session about what they are looking forward to about going to High School - So often people ask the children about what they are worried about first. Thank you again for a positive and engaging session. Looking forward to seeing you again next year.”*

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