

To: Members of the Performance
Scrutiny Committee

Date: 4 June 2021

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Dear Councillor

You are invited to attend a meeting of the **PERFORMANCE SCRUTINY COMMITTEE** to be held at **10.00 am** on **THURSDAY, 10 JUNE 2021 BY VIDEO CONFERENCE**.

Yours sincerely

G. Williams
Head of Legal, HR and Democratic Services

AGENDA

1 APOLOGIES

2 APPOINTMENT OF VICE-CHAIR (Pages 5 - 6)

To elect the Committee's Vice-Chair for the municipal year 2021/22 (copy of the role description for scrutiny member and Chair/Vice Chair attached).

3 DECLARATION OF INTERESTS (Pages 7 - 8)

Members to declare any personal or prejudicial interests in any business identified to be considered at this meeting.

4 URGENT MATTERS AS AGREED BY THE CHAIR

Notice of items which, in the opinion of the Chair, should be considered at the meeting as a matter of urgency pursuant to Section 100B(4) of the Local Government Act 1972.

5 MINUTES OF THE LAST MEETING (Pages 9 - 16)

To receive the minutes of the Performance Scrutiny Committee held on 18 March 2021 (copy attached).

6 IMPLEMENTATION OF THE DONALDSON REPORT 'SUCCESSFUL FUTURES' - CURRICULUM FOR WALES (Pages 17 - 70)

To consider a joint report by GwE Core Leads and the Interim Head of Education (copy attached) on how the regional consortium, in partnership with the Local Authority, are supporting schools in the implementation of the New Curriculum for Wales following the publication of the Donaldson Report 'Successful Futures'.

10.10 am – 10.55 am

7 ADDITIONAL LEARNING NEEDS TRANSFORMATION UPDATE JUNE 2021 (Pages 71 - 138)

To consider a joint report by the Principal Education Manager and the Inclusion Officer – ALN Implementation (copy attached) on progress made to ensure the local authority and schools are ready to meet their statutory requirements under the upcoming Additional Learning Needs and Educational Tribunal (Wales) Act 2018.

10.55 am – 11.30 am

~~~~~ **BREAK** ~~~~~

**8 ANNUAL PERFORMANCE REVIEW 2020 TO 2021 (Pages 139 - 266)**

To consider a joint report by the Strategic Planning Team Manager and Strategic Planning and Performance Team Leader (copy attached) providing a quarterly and end of year analysis of the progress in delivery of the Corporate Plan and highlighting specific projects and action for delivery in 2021 to 2022.

**11.45 am – 12.15 pm**

**9 SCRUTINY WORK PROGRAMME (Pages 267 - 290)**

To consider a report by the Scrutiny Coordinator (copy enclosed) seeking a review of the committee's forward work programme and updating members on relevant issues.

**12.15 pm – 12.30 pm**

**10 FEEDBACK FROM COMMITTEE REPRESENTATIVES**

To receive any updates from Committee representatives on various Council Boards and Groups.

**12.30 pm**

## **MEMBERSHIP**

### **Councillors**

Arwel Roberts (Chair)

Ellie Chard  
Martyn Holland  
Hugh Irving  
Geraint Lloyd-Williams  
Bob Murray

Paul Penlington  
Pete Prendergast  
Peter Scott  
Andrew Thomas  
David Williams

### **Voting Co-opted Members for Education (Agenda Item Nos. 6 and 7 only)**

Kathleen Jones

Neil Roberts

### **COPIES TO:**

All Councillors for information  
Press and Libraries  
Town and Community Councils

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- (vi) **Role:** **Scrutiny Member/Chair**  
**Salary:** Band 3 (Chair only)

*Please note: items highlighted are specific to the role of Chair*

### 1. PRINCIPAL ACCOUNTABILITIES

- To Full Council

### 2. PURPOSE OF ROLE

- **Providing leadership and direction**
- To participate fully in the activities of the Scrutiny Committee, the development and delivery of its work programme and any associated task and finish groups.
- To assist in the development and monitor impact of Council policy
- To hold the executive to account, monitoring performance and service delivery and challenge decisions through the call in arrangements where appropriate.
- To develop a forward work programme of the committee.
- To report on progress against the work programme to Council, and others as appropriate
- **To provide confident and effective management of meetings to facilitate inclusivity, participation and clear decision making ensuring that meeting objectives are met, and the code of conduct, standing orders and other constitutional requirements are adhered to.**
- **To act as a focus for liaison between the council, community and external bodies in relation to the scrutiny function.**
- **To encourage effective contributions from all committee members in both committee and task and finish groups**
- **To assess individual and collective performance within the committee and liaise with the relevant Group Leader to progress training and development opportunities.**
- Fulfil the accountabilities of the elected member role.

### 3. VALUES and EXPECTATIONS

- To be committed to the values of Denbighshire County Council and the following values in public office:
  - Pride
  - Integrity
  - Respect
  - Unity
  - Attend all relevant meetings
  - Carry out business electronically i.e. meetings and communication, wherever possible
  - To attend mandatory training as specified in the code of conduct and the constitution.
  - To participate in an annual development review to continually improve the performance of the member and the Council.

- To explain and account for personal performance as a County Councillor on a regular basis, particularly through the publication of an Annual Report on the Council's web site.

## LOCAL GOVERNMENT ACT 2000

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### Code of Conduct for Members

### DISCLOSURE AND REGISTRATION OF INTERESTS

I, *(name)*

a \*member/co-opted member of  
*(\*please delete as appropriate)*

**Denbighshire County Council**

**CONFIRM** that I have declared a \***personal / personal and prejudicial** interest not previously declared in accordance with the provisions of Part III of the Council's Code of Conduct for Members, in respect of the following:-

*(\*please delete as appropriate)*

Date of Disclosure:

Committee *(please specify)*:

Agenda Item No.

Subject Matter:

Nature of Interest:

*(See the note below)\**

Signed

Date

\*Note: Please provide sufficient detail e.g. 'I am the owner of land adjacent to the application for planning permission made by Mr Jones', or 'My husband / wife is an employee of the company which has made an application for financial assistance'.

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## PERFORMANCE SCRUTINY COMMITTEE

Minutes of a meeting of the Performance Scrutiny Committee held in BY VIDEO CONFERENCE on Thursday, 18 March 2021 at 10.00 am.

### PRESENT

Councillors Ellie Chard, Hugh Irving (Vice-Chair), Bob Murray, Paul Penlington, Arwel Roberts (Chair), Peter Scott, Andrew Thomas and David Williams

Lead Member for Housing and Communities, Councillor Tony Thomas for agenda item 6.  
Lead Member for Waste, Transport and the Environment, Councillor Brian Jones for agenda item 5.

Lead member for Finance, Performance and Assets, Julian Thompson-Hill for agenda items 7 and 8.

Councillors Meirick Lloyd Davies and Emrys Wynne attended as observers.

### ALSO PRESENT

Head of Highways and Environmental Services (TW), Waste and Recycling Manager (TD), The Head of Customers, Communication and Marketing (LG), Principal Librarian (BH), Strategic Planning and Performance Team Leader (IM), Strategic Planning and Performance Officer (EH), Scrutiny Coordinator (RhE) and Committee Administrator/Host (KJ).

#### 1 APOLOGIES

Apologies for absence were received from Councillors Martyn Holland and Geraint Lloyd-Williams.

#### 2 DECLARATION OF INTERESTS

No declarations of interest were made.

#### 3 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters had been raised with the Chair prior to the meeting.

#### 4 MINUTES OF THE LAST MEETING

The minutes of the Performance Scrutiny Committee meeting held on 28 January 2021 were submitted. The Committee:

***Resolved: - to receive the minutes of the Performance Scrutiny Committee meeting held on 28 January 2021 and approve them as a true and correct record of the proceedings.***

No matters were raised in relation to the contents of the minutes.

## 5 TRADE WASTE AND RECYCLING REVIEW

The Lead Member for Waste, Transport and the Environment, Councillor Brian Jones introduced the report (previously circulated) explaining that save for the interruption of the Covid-19 lockdown the residual waste service was working well and supported the report recommendations that the service continue to operate in the same way moving forward.

The Head of Highways and Environmental Services, Tony Ward reminded the Committee that the residual trade waste service had previously been outsourced to Veola in August 2018 with a commitment to review the service at Performance Scrutiny Committee once it had had time to embed. Appendix 1 to the report, compiled by Wrap Cymru, highlighted the success of the Service to date. It was intended to renew the contract when it expired in August 2021.

The Waste and Recycling Manager, Tara Dumas explained the rationale for keeping the trade waste recycling service in-house. The Authority were best placed for managing the source segregated waste that would be required in future to comply with the Environment Act which was already established practice on domestic rounds.

Collection of source segregated waste was expensive to deliver. However, the Authority could take advantage of the domestic round service to collect the larger 4 wheeled bins alongside the communal collections and smaller trolley boxes with the weekly domestic service, reducing the costs for businesses whilst allowing the Authority to recover their own costs.

Responding to Members' questions Officers advised:

- Current charges were fixed dependent on the size of the container.
- Recycling charges for businesses going forward had yet to be established.
- The Authority attracted a large volume of smaller businesses for their trade waste removal.
- Merging of the trade and domestic waste collection services would lessen the impact of the Authority's carbon footprint.
- A range of modifications had been made to the proposed household collections to avoid adverse impact on either rural locations or houses of multiple occupation / flats.
- Local Authorities were required to be transparent, publishing their pricing policies, whereas private business were not.
- There was a prospective collaboration project in progress with Conwy to renew the contract for managing household waste recycling centres.
- A re-use shop was being set up at the Rhyl recycling centre with the anticipation of opening in April/May 2021.
- A video of the working of the Shotton recycling plant was available and could be circulated to members.

It was proposed to arrange a site visit to view the segregation of waste at a recycling centre once Covid restrictions permitted visits to restart. The Waste and Recycling Manager suggested Parc Adfer, a waste to energy facility in Deeside that

had a purpose built visitor centre (closed during lockdown) that might be of interest to members.

The Chair thanked the Officers for their report and presentation.  
The Committee:

***Resolved: - having considered the tasks, targets and timescales set out in the 'Trade Waste and Recycling Delivery Plan' (Appendix 2) to support the Plan as a framework for delivering the key recommendations based on the findings of WRAP Cymru Trade Waste Review Report (Appendix 1)***

## **6 LIBRARY SERVICE STANDARDS AND PERFORMANCE**

The Head of Customers, Communication and Marketing, Liz Grieve introduced the report (previously circulated) covering the financial year 2019/2020 that was also submitted to Welsh Government.

All 12 of the Core Entitlements had been met (appendix A referred). Of the 16 Quality Indicators 10 had targets. The limitations due to Covid-19 had impacted the Quality Indicators resulting in the removal of some of them. Discussions were ongoing as to how the performance for the year 2020/2021 could be assessed but would probably make for a more narrative report. Of the remaining 9 targets for 2019/2020; 7 were achieved in full, 1 in part and 1 had not achieved the target.

There was no significant change to the Welsh Government's review of Denbighshire County Council's Library Service. Denbighshire's commitment to health and wellbeing - active partnerships with Community Support Services, Betsi Cadwaladr University Health Board and Third Sector bodies was noted and considered important going forward. As was the increased use of digital resources and focus on development of staff.

The Quality Indicator for Up-to-date and appropriate reading material had not been met. Whilst new materials were being acquired spending did not reach the target set by Welsh Government. The work undertaken by libraries and partnerships across North Wales meant that residents were not severely impacted by that.

Denbighshire had been ranked 1<sup>st</sup> (out of the 22 Welsh authorities) for the number of Welsh books borrowed per capita. Credit was given to the staff who were responsible for organising reading groups in both English and Welsh.

The Principal Librarian, Bethan Hughes updated the Committee on the role of libraries during the Covid-19 pandemic and subsequent lockdowns including:

- redeployment of staff to provide the Council's Proactive Calls service to shielding residents;
- expanding and promoting of the Digital Library – digital borrowing increased by 118%.
- switching the Bookstart team to an online service;

- introduction of an Order and Collect service for library books as restriction lifted;
- providing One Stop Shop services online and by phone;
- receipt of Welsh Government funding for a digital transformation project to reallocate small rooms within libraries to allow residents to book to participate in virtual meetings and
- training of library staff to hold events online.

The Committee were advised:

- in the return to normality customers would be continued to be supported to pay their bills by other (non-online) means outside the library.
- future plans included access links to the Archive Service and its information library;
- customers were referred and supported to access online digital services for the National Library of Wales;
- a conscious decision had been made (several years ago) to reduce the budget spent on new books and it was unlikely that would change in future as it was felt that the Service, through careful management, was able to meet readers' demands within the its limited resources;
- librarians had to consider popular books versus specialist subjects working within a budget. The advantage of working closely with North Wales' libraries was that specialist books could sometimes be sourced from other library services.

The Committee commended the work of the Libraries' staff.

It was:

**Resolved: - subject to the above observations:**

- (i) to receive and congratulate the Council's Library Service on its performance against the 6<sup>th</sup> Framework of Welsh Public Library Standards; and***
- (ii) that a further progress report be presented to the Committee in January 2022 on how the Service has performed against the annual Welsh Public Library Standards during 2020/21 and how it has adapted its service provision to meet residents' needs during the year.***

## **7 CORPORATE PLAN UPDATE QUARTER 3 2020-2021**

The Lead Member Finance and Strategic Assets, Julian Thompson-Hill introduced the report (previously circulated) as the Council entered the final year of its Corporate Plan. He advised that Covid-19 had an impact on some elements of the Corporate Plan – mainly time slippage of projects being delivered.

The summary page generally reported good progress. Two priority areas remained a priority for improvement in regard to measures. The Council's default approach where national data was available was that performance above the upper quartile



was regarded as excellent, and performance below the median as a priority for improvement. If no national data was available, a local determination was made as to what constituted excellent performance or a priority for improvement.

The Strategic Planning and Performance Team Leader, Iolo McGregor advised that due to the Covid-19 lockdown the report was out of sequence to the usual order that members received it.

The two measures highlighted priority for improvement were ongoing:

- Connected Communities – which included Broadband availability throughout the county
- Young People - education data had been affected by the pandemic and it was extremely unlikely that there would be any detailed educational data available for some considerable length of time

The report also included information on how the Council had responded to Covid-19 and would continue to do so going forward.

The Strategic Planning and Performance Team Leader and Lead Member for Finance, Performance and Strategic Assets advised:

- The residents/stakeholders survey would be re-run to establish the priorities in the County to inform the next Corporate Plan.
- It was anticipated that there would be a rapid increase of building in housing portfolio in the near future.
- The results of the STAR housing survey undertaken with Council Tenants would be submitted to a Scrutiny Committee for examination in the near future.
- Members may want to use the information contained in the Corporate Plan Update to identify areas that required further scrutiny e.g. provision of affordable housing.
- The Corporate Plan period mirrored the Council term and
- The completion date for the Extra Care Housing Scheme in Denbigh – April 2021 – was on target.

The Committee:

***Resolved: - subject to the above comments and observations to receive the report on the Council's performance in delivering its Corporate Plan 2017-22 during Quarter 3 of 2020-21.***

## **8 CORPORATE RISK REGISTER REVIEW**

The Lead member for Finance, Performance and Assets, Julian Thompson-Hill introduced the report (previously circulated). Summarising The Lead Member advised:

- There were no new risks identified since the last report

- Risk 46 - delivering the new Local Development Plan had been removed given the deadline extension from Welsh Government
- Risk 14 - health & safety had increased slightly given the residual effect of Covid-19
- Risk 44 – Ash Die Back updated to reflect that the Council was no longer seeking collaboration with other authorities and
- That, roughly 55% of Corporate Risks were inconsistent with the Council's Risk Appetite Statement.

The Strategic Planning and Performance Team Leader, Iolo McGregor (IM) told the Committee that it was an improved report on what was being considered in September 2020 reflecting on the first Covid-19 lockdown and Brexit. He went on to explain the concept of Risk Appetite and its use as a tool to consider whether the Authority was doing enough giving the following examples:

- Ash die Back was a fairly new problem with various unknowns such as; where all the trees were in the County, what harm they could cause and the likelihood of them falling on someone. Going forward investigations would answer and address those issues, subsequently reducing the risk involved with Ash die Back, heading more towards the Authority's level of Risk Appetite.
- The approach to Safeguarding's Risk Appetite was minimalist. However, the nature of Safeguarding meant it would never be in the Authority's control. Therefore, that risk would never align with the Council's Risk Appetite, regardless of ambition.

The Committee were advised that:

- In relation to the Risk Register the term 'Safeguarding' referred to protecting vulnerable citizens from harm (regardless of age)
- 'Priority for Improvement' was given to any measure that fell below the median requirement of Welsh Government.
- The Risk Register was reviewed 6 monthly, however each risk was delegated to an owner who monitored it consistently as did the Senior Leadership Team (SLT). Cabinet also reviewed the Register on a six-monthly basis.

The Committee:

***Resolved: - subject to the above to support and endorse the amendments made to the Corporate Risk Register (Appendix 1) during its recent six monthly review, including the status of each risk against the Council's Risk Appetite Statement (Appendix 2).***

## 9 SCRUTINY WORK PROGRAMME

The Scrutiny Co-ordinator introduced the report (previously circulated) seeking Members' review of the Committee's work programme and providing an update on relevant issues. Members were reminded that the proposal form for scrutiny topics (appendix 2) should be completed for the Scrutiny Chairs and Vice-Chairs Group to review and allocate items of business.

- Enquiries had been made with the relevant officers on whether the Director of Social Services Draft Annual Report would be available for presentation to the Committee at its next meeting on 29 April. The statutory requirement to publish the Annual Report in July 2020 had been waived by the Welsh Government due to pressures caused by the COVID-19 pandemic. Local authorities were expected to publish this report by the end of July 2021 to cover the 2019-20 and 2020-21 years. Officers had confirmed that the report would not be available in time for the April meeting but would be available for submission to the Committee's June meeting. The Committee agreed to this deferral, but asked that the April meeting date be held open in case an urgent item of business came forward for discussion.
- A request had been received from officers seeking the follow-up report on the Hafan Deg Centre in Rhyl to be deferred until the late summer of autumn of 2022 as the Centre had been unable to operate at anywhere near its expected capacity for the last 12 months because of COVID-19 restrictions. The contract for the Centre was up for renewal during the summer of 2021 therefore it was felt that the most appropriate time to monitor the Centre's effectiveness would be one year into a new contract when hopefully pandemic restrictions would have eased sufficiently to allow the operator to grow the business and services available there. Members agreed to the requested deferral.

It was:

**Resolved: subject to the amendments agreed above to approve the Committee's forward work programme.**

## 10 FEEDBACK FROM COMMITTEE REPRESENTATIVES

No feedback from representatives was submitted.

Meeting concluded at 12:20pm

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|                              |                                                                                                                             |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Report to</b>             | <b>Performance Scrutiny Committee</b>                                                                                       |
| <b>Date of meeting</b>       | <b>10<sup>th</sup> June 2021</b>                                                                                            |
| <b>Lead Member / Officer</b> | <b>Huw Hilditch-Roberts (Lead Member for Education, Children and Young People/ Head of Education and Children Services)</b> |
| <b>Report author</b>         | <b>GwE Core Leads / Geraint Davies (Interim Head of Education)</b>                                                          |
| <b>Title</b>                 | <b>Implementation of the Donaldson Report ‘Successful Futures – Curriculum for Wales</b>                                    |

## **1. What is the report about?**

- 1.1. To present a report on how the regional consortium, in partnership with the Local Authority, are supporting schools in the implementation of the New Curriculum for Wales following the publication of the Donaldson Report ‘Successful Futures’

## **2. What is the reason for making this report?**

- 2.1. To provide assurances that all efforts are being made to support schools in the implementation of the New Curriculum and to allow committee members an opportunity to consider and monitor the plan to implement the review’s findings.

## **3. What are the Recommendations?**

- 3.1. Scrutiny Members are invited to discuss the details of this report and to identify any aspects of the work which may benefit from detailed examination in the future.

## 4. Report details

- 4.1. The response to COVID-19 has of course had a significant impact on schools and is likely to have disrupted some of their plans for preparation and implementing the new curriculum following the publication of the [Successful Futures](#) report in 2015.
- 4.2. The education reform programme in Wales, built around the new *Curriculum for Wales (CfW)*, provides a positive way forward as we emerge from the restrictions of the last year. Please see **Appendix 1** for an easy read guide to the changes. It has at its heart a number of guiding ideas:
1. That the curriculum and associated teaching, learning and assessment should flow from four clear purposes agreed nationally and pursued locally
  2. That those purposes should encompass helping all of our young people to become: ambitious and capable learners; enterprising and creative contributors; ethical and informed citizens; and healthy and confident individuals.
  3. That young people's learning should build progressively towards those four purposes across their time in school education.
  4. That teachers and schools should have greater freedom to realise those purposes in ways that can meet the needs and characteristics of the young people and the communities that they serve.
- 4.3. Our approach to the reform journey has been integrated in all aspects of our work from the beginning. Not one element of the reform journey can stand alone. It is viewed from the need of learners and the baseline of individual schools and clusters to deliver change according to agreed expectations
- 4.4. As part of the support to schools for the new *Curriculum for Wales*, GwE / LA has worked with the other regional consortia to develop a national professional learning offer that integrates all aspects of the wider reform including Schools as Learning Organisations, *Y Gymraeg* (towards a million Welsh speakers by 2050) and the Additional Learning Needs Transformational Bill.
- 4.5. The improvement and support offer for schools is aimed at supporting all practitioners, and focused initially on Senior Leaders with the following themes:

1. Leading Change,
2. Leadership for the new curriculum,
3. Developing a shared vision,
4. Planning for Curriculum Change,
5. Leading pedagogy (the method and practice of teaching),
6. Professional learning.

4.6. The planned sequence of professional learning and training available to schools is outlined in **Appendix 2**. These sessions across the region are cluster-based and enable smaller groups of primary schools and their local secondary school to discuss the new *Curriculum for Wales* across the 3-16 learning continuum

4.7. A series of consultative workshops were held in April 2021 to listen to feedback from Head teachers on the professional learning offer and how best to re-engage. Over 300 Head teachers attended the consultations regionally, with over 50 from Denbighshire attending. Feedback indicated:

1. Head teachers of both primary and secondary sectors recognise the importance of continuing to collaborate across the sectors to support the 3-16 continuum;
2. All leaders recognise the importance of maintaining the momentum of the professional learning but acknowledge the challenge of timing given current pressures and challenges;
3. Leaders are keen to work with GwE and to draw on the input of external experts where appropriate;
4. Leaders recognise that flexibility in engaging with the professional learning offer is key to ensuring effective engagement.

4.8. As part of the preparations, all Supporting Improvement Advisers have facilitated sessions where schools within a cluster have the opportunity to work collaboratively to strategically plan for the implementation of the curriculum. Activities to support preparations for the new curriculum at school and cluster level have been identified within School Development Plans.

4.9. Examples of planned activities to further prepare for the new curriculum in Denbighshire schools include those listed below and form part of the Curriculum for Wales, The Journey to 2022 (**Appendix 3**)

1. identifying further opportunities for senior leaders to work on developing shared vision;
2. collaborating across schools to develop common approaches to teaching and learning and share common language;
3. identifying opportunities for teachers to collaborate to unpick and work together within a specific Area of Learning and Experience.

4.10. In addition to the Professional Learning offer, additional support from GwE is available to schools as they prepare for *Curriculum for Wales*. This support will be accessed at both cluster and individual school level, including tailored bespoke support where needed. Denbighshire schools are at differing stages of the journey and our support offer is additionally bespoke to their needs.

4.11. Further support available to schools also includes a series of 'Think-Pieces' which have been written by the GwE team as part of the weekly reform sessions with Professor Graham Donaldson. These papers, which cover key aspects of the curriculum reform journey including leadership, vision, pedagogy, assessment and curriculum design, have been shared and refined through consultation with wider partners in Local Authorities, Estyn and Bangor University

4.12. A key aspect in moving forward will be supporting schools to develop networks across all six *Areas of Learning and Experience (AoLE)*.

4.13. In supporting schools in their readiness for implementing the curriculum in September 2022, GwE are working with schools and wider partners to develop a wide range of qualitative indicators which will allow schools to reflect on how they are implementing the four purposes of the new curriculum.

4.14. Schools have access to a series of milestones within the regional information management system that allows them to reflect on their progress. Prior to the initial lockdown, over 90% of schools indicated that they were either partly on track or better in their knowledge and understanding of the new curriculum framework. Nearly all schools indicated that they were partly on track or better with their engagement and participation in cluster work for preparing for the new curriculum



## **5. How does the decision contribute to the Corporate Priorities?**

5.1. This area of work contributes towards making Denbighshire a place where young people want to live and work and have the skills to do so. The New Curriculum for Wales will also contribute to make Denbighshire a place where young people can flourish and have the best start in life.

## **6. What will it cost and how will it affect other services?**

6.1. Costs will be met from existing delegated budgets to schools, Education budget and also grant funding that has been made available from Welsh Government. GwE as the Regional School Improvement Service are leading on the development and are supporting schools in the implementation of the New Curriculum for Wales following the publication of the Donaldson Report 'Successful Futures'

## **7. What are the main conclusions of the Well-being Impact Assessment?**

7.1. N/A

## **8. What consultations have been carried out with Scrutiny and others?**

8.1. No Requirement to consult with Scrutiny however Welsh Government have conducted numerous [consultations](#) in relation to this area of work.

## **9. Chief Finance Officer Statement**

9.1. Costs will be met from existing delegated budgets to schools, Education budget and also grant funding that has been made available from Welsh Government.

## **10. What risks are there and is there anything we can do to reduce them?**

10.1. Any potential risks of not meeting timescales are addressed in the bespoke planning and support packages to schools. These are managed and supported through the G6 platform and regular meetings with School Improvement Advisors.

## **11. Power to make the decision**

11.1 Scrutiny's powers in relation to matters detailed in this report are as per:

- Section 21 of the Local Government Act 2000;
- Section 7 of the Council's Constitution

Easy Read


 Llywodraeth Cymru  
 Welsh Government

# A new curriculum in Wales

## Changing the way children and young people learn in school



This document was written by Welsh Government. It is an easy read version of 'The Curriculum for Wales: Guidance on Curriculum Design and Implementation'.

January 2020

# How to use this document



This is an easy read version. But you may still need support to read and understand this document. Ask someone you know to help you.

Words in **bold blue writing** may be hard to understand. They have been explained in a box below the word.

If the hard word is used again it is in **normal blue writing**. You can check what all the words in blue mean on page 21.



Where the document says **we**, it means **Welsh Government**. For more information contact:

E-mail:

[CurriculumDesignandDevelopmentUnit@gov.wales](mailto:CurriculumDesignandDevelopmentUnit@gov.wales)

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Facebook: [www.facebook.com/educationwales](http://www.facebook.com/educationwales)

You can also get useful information by following our **Education Begins At Home** social media accounts:

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Facebook: [www.facebook.com/beginsathome](http://www.facebook.com/beginsathome)



This document was made into easy read by **Easy Read Wales** using **Photosymbols**.

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# Introduction



In 2022 we are going to change the way children and young people learn in schools.



Schools will now be in charge of writing their own **curriculum**.

A school **curriculum** is a plan for what children and young people will learn at school. It says:

- What they should learn
- How they should learn
- The reasons why they should learn.



Schools will write their own **curriculum** because they know the children and young people they teach. So they know how to meet their needs.



We are writing a new guide about what schools should include in their **curriculum**. We are writing this guide to make sure:



- Every child and young person is learning in a way that is right for them.



- Children and young people understand new ideas and changes to things like **technology**.

**Technology** is using science and knowledge to help us do tasks, for example using computers and machines to do more and more.



- Children and young people are able to do well and are prepared for the future.

## Rules that schools must follow



We will not tell schools exactly what to teach in their lessons.



There will be a new law that says what they **must** include in their new **curriculum**.

# The 4 main aims of the curriculum



All schools must write a **curriculum** that helps children and young people to achieve 4 main aims.

The 4 aims are to help children and young people be:



## 1. **Ambitious and capable learners**

This means they believe in themselves and what they can do. They want to learn and do better. They have the skills to learn.



## 2. **Enterprising and creative**

This means they can be creative and think of new ideas. They can solve problems. They can use this in their work.



## 3. **Ethical and informed citizens**

This means they understand their rights and responsibilities. They take part in their community. They care about the world.



## 4. **Healthy and confident**

This means they have healthy minds and bodies. They feel good about themselves and what they believe in.



# What should children and young people learn about?



We want children and young people in Wales to learn about lots of different subjects.



To make sure children and young people learn about lots of different subjects we have written **6 Areas of Learning and Experience:**

## 1. Expressive Arts

Schools must give children and young people chances to explore the arts. And learn how to enjoy and think about other people's art.



Children and young people should also have the chance to be creative. They can learn these things through a mix of different lessons. Like:



- Art



- Dance



- Film



- Drama



- Music



- **Digital media**

**Digital media** can include any art you make using technology. Like video, sound recordings and websites.

## 2. Health and well-being



Schools must teach children and young people how to take care of their health.

This includes:



- Having a healthy body.



- Having a healthy mind.



- Having healthy relationships with people.



- Making good life decisions.



Schools can teach this through things like cooking, sports and lessons about **well-being**.

Your **well-being** is anything to do with your health and happiness.



### 3. Humanities

Schools must teach children and young people to think about the world to help them understand it better.

This can be through subjects like:



- History



- Geography



- Religion, values and ethics



- Business



- Social Studies



## 4. Languages, Literacy and Communication

Schools must teach children and young people to understand and use different languages. This includes English, Welsh and other languages.



**Literacy** means speaking, listening, reading and writing skills which help us to make sense of the world around us.



Schools must also teach children to understand **literature** and create their own.

**Literature** means things like books, poems and films that you read, view and hear.

## 5. Maths and Numeracy



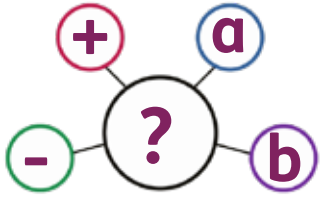
Schools must teach children and young people to understand and to use numbers. Using numbers in daily life is called **numeracy**.

Learning about maths and **numeracy** will include:

- How numbers work



- How **symbols** can be used and what they mean.



A **symbol** is a sign that can tell you what to do. For example, the plus sign means you should add two numbers together. Like  $2 + 2$ .

**Symbols** are also sometimes used instead of numbers, for example  $a - b$ .



- How to measure things and work with different shapes.



- How to collect information. And use this information to make decisions.

## 6. Science and technology



Schools must teach children and young people to understand nature and living things. They must teach about the **forces** all around us.



**Forces** are things you cannot see that have an effect on you, like gravity.





Schools should also teach children and young people about how **technology** works and how to use technology to solve problems.

This can be through subjects like biology, chemistry, physics and computer science.

## Skills for the whole curriculum

All teachers in all subjects must also help children and young people learn:



- **Literacy** skills – listening, speaking, reading and writing



- **Numeracy** skills – understanding and using numbers.



- **Digital skills** – being able to learn and understand **technology**. Being able to use digital devices like computers, smart phones and tablets.

## Joined-up learning



Schools must teach **Relationships and Sexuality Education**.

**Relationships and Sexuality Education** covers things like:

- What healthy relationships are.



- Feelings.



- How our sexuality is part of who we are.



- How we think of ourselves.







Schools should also teach children and young people about things that will be important to them in life and things that will help them understand others better. Things like:



- Human rights.



- Respecting people's differences, like their beliefs or where they come from.



- Learning about work and choosing the kind of work you want to do.



- Learning about Wales, your local area and the world.



Schools do not have to plan separate lessons about these things.



Schools should teach these things through all lessons. For example, a teacher could use a history lesson to teach why human rights are important.



Welsh Ministers will write a list of things that are important to learn for adult life. They will be called **Statements of What Matters**.



They will help make sure schools teach the most important ideas in each **Area of Learning and Experience**.



So schools must use the Statements of What Matters to help them write their **curriculum**.

## Helping all learners to do well



Schools will need to check that their **curriculum** is working and that all children and young people are **progressing**.



**Progressing** means moving forward in learning. It means learning more and understanding better.



Children and young people will progress through the **curriculum** and learn things at different speeds.



Children and young people should be able to start learning the next thing when they are ready.



Children and young people who need more time to understand something should be given the time they need.

The **curriculum** must help all children and young people to:



- Progress.



- Be ready for life after school.



This supports laws that say we should meet young people's different needs. And that everyone should have chances in life.

## Getting ready



It is exciting to have a new **curriculum** for Wales. The next step is to see it happening in schools.



Schools and teachers will now start changing and getting ready to teach the new **curriculum**.



Children and young people will learn through the new **curriculum** from September 2022. All primary school children and children in year 7 in 2022 will follow the new **curriculum**.



Children and young people in year 8 and above in 2022 will carry on with the same **curriculum** they have now. When they finish school, that **curriculum** will end.

## How to get involved



You have the right to have a say in the things that affect your life.



We want to know what you think about what you learn and how you learn.



You will get the chance to have your say in your school's new [curriculum](#).



Thank you for reading this.

# Hard words

## Curriculum

The curriculum is a plan for what children and young people learn at school. It says:

- What they should learn
- How they should learn
- The reasons why they should learn.

## Digital media

Digital media can include any art you make using a computer. Like video, sound recordings and drawings.

## Forces

Forces are things you can't see that have an effect on you. Like gravity.

## Progressing

Progressing means moving forward in learning. It means learning more and understanding better.

## Symbol

A symbol is a sign that can tell you what to do. For example, the plus sign means you should add two numbers together, like  $2 + 2$ . Symbols are also sometimes used instead of numbers, for example a-b.

## Technology

Technology is using science and knowledge to help us do tasks. For example using computers and machines to do more and more.

## Well-being

Your well-being is anything to do with your health and happiness.

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SEQUENCE

|                                         | Change Management                                                                                                                   | Planning the Implementation                  | Think-pieces Assessment Pedagogy                                                                                                                                                                                                                                                                                                                                                                               | Framework of <b>CPA</b> Strategic requirements: Inter-relationships of the structure | Visiting                                                                                 | Overview of the four different models                      | Understanding of Discipline, Progression and depth of knowledge over time                                   | Discipline within the ADLE disciplinary | Discipline within the ADLE multidisciplinary | Transition – Working across the phases | Cross-curricular Skills                                                                                   | Integral skills | Cross-Cutting Themes                                                           | Interdisciplinary planning | Integrated planning | The Role of Enquiry                                                                               | - Reviewing policies and legislation<br>- High level curriculum model / planning<br>- Reporting to parents and community<br>- Reviewing within |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------|----------------------------|---------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Golden threads running throughout       | <b>Assessment</b><br><b>Pedagogy to include learner voice</b><br><b>Linking "Learning Forward/Re-igniting Learning" with Reform</b> |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                      |                                                                                          |                                                            |                                                                                                             |                                         |                                              |                                        |                                                                                                           |                 |                                                                                |                            |                     |                                                                                                   |                                                                                                                                                |
| Small team discussions ADLE teams       | Whole teams<br>January 2021                                                                                                         | Whole Teams<br>February 2021                 | Whole Teams<br>January – March 2021                                                                                                                                                                                                                                                                                                                                                                            | Whole Teams<br>March 2021                                                            | Whole Teams<br>March 2021                                                                | Whole Teams<br>March 2021                                  | Re-visit<br>April 2021                                                                                      | April 2021                              | April 2021                                   | May 2021                               | May 2021                                                                                                  |                 | May 2021                                                                       | June 2021                  | June and July 2021  |                                                                                                   |                                                                                                                                                |
| PL for Senior Leadership Teams          | 1-16 clusters<br>Jan / Feb 2021                                                                                                     | Individual 16 cluster workshop<br>April 2021 | Individual 16 clusters and webinar<br>April / May 2021                                                                                                                                                                                                                                                                                                                                                         | Centralised Design 1 – webinar<br>May 2021                                           | Visiting workshop in 16 clusters<br>June 2021                                            | Centralised Design 2 in 1-16 clusters<br>June 2021         | Centralised Design 3 in 1-16 clusters<br>June 2021                                                          | Reviewing 1-16 cluster plans            |                                              |                                        |                                                                                                           |                 |                                                                                |                            |                     |                                                                                                   |                                                                                                                                                |
| PL for Middle Leaders                   |                                                                                                                                     |                                              | Reflections on Pedagogy - playlist                                                                                                                                                                                                                                                                                                                                                                             | Engaging with the Framework - playlist                                               | Engaging with the wider reform elements - playlist                                       | Thinking of ADLE vision - playlist                         |                                                                                                             | Engaging with the ADLEs - playlist      |                                              |                                        |                                                                                                           |                 |                                                                                |                            |                     |                                                                                                   |                                                                                                                                                |
| Subject / ADLE Teacher Networks         |                                                                                                                                     |                                              | Practical sessions on pedagogy and assessment <b>Marathon</b>                                                                                                                                                                                                                                                                                                                                                  | Practical sessions on the Framework<br>May 2021                                      | A Practical overview on deepening understanding of curriculum models<br>End of June 2021 | A Practical overview on Progression and Depth<br>July 2021 | A Practical overview deepening understanding of disciplinary and multidisciplinary models<br>September 2021 |                                         |                                              |                                        | A Practical overview on cross-curricular skills, Integral Skills and Cross-cutting Themes<br>October 2021 |                 | A Practical overview on interdisciplinary and integral models<br>November 2021 |                            |                     | A practical overview of whole school / department approaches to enquiry in planning<br>March 2022 |                                                                                                                                                |
| Head teacher Forum messages             |                                                                                                                                     |                                              | <ul style="list-style-type: none"> <li>- Share road map</li> <li>- Overview of Professional Learning for Senior Leaders</li> <li>- Overview of Professional Learning for ML</li> <li>- Overview of Network content <b>up</b></li> <li>- success criteria for summer term</li> <li>- Introduction to Think-pieces</li> <li>- SA work programme for summer term</li> <li>- Grant dashboard</li> </ul> April 2021 |                                                                                      |                                                                                          |                                                            |                                                                                                             |                                         |                                              |                                        |                                                                                                           |                 |                                                                                |                            |                     |                                                                                                   |                                                                                                                                                |
| Messages by SLs in Clusters / Alliances |                                                                                                                                     |                                              | As above and also: <ul style="list-style-type: none"> <li>- Planning <b>CPA</b> implementation workshop</li> <li>- Introduce Think-pieces (discuss Leadership)</li> </ul>                                                                                                                                                                                                                                      |                                                                                      |                                                                                          |                                                            |                                                                                                             |                                         |                                              |                                        |                                                                                                           |                 |                                                                                |                            |                     |                                                                                                   |                                                                                                                                                |

**Arwain Newid**

Clwstwr

**Datblygu  
Gweledigaeth a  
Rennir**

Clwstwr

**Cynllunio'r  
Gweithredu**

Clwstwr

**Cynllunio ar gyfer  
Newid Cwricwlwm  
Sesiynau 2 a 3 –  
Trosolwg o fodelau**

Clwstwr

**Casgliad o  
Ddarnau Meddwl,  
e.e. Addysgeg,  
Asesu**

Gweminar

**Amser a Lle ar  
gyfer Dysgu  
Proffesiynol**

Gweminar

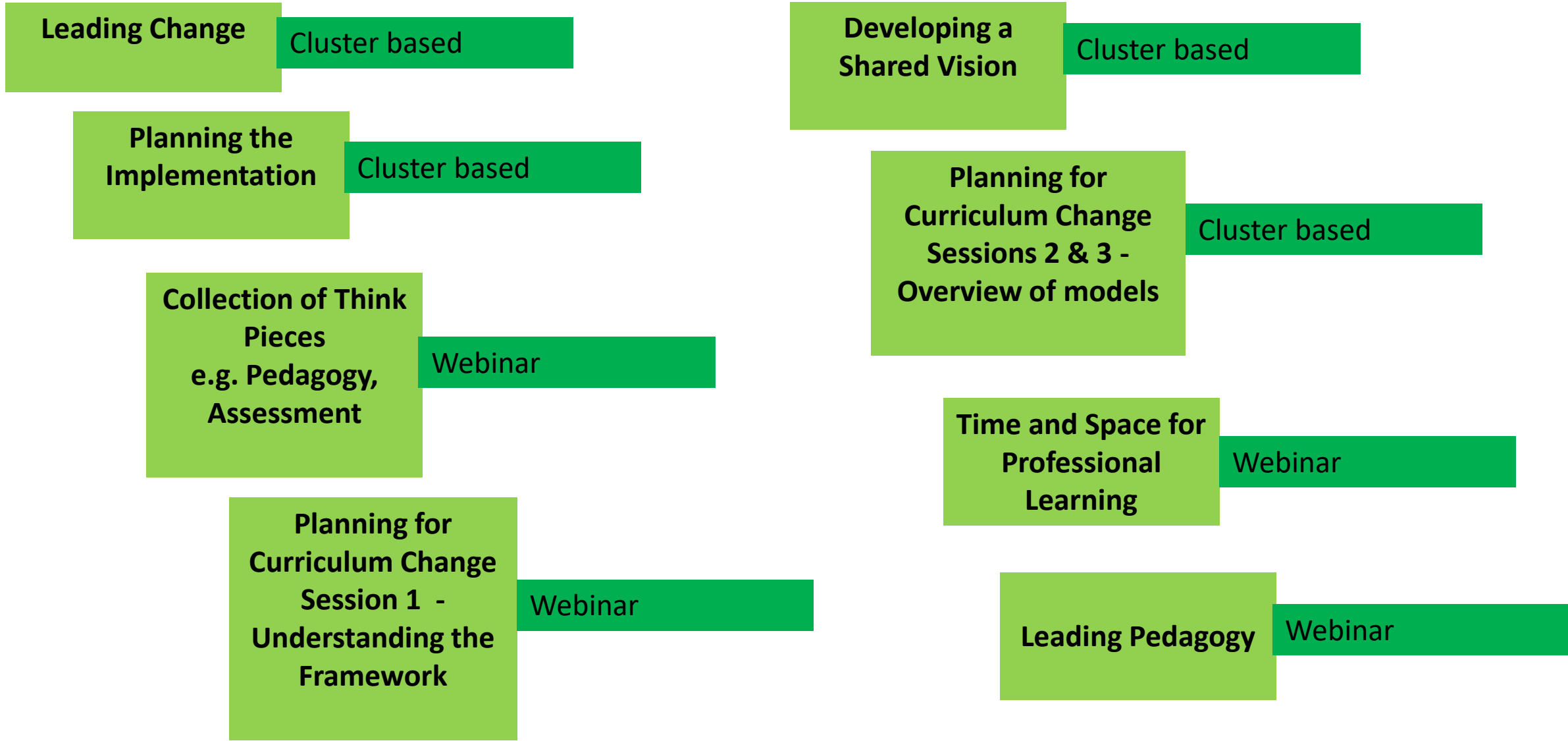
**Cynllunio ar gyfer  
Newid Cwricwlwm  
Sesiwn 1 - Deall y  
Fframwaith**

Gweminar

**Arwain Addysgeg**

Gweminar

SEQUENCE 



# DILYNIANT

**Deall  
Disgyblaeth**

**Cynnydd a  
dyfnder  
gwybodaeth  
dros amser**

**Disgyblaeth  
o fewn y  
MDaPh  
Disgyblaethol**

**Disgyblaeth  
o fewn y  
MDaPh  
Aml  
-ddisgyblaethol**

**Pontio -  
Gweithio ar  
draws y  
cyfnodau**

**Sgiliau  
traws  
-gwrïcwlaidd**

**Sgiliau  
cyfannol**

**Themâu  
traws  
-gwrïcwlaidd**

**Cynllunio  
rhyngddisgyb  
-laethol**

**Cynllunio  
integredig**

**Rôl ymholi**

**Model  
cwrïcwlwm  
lefel uchel**

**Adolygu  
polisiau a  
deddfwriaeth**

**Adrodd i rieni  
a'r gymuned**

**Adolygu  
gweledigaeth**

**Aesu**

**Addysgeg gan gynnwys llais y dysgwr**

**Sicrhau bod 'aildanio dysgu' yn cyd-fynd â diwygio**

SEQUENCE

Understanding of Discipline.

Progression and depth of knowledge over time

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Discipline within the AOLE  
Disciplinary

Discipline within the AOLE  
Multi-disciplinary

Transition –  
Working across the phases

Cross curricular skills

Integral skills

Cross cutting themes

Inter disciplinary planning

Integrated planning

The role of enquiry

High level curriculum model

Reviewing policies and legislation

Reporting to parents & community

Reviewing vision

Assessment

Pedagogy including learner voice

Aligning 're-igniting learning' with reform

Dysgu Proffesiynol i YCG

Dysgu Proffesiynol i Uwch Arweinwyr

Dysgu Proffesiynol i Arweinwyr Canol

Dysgu Proffesiynol ar draws rhwydweithiau

e.e. Pynciau, Athrawon, Ymgysylltu ar draws bob MDaPh, fforymau Penaethiaid

Dysgu Proffesiynol i bob ysgol a chlwstwr – cefnogaeth gan yr YCG

Professional Learning for SIAs

Professional Learning for Senior Leaders

Professional Learning for Middle Leaders

Professional Learning across existing networks e.g. Subjects, Headteacher forums

Professional Learning for all teachers – support from SIA

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## Appendix 3

# Curriculum for Wales

## The journey to 2022



January 2021

### Further information

Enquiries about this document should be directed to:

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The Education Directorate

Welsh Government

Cathays Park

Cardiff

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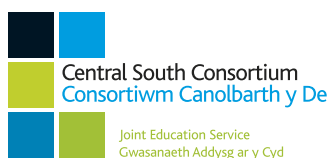
e-mail: [curriculumforwales2022@gov.wales](mailto:curriculumforwales2022@gov.wales)

Curriculum for Wales blog: <https://curriculumforwales.gov.wales/>

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Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

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# Curriculum for Wales: the journey to 2022

## Purpose

With the release of the refined guidance for Curriculum for Wales in January 2020, the next phase of work has commenced. Curriculum realisation is a challenge for all schools and the whole education system as we continuously drive to instil the four purposes for all the learners in Wales.

The purpose of this document is to set out for schools consistent expectations for the process of designing their curriculum and preparing to implement it from 2022 onwards.

- How should schools approach preparation for the Curriculum for Wales?
- What steps should we take to prepare for curriculum implementation in 2022?

The document sets out shared expectations that have been developed and agreed in discussion between Welsh Government, the regional consortia and Estyn. It aims to aid schools in planning their approach and sequencing activities – and to guide the support Welsh Government and middle-tier organisations offer. We will review the document in 2021 to ensure the expectations remain relevant and up to date.

We recognise that schools will be in different places and the pace and focus of activity will vary. This is not a blueprint and is not intended to dictate the pace of curriculum development. Instead, it will help guide work and provide a common reference point for all the organisations working with schools to ensure we are consistent in our expectations and the support we provide is timely for the activity taking place in schools.

All schools should use the *Curriculum for Wales guidance* to help them in developing their curriculum (see [hwb.gov.wales/curriculum-for-wales/](http://hwb.gov.wales/curriculum-for-wales/)).

Further to this document, we will work with partners to develop and publish a curriculum implementation plan which sets out the steps for government and strategic partners in supporting schools in preparation for rollout.

## In the context of COVID-19

The response to COVID-19 has of course had a significant impact on schools and is likely to have disrupted their plans for preparation for the new curriculum. In terms of curriculum, schools will need to focus on two key aspects. They will need to:

- adapt their current curriculum and teaching to changing circumstances and prepare for a range of scenarios
- prepare for rollout of the new curriculum in 2022.

To support schools in the first of these, Welsh Government has published guidance on learning (see [gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19](https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19)). This guidance provides a high-level set of expectations for schools and settings in developing approaches to learning in the immediate term and seeks to close the gap between our learners while raising expectations for all.

The expectations in this document relate to the second aspect. These expectations have been refined and modified to ensure that they remain realistic in light of the pandemic and that they provide schools flexibility in their specific contexts.

# How should we approach curriculum preparation?

## Developing a vision for curriculum design

As schools move through the process of curriculum making, certain things remain important. As set out in the *Curriculum for Wales guidance* (see [hwb.gov.wales/curriculum-for-wales/](https://hwb.gov.wales/curriculum-for-wales/)), throughout their preparation, schools should continue to reflect on how the curriculum they are developing will:

- enable their learners to realise the four purposes and equip them for ongoing learning, work and life
- build high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education that enables their learners to make links between the different areas of learning and experience and apply their learning to new situations and contexts
- support progression along a continuum of learning and how they are working with other schools to ensure there is alignment in the transitions across a 3 to 16 continuum
- support learners' health and well-being
- support learners' development of the knowledge, skills and experiences that are the foundation of being an informed citizen
- recognise their learners' identity, language(s), ability and background and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities that shape their locality and Wales and develop understanding of the wider world
- build in co-construction with learners, their families and the wider community
- enable their learners to make sense of growing up in contemporary Wales and of issues that will be important into the future, including well-being, sustainable development and citizenship
- enable their learners to develop an understanding of their rights and the rights of others.

The focus here should be on exploring what the four purposes mean for all learners. Curriculum preparation and design should contribute to learners' development towards the four purposes, rather than trying to fit the headlines of the four purposes into all learning.

The *Curriculum for Wales guidance* sets out that schools and practitioners should develop a vision for their curriculum. This process is critical to developing a genuinely transformational curriculum: schools should not use current content or provision as a starting point or seek to retrofit it to satisfy the new curriculum requirements.

Schools should consider the section on 'Designing your curriculum' in the *Curriculum for Wales guidance* which can be found at [hwb.gov.wales/curriculum-for-wales/](https://hwb.gov.wales/curriculum-for-wales/).

## Ways of working

The way schools approach curriculum preparation and design will be as important as what they do. In developing their approaches, co-construction will be critical. The principles that underpin this approach should include the following.

- **Development through co-construction** – Co-construction means sharing problems and jointly developing solutions. Co-construction requires people to work across traditional boundaries: between tiers of education as well as between disciplines, schools and phases, and with stakeholders beyond the education system.
- **Equity in co-construction** – Co-construction should bring an equity between different voices in a team or in the system. It should recognise that every voice within the process brings a valid contribution.
- **Space and time to think and engage** – Co-constructing solutions takes longer. High-quality thinking, solutions and relationships need to be developed over a prolonged period of engagement. This also recognises that curriculum design is a continuous process of refinement, rather than a project with an end point.
- **Clear understanding of ‘why’ things are learned and done** – Epistemic knowledge supports the system to make better decisions about what should be learned. Curriculum design requires us to reason why specific learning matters and what the essence of that learning is.
- **Critical engagement with expertise** – Curriculum design requires intellectual engagement with quality research, expert input and international expertise.
- **Leadership at all levels** – All parts of the system must provide leadership to enable others to meet our vision and aspirations. School leadership should model and enable the other ways of working. It should provide clear direction, challenge and high expectations, while also allowing ownership. This leadership also involves a culture of trust and empowerment: schools and practitioners should avoid developing additional material or data in order to evidence what they are doing.

In embedding these principles, schools **should not**:

- move too quickly towards implementation
- use superficial thematic approaches or try to evidence four purposes coverage
- retrofit current content of their curriculum to meet the demands of *Curriculum for Wales guidance*
- carry out an audit in an attempt to match up every description of learning and then plan content to fit perceived gaps
- feel pressured to produce extra material just to prove what they are doing
- invest in ‘off the shelf’ ready-made curriculum offers
- view curriculum making as a ‘once and done’ event
- assess directly to descriptions of learning.

## What should we do? Shared expectations at school level through to 2022

| Phase                                              | Length of time         | Key work                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Engagement</b>                                  | 1–2 terms              | Schools will need to develop an understanding of the conceptual model of the curriculum: this will involve engaging and sense-making with materials and literature, and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.                          |
| <b>Design, planning and trialling</b>              | 3 terms                | Schools should start developing high-level curriculum and assessment design, informed by the guidance, and progress priorities to support curriculum realisation set out in their school development plan. Schools may begin trialling aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach. |
| <b>Evaluating and preparing for first teaching</b> | 2–3 terms              | Schools should evaluate initial designs and trial further approaches. Schools will begin to finalise medium-term planning for primary and Year 7, and longer-term for Years 8–11.                                                                                                                                                                |
| <b>First teaching and ongoing refinement</b>       | September 2022 onwards | Schools will adopt their curriculum and begin to implement it. Secondary schools should refine their curriculum design as learners progress. Schools should reflect on the effectiveness of their curriculum and use that insight to improve.                                                                                                    |



## Detailed expectations

### Engagement: 1–2 terms

Schools will need to develop an understanding of the conceptual model of the curriculum. This will involve engaging with materials and literature, and developing or updating their vision with the whole school community.

#### Schools should:

- develop whole-school understanding of a purpose-led curriculum
- consider how the four purposes drive all school priorities
- develop a vision for curriculum and the learning and teaching that supports it
- make connections with the implementation of wider education reform (e.g. the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and Welsh in Education) to ensure activity is mutually reinforcing
- develop an agreed view of priorities for, and strategic approach to, developing teaching in the school
- lead a culture for change, with ongoing conversations at all levels and time to understand and engage with changes
- build understanding of the curriculum model and approach to assessment set out in the *Curriculum for Wales guidance* among all staff
- understand the importance and value of knowledge, skills and experiences and the role each plays in enabling learning, as set out in the *Curriculum for Wales guidance*
- evaluate current practice and learning from responding to COVID-19.

#### Activity in schools should be characterised by:

- leaders recognising the importance of putting time and effort into developing understanding of the new curriculum and assessment framework across the school and taking steps to ensure this happens
- active engagement with the curriculum and assessment guidance to develop understanding of all staff of the key principles of curriculum design of the Curriculum for Wales (including the statements of what matters), of the descriptions of learning, and of progression and the role of disciplines in learning<sup>1</sup>

<sup>1</sup> These concepts are new and distinct from the existing curriculum. It is critical that before schools and practitioners embark on curriculum design that they understand the role and purpose of these principles and how they differ from current practice. For example, the descriptions of learning are designed to sustain learning over a period of years and should be used to select learning that provides both breadth and depth. A wide range of learning should contribute to learners' engagement with each description of learning. They are not designed as stand-alone tasks, activities or assessment criteria to be directly assessed against.

- develop all staff's understanding of the principles and practice of person-centred planning in relation to learners with additional learning needs (ALN)
- engaging with academic literature and evidence-based research
- starting conversations with learners, parents/carers and stakeholders about what is changing and how they can be involved, and establishing mechanisms for ongoing co-construction with them
- considering how pedagogy can support the realisation of a curriculum and starting to identify which approaches will best serve learners at that school
- engaging in professional learning, to develop the capability of all professionals, and using the feedback from the Schools as Learning Organisations (SLO) survey to help develop an environment supportive of ongoing professional learning
- capturing understanding of the range of learner needs, capacities, identities and values of learners to help establish what the four purposes mean for them and the school context
- working collaboratively in networks – this should include cross-phase work in geographic clusters (3 to 16) and with other existing networks within the same phase to share thinking and support a single continuum of learning, and it should support onwards progression post-16
- developing understanding of the importance and value of knowledge and the role it plays in learning, along with the approach to knowledge acquisition articulated in the curriculum
- using the school development plan to set priorities for the next three years, based on an analysis of what is needed to realise a new curriculum for the school.

## Design, planning and trialling phase: 3 terms

Schools should start developing high-level curriculum and assessment design, informed by the guidance, and progress priorities to support curriculum realisation set out in their school development plan. Schools may begin trialling aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.

### **Building on activity in the previous phase, schools should:**

- begin the design process involving all stakeholders – including learners, all practitioners and governors – and involving parents/carers and the local community
- set out design principles to ensure high standards and enable at least good progress for all learners
- ensure engagement with professional learning and that it supports the development of teaching
- engage in professional dialogue with networks to identify and solve school curriculum challenges
- have an integrated approach to implementation of wider education reform
- develop approaches for the mandatory elements of the curriculum
- ensure there are arrangements in place to secure engagement of key groups including governors, and develop their understanding of the curriculum.

### **Activity in schools should be characterised by:**

- consolidating and building upon the activity and learning during the engagement phase, including:
  - further developing the school community's understanding of the curriculum model and assessment arrangements, including the approach to progression
  - further developing practitioners' understanding of the importance of pedagogy in supporting the realisation of the curriculum and continuing to identify the approaches they propose to adopt
  - active engagement with the ALN Code to develop understanding of all staff and ensure its implications are reflected in realising the school's vision and supporting the process of curriculum design
  - engaging all learners, parents/carers and the wider community in realising the vision and supporting the process of curriculum design

- working in networks, collaborating and sharing approaches to curriculum design and development and enabling seamless progression in learning, including to post-16
- ensuring that priorities are captured appropriately and resources identified to support curriculum development within the school development plan.
- considering a range of approaches (e.g. disciplinary, interdisciplinary, multidisciplinary) to curriculum design and determine which approach(es) to test and evaluate in the context of the school and different areas of learning and experience ensuring all learner needs are considered in an inclusive context
- developing a shared understanding of progression within a school, and identifying what this means for its context. Sharing and discussing this initial understanding within their cluster and reflecting on these discussions to further develop their thinking
- drawing on the voice of all learners in the curriculum design process
- co-constructing a high-level curriculum model, including assessment arrangements to support progression for all learners, with all stakeholders
- working in clusters to develop thinking around the effective transition of learners along the 3 to 16 continuum, bringing continuity to curricula across phases to support learner progression. Jointly developing and trialling processes to support the transition of learners
- building-in consideration of how the new curriculum will support Welsh in Education and Cymraeg 2050
- deepening staff's understanding of the enquiry process to help facilitate curriculum design
- undertaking short- and medium-term planning and trialling some classroom approaches
- continuing to work collaboratively in networks and through this build further relationships with higher education partners to design based on a rich evidence basis.

## Evaluating and preparing for first teaching: 2–3 terms

Schools should evaluate initial designs and trial further approaches. Schools to begin to finalise medium-term planning for primary and Year 7, and longer-term for Years 8–11.

### **Building on activity in the previous phases, schools should:**

- evaluate trials and reflect on learning to influence ongoing curriculum design
- engage with a wider evidence base, including with higher education institutions (HEIs), to inform the approach to the areas of learning and experience and disciplines within them to inform curriculum and assessment design
- continue to invest in professional learning and develop teaching and practitioners to make the most of the opportunities of the Curriculum for Wales
- develop, trial and finalise transition planning as part of the curriculum design to ensure an effective process for the transition of learners along the 3 to 16 continuum.

### **Activity in schools should be characterised by:**

- consolidating and building upon the learning during the engagement and design planning and trialling phases, including:
  - deepening all stakeholders' understanding of the curriculum model and assessment arrangements, including the approach to progression
  - ensuring that all practitioners understand the importance of pedagogy in supporting the realisation of the curriculum
  - continuing to engage parents/carers and the wider community in realising the vision and the process of curriculum design
  - continuing to work collaboratively in networks, sharing approaches to curriculum design and development
  - extending short- and medium-term planning and trialling, ensuring that these approaches are inclusive of all learners
  - learning from trials and testing of potential approaches to curriculum design, teaching, learning and assessment and using this to refine the approach, ensuring that these approaches are inclusive of all learners
  - continuing to work collaboratively in networks and through this build further relationships with higher education partners to design based on a rich evidence basis

- drawing on learner voice to reflect on teaching, planning and classroom delivery to inform evaluation and refinement of approach
- developing approaches to enable effective and appropriate assessment as an indistinguishable part of learning and teaching
- refining their understanding of progression, both within their school and across their cluster and wider networks. Making arrangements to support ongoing sharing of understanding of progression
- engaging with parents/carers and the community about the emerging school curriculum
- further development and approaches to the mandatory aspects of the curriculum
- developing effective processes for engaging and communicating with parents/carers throughout the school year in order to support learner progression
- developing school-level action research models to help facilitate ongoing curriculum design and making.

## First teaching and ongoing curriculum refinement: September 2022 onwards

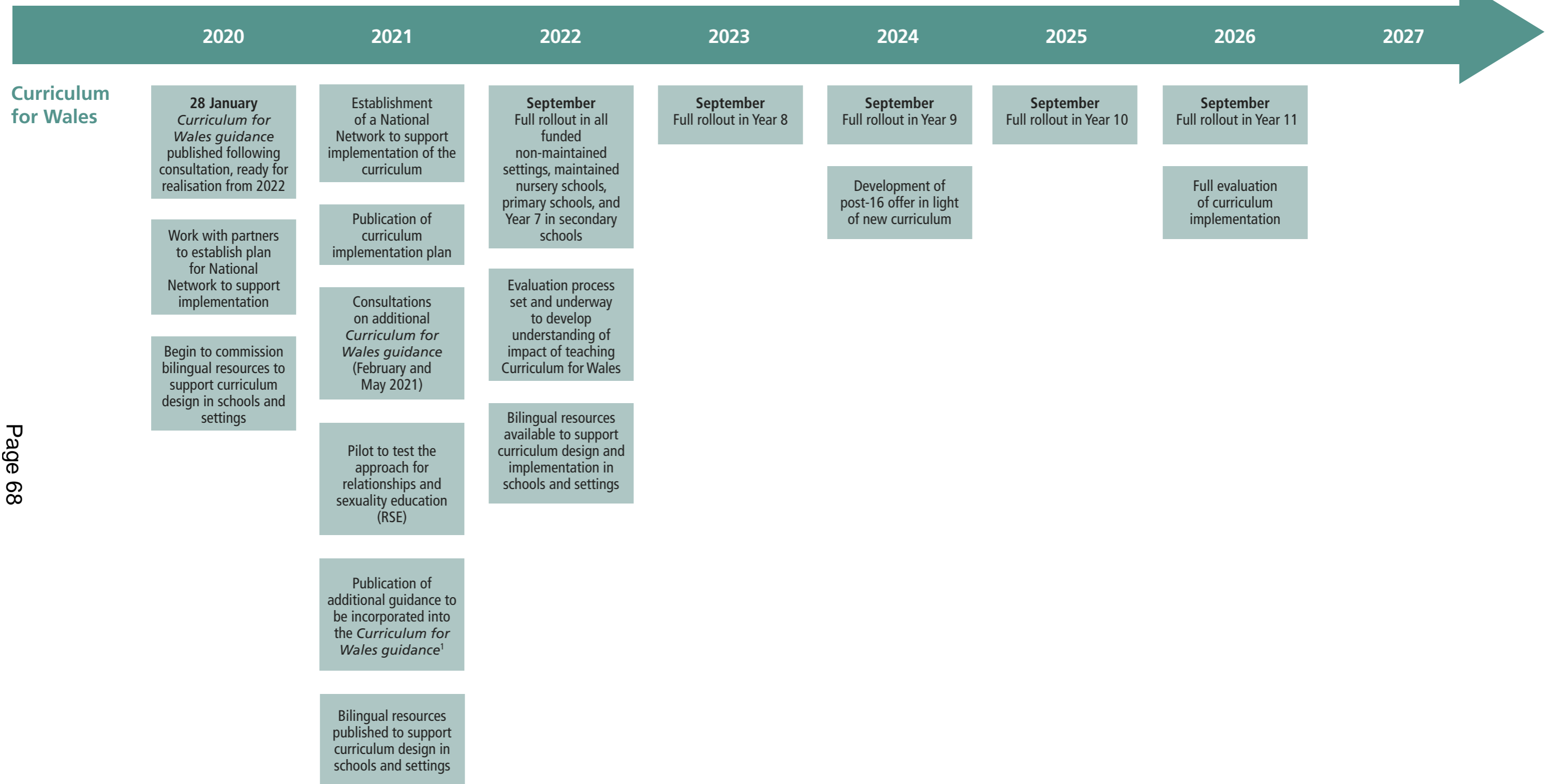
### **Building on activity in the previous phases, schools should:**

- adopt the curriculum and begin to implement
- in the case of secondary schools, refine curriculum design as learners progress from Year 7 to Year 11 from September 2022 onwards
- develop, and use, mechanisms to reflect on the effectiveness of the new curriculum, pedagogy and assessment arrangements and use that insight to improve.

### **Activity in schools should be characterised by:**

- schools continuing to build on work done over the last two and a half years
- ensuring the four purposes, and their key characteristics, guide curriculum realisation, the approach to assessment, and pedagogy
- deepening understanding of what the purposes mean for learners, including engagement with academic expertise, and using this insight to inform practice
- using the opportunities offered within the new curriculum to change practice in order to raise standards, close the attainment gap and support learner progression towards the four purposes
- collaborating with other schools and settings to deepen understanding, capacity and capability to support realisation of the curriculum, effective pedagogies and assessment for learner progression
- continuing co-construction in realising the curriculum in school, with appropriate involvement of all staff, learners, parents/carers and the wider community.

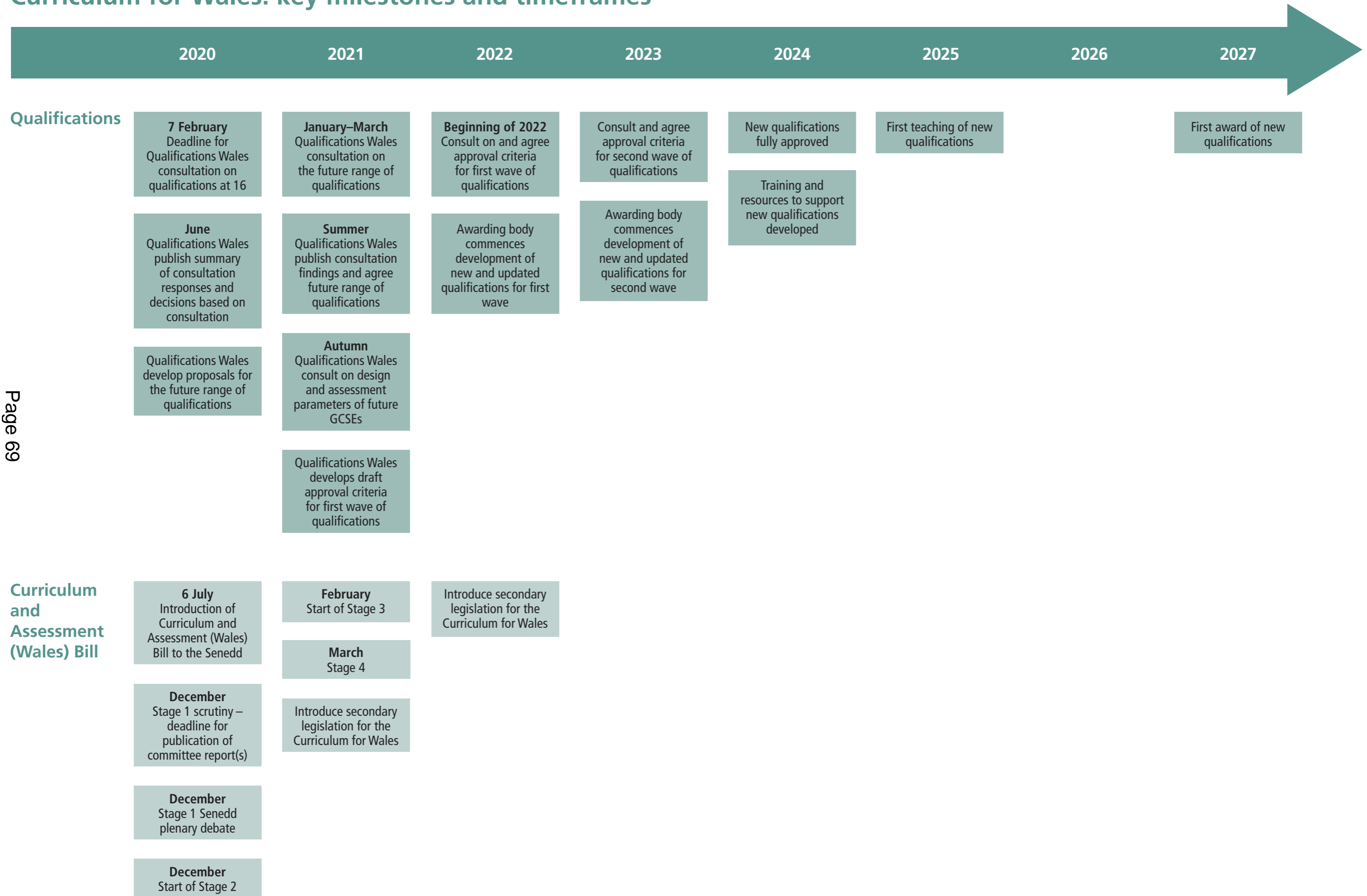
# Curriculum for Wales: key milestones and timeframes



<sup>1</sup> Careers and work-related experiences (CWRE) (December); relationships and sexuality education (RSE) (December); Religion, Values and Ethics (RVE) (December); education otherwise than at school (EOTAS)/pupil referral units (PRUs) (September); British Sign Language (BSL) (September); Enabling Pathways (December); a curriculum and assessment framework for funded non-maintained settings (December).



# Curriculum for Wales: key milestones and timeframes





|                              |                                                                                                                                 |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Report to</b>             | <b>Performance Scrutiny Committee</b>                                                                                           |
| <b>Date of meeting</b>       | <b>10<sup>th</sup> June 2021</b>                                                                                                |
| <b>Lead Member / Officer</b> | <b>Huw Hilditch-Roberts (Lead Member for Education, Children and Young People) / Geraint Davies (Interim Head of Education)</b> |
| <b>Report authors</b>        | <b>Mari Gaskell and Joseph Earl</b>                                                                                             |
| <b>Title</b>                 | <b>Additional Learning Needs Transformation Update June 2021</b>                                                                |

## **1. What is the report about?**

1.1. The report provides an update on the progress made to ensure the Local Authority and schools are ready to meet their statutory requirements under the upcoming Additional Learning Needs and Education Tribunal (Wales) Act, 2018.

## **2. What is the reason for making this report?**

2.1. To provide information regarding the actions taken to ensure the Local Authority and schools are ready to meet their statutory requirements under the Additional Learning Needs and Education Tribunal (Wales) Act, 2018 starting in September 2021.

## **3. What are the Recommendations?**

Scrutiny:

- 3.1 is invited to discuss the details of this report and to identify any aspects of the transformation work which may benefit from detailed examination in the future; and
- 3.2 confirms that it has read, understood and taken account of the Well-being Impact Assessment (Appendix 5) as part of its consideration.

## 4. Report details

### Context

4.1. The Additional Learning Needs and Education Tribunal (Wales) Act, 2018 will replace the current Special Educational Needs Code of Practice for Wales (2002). The new Act will be supported by regulations and an Additional Learning Needs (ALN) Code. The Act replaces the terms 'special educational needs' (SEN) and 'learning difficulties and/or learning disabilities' (LDD) with the new term 'additional learning needs' (ALN). The Act creates a single system, with a single statutory plan, the Individual Development Plan (IDP). This plan will replace existing plans, such as Individual Education Plans (IEPs), Statements of SEN and Learning and Skills Plans.

### Progress

4.2 Regional - Denbighshire continues to work collaboratively with colleagues across the region and with support from the regional Transformation lead (Helen Smith). We have in the past 6 months completed an update report for the region which shows how Denbighshire is working towards the implementation of the ALN reforms (**see Appendices 1, 2 and 3**). There are various regional working groups ongoing, with action plans agreed by regional inclusion leads. Denbighshire is leading on the Educated Other Than at School (EOTAS) and Looked After Children (LAC) working groups.

4.3 **Training** – Staff across Denbighshire schools and Education Services have been given the opportunity to attend Person Centred Practice training to prepare them for the intended person centred approach of the ALN reforms. We are holding half termly meetings/workshops with school representatives to prepare schools for the ALN reforms. Furthermore, regional training continues to be provided by the North Wales ALN Transformation Team. There is access to training for elected members and other stakeholders which is included in **Appendix 3**.

4.4 **Budgets** - School ALN funding is now fully delegated to schools as agreed in the school budget forum – working towards a 3 year rolling average. The aim of this is

to allow schools to plan more effectively in supporting learners who are deemed to have ALN and to be reactive to the needs of all learners.

**4.5 IT System** - Denbighshire, Flintshire, Conwy and Wrexham joined to procure a new IT system that will enable the management of the new ALN processes. It is called ECLIPSE and Denbighshire is leading on this project. Supplied by OLM, ECLIPSE is a cloud based workflow solution enabling users to work more efficiently and effectively whether logging on via a smart phone, tablet or computer. It will allow collaborative working when determining if a child has ALN, efficient documentation management for those learners with ALN, easy monitoring of time frames, deadlines and annual reviews with specific timed alerts to ensure statutory duties are met.

**4.6 Learner Support** - The Team Around the School has been established to continue to meet the current requirements of the Statutory Assessment process and the ALNET Act 2018 in relation to early intervention and prevention and accurate, timely identification of additional learning needs. It will ensure a flexible responsive and transparent process which will provide clear actions to support the progression of the learner's educational journey.

**4.7 Provision** – We are currently working with schools to map out their provision, including interventions and strategies that they use to support learners with and without ALN. This will then allow us, along with schools to have a clear understanding and when a child is needing Additional Learning Provision (ALP), a key question in determining if a child has ALN (**Appendix 4**).

**4.8 Individual Development Plan** – As part of the transformation work and in readiness for the new legislation, we have been trialling the Individual Development Plan (IDP) in a small selection of schools. This plan will replace existing plans, such as Individual Education Plans (IEPs), Statements of SEN and Learning and Skills Plans. This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

**4.9 Documentation** – Other documents are being developed including a 'Learner Profile' (which will eventually be recorded on the Eclipse IT system), this will capture the support, progress and targets of learners in need of targeted support

that may not be defined as ALN. We are currently working with schools to create an ALN/Inclusion protocol for schools to adopt.

#### 4.10 **School Readiness** – Schools have been supported with the new ALN

Coordinator role, which is now compulsory as of January 4<sup>th</sup>. We have provided the Welsh Government's non-statutory guidance alongside our own supplementary guidance. Schools have also been completing the GwE milestones (these are guide targets to meet the requirements of the ALN reforms) on the G6 online platform and we also offer support to schools where requested along with GwE representatives.

### **5. How does the decision contribute to the Corporate Priorities?**

5.1 This area of work contributes towards making Denbighshire a place where young people want to live and work and have the skills to do so. It also contributes to make Denbighshire a place where young people can flourish and have the best start in life regardless of any additional learning needs they may have.

### **6. What will it cost and how will it affect other services?**

6.1. DCC ICT are now supporting Education Services with the implementation of the Eclipse IT system. The first year's initial set up cost of this is £27,100.00. this has been funded through a Welsh Government SEN/ALN grant. Ongoing costs of housing the IT system will be shared between the LA and schools.

6.2. The LA continues to utilise the Regional ALN Transformation grant to support the LA and schools in preparation for the ALN reforms. Furthermore, Schools continue to use ALN Transformation cluster funding to support their preparations.

6.3 Educational Psychologists (EP) – Current staff capacity is currently an area of risk as we have a vacant post that is proving difficult to recruit. Along with this, nationally it is understood that there will be an increased workload through the introduction, implementation and embedding of the ALN reforms. We should be considering increasing staffing levels to take account of the inclusion of the extended age range of involvement with pupils 0-25 years.

## **7. What are the main conclusions of the Well-being Impact Assessment?**

7.1. Reflecting upon the assessment process, it can be seen that there are clear positives for many areas. These include improving outcomes for children and young people with ALN. This will hopefully have positive long term implications for those individuals with ALN and their communities and is also a benefit that there may be more opportunities for jobs and training. The holistic person centred approach of the new statutory ALN system aims to be more inclusive, which would hopefully encourage all to engage with the support processes that will enable children and young people with ALN to reach their potential, leading to engagement with their communities. The barriers that exist with the traveller community have been identified as an area that needs attention which will be explored by the project team. There is also work to be done in future engagement, ensuring that all stakeholders are able to contribute to the ongoing project. One way of addressing this will be the setting up of a regional parental partnership forum. The project aims to promote the Welsh language by being as bilingual as possible in the materials produced and systems procured, and also in that the new statutory ALN system expects that all reasonable steps are taken to provide provision in Welsh where possible. The transition to online meetings and training in light of the Covid-19 pandemic will hopefully have a positive effect overall in regards to a globally responsible Denbighshire with the only expected negative outcome of the project being the use of server space for the new cloud based ALN IT system (**Appendix 5**).

## **8. What consultations have been carried out with Scrutiny and others?**

8.1. Discussions (where applicable) with trade unions and head teachers have been very positive. We are also working regionally in setting up a parent partnership as a forum to share and receive comment on the continuing work on the ALN reforms.

## **9. Chief Finance Officer Statement**

9.1. Costs will be met from existing delegated budgets to schools, Education budget and also grant funding that has been made available from Welsh Government.

## **10. What risks are there and is there anything we can do to reduce them?**

10.1. Capacity within the Educational Psychology team and Additional Learning Needs teams is needed/will be needed to be maintained and possibly increased to ensure that the LA meets all statutory requirements.

## **11. Power to make the decision**

11.1. Powers in relation to matters detailed in this report are as per:

- Section 21 of the Local Government Act 2000;
- Section 7 of the Council's Constitution





# Additional learning needs (ALN) transformation programme

## What's changing?

We want to transform expectations, experiences and outcomes for children and young people with additional learning needs (ALN).

To do so, we have developed the ALN transformation programme, which transforms the separate systems for special educational needs (SEN) in schools and learning difficulties and/or disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with ALN.

The transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

New legislation and statutory guidance is only one aspect, albeit a fundamental one, of the wider package of reforms needed. The ALN transformation programme also focuses on skills development for the education workforce, to deliver effective support to learners with ALN in the classroom, as well as easier access to specialist support, information and advice.

## Why it's changing

We are determined to deliver a fully inclusive education system for learners in Wales. A system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential.

Around 22 per cent of all learners at maintained schools in Wales have SEN. Overall the academic attainment of learners with SEN is poor compared to the rest of the learner population.

Under the new system, planning will be flexible and responsive, our professionals will be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning, and the learner will be at the centre of everything we do.

## How it's changing

In order to effectively implement, support transition and deliver the new system, the ALN transformation programme will be delivered through the following five themes.



## 1. Legislation and statutory guidance

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent. This will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes.

The Act will be supported by:

- **regulations** – secondary legislation where further detail is required
- **an ALN Code** – statutory guidance and mandatory requirements to help people and organisations work within the law.

### The 11 aims of the Act



1. **The introduction of the term 'additional learning needs (ALN)'**  
The Act replaces the terms 'special educational needs (SEN)' and 'learning difficulties and/or disabilities (LDD)' with the new term 'additional learning needs (ALN)'.



2. **A 0 to 25 age range**  
There will be a single legislative system relating to the support given to children and young people aged between 0 to 25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN, and young people in further education who have LDD.



3. **A unified plan**  
The Act creates a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN or LDD plans for learners in schools and further education.



4. **Increased participation of children and young people**  
The Act requires that learners' views should always be considered as part of the planning process, along with those of their parents/carers. It is imperative that children and young people see the planning process as something which is done with them rather than to them.



5. **High aspirations and improved outcomes**  
The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.



6. **A simpler and less adversarial system**  
The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN.



7. **Increased collaboration**  
The new system encourages improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes.



#### 8. **Avoiding disagreements and earlier disagreement resolution**

The new system focuses on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.



#### 9. **Clear and consistent rights of appeal**

Where disagreements about the contents of an IDP cannot be resolved at the local level, the Act ensures that children and young people entitled to an IDP (and their parents/carers in the case of those that are under 16 years) have a right of appeal to a tribunal.



#### 10. **The ALN Code**

The ALN Code will provide a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.



#### 11. **A bilingual system**

The Act requires that services must consider whether a child or young person needs additional learning provision in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.



## 2. Workforce development

This is a programme of skills development for education practitioners focused at three levels.

- **Core skills development** for all practitioners to deliver the new ALN system. This includes the roll-out of person-centred practice, which is a central aspect of our new approach, across all education settings/schools. We provided a two-year funding grant to local authorities and further education institutions (FEIs) for developing person-centred practice skills across the workforce.
- **Advanced skills development** through the development of the role of additional learning needs coordinators (ALNCOs), who will replace current special educational needs coordinators (SENCOs).
- **Specialist skills development** through funding to support post-graduate training for local authority-provided specialist support services available to education settings/schools, e.g. educational psychologists and teachers of the visually or hearing impaired.



## 3. Implementation/transition support

To ensure successful and consistent implementation of the new system, we have been helping services to prepare for the changes ahead and to develop closer multi-agency and cross-sector working practices, including the following.

### Delivered

- **ALN Innovation Funding:** for regional partnership projects between local authorities; schools; FEIs; specialist providers; health services; social services; the early years sector; and the third sector.
- **ALN Strategic Implementation Group:** a joint working group between Welsh Government and local authorities, local health boards and the further education sector. The group considered practical solutions and provided advice and recommendations to the Welsh Government to support implementation of the ALN transformation programme.

### In progress

- **Readiness, compliance, and impact monitoring and evaluation:** to ensure that implementation of the Act is monitored closely, that issues are effectively addressed for the benefit of children and young people, and that best practice is being identified and shared across Wales. The approach will consider implementation in stages.
  - **Readiness:** assessing the extent to which local authorities and other delivery agents are prepared for the changes ahead.
  - **Compliance:** how effectively they are complying with the new legislative requirements once they take effect.
  - **Impact:** how and the extent to which the changes are embedding and making an impact on outcomes for learners.
- **ALN Transformation Leads:** a team of five transformation leads who provide advice, support and challenge to local authorities, FEIs and other delivery partners in preparing for and managing transition to the new ALN system.
- **ALN Transformation Grants:** funding to support delivery partners (including local authorities, FEIs, local health boards, the Tribunal and Estyn) to prepare for transition to the new system.
- **ALN Implementation Guide:** a detailed implementation guide to explain the timescales for roll-out of IDPs to each cohort of learners in the phased approach, information on post-16 learners, and learners in specific circumstances.



## 4. Awareness raising

- Interactive materials to help all those in the system understand the evidence for best practice, what can be expected from interventions, the interventions that are likely to be most effective, and the role of professionals to help ensure realistic expectations and effective deployment of resources.
- Awareness-raising activities in preparation for implementation of the transformed system, focusing on engaging stakeholders about their new legislative duties, and explaining and promoting the system and the rights it confers to children, their parents/carers and young people.



## 5. Supporting policy

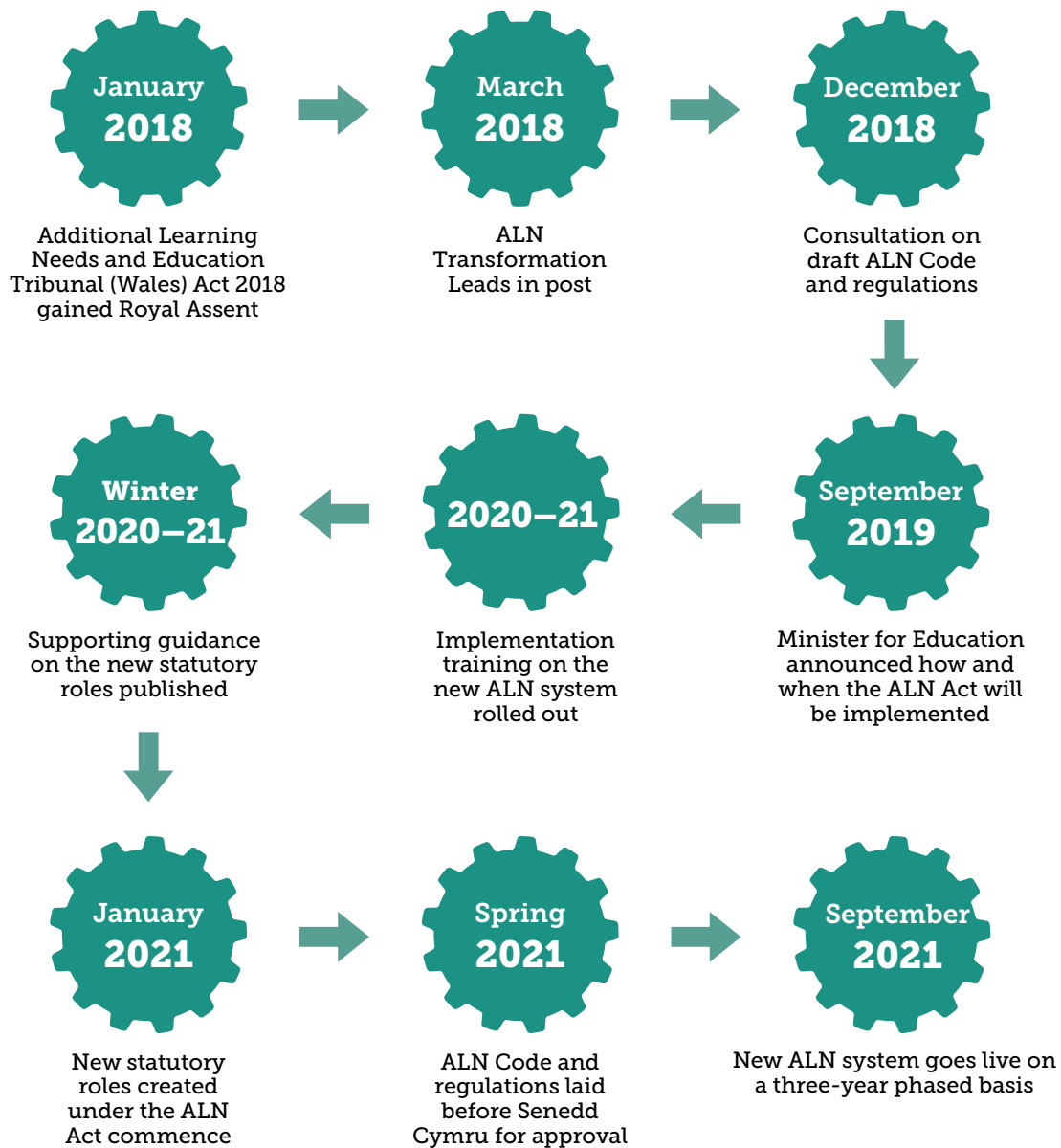
- As we move into the implementation phase, we will continue to ensure the existing special educational needs (SEN) and learning difficulties and/or disabilities (LDD) system operates smoothly until the new ALN system comes into effect.
- Local authorities and all those who work with children and young people with SEN must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the *Special Educational Needs Code of Practice for Wales (2004)* ([gov.wales/special-educational-needs-code-practice](http://gov.wales/special-educational-needs-code-practice))

## When it's changing

In 2018, the draft ALN Code and regulations which support the Act were consulted on. The Welsh Government intends to lay the Code and regulations before Senedd Cymru for approval in spring 2021. To accompany the commencement of the statutory roles in January 2021, regulations will be laid in relation to the ALNCo role, together with guidance on all three statutory roles created under the Act. The guidance will include text from the aspects of the Code related to these roles and will clarify their responsibilities. The guidance and regulations will be informed by the responses to the consultation on the draft ALN Code and the ALNCo role regulations.

Implementation training will be rolled out in 2020 and 2021, and the new ALN system is expected to go live in September 2021. The implementation period will last three years until summer 2024, during which time existing statements of SEN, individual education plans, and learning and skills plans will be converted into individual development plans (IDPs). This will be done in a mandatory phased approach on the basis of particular age-based cohorts. During this time, the ALN system will operate in parallel to the SEN system.

# ALN implementation timeline



## Find out more

### Online

[www.gov.wales/additional-learning-needs-transformation-programme](http://www.gov.wales/additional-learning-needs-transformation-programme)

### Twitter



#additionallearningneeds

#ALNWales

#ALNAct

### E-mail

[SENreforms@gov.wales](mailto:SENreforms@gov.wales)

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### Preparatory Self-Assessment for assessing the extent to which Local Authorities are prepared for their Roles, Responsibilities and Duties as outlined in the Draft Additional Learning Needs Code for Wales

Local Authority: Denbighshire

Completed by: J. Earl

Date: 14/12/2020

#### Introduction

Education authorities and appropriate agencies will be under a duty to have regard to the code (final version available late Spring 2021) when carrying out their functions. Education authorities and appropriate agencies must ensure that their policies, practices and information and advice services take full account of the legal requirements of the Act. Education authorities and agencies involved in advising or supporting children and young people with additional learning needs and their families, should encourage and support their employees in gaining knowledge of the content of the draft code and understanding of its application in their day-to-day work.

This self-assessment tool has been produced to support you (LA) to assess your current readiness in relation to implementing the Draft Code. Using the tool will enable you to:

- Assess current effectiveness
- Evaluate the progress already made
- Better understand areas for improvement
- Enable senior leaders to understand strengths and areas for improvement

It will also provide a regional overview of local authorities' readiness to implement the Additional Learning Needs reforms.

This self-assessment tool is designed to be read and used on-screen. Throughout the tool, there are statements against which you can evaluate your practice in relation to the expectations of the Draft Code using a Green (yes / on track) rating. This self-assessment tool will allow you to extend the initial rating to a more in-depth evaluation, to start planning improvements, actions and to generate position statements. Appendix 1 on pages 7 – 9 highlights the Considerations from the Draft Mandatory Code. Clicking on the underlined headings in the compliance requirements column will automatically direct you to this section which gives you further specific considerations for reference as described in the Draft Code.

## Appendix 2

Following completion of the self-assessment tool, in order to ensure that you (LA) comply with the regulations we propose that the following tasks should be undertaken.

- Create an 'actions table' within the third column below.
- These actions can then to be incorporated within a risk register (template included in appendix 2)

| Compliance Requirements                                                                                                                                                                                                                                                                                                                                             | Compliance Measures                                                                                                                                    | Progress                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><a href="#">Chapter 2,3,6,9,10</a><br/> <a href="#">A Rights Based Approach / Involving and supporting children, their parents and young people</a></p> <p><i>You must make arrangements to provide people with information and advice about ALN and the ALN system.</i></p> <p><i>You must involve and support children, their parents and young people</i></p> | <ul style="list-style-type: none"> <li>• <b>Stakeholders</b> understand the purpose of the ALNET Act and the wider transformation programme</li> </ul> | <p>Schools have started to engage with parents</p> <p>LA is looking at awareness raising information through a communication strategy</p>           |
|                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Collaboration with <b>key partners</b></li> </ul>                                                             | <p>Working group has been set up with Health for Denbighshire and Conwy</p> <p>Post 16 working group has been set up for Denbighshire and Conwy</p> |
|                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <b>Stakeholders</b> engage in consultation</li> </ul>                                                         | <p>Current documentation is being consulted upon internally with LA staff and school</p>                                                            |
|                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• LA practitioners complete Welsh Government's <b>Eliesha Tier 1</b> training</li> </ul>                        | <p>Not currently available</p>                                                                                                                      |

|  |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>Senior LA practitioners complete Welsh Government <b>Eliesha Tier 4</b> Training (Chief Executives)</li> </ul>                                                                                     | Not currently available                                                                                                                                                                                                                                                                    |
|  | <ul style="list-style-type: none"> <li>Changes are communicated to <b>children, their parents and young people.</b></li> </ul>                                                                                                            | <p>Schools have engaged with parents – this needs to be followed up at a ALNCo Meeting</p> <p>ALNcos have been asked to give information out to those learners with Statements this year to prepare families of the upcoming changes – this needs to be followed up at a ALNCo meeting</p> |
|  | <ul style="list-style-type: none"> <li>Guidance developed to explain to <b>children, young people and parents</b> how the move from <b>SEN to ALN</b> and from <b>statements to IDPs</b> will work in the local authority area</li> </ul> | <p>This will be developed following IDP pilots in January</p> <p>Awaiting guidance re implementation</p>                                                                                                                                                                                   |
|  | <ul style="list-style-type: none"> <li><b>Children, young people and parents</b> are consulted.</li> </ul>                                                                                                                                | Parent partnership is currently being explored                                                                                                                                                                                                                                             |
|  | <ul style="list-style-type: none"> <li><b>Communication Strategy</b> plan in effect</li> </ul>                                                                                                                                            | Communication strategy is currently being developed                                                                                                                                                                                                                                        |
|  | <ul style="list-style-type: none"> <li>Arrangements for the provision of <b>independent advocacy services</b> are in place</li> </ul>                                                                                                     | Advocacy services are being explored at a regional level                                                                                                                                                                                                                                   |
|  | <ul style="list-style-type: none"> <li>Arrangements for <b>resolving disputes</b> are in place</li> </ul>                                                                                                                                 | Mediation training has started and will continue                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Clear information on the local services available laid out</li> </ul>                                                                                                                                                                                                                                                                                                        | <p>Provision maps are being developed with ALNCoS</p>                                                       |
| <p><a href="#">Chapter 4</a><br/> <a href="#">Duties to have regard to the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities</a></p> <p><i>You must have due regard to the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities</i></p> <p><i>You must have an awareness of the Equality Act 2010 and its relationship to accessibility and admissions as well as inclusion and diversity</i></p> | <ul style="list-style-type: none"> <li>• Knowledge and understanding of Part 1 of the <b>UNCRC</b> when exercising functions under the Act in relation to a child or young person</li> <li>• Knowledge and understanding of the <b>UNCRPD</b> and its optional protocol, when exercising functions under the Act in relation to a disabled child or young person.</li> </ul>                                          | <p>Continue to promote the Equality act and UNCRC</p> <p>Continue to promote the Equality act and UNCRC</p> |
| <p><a href="#">Chapter 5</a><br/> <a href="#">Duty to keep additional learning provision under review</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Review of <b>ALP</b> to establish whether the overall ALP delivered in the area is sufficient to meet the overall needs of the population of learners with ALN undertaken. (Note - <i>Reviews should be conducted in a way that will enable you to assess likely future need, plan for future provision requirements, consider commissioning plans in advance</i></li> </ul> | <p>Report by Margret Davies has been used to plan for LA developments</p>                                   |

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| <p><i>You must keep under review the arrangements made both by yourselves and by the governing bodies of the maintained schools in your area, for children and young people (5.1)</i></p> <p><i>You must establish and maintain a register of those who have some form of disability where the nature of the disability means it is likely the learner will have ALN.</i></p> | <ul style="list-style-type: none"> <li>• Collate / Provide evidence of the extent to which the following are available in all schools:             <ul style="list-style-type: none"> <li>- <i>High quality, differentiated teaching for individual learners with ALN</i></li> <li>- <i>Appropriate reasonable adjustments to enable access to the school environment, curriculum and facilities for disabled learners</i></li> <li>- <i>Targeted intervention and support for learners with ALN</i></li> <li>- <i>Effective systems for monitoring the progress and achievement of learners with ALN and their inclusion in the everyday life of the school</i></li> <li>- <i>Arrangements for involving specialists where needed</i></li> <li>- <i>Arrangements for reviewing the effectiveness of interventions used to support learners with ALN and the skills and expertise of staff</i></li> <li>- <i>Arrangements for involving learners and parents at every stage</i></li> </ul> </li> </ul> | <p>Once DCC has a provision map this will be covered</p>                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Sufficiency of <b>ALP in Welsh</b> considered (5.3)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Awareness raising of this is needed</p>                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Guidance to schools on what provision would ordinarily be expected to make available for <b>children and young people with ALN</b> published. (ALN policy and LA provision map)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Provision mapping has been provisionally agreed by the LA, this will be shared with ALNCos for further discussion</p> <p>Schools need to adapt a new 'Inclusion and ALN policy' – HS is developing a template doc</p> |
|                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Identify best practice, develop case studies and sharing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>This has been started in EY</p>                                                                                                                                                                                       |

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| <p>Page 90</p> <p><a href="#">Chapter 8</a><br/><a href="#">Duties in relation to children under compulsory school age and not attending a maintained school in Wales</a></p> | <ul style="list-style-type: none"> <li>Designate an officer to have responsibility for coordinating the local authority’s functions under Part 2 of the Act in relation to children under compulsory school age who are not attending maintained schools. This is the <b>Early Years ALN Lead Officer</b> (‘the Early Years ALNLO’) (8.38)</li> </ul> | ALNLO is in place                                                                                                 |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Establish effective collaborative working practices and arrangements with others who work with children below compulsory school age who are not attending a maintained school within the local authority area.</li> </ul>                                                                                      |                                                                                                                   |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Improve the knowledge and understanding of preschool educators in the field of ALN</li> </ul>                                                                                                                                                                                                                  |                                                                                                                   |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Review current processes and protocols</li> </ul>                                                                                                                                                                                                                                                              | Being developed                                                                                                   |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Develop guidance, advice and support for settings and nurseries</li> </ul>                                                                                                                                                                                                                                     | Being developed                                                                                                   |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Processes on your duty to prepare an <b>IDP for a child under compulsory school age</b> who is not attending a maintained school are recognised.</li> </ul>                                                                                                                                                    | Being developed                                                                                                   |
| <p><a href="#">Chapter 9</a><br/><a href="#">Duties in relation to children and young people at maintained schools in Wales</a></p>                                           | <ul style="list-style-type: none"> <li>Support schools to embed and consolidate developments in the area <b>of PCP</b></li> </ul>                                                                                                                                                                                                                     | PCP training has taken place                                                                                      |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Support schools in determining the appropriate placing of pupils on <b>ALN registers</b></li> </ul>                                                                                                                                                                                                            | Provision mapping has been provisionally agreed by the LA, this will be shared with ALNCos for further discussion |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Have clarity and agreements around a <b>graduated response and criteria for IDP’s</b> that are maintained by early years’ settings, schools and those to be maintained by you (LA)</li> </ul>                                                                                                                  | Guidance document has been developed                                                                              |

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| Page 91                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                              |
|                                                                                            | <ul style="list-style-type: none"> <li>• A set of principles that will apply when determining whether it is reasonable for a school to <b>secure the ALP</b> required by a child or young person or whether the local authority ought to do so is published (9.45)</li> </ul> | Guidance document has been developed                                                                                                                         |
|                                                                                            | <ul style="list-style-type: none"> <li>• Develop an action / implementation plan for the <b>conversion of statements to IDP's</b></li> </ul>                                                                                                                                  | <p>IDP pilots have begun to be planned and will aim to start in spring term</p> <p>Awaiting guidance from the WG on further implementation plan</p>          |
|                                                                                            | <ul style="list-style-type: none"> <li>• Develop guidance and resources to facilitate schools to implement the new IDP system</li> </ul>                                                                                                                                      | <p>Being looked at regionally</p> <p>HS to raise the sharing of documents at the next operational group meeting</p> <p>Regional resources will be shared</p> |
| <a href="#">Chapter 10</a><br><a href="#">Duties in relation to young people at an FEI</a> | <ul style="list-style-type: none"> <li>• Effective and efficient <b>communication between LA and P16 settings</b> / providers established</li> </ul>                                                                                                                          | <p>Post 16 working group has been set up with GLLM and Cambria</p> <p>Lists of contacts have been shared with FEIs and schools</p>                           |
|                                                                                            | <ul style="list-style-type: none"> <li>• Transition arrangements in place for <b>Post 16 learners with ALN</b></li> </ul>                                                                                                                                                     | Post 16 working group has been set up with GLLM and Cambria                                                                                                  |

|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                 |
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|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Work with partners to ensure placements</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Post 16 working group has been set up with GLLM and Cambria</p>                                                                              |
|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Work with FEIs</b> to develop local/regional provision (where possible)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Post 16 working group has been set up with GLLM and Cambria</p>                                                                              |
|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Identify the number of <b>young people with ALN</b> each year that will be likely to need specialist placements?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Post 16 working group has been set up with GLLM and Cambria</p>                                                                              |
|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Post 16 Advocate</b> services and approaches in place to aid decision making and transition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Have spoken with FE to ask if they want to join regional procurement</p>                                                                     |
| <p><a href="#">Chapter 11</a><br/><a href="#">Duties in relation to children of compulsory school age not attending a maintained school</a></p> <p><a href="#">Chapter 12</a><br/><a href="#">Duties in relation to young people not at a maintained school or FEI</a></p> | <ul style="list-style-type: none"> <li>• Knowledge of responsibilities to comply to guidelines for             <ul style="list-style-type: none"> <li>- Decisions whether a <b>child</b> of compulsory school age who is not a pupil at a maintained school in Wales has ALN</li> <li>- Preparing an <b>IDP for a child</b> not attending a maintained school, who has ALN</li> <li>- <b>Placements at independent schools (11.55)</b></li> <li>- Decisions whether a <b>young person</b> not at a maintained school or FEI has ALN</li> <li>- Decisions whether to prepare an IDP for a <b>young person</b> not at a maintained school or FEI in Wales who has ALN</li> </ul> </li> </ul> | <p>EHE regional group is look at this – Wrexham is leading on this workstream</p> <p>Conwy is leading on the independent schools workstream</p> |
| <p><a href="#">Chapter 13</a><br/><a href="#">Content of an IDP</a></p>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Know what is an <b>IDP</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Training on this is ongoing</p>                                                                                                              |
|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Know the mandatory <b>content of an IDP</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Training on this is ongoing</p>                                                                                                              |
| <p><a href="#">Chapter 14</a><br/><a href="#">Content of an IDP for a looked after child</a></p>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Know the mandatory content of IDPs for <b>looked after children</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Training on this is ongoing</p>                                                                                                              |
|                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Guidance on completing a <b>statutory IDP</b> produced</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Draft complete</p>                                                                                                                           |



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|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Settings and stakeholders understand the philosophy and ethos of person-centred practices (<b>PCP</b>)</li> </ul>                                                                       | Training on this is ongoing                                 |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Person-Centred Practice (<b>PCP</b>) training has been rolled out across the Local Authority</li> </ul>                                                                                 | Training has been provided                                  |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Settings have received training in person centred practice</li> </ul>                                                                                                                   | Training has been provided                                  |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Ensure <b>one page profiles</b> are good practice for all learners</li> </ul>                                                                                                           | Training on this is ongoing                                 |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Ensure schools have rigorous systems in place to quality assure their work around <b>PCP</b> and <b>outcomes for all learners with ALN</b></li> </ul>                                   | Training on this is ongoing                                 |
| <a href="#">Chapter 16</a><br><a href="#">Review and revision of IDPs</a><br><a href="#">Chapter 17</a><br><a href="#">Reconsiderations and taking over responsibility for IDPs</a> | <ul style="list-style-type: none"> <li><b>IDP Review</b> Meeting Guidance for Schools and Institutions created (to include processes, timeline on the process, guidance on competing a review, purpose of a review)</li> </ul> | Regional training videos are being provided                 |
| <a href="#">Chapter 18</a><br><a href="#">Meetings about ALN and IDP's</a>                                                                                                          | <ul style="list-style-type: none"> <li>Guidelines for good practice principles for all meetings created (Linked to Chapter 16/17)</li> </ul>                                                                                   | HS to look at regionally                                    |
| <a href="#">Chapter 19:</a><br><a href="#">Planning for and supporting transition</a><br><br><i>Information to support children and young people making transitions</i>             | <ul style="list-style-type: none"> <li>Capacity and resources identified</li> </ul>                                                                                                                                            | Post 16 working group to look at this                       |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Practices and processes in place to implement systems to support transition to post-16 education</li> </ul>                                                                             | Post 16 working group has been set up with GLLM and Cambria |
|                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Easy-read leaflets providing information on what support is available and what can be expected during the admissions process (including transition) created</li> </ul>                  | Being developed                                             |

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| <p>19.12 You must make arrangements to provide people with information and advice about ALN and the ALN system.</p>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Information on Local Authority website about <b>ALN, ALN support and transition opportunities</b></li> </ul>                                                                                                                                                    | <p>Being developed</p>                                                                                                  |
| <p><a href="#">Chapter 20: Transferring an IDP</a><br/> <a href="#">Chapter 21: Ceasing to maintain an IDP</a><br/> <a href="#">Chapter 22: Children and young people subject to detention orders</a><br/> <a href="#">Chapter 23: Children and young people in specific circumstances</a></p>                  | <ul style="list-style-type: none"> <li>Knowledge of</li> </ul>                                                                                                                                                                                                                                         | <p>Raise awareness of these chapters with ALN / Educational officers</p>                                                |
| <p><a href="#">Chapter 25: Avoiding and resolving disagreements and independent advocacy services</a></p> <p><i>The new system will focus on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.</i></p> | <ul style="list-style-type: none"> <li>Arrangements / processes for avoiding and <b>resolving disagreements</b> in place (25.3/25.4) These are well-publicised.</li> <li>Arrangements for the <b>provision of independent advocacy</b> services in place. (25.5) These are well-publicised.</li> </ul> | <p>Mediation training has started and will continue</p> <p>Advocacy services are being explored at a regional level</p> |

| Date     | By whom | Amendment detail |
|----------|---------|------------------|
| 17/11/20 | J. Earl | First draft      |
| 14/12/20 | J. Earl | Updated          |
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APPENDIX 1:

Considerations from Draft Mandatory Code

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| <p>Chapter 2,3,6,9,10: A Rights Based Approach / Involving and supporting children, their parents and young people<br/> <a href="#">Click here to return to return to the compliance checklist.</a></p> | <p>3.14 Consider how you can encourage children and young people to participate in all aspects of the ALN system in a meaningful way</p> <p>3.16 Consider different forms of communication preferences when providing information to, and having discussions with the child or young person to facilitate their participation</p> <p>3.29 Consider what support you will provide to parents to enable them to participate as fully as possible in appropriate meetings, especially those relating to preparing or reviewing an IDP for their child</p> <p>6.8 Information made available should be factual and use language that children, their parents and young people can easily understand.</p> <p>6.9 If you decide to discharge your duties in respect of advice and information by contracting an external service provider to undertake these responsibilities, you should: • inform children, their parents and young people that another organisation is providing advice and information on the local authority's behalf</p> <p>6.10 The information and advice provided should make children, their parents and young people aware of and help them to understand: • what ALN is; • their rights under the ALN system; • the different</p> |
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| <p><b>P</b></p>                                                                                                                                                                                                                                                                        | <p><i>agencies involved and their respective roles; • transitions and transition planning; • the different complaints procedures; • the local authority’s services for avoiding and resolving disagreements and independent advocacy and • how to appeal against a decision of the local authority or FEI, including in the case of decisions of, or IDPs maintained by, a maintained school, how to request a local authority to reconsider the matter.</i></p> <p><i>9.61 Where the young person does not consent to a decision being taken, this must be recorded. You should have appropriate procedures in place to facilitate this, which might include the young person signing to confirm that they are withholding consent.</i></p> <p><i>Information and advice must be impartial.</i></p> <p><i>All those involved in providing support to children and young people with ALN should work together in the best interests of the child or young person</i></p> <p><i>The views, wishes and feelings of the child, child’s parent or young person should be at the heart of all decision making processes</i></p> <p><i>Encourage and support employees (who will be involved in supporting and advising) in gaining knowledge of the content of the code and understanding of its application in their day to day work.</i></p> |
| <p><b>Page 10</b></p> <p><b>Chapter 4: Duties to have regard to the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities</b></p> <p><a href="#">Click here to return to the compliance checklist.</a></p> | <p><i>The Draft code should be read alongside other legislation and policy where appropriate</i></p> <p><i>4.7 Have due regard to the Conventions when planning the exercise of functions under the Act relating to a child or young person.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Chapter 5: Duty to keep additional learning provision under review</b></p> <p><a href="#">Click here to return to the compliance checklist.</a></p>                                                                                                                              | <p><i>5.2 Have regard to the ALP that may reasonably be arranged by others (such as FEIs and NHS bodies).</i></p> <p><i>5.9 Do you have the correct types, quantity and quality of provision to meet the current and future needs of your population with ALN, and establish the steps that should be taken to remedy any insufficiencies.</i></p> <p><i>5.13 Provide guidance to schools on what provision schools would ordinarily be expected to make available for children and young people with ALN.</i></p> <p><i>Work collaboratively to develop a shared and joint understanding of what good quality provision for learners with ALN should look like.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p><b>Chapter 8: Duties in relation to children under compulsory school age and not attending a maintained school in Wales</b><br/> <a href="#">Click here to return to the compliance checklist.</a></p>                                                                      | <p><i>8.2 IDPs for children under compulsory school age and not attending a maintained school will always be prepared and maintained by a local authority.</i><br/> <i>8.42 Role of the Early Years ALNLO.</i></p>                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Chapter 9: Duties in relation to children and young people at maintained schools in Wales</b><br/> <a href="#">Click here to return to the compliance checklist.</a></p>                                                                                                 | <p><i>9.2 Prepare and maintain an IDP where the child or young person’s needs are more severe or complex or are of low incidence. The main exceptions are when a child is looked after by a local authority in Wales or the child or young person attends more than one school or other institution (“dual registration/enrolment”) in these cases, the local authority is usually responsible for decisions and maintaining an IDP irrespective of the needs).</i></p>                                                                                                             |
| <p><b>Chapter 10 : Duties in relation to young people at an FEI</b><br/> <a href="#">Click here to return to the compliance checklist.</a></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 97</p>                                                    | <p><i>10.37 Referrals from an FEI to a local authority</i><br/> <i>10.46A Local authority’s duty to decide whether a young person at an FEI has ALN</i><br/> <i>10.57 A local authority’s decision that a young person at an FEI does not have ALN</i><br/> <i>10.63 A local authority’s duty to prepare an IDP for a young person at an FEI who has ALN</i><br/> <i>10.72 A local authority’s duty to maintain an IDP and secure the ALP for a young person at an FEI who has ALN</i><br/> <i>10.77 A local authority’s duty to review an IDP for an FEI student with ALN.</i></p> |
| <p><b>Chapter 11 &amp; 12: Duties in relation to children of compulsory school age not attending a maintained school &amp; duties in relation to young people not at a maintained school or FEI</b><br/> <a href="#">Click here to return to the compliance checklist.</a></p> | <p><i>Multi agency and cross departmental working will be extremely important. A coordinated approach will be important.</i><br/> <i>11.4 Where a local authority has a duty to decide whether the child has ALN, it must (a) designate an officer to be responsible for coordinating the actions required to make that decision and, if an IDP is subsequently required, to be responsible for preparing it. In the case of child who is looked after by the local authority, the officer designated should be the local authority’s LACE co ordinator.</i></p>                    |
| <p><b>Chapter 13 &amp; 14: Content of an IDP &amp; content of an IDP for a looked after child</b><br/> <a href="#">Click here to return to the compliance checklist.</a></p>                                                                                                   | <p><i>13.6 Mandatory IDP form</i><br/> <i>13.7 The forms style may be adapted.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <p>Chapter 16 &amp; 17: Review and revision of IDPs &amp; reconsiderations and taking over responsibility for IDPs<br/> <a href="#">Click here to return to the compliance checklist.</a></p>                                                                                              | <p>16.1 IDPs to be reviewed at least annually<br/>         16.12 A body required to maintain an IDP must review it before the end of each review period.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Chapter 18: Meetings about ALN and IDP's<br/> <a href="#">Click here to return to return to the compliance checklist.</a></p>                                                                                                                                                           | <p>Run meeting(s) using a person centred approach; and take a person centred approach to the gathering and presentation of information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Chapter 19: Planning for and supporting transition<br/> <a href="#">Click here to return to return to the compliance checklist.</a></p>                                                                                                                                                 | <p>19.3 Information on making transitions from child and adolescent to adult mental health services can be found in guidance developed as part of the Together for Children and Young People Programme<sup>1</sup>; information on making the transition from children's to adult health care services can be found in NICE guidance and information on supporting transitions for children and young people who are looked after by the local authority can be found in Welsh Government guidance.</p>                                                                                                                                                                       |
| <p>Chapter 20, 21, 22, 23: Transferring an IDP &amp; Ceasing to maintain an IDP &amp; Children and young people subject to detention orders &amp; Children and young people in specific circumstances<br/> <a href="#">Click here to return to return to the compliance checklist.</a></p> | <p>Knowledge of.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Chapter 25: Avoiding and resolving disagreements and independent advocacy services<br/> <a href="#">Click here to return to return to the compliance checklist.</a></p>                                                                                                                 | <p>Consider how to:</p> <ul style="list-style-type: none"> <li>• Raise awareness of the right for children and young people, who lack capacity, to have a case friend where disagreements proceed to tribunal</li> <li>• Raise awareness of the right to representation for young people over the age of 16 and parents, who lack capacity, to support them in taking a case to tribunal</li> </ul> <p>25.8 Local authorities must promote the arrangements for avoiding and resolving disputes, for example by ensuring that children, their parents and young people receive details of the arrangements when they receive notice of a decision by the local authority.</p> |

|  |                                                                                                                                    |
|--|------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>25.9 Furthermore, local authorities must<sup>6</sup> make information about their arrangements available on their websites.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------|

**APPENDIX 2:**  
*Risk Register Template*

| <b>Risk No</b> | <b>Risk</b>                                                                                                                                                                     | <b>Likelihood</b> | <b>Actions (links to action plan)</b> | <b>Owner</b> | <b>Comment on changes</b> |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------|--------------|---------------------------|
| 1              | Not having a Rights based approach/ Involving and supporting children, their parents and young people                                                                           |                   |                                       |              |                           |
| 2              | Noncompliance of duties to have regard to the United Nations Convention on the rights of the child and the United Nations Convention on the rights of persons with disabilities |                   |                                       |              |                           |
| 3              | Noncompliance of duty to keep additional learning provision under review                                                                                                        |                   |                                       |              |                           |

|    |                                                                                                                            |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|    |                                                                                                                            |  |  |  |  |
| 4  | Noncompliance of duties in relation to children under compulsory school age and not attending a maintained school in Wales |  |  |  |  |
| 5  | Noncompliance of duties in relation to children and young people at maintained school in Wales                             |  |  |  |  |
| 6  | Noncompliance of duties in relation to young people at an FEI                                                              |  |  |  |  |
| 7  | Noncompliance of duties in relation to children of compulsory school age not attending a maintained school                 |  |  |  |  |
| 8  | Noncompliance of duties in relation to young people not at a maintained school or FEI                                      |  |  |  |  |
| 9  | Not having agreed on content of an IDP                                                                                     |  |  |  |  |
| 10 | Not having agreed on content of an IDP for a looked after child                                                            |  |  |  |  |
| 11 | Noncompliance of review and revision of IDPs                                                                               |  |  |  |  |
| 12 | Noncompliance on reconsiderations and taking over responsibilities for IDPs                                                |  |  |  |  |
| 13 | Noncompliance regarding meetings about ALN and IDPs                                                                        |  |  |  |  |
| 14 | Not having planned for an supporting transition                                                                            |  |  |  |  |
| 15 | Not having planned for transferring an IDP                                                                                 |  |  |  |  |



|    |                                                                                      |  |  |  |  |
|----|--------------------------------------------------------------------------------------|--|--|--|--|
|    |                                                                                      |  |  |  |  |
| 16 | Noncompliance regarding ceasing to maintain an IDP                                   |  |  |  |  |
| 17 | Noncompliance regarding children and young people subject to detention orders        |  |  |  |  |
| 18 | Noncompliance regarding children and young people in specific circumstances          |  |  |  |  |
| 19 | Noncompliance avoiding and resolving disagreements and independent advocacy services |  |  |  |  |

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Appendix 3

# ALN Transformation Information

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June 2021

# What is Changing?

- Page 104
- Welsh Government want to transform expectations, experiences and outcomes for children and young people with Additional Learning Needs (ALN). To do this, they have developed an ALN transformation programme, which transforms the separate systems for Special Educational Needs (SEN) in schools and Learning Difficulties and/or Disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with ALN.
  - From September 2021, a new simpler and more responsive system of meeting the needs of children and young people with special needs will come into force.

# The Vision

- Welsh Government are striving to deliver a fully inclusive education system for the learners of Wales. A system where needs are identified early, addressed quickly and all learners supported to reach their potential.
- It wants planning to be flexible and responsive, for professionals to be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- They believe that the learner should be at the centre of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centred Approach)

# The reform vision: wider reform

ALN reforms are a vital part of the wider educational reform to ensure all children and young people have access to high quality teaching and equal opportunities regardless of background or circumstance.

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## Curriculum

Enabling pupils with ALN to access the curriculum by understanding their needs and adapting teaching approaches. **Donaldson**

## Assessment

Identification of **ALN** should be built into the overall approach to monitoring the progress and development of all pupils.

## Professional Standards

Standards of teaching for pupils with **ALN** and progress made by pupils should be considered as part of the school's appraisal arrangements.

## Categorisation Framework

Clear focus on the progress of all pupils – **ALN** support crucial to school performance.

# ALN Transformation Programme

What is the ALN Transformation Programme?

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- A programme to transform the education and support of children and young people with Additional Learning Needs (ALN), to improve their educational experience and help them realise their potential.
- The Additional Learning Needs and Education Tribunal (Wales) Bill is the cornerstone of the programme – but in addition to changes in the law, there are changes in culture and practice, which will deliver the improved outcomes for learners we are striving for.
- The ALN transformation programme is a fundamental element of wider education reform – if we get it right for ALN learners, we get it right for all learners.

# ALN Transformation Programme Continued

The ALN transformation programme consists of 5 main themes. In summary these are:

- 1 Page 108
1. Legislation and statutory guidance - the process of developing the legislative framework, including the Bill, regulations and the new ALN Code;
  2. Implementation/ transition support - activities to support partners to prepare, plan and manage implementation and transition to the new system;
  3. Workforce development - aimed at three levels: core skills development for all practitioners supporting learners with ALN; advanced skills development through the development of the role of Additional Learning Needs Coordinators (ALNCo); and specialist skills development for local authority-provided specialist support services;



# ALN Transformation Programme Continued

4. Awareness-raising - activities to engage stakeholders about their new legislative duties, and to explain and promote the system and the rights it confers to children, young people and parents; and
5. Supporting policy - including developing resources to help all those in the system understand the evidence for best practice, what can be expected from interventions, the interventions that are likely to be most effective, and the role of professionals to help ensure realistic expectations and effective deployment of resources.

# Background

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- The Additional Learning Needs and Educational Tribunal Bill gained Royal Assent in January 2018. The Bill created the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring and adapting interventions to ensure they deliver desired outcomes. The Bill was introduced to the National Assembly for Wales in December 2016.
- A draft Code was published in December 2018.
- The draft Code is currently being revised following consultation and a final Code will be published Spring 2021.

# Why are Things Changing?

- There is a need for a fully inclusive education system for all learners with high aspirations and improved outcomes for all
- The current system is now over 30 years old and is no longer fit for purpose
- There is a need for a more flexible and responsive approach with more involvement from parents, carers, children and young people through person centred approaches, placing learner's needs, views, wishes and feelings at the heart of the process
- There is a need for better collaboration between agencies, so that needs are identified early and the right support is put in place.

# When is it changing?

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- The Welsh Government intends to lay the final Code and regulations before Senedd Cymru for approval in Spring 2021.
- The new ALN system is expected to go live in September 2021. The implementation period will last three years until summer 2024, during which time existing statements of SEN, Individual Education Plans, and learning and skills plans will be converted into Individual Development Plans (IDPs). This will be done in a mandatory phased approach on the basis of particular age-based cohorts. During this time, the ALN system will operate in parallel to the existing SEN system.

# Key Messages

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and will now cover 0 – 25 year olds. A child will be identified as ALN only where there is a need for additional learning provision (ALP) to be made to support their education
- From January 2021, each school will be required to have an Additional Learning Needs Coordinator (ALNCO) who will be responsible for coordinating the school ALN processes at a strategic level. ALNCOs will replace current special educational needs coordinators (SENCOs)
- Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below and those over compulsory school age in school or further education

# Key Messages

## Increased collaboration

- There is a focus on increased collaboration between all agencies involved in supporting children and young people. Where a local authority requests help or information from another body in the exercise of any of their ALN functions, that body should comply with the request.

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## Clear and consistent rights of appeal

- All children, their parents and young people up to the age of 25 years will have the right to appeal to the Education Tribunal against decisions made by a local authority in relation to their ALN or their IDP. Local authorities must provide access to independent advocacy services

## Avoiding disagreements and earlier disagreement resolution

- Local authorities must make arrangements for avoiding and resolving disagreements. If disagreements arise, local authorities' arrangements should ensure they are resolved at the earliest opportunity and at the most local level

# Key Messages

- There will be an increased participation from children, young people, parents/carers in the creation and maintenance of IDPs. Local authorities schools and colleges must provide children, young people and others with information and advice about ALN and the new system, and ensure that it is accessible for all who need it.
- Person Centred Practice is the underpinning approach to support and enhance participation. One Page profiles are the foundation of personalised education support. They gather key information about a learner so it can be quickly shared and understood.
- All reasonable steps must be taken to secure provision in Welsh if required.

# Definition and Timescales

Page 116

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.



# Definition and Timescales

## Under the draft Code, the following time scales will apply:

- Schools will have 35 school days to determine if a child has an additional learning needs(ALN) that require additional learning provision (ALP) and to develop their Individual Development Plan (IDP) where appropriate
- Under the draft Code, the following time scales will apply:
  - The Local Authority will have 7 calendar weeks to re-consider a school's decision if asked to do so by a parent or carer
  - The Local Authority will have 12 calendar weeks to identify the ALN and ALP, if asked to do so by the school. This will be due to the school believing that they are unable to identify complex needs or provide the ALP required to support them

# What does the reforms mean for Local Authorities?

- The Code imposes requirements on **local authorities** in respect of their duties under the Act to make arrangements for the:
  - provision of advice and information;
  - avoidance and resolution of disagreements; and
  - provision of independent advocacy services.
- The Code imposes requirements on the governing bodies of maintained schools in Wales and FEIs in Wales, and on **local authorities** in Wales, in respect of:
  - decisions about whether a child or young person has ALN;
  - the preparation, content, form, review and revision of individual development plans (“IDPs”); and
  - ceasing to maintain IDPs.

# How are schools being supported to prepare for these changes?

Page 119

**Cluster Lead ALNCo's**

**Local Authority ALN  
Transformation Project  
Officers / GwE Consortia**

**Local Authority  
Inclusion Managers**

**Regional ALN  
Transformation Team  
Regional ALN  
Transformation Lead**

# What has happened so far.....

- There is a strong, collaborative approach across the North Wales region. All Local Authorities are working together at a strategic and operational level to ensure effective cross-border working.
- Schools have been working in clusters, engaging in a collaborative approach to prepare for the implementation of the Act. Each cluster has developed an action plan and received additional funding through the Welsh Government Implementation Grant. Each cluster has an identified Cluster Lead who attends regular meetings and co-ordinates the cluster working model.
- Each Local Authority has identified a Transformation Lead; to develop local processes and practice to implement the ALN Act and Code
- Betsi Cadwaladr Health Board has appointed a Designated Education Clinic Lead Officer (DECLO)
- In order to embed change, the North Wales region has developed a comprehensive professional learning development programme to support practitioners through
  - improving their awareness to meet the requirements of the ALN ET Act (18)
  - access training and development opportunities to meet the requirements of the ALN ET Act (18)

# Summary objectives of the ALN reforms

- Act to cover 0-25 year olds
- ALN to replace the term SEN
- A unified statutory plan – the individual development plan
- Increased participation of children and young people [person centred practice]
- High aspirations and improved outcomes
- A simpler less adversarial system
- Increased collaboration
- Avoiding disagreements and earlier disagreement resolution
- Clear and consistent rights of appeal
- The ALN Code
- A bilingual system

# Training

- Interactive e-learning course giving an introduction to the new ALN system is now available on the Welsh Government's Hwb platform.
- Hwb news article introducing the course, which is currently on the Hwb homepage:  
<https://hwb.gov.wales/news/articles/20686965-8669-40ac-bdc5-599f4a4dfe8b>
- Link to the course itself:  
<https://hwb.gov.wales/repository/publishers/9fb2afc9-6408-4aa3-9474-3c745006535b/resource/c8033263-aaa0-42fc-9511-ab7d33bd8084/en>
- The course should take between approximately 40 to 60 minutes to complete and is aimed at staff in all sectors who work with children and young people, including school support staff, and gives a broad overview of the new statutory roles, key principles of the Act, identifying ALN, and where to find further information.

# Summary

Please take a minute to watch this short video which summarises what's happening with regards to Additional Learning Needs in Wales.

<https://youtu.be/00gHqzWowPg>

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Find Out More

## Online

[www.gov.wales/additional-learning-needs-transformation-programme](http://www.gov.wales/additional-learning-needs-transformation-programme)

<https://gov.wales/sites/default/files/publications/2018-06/aln-factsheet-how-will-the-act-affect-maintained-schools-including-maintained-nurseries.pdf>

## Twitter

#additionallearningneeds #ALNWales #ALNAct

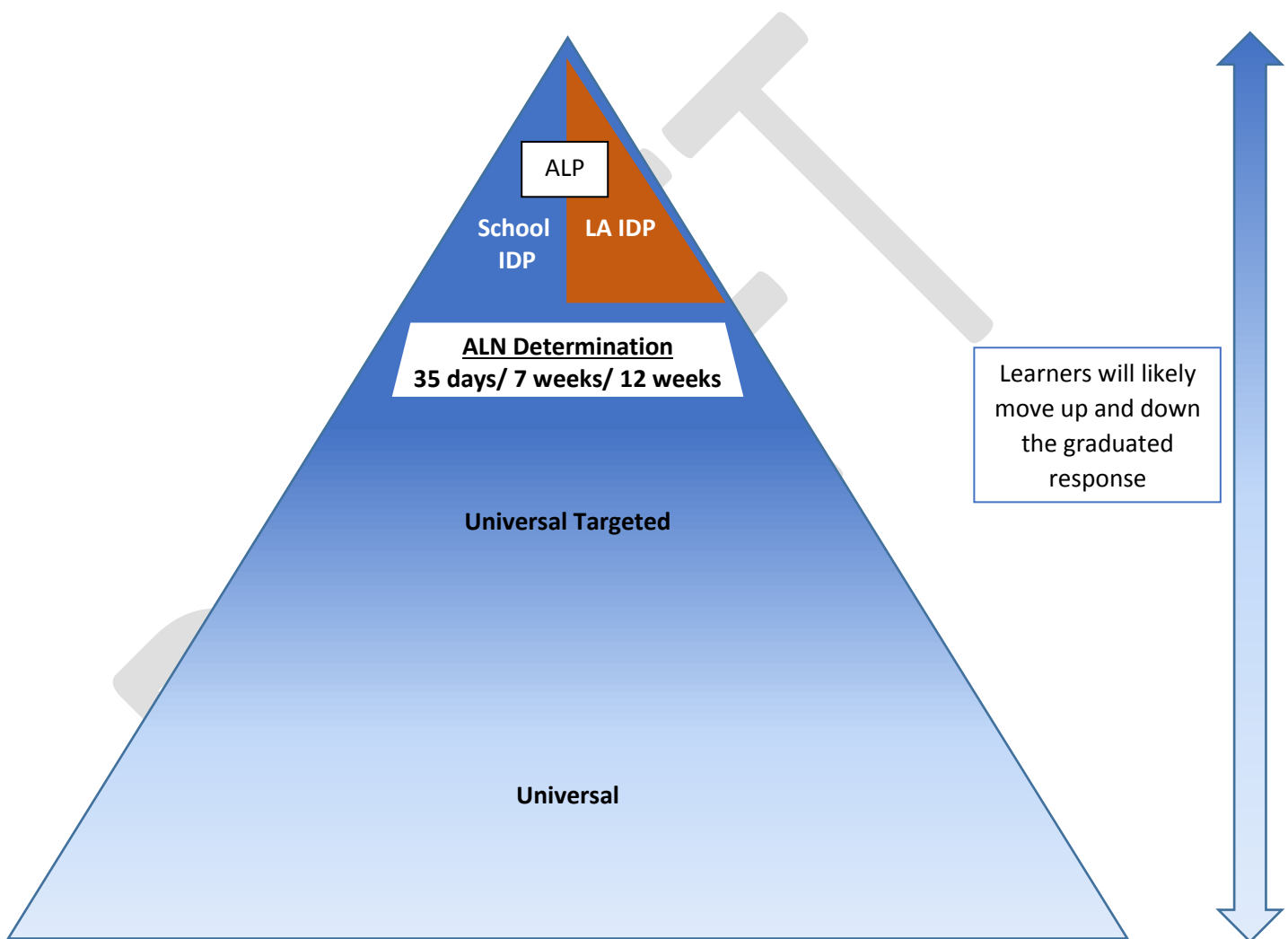
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## Provision Triangle

The Provision Triangle gives an overview of the graduated response that is needed to support learners who are experiencing barriers to their learning.

It is expected that the majority of learners will be supported at the Universal / Targeted levels and learners may move between these levels depending on the support they are requiring. For those learners who it has been decided that they have ALN and require Addition Learning Provision (ALP), they will have an Individual Development Plan (IDP) in place to secure this ALP.



## Graduated Response

| Volume Of Learners          | Graduated Response Level                                | General Principles                                                                                                                                                  | Inclusion Provision                                                                                                  |
|-----------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Majority Of Learners</b> | <b>Universal</b>                                        | General differentiation and reasonable adjustments                                                                                                                  | Reasonable adjustments<br>High quality differentiation<br>Booster groups<br>General support                          |
| <b>Some Learners</b>        | <b>Universal Targeted</b>                               | Individualised differentiation / Targeted time limited intervention / criteria driven provision                                                                     | DSOS (Denbighshire Schools Outreach Service) / Early Years Outreach Team<br>Short term interventions                 |
| <b>Minority Of Learners</b> | <b>Additional Learning Provision (requiring an IDP)</b> | Sustained provision to allow access to learning<br><br><i>(may include provision from Universal/Targeted if it is needed long term to allow access to learning)</i> | YTM (Ysgol Tir Morfa)/ YPB (Ysgol Plas Brondyffryn) / Secondary PRU (Pupil Referral Unit)<br>Long term interventions |

| Graduated Response Level                                | Inclusion Teams Involved                                                                                                                                                                                                                                          | Documents / Recording needed                                                                                                                                   |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Universal</b>                                        | TEAM AROUND THE SCHOOL / Teachers / Family Link Workers / TAs / Learning Mentors / ALNCo / Educational Psychologists (EP)/ TRAC / Families First / DSOS Team / ALN Officers / Young Persons Counselling Service / SALT / CAMHS / Schools inreach project team     | <b><u>General / Team Around the School</u></b><br>School Tracking / Learning Record (individual targets) / One Page Profile                                    |
| <b>Universal Targeted</b>                               | SSLDT / DSOS Team / EP / YTM Outreach                                                                                                                                                                                                                             | <b><u>Outreach Services</u></b><br>'Learner Profile' / Request for Involvement form                                                                            |
| <b>Additional Learning Provision (requiring an IDP)</b> | Specialist teachers / ALN, DSOS, EY, DT Specialists / Specialist Provision / Education Welfare Officers / Independent Review Officers(LAC) / Specialist Health Professionals / SNAP (independent dispute resolution service) / Children's and Adult Officers / EP | <b><u>School Decisions</u></b><br>ALN Consideration<br><br><b><u>Panel Decisions</u></b><br>ALN reconsideration / consideration / change of provision requests |

## School Level Provision

Please list below, using the above tables as guidance, the provision / interventions / strategies currently being used in your school (the box will expand as you type).

|                                             |
|---------------------------------------------|
| <b><u>School:</u></b>                       |
| <b><u>Universal</u></b>                     |
| <b><u>Universal Targeted</u></b>            |
| <b><u>Additional Learning Provision</u></b> |

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## Appendix 5

# ALN Transformation

## Well-being Impact Assessment Report


This report summarises the likely impact of the proposal on the social, economic, environmental and cultural well-being of Denbighshire, Wales and the world.

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Number:                               | 906                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Brief description:                               | The Additional Learning Needs and Education Tribunal (Wales) Act, 2018 will replace the current Special Educational Needs Code of Practice for Wales (2002). The new Act will be supported by regulations and an ALN Code, which is due to be issued at the end of April. The Act replaces the terms 'special educational needs' (SEN) and 'learning difficulties and/or learning disabilities' (LDD) with the new term 'additional learning needs' (ALN). The Act creates a single system, with a single statutory plan, the Individual Development Plan (IDP). This plan will replace existing plans, such as Individual Education Plans (IEPs), Statements of SEN and Learning and Skills Plans. as a local authority, Denbighshire is working with regional partners to implement new systems and process to meet the upcoming statutory changes of the Additional Learning Needs and Education Tribunal (Wales) Act, 2018. |
| Date Completed:                                  | Version: 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Completed by:                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Responsible Service:                             | Education & Children Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Localities affected by the proposal:             | Whole County,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Who will be affected by the proposal?            | Parents, School staff, School governors, LA staff across the council, Children and young people and their families, BCUHB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Was this impact assessment completed as a group? | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# IMPACT ASSESSMENT SUMMARY AND CONCLUSION

Before we look in detail at the contribution and impact of the proposal, it is important to consider how the proposal is applying the sustainable development principle. This means that we must act "in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs."

## Score for the sustainability of the approach


 ( 2 out of 4 stars ) Actual score : 24 / 36.

## Summary for each Sustainable Development principle

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Long term</b>     | The project is focussed on meeting the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act, 2018 which is due to come into force on the 1st of September 2021. Planning has taken place for this and is now being implemented, with the aim to have new systems and processes embedded for relevant stakeholders for them to meet the new statutory obligations. Considerations of climate change are not applicable to this project.                                                                             |
| <b>Prevention</b>    | The Additional Learning Needs and Education Tribunal (Wales) Act, 2018 aims to provide a more holistic approach to supporting children and young people with Additional Learning Needs (ALN). It is hoped that this new approach will improve outcomes for those with ALN and benefit not only those individuals, but the communities they live in. This project does not have any impact on preventing the climate and nature's decline from getting worse.                                                                                     |
| <b>Integration</b>   | The project has a clear line to removing barriers to education as described in Denbighshire's corporate plan. it will support the corporate wellbeing goals such as, Resilient Wales, A healthier Wales and A more equal Wales. The project is not expected to affect the delivery of the Local Development plan.                                                                                                                                                                                                                                |
| <b>Collaboration</b> | This project has been developed with a range of Denbighshire Education services team members and also Denbighshire schools. Denbighshire is also working collaboratively with partners across North Wales, including the other LAs and the regional ALN Transformation team.                                                                                                                                                                                                                                                                     |
| <b>Involvement</b>   | The majority of those involved with implementation have been involved, but those directly affected by the project, children and young people and their families, have yet to be actively engaged. This is being addressed by the exploration of a regional parent partnership. At present we are working to wards the set up of a regional parental partnerships forum that with aim to meet the National Principles for Public Engagement in Wales. it is hoped that when this is established, the project will begin to meet these Principles. |

## Summary of impact

### Well-being Goals

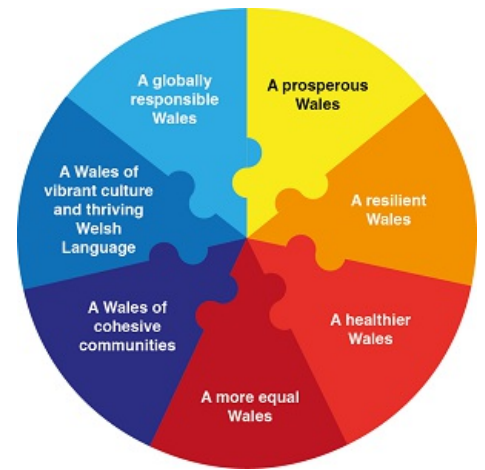
|                                        |          |
|----------------------------------------|----------|
| A prosperous Denbighshire              | Positive |
| A resilient Denbighshire               | Neutral  |
| A healthier Denbighshire               | Positive |
| A more equal Denbighshire              | Positive |
| A Denbighshire of cohesive communities | Neutral  |

A Denbighshire of vibrant culture and thriving Welsh language

Positive

A globally responsible Denbighshire

Positive



## Main conclusions

Reflecting upon the assessment process, it can be seen that there are clear positives for many areas. These include improving outcomes for children and young people with ALN. This will hopefully have positive long term implications for those individuals with ALN and their communities and is also a benefit that there may be more opportunities for jobs and training. The holistic person centred approach of the new statutory ALN system aims to be more inclusive, which would hopefully encourage all to engage with the support processes that will enable children and young people with ALN to reach their potential, leading to engagement with their communities. The barriers that exist with the traveller community have been identified as an area that needs attention which will be explored by the project team. There is also work to be done in future engagement, ensuring that all stakeholder are able to contribute to the ongoing project. One way of addressing this will be the setting up of a regional parental partnership forum. The project aims to promote the Welsh language by being as bilingual as possible in the materials produced and systems procured, and also in that the new statutory ALN system expects that all reasonable steps are taken to provide provision in Welsh where possible. The transition to online meetings and training in light of the Covid-19 pandemic will hopefully have a positive effect overall in regards to a globally responsible Denbighshire with the only expected negative outcome of the project being the use of server space for the new cloud based ALN IT system.

## Evidence to support the Well-being Impact Assessment

- We have consulted published research or guides that inform us about the likely impact of the proposal
- We have involved an expert / consulted a group who represent those who may affected by the proposal
- We have engaged with people who will be affected by the proposal

# THE LIKELY IMPACT ON DENBIGHSHIRE, WALES AND THE WORLD

## A prosperous Denbighshire

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Positive                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Justification for impact</b> | it is expected that there will be many benefits overall from this project. As the aim of the new ALN system is a more holistic approach that will should improve outcomes for those children and young people with ALN. This will hopefully have positive long term implications for those individuals and their communities and is also a benefit that there may be more opportunities for jobs and training. |
| <b>Further actions required</b> | There are no foreseen negative impacts on a prosperous Denbighshire. the exception being that the current statementing officer role will become obsolete, but this role will evolve to meet the new statutory obligations.                                                                                                                                                                                     |

### Positive impacts identified:

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A low carbon society</b>                                 | There are no positive impacts on a low carbon society from the project.                                                                                                                                                                                                                                                                                                                          |
| <b>Quality communications, infrastructure and transport</b> | The project will aim to improve communications with the range of stakeholders. this will be done through using Person Centred Practice. The new Eclipse IT system will improve collaboration between professionals when looking at support the needs of children and young people.                                                                                                               |
| <b>Economic development</b>                                 | Improved outcomes for children and young people should in turn have future economic benefits for Denbighshire.                                                                                                                                                                                                                                                                                   |
| <b>Quality skills for the long term</b>                     | Improved outcomes for children and young people should improve the skills of those children and young people with Additional Learning Needs as they progress through their educational journey.                                                                                                                                                                                                  |
| <b>Quality jobs for the long term</b>                       | <p>There will be the need to increase the number of educational psychologists due to the age range of ALN increasing to 25.</p> <p>The ALNCo role is now statutory, therefore, schools must have to have one in place. There will be training provided for this role by the Welsh Government.</p> <p>Broader training for LA staff that helps raise awareness of ALN will be made available.</p> |
| <b>Childcare</b>                                            | We don't anticipate any benefit with regard to childcare.                                                                                                                                                                                                                                                                                                                                        |

### Negative impacts identified:

|                                                             |                                                                                                                                                                                                                                 |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A low carbon society</b>                                 | There are no negative impacts on a low carbon society from the project.                                                                                                                                                         |
| <b>Quality communications, infrastructure and transport</b> | There are no negative impacts on a Quality communications, infrastructure and transport from the project.                                                                                                                       |
| <b>Economic development</b>                                 | There are no foreseen negative impacts on a Economic development from the project.                                                                                                                                              |
| <b>Quality skills for the long term</b>                     | There is not expected to be any negative impact on long term quality skills.                                                                                                                                                    |
| <b>Quality jobs for the long term</b>                       | There will no longer be the need for a statementing officer after the 3 year transition period from the current statutory system to the new ALN system. This role is expected to evolve to meet the new statutory requirements. |



|                  |                                                                                   |
|------------------|-----------------------------------------------------------------------------------|
| <b>Childcare</b> | We do not expect there to be any negative impact to childcare from this proposal. |
|------------------|-----------------------------------------------------------------------------------|

## A resilient Denbighshire

|                                 |                                                                                                                                                                                            |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Neutral                                                                                                                                                                                    |
| <b>Justification for impact</b> | There is not expected to be any overall positive or negative impacts from this project on a resilient Denbighshire, therefore it is foreseen that this project will have a neutral impact. |
| <b>Further actions required</b> | No negative impacts are on a resilient Denbighshire are expected.                                                                                                                          |

### Positive impacts identified:

|                                                               |                                                                                                                    |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Biodiversity and the natural environment</b>               | There is no expected positive impact on biodiversity and the natural environment.                                  |
| <b>Biodiversity in the built environment</b>                  | It is not foreseen that there will be any positive impact on biodiversity in the built environment.                |
| <b>Reducing waste, reusing and recycling</b>                  | No positive impact on reducing waste, reusing and recycling is expected.                                           |
| <b>Reduced energy/fuel consumption</b>                        | There is no expected positive impact on reduced energy/fuel consumption.                                           |
| <b>People's awareness of the environment and biodiversity</b> | it is not expected that there will be a positive impact on people's awareness of the environment and biodiversity. |
| <b>Flood risk management</b>                                  | Flood risk management is not expected to have any positively impacted from this project.                           |

### Negative impacts identified:

|                                                               |                                                                                                                   |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Biodiversity and the natural environment</b>               | No negative impact on biodiversity and the natural environment is expected.                                       |
| <b>Biodiversity in the built environment</b>                  | There is no expected negative impact on biodiversity in the built environment.                                    |
| <b>Reducing waste, reusing and recycling</b>                  | No negative impact on reducing waste, reusing and recycling is foreseen.                                          |
| <b>Reduced energy/fuel consumption</b>                        | No negative impact on reduced energy/fuel consumption is expected.                                                |
| <b>People's awareness of the environment and biodiversity</b> | People's awareness of the environment and biodiversity is not expected to be negatively impacted by this project. |
| <b>Flood risk management</b>                                  | Flood risk management is not expected to suffer any negative impact from this project.                            |

## A healthier Denbighshire

|                                 |                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Positive                                                                                                                                                                                                                                                                                                                           |
| <b>Justification for impact</b> | The new statutory ALN system that is expected to commence in September 2021 is a more holistic approach to supporting children and young peoples' needs. This should overall improve outcomes for those individuals with the aim of enabling them to reach their fully potential and where possible engage with their communities. |

|                                 |                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------|
| <b>Further actions required</b> | No negative impacts on a healthier Denbighshire are expected as part of this project. |
|---------------------------------|---------------------------------------------------------------------------------------|

**Positive impacts identified:**

|                                                                                           |                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A social and physical environment that encourage and support health and well-being</b> | Improved outcomes for children and young people with the new ALN system will hopefully encourage and support health and well-being.                                                                                                   |
| <b>Access to good quality, healthy food</b>                                               | It is not expected that access to good quality, healthy food will be positively effected by this project.                                                                                                                             |
| <b>People's emotional and mental well-being</b>                                           | Improved outcomes for children and young people with the new ALN system will hopefully encourage those will ALN to participate in community and economic life and have a positive impact on their emotional wellbeing and resilience. |
| <b>Access to healthcare</b>                                                               | Through working collaboratively with health colleagues in developing new systems and processes for the new ALN statutory system, links with health bodies will be strengthened.                                                       |
| <b>Participation in leisure opportunities</b>                                             | There is not expected to be any positive impact on participation in leisure opportunities from this project.                                                                                                                          |

**Negative impacts identified:**

|                                                                                           |                                                                                       |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>A social and physical environment that encourage and support health and well-being</b> | No negative impact is expected for health and well-being.                             |
| <b>Access to good quality, healthy food</b>                                               | Access to good quality, healthy food will not be negatively effected by this project. |
| <b>People's emotional and mental well-being</b>                                           | No negative impact is expected on people's emotional and mental well-being.           |
| <b>Access to healthcare</b>                                                               | Access to health care will not be negatively effected by this project.                |
| <b>Participation in leisure opportunities</b>                                             | No negative impact is expected for participation in leisure opportunities.            |

**A more equal Denbighshire**

|                                 |                                                                                                                                                                                                                                                                   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Positive                                                                                                                                                                                                                                                          |
| <b>Justification for impact</b> | The holistic person centred approach of the new statutory ALN system aims to be more inclusive, which would hopefully encourage all to engage with the support processes that will enable improved outcomes for children and young people with ALN.               |
| <b>Further actions required</b> | The barriers that exist with the traveller community have been identified as an area that needs attention. This can be discussed by the project team and explore the possibility of creating links with existing groups such as the Equal Travelling Ahead Group. |

**Positive impacts identified:**

|                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Improving the well-being of people with protected characteristics. The nine protected characteristics are: age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation</b></p> | <p>Improved outcomes for those children and young people with disabilities. Person Centred Practice (PCP) aims to involve all those in supporting the children and young people, including those with English as an Additional Language.</p>                                   |
| <p><b>People who suffer discrimination or disadvantage</b></p>                                                                                                                                                                                                               | <p>By having a person centred approach the new ALN statutory system should bring about improved engagement for parents, carers and children and young people, including those who have the nine protected characteristics.</p>                                                 |
| <p><b>People affected by socio-economic disadvantage and unequal outcomes</b></p>                                                                                                                                                                                            | <p>A more holistic, person centered approach of the new ALN statutory system will aim to improve outcomes of children and young people, including those who have the nine protected characteristics.</p>                                                                       |
| <p><b>Areas affected by socio-economic disadvantage</b></p>                                                                                                                                                                                                                  | <p>The project is aiming to create a more equal access to educational inclusion support across the county. The intention being to improve interventions and support for children and young people and also training for staff who support those children and young people.</p> |

**Negative impacts identified:**

|                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Improving the well-being of people with protected characteristics. The nine protected characteristics are: age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation</b></p> | <p>We do not anticipate any negative impact with regards to the nine protected characteristics.</p>                                                                                                                                             |
| <p><b>People who suffer discrimination or disadvantage</b></p>                                                                                                                                                                                                               | <p>Engagement between schools and the local authority with travellers currently presents barriers and is anticipated to be an area of ongoing challenge. This is a group that needs to be kept in mind when planning for future engagement.</p> |
| <p><b>People affected by socio-economic disadvantage and unequal outcomes</b></p>                                                                                                                                                                                            | <p>We do not foresee any negative impact on people affected by socio-economic disadvantage and unequal outcomes.</p>                                                                                                                            |
| <p><b>Areas affected by socio-economic disadvantage</b></p>                                                                                                                                                                                                                  | <p>No negative impact is expected on areas affected by socio-economic disadvantage.</p>                                                                                                                                                         |

## A Denbighshire of cohesive communities

|                                 |                                                                                                                                                                                                                        |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Neutral                                                                                                                                                                                                                |
| <b>Justification for impact</b> | Whilst it is hoped there will be a positive impact on the engagement of families and carers with the new statutory ALN system, overall there is felt to be a neutral impact on a Denbighshire of cohesive communities. |
| <b>Further actions required</b> | There it not expected to be any negative impact of this project on a Denbighshire of cohesive communities.                                                                                                             |

### Positive impacts identified:

|                                               |                                                                                                                                                                                         |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Safe communities and individuals</b>       | There is no expected positive impact on safe communities and individuals.                                                                                                               |
| <b>Community participation and resilience</b> | The holistic person centred approach of the new statutory ALN system will maximise families' and carers' engagement and involvement with supporting children and young people with ALN. |
| <b>The attractiveness of the area</b>         | No positive impact on the attractiveness of the area is expected.                                                                                                                       |
| <b>Connected communities</b>                  | It is not expected that there will be a positive impact on connected communities.                                                                                                       |
| <b>Rural resilience</b>                       | Rural resilience is not expected to have any positively impacted from this project.                                                                                                     |

### Negative impacts identified:

|                                               |                                                                                     |
|-----------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Safe communities and individuals</b>       | No negative impact on safe communities and individuals is expected.                 |
| <b>Community participation and resilience</b> | There is no expected negative impact on community participation and resilience.     |
| <b>The attractiveness of the area</b>         | No negative impact on the attractiveness of the area is foreseen.                   |
| <b>Connected communities</b>                  | It is not expected that there will be any negative impact on connected communities. |
| <b>Rural resilience</b>                       | Rural resilience is not expected to suffer any negative impact from this project.   |

## A Denbighshire of vibrant culture and thriving Welsh language

|                                 |                                                                                                                                                                                                                                                                          |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Positive                                                                                                                                                                                                                                                                 |
| <b>Justification for impact</b> | The project aims to promote the Welsh language by being as bilingual as possible in the materials produced and systems procured, and also in that the new statutory ALN system expects that all reasonable steps are taken to provide provision in Welsh where possible. |
| <b>Further actions required</b> | No negative impact is expected on a Denbighshire of vibrant culture and thriving Welsh language.                                                                                                                                                                         |

### Positive impacts identified:

|                                     |                                                                                                                                                                                                                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>People using Welsh</b>           | Whilst the LA already has a strong emphasis on providing educational provision for those learners who have Welsh as their first language. The new Draft ALN Code explains that where provision is need is needed through the medium of Welsh all reasonable steps must be taken. |
| <b>Promoting the Welsh language</b> | The project has aimed to be bilingual where possible in the materials produced and systems procured.                                                                                                                                                                             |

|                             |                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------|
| <b>Culture and heritage</b> | It is not expected that there will be a positive impact on culture and heritage. |
|-----------------------------|----------------------------------------------------------------------------------|

#### **Negative impacts identified:**

|                                     |                                                                       |
|-------------------------------------|-----------------------------------------------------------------------|
| <b>People using Welsh</b>           | No negative impact is expected on people using Welsh.                 |
| <b>Promoting the Welsh language</b> | There is no negative impact foreseen on promoting the Welsh language. |
| <b>Culture and heritage</b>         | No negative impact is expected on culture and heritage.               |

### **A globally responsible Denbighshire**

|                                 |                                                                                                                                                                                   |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Impact</b>           | Positive                                                                                                                                                                          |
| <b>Justification for impact</b> | The transition to online meetings and training in light of the Covid-19 pandemic will hopefully have a positive effect overall in regards to a globally responsible Denbighshire. |
| <b>Further actions required</b> | The only expected negative outcome of the project on A globally responsible Denbighshire is the use of server space for the new cloud based ALN IT system.                        |

#### **Positive impacts identified:**

|                                                                  |                                                                                                                                                                                                               |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Local, national, international supply chains</b>              | All training and IT supplier meetings are now being conducted online. This reduces the amount of travelling needed by participants.                                                                           |
| <b>Human rights</b>                                              | The new statutory Draft ALN Code explains that LA must have regard for the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities. |
| <b>Broader service provision in the local area or the region</b> | The project aims to integrate with local and regional health outcomes.                                                                                                                                        |
| <b>Reducing climate change</b>                                   | All training and IT supplier meetings are now being conducted online rather than face to face which would require participants to travel.                                                                     |

#### **Negative impacts identified:**

|                                                                  |                                                                                                  |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Local, national, international supply chains</b>              | No negative impact is expected on local, national, international supply chains.                  |
| <b>Human rights</b>                                              | No negative impact on the human rights is foreseen.                                              |
| <b>Broader service provision in the local area or the region</b> | No negative impact is expected on the broader service provision in the local area or the region. |
| <b>Reducing climate change</b>                                   | Potentially the new ALN IT system that has been procured uses sever space in London.             |

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|                            |                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Report to</b>           | <b>Performance Scrutiny Committee</b>                                                                                                                                      |
| <b>Date of meeting</b>     | <b>10 June 2021</b>                                                                                                                                                        |
| <b>Lead Member/Officer</b> | <b>Cllr Julian Thompson-Hill, Deputy Leader and Lead Member for Finance, Performance and Strategic Assets / Alan Smith, Head of Business Improvement and Modernisation</b> |
| <b>Report author</b>       | <b>Nicola Kneale, Strategic Planning Team Manager / Iolo McGregor, Strategic Planning and Performance Team Leader</b>                                                      |
| <b>Title</b>               | <b>Annual Performance Review 2020 to 2021</b>                                                                                                                              |

## **1. What is the report about?**

1.1. This report accompanies the Council's draft Annual Performance Review for 2020 to 2021 (attached at appendix 1), providing our quarterly and end of year analysis, and highlighting specific projects and action for delivery in 2021 to 2022.

## **2. What is the reason for making this report?**

2.1. To provide information regarding the Council's progress in delivering Corporate Plan outcomes as at quarter 4, 2020 to 2021, meeting our statutory obligation to publish an annual report on performance by October 31 under the Local Government (Wales) Measure 2009. It also responds to our duty around equality monitoring (under the Equality Act 2010 and Wales Measure 2011, which includes the new Socio Economic Duty); our contributions to the Well-being of Future Generations (Wales) Act 2015; and for the first time, responds to the requirement to self-assess under the Local Government and Elections (Wales) Act 2021.

2.2. To inform members about Corporate Plan projects planned for delivery in 2021 to 2022, which the Council is required to publish to meet its improvement duty under the Local Government (Wales) Measure 2009.

- 2.3. Regular reporting is an essential monitoring requirement of the Council's performance management framework. We monitor our performance regularly, taking quarterly reports to Scrutiny and Cabinet meetings, and produce an Annual Performance Review to evaluate progress.
- 2.4. Feedback is sought on the content of this draft Annual Performance Review 2020 to 2021 before approval of the final document by Council in July.

### **3. What are the Recommendations?**

- 3.1. It is recommended that Performance Scrutiny Committee considers the report, and agrees any further actions required to respond to any performance related issues highlighted within the report.

### **4. Report details**

- 4.1. The Council's Corporate Plan 2017 to 2022 sets the strategic direction for the Council and its priorities for the five-year period. The detail about what the Council intends to do each year to help deliver these priorities is set out in annual service plans. The projects originate from Service and Programme Plans. Progress will be reported to Performance Scrutiny Committee, Cabinet and the Senior Leadership Team (SLT) through our Quarterly Performance Reports.
- 4.2. This annual performance report provides a retrospective evaluation of the Council's success in delivering against these plans during 2020 to 2021, and whether the Council has successfully fulfilled its obligation to make arrangements to secure continuous improvement. It also looks ahead to what will be delivered in 2021 to 2022.
- 4.3. It includes for the first time a new 'pilot' chapter to satisfy the need to self-assess under the Local Government and Elections (Wales) Act 2021. It focuses on seven key governance areas. Drawing on available published evidence from internal and external sources, and looking at data agreed by Senior Managers, the chapter paints a wider picture about the context in which the council is operating when delivering its performance objectives. It also seeks to draw out any key actions to improve performance going forward. The report has been drafted in this way following independent advice received through the Welsh Local Government Association (WLGA), and we are assured that, combined with our usual evaluation of



performance against our corporate priorities, it will meet the new requirement to produce an annual self-assessment under the Act.

- 4.4. In addition to our new chapter on Corporate Health, Appendix 1 contains narrative on progress in delivering our corporate priorities, including the current status and programme progress. Within each corporate priority subsection there are also Well-being and Equality sections that capture our contributions to the Well-being of Future Generations (Wales) Act 2015; and the Equality Act 2010 and Wales Measure 2011 (which includes the socio-economic duty). In addition to Equality and Diversity, we also evaluate our contributions to Welsh Language and Sustainable Development, and draw out any key messages from our regulators and nationally published data. The Corporate Project Register and Corporate Risk Register can also be found at the back of the document.

## **5. How does the decision contribute to the Corporate Priorities?**

- 5.1. The Annual Performance Review includes an evaluation of the Council's success in delivering against its corporate priorities.

## **6. What will it cost and how will it affect other services?**

- 6.1. There is no cost associated with this report.

## **7. What are the main conclusions of the Well-being Impact Assessment?**

- 7.1. A Well-being Impact Assessment (WIA) is not required for this report. A WIA was undertaken on the Corporate Plan itself, and was presented to County Council when the plan was approved in October 2017. Individual projects / programmes of work within the Corporate Plan will subsequently have been individually assessed, as any new actions will be going forward.

## **8. What consultations have been carried out with Scrutiny and others?**

- 8.1. The report has been developed by the Strategic Planning Team, in consultation with other Council services. Feedback has already been sought on the report from SLT and the Corporate Governance and Audit Committee (the latter now being required

under the Local Government and Elections (Wales) Act 2021). Following Performance Scrutiny Committee, further consultation will take place with Cabinet on June 29 prior to being submitted to County Council for approval on July 6, 2021.

## **9. Chief Finance Officer Statement**

9.1. There are no significant financial implications arising from the report.

## **10. What risks are there and is there anything we can do to reduce them?**

10.1. Failure to publish the Annual Review by the October 31 deadline would be likely to result in statutory recommendations from the Audit Wales, with significant implications for the reputation of the Council.

## **11. Power to make the decision**

11.1. The Corporate Plan and the Annual Performance Review are key elements of the Wales Programme for Improvement (2010), which is underpinned by the statutory requirements of the Local Government Act 1999 and Local Government (Wales) Measure 2009. Going forward, the Local Government and Elections (Wales) Act will apply.

11.2. Section 21 of the Local Government Act 2000 and Section 7 of the Council's Constitution outline Scrutiny's powers and duties with respect of scrutinising the authority's performance.

# Annual Performance Review 2020 to 2021

This document presents the council's performance against its priorities in 2020 to 2021, including the Public Sector Equality Duty; outlines our plans for Corporate Plan delivery in 2021 to 2022; shows the progress of council projects; and highlights the council's progress in managing its risks. It is also our pilot Self-Assessment, as required under the new Local Government and Elections (Wales) Act 2021.

This document is also available in Welsh, and may be available in other formats on request.

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**For more information, or to let us know what you think about anything in this report, contact us:**

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Rydym yn croesawu galwadau ffôn yn Gymraeg / We welcome telephone calls in Welsh.

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LL15 9AZ

We welcome correspondence in Welsh. There will be no delay in responding to correspondence received in Welsh.

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## Introduction

This review of our performance comes very shortly after our last annual report published in October 2020, which covered 2019 to 2020. Usually published in the summer, that report had been delayed because of the impact of Covid-19 on the council and covered some of the period that this report is concerned with. However, we hope that this report will still bring some new and engaging information about our performance in the last year, cataloguing the council's progress in its, and our communities' ongoing recovery efforts in response to Covid-19; our position with the [Corporate Plan](#) in its penultimate year; and also some key performance insights with regards to our governance.

Our staff, many of whom took up new roles this year to aid our response to the virus, continue to work tirelessly to keep communities safe and ensure that our service operations continue, albeit in a different way. We continue to be thankful to all of our staff, partners and providers who are working so hard to make sure Denbighshire residents have the essential services that they need.

Every year we review our performance to evaluate our success in delivering benefits for our communities, and this year is no different. 2020 to 2021 represents the fourth year of our ambitious five-year Corporate Plan, which seeks to build on strengths and opportunities, but also address the very real challenges and risks faced by our communities. The Plan can only be delivered through working in partnership with residents, public sector partners, not-for-profit sector colleagues and the private sector; and this report evaluates our progress so far. It also, for the first time, seeks to capture the council's performance against key aspects of 'Corporate Health', in response to the new Local Government and Elections (Wales) Act 2021.

We are proud to say that the council continues to make good progress with its priorities, having for the most-part recovered timescales that were impacted by Covid-19, or adapted delivery to continue to secure the benefits that we want for our communities. Our hope remains that the projects we deliver will help to support our residents to live independent and fulfilled lives here in Denbighshire, particularly as we look ahead, together, to recovery after the impact of Covid-19.

## Finance

The council sets a revenue budget each year. This is a budget that it will provide for services in the year, which is paid for by service users, Welsh Government Grants, Council Tax and Business Rate payers. The council's net revenue budget for 2020 to 2021 was £208.302m. The final position on service and corporate budgets (including schools underspend of £7.058m) is an underspend of £9.457m, which is 4.5% of the net revenue budget.

The 2020 to 2021 budget identified service savings and efficiencies of £4.448m as detailed below:

- Corporate savings identified relating to the triennial actuarial review of the Clwyd Pension Fund (£2m)
- Schools savings of 1% (£0.692m)
- Service efficiencies and savings (£1.756m)

The corporate savings have already been achieved, and the schools' savings are delegated to the governing bodies to monitor and deliver. On top of this, £1.086m of the service savings had originally been designated as savings that have already been implemented.

The table below shows council spend across its services:

| <b>Services</b>                        | <b>Budget<br/>(£'000)</b> | <b>Outturn<br/>(£'000)</b> | <b>Variance<br/>(£'000)</b> |
|----------------------------------------|---------------------------|----------------------------|-----------------------------|
| Communities and Customer Services      | 3,403                     | 3,093                      | (310)                       |
| Education and Children's Service       | 17,160                    | 17,738                     | 577                         |
| Business Improvement and Modernisation | 4,329                     | 4,329                      | 0                           |



| <b>Services</b>                                      | <b>Budget<br/>(£'000)</b> | <b>Outturn<br/>(£'000)</b> | <b>Variance<br/>(£'000)</b> |
|------------------------------------------------------|---------------------------|----------------------------|-----------------------------|
| Legal, HR and Democratic Services                    | 2,454                     | 2,366                      | (88)                        |
| Finance and Property Services                        | 3,888                     | 3,442                      | (446)                       |
| Highways, Facilities and Environmental Services      | 17,029                    | 16,657                     | (372)                       |
| Planning, Public Protection and Countryside Services | 9,755                     | 9,294                      | (462)                       |
| Community Support Services                           | 38,104                    | 38,104                     | 0                           |
| Denbighshire Leisure Ltd                             | 3,488                     | 3,758                      | 270                         |
| <b>Total Service Budgets</b>                         | <b>99,612</b>             | <b>98,781</b>              | <b>(831)</b>                |

The table below shows council spend for schools:

| <b>Schools:</b>              | <b>Budget<br/>(£'000)</b> | <b>Outturn<br/>(£'000)</b> | <b>Variance<br/>(£'000)</b> |
|------------------------------|---------------------------|----------------------------|-----------------------------|
| Schools Delegated            | 78,772                    | 71,714                     | (7,058)                     |
| Schools Non-delegated        | (5,011)                   | (5,096)                    | (85)                        |
| <b>Total Schools Budgets</b> | <b>73,761</b>             | <b>66,618</b>              | <b>(6,973)</b>              |

The table below shows council spend across its corporate budgets. Please note that 'Levies' refers to the levy paid to the Fire Service; and Capital Financing is the annual loan repayment and interest costs of council debt incurred to fund capital expenditure.

| <b>Corporate Budgets:</b>               | <b>Budget<br/>(£'000)</b> | <b>Outturn<br/>(£'000)</b> | <b>Variance<br/>(£'000)</b> |
|-----------------------------------------|---------------------------|----------------------------|-----------------------------|
| Corporate                               | 16,176                    | 14,302                     | (1,874)                     |
| Capital Financing / Investment Interest | 13,854                    | 13,854                     | None                        |
| Levies                                  | 4,899                     | 4,899                      | None                        |
| <b>Total Corporate Budget</b>           | <b>34,929</b>             | <b>33,055</b>              | <b>(1,874)</b>              |

The table below shows our total spend across services, schools and corporate budgets:

| <b>Services, Schools and Corporate Budgets</b> | <b>Budget<br/>(£'000)</b> | <b>Outturn<br/>(£'000)</b> | <b>Variance<br/>(£'000)</b> |
|------------------------------------------------|---------------------------|----------------------------|-----------------------------|
| <b>Total</b>                                   | <b>208,302</b>            | <b>198,454</b>             | <b>(9,848)</b>              |

The table below shows the funding that we received:

| <b>Funding</b>           | <b>Budget<br/>(£'000)</b> | <b>Outturn<br/>(£'000)</b> | <b>Variance<br/>(£'000)</b> |
|--------------------------|---------------------------|----------------------------|-----------------------------|
| Welsh Government Funding | 151,932                   | 151,932                    | None                        |
| Council Tax and Balances | 56,370                    | 55,979                     | 391                         |

|                      |                |                |            |
|----------------------|----------------|----------------|------------|
| <b>Total Funding</b> | <b>208,302</b> | <b>207,911</b> | <b>391</b> |
|----------------------|----------------|----------------|------------|

## Funding the Corporate Plan

Some projects that support our Corporate Plan priorities require significant capital investment, whereas others are revenue funded, and some may be delivered at no additional cost. The total cost of the plan was initially estimated at £135m, and this has changed as proposals have developed. To pay for the capital investment identified, we will need to commit revenue budget and cash to the priorities. During 2017 to 2018 we identified £0.5m of our revenue budget for 2018 to 2019, and £1m cash to support corporate priorities. A further revenue contribution of £0.5m was secured through the 2019 to 2020 budget process. Further annual budget allocations will be required, but it is recognised that this will be difficult to achieve as the council's total budget reduces.

## Capital Expenditure

The table below shows the total capital expenditure across council service areas for 2020 to 2021:

| <b>Expenditure</b>                                   | <b>£'000</b> |
|------------------------------------------------------|--------------|
| Legal, HR and Democratic Services                    | 67           |
| Finance and Property Services                        | 3,544        |
| Highways, Facilities and Environmental Services      | 24,531       |
| Planning, Public Protection and Countryside Services | 2,656        |
| Community Support Services                           | 581          |
| Communities and Customer Services                    | 0            |

|                                        |               |
|----------------------------------------|---------------|
| Business Improvement and Modernisation | 383           |
| Education and Children's Services      | 5,751         |
| Housing Revenue Account                | 9,734         |
| <b>Total</b>                           | <b>47,247</b> |

## Responding to Covid-19

Throughout 2020 to 2021 the council has continued its efforts to respond to the Covid-19 pandemic, carefully monitoring and managing its impact on the community, staff capacity, delays to project timescales, and crucially, budget. By now we have broadly seen a return to business as usual activity (where it is safe to do so), or at least a continuation of service delivery albeit in slightly different ways. Below are just some of the performance highlights and innovations that we have seen from the year:

- The establishment of hub schools to support key workers.
- Administering [support grants for businesses](#), and free school meal payments direct to eligible families.
- Establishing our redeployment bureau to ensure critical services, in particular care services, could continue, supported by a new PPE process.
- Community calls to assist the most vulnerable and those advised to shield.
- Working with schools to support their reopening and the well-being of pupils.
- Working with businesses to ensure that they are able to operate safely and follow the guidelines.
- Establishing a new team and processes to support Test, Trace and Protect (TTP).
- Moving all public committee and council meetings online.
- Supporting the majority of office-based staff to work from home.
- Pro-active communications through our website and communications team.

## **What are we doing in 2021 to 2022?**

The pandemic still being with us, we will continue with the above activity where it is still required, and work hard in the year ahead to support the recovery of the county in the wake of Covid-19. Our activities will be co-ordinated by our Business Recovery Group going forward, which includes representation from North Wales Police and the private sector.

With further changes to Covid-19 restrictions taking place in Wales, the council has developed a Destination Management Plan to ensure that key sites and facilities are ready to welcome visitors, and that local residents will feel safe and well-informed.

Denbighshire's Destination Management Plan has been developed in partnership with the tourism businesses across the county and seeks to co-ordinate activity over the coming months to ensure a positive and safe experience for visitors, residents and business. According to latest figures, Tourism contributes £552m to Denbighshire's economy, so it is critical that the county is well placed to maximise tourism opportunities and welcome people not just this summer, but year after year.

With many people planning to holiday in the UK this year we are excited to welcome visitors back to Denbighshire after this long period of lockdown, but we ask that visitors act responsibly and help us keep Denbighshire a safe and clean place for everyone to enjoy. With a noticeable increase in camper vans staying overnight at some beauty spots in the Area of Outstanding Natural Beauty (AONB). This can cause issues for our staff with littering, fire damage, and human waste to clear up, especially where no facilities exist. Visiting campers will be asked to take all waste with them and encouraged to use private campsites with facilities to minimise the pressures on the landscape and the people who work hard to look after it. In particular, visitors will be asked not to have BBQ's, camping stoves or campfires on the moorland areas of the Area of Outstanding Natural Beauty (AONB) because of the significant risk of fire. Denbighshire's Countryside Rangers will be putting up fire risk signs at key areas and will be asking visitors to extinguish any fires or BBQ's that they come across.

## Summary position for our Corporate Plan

The measures evaluation for each priority has been determined through the performance management framework that we have in place. The projects evaluation has been determined by the status of our projects.

**Housing:** Everyone is supported to live in homes that meet their needs

Measures: Good

Projects: Good

**Connected Communities:** Communities are connected and have access to goods and services locally, online and through good transport links

Measures: Priority for improvement

Projects: Good

**Resilient Communities:** The council works with people and communities to build independence and resilience

Measures: Acceptable

Projects: Good

**Environment:** Attractive and protected, supporting well-being and economic prosperity

Measures: Good

Projects: Excellent

**Young People:** A place where younger people will want to live and work and have the skills to do so

Measures: Priority for improvement

Projects: Good

## **A Note on Measuring Performance**

In Denbighshire, our default approach to setting performance thresholds is to take the upper-quartile (best performing) from nationally comparable information as the point where performance is considered 'Excellent'. The 'Priority for Improvement' threshold is usually the median. Midway between these two values determines the threshold between 'Acceptable' and 'Good' performance.

If no data is available that we can compare ourselves with (either nationally or by comparable grouping), then we will take a local view on what we feel reasonably determines 'Excellent' and 'Priority for Improvement' performance. This should represent our ambition.

For more information on how we manage performance, view the [Performance Management Guide on our website](#).



## **Housing: Everyone is supported to live in homes that meet their needs**

Measures: Good

Projects: Good

### **Corporate Plan Performance Framework: Measures Update**

As at the end of March 2021, there were 2,139 people registered on the Single Access Route to Housing (SARTH) waiting list, continuing a steadily increasing trend that we have seen since the same period last year. To understand the reasons for the increase in these figures we have set up a task and finish group that includes colleagues from Housing Strategy, Homelessness and Housing Support. Part of this review will be looking at increasing understanding of the reasons households are in need, other options they could be signposted to, and identifying those people who may no longer have a housing need following a thorough review of their application. As the current measure for the SARTH waiting list is a count only, to give some context to our efforts we have now included a second measure in our framework that considers the number of people housed from the register into either council stock or a Denbighshire Registered Social Landlord property. As at the end of March 2021 the cumulative annual total of people housed from the SARTH register was 219.

Within this priority we set a target to create 170 new council homes by 2022, and early 2021 finally saw works get underway on eighteen two-bedroom and four four-bedroom semi-detached houses on land above Tan y Sgubor, Denbigh; and four one-bedroom apartments on the site of the former Bodnant School canteen on Caradoc Road, Prestatyn. In 2020 to 2021 we achieved a total of 10 new council homes, which matches the total provided in 2019 to 2020. The target of providing 170 additional council homes will still be achieved, but because of the social distancing measures that have been imposed to tackle the Covid-19 pandemic, not all of these will now be completed by March 2022.

A total of 435 additional homes have been provided in Denbighshire during 2020 to 2021. This has increased from 242 the previous year. In particular, 165 affordable dwellings have been brought forward, including in Rhyl, Rhuddlan, Llanfair DC, Llangollen and Denbigh.

Combined with previous years, 379 additional affordable homes have now been delivered, exceeding our original Corporate Plan target of 260.

At the start of our Corporate Plan we set out to bring 500 empty properties back into use by 2022. During 2020 to 2021, 148 were brought back into use, which means we have successfully met our target, returning a total of 659 to use since the start of the Corporate Plan.

Five people who were on the Complex Disabilities Specialist Housing Needs Register have secured supported housing in 2020 to 2021; this compares with 9 the previous year. The reason for the reduction is due to the Covid-19 pandemic and restrictions meaning we were unable to introduce residents to placements from March 2020 to the end of September 2020.

Our measure around the number of private sector homes improved in standard and quality has fallen significantly below our usual standard due to Covid-19 restrictions on work. 415 homes were improved during 2020 to 2021, down from 810 the previous year.

Our fourth bi-annual survey for Denbighshire housing tenants was planned for early 2020, but due to Covid-19 this was postponed until late 2020. This survey has been an opportunity for us to gather better intelligence from our tenants, which will allow us to address issues that are important to them and assist us to deliver value for money, as well as knowing our strengths and identifying areas for improvement. We will use this information to identify any service improvements, new developments, and inform us of tenant perception, which we could potentially influence through better communication. A total of 3,277 surveys were mailed out with a return of 381 (11.6%). A draft report is due at the end of May 2021, and we will carry out the next survey in early 2022.

We are still awaiting final figures for two measures in our framework around the percentage of households successfully prevented from homelessness (Section 66 duty); and the percentage of households successfully relieved from homelessness (Section 73 duty). These are Welsh Government driven measures that were temporarily suspended due to the pandemic, but the data will be available in **June**.

Finally, there are two further measures in our measures framework that pertain to the Residents' Survey. We have no new data to share on these, the next survey being run in the autumn, 2021.

## **Corporate Plan Performance Framework: Project Update**

### **Extra Care Housing**

Building works have recommenced at Denbigh extra care housing following delays due to Covid-19. Denbighshire residents have been invited to take a virtual look at the new extra care facility, Awel y Dyffryn, in Denbigh. The facility, which promotes comfortable homes and independence is set to welcome its first residents in the autumn, 2021. A virtual open day is set to take place over Zoom and there will be an opportunity to go on a 'journey' around one of the flats, see a video of the kind of resources offered, and an opportunity to ask questions of Grŵp Cynefin staff about the scheme. Grŵp Cynefin are meeting with the contractor, RL Davies, on a weekly basis to keep the scheme on track. Meanwhile, Ruthin extra care housing is also progressing following substantial delays due to the pandemic. A short-term lease has been agreed and pre-demolishment works have commenced on site. Procurement for a builder had gone out to tender; however, due to such a high specification this was unsuccessful. It has now been re-advertised with a slightly lower specification in the hope that more interest will be received.

People living in Denbighshire, aged 60 and over, will be given priority status at the scheme and these will be those with protected characteristics specifically, **Age** and **Disability** and those who are at a **socio-economic disadvantage**.

### **Additional Council Homes**

There has been a lot of progress with this project in 2020 to 2021. In the Rhyl area, the planning application for the renovation of the former Granite and Next stores in Rhyl High Street and the conversion of the upper storeys to provide apartments was approved, and contractors were appointed to demolish the nearby auction rooms to provide off street parking for the development. Architects were appointed to design a renovation scheme for a former salon in Queen Street, which will also deliver apartments on the upper storeys.

Developments in the Prestatyn area include the approval of a planning application for the proposed redevelopment of the former library in Prestatyn to provide apartments. In

addition to this, work has started on the construction of four Passivhaus apartments in Caradoc Road, Prestatyn. Tenders have also been sought for the construction of apartments on land off The Dell in Prestatyn.

Finally, offers were invited for the land adjacent to Ysgol Pendref in Denbigh, with a requirement that 20% of the homes built on the development will be offered to the council; and the purchase of a former council house in Rhuddlan was also completed.

There is confidence that the programme can still be deliver 170 more council homes by 2022, despite the pandemic. However, there will be a schedule over-run because developments are taking longer than envisaged as a consequence of the imposition of social distancing measures in the construction sector.

This project directly benefits those who are at a **socio-economic disadvantage**.

### **Affordable Housing**

Denbighshire County Council has been recognised as the top performing North Wales authority for affordable housing for 2019 to 2020. Statistics released in March 2021 by the Welsh Government on affordable housing provision between April 2019 to March 2020 placed Denbighshire at the top for affordable housing provision in North Wales and 11th nationally in Wales.

Mortgage lending criteria are easing with mortgage lenders beginning to offer 10% deposits again. However, the pool of lenders willing to deal with first time buyers remains very small. Planning obligations, also known as Section 106 agreements, are being challenged by Shared Equity property owners if sales are withdrawn or fail. We are looking into options as to how this can be addressed in the future.

This project will directly benefit those who are at a **socio-economic disadvantage**, while also supporting the protected characteristics of **Age**.

### **Empty Homes Back into Use**

The Empty Homes Matching Scheme was launched in October 2020, which is a pilot scheme that connects owners of empty properties in Denbighshire with investors that want to turn them into lived-in homes. There are currently 15 parties registered (13 potential investors and 2 empty home owners), with ongoing further efforts being made to advertise.

In total there have been 12 matches, but no successful outcomes to date. Empty home owners have been in receipt of an annual survey for many years, which has now been updated to include advertisement of the matching scheme. The people that have been involved in the scheme so far are very happy that Denbighshire County Council is making a proactive effort to match empty homeowners and potential investors.

This project will directly benefit those at a **socio-economic disadvantage** by providing more liveable homes within the community. It also would benefit the protected characteristic of **Age**.

## Annual or Biennial Measures

| Measure                                                                                                                                                              | 2019 to 2020 | 2020 to 2021     | Status                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|------------------------------|
| The number of people who were on the Complex Disabilities Specialist Housing Needs Register for whom supported housing has been secured – <b>Benchmarked Locally</b> | 9            | 5                | Acceptable                   |
| The additional supply of council houses provided                                                                                                                     | 10           | 10               | Does not apply<br>Count only |
| Number of additional homes provided in Denbighshire – <b>Benchmarked Locally</b>                                                                                     | 242          | 435              | Excellent                    |
| Number of empty properties brought back into use (old definition) – <b>Benchmarked Locally</b>                                                                       | 179          | 148              | Excellent                    |
| The number of private sector homes improved in standard and quality due to intervention from the council – <b>Benchmarked Locally</b>                                | 810          | 415              | Good                         |
| The additional supply of affordable housing, including social housing, provided during the year – <b>Benchmarked Locally</b>                                         | 139          | 165              | Excellent                    |
| Percentage of households successfully prevented from homelessness (Section 66 duty) – <b>Benchmarked Nationally</b>                                                  | 57           | Data due in June | Priority for improvement     |
| Percentage of households successfully relieved from homelessness (Section 73 duty) – <b>Benchmarked Nationally</b>                                                   | 30           | Data due in June | Priority for improvement     |

2020 to 2021 data for the following two measures is not expected until the Residents' Survey is run in the autumn, 2021.

| Measure                                                                                                                               | 2018 to 2019 | 2019 to 2020                | Status                   |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------|--------------------------|
| The percentage of residents reporting they felt satisfied with the availability of housing in their area – <b>Benchmarked Locally</b> | 42           | Does not apply<br>No Survey | Priority for improvement |
| The percentage of residents reporting they are satisfied with the standard of housing in their area – <b>Benchmarked Locally</b>      | 52           | Does not apply<br>No Survey | Acceptable               |

Our measure concerning additional Extra Care Homes supported by the council will not be reported until those schemes are completed.

### Quarterly or Biannual Measures

| Measure                                                             | Quarter 4 2019 to 2020 | Quarter 1 2020 to 2021 | Quarter 2 2020 to 2021 | Quarter 3 2020 to 2021 | Quarter 4 2020 to 2021 | Status                       |
|---------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------------|
| Number of people on SARTH waiting list – <b>Benchmarked Locally</b> | 1,152                  | 1,508                  | 1,791                  | 1,937                  | 2,139                  | Priority for improvement     |
| Cumulative number of people house from the SARTH register           | 387                    | 40                     | 140                    | 237                    | 328                    | Does not apply<br>Count only |

### Project Progress

The following projects are on target:

- Additional affordable homes

- 500 empty properties back into use
- Denbigh extra care housing
- Ruthin extra care housing

The following projects are experiencing obstacles:

- Additional council housing

## Well-being and Equality

This priority applies the five ways of working and directly supports Wales' Well-being Goals around **prosperity**, environmental **resilience**, **health**, **equality**, **cohesive communities**, and a **globally responsible** Wales with a **vibrant culture and thriving Welsh language**. Below are some further highlights from the last year of work that we have undertaken in support of the Well-being Goals and the Sustainable Development Principle; but also benefiting those with protected characteristics or who are at a socio-economic disadvantage:

### Syrian Vulnerable Person Resettlement Scheme

Denbighshire have successfully resettled 20 Syrian families since April 2016, with the most recent family being resettled in January 2021. The Home Office has now brought this scheme to an end and has replaced it with a new and wider UK Resettlement Scheme, with the priority now focusing on 'cancelled cases' and 'family connections'. At Cabinet in January 2020, it was agreed to continue to support the settlement of refugees in Denbighshire through the Global Resettlement Scheme.

This new scheme aims to support the **long-term** integration of resettled refugees by making it simpler to operate and for the public to understand, **preventing** any refugees from being excluded. As well as focusing on the most vulnerable refugees who are likely to be at a **socio-economic disadvantage**, it will also benefit those with the protected characteristics of **Race, Age, Religion or Belief**. To ensure this scheme works well a **collaborative** approach has been taken with Denbighshire County Council and the

Department for Work and Pensions attending a weekly drop in to resolve any queries and to answer questions.

### **Rapid Rehousing Grant Scheme**

In June 2020 the Welsh Government released its planning guidance for homelessness and housing related support services, launching the Rapid Rehousing Recovery Model. Denbighshire applied to the Welsh Government for capital money to purchase a property to provide good quality family emergency accommodation. We have recently completed on the purchase of a property, which will provide eight units of family accommodation, as well as being able to purchase four units of permanent family accommodation. We are now in phase 3 of the planning stage, which is implementing the Rapid Rehousing Model with the development of a Multi-Disciplinary Team to provide the relevant support to households at risk of, or experiencing homelessness.

The needs of those at a **socio-economic disadvantage** are addressed within this scheme by taking an **integrated** and **collaborative** approach with partners to tackle homelessness within Denbighshire. Thinking **long-term** is a high priority in this scheme, aiming to help those at risk of, or experiencing homelessness to find and sustain permanent accommodation and **prevent** problems re-occurring.

### **Denbighshire Housing**

After careful consideration, a decision was made in February 2021 to increase Denbighshire Housing rents by 1.5%. Prior to this decision being approved, we had to demonstrate that we are using our resources efficiently, provide value for money, and consider the affordability of our rents. The change is in accordance with Welsh Government policy for social housing rents and will come into effect from April 5, 2021. For Denbighshire tenants this will mean an average weekly rent increase of £1.38. In a survey, 89% of council tenants said their rent provides value for money, while rents are the lowest on average for social housing landlords in Denbighshire.

To manage and maintain our £300 million worth of housing stock for the benefit of our residents, we carefully invest the rents from our tenants and maximise opportunities to leverage in grant funding to make longer term improvements. The housing budget has been calculated to ensure we can deliver our services, maintain the quality standard of our homes, and develop our new build programme. Over the last five years Denbighshire



Housing has installed 1,100 new heating systems, 465 new roofs, 325 new windows, 125 air source heat pumps, 775 kitchens and bathrooms. 2,550 properties have also been externally painted, £2 million has been spent on disabled adaptations, and £1.9 million has been invested on estate and neighbourhood improvements, including 17 new play areas.

This approach has a **long-term** vision for residents by carefully investing and aiming to **prevent** any problems in the future. By continuing to providing value for money, Denbighshire Housing aims to support those residents who may be at a **socio-economic disadvantage**, directly benefiting those who may have protected characteristics such as **Age** and **Disability**.

### **Gypsy and Traveller Accommodation**

In 2021, a new needs assessment for Gypsy, Roma and Traveller accommodation will be set up by Denbighshire County Council. The announcement follows the setting up of a number of unauthorised temporary encampments across the region in May 2021. The review will assess the current accommodation needs within the community and does not include looking for locations for sites. The council has a legal duty to undertake a new Gypsy, Roma and Traveller Accommodation Assessment (GTAA) every five years as a requirement of the Housing (Wales) Act 2014, and is also a requirement for the replacement Local Development Plan (LDP). During 2021 to 2022, we will also be looking to recruit a designated Gypsy, Roma and Traveller Liaison Officer to the council to help manage our relationship with the Gypsy, Roma and Traveller community.

The council has a positive working relationship with Traveling Ahead, Wales' Gypsy, Roma and Traveller advice and advocacy service. We will work **collaboratively**, **involving** key stakeholders, and **integrating** with Welsh Government's ambitions, to support the travelling community wherever possible. This supports the protected characteristic of **Race, Religion and Belief**, and **socio-economic disadvantage**.

### **What are we doing in 2021 to 2022?**

We will continue to deliver against the projects that support this priority in 2021 to 2022:

**Extra Care Housing:** We will work to keep the Denbigh Extra Care Housing Scheme on track to meet the estimated completion date of July 2021, and to open in the autumn, 2021. We will also contract a builder to begin works on the Ruthin site.

**Additional Council Homes:** The council will continue with its developments on Queen Street and St Helen's Place, Rhyl. We also hope to successfully tender for the construction of apartments at The Dell, Prestatyn.

**Affordable Housing:** Providing more affordable homes in our communities is part of our ongoing work to ensure we can retain more young people in Denbighshire. We are still awaiting confirmation on several RSL private finance deals and Rent to Own schemes, which once completed will continue to exceed our Corporate Plan target.

**Empty Homes back into use:** Our aim for 2021 to 2022 is to continue to raise awareness of our empty home / contractor matching scheme and successfully bring back empty homes to use as a result. Going forward we are looking to increase the number of registered home owners or potential investors to at least 20.

**Gypsy, Roma and Traveller Needs Assessment:** We will complete an assessment of the current accommodation needs within the Gypsy, Roma and Traveller community, and appoint a Gypsy, Roma and Traveller Liaison Officer.

## **Connected Communities: Communities are connected and have access to goods and services locally, online and through good transport links**

Measures: Priority for improvement

Projects: Good

### **Corporate Plan Performance Framework: Measures Update**

As at March 2021, the coverage of superfast broadband (>30mbps) in Denbighshire was at 92.23%; a small increase of 1.13% since the previous period. It remains a priority for improvement.

As at March 2021, 4.45% of premises had broadband of 10mbps or below. This is a 0.26% improvement on the previous period; however, we have not seen significant improvements in performance in this area since January 2020 and it remains a priority for improvement for us. The Wales figure is at 2.45%.

The latest data for the availability of 4G signal from all operators being available on Denbighshire's A and B roads is still pending. As at December 2020, 49.8% of roads had 4G signal from all operators. Our ambition at this stage was to have 60% availability as a minimum. Performance remains a priority for improvement.

Labour Force Survey data published by the Office for National Statistics on the use of the internet by adults in Denbighshire and Conwy has recently been published. 89.8% of adults had used the internet in the last three months as at January to March 2020, compared to 87.7% for the same period in 2019. We were anticipating an increase in internet use for the year 2020 to 2021, but we will still prioritise support for those at risk of becoming (or remaining) digitally excluded in our communities, and those experiencing socio economic disadvantage.

50% of transactions were undertaken via the web during January to March 2021, compared to the total number of transactions undertaken using all access channels. This is a 4% increase from the same period in 2019 (up from 46%), although 2% less than the first lockdown during April to June 2020.

During 2020 to 2021 a total of 173 of damaged roads and pavements were reported, with 151 being made safe within the timescale of 7 working days (87%). This is a 2.7%

decrease on the same period the previous year. 2020 to 2021 data for the condition of A, B and C roads is also anticipated in **June**. Previous data for these measures showed a slight decline in the condition of A (from 3.4% to 3.6%) and B (from 4.7% to 5.3%) roads during 2019 to 2020, with C roads staying the same (8.2%). Our measure around a six monthly road condition score for C roads and unclassified roads has proven too difficult to provide data for, and is proposed for removal from this framework.

There is no new data for the Welsh Index of Multiple Deprivation from what was reported in our last Annual Performance Review. The next release of this data is not anticipated until 2023 at the earliest.

## **Corporate Plan Programme Board: Project Update**

### **Superfast Broadband and Mobile Networks**

Work on our community pilot is continuing, which is in one of the worst areas for digital exclusion in the county (Nantglyn and the surrounding villages). The aim of the pilot is to find a solution to poor broadband on a community scale, making use of Government-backed funding support. We have a database of local residents interested in a community broadband scheme. Openreach has been provided with all of the information they need and we are urging them to provide a quote to progress the scheme as soon as possible.

During 2020 to 2021, we have provided a range of support to 63 individuals and 33 businesses. We have also supported our own staff to resolve poor connectivity or to source new equipment while working from home.

Only one of our Community Fibre Partnerships (CFP) received their final quote from BT in time to apply for the previous edition of the Gigabit vouchers. Groesffordd Marli has since formed a Community Interest Company (a legal entity required by Openreach) and is awaiting news of the voucher they will be awarded. Two further CFPs have received quotes within the previous voucher allowance, and are waiting to hear what the new voucher allowance will be. Finally, another two CFPs have received final quotes that far exceed the previous voucher allowance and further funding is being sought, pending news on the new voucher scheme.

This project directly benefits those who are at a **socio economic disadvantage**. The benefits of improved connectivity and access to services will also benefit the protected characteristics of **Age** and **Disability**.

### **Digital Exclusion**

Despite Covid-19 and the restrictions imposed on us, some small positive outcomes were achieved during 2020 to 2021. 44 staff were trained in digital skills and 5 digital volunteers, known as Denbighshire Buddies, are available to help residents with simple digital problems. We have also upgraded and adapted technological kit – such as iPads - and resources to ensure our assets and services at Denbighshire libraries and residential care settings are digitally inclusive. In September 2020, we reviewed the scope of the project and identified the economically vulnerable as a priority to help, particularly those digitally impacted by job losses. ‘Solo digital spaces’ for interviews are being created in libraries, and Working Denbighshire are planning to use virtual reality technology to develop interview skills. Fibre speed connection is now installed at Cysgod y Gaer, one of our residential care settings, and all IT kit is in place and connected. Connectivity at Cysgod y Gaer is one step to developing an intergenerational event with Caer Drewyn school in Corwen, but due to Covid-19 restrictions in residential settings and schools the event is yet to happen.

This project directly benefits the protected characteristics of **Age**, **Disability**, and those who are at a **socio economic disadvantage**.

### **Infrastructure for Events**

This project is focussed on improving infrastructure to make it easier to stage events. It has two key elements: better support for community-run events (through provision of a mobile equipment hire scheme and a targeted support package for a selected number of localities); and better support for large-to-major events (through a large-to-major events process and through better engagement with promoters).

Following a period where little activity was taking place due to Covid-19, three of the four workstreams are now back in operation. The majority of equipment for the mobile equipment hire scheme has been ordered and is in secure storage whilst systems and processes are being developed to support the running of the scheme. The targeted support package has been developed as a one-off grant fund totalling £128k, which will be

shared by a limited number of selected applicants to provide improved infrastructure in communities that host and organise community events in Denbighshire. Project proposal forms and selection criteria have been agreed, and the scheme will be launched soon. The council's website now directs major events promoters and organisers to a named contact, to discuss the opportunities available in Denbighshire to stage events.

The mobile equipment hire scheme and the targeted support package are open to communities across the whole of Denbighshire, with the targeted support package being allocated on the basis that the events will be able to provide an enhanced experience for all. This includes those individuals that may currently experience difficulties accessing events in their community because of their protected characteristics, for example **Disability**. The project may also be particularly valued by communities that are at a **socio-economic disadvantage**, that may currently not have access to the infrastructure or equipment they need to run events for the benefit of their community.

### **Travel to Work, Education and Services**

Our approach to improving travel connectivity has shifted. Since the Corporate Plan was approved, Denbighshire County Council declared a Climate and Ecological Emergency in July 2019. Since then, we have developed plans to become a net carbon zero and ecologically positive council by 2030, and it was agreed by the Corporate Plan Programme Board that this project should adapt to support the carbon reduction agenda.

Furthermore, between 2019 to 2020, we worked with other North Wales Public Service Boards to procure research to better understand travel barriers to work. The research has been valuable, and it has demonstrated that people's barriers are often linked to poverty, inequality and socio-economic exclusion. Resolving barriers to transport – in rural areas in particular – are complex, and often unsustainable (from a service provision and financial point of view).

As a result of these two developments, we are proposing to develop a 'Sustainable Transport Plan'. The Plan will set a long-term vision for sustainable transport in Denbighshire and will probably include a range of existing and new interventions to encourage greater use of greener and healthier forms of transport, including reducing the need to travel wherever possible.

This project will directly benefit the protected characteristics of **Age** and **Disability** and those who are at a **socio economic disadvantage**.

### **Access to Information and Services**

The council's new website went live on September 16, 2020. A closure report for this project has been approved by the Corporate Plan Programme Board. What went well included engagement with internal and external digital and digital accessibility experts, to ensure the new platform would be fully accessible; a 'multi-disciplinary team' approach to procurement was particularly effective; teams supporting people with learning difficulties and also the visual impairment teams were involved in the procurement process for the screen reader software. Lessons learned included commencing procurement of a replacement website well before the expiry of the current contract; the value of adequate project management being in place as early as possible; the importance of clarity around project roles and expectations, and working with those affected by the changes early on in the process. The project report concluded by saying "it is important when making operational decisions about a project to consider the long-term resource implications attached to those actions beyond the lifetime of the project". This project clearly demonstrates the sustainable development principles at work. We will continue to monitor web-based transactions.

This project will directly benefit the protected characteristics of **Disability** and **Age** and those who are at a **socio economic disadvantage**.

### **Roads and Bridges**

2020 to 2021 proved a challenging year for the structures team because of Covid-19 restrictions, but also because of a vacancy that occurred half-way through the year that proved hard to recruit to. Additionally, the delivery window for most bridge related projects is narrow (due to the risk of high river levels), and hence most work is usually done in the summer months to reduce the access risk. As a result of these factors, less than a third of the work that was intended for year 4 of our 10-year maintenance programme could be completed. The floods of February 2020 and January 2021 also brought considerable damage of course, not least the destruction of the Llanerch Bridge, so the team has been busy trying to ensure that the repair funds received from WG (£1.753m) has been spent.

All improvement works to highway assets will assess accessibility, considering in particular the protected characteristics of **Age** and **Disability**. We want to make sure that no one is disadvantaged in accessing goods and services. In the case of the Llanerch Bridge, which is an important local route, the council has committed to its replacement as soon as possible to ensure that residents are not disadvantaged in the long-term by its loss.

## Annual or Biennial Measures

| Measure                                                                                                                                              | 2019 to 2020 | 2020 to 2021     | Status                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|--------------------------|
| The percentage of principle A roads that are in overall poor condition – <b>Benchmarked Nationally</b>                                               | 3.6          | Data due in June | Acceptable               |
| The percentage of non-principal/classified B roads that are in overall poor condition – <b>Benchmarked Nationally</b>                                | 5.3          | Data due in June | Priority for improvement |
| The percentage of non-principal/classified C roads that are in overall poor condition – <b>Benchmarked Nationally</b>                                | 8.2          | Data due in June | Good                     |
| The percentage of adults (aged 16 or over) who have used the internet within the last 3 months (Conwy and Denbighshire) – <b>Benchmarked Locally</b> | 87.7         | 89.8             | Acceptable               |

| Measure                                                                                                                                                                      | 2014 | 2019 | Status                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------------------------------|
| Percentage of Lower Super Output Areas (LSOAs) in Denbighshire in the 10% most deprived in Wales in terms of Access to Services (Wales Index of Multiple Deprivation - WIMD) | 14   | 14   | Does not apply<br>Count only |



## Quarterly or Biannual Measures

| Measure                                                                                                                                                | Quarter 4 2019 to 2020 | Quarter 1 2020 to 2021  | Quarter 2 2020 to 2021  | Quarter 3 2020 to 2021  | Quarter 4 2020 to 2021 | Status                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------------------|
| The percentage of Superfast Coverage in Denbighshire (>30 Mbps) – <b>Benchmarked Locally</b>                                                           | 91.29                  | 92                      | 91.83                   | 91.87                   | 92.23                  | Priority for improvement     |
| The percentage of premises with Broadband of 10 Mbps or below – <b>Benchmarked Locally</b>                                                             | 4.93                   | 4.63                    | 4.76                    | 4.71                    | 4.45                   | Priority for improvement     |
| The percentage of transactions undertaken via the web, compared to the total number of transactions undertaken using all access channels               | 46                     | 52                      | 48                      | 50                      | 50                     | Does not apply<br>Count only |
| The percentage of mobile 4G road signal (all operators) – <b>Benchmarked Locally</b>                                                                   | 45.31                  | 45.48                   | Data pending            | 49.8                    | Data pending           | Priority for improvement     |
| Percentage of damaged roads and pavements made safe within target time (CAT1 - Category 1 defects dealt within timescale) – <b>Benchmarked Locally</b> | 89.7                   | No data due to Covid-19 | No data due to Covid-19 | No data due to Covid-19 | 87                     | Priority for improvement     |

| Measure                                                                                                                 | Quarter 4 2019 to 2020      | Quarter 1 2020 to 2021  | Quarter 2 2020 to 2021      | Quarter 3 2020 to 2021  | Quarter 4 2020 to 2021     | Status                          |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|----------------------------|---------------------------------|
| 6 monthly Road Condition Score for around 75% of the remaining network (some C roads and almost all unclassified roads) | Does not apply<br>6 monthly | No data due to Covid-19 | Does not apply<br>6 monthly | No data due to Covid-19 | No data<br>Propose removal | Does not apply<br>Baseline year |

## Project Progress

The following projects are on target:

- Superfast broadband and mobile network
- Digital exclusion
- Infrastructure for events

The following project was pushed back to project brief stage:

- Sustainable Transport Plan (formerly Travel to work, education and services)

The following project is closed:

- Access to information and services

## Well-being and Equality

This priority applies the five ways of working and directly supports Wales' Well-being Goals around **prosperity**, environmental **resilience**, **health**, **equality**, **cohesiveness**, **global responsibility**, and a **vibrant culture with a thriving Welsh language**. Below are some further highlights from the last year of work that we have undertaken in support of the Well-being Goals and the Sustainable Development Principle; but also benefiting those with protected characteristics or who are at a socio-economic disadvantage:

## North East Wales Archives Service

The council has worked in partnership with Flintshire County Council to create a new North East Wales Archives service. The service is working towards the building of a new co-located facility, and in developing its designs have engaged extensively with a variety of stakeholders, including seldom-heard groups, and those from the LGBTQ community. These discussions have significantly influenced the design and use of the proposed building, for which a bid is currently pending with the National Lottery Heritage Horizon Award. Further information about our bid may be found [here](#).

It is hoped that the new building will directly benefit those with the protected characteristics of **Disability**, **Gender Reassignment** and **Sex**. The project is a great **collaborative**, **long-term** initiative that has extensively **involved** stakeholders, and will **prevent** harm to our historic collections. The bid also **integrates** with the ambitions of our partners in Flintshire to grow the offer at Theatre Clwyd as a sustainable cultural hub in the area.

## Rural Walks and Community Miles

Walking doesn't all have to be about long distance challenges. Accessible (to **Age** and **Disability**) short walks that will only take an hour or so are sometimes all we need to boost our well-being. These walks often link communities and explore some of our most special places. The [Denbighshire Rural Walks](#) series presents the best of walking in our rural area in one booklet with a range of walks to choose from – from the short and very easy, to the more strenuous. Our [Community Miles](#) series link villages and other places of interest. Walks are free, they can have little to no negative impact on our environment and can **prevent** health problems and protect well-being over the **long term**. This is particularly important for areas that are at a **socio-economic disadvantage**.

## What are we doing in 2021 to 2022?

We will continue to deliver against the projects that support this priority:

**Superfast Broadband and Mobile Networks:** We will progress talks with partners across North Wales to maximise the benefits for Denbighshire on regional digital infrastructure projects (Local Full Fibre Network and the North Wales Growth Deal). We will prepare a plan for tackling the remaining 'white' properties in the county (those without, or with very,

poor connectivity), and continue to support Nantglyn to progress a community broadband solution.

**Digital Exclusion:** We will continue to train staff and volunteers from April 2021 onwards. We will promote the Denbighshire Digital Buddies scheme. We will plan an intergenerational event to take place during 2021, and work to support those experiencing socio economic disadvantage will commence, with a focus on digital skills and employment.

**Infrastructure for events:** We hope to launch the mobile equipment hire scheme in the spring, 2022. We will encourage use of the equipment through proactive publicity. Information about the targeted support package scheme will also be shared with Member Area Groups and City, Town and Community Councils prior to publication and launch of the scheme in July 2021. It is envisaged that the 'bidding window' for project proposals will be open between July and September 2021, and funding award decisions will be communicated by the end of the year. Proactive engagement with promoters will commence in the autumn, 2021, in preparation for the summer season of 2022. Whilst this work will extend beyond the timescales of the current Corporate Plan, the aim is to embed a more structured and coherent approach to events that will continue for years to come.

**Sustainable Transport Plan:** A project brief to produce a Sustainable Transport Plan for Denbighshire will be discussed by the Corporate Plan Programme Board in July 2021. Once approval is confirmed, a business case to take the project forward will be developed.

## **Resilient Communities: The council works with people and communities to build independence and resilience**

Measures: Acceptable

Projects: Good

### **Corporate Plan Performance Framework: Measures Update**

As a whole, North Wales saw an 5.8% increase in domestic crime in 2020 to 2021.

Domestic crime in Denbighshire has increased in the past twelve months; in terms of the overall trends, the levels in the county fluctuates on a weekly basis.

There has been an increase in the cumulative number of repeat victims of domestic violence being identified in Denbighshire, from 517 to 555. This increase is 7.6% on the previous year. Repeat victims are people who have been a victim of crime three or more occasions in 12 months; therefore, the value for each month is a snapshot of the previous 12 months. Covid-19 restrictions are likely to have had an effect on domestic crime, with intra-familial tensions being raised due to lockdowns and travel restrictions.

Repeat offenders are people who have committed a domestic abuse offence on three or more occasions in 12 months; therefore, the value for each month is a snapshot of the previous 12 months. The number of repeat offenders of domestic abuse has increased in Denbighshire over the past twelve months, rising from 97 to 108 for the same period this year. This is an increase of 11.3%. The overall picture for North Wales for 2020 to 2021 shows the percentage of repeat offenders of domestic abuse has decreased by -2.2%.

Within the national Dewis Cymru website (a platform for sharing information on organisations and services that may be beneficial to people's well-being) the number of resources for Denbighshire stands at 623 at the end of March 2021. This is an increase of 16% on the figures we saw for the same period the previous year. The council encourages all services and service users to look to this platform for community information, and it is possible that the Covid-19 pandemic has led people and service providers to use this platform more regularly. At the end of March 2021, there were 11,059 resources for Wales on Dewis Cymru, and 2,799 for North Wales.

The number of carer assessments that took place during 2020 to 2021 totalled 878. However, for the same reporting period the previous year, the number of assessments

was higher at 1,224. We are not clear yet why there is a reduction in these figures, for a year where we know more people took on caring responsibilities during the pandemic. Support for carers has continued and community support has been available regardless of whether carers have received an assessment. Third Sector / Community Support during the crisis has been reaching carers and helping them to continue their caring responsibilities, and it is possible that this has made a difference. Working patterns have also changed and more people are working from home or furloughed, and some people have declined or cancelled formal support because they didn't want home visits to protect the vulnerable people that they care for. Carers themselves continue to show amazing resilience and maybe have been managing through their own creativity instead of seeking formal assistance. Carer Assessors have continued to find remote telephone and online support, and last summer were able to offer garden visits.

Data for 2020 to 2021 for the average length of time adults (aged 65 or over) are supported in residential care homes shows a steady increase to 1,053 days, rising from 970 for the same time the previous year. It is likely that the increased figure is due to the Covid-19 pandemic guidelines around isolating and shielding of vulnerable residents. Although our figures remain high in relation to the Wales average (800), it is understood that Denbighshire has a high average age population. We are still below our target of 1,200 days.

There are five remaining measures in our framework that relate to the council's carers' and residents' surveys. There is no new data to present for these, but they are next anticipated to run in late-summer and the autumn respectively.

## **Corporate Plan Programme Board: Project Update**

### **Involvement in shaping and improving services**

Confidence in the ability to deliver this project remains high; however, confidence in the ability to deliver the project as originally planned (focussed on building strong face-to-face engagement opportunities and fostering this culture within the council and its communities) is compromised due to the Covid-19 restrictions. Engagement Champions have recently met to discuss year one findings by ONEDAY Ltd, a research consortium commissioned to carry out our street survey work. The sustainability of new ways of working as a result of Covid-19 were also discussed and are anticipated to have a longer-term impact on the

draft engagement policy and supporting framework for the council. Further research work was undertaken in February and March 2021, devising a draft plan offering various options moving forward, dependent upon Covid-19 restrictions; findings will be reported when available. The spend profile for the project is under review and will be offered to the Corporate Plan Programme Board in July 2021 to ensure funding is maximised.

The engagement portal is now available on the council's [website](#).

This project indirectly benefits people from all protected characteristics, carers and those who are at a **socio-economic disadvantage** in that the source information is very varied and is in an accessible format for all.

### **Supporting Carers**

On 26 November 2020, Carers Rights Day, the council launched its Carers' Charter. The charter, produced in consultation with local adult and young carers and the Denbighshire Carer's Strategy Group, is our public statement of commitment to carers. We hope local businesses, third sector and community organisations will sign-up and make copies available in their workspaces and offices to ensure the role of informal, unpaid, carers is recognised. It sets out the council's pledge for carers to have the right to be treated with courtesy, respect and dignity, as well as the right to an individual assessment separate from the person for whom they are caring, so that their voice is also heard.

The Supporting Carers Project Team has continued to meet regularly to discuss progress and to plan for next steps and Covid-19 recovery. The Denbighshire Carers Strategy Group has also continued to meet and share information throughout the Covid-19 pandemic. It is recognised that some services have transferred well to virtual delivery and are likely to continue in this way because of convenience and being able to reach a wider audience. It is, however, equally acknowledged that digital exclusion is an issue and there is a need for on-going training and support for residents who are unable or unwilling to engage remotely with local carer services.

Community Support Services are continuing to review the carer referral process to ensure a seamless carer journey and improved data collection. Business systems are contributing to this work to ensure that Denbighshire's recording methods are consistent with other local authorities and prepared to collect data against the Welsh Government's improved performance framework (introduced in April 2020).

Support with contingency planning is available and discussed with carers as part of the What Matters / Assessment process. Third sector partners co-ordinated the Carers Support Grant, recently launched by Welsh Government, to support carers who experienced hardship during the winter. Application forms are available from [Carers Trust Crossroads](#) and [NEWCIS](#) for additional financial support and / or equipment to help carers in their caring role.

This project directly benefits the protected characteristics of **Age, Disability, Sex, Marriage and Civil Partnership** (particularly for unpaid carers looking after family members, spouse, partner etc.), and those at a **socio-economic disadvantage**.

### **Community Resource Teams (CRT)**

In December 2020 the Regional Transformation Board closed the CRT project and moved it to 'business as usual' under the Community Support Services' monthly Integrated Health and Social Care Localities Meeting. Community Support Services and partners continue to offer seamless health and care provision in locality hubs and throughout the county.

This continued work for Community Support Services directly benefits the protected characteristic of **Age**, and also those with characteristics that mean that they are most likely to struggle with health issues requiring our support, which would include **Disability, Pregnancy and Maternity, Race, Religion and Belief**, or who are at a **socio-economic disadvantage**.

### **Community Planning, Windfarms**

The Community Development Team continues to support Windfarm fund processes for the four major schemes covering Denbighshire, whilst also supporting communities to develop project ideas and identify funding opportunities from a range of sources. The team also deliver a broad range of other outcomes, which include, but are not limited to, administering other grant funding, developing internal and external networks to promote good practice, planning and publishing of community development related news, and co-ordinating corporate endorsement of community projects where appropriate.

The Community Development Team creates a bridge between what is happening in local communities and corporately within the council. This provides unique opportunity to



facilitate collaboration between communities and council services, whilst also providing valuable insight into current priorities for communities across the county.

It is our hope that in supporting our communities through this work, projects that they deliver will in turn benefit all protected characteristics, including the socio-economic duty.

### **Reduce Domestic Abuse**

We continue to develop a county-wide approach to raising awareness on how to reduce domestic abuse against women and men as part of this Corporate Plan, as well as supporting the North Wales strategy to tackle all aspects of violence against women, domestic abuse and sexual violence. The council project aims to contribute to the reduction of domestic abuse across the county by raising awareness of domestic abuse with staff and service users; providing training and development for staff to recognise the signs of domestic abuse, and offering the provision of support for children affected by domestic abuse. The project remains on target to achieve these original aims, with progress in particular being made on the Ask and Act training for frontline practitioners. This training was developed with survivors of violence against women, domestic abuse and sexual violence, and informed by lived experience. Level 2 training took place in March and April and 33 individuals are now trained as 'trainers' for Ask and Act; five staff were trained at Level 3 in April.

The Covid-19 lockdown has impacted start times on Spectrum training in schools and also on early domestic abuse intervention programmes for children. However, these impacts should be short-term and the goals still achievable by the end of the Corporate Plan in 2022.

As part of the project, the council supported White Ribbon Day on 25 November 2020 by lighting up two of our landmarks white, the Rhyl Pavilion and Rhyl Sky Tower. White Ribbon Day works to raise awareness of violence against women, encourage men to support women's groups, and raise awareness in schools and workplaces of violence against women.

This project directly benefits those who are at a **socio-economic disadvantage** and also those with characteristics that mean that they are most likely to experience domestic abuse, including **Marriage and Civil Partnerships, Religion, Sex and Sexual Orientation**.

## **Working towards becoming a Dementia friendly council**

The project team has recently submitted its first annual self-assessment to the Alzheimer's Society to confirm the activities and actions that have been undertaken to raise awareness of Dementia. Within the past twelve months, the project has continued, despite Covid-19 restrictions and the inability to meet face-to-face with people living with Dementia and the carers of those people living with Dementia. Work has included development of an intranet page to share with staff useful information, including what is available to assist people and their families living with Dementia. Staff were asked to share the information amongst colleagues and to contribute anything that they were aware of locally that could help improve its usefulness, such as Dementia Friendly locations and groups.

Dementia awareness / Friends training has been provided for staff and councillors and the Team is currently seeking ways to continue this through on-line sessions. Currently Dementia Champion training from the Alzheimer's Society is unavailable, but the project team will seek to offer this in the future.

This project directly benefits the protected characteristics of **Age** and **Disability**.

## **Rhyl Community Development**

As part of the Safer Streets Programme between Denbighshire County Council, North Wales Police and Clwyd Alyn Housing, Countryside Services have almost completed work on a new community food garden, bringing a disused and unsightly piece of land back into use for local residents to enjoy. This garden will offer communities opportunity to grow their own food, and to use new fixtures to sit, relax and socialise. The Garden will be fully accessible and will be used at no cost to residents who are part of the West Rhyl Community Champions initiative. The gardens are a way of saying thank you to residents, for being involved with the work of statutory organisations and the creation of activities to benefit West Rhyl communities.

Over the past two years, residents have voiced concerns over the way vehicles park fully on pavements and across junctions around the Gerddi Heulwen Park. These vehicles are a safety hazard for both pedestrians and road users, as they're causing obstructions which present a serious risk to the community. As part of the Safer Street Programme, a consultation was carried out earlier this year with residents living on Gronant Street, Abbey Street and John Street, seeking to offer potential options to rectify the issues. As a result

of the consultation, contractors were appointed and 105 stainless steel bollards were installed along pavement edgings during March. These are in keeping with the already installed posts around the park and, as requested by a number of residents during the consultation process, they are more aesthetically pleasing than black bollards. The options of resident parking permits and double yellow lines are still under discussion; further consultation with residents is required for this.

In terms of Capital Investment Projects and Community Benefits, the Rhyl Community Development Board met earlier this year and discussed the significant Regeneration Projects currently taking place and planned for Rhyl. An action arose from the meeting to map out employment and training opportunities being created for local residents as part of the projects, to include paid job roles, apprenticeships, work experience placements, and required skills and training. The Public Sector projects currently being mapped are the Queens Market Redevelopment, East Rhyl Sea Defences, Royal Alexander Hospital, Engineering School of Excellence, and Edward Henry Street Housing Development. Working closely with the various project managers and contractors is beneficial for Working Denbighshire and the Department of Work and Pensions, as they're able to prepare local people to take up the opportunities. Meetings and discussions are ongoing and findings will be presented at the next Community Development Board meeting.

This programme directly benefits those who are at a **socio-economic disadvantage**.

### **County wide Community Development**

For the financial year 2020 to 2021 there were 205 groups / projects supported by the Community Development Team. The work included support to strengthen the council's working relationship with foodbanks across the county, hosting two virtual Foodbank Network meetings from January to March, providing a platform to share best practices, highlight common concerns, and invite guest speakers from Citizen's Advice Denbighshire.

During January to March there were 28 applications received for the Open Spaces Commuted Sums resulting in 25 projects being allocated funding to deliver their projects.

It is our hope that in supporting our communities through this work, projects that they deliver will in turn benefit all protected characteristics, including the socio-economic duty.

## Annual or Biennial Measures

2020 to 2021 data for the following measures is not expected until the carers' and residents' surveys are run in late-summer and autumn respectively.

| Measure                                                                                                                                              | 2018 to 2019 | 2019 to 2020                | Status                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------|--------------------------|
| The percentage of people reporting they have received the right information or advice when they needed it – <b>Benchmarked Locally</b>               | 88           | No data due to Covid-19     | Acceptable               |
| The percentage of carers reporting they feel supported to continue in their caring role – <b>Benchmarked Locally</b>                                 | 55           | No data due to Covid-19     | Priority for improvement |
| The percentage of people reporting that they know who to contact about their care and support – <b>Benchmarked Locally</b>                           | 84           | No data due to Covid-19     | Acceptable               |
| The percentage of people who agree "my local area is a place where people will pull together to improve the local area" – <b>Benchmarked Locally</b> | 59           | Does not apply<br>No Survey | Acceptable               |
| The percentage of people who feel able to influence decisions affecting their local area – <b>Benchmarked Locally</b>                                | 27           | Does not apply<br>No Survey | Priority for improvement |

## Quarterly or Biannual Measures

| Measure                                                   | Quarter 4 2019 to 2020 | Quarter 1 2020 to 2021 | Quarter 2 2020 to 2021 | Quarter 3 2020 to 2021 | Quarter 4 2020 to 2021 | Status                       |
|-----------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------------|
| The cumulative (year to date) number of repeat victims of | 517                    | 126                    | 247                    | 371                    | 555                    | Does not apply<br>Count only |

|                                                                                                                             |      |     |       |       |       |                              |
|-----------------------------------------------------------------------------------------------------------------------------|------|-----|-------|-------|-------|------------------------------|
| Domestic Abuse including non-crime occurrences (3 or more in 12 months, measured as year to date)                           |      |     |       |       |       |                              |
| The cumulative (year to date) number of repeat offenders of Domestic Abuse (3 or more in 12 months)                         | 97   | 23  | 43    | 70    | 108   | Does not apply<br>Count only |
| The number of live resources on the Dewis Cymru Platform – <b>Benchmarked Locally</b>                                       | 536  | 470 | 543   | 562   | 623   | Excellent                    |
| The number of assessments of need for support for carers undertaken during the year                                         | 1224 | 111 | 320   | 404   | 878   | Does not apply<br>Count only |
| The average length of time adults (aged 65 or over) are supported in residential care homes – <b>Benchmarked Nationally</b> | 970  | 984 | 1,028 | 1,046 | 1,053 | Priority for improvement     |

## Project Progress

The following projects are all on target for completion:

- Working towards becoming a Dementia Friendly Council
- Act to reduce domestic abuse

The following projects are experiencing obstacles:

- People are involved in shaping and improving services
- Supporting carers

The following project is now closed:

- Community Resource Teams
- Community Planning and Development Resource
- Community planning, Windfarms
- Provide easily accessible information that supports people's independence and resilience

## **Well-being and Equality**

This priority applies the five ways of working and directly supports Wales' Well-being Goals around **prosperity, health, equality, cohesiveness, global responsibility**, and a **vibrant culture with a thriving Welsh language**. Below are some further highlights from the last twelve months' work that we have undertaken in support of the Well-being Goals and the Sustainable Development Principle, and benefiting those with protected characteristics or who are at a socio-economic disadvantage.

### **Memory Bags**

In March 2021, Denbighshire Libraries were delighted to be able to offer a new collection of Memory Bags that are available to borrow from local libraries. These Memory bags contain a collection of books, poems, artefacts and smells that are designed to stimulate the senses and promote reminiscence and discussion. They have been themed around the 'Pictures to Share' books, which are designed specifically for people living with Dementia, and are part of the Reading Well for Dementia Scheme. The Memory Bags have been created by Denbighshire Libraries in partnership with Life Story Network CIC and Denbighshire Leisure Ltd, and funded by the Dementia Aware Community Led Grant Programme 2019 to 2020.

This work supports the protected characteristic of **Age**. It is an excellent example of **collaboration** that seeks to immerse and **involve** people living with Dementia, their families and their carers in opportunities and experiences that will help and motivate them in the **long-term**.

### **Resident Well-being**

In January of 2021, a virtual singing event gave residents in Denbighshire the chance to socialise online from their own homes. Residents were encouraged to get involved and sign up to 'Sing from your Home', an event hosted by Denbighshire Leisure Ltd, in partnership with Denbighshire County Council, and funded by the Arts Council of Wales. Canolfan Gerdd William Mathias Music Centre also partnered up to help organise the event, which involved multiple 'sing-along' sessions being hosted on Zoom in both Welsh and English, and giving residents the opportunity to either take part in the sessions, or to attend, sit back and listen to the virtual choir. The event was part of a Denbighshire Leisure Active Communities team arts activity project, to help create opportunities for residents in Denbighshire regardless of experience, ability, age or background. Welsh and English sessions were hosted via smart phone, tablet or computer, with additional support available for anyone who needed help setting up the event on Zoom.

This project directly supports the protected characteristics of **Age**, providing a social opportunity for people to support their own well-being needs. This **collaborative** offer gives an opportunity for community members to be **involved** and may encourage further community **engagement** and **long-term** benefits.

### **Ageing Well in Denbighshire**

The Ageing Well in Denbighshire multi-agency group forum works to support intergenerational activities within the county. Whilst member organisations have been very involved in meeting community needs during the Covid-19 pandemic, background work has continued to monitor all the work and to maintain an Action Plan for 2020 to 2024. This Action Plan has developed from the requirements of the Welsh Government's Phase 3 of The Strategy for Older People in Wales 'Living Longer, Ageing Well (2013 to 2023)'. It also incorporates activities that are aligned to the Older People's Commissioner for Wales' Strategy, [Making Wales the best place in the world to grow older](#) 2019 to 2022, and the Commissioner's Work Programme for 2019 to 2020. Furthermore, the Plan aligns with

priorities and outcomes within the Social Services and Well-being (Wales) Act 2014, and the Well-being of Future Generations (Wales) Act 2015. Our work is based upon the themes of age friendly communities, falls prevention, Dementia supportive communities, opportunities for employment and learning, new skills, and tackling loneliness and isolation.

In September 2020, the Older People's Commissioner for Wales was invited to Denbighshire to meet members of the Ageing Well in Denbighshire Group and the Dementia Friendly Council team, with the invitation being extended to community members. We were given an opportunity to learn more about the Commissioner's "[Leave No-one Behind – Action for an Age Friendly Recovery](#)" report and to discuss with her the ways that our work would contribute to this. The Commissioner praised the work of both groups on their intergenerational approach within the county and suggested our good practice and experiences may support other counties.

This forum directly supports the protected characteristic of **Age**; it helps support and **involve** all age groups with their well-being and shares good practice amongst member organisations in a **collaborative** way, securing our ability to meet intergenerational needs in the **long-term**. Our **integration** of regulatory and statutory requirements within our Action Plan contribute to regional and national work.

## **Library Services**

The Welsh Government has praised Denbighshire Library Services in the Welsh Public Library Standards assessment report for 2019 to 2020, saying it has a 'strong commitment to health and well-being' while its 'intention to focus on the development of staff should enable Denbighshire libraries to remain at the heart of their communities and continue to deliver services effectively'. Covering the period before the coronavirus pandemic, it found the service met all twelve core entitlements, including being free to join and open to all; providing free access to resources, facilities and services, with friendly, knowledgeable staff; as well as achieving seven of the nine quality indicator targets in full. These included support for individual development, support for health and well-being, location of service points, Welsh language resources, online access, supply of requests and opening hours per capita. The service was the best performing in Wales for the number of Welsh books borrowed per capita, and was ranked fifth for the number of active borrowers and for the number of virtual visits per capita.



During the last year the service has introduced an order and collect service and expanded its digital offer for downloadable books, newspapers and magazines which was strengthened by a £250,000 investment from Welsh Government to increase the range of stock across Wales to meet increasing demand. The Bookstart team switched its service to online immediately in mid-March 2020 and has delivered to date 33 weekly live 'Rhymetime' sessions, 30 weekly YouTube videos, and 12 Siarad Babi videos to support parents. Library staff have been making calls to local residents to check on their welfares and explain about the range of service and support available locally.

The library service provision supports all the protected characteristics in that it is fully accessible to all our community members. It is now nationally recognised as an excellent service, which provides the prospect of **involving** all our communities. The vast wealth of information available opens opportunities and experiences to help and motivate users in the **long-term**.

## **What are we doing in 2021 to 2022?**

We will continue to deliver against the projects that support this priority in 2021 to 2022:

**Involvement in shaping and improving services:** We will continue to work towards finalising our engagement policy and to embed our engagement activities, enhancing our work with people to improve services.

**Supporting carers:** We will promote the Young Carers Identity Card and work with focus groups of young carers to develop publicity materials and ideas. We will also be tendering for our Carers Assessor Contract, due for renewal at the end of March 2022. The council will also continue to contribute local information and feedback to inform regional and national planning for carers and the Welsh Government's Strategy for Unpaid Carers. There is more information available about this strategy on the [Welsh Government website](#).

**Act to reduce domestic abuse:** We will continue our county-wide approach to raising awareness of domestic abuse, and identifying sources of support. Some of the elements of the project work will include early intervention for children, including Spectrum training in schools from September; signing-off and implementing from June the Make a Stand housing policy for domestic abuse; continuing work on the council's safeguarding process

to determine the changes required to incorporate domestic abuse concerns and incidents; and finalising our domestic abuse policy for the council by September 2021.

**Community Development:** In addition to our continued support of community projects and promoting awareness of funding opportunities, the council will invite bids for the new [UK Community Renewal Fund](#). The deadline for submission to the council is May 31, 2021. We will also continue to nurture our new relationships with Foodbank organisers to enhance support for those needing to use these.

**Working towards becoming a Dementia Friendly Council:** We will continue to raise awareness of Dementia within the council, and to work further on our action plan for the Alzheimer's Society accreditation, encouraging community members to share their lived experiences with us, and to offer an opportunity to share good practice.

**Ageing Well in Denbighshire:** Member organisations will be working together to support people to rethink how they can re-join their intergenerational communities with Covid-19 recovery.

## Environment: Attractive and protected, supporting well-being and economic prosperity

Measures: Good

Projects: Excellent

### Corporate Plan Performance Framework: Measures Update

Our measures framework for this priority is entirely concerned with annual data. Three measures are derived from our Residents' Survey, which is next due in the autumn, 2021; and two further measures, highlighted in the table below, are not yet ready to report on.

The council's Climate and Ecological Change Strategy, 2021 to 2030, has been approved, and four measures important to the success of the programme have now replaced the existing carbon emissions measure in this priority. They are:

- Total carbon tonnage emitted through staff commuting – reduced from 1,848 to X,XXX tonnes during 2020 to 2021.
- Total carbon tonnage emitted through business travel – reduced from 550 to XXX tonnes during 2020 to 2021.
- Total carbon tonnage emitted through supply chains – reduced from 22,710 to X,XXX tonnes during 2020 to 2021.
- Percentage of council owned and operated land in the highest categories of species richness – increased from 38 to XX percent during 2020 to 2021.

These are further broken down at a service level within Service Plans to capture the contribution needed by individual services for the council to achieve Net Carbon Zero by 2030.

The latest published figures (2019) for the indicator for STEAM (Scarborough Tourism Economic Activity Monitor) showed strong growth in the economic impact of tourism, with a 6.6% increase on the previous year's (2018) figure from £509 million to £552 million.

Unfortunately, a very different picture will apply to 2020 to 2021 should data be released for this year.

During the last year the council increased the percentage of its housing stock with EPC (Energy) rating of C or above from 40% to 46%. The increase would likely have been higher but for Covid-19 restrictions limiting the work that could take place. It is still the aim that the council will achieve 70% within the term of the Corporate Plan.

Finally, despite Covid-19, the council managed to maintain, and slightly increase its tree planting output during 2020 to 2021, planting 4,400 trees (up from 4,300). This exceeded our target for the year. A total of 14,500 have now been planted during the term of this current Corporate Plan.

## **Corporate Plan Programme Board: Project Update**

### **Climate and Ecological Change**

Since declaring a Climate and Ecological Emergency in July 2019, we have in February 2021 agreed and published our plans to become a net carbon zero and ecologically positive council by 2030. Our [Climate and Ecological Change Strategy \(2021 to 2030\)](#) is available to view on our website.

Our Strategy outlines our net carbon zero and ecologically positive goals for the council, along with the changes and actions we have identified so far that we will endeavour to deliver between now and 2030.

We are proud to be one of the first councils in Wales to have tackling climate and ecological change as a guiding principle in its decision making process, formally changing our [Constitution](#) in October 2020.

We now look forward to build on our strong track record on reducing carbon and improving biodiversity, most recently delivered under this Environment priority. Protecting our environment for future generations will of course directly benefit the protected characteristics of **Age**. There are also ecological, economic and educational benefits that will come from our strategy that will benefit areas that are at a **socio-economic disadvantage**.

## **Tree Planting**

The Project remains 'on target' and the next planting season will commence in the autumn, 2021. The tree planting in Rhyl for 2020 to 2021 has been completed, and the risk from illegal access by off-road motorbikes was reduced significantly through a project to secure the boundaries at Glan Morfa, funded by the Conwy and Denbighshire Public Services Board, that was completed in April 2021. The funding also improved the access points to the site and encouraged increased usage by residents who live in Rhyl West.

A community orchard has been planted in Upper Denbigh, where the Vale of Clwyd and Denbigh Plum feature strongly. The intention is to extend the size of the orchard going forward. There was a risk to the full allocation of tree planting in Upper Denbigh being delivered due to the lack of suitable land. To help mitigate against this we actively pursued opportunities for planting, which included landscaping at the extension to the allotment site and further highway verge planting.

Projects such as these are important in areas of **socio-economic disadvantage** that have been deprived of tree canopy and biodiversity.

## **East Rhyl Coastal Defence**

The East Rhyl flood defence construction remains on target with work continuing on rock revetment work, as well as work to complete the beach access steps. In March 2021 shore side work on the promenades and sea defence wall commenced. The financial spend remains on target with 59.8% of the project budget now spent.

This work benefits an area of **socio-economic disadvantage** with a slightly older population than the Wales average, but also with a few young people living there. The project, including enhanced beach access points, will benefit the protected characteristics of **Age** and **Disability**.

## **Improving Biodiversity and Nature Corridor**

With the onset of spring and a new financial year, the project is moving onwards and upwards. Community engagement will have a phased return following the easing of restrictions, and has already begun with the help of the Little Tern colony set up by the Little Tern Group volunteers. In the upcoming weeks small scale sessions will begin, such

as at the allotment site with Syrian families and North Wales Training; marram grass planting at Horton's Nose; walking groups and health groups; and the regular volunteering sessions linked with the Nature for Health project. Discussions are now being held between staff and external groups and organisations to plan activity for the season. There is much hope that it will be a full and successful year.

Projects such as these directly benefit those areas at a **socio-economic disadvantage**. Our nature corridor in particular seeks to link deprived communities through a large habitat corridor

### **Moorland Management and Living Assets**

Two joint training days were recently hosted on Moel Famau with North Wales Fire and Rescue Service around wildfire management and containment. The restoration works of Llantysilio mountain fire damage are now underway, with transportation of heather brash and seed harvested from a donor site being prepared to move the damaged areas. A contractor has been engaged to complete the heli-lifting.

Our two Tree Inspectors have continued their work throughout 2020 to 2021, including the completion of surveying the gritting network. To date over 1,200 trees have been mapped and inspected. The Tree and Woodland Strategy is anticipated to be drafted for December 2021. Areas of Denbighshire land is being explored for potential tree planting or natural regeneration of woodland habitat.

Our work in these important areas strongly link with our ambition for Denbighshire to become carbon neutral and ecologically positive, as well as preserving important asset for the enjoyment of future generations.

### **Energy Efficient Council Homes**

In October 2020 work started on 22 new council homes that will be built to the energy efficient Passivhaus standard using a modular construction method, and they will incorporate additional features to minimise carbon emission such as ground source heat pumps and photovoltaic arrays. In January 2021 work started on the construction of four apartments in Prestatyn, which will also be built to the Passivhaus standard, but using a more traditional masonry method. All 26 new homes are expected to be ready for occupation in the autumn, 2021.

This project will directly benefit the protected characteristics of **Age**, and those at a **socio-economic disadvantage**, being better for health and well-being (as well as for the environment).

## Annual or Biennial Measures

| Measure                                                                                                                                                             | 2019 to 2020  | 2020 to 2021            | Status                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|--------------------------|
| Percentage reduction in carbon emissions (tonnes) from council assets – <b>Benchmarked Locally</b>                                                                  | 15.69         | Replace with four below | Excellent                |
| Total carbon tonnage emitted through staff commuting – <b>Benchmarked Locally</b>                                                                                   | 1,848 tonnes  | Data due in June        | TBC                      |
| Total carbon tonnage emitted through business travel – <b>Benchmarked Locally</b>                                                                                   | 550 tonnes    | Data due in June        | TBC                      |
| Total carbon tonnage emitted through supply chains – <b>Benchmarked Locally</b>                                                                                     | 22,710 tonnes | Data due in June        | TBC                      |
| Percentage of council owned and operated land in the highest categories of species richness – <b>Benchmarked Locally</b>                                            | 38            | Data due in June        | TBC                      |
| STEAM - Total Economic Impact of Tourism (£ million) – <b>Benchmarked Locally</b>                                                                                   | 552.35        | Data pending            | Excellent                |
| The percentage of existing and acquired council housing stock (1st April 2017 baseline) achieving an EPC (Energy) rating of C or above – <b>Benchmarked Locally</b> | 40            | 46                      | Priority for improvement |
| The annual number of trees planted to increase canopy cover in Rhyl and Denbigh – <b>Benchmarked Locally</b>                                                        | 4300          | 4400                    | Excellent                |

2020 to 2021 data for the following three measures is not expected until the Residents' Survey is run in the autumn, 2021.

| Measure | 2018 to 2019 | 2019 to 2020 | Status |
|---------|--------------|--------------|--------|
|---------|--------------|--------------|--------|

|                                                                                                   |    |                             |           |
|---------------------------------------------------------------------------------------------------|----|-----------------------------|-----------|
| How satisfied are people with their local open spaces? – Countryside – <b>Benchmarked Locally</b> | 87 | Does not apply<br>No Survey | Excellent |
| How satisfied are people with their local open spaces? – Beaches – <b>Benchmarked Locally</b>     | 70 | Does not apply<br>No Survey | Good      |
| How satisfied are people with their local open spaces? – Parks – <b>Benchmarked Locally</b>       | 64 | Does not apply<br>No Survey | Good      |

Our measure around the number of properties with a reduced risk of flooding (1,000s) will not be reported until the completion of identified flood schemes, which started in 2020.

### **Quarterly or Biannual Measures**

Our measure on the percentage of all new build council housing achieving an EPC (Energy) rating of A will not be reported until the completion of new builds in 2021.

### **Progress on projects**

The following projects are on target:

- Climate and ecological change programme
- East Rhyl coastal defence
- Urban tree planting
- Protect and enhance Denbighshire’s ‘living assets’
- Moorland management and wildfire prevention



- ENRaW Nature Corridor

The following projects are experiencing obstacles:

- Improving biodiversity

The following project is at risk:

- Improving energy efficiency in council houses

The following project has now been closed

- Reduce the council's use of plastics (Phase 2)

## **Well-being and Equality**

This priority applies the five ways of working and directly supports Wales' Well-being Goals around environmental **resilience, prosperity, health, equality, cohesiveness, global responsibility**, and a **vibrant culture with a thriving Welsh language**. Below are some further highlights from the last year of work that we have undertaken in support of the Well-being Goals and the Sustainable Development Principle; but also benefiting those with protected characteristics or who are at a socio-economic disadvantage.

### **Well-being Impact Assessment**

In January 2021 we launched an updated version of our Well-being Impact Assessment. The changes were slight, but they will ensure we pay due regard to some really important issues following the council's declaration of a climate and ecological emergency.

It is important that the council assesses all of its decisions in the context of climate impact, as now required by our Constitution. In this way we ensure that we give due consideration to the sustainable development principle and the five-ways of working, and all protected characteristics, including socio-economic disadvantage.

## Picturesque Landscape Bus Service

Our Picturesque Landscape Bus Service is a public transport service to key destination sites around the Dee Valley during the summer months, and whilst unable to run last year, it is now due to run every Saturday from 15th May 2021 to 30th October 2021. The aim of the project is to relieve vehicle congestion at key sites by providing an alternative to visiting by car, enable those without their own transport to access the sites, and disperse visitors along the Dee Valley corridor by encouraging people to explore the wider area away from the main hubs. Certain key sites are under great pressure and have seen a doubling of visitor numbers within the past 5 years, with associated parking problems, erosion, litter and anti-social behaviour (such as fires) increasing.

This work directly benefits those with the protected characteristic of **Disability**, and those at a **socio-economic disadvantage**. By **collaborating** and **integrating** goals with our partners in the area, and **involving** visitors to the area, it is hoped that this is a **long-term** solution that **prevents** harm to our natural and physical assets.

## Allotments

At the beginning of the year the number of allotment spaces in Denbighshire totalled 242. During 2020 to 2021 a grant was secured from the Open Space Commuted Sum, which funded the delivery of an additional 30 fully serviced plots as part of an extension to the existing allotment site at Maes Glas, Denbigh. This exceeded our target and has met the current waiting list in Denbigh. The council has allotment sites in Corwen, Ruthin, Llangollen, Denbigh, Rhyl and Prestatyn. A traditional allotment costs just £52 a year, or £26 for a raised bed allotment.

These affordable allotment sites give all our residents, of all protected characteristics, access to an open space to call their own. This is particularly important in areas of **socio-economic disadvantage**; they are good for well-being, for community cohesion, and for the environment. The provision of such sites supports the council's commitment to the sustainable development principle and the five ways of working. For more information on allotments in Denbighshire, [visit our website](#).

## What are we doing in 2021 to 2022?

We will continue to deliver against the projects that support this priority throughout 2021 to 2022:

**Climate and Ecological Change:** In the first full year of our new strategy, we will establish a tree nursery, growing 5,000 trees a year for county-wide planting projects. We will complete the roll out of Carbon Literacy training for councillors and managers, and an e-learning module for all staff. We will also complete our 7 year LED Street lighting project.

**Tree Planting:** We will finish our programme to plant 18,000 trees by the end of 2022.

**East Rhyl Coastal Defence:** Our contractor will continue the work on this project, which is anticipated to be completed by December 2022.

**Improving Biodiversity and Nature Corridor:** We will add 41 sites to the Biodiversity Verge Pilot, bringing the total number of sites to 62. Visits will be made to each of the new sites to identify the most appropriate locations for the placement of the Bee Friendly and Meadow Creation signs. Sites will be monitored on a monthly basis throughout the year.

**Living Assets:** Our two tree officers will continue their work to map trees in our ownership, progressing with the Tree and Woodland Strategy, which is anticipated to be drafted for December 2021. We will also aim to understand better the threat and liabilities arising from Ash Tree Dieback.

**Energy Efficient Council Homes:** We will continue our programme of energy efficiency improvements to our council stock during 2021 to 2022.

**Tourism Strategy:** 2021 to 2022 will see the continuation of our Tourism Ambassador Scheme, which includes a website with training modules and resources on the area's natural and cultural assets. The Tourism Team have developed [a video](#) highlighting the scheme. You can find details of the scheme [on our website](#).

**Waste and recycling Service:** The council will progress its plans for the weekly recycling service, along with a four-weekly residual waste collection, which will be implemented during 2023, following the completion of a new centralised waste depot on the Colomendy Industrial Estate in Denbigh. Construction is set to start this summer.

## **Young People: A place where younger people will want to live and work and have the skills to do so**

Measures: Priority for improvement

Projects: Good

### **Corporate Plan Performance Framework: Measures Update**

The pandemic's impact on the delivery of services naturally has implications on a wide variety of measures that we collect. This is especially true within education where there have of course been significant ongoing challenges during this period. Attendance has been adversely affected as class cohorts self-isolate or schools were made to close; and attainment data of course is no longer comparable, being based on teacher assessment and not examination results. There will be a temporary suspension therefore of our measures for attendance and attainment, but we will seek to report any relevant data that may be published in the meantime, and resume all measures when it is appropriate to do so. Naturally this poses a real challenge to the council in understanding how our schools are performing, but we will continue to work with our School Improvement partners in GwE to ensure that the very best outcomes are being achieved by our pupils. A comprehensive report on the learning offer and support for schools during the pandemic was taken to [Performance Scrutiny in January](#).

Public Health Wales have not yet published data for the Childhood Measurement Programme for 2019 to 2020. The last data, previously reported, is for 2017 to 2018 and showed that 67% of children aged 4-5 years were a healthy weight or underweight. This placed us 2nd worst in Wales (15.4% below the Wales median), with 343 children measuring as overweight or obese.

There are three measures with new data in this report. Firstly, 2020 to 2021 data for the number of schools providing education through suitability and condition categories C and D shows a decrease from 30 to 27. Band B of the 21st Century Schools Programme of course will reduce this figure further.

Secondly, 87% of pupils responded positively in the Pupil Attitudes to Self and School Survey when asked of their feelings about school. Interestingly, this was a 1% improvement on the previous survey that was conducted prior to the pandemic.

Finally, the 18 to 24 work related claimant count remains a significant area of concern for us. 2020 to 2021 has seen Denbighshire's claimant count increase from 6.9% to 13.9%. We remain well behind the Wales average, which is now at 8.7%. Prior to the pandemic, Denbighshire was 2% behind the Wales average. However, for the first time, the UK claimant count average has risen beyond Wales, now at 9.1%. It is a situation that we will continue to monitor, but it underlines the importance of all our recovery efforts and support for businesses.

Within our measures framework for this priority there are three further measures that pertain to the Residents' Survey. We have no new data to share on these, the next survey being due in the autumn, 2021.

## **Corporate Plan Programme Board: Project Update**

### **Modernising Education**

Following Cabinet approval in September 2020 for the revisions to Band B of our Modernising Education Programme, confirmation of approval was received from Welsh Government in November. This will allow feasibility and design works to be commenced during 2021 to 2022. This is excellent news for our continued work delivering modern education facilities for our Young People. In the meantime, work has continued to deliver improved facilities for both childcare and Welsh Language provision in the county.

This project directly benefits the protected characteristic of **Age**. **Disability** will also benefit where access improvements are put in place through our new builds, or existing buildings that are modernised.

### **Childcare Settings**

Following Planning's approval of the extension of the Oak Tree Centre in July, approval and confirmation was received from the Welsh Government in November for the application to vary its funding. Subsequently the Strategic Investment Group (SIG) has scrutinised and approved the proposal, and the project has been out to tender. However, a lack of bids from the North Wales Construction Framework meant that we had to go out to tender again during April and May. This has caused a delay to the project and will push its completion beyond March 2022.

Ysgol Twm o'r Nant's childcare facility is now awaiting a decision from the council's planning committee, following the relevant approvals received from Welsh Government and SIG in November.

Both projects directly benefit the protected characteristics of **Age**, and **Pregnancy and Maternity**.

### **Welsh Language Centre**

The construction phase of the project was completed in September 2020. However, as yet it has not been possible for the project to realise its full benefits due to the impact of Covid-19 restrictions, which have prevented the building from being used to its potential. We are, however, optimistic that the facility will start to see some use from the summer term, with one room being used by Cylch Meithrin Llanelwy; another by Ysgol Glan Clwyd for year 6 'trochi / immersion' students; and the final room being used for a post 16 childcare course delivered by Mudiad Meithrin.

This project directly benefits the protected characteristics of **Age**, and **Pregnancy and Maternity**. It also supports the council's commitment to ensuring that Welsh is a thriving language in Denbighshire.

### **School Nutrition Project**

Year 2 of our pioneering School Nutrition Project has obviously been adversely impacted by the pandemic and subsequent school closures. Nonetheless, the project has done great work in partnership with the Health Board to adapt resources and delivery to allow for training to continue virtually. We have also developed a new online platform for sharing resources with schools. Despite everything, we successfully recruited six schools and twelve members of staff during 2020 to 2021. The level 2 qualification in Community Food and Nutrition Skills started in January 2021, and was completed in April. Nine year 1 schools also continue to be engaged and deliver what is appropriate and safe to do so during Covid-19 restrictions.

This project directly benefits the protected characteristic of **Age**, and those who are at a **socio economic disadvantage**.

## **Support for Parents**

Positive progress has been made during 2020 to 2021 with the review of our Parenting Strategy, including the information and advice that is held on our website and through social media. The progression of the workstream has been impacted by Covid-19, but the work we did to implement the Solihull Parenting Programme has been particularly beneficial in the last year, seeing a strong uptake in our online course. We have also changed the way we deliver support, instead offering a telephone service in place of face-to-face parenting groups. It is another great example of flexibility being shown by our projects. In partnership with Betsi Cadwaladr University Health Board (BCUHB) the Solihull course has been made available online for parents until November 2022.

This project directly benefits the protected characteristics of **Age**, and **Pregnancy and Maternity**.

## **Entrepreneur Space**

Work on transforming the former Costigan's pub in Rhyl into a co-working hub for entrepreneurs was completed towards the end of 2020, and handed over to start-up and co-working experts, TownSq, in January. Denbighshire County Council used £312,000 of funding through the European Regional Development Fund and the Welsh Government to create the office accommodation at the semi-derelict Costigan's building on Bodfor Street, Rhyl. The building will support new businesses, create jobs and grow the local economy. There is room to accommodate around 20 start-up business in flexible accommodation, with space to host events and a coffee shop on site.

This project directly benefits those who are at a **socio-economic disadvantage**.

## **TechZone**

This project has been on hold for a significant period of time, waiting for external funding to be identified. The Corporate Plan Board has now agreed to close the project; however, the project may be restarted should funding be identified in future, or if the need for the project changes.

## **Young Person Employment Bursary**

The pandemic has significantly affected take-up of our Young People Bursary, receiving only 14 applications during 2020 to 2021, compared to 53 the previous year. Ongoing restrictions has meant that potential applicants are unable to leave their home to undertake training / assessments, etc. It has also been a year of readjustment for training providers of course, having to re-develop their content to deliver courses through different mediums. Nonetheless, the council remains committed to the offer of the bursary, particularly at a time when economic recovery is so important, and we be looking this April at broadening the application criteria to support more people and businesses. Information on the bursary is available on [our website](#).

This project directly benefits the protected characteristic of **Age**, and those who are at a **socio-economic disadvantage**.

## **Pupil Attitude to Self and School (PASS)**

Due to the onset of the pandemic, the PASS survey that ordinarily would have taken place in the summer term was suspended. But as we began to reopen schools from September, we felt that it was important to continue to offer the opportunity to access the survey during the remainder of 2020, so that the well-being of pupils could be monitored and appropriate interventions identified as necessary. Because of the circumstances, schools were of course given more time during the autumn term to complete the survey, running up until the Christmas period. The results have been covered in the measures analysis above and the tables below, but the survey has continued to be valuable tool in these difficult times, and greatly appreciated by schools.

This project directly benefits the protected characteristic of **Age**, but also those with characteristics that mean that they are most likely to face barriers in education, including **Disability, Race, Religion and Belief**, or who are at a **socio-economic disadvantage**.

## **Working Start**

Working Start has faced a number of obstacles during 2020 to 2021, not least from the impact of Covid-19 restrictions on businesses, but also the long-term secondment of a Placement Officer to the Test, Trace and Protect Team. There has consequently been a decrease in the number of candidate applications to the scheme. Nonetheless, the project



has adapted to a new model of delivery and has successfully sourced 24 placements (20 paid and 4 unpaid placements), recruiting to 12 of these. The remaining 12 placements are currently at recruitment stage. Placements have been extended to micro and small businesses to help recovery in Denbighshire, and they are all advertised through our [denjobs.org](https://denjobs.org) platform and our wider partnership networks.

This project directly benefits those who are at a **socio-economic disadvantage**.

### **Working Denbighshire Ready for Work**

Our Ready for Work project has largely been paused during 2020 to 2021 due to Covid-19 restrictions. We are now working towards the delivery of a virtual careers event, which it is hoped will enable us to reach a larger cohort of students. At these times, it is vitally important that we support pupils in career planning and raised their aspirations, especially when choosing GCSE options. We are working closely with Jobcentre Plus, Careers Wales, local employers and schools to ensure that the event, which we anticipate running in May 2021, is well supported.

This project directly benefits the protected characteristic of **Age**.

### **Community Benefits Hub**

It has been a successful year for our Hub, which continues to expand its benefits across council procurement. During 2020 to 2021 the team have engaged well with staff through an outreach drive to increase awareness of its aims. Training sessions have also been provided for teams on community benefits awareness and the application of benefits to projects. As a result, a number of significant projects have engaged support from the Hub at an early stage, and 12% of Denbighshire contracts over £25k and under £1,000k have contained community benefits in 2020 to 2021. The Hub has also launched its new iShare portal to monitor development and trigger points as set out in S106 agreements / permission.

This project will only indirectly benefit those with protected characteristics or who are at a socio-economic disadvantage. There will be direct benefits to those groups arising from different contracts that the Hub supports.

## Volunteering

We have completed work on the development of a new volunteering policy for the council, approved by Cabinet in March 2021. Since then a [‘One Stop Shop’ webpage](#) has been created and hosts current volunteering opportunities and guidance for the benefit of volunteers and managers. In addition to this, the Internal Volunteer Network Meeting has reconvened.

This project directly benefits the protected characteristic of **Age**. Depending on the opportunities available, other protected characteristics or those who are at a socio-economic disadvantage may also benefit.

## Annual or Biennial Measures

| Measure                                                                                                                                                                                                                                                                                                                           | 2019 to 2020 | 2020 to 2021            | Status                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------|----------------------------------------------------------|
| Percentage of pupil attendance in primary schools – <b>Benchmarked Nationally</b>                                                                                                                                                                                                                                                 | 94.9         | No data due to Covid-19 | Acceptable                                               |
| Percentage of pupil attendance in secondary schools – <b>Benchmarked Nationally</b>                                                                                                                                                                                                                                               | 93.4         | No data due to Covid-19 | Priority for improvement                                 |
| The percentage of children aged 4-5 years who are a healthy weight or underweight (reported one year in arrears) – <b>Benchmarked Nationally</b>                                                                                                                                                                                  | Data pending | Data pending            | Priority for improvement<br>(based on 2018 data – 67.7%) |
| Local Authority Points Score Average - KS4 Welsh Baccalaureate Skills Challenge Certificate Indicator – <b>Benchmarked Nationally</b>                                                                                                                                                                                             | 33.8         | No data due to Covid-19 | Priority for improvement                                 |
| The percentage of children achieving 5 GCSEs A*-C (Level 2, Key Stage 4), including English or Welsh (1st language), Maths and English Literature, by the end of secondary school, against the percentage that achieved the expected standard at the end of primary school (Level 4, Key Stage 2) – <b>Benchmarked Nationally</b> | 50.9         | No data due to Covid-19 | Priority for improvement                                 |

| <b>Measure</b>                                                                                                              | <b>2019 to 2020</b> | <b>2020 to 2021</b> | <b>Status</b>            |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|--------------------------|
| The number of schools providing education through suitability and condition categories C and D – <b>Benchmarked Locally</b> | 30                  | 27                  | Priority for improvement |

2020 to 2021 data for the following three measures is not expected until the Residents' Survey is run in the autumn, 2021.

| <b>Measure</b>                                                                                                                                             | <b>2018 to 2019</b> | <b>2019 to 2020</b>         | <b>Status</b>            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------|--------------------------|
| The percentage of residents that are satisfied that there are job opportunities for young people at the start of their career – <b>Benchmarked Locally</b> | 19                  | Does not apply<br>No survey | Priority for improvement |
| The percentage of residents that are satisfied that there are opportunities for young people to develop their skills – <b>Benchmarked Locally</b>          | 28                  | Does not apply<br>No survey | Priority for improvement |
| The percentage of residents that are satisfied that there are leisure opportunities that appeal to young people – <b>Benchmarked Locally</b>               | 50                  | Does not apply<br>No survey | Acceptable               |

### Quarterly or Biannual Measures

| <b>Measure</b>                                                                                            | <b>Quarter 4 2019 to 2020</b> | <b>Quarter 1 2020 to 2021</b> | <b>Quarter 2 2020 to 2021</b> | <b>Quarter 3 2020 to 2021</b> | <b>Quarter 4 2020 to 2021</b> | <b>Status</b>            |
|-----------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--------------------------|
| Percentage of the population aged 18 to 24 claiming Job Seekers Allowance – <b>Benchmarked Nationally</b> | 6.9                           | 13.6                          | 13.2                          | 13.4                          | 13.9                          | Priority for improvement |

|                                                                                                                                                                         |                             |                         |                             |      |                             |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------|------|-----------------------------|------|
| The percentage of pupils (using Pupil Attitudes to Self and School - PASS) who respond positively against pupils' feelings about school –<br><b>Benchmarked Locally</b> | Does not apply<br>Bi-annual | No data due to Covid-19 | Does not apply<br>Bi-annual | 87.2 | Does not apply<br>Bi-annual | Good |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------|------|-----------------------------|------|

## Project Progress

The following projects are on target:

- Entrepreneur space, Rhyl
- Pupil Attitude to Self and School Survey
- School Nutrition Project
- Community Benefits Hub

The following projects are experiencing obstacles:

- Working Denbighshire Ready for Work
- Modernising Education Programme
- TechZone
- Supporting Parents
- The Denbighshire Working Start Scheme

The following project is at risk:

- Young Person Employment Bursary

## Well-being and Equality

This priority applies the five ways of working and directly supports Wales' Well-being Goals around **prosperity, health, equality, cohesiveness, global responsibility**, and a **vibrant culture with a thriving Welsh language**. Below are some further highlights from the last year of work that we have undertaken in support of the Well-being Goals and the Sustainable Development Principle; but also benefiting those with protected characteristics or who are at a socio-economic disadvantage:

### North Wales Growth Deal

In December, a significant milestone was achieved with Denbighshire signing up to the North Wales Growth Deal, which aims to create up to 4,200 new jobs by 2036, and support an uplift of over £2 billion for the economy over that same period. UK and Welsh governments have pledged £240m to the Deal with the ambition that this will secure over £1bn in investment through match funding from private investors. The first tranche of money aims to sell the region to investors, funds being released at the end of the financial year with three initial projects identified to kick-start investment in the region.

Strengthening the economy will support those who are at a **socio-economic disadvantage**, also targeting the protected characteristic of **Age** by providing more work opportunities for young and old alike. We are doing so in **collaboration** with regional partners, **integrating** with their ambitions for the area, and securing our ability to meet our needs in the **long-term**. This investment may also **prevent** any rise in deprivation in the region.

### Mind of My Own

Over the year, Education and Children's Services have undertaken a piece of work to improve the involvement of children and young people, launching a new app-led digital platform called Mind of My Own, which makes it easier for children and young people (who are working with the service) to express their views, wishes and feelings on number of aspects of their life. Children and young people can use the app independently or alongside their Education and Children's Services Worker. Implementing this new platform

virtually during the pandemic has been significant, as it has allowed children and young people to make contact with their social worker should they wish to share good news, or have any questions or concerns that they wish to raise.

This project directly supports the protected characteristic of **Age**. It helps to **involve** young people better with determining their own care needs, and will help **prevent** problems escalating. The app is a sustainable and **collaborative** solution that helps improve service delivery for the **long-term**, also **integrating** with personal, professional and legislative needs, not least the Social Services and Well-being (Wales) Act 2014.

### **Curriculum Enrichment**

Denbighshire's unique and inspiring Curriculum Engagement programme has not failed to disappoint during this difficult year, hosting a variety of competitions and challenges that children, young people and families could get involved with and flex their creativity. In February, the service teamed up with Denbighshire Library Services to celebrate Michael Morpurgo Month. Children aged 5 to 14 were encouraged to read and take inspiration from Morpurgo's books and put pen to paper and enter a story writing challenge. Elsie Croft (Ysgol Frongoch) took the first place prize, with Gwen Hayes (Ysgol Frongoch) coming second. Highly commended were Ella Hayes (Ysgol Frongoch), Oliver Hayes (Ysgol Frongoch), and Elin Wilcox-Jones (Ysgol Bro Cinmeirch).

For St David's Day, an exciting cooking challenge was held, where children, young people and their families could demonstrate their skills and their passion for cooking by using ingredients that are local and healthy. Using their imagination and their knowledge of Welsh and local produce, children were asked to create a dish that they thought St David would enjoy eating. The overall winners were Sophie Thompson (Ysgol Borthyn) and William Parkes (Ysgol Llywelyn). Also highly commended were Grace Longley (Bodnant Community School), Kimmi-Leigh Hughes (Ysgol Melyd), Max Thompson (Ysgol Plas Brondyffryn), and Tomos Longley (Bodnant Community School).

The winning stories and recipes have been published on the [Denbighshire Curriculum Enrichment website](#).

Our Curriculum Engagement work directly supports the protected characteristic of **Age**, but also helps those who are at a **socio-economic disadvantage**. It is a wonderful

example of **collaboration** that seeks to immerse and **involve** children, young people and their families in opportunities and experiences that will inspire them in the **long-term**.

### **Period Poverty**

The council has launched a subscription to end period poverty and prevent periods being a barrier to education. The council, through the Welsh Government 2020 to 2021 Period Deprivation Grant, has secured a subscription service for young people in Denbighshire until March 2022, working in conjunction with social enterprise Hey Girls. The service provides a package of re-usable period products, or a monthly delivery of eco-friendly disposable products directly to subscribers' homes. Those eligible must be enrolled at either a primary or secondary school in Denbighshire. Free menstrual products have always been available in schools, and they have continued to be provided to pupils during the pandemic, including at home during lockdowns. Hey Girls is also supporting Denbighshire by providing educational resources for primary and secondary aged pupils, covering periods and menstrual health, and guides on how to use period products. By encouraging open conversations about menstruation in schools, pupils can address taboos, stigma and shame in a safe space and better understand how menstrual health affects themselves and others around them. To check eligibility for the service, contact [DCCHG@denbighshire.gov.uk](mailto:DCCHG@denbighshire.gov.uk).

This great initiative supports the protected characteristics of **Age** and **Sex**, and helps those who are at a **socio-economic disadvantage**. It is a great **collaborative** project, that **prevents** disadvantage, and by **involving** young people early in those open conversations about menstruation, we hope that there will be **long-term** benefits to them and society.

### **Award Winning School Catering**

Denbighshire County Council is proud that its school catering service has been recognised as one of the top 6 best performing Services in the UK by The Association for Public Service Excellence (APSE). This recognition is based upon comparisons with other School Meals Services from across the UK and takes into account things such as food purchasing initiatives, school meal uptake, management costs, staff training and absence levels, and communication with customers. The service has worked hard to maintain the quality of service provided across the county, never more so over the last 13 months during the

pandemic. APSE will include a case study about the council's service in their best practice studies publication, which will be produced during summer 2021.

The service directly benefits the protected characteristic of **Age**, and benefits those who are at a **socio-economic disadvantage**. By ensuring that children in our schools receive balanced, healthy and nutritious meals, we are benefiting their **long-term** development, well-being, and **preventing** mal-nourishment. This **integrates** with public health goals. **Collaborating** with schools, Welsh Government and Public Health Wales, the service always strives to **involve** parents and pupils in the design of the service.

## **What are we doing in 2021 to 2022?**

In the absence of firm attainment data and continued disruption to physical attendances at school caused by the ongoing pandemic, it is an absolute priority for the council to work closely with schools and GwE, as our improvement partner, to comprehensively understand and support the learning experience of young people in Denbighshire, and to make sure that they are at all times safeguarded from harm. We will continue to do so throughout 2021 to 2022.

We will also continue to deliver against the projects that support this priority:

**Modernising Education:** We will continue to deliver on the 21st Century Schools programme, modernising our school facilities to ensure that our children have a learning environment that supports their education. Specifically, this will involve work on developing Band B of the programme, focusing on Llangollen, Denbigh and Rhyl. 2021 to 2022 will also see our new Welsh Language Centre finally be put to its intended use; and (pending successful tender) work will begin on the extension of the Oak Tree Centre.

**School Nutrition Project:** We will continue to recruit schools for the final year of the project, and deliver training and support virtually as appropriate. A further 10 schools will hopefully be recruited.

**Support for Parents:** We will complete our review of advice and support available to parents, including what's published on our website and through social media. We will also continue to promote the availability of the Solihull parenting programme.



**Young Person Employment Bursary:** From April we will revise the criteria for our Young People Bursary to allow more people and small businesses to access much needed support in the recovery period.

**Pupil Attitude to Self and School (PASS):** Our contract for PASS is coming to an end and we must in 2021 to 2022 consider options beyond the closure of this project, which hopefully include an appropriate tool to support our understanding of pupil well-being.

**Working Start and Ready for Work:** We will recruit to the twelve further placements that we have and look for further placement opportunities for the future. We will also host a virtual careers event for schools in May 2021.

**Communities Benefit Hub:** We will continue to expand Community Benefits within the council's procurement processes and monitor the implementation of our new online portal.

**Volunteering:** In April, 2021, we will officially launch our volunteering 'One Stop Shop' web pages to coincide with National Volunteers Week. Our internal Volunteers Network will revise their Terms and Reference and recruit where there are services not represented. As Covid-19 restrictions allow, council services will start to publicise volunteering opportunities again.

## **Corporate Health: The council is efficient, well-managed and environmentally sustainable**

Measures: Acceptable

Governance Areas: Good

### **Corporate Health Performance Framework: Measures Update**

This is the first report to present the set of measures detailed in the tables below, responding to the new duty, under the Local Government and Elections (Wales) Act 2021, for the council to self-assess its performance. Specifically, the statutory guidance requires us to evaluate our performance against seven governance areas (see headings below), which these measures support. There are 21 of them, so the evaluation here will be brief. Please see the tables below for the current outturn and past performance, where the information is available. A performance status has been applied against each measure based on a local determination of excellent performance and reflecting our ambition for the council.

The first measure is concerned with overall resident satisfaction with the council. The data presented (40%) is based on the last Residents' Survey in 2018, and takes the average from four questions that asked the public whether the council provides good value for money; is efficient and well run; acts on the concerns of residents; and treats everyone fairly. The new Local Government and Elections (Wales) Act 2021 will require the council to ask stakeholders of their views on council performance annually from now on. The Residents' Survey will next be run in the autumn, 2021.

Another measure that considers perceptions about the council looks at negative news stories as a percentage of all news stories written about the council. Unfortunately, we have seen an increase during 2021 to 2022, our annual average rising from 4% to 11%. Most recently during January to March 2022 there were 44 negative stories written about the council, as opposed to 142 positive stories.

Measures on the mean hourly rate of pay for women shows an improvement in 2019 to 2020 (data for 2020 to 2021 has not yet been verified), when compared with the previous year, meaning that women are on average now paid more than men per hour. We will need to keep an eye on this to establish whether or not a trend is beginning. However,

79% of the lowest paid jobs that the council offers continue to be occupied by women (down only 0.3% on the previous year).

We have also seen improvement in our measure for equal appointments. This is a complex measure and looks at the protected characteristics for which we readily have data (based on what people have declared). The protected characteristics that we particularly look at here are Race, Disability, Sexuality and Gender Reassignment. Based on data for 2019 to 2020 (again, data for 2020 to 2021 has not yet been verified), we see an improvement in equal appointments, up from 7% to 15%. We also compare more favourably when looking at those that do not have these characteristic, where only 11% were successfully appointed (down from 13% the previous year).

Member attendance at meetings (89%) has improved during 2020 to 2021, up 10% on the previous year. This could be as a result of introducing virtual meetings in response to the pandemic, which allows more flexibility for attendance and less travel. It could also be because there were fewer meetings held during the year, a number being cancelled as the authority responded to the pandemic and put arrangements in place to conduct its business more virtually.

A significant commitment by the council in this next decade is to reduce the carbon impact of the assets that it owns. To this end, our assets key measure, which considers carbon output and absorption and tracks our progress towards becoming a net zero carbon output authority by 2030, will feature here within our assessment of corporate health. It requires the concerted effort of all staff from across the council to achieve this ambitious goal, securing at least a reduction of 1,833 tonnes every year. During 2020 to 2021 we successfully reduced our output by XXXX (data due in June) tonnes.

Based on the annual average for 2020 to 2021, 34% of all contracts awarded by the council were awarded to local suppliers; and 12% of Denbighshire contracts worth over £25k and under £1 million contained community benefits.

With this report, 49% of our Corporate Plan measures currently present as a priority for improvement, which justifies their inclusion in our Plan. One of our corporate projects is currently presenting as 'compromised' (see chapter below on [Project Register](#) for full details), and 94% are being regularly updated by project managers. 55% of our Corporate Risks are currently inconsistent with our risk appetite, but these are being addressed by

senior managers and cabinet, and justify their inclusion in our Corporate Risk Register as the most serious risks faced by the council. We have also received no formal recommendations for improvement from external regulators (Estyn, Care Inspectorate Wales and Audit Wales). Four areas of work have been given a low assurance rating by Internal Audit, and improvement plans are in place to address identified risks. The four reports were:

- [Provision of Homeless Accommodation](#)
- [Queen's Buildings](#)
- [Children's Direct Payments](#)
- [Contract Management](#)

In amidst its response to the pandemic, the council has this year fought against significant budget pressures and income loss. Our measure on budget variance (i.e. what we have and receive versus what we are spending) tracked a difference of £7,393k as at June 2020, which we have steadily reduced to a positive position by March 2021 (-£718k). The council's reserves currently stand at £7.135m.

As at the end of 2020 to 2021, 57% of external complaints received by the council were upheld (27 out of 47). Complaints reports are produced every quarter and shared with Performance Scrutiny members for their information. The inclusion of this measure within this report (and subsequent quarterly reports) will give broader sight of this information to staff and elected members.

We have seen a significant improvement in staff absences over the last year, down from 8 to 6.47 days. This is consistent with national trends and may reflect the benefits to well-being brought about from changes to ways of working, but most significantly of course less common cold / flu viruses being transmitted among staff due to the restrictions that have been in place for face-to-face contact.

During 2020 to 2021 we moved away from our system on annual performance appraisals in favour of more regular one-to-one meetings being held between staff and managers. This was a common practice already of course, but our new approach has formalised this a little more, there now being a form for employees to complete that covers a variety of topics, including objectives, training and development, and attendance. Our target is that

all staff should receive at least 3 one-to-one meetings annually. However, data for our first year shows that only 45% of staff received three meetings. HR Business Partners will work with management teams to improve this.

Our final measure considers the council's efforts to support residents into work, including through placements that we ourselves offer within the council. During 2020 to 2021 we successfully supported 36 individuals, which is an improvement on the previous year.

## **Corporate Health Self-Assessment: Governance Areas**

The following is our self-assessment against the seven key governance areas outlined in the statutory guidance for the Local Government and Elections (Wales) Act 2021. A significant aspect of the performance requirements within the new Act is that we base our self-assessment on stakeholder feedback. To do this well will require considerable work, and unfortunately the timescales for this 'trial-run' report have not allowed this to happen. It is therefore our first improvement action, to have a new annual process in place to gather feedback on performance in time to inform the first required self-assessment report (anticipated in June 2022). We plan to use this autumn's Residents' Survey as the vehicle this year, but from March 2022 onwards we hope to use more qualitative methods of engagement through a combination of social media, the [County Conversation Portal](#), and [Y Panel](#).

The assessment below seeks to answer questions around how well the council is performing now, how we know that (linking to evidence where it is available), and consider what we can do to improve.

## **Corporate Planning**

2020 to 2021 was a year that significantly tested our business continuity arrangements as a council. Service Plans with our improvement activity for the year ahead had to be temporarily paused as the council responded rapidly to the pandemic and had to adapt service delivery to meet the immediate needs of the community. The Strategic Emergency Management Team (SEMT) was stepped up to tactically coordinate the council's resources effectively, efficiently and economically in response to the emergency. They met frequently throughout the year (three times a week at the start of the pandemic), comprising of senior managers (including HR and ICT), lead cabinet members, and

supported by the Regional Emergency Planning Team. Throughout this time the council has worked closely with regional partners, coordinating on four key themes for recovery that covered Test, Trace and Protect; health and social care; the economy and businesses; and community resilience. The council itself identified 17 recovery themes for its business, each of which were designated a lead officer and lead member from SEMT, and were scrutinised by the council's Scrutiny committees. Papers may be viewed through our committees page on [modern.gov](https://www.modern.gov).

The immediate impact of the pandemic's restrictions on the council's Corporate Plan was that a number of project milestones were unable to progress as intended. It wasn't until later in the Summer of 2020 that we were able to evaluate where we were with things, and it was at that time that a Tranche Review was held with the Corporate Plan Programme Board. At this meeting, the Board reaffirmed its commitment to our existing Corporate Plan priorities and projects, which were still felt to be relevant despite Covid-19. It was particularly noted how well many of our projects had adapted to deliver their benefits in different ways; a number also put the council in a stronger position to respond to community needs at the outbreak of the pandemic, such as our work with carers, or the Support for Parenting project.

Although Senior Managers and Cabinet continued to meet throughout the pandemic, it wasn't really until September 2020 that Council and other committees were able to restart their meetings. We have by now recovered our usual cycle of council meetings, all of which are conducted virtually. We are pleased also to have been able to resume our webcasting of public meetings, which is important for the openness and transparency of the council; particularly as we now look ahead to the development of a new Corporate Plan for 2022 to 2027. Considerable work has already taken place in anticipation of the new plan, updating our assessment of Well-being for the county, and planning a comprehensive programme of stakeholder engagement over the summer and beyond. Both these elements are critical to informing the content of the next Plan. We anticipate having the next Corporate Plan approved by the new Council in October 2022.

There are a number of other challenges facing the council in the year ahead, not least the appointment of a new Chief Executive Officer (CEO). In the meantime, interim arrangements are in place, with both Corporate Directors picking up CEO responsibilities.

The Corporate Executive Team (CET) has also been reintroduced to share and assist oversight.

We will also as a local authority need to respond to requirements of the new Local Government and Elections (Wales) Act 2021, performance duties already being applicable from April. There will be other implications on democracy, governance and assessment that need to be planned in the year ahead, and a member / officer working group will be convened to plan and monitor this.

We continue to monitor the potential impacts of Brexit on the council and the county, but they have largely been masked by Covid-19 restrictions on businesses. We can anticipate that certain sectors of Denbighshire's economy will be more adversely affected than others, but until the economy opens up fully again, it is difficult to have any certainty around the implications. We also need to prepare for the changing role of Local Government in Wales as we look ahead to new regulations and replacements for EU funding.

Another area of work is to ensure that the council's newly adopted [Climate and Ecological Change Strategy](#) is fully embedded in our day-to-day business. The strategy represents a considerable risk to the council as it strives to become a net carbon zero authority by 2030; but a great deal of work has already taken place during 2020 to 2021 to ensure that the implications of the plan are well understood and that rigorous monitoring processes are in place.

The final area of challenge for us as a council is a fundamental one around how we work as an organisation. We have all of us felt the benefits and draw-backs of home working during 2020 to 2021, and it is likely that the council will move towards a model that encourages more home working from its staff. But we need to understand how things would work in practice and the implications of this on our communities, particularly as we try to support Denbighshire's recovery in the wake of Covid-19.

## **Financial Planning**

Audit Wales published a [Financial Sustainability Assessment report](#) in March 2020 which found that Denbighshire County Council is in a relatively strong financial position, but

needs to strengthen its Medium Term Financial Strategy and control some service overspending to support future financial sustainability.

Although the council has a strong track record of identifying strategic pressures over recent years, which is reflected in the financial outturn of the council, feedback received from services for a number of years have questioned what the process was to recognise smaller scale budget flaws and pressures. In previous years, exercises have been undertaken in-year, when service savings have not been achievable or when issues are raised by politicians, for example. There is a risk that this can lead to unbalanced decisions and disruption to the budget process and its integrity. The final proposals to balance the 2021 to 2022 budget are shown in the [Medium Term Financial Plan \(MTFP\)](#).

The most significant risk and issue facing councils and the wider public sector during 2020 to 2021 is the Covid-19 pandemic. It is welcome that the [Covid-19 Financial Recovery Strategy](#), approved by Cabinet in May 2020, has provided a robust plan for the council's response. By the end of the financial year direct financial help received from Welsh Government exceeded £21.7m, which is a testament to the value of partnership working between Local Authorities and Welsh Government. It also means that the council is in a healthy position to face the financial challenges that undoubtedly lie ahead.

The proposals set out in the [Budget 2021 to 2022 – Final Proposals](#) report offers a balanced approach that takes into account the following principles:

- Aim to recognise and remedy in year and forecast service pressures as much as possible in order to build in resilience.
- Ensure services are challenged to deliver efficient services, but to try and minimise the impact of proposals on services users and staff.
- Keep Council Tax increases as low as practicable.
- Limit the use of Cash which only delays the need to identify savings.
- Maintain funding for corporate priorities.



The aim of the budget process is to ensure that the council delivers a balanced budget. The impact of the pandemic and the uncertainty over the level and timing of financial settlements again this year has made financial planning even more challenging. However, the draft settlement when it was finally issued continued a welcome return to positive settlements, which hopefully recognise the important work Local Government delivers and the pressures that it faces.

The full Capital Plan was last reported to [Council in February 2021](#). Monthly updates are presented to Cabinet. The Estimated Capital Plan is now £42.36m. The plan has been updated since being reported to Cabinet on 16 February 2021. Included in the Capital Plan is the Capital Strategy, which is a new report introduced in 2019 to 2020, giving a high-level overview of how capital expenditure, capital financing and treasury management activity contribute to the provision of local public services, along with an overview of how associated risk is managed and the implications for future financial sustainability.

In 2021 to 2022, the council is planning capital expenditure of £76.7m, as summarised below:

| <b>Capital Expenditure</b>   | <b>2020 to 21 Approved (£000)</b> | <b>2020 to 21 Revised (£000)</b> | <b>2021 to 22 Estimate (£000)</b> | <b>2022 to 23 Estimate (£000)</b> | <b>2023 to 24 Estimate (£000)</b> |
|------------------------------|-----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>Council Fund</b>          | 41,648                            | 42,364                           | 54,475                            | 18,580                            | 7,507                             |
| <b>Band B – 21 C Schools</b> | 2,020                             | 27                               | 1,556                             | 9,752                             | 29,745                            |
| <b>HRA</b>                   | 19,172                            | 14,876                           | 20,663                            | 18,245                            | 15,468                            |
| <b>Total</b>                 | <b>62,840</b>                     | <b>57,267</b>                    | <b>76,694</b>                     | <b>46,577</b>                     | <b>52,720</b>                     |

The Housing Revenue Account (HRA) is a ring-fenced account, which ensures that council housing does not subsidise, or is itself subsidised, by other local services. HRA capital

expenditure is therefore recorded separately. Details of the Housing Capital Budgets can be found in the [Housing Rent Setting and Housing Revenue and Capital Budgets Report](#) to Cabinet on 19 January 2021.

The Strategic Investment Group (SIG) provides an independent review of all business case proposals for capital investment regardless of value and has delegated authority to approve bids to the value of £1 million. It will also recommend schemes to either Cabinet or Council if the value of the Application is above £1m, or if for other reasons it is more appropriate for Cabinet or Council to approve. Annually, SIG invite bids from the Heads of Service and meet to review the bids and recommend the proposed allocation of the funding to Cabinet and Council. The recommendations for 2021 to 2022 are included in appendix 5 of the Capital Plan Report. A Summary of the council's Capital Plan is included in the monthly Finance Report to Cabinet. It shows the approved Capital Plan against spend to date. Also an update on the major projects is included in the overall Capital Plan.

The Capital Plan is dependent for part of its funding on capital receipts generated by the sale of council assets. The table below shows those gross receipts achieved in 2020 to 2021. In addition, a number of potential disposals are also currently in development.

| <b>Asset</b>                 | <b>2020 to 2021 (£000)</b> |
|------------------------------|----------------------------|
| Bodelwyddan Castle           | 700                        |
| Former Donkey Field, Rhyl    | 90                         |
| Four Crosses Farm, Glanrafon | 515                        |
| Lletty Farm, Llandyrnog      | 480                        |
| Land at Meliden              | 57                         |
| Barn, Ty'n Celyn, Glanrafon  | 15                         |

|              |              |
|--------------|--------------|
| <b>Total</b> | <b>1,857</b> |
|--------------|--------------|

Each year the council sets Prudential Indicators that determine prudent limits on its borrowing. The council's outstanding debt is currently £241.8m. This is within the Operational Boundary (£265m) and Authorised Limit (£270m) and is less than the forecast Capital Financing Requirement (£296m). This means the council is adhering to the Prudential Code of Capital Finance and is not borrowing in excess of its capital needs.

The ratio of financing costs to the net revenue stream for 2020 to 2021 is 6.64%. This ratio is an indicator of affordability and highlights the revenue implications of existing and proposed capital expenditure by identifying the proportion of the revenue budget required to meet borrowing costs.

## **Performance Management**

Our own Internal Audit completed a review of the council's performance management arrangements in March 2020, giving a high assurance rating and concluding that the performance management framework within the council is managed well and appropriate support is available. The council's performance management strategy, '[Improving Services for our Communities](#)', gives detailed guidance on ensuring adequate measures and controls are in place to monitor performance. Two risk issues were identified from the Internal Audit report:

- 1. A reliance on external providers to supply performance data without checks over its integrity or accuracy.** Subsequently the council has strengthened its contract management arrangements, and now prompts services during annual service planning to consider key performance indicators of any partnerships delivering services on its behalf.
- 2. Performance management reports and finance reports are produced and presented separately with no clear link between the two.** This is a challenge under existing systems and processes, but the council's quarterly and annual performance reports have a focus on our Corporate Plan projects, which are robustly underpinned by a very clear financial strategy, monitored regularly by the

Corporate Plan Board. Services are also able to review their own performance results and consider this in conjunction with finance should they require.

A summary of our internal audit work for 2019 to 2020 may be viewed [here](#). The annual internal audit report for 2020 to 2021 is anticipated in June 2021.

There have been challenges to the council's performance management arrangements during 2020 to 2021. The onset of the pandemic meant that the Strategic Planning and Performance Team, responsible for corporate reporting, was entirely redeployed to other critical functions to support services and the community. This naturally had implications on our reporting timetable. No separate 'quarter one' (April to June) report was produced as a consequence in 2020, and our [Annual Performance Report for 2019 to 2020](#) was delayed by four months (though still published within the legal deadline). Nonetheless, we took the opportunity to include quarter one updates in our Annual Report as far as was possible, to ensure that the report was as current and relevant as possible for elected members and the public by the time of its publication in October. We have by now recovered our usual reporting routine, though there will be some data gaps that persist due to the impact of Covid-19 on services; a particular concern being around the monitoring of pupil attainment (as highlighted in our Young People priority earlier).

Our Service Challenge programme (which is an important arm of our Performance Management Framework) for 2019 to 2020 was also disrupted by the pandemic, seeing the cancellation of challenges for Finance and Property, Legal, HR and Democratic Services (though the papers for both were produced and circulated); and finally Highways, Facilities and Environmental Services. Service Challenges did not take place during 2020 to 2021 while services focused on recovery; however, a more concentrated programme is in place for every service to be seen during June and July 2021 to discuss Covid-19 recovery and plans for improvement.

Another development worth noting is that the council, facing the end of its current contract, has reviewed and tendered for a performance management system. The conclusion was that we remain with the same provider. This will give continuity for existing processes that work well for the council.

Audit Wales audited both the council's assessment of its performance in 2019 to 2020 and our plans for improvement for 2020 to 2021, concluding that we had discharged our legal

duties under section 15 of the Local Government (Wales) Measure 2009, and acted in accordance with Welsh Government guidance sufficiently to discharge our duties. A document summarising Audit Wales' work in Denbighshire may be found [here](#), which confirms that the council has arrangements in place to secure continuous improvement. We meet the same legal requirements through the publication of this report, whilst also looking ahead proactively with the inclusion of this Corporate Health section to new requirements to self-assess our governance arrangements, as required by the new Local Government and Elections (Wales) Act 2021. We will look in 2021 to 2022 at putting new arrangements in place to gather stakeholder feedback on our performance, which we will report on in this report going forward.

Care Inspectorate Wales evaluated in its [annual letter](#) the performance of our Social Services during 2019 to 2020. The annual report by our Director of Social Services also evaluates our performance and may be read [here](#).

## **Risk Management**

Risk Management was last reviewed by our Internal Audit team in January 2019, giving our process a medium assurance rating and concluding that the risk management framework, comprising leadership and management, and policy and strategy, was robust with good processes in place. Our risk Management guidance, '[Managing risk for better service delivery](#)', clearly sets out the council's risk management approach and specifies the roles and responsibilities of relevant persons. Five risk issues were then identified from the Internal Audit report.

1. **The council had not articulated what its risk appetite was.** Consequently, the council has developed a risk appetite statement, which was adopted in [September 2019](#), and further reviewed and revised in [September 2020](#) (introducing a separate appetite statement for safeguarding, and, following feedback from staff, clarifying the relationship between risk appetite and risk severity). Risk appetite is a complex subject and it will take time for the organisation to understand its application better. Nonetheless, its introduction has so far added value to our conversations both with risk owners and at committee, and our next Corporate Risk Review will give a particular focus to reducing the larger gaps between some of our more severe risks and our appetite.

2. **Staff at all levels should be clear about their responsibilities with regard to risk management.** Following the Internal Audit report, risk management training sessions were delivered directly by the Strategic Planning and Performance Team to management teams, and staff drop-in sessions were held. The risk guide also clearly articulated the roles and responsibilities of all staff and elected members at every level.
3. **Risk management arrangements for Alternative Service Delivery Models was unclear.** The council has developed, agreed and published a [new toolkit](#) to support the management of Alternative Service Delivery Models. This includes a chapter on the effective management of risk.
4. **Communication of risk at all levels could be improved.** Following updates from risk owners, the register is tabled for discussion with SLT every six months; and following input at Cabinet Briefing and Performance Scrutiny, it is shared with Corporate Governance and Audit committee members. It is also tabled with Corporate Governance and Audit at least once annually to give assurance that our process is robust. Services are also reminded on a quarterly basis by the Strategic Planning and Performance Team to review their register.
5. **Linking risk to performance management.** Our risk register includes a detailed narrative within each update that explains how risks have manifested or been changed. Our Annual Performance Report also now includes key highlights and learning points from our risk management in the last year.

Internal Audit will be conducting another review of the council's approach to Risk Management during 2021 to 2022.

Our last risk review (February 2021) may be found [here](#), and the current Corporate Risk Register is attached to this report in appendix 2. During 2020 to 2021, we did not experience any unforeseen risks and none of our risks developed into an adverse issue. Our risk which is concerned with the council's ability to respond to such emergencies as a public health event (i.e. Covid-19) actually stood the test of the virus outbreak as we continued to maintain statutory services and more as we responded to the crisis. The virus

has also of course increased the likelihood of a number of our other risks occurring, specifically the risk of a downturn in the economy and increase financial liabilities. Our Corporate Risk reviews in September 2020 and February 2021 reflect these increased pressures.

Only one new risk was identified for the Corporate Risk Register during 2021 to 2022, but was later de-escalated to the Service Risk Register for Planning, Public Protection and Countryside Services, following updated guidance from Welsh Government that lessened its likelihood. The risk was concerned with the potential failure to progress the replacement Local Development Plan (LDP) to adoption, because of the impact of Covid-19 on staff capacity.

Risks concerning Ash Die-back, Brexit and The North Wales Growth Deal have come more within our control as work on these areas has progressed or become better understood through the year. Risk severity for both Brexit and the Growth Deal has reduced slightly. Ash Die-Back, however, remains one of our most severe risks and an area that considerable work is being done to try to better understand. It is currently far away from our preferred minimalist risk appetite when it comes to safeguarding the public. It is not, however, alone in its misalignment with our risk appetite, being one of 11 risks (out of 20 in total) that are inconsistent with our risk appetite. These have all been carefully reviewed in discussions with risk owners, but their current scorings have been agreed as appropriate. Such a discrepancy justifies the inclusion of these risks to be monitored as corporate risks, which means they receive the attention of the most senior management and political levels of the council. However, as mentioned, our next review (in September 2021) will try to give special focus to reducing the larger gaps between our most severe risks and our risk appetite, whilst also hopefully helping develop the organisation's understanding of risk appetite better.

## **Workforce Planning**

The council employs in excess of 4,000 people. It is a significant employer in our local area. Every year we produce a [Public Sector Duty Report](#). The report explains how the council is compliant with the Equality Act 2010 general duty across our employment functions. Sensitive data for many employees had not been declared (52%), making it difficult to determine, across all variables, the extent to which our workforce is representative of the communities it serves, or to ensure that staff or people applying for

jobs are not treated less favourably than others. We have committed to putting in place better management information about staff applying for and being declined training. We are encouraging our staff to provide equality data about themselves and have launched a more user friendly way of collecting this information via our Employee Self-Service webpages. It has not been possible to determine whether inconsistencies exist at the shortlisting stage of recruitment. We are hoping to overcome this for future reporting by developing a solution between Human Resources and School Administration teams.

Our [Gender pay report 2018 to 2019](#) found that female employees were more likely to be in lower paid roles, a trend experienced by most organisations. This is referred to as 'occupational segregation', which means there is an uneven distribution of males and females in stereotypical career choices. For example, health and social care roles are typically regarded as female roles and construction roles as male. We have put in place a range of actions to help close the gap. In summary, we will:

- Develop and maintain our Equal Opportunities in Employment policy for employees.
- Ensure consistency and fairness in pay and recruitment and selection practices, and continue to monitor these processes looking at protected characteristics.
- Improve equality monitoring and analysis across different functions, for example, training and development, exit interviews and so on.
- Encourage the use of our flexible working policies and home working policy where possible to actively assist in addressing equality issues.
- Ensure that a Gender Pay Report is conducted annually and ensure any improvement plans are actioned and updated.
- Support managers with equalities through training and e-learning.

We are collating and analysing information now for our next Gender Pay Report (the deadline nationally has been extended until October 2021).



A recent [internal audit review of recruitment and retention](#) gave an overall 'high assurance', which means that risks and controls are well managed and objectives are being achieved. Two minor actions were agreed as a result to ensure an ongoing dialogue with services on recruitment and retention and to ensure robust record keeping is in place.

We complete an annual workforce planning review with all services between October and December each year. The purpose of these reviews is to provide a detailed picture of how effectively the workforce in each service is being supported and managed, the diversity of the service, and to highlight challenges in relation to retaining staff, or indeed challenges that could arise from key personnel moving on from their role. The reviews are provided in a spreadsheet format with equalities data for staff employed in each service, training undertaken (or not), anticipated changes (such as staff leaving, secondments, maternity etc.), staff turnover, compliance with appraisals, employment practices (including employee relations cases), and attendance at work. We will improve the format and delivery of these reviews over the next year.

The main workforce-related issues experienced by services between 2020 to 2021 was staffing resources: from recruitment, to retention, to redeployment. Staff have been redeployed across the council to assist in service provision for front facing roles such as care and environmental health. New resources have been required to manage emerging pressures ranging from Test, Trace and Protect; Covid-19 testing for staff and families; and administration of Welsh government financial support schemes. Office-based staff have been directed to work from home for this period and this has required a cultural change in normal management arrangements.

Some council post holders have had the technical capability to 'work from anywhere' for some time. Pivoting to home working was a relatively smooth transition for those Denbighshire staff that had already been using IT equipment (so long as they had the connectivity at home). Other staff, however, experienced some problems, particularly where they had been redeployed to new roles with different technology and systems. We had tested our resilience to office / server failures before during emergency planning tests, and had learned valuable lessons from those tests. For example, ensuring sufficient licences were in place enabling all staff to be able to access our secure network at the same time.

Our aim is for all staff to have at least 3 one-to-one meetings in every year. During 2020 to 2021, 45% of staff had at least 3 meetings with their line manager, or other designated person. Clearly, this last year has made one-to-one meetings for all staff harder, particularly front line staff. Furthermore, many staff have been redeployed into new roles as part of our Covid-19 response. For office based staff though, one-to-one meetings should, in the most part, be able to continue virtually. We continue to monitor completion of one-to-one meetings as we would like to see at least 95% of all staff receiving them.

Following the pressures of the last year, from a work and home perspective, there is an emerging issue surrounding mental health. The council is committed to supporting staff with their health and well-being through the [Time to Change mental health campaign](#). We will be signing our Time to Change Wales Pledge on May 13, 2021, in the presence of our elected members, senior leaders and unions. As part of this Pledge, we will deliver an action plan and launch our new mental health strategy, together with guidance for managers and extensive training to support employees. We have a number of Mental Health First Aiders already in place, but we will train more throughout this next year. We will also be launching a Mental Health Awareness e-Learning module that will become mandatory for all staff, which will help raise awareness and sign post employees to the support we have available. We have put in place an Employee Assistance Programme for all employees. The service is free of charge and employees do not need to for their manager's permission to use the service, which is available 24 hours a day, 7 days a week, 365 days a year, accessible by phone or online. Our intranet and [website include resources and links to support on a range of topics](#). With many staff working from home for their whole working week, we put in place virtual training with an external provider to support staff to build their personal resilience. Over the last year, we have trained 52 staff across ten sessions in Building Personal Resilience. A further 32 members of staff have received training in managing stress in the workplace, and 14 in secondary and vicarious trauma.

Sickness absence is a good indicator of the health and well-being of Denbighshire's workforce. During the year 2020 to 2021, the rolling average number of working days / shifts per full time equivalent (FTE) local authority employee lost due to sickness absence was around 2% lower than for the previous year. As at March 2021, sickness absence stood at 6.47 days, compared to 8.02 the previous year. This is likely to reflect the greater flexibility and work life balance achieved by home working during the pandemic, and

potentially less illness due to no or very limited social mixing. It should be noted that some data for the year is missing due to changing personnel across services in the council. As in previous years, we determine what acceptable sickness absence looks like by comparing our levels of sickness absence to those across all sectors (using data published by the Chartered Institute of Personnel and Development). We were not able to update our thresholds for the year 2020 to 2021 and continued to use the previous year's. On this basis, our sickness absence levels are considered to be good.

We have continued to develop our learning and development programme to support and embed the council's leadership strategy. Training and development for new and established managers is progressing using a variety of resources and approaches, and many of these have been provided virtually during the last year, including:

- Institute of Leadership and Management qualifications with Coleg Cambria and Coleg Llandrillo.
- Professional development 'bite-size' courses in specific specialties such as Project Management.
- Soft skills courses, such as the bespoke course 'Aspiring Managers'.
- E-learning courses have been developed and are continuing to be developed in soft skills, for example 'Difficult Conversations'.
- HR support to develop coaching and mentoring skills.
- HR Specialists guidance and support with policy and process.
- Leadership Conference for middle and senior managers.

The council ran a survey between August and September 2020 to find out how staff were coping with the new ways of working, and to seek their views on what an ideal future way of working could look like. We have also taken from our surveying of staff some important learning for the redeployment process that we established, particularly around supporting staff in new roles by understanding their duties and putting in place appropriate training

and support. Respondents had generally adapted well to home working, and found that they were enjoying the advantages of working from home (such as work-life balance, no commute), as well as disadvantages (connectivity issues, no dedicated office space, missing colleagues). The majority of respondents (86%) stated that they would like to see homeworking being part of their future arrangements, alongside some time in an office / work environment, and they shared ideas about how this could be more effective. The results of the survey are being used as part of our considerations for how the council will work in the future, how office space will be used (including the possibility of staff accessing other public sector offices that may be closer home), and how carbon emissions can be kept to a minimum. The challenge for us over the next year will be to develop a new way of working that is effective for our communities, service users, elected members, partners and staff. We will review our support package for staff, including staff conditions and training and development, as our plans develop.

## **Assets**

The council's management of its assets can have a significant impact the delivery of our services and financial standing. The effective and efficient management of our property portfolio and physical assets (including ICT resources) helps ensure that the council is:

- not wasting money on assets that are not required to meet service needs or are unnecessarily costly to run;
- serving the public well with assets that are of good physical quality and make services easy to access; or
- not missing opportunities to share assets with other public agencies, which would increase customer convenience.

Throughout 2020 to 2021, the council's ICT support and resourcing has been critical. Many of the council's functions have been delivered successfully through virtual working during the pandemic. Use of the CAG system, where users access the council's systems virtually, has risen during this period from around 200 per day up to nearly 1600. Nearly all meetings – operational and democratic - are currently 'virtual'.

As the 'new ways of working' work stream looks at the future for the workforce of Denbighshire, it is evident that we will maintain this model of virtual working even when social distancing is no longer required. A key milestone for this workstream is to ensure that the council has the ICT tools for sustained virtual working and that officers and elected members have the right equipment to do their work wherever they are.

Denbighshire County Council has approximately 1000 highway assets. Bridges and Structures is a term which encompasses bridges, culverts and retaining walls. The timescales within which risk based inspections should be carried out of these assets is set out in the National Code of Practice for Bridges:

- Principal Inspections (PI) are carried out every 6 years to 12 years.
- General Inspections (GI) every 2 years.

From these inspections, the maintenance and repair programme is prioritised. The maintenance of bridges is financed primarily through capital funding which is approved through the Strategic Investment Group (SIG).

A 2019 Internal Audit report found that inspections, both Principal Inspections and General Inspections, are carried out within the timescales as set out in the National Code of Practice for Bridges, the results of which inform the prioritisation of the maintenance programme.

Overall, the report found that there is a good system in place for prioritising bridge maintenance repair, and no roads are closed due to bridge conditions, which contributes to the corporate priority of Connected Communities. However, the team's weak procurement practice, lack of internal guidelines, and need to include bridges in the Highways Asset Management Plan meant that the report gave a medium assurance rating, which is minor weaknesses in management of risks and / or controls, but no risk to achievement of objectives.

The council has established the role of Corporate Landlord. The key principle that underlines this approach is that the council owns all assets, with the services making use of them as tenants. All land and property used in the delivery of services is either owned or

leased by the council and not by the services. Services occupy property only to provide a service on behalf of the council.

The concept of treating property as a corporate resource strengthens the Corporate Landlord's strategic control of the council's property assets, providing a corporate and collaborative approach to review and change of use, integrated and shared use of premises, facilities management and maintenance, development and refurbishment. The objective being to provide property assets that are fit for purpose and supportive of service delivery. This in turn will free up services to focus upon the operational aspects of service delivery. The Asset Management Group has been established to support the role of the Corporate Landlord in making strategic decisions in relation to the council's property assets, and to provide the necessary oversight and scrutiny of this role.

The council currently has an adopted Asset Management Strategy that guides our asset management activity and supports the delivery of our corporate priorities. The strategy is due for review during 2021 to 2022, and the revised document will reflect new and emerging priorities for land and building assets such as Band B school building programme, the council's target to become Net Carbon Zero and Ecologically Positive by 2030, and the changes that will be needed in our office portfolio to support new ways of working.

To ensure that capital assets continue to be of long-term use, the council Asset Management Group (AMG) meets quarterly to provide strategic direction for all matters relating to the effective use of council owned land and building assets within the county, including (but not exclusively): Land and Property disposal, Land and property acquisition, Strategic property planning (including consideration of Asset Management Plans), Innovative land and property usage / utilisation.

## **Procurement**

Denbighshire's procurement is overseen by a collaborative Board between Denbighshire and Flintshire councils. The Board has been in place for a number of years, and was the subject of an [internal audit review in May 2018](#). The review concluded with 'some / low assurance', which meant that significant weaknesses in risk management were found to be present. Since then, the joint team and Board have been strengthening governance arrangements through more regular reporting to council committees, has been working on

updating procurement processes, and had planned for staff contract management training (though temporarily suspended due to Covid-19). A number of actions to address the cause of Internal Audit's concerns are still underway, including the development of a new [procurement strategy](#).

During 2020 to 2021, 12% (9 of 73) of Denbighshire contracts worth over £25k and under £1 million contained community benefits. While the number is still lower than our acceptable level (20%), 7 of the 9 contracts came to fruition between January and March 2021, which could reflect the impact of the new Community Benefits Hub. However, across the year, far fewer contracts contained community benefits than the total, 34% (14 of 41 contracts), for 2019 to 2020. We are exploring the reasons for this.

During the year, four collaborative procurement activities were undertaken. Notable examples include the Blue Badge Software Licensing and Additional Learning Needs ICT System. Both activities were a collaboration between Denbighshire and Flintshire councils. Denbighshire also monitors the number of missed collaborative procurement activities. During 2020 to 2021, five opportunities were missed. The reasons for this were due to technical differences and difference in requirements. It is also worth noting that the majority of procurements during 2020 to 2021 did not lend themselves to collaboration. For example, building maintenance works in schools or works required in specific council buildings and properties.

Across the year, 34% of procurement spend (over £49 million) was with suppliers based within Denbighshire (compared to 25% during 2019 to 2020). Our ambition is for 40% of all our procurement spend to be with local suppliers in Denbighshire. There are a range of reasons for this falling below our ambition; some of which are outside of our control. For example, we may purchase goods and services from suppliers within Denbighshire that are not included in this figure because the invoice is paid to a regional or head office outside of the county. During the year, 56% of the council's spend was with suppliers based in Wales, which supports the globally responsible principle of sustainable development.

During the year, the Community Benefits Hub was established; funded as a Corporate Plan project. The purpose of the Hub is to maximise benefits for our communities through our procurement and supply chain. The Hub is already making a difference by building

benefits into our contracts. Its new model of themed community benefits meetings is best practice that we hope to apply all future projects. Examples include:

1. Brenig Construction, the contractor building the council's social housing, together with Working Denbighshire and other partners is supporting 4 trainees to be 'work ready', with each of the trainees receiving training and mentoring in construction.
2. The Hub is working with Denbigh Town Council and Denbigh in Bloom to secure place-based benefits that will add value to the local community in Denbigh.
3. The Hub has been supporting the Rhyl East Sea Defences project to bring about some retrospective benefits, such as access to training placements, engagement with schools, support for local food bank, and help with a Countryside Services project by moving and re-siting dredged materials. Support for schools will include outreach on STEM subjects including access to the Balfour Beatty Academy which contains a range of teaching resources supported by a STEM Ambassador.
4. The Hub supported the Queen's Market demolition project to secure 3 paid work placements, 1 paid training place, and an expectation that the contractor works closely with the Working Denbighshire team, which has created and delivered a bespoke training package to appropriately upskill clients. In addition, a community benefit to oblige the contractor to safely retrieve, and store, any identified architectural artefacts of historical or social history importance – for potential use as decorative features in any new build on the site – has been secured.

We will continue to develop our procurement processes and engage with local businesses, in particular to increase community and environmental benefits. While good progress has been made to embed community benefits into our procurements, we would like to see more contracts containing community benefits. A refreshed procurement strategy will take account of our new approach to community benefits.



## Annual or Biennial Measures

| Title                                                                                                                                                                                                                                          | 2018 to 2019 | 2019 to 2020                    | Status                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------|------------------------------|
| Overall satisfaction with the council – <b>Benchmarked Locally</b>                                                                                                                                                                             | 40           | No data<br>Survey due in autumn | Priority for Improvement     |
| Percentage difference in the mean hourly rate of pay for women – <b>Benchmarked Locally</b>                                                                                                                                                    | 7.7          | -9.7                            | Excellent                    |
| Percentage of the lowest paid salaries (bottom quarter) that are women – <b>Benchmarked Locally</b>                                                                                                                                            | 79.4         | 79.1                            | Priority for Improvement     |
| The percentage of new appointees from applications where it was disclosed that they are either from a racial or religious minority group, have a disability, are gay or bi-sexual, or had their gender reassigned – <b>Benchmarked Locally</b> | 7            | 15                              | Does not apply<br>Count only |

| Title                                                                                                            | 2019 to 2020 | 2020 to 2021     | Status                   |
|------------------------------------------------------------------------------------------------------------------|--------------|------------------|--------------------------|
| Member attendance (expected and present), year to date – <b>Benchmarked Locally</b>                              | 79           | 89               | Good                     |
| Carbon tonnage emitted and absorbed through council assets (excluding supply chain) – <b>Benchmarked Locally</b> | 16,948       | Data due in June | Priority for Improvement |

|                                                                                                                           |                                      |    |                             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----|-----------------------------|
| The percentage of staff who have had at least 3 one-to-one meetings in the last 12 months –<br><b>Benchmarked Locally</b> | No data<br>New to<br>2020 to<br>2021 | 45 | Priority for<br>Improvement |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----|-----------------------------|

## Quarterly or Biannual Measures

| Title                                                                                                       | Quarter<br>4 2019<br>to 2020         | Quarter<br>1 2020<br>to 2021 | Quarter<br>2 2020<br>to 2021 | Quarter<br>3 2020<br>to 2021 | Quarter<br>4 2020<br>to 2021 | Status                                                |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------------------------------|
| Negative news stories as a percentage of all news stories about the council –<br><b>Benchmarked Locally</b> | 3                                    | 5                            | 4                            | 12                           | 24                           | Priority for<br>Improvement                           |
| Local procurement spend as a percentage of total procurement spend –<br><b>Benchmarked Locally</b>          | No data<br>New to<br>2020 to<br>2021 | 30                           | 36                           | 34                           | 36                           | Good                                                  |
| Percentage of Denbighshire contracts over £25k and under £1,000k containing                                 | 100                                  | 0                            | 12                           | 0                            | 28                           | Acceptable<br><br>The annual average is considered to |

| <b>Title</b>                                                                                                                                 | <b>Quarter<br/>4 2019<br/>to 2020</b> | <b>Quarter<br/>1 2020<br/>to 2021</b> | <b>Quarter<br/>2 2020<br/>to 2021</b> | <b>Quarter<br/>3 2020<br/>to 2021</b> | <b>Quarter<br/>4 2020<br/>to 2021</b> | <b>Status</b>                       |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|-------------------------------------|
| community<br>benefits –<br><b>Benchmarked<br/>Locally</b>                                                                                    |                                       |                                       |                                       |                                       |                                       | be a priority<br>for<br>improvement |
| Percentage of<br>Corporate Plan<br>Measures showing<br>as ‘Priority for<br>Improvement’ –<br><b>Benchmarked<br/>Locally</b>                  | 47                                    | No data<br>due to<br>Covid-<br>19     | 47                                    | 49                                    | 49                                    | Acceptable                          |
| No. of projects on<br>the project register<br>showing as<br>‘compromised’ –<br><b>Benchmarked<br/>Locally</b>                                | 0                                     | 0                                     | 2                                     | 0                                     | 1                                     | Good                                |
| The percentage of<br>projects whose<br>delivery<br>confidence was<br>updated in the last<br>three months –<br><b>Benchmarked<br/>Locally</b> | No data<br><br>New to<br>quarter<br>3 | No data<br><br>New to<br>quarter<br>3 | No data<br><br>New to<br>quarter<br>3 | 90                                    | 94                                    | Good                                |

| <b>Title</b>                                                                                                       | <b>Quarter<br/>4 2019<br/>to 2020</b> | <b>Quarter<br/>1 2020<br/>to 2021</b> | <b>Quarter<br/>2 2020<br/>to 2021</b> | <b>Quarter<br/>3 2020<br/>to 2021</b> | <b>Quarter<br/>4 2020<br/>to 2021</b> | <b>Status</b>                    |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------------|
| Percentage of corporate risks inconsistent with the council's risk appetite statement – <b>Benchmarked Locally</b> | No data<br><br>New to quarter<br>2    | No data<br><br>New to quarter<br>2    | 52                                    | No data<br><br>Six-monthly            | 55                                    | Priority for Improvement         |
| The number of negative reports from external regulators – <b>Benchmarked Locally</b>                               | 0                                     | 0                                     | 0                                     | 0                                     | 0                                     | Excellent                        |
| No. of Internal Audit low assurance reports, financial year to date – <b>Benchmarked Locally</b>                   | 7                                     | 1                                     | 2                                     | 4                                     | 4                                     | Acceptable                       |
| Corporate and Service Budget Variance (£k)                                                                         | 1,483                                 | 7,393                                 | 5,107                                 | 2,242                                 | -718                                  | Does not apply<br><br>Count only |

| <b>Title</b>                                                                                                                                                             | <b>Quarter<br/>4 2019<br/>to 2020</b> | <b>Quarter<br/>1 2020<br/>to 2021</b> | <b>Quarter<br/>2 2020<br/>to 2021</b> | <b>Quarter<br/>3 2020<br/>to 2021</b> | <b>Quarter<br/>4 2020<br/>to 2021</b> | <b>Status</b>                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------------|
| Council reserves (£m)                                                                                                                                                    | £7.135                                | £7.135                                | £7.135                                | £7.135                                | £7.135                                | Does not apply<br><br>Count only |
| The percentage of external complaints upheld or partly upheld over the last quarter –<br><b>Benchmarked Locally</b>                                                      | 58                                    | 67                                    | 63                                    | 52                                    | 57                                    | Acceptable                       |
| The rolling average number of working days / shifts per full time equivalent (FTE) local authority employee lost due to sickness absence –<br><b>Benchmarked Locally</b> | 8.02                                  | No data due to Covid-19               | 6.57                                  | 6.61                                  | 6.47                                  | Good                             |
| The cumulative number of work experience                                                                                                                                 | 28                                    | 28                                    | 28                                    | 28                                    | 36                                    | Does not apply                   |

| <b>Title</b>                          | <b>Quarter<br/>4 2019<br/>to 2020</b> | <b>Quarter<br/>1 2020<br/>to 2021</b> | <b>Quarter<br/>2 2020<br/>to 2021</b> | <b>Quarter<br/>3 2020<br/>to 2021</b> | <b>Quarter<br/>4 2020<br/>to 2021</b> | <b>Status</b> |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------|
| placements offered within the council |                                       |                                       |                                       |                                       |                                       | Count only    |

## **What are we doing in 2021 to 2022?**

We will deliver the following improvement actions in support of the council's Corporate Health in 2021 to 2022:

- Implement annual process for stakeholder engagement on council performance.
- Appoint a new Chief Executive Officer.
- Plan for new replacement EU funding arrangements.
- Agree and implement a whole council approach to New Ways of Working.
- Develop a new Corporate Plan by October 2022.
- Respond to the requirements of the Local Government and Elections (Wales) Act 2021.
- Service Challenge Programme re-established for the summer of 2021, giving a particular focus on the strategic direction of services and their recovery post-Covid-19.
- Next formal Risk Review in September to give a particular focus to risk appetite to help improve the organisation's understanding of its application.
- Complementing New Ways of Working, we will review training, development and mental-health needs for staff.

- Improve the information we have about our workforce, including equality information, to support more detailed analyses in future Public Sector Duty Reports.
- Improve our workforce planning programme and consider how best to plan for posts requiring a specific level of Welsh above Level 1.
- Integrate biodiversity protection and improvement into our procurement processes and drive through community benefits that improve the environment. We will work with businesses and suppliers in Denbighshire to encourage lower carbon practice. We will also develop a new procurement strategy.

## Sustainable Development

Sustainable development is embedded in the way that we do things at Denbighshire County Council. Our [Well-being Impact Assessment \(WIA\) website](#), which is well-used by staff and referenced by councillors to better enable informed decision-making, checks the extent to which the Sustainable Development principles have been applied for any given project, as well as the likely impact (positive or otherwise) within the context of the seven well-being goals. We have also updated our WIA this year to take account of our new commitment to carbon reduction and positive ecological improvement.

The Council amended its [constitution](#) in October 2020 to include the requirement that climate and ecological considerations are a guiding principle within our decision making and policy. The change should affect decisions at every level in the council. Carbon Literacy training has also been provided to 27 councillors and 207 key staff across the council, looking ahead to a more widely available e-module being made available.

The council took a significant step forward in February 2021 with the publication of its [Climate and Ecological Change Strategy](#), which will see the council become a net carbon zero authority by 2030. This is our response to the climate emergency that the Council declared in July 2019. It is an ambitious plan, but rigorous performance management arrangements are in place. Progress will be overseen by the Corporate Plan Programme Board, and reported quarterly through our quarterly performance reports to Cabinet, the Senior Leadership Team, and Scrutiny; and annually to Council through this report.

## Equality and Diversity

Our Corporate Plan adopts an approach that we believe equips the council to deliver significant progress for all, by reducing current inequalities. The principles of equality are embedded throughout the council's functions and services. Through the projects that we deliver, our Corporate Plan commits the council to:

- Engage, where appropriate, with groups that represent people with protected characteristics.



- Consider limitations to physical access, in particular with new builds, but also with regard to access to information and services.
- Consider the appropriateness of the facilities that we have available within the council's estate for use by those people with protected characteristics.
- Engage, challenge and, where possible, remove barriers to opportunities (including work) for those with protected characteristics.
- Condemn hate related bullying and harassment.

Our project and programme management processes, which support the delivery of all projects in the Corporate Plan, enforce these principles; and in particular the council's approach to [Well-being Impact Assessments](#) of all projects, plans and policies requiring decision is well embedded and understood by staff and councillors. We have recently tailored our Well-being Impact Assessment Tool to take account of socio-economic disadvantage, in line with the introduction this year of the Socio-economic Duty for Wales (under the Equality Act 2010). The overall aim of the duty is to deliver better outcomes for those who experience socio-economic disadvantage, taking account of evidence and potential impact, through consultation and engagement, understanding the views and needs of those impacted by a decision. The Duty welcomes challenge and scrutiny in our decision making, driving a change in the way that we evidence our decision making and ensuring that we have a clear audit trail for those decisions.

Our [Equality and Diversity pages](#) on our website also celebrate diversity and promote equality in everything that we do to improve the quality of life for everyone living, working and visiting Denbighshire. Denbighshire County Council has pledged its support to the Zero Racism Wales initiative. The pledge states the council is not willing to tolerate racism in any form and supports Zero Racism Wales' calls for all organisations and individuals to promote racial harmony and implement commitments within the workplace and in their day to day lives. You can find more information on the Zero Racism Wales website at [zeroracismwales.co.uk](http://zeroracismwales.co.uk).

## **Other actions in support of our Public Sector Equality Duty include:**

### **Training**

We provide equality training for staff via an online equality e-learning module. This training is provided for all new employees, and is mandatory for all personnel. For 2021, the equality training module has been updated to incorporate the Socio-economic Duty for Wales. Training materials and sessions were given to cabinet members, Senior Leadership Team members, Chairs and Vice Chairs for Scrutiny Committees, and personnel during February and March. Furthermore, the Strategic Planning Team briefed decision makers within the main council function areas, such as procurement, planning, internal audit, legal, finance and the Tackling Poverty Group on the requirements of the new Duty and the requirement to evidence how socio-economic disadvantage is considered for all strategic decisions within the organisation.

### **Engagement**

Our County Conversation Portal is used to find out what's most important to our communities and helps us to make sure we focus on the right areas. All the work undertaken previously on our County Conversation included contact with groups from protected characteristics. You can find out more about the [County Conversation Portal](#) on the Denbighshire County Council website.

The council is also a member of the North Wales Public Sector Equality Network (NWPSSEN), which is a valued forum for sharing best practice and learning around equality issues that the public sector is facing. NWPSSEN membership includes the Equality and Human Rights Commission and Welsh Government. The forward work plan for NWPSSEN may soon focus on undertaking work to strengthen engagement opportunities within North Wales with protected characteristic groups, along with the continuation of discussions around how the Socio-economic Duty and partnership work can be embedded further in our member organisations.

### **Equality Reporting Elsewhere**

Each year we are required, as a Local Authority, to publish reports detailing our commitment and compliance with equality legislation, and to regularly report on pay systems and assess the equality of pay.

At Denbighshire County Council we support the principle of diversity and equality as we need people from diverse backgrounds to ensure that we are representative of the County. We are committed to providing equal pay for work of equal value and aim to provide an equitable pay structure.

We have produced the Public Sector Equality Duty report for 2019 to 2020 detailing our commitment and compliance with this legislation. We have also created a Gender Pay Report 2018 to 2019 reviewing the average earnings between men and women within the council. [Click here](#) to view the most recent reports on the council's website pages for equality and diversity. Additional analysis may also be found in our assessment of [Workforce Planning](#), earlier in this document.

## **Welsh Language**

Denbighshire County Council is fully committed to responding positively to the Welsh language standards, and this has been reflected in our 5-year Welsh Language Strategy. That commitment has not changed and we continue to play our part towards national efforts to increase the number of Welsh speakers to a million by 2050. The duties arising from the standards mean that the council should not treat the Welsh language less favourably than English, as well as promoting and facilitating the use of the Welsh language (making it easier for people to use their Welsh language skills in everyday life).

Each service within the council has a Welsh Language Champion who regularly monitors progress with the standards, shares best practice, and acts as a 'critical friend'. They carry out 'mystery shopper' checks and arrange awareness sessions and activity for colleagues and learners.

The council recently held its third Eisteddfod as part of St David's Day celebrations. The event is part of the council's efforts to raise the profile and gain a better understanding of the language, and to celebrate the culture of Wales. It comes at a time when there is significant attention on the Welsh language and the fact that the Urdd Eisteddfod is due to return to the county in May 2022. This year, as a result of Covid-19 and the majority of staff working from home, we had to be a little more creative, and so the Eisteddfod went digital. We used our private staff facebook page as a location to hold the Eisteddfod and promoted various categories for staff to compete in by uploading a picture to go with each category. The response and support received exceeded our expectations and there was a

lot of engagement from staff. The digital Eisteddfod was very successful with 163 entries and over 700 votes.

We want to support employees on their language journey. We encourage employees to practice, and we arrange various informal opportunities throughout the year including:

**Tea and Talk:** Informal sessions to increase staff confidence in speaking Welsh. The majority of staff are work from home at present therefore the sessions are being held virtually.

**'Mae gen i hawl' (I have rights) campaign:** A campaign to celebrate the Welsh language services that Denbighshire offers, and the rights that people have to use Welsh when dealing with them. It was an opportunity to promote Welsh language services and to try to increase the number choosing to use them. The marketing campaign mentions some of the rights held by the public as well as council staff.

**Promotion of the Welsh language standards:** We've created documents to promote the Welsh language standards to share on Denbighshire Today, LINC, Visiontime and the staff Facebook page. It's a form of checklist for staff to ensure they comply with the standards. We have already promoted the standards for answering the phone, arranging meetings and correspondence.

**Promotional videos:** We've created videos to help Welsh learners with their Welsh language skills, such as a video on how to pronounce the names of some of the villages and towns of Denbighshire, useful sentences to use at meetings, and Welsh word of the day. We've also created documents with relevant Welsh words to celebrate various national days (such as Pancake Day, St Dwynwens' Day, Mother's Day) and the phonetics to help Welsh learners.

**Celebrating Wales' national events:** Organise activities to celebrate events such as St Dwynwen's Day, St David's Day, Owain Glyndŵr, Shwmae Su'mae, Welsh language Music day, and many more.

**Welsh Lessons:** We encourage staff to improve their Welsh language skills by promoting the various 10 hour online courses for various sectors through the Work Welsh scheme.

All services are also required to produce an annual workforce plan which must consider the number of Welsh speakers employed within services. All Heads of Service are asked to consider whether they have enough Welsh speakers to provide a fully bilingual service to the public.

We have introduced a new framework for staff to self-assess their language skills based on the types of communication tasks (reading, writing, speaking and understanding) they could undertake through the medium of Welsh. This is an effective way of being able to monitor what level of skills are needed for the job, and what course employees need to move to the next level. We have also assessed each post within the council, following the same framework, in terms of what level of Welsh is required for that specific job. No post will be advertised as Welsh desirable as each person will need at least level 1 in Welsh language skills for the post. So in a way Welsh is "essential" for all jobs. If the person does not have the Welsh language skills required for the post, then they are obliged to attend training and reach that level within 6 months, which is the probation period (subject to the situation), with support from our Welsh Language Officer. The Welsh language skills of each service will be monitored every month, and managers will also receive information about the Welsh language ability of employees within their service.

The council is an active partner of the Welsh language partnership. The forum is made up of a number of organisations, both local and national, working towards the promotion and strategic development of the Welsh language here in Denbighshire.

Our vision is for greater opportunities for the use of the Welsh language in the workplace, with more emphasis on including specific Welsh language requirements for new posts through:

- Supporting staff to further develop their skills in order to be able to work naturally bilingually, and to encourage and support staff without Welsh language skills to learn the language over a period of time.
- Adopting a recruitment policy that will enable the council to normalise the use of the Welsh language in its daily administration and the services it provides. As a priority, it will focus on the departments that offer a front-line service to customers.

- The strategy will need to be reviewed this year so that it is operational by 2022; therefore, our priority is to deliver a strategy for the next 5 years that will set an ambitious goal and targets to ensure that Denbighshire is a county where Welsh culture and heritage is alive and the Welsh language thrives. We will be working with partners on setting a target and an action plan.

## Project Register

Every six months the council's Senior Leadership Team (SLT) receives an update on all corporate projects that are underway in Denbighshire. The Project Register (appendix I) provides the most recent status information extracted from Project Highlight Reports, written by the Project Manager, and approved by the Project Executive.

Currently one project on the register shows a 'compromised' position:

- **Denbighshire and Flintshire Joint Archive Project:** Even if funding is secured, there is a significant shortfall due largely to inflationary costs associated with the construction of the proposed building.

Currently four projects on the register show an 'at risk' position:

- **Young Person Employment Bursary:** Take up of the Bursary continues to be slow as the Covid-19 lockdown begins to ease. Some training providers are not able to run courses as they would like at present, so potentially limiting courses that are available.
- **Improving Energy Efficiency in Council Houses:** Delivery confidence continues to be at risk, the pandemic having impacted upon the schedule of works
- **Marketing:** At risk due to the lack of capacity for this project.
- **Remodelling Waste Service Operations:** Slippage in the programme linked to delivery of the new depot, which has been delayed due to the impact of Covid-19 and delays around completing on the purchase of the site.

## External Regulators

The work of all councils in Wales is scrutinised by external regulators to ensure that we use public money efficiently and effectively to deliver benefits for our communities.

### Audit Wales

In April 2021, Audit Wales published their [audit summary for Denbighshire County Council](#). This shows the work completed since the last Annual Improvement Report, which was issued in June 2019, and forms part of the Auditor General for Wales duties. In summary:

#### Audit of Denbighshire County Council's 2019 to 2020 Accounts

The Auditor General gave an unqualified true and fair opinion on the council's financial statements on September 15, 2020, in line with the statutory deadline. The auditor's report also included an emphasis of matter, describing material valuation uncertainty clauses in valuation reports on the council's property and on Pooled Property Funds held by the Clwyd Pension Fund caused by the Covid-19 pandemic.

The council's Annual Governance Statement and Narrative Report were prepared in line with the CIPFA Code and relevant guidance. They were also consistent with the financial statements prepared by the council and Audit Wales knowledge of the council.

The quality of the draft statements presented for audit on June 15, 2020 was good. This was a significant achievement given the unprecedented challenges posed by the Covid-19 pandemic.

A number of changes were made to the council's financial statements arising from Audit Wales work, which were reported to the Corporate Governance and Audit Committee in Audit Wales Financial Statements Report on [September 9, 2020](#).

The Auditor General issued the certificate confirming that the audit of accounts for 2019 to 2020 had been completed on September 16, 2020. In addition to the Auditor General's responsibilities for auditing the council's financial statements, he also has responsibility for the certification of a number of grant claims and returns. Audit Wales work to date has not identified any significant issues. Key facts and figures from the 2019 to 2020 financial statements can be [accessed here](#).

## **Well-being of Future Generations Examination – Household waste collection (November 2019)**

The examination that Audit Wales undertook in 2019 to 2020 considered the extent to which the council has acted in accordance with the sustainable development principle when taking steps to revise household waste collection, supporting the well-being objective of delivering an attractive and protected environment. Audit Wales concluded that the council has started to apply the sustainable development principle in developing these steps and in taking actions to deliver it. However, there are opportunities to further embed the five ways of working into its decision making and planning. [The report can be viewed here.](#)

### **Continuous Improvement**

The Auditor General certified that the council has met its legal duties for improvement planning and reporting and believes that it is likely to meet the requirements of the Local Government (Wales) Measure 2009 during 2020 to 2021.

### **Financial Sustainability (March 2020)**

During 2019 to 2020, Audit Wales examined the financial sustainability of each council in Wales. In Denbighshire they concluded the council is in a relatively strong financial position but needs to strengthen its Medium-Term Financial Strategy and control some service overspending to support future financial sustainability. [The report can be viewed here.](#)

### **National Fraud Initiative**

In October 2020, the Auditor General published his report on the findings of the latest National Fraud Initiative (NFI) data-matching exercise in Wales. The exercise helped public bodies in Wales, including the 22 unitary authorities, identify fraud and overpayments amounting to £8 million. [The report can be accessed here.](#) NFI continues to be developed and in the forthcoming NFI exercise (NFI 2020 to 2022) local authorities will have access to matches designed to help identify potential fraudulent applications for Covid-19 business support grants.



## **Corporate Arrangements for Safeguarding (August 2019)**

During 2019 to 2020, Audit Wales examined corporate arrangements for the safeguarding of children and adults in Denbighshire. The report concluded that the council has effective arrangements for safeguarding, but it needs to improve monitoring and performance reporting. [The report can be viewed here.](#)

## **Social services budgetary pressures (August 2020)**

During 2019 to 2020, Audit Wales examined partnership working in the commissioning and funding of residential care and nursing home accommodation for older people in Denbighshire. The report concluded that the council has been unable to maximise the potential benefits of partnership working when commissioning and administering.

## **Care Inspectorate Wales (CIW) and Estyn**

In May 2019, CIW, as part of a national review of how well local authorities and health boards promote independence and prevent escalating needs and in collaboration with Health Inspectorate Wales (HIW), led an inspection of the council's older adult services. [The report may be viewed here.](#) In July 2020, CIW issued a local authority [annual performance review letter 2019 to 2020](#) for Denbighshire County Council. This letter summarises CIW's evaluation of performance of social services (adults and children's services) during 2019 to 2020.

There were no other Denbighshire County Council inspections in this period, but as usual Estyn inspected local schools, and services that are registered with CIW in Denbighshire were subject to regular review.

## **Planned work for 2020 to 2021**

Audit Wales also look at the key challenges and opportunities facing the council. These risks could have an effect on the council's ability to meet its legal obligations in relation to the sustainable development principle, the use of its resources, and continuous improvement. The most significant risk and issue facing councils and the wider public sector during 2020 to 2021 is the Covid-19 pandemic. Audit Wales have shaped their work to provide assurance and challenge in a way that helps to support the council through this period. Audit Wales' work plan for 2020 to 2021 includes:

- Recovery planning in response to the Covid-19 pandemic.
- Covid-19 learning project – helping to identify and share learning from the way in which public bodies have responded to the pandemic.
- Assurance and risk assessment.
- A review of the council's financial sustainability.
- A review of the council's delivery of its environmental ambitions.
- North Wales Economic Ambition Board.
- Commissioning Older People's Care Home Placements (North Wales councils and Betsi Cadwaladr University Health Board).

## **National Data Collections**

### **Public Accountability Measures**

The decision was made by WG Government and Data Cymru at an early stage of the pandemic to suspend national collection of the Public Accountability Measures (PAMS) to allow Local Authorities to better concentrate on responding to the pandemic. This has affected collections for 2019 to 2020 and 2020 to 2021. It is not yet clear what the process for the coming year will look like.

### **Code of Practice: Performance and improvement of Social Services in Wales**

The Code of Practice came into force in March 2020. Due to unprecedented challenges facing local authorities, the decision was made that there would be no requirement to submit data for 2019 to 2020. The Welsh Government have now confirmed that local authorities must now prepare to submit the data for 2020 to 2021 within the next reporting period. There is still some consideration given to the impact of the disruption caused and the challenges local authorities have faced within 2020 to 2021, which they recognise may impact upon some of the data collection.

## Appendix 1: Project Register (May 2021)

| Project Name                                                                     | Delivery Confidence    |
|----------------------------------------------------------------------------------|------------------------|
| Young Person Employment Bursary                                                  | At risk                |
| Working Denbighshire Ready for Work                                              | Experiencing obstacles |
| The Denbighshire Working Start Scheme                                            | Experiencing obstacles |
| Deliver a co-working space for new enterprises at the former Costigan's building | On target              |
| Denbigh Extra Care Housing                                                       | On target              |
| East Rhyl Coastal Defence Scheme                                                 | On target              |
| New build- Christ the Word 3-16 Catholic school in Rhyl                          | On target              |
| Ruthin Review - New School for Llanfair DC                                       | On target              |
| Ruthin Extra Care Housing (Phase 2)                                              | Experiencing obstacles |

| Project Name                                                                                                | Delivery Confidence    |
|-------------------------------------------------------------------------------------------------------------|------------------------|
| PLANT Project : Urban Tree Planting                                                                         | On target              |
| Improving biodiversity in Denbighshire                                                                      | Experiencing obstacles |
| Monitoring and supporting positive pupil attitudes to self and school / well-being                          | On target              |
| Additional Council Housing Developments                                                                     | Experiencing obstacles |
| Target those most likely to be digitally excluded so they have the skills and means to use digital services | On target              |
| Supporting Parents in Denbighshire                                                                          | Experiencing obstacles |
| People are involved in shaping and improving services                                                       | Experiencing obstacles |
| Work with RSLs and the private sector to deliver additional affordable homes                                | On target              |
| Bring 500 Empty Homes back into use                                                                         | On target              |
| Supporting Carers in Denbighshire                                                                           | Experiencing obstacles |

| Project Name                                                                                     | Delivery Confidence    |
|--------------------------------------------------------------------------------------------------|------------------------|
| Make superfast broadband and mobile networks available to everyone                               | On target              |
| Improve infrastructure to make it easier to stage events                                         | On target              |
| Improving Energy Efficiency in Council Houses                                                    | At risk                |
| Community Benefits Hub                                                                           | On target              |
| Health and Well-being - Nutrition and Cooking Skills                                             | On target              |
| To maintain, enhance, protect and preserve Denbighshire's 'living assets' for future generations | On target              |
| Working towards becoming a Dementia Friendly Council                                             | On target              |
| ENRaW Well Connected Providing Opportunities for All                                             | Experiencing obstacles |
| Moorland Management and Wildfire Prevention Project                                              | On target              |
| Act to Reduce Domestic Abuse                                                                     | On target              |

| <b>Project Name</b>                                                         | <b>Delivery Confidence</b> |
|-----------------------------------------------------------------------------|----------------------------|
| Marketing                                                                   | At risk                    |
| Remodelling Waste Service Operations                                        | At risk                    |
| Corporate Support Services Review                                           | Experiencing obstacles     |
| Implementation of an ADMC                                                   | On target                  |
| Queen's Buildings- Rhyl                                                     | Experiencing obstacles     |
| Rhyl Public Realm Strategy                                                  | Experiencing obstacles     |
| Develop design to reconnect the top of the high street with the beach, Rhyl | Experiencing obstacles     |
| West Rhyl Neighbourhood Management                                          | On target                  |
| Rhyl Town Centre Focussed Enforcement                                       | Experiencing obstacles     |
| Edward Henry Street                                                         | Experiencing obstacles     |

| Project Name                                           | Delivery Confidence    |
|--------------------------------------------------------|------------------------|
| Traffic modelling and design traffic improvement works | Experiencing obstacles |
| Victorian Post Office                                  | On target              |
| Rhyl Green Infrastructure                              | On target              |
| Centralised Mailroom Project                           | Experiencing obstacles |
| Commercialisation of the Digital Records Bureau        | Experiencing obstacles |
| Denbighshire and Flintshire Joint Archive Project      | Compromised            |
| Welsh Language Centre                                  | Experiencing obstacles |
| Oaktree Centre Extension                               | On target              |
| Childcare Facility at Ysgol Twm o'r Nant               | On target              |
| Eclipse system implementation for ALN                  | None                   |

| Project Name                     | Delivery Confidence    |
|----------------------------------|------------------------|
| Capita Regional MIS              | Experiencing obstacles |
| Universal Credit in Denbighshire | On target              |
| Former North Wales Hospital      | Experiencing obstacles |



## Appendix 2: Corporate Risk Register (February 2021)

| Risk Description                                                                                                                                                                   | Inherent Risk                                         | Residual Risk                                     | Risk exposure (score) consistent with the council's Risk Appetite                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| The risk of a serious safeguarding error where the council has responsibility, resulting in serious harm or death                                                                  | <b>B2</b> Critical Risk, Likely / High Impact         | <b>D2</b> Major Risk, Unlikely / High Impact      | No. This is considered to be a major risk. Risk Appetite suggests that this should be at most a minor risk. |
| The risk that the economic and financial environment worsens beyond current expectations, leading to additional demand on services and reduced income                              | <b>B1</b> Critical Risk, Likely / Very High Impact    | <b>B2</b> Critical Risk, Likely / High Impact     | No. Critical risk. Risk Appetite suggests that this should be at most a moderate risk.                      |
| The risk of an ineffective response to a serious event, such as severe weather, contamination, public safety (including cyber-attack), or a public health event (such as Covid-19) | <b>A2</b> Critical Risk: Almost Certain / High impact | <b>C3</b> Moderate risk: Possible / Medium Impact | Yes                                                                                                         |

| <b>Risk Description</b>                                                                                                                                           | <b>Inherent Risk</b>                          | <b>Residual Risk</b>                              | <b>Risk exposure (score) consistent with the council's Risk Appetite</b>               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------|
| The risk of a significantly negative report(s) from external regulators                                                                                           | <b>C2 Major Risk, Possible / High Impact</b>  | <b>D3 Moderate Risk, Unlikely / Medium Impact</b> | Yes                                                                                    |
| The risk of significant liabilities resulting from alternative models of service delivery                                                                         | <b>B2 Critical Risk, Likely / High Impact</b> | <b>C2 Major Risk, Possible / High Impact</b>      | No. Critical risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk of a health and safety incident resulting in serious injury or the loss of life. (Where Health and Safety is referred to, this incorporates fire safety) | <b>C2 Major Risk, Possible / High Impact</b>  | <b>D2 Major Risk, Unlikely / High Impact</b>      | No. Major risk. Risk Appetite suggests that this should be at most a minor risk.       |
| The risk that the impact of welfare reform (Universal Credit) is more significant than anticipated by the council                                                 | <b>B2 Critical Risk, Likely / High Impact</b> | <b>D3 Moderate Risk, Unlikely / Medium Impact</b> | Yes.                                                                                   |

| <b>Risk Description</b>                                                                                                                                                                                                                                                | <b>Inherent Risk</b>                                       | <b>Residual Risk</b>                              | <b>Risk exposure (score) consistent with the council's Risk Appetite</b>            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------|
| The risk that programme and project benefits are not fully realised                                                                                                                                                                                                    | <b>B2</b> Critical Risk, Likely / High Impact              | <b>D2</b> Major Risk, Unlikely / High Impact      | Yes                                                                                 |
| The risk that effective partnerships and interfaces between Betsi Cadwaladr University Health Board (BCUHB) and Denbighshire County Council (DCC) do not develop, leading to significant misalignment between the strategic and operational direction of BCUHB and DCC | <b>A1</b> Critical Risk, Almost Certain / Very High Impact | <b>C2</b> Major Risk, Possible / High Impact      | No. Major risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk that even if the settlement is as anticipated, decisions that are necessary to identify and deliver the savings programme and enable a balanced budget are not taken or implemented quickly enough                                                            | <b>B1</b> Critical Risk, Likely / Very High Impact         | <b>C2</b> Major Risk, Possible / High Impact      | No. Major risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk that senior leadership capacity and skills to sustain service and corporate performance is not available                                                                                                                                                      | <b>C3</b> Moderate Risk, Possible /                        | <b>D3</b> Moderate Risk, Unlikely / Medium Impact | Yes                                                                                 |

| Risk Description                                                                                                         | Inherent Risk                                      | Residual Risk                                | Risk exposure (score) consistent with the council's Risk Appetite                   |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                          | Medium Impact                                      |                                              |                                                                                     |
| The risk of fraud and corruption resulting in financial and reputational loss and possibly impacting on service delivery | <b>C2</b> Major Risk, Possible / High Impact       | <b>E2</b> Moderate Risk, Rare / High Impact  | Yes                                                                                 |
| The risk that the cost of care is outstripping the council's resource                                                    | <b>B1</b> Critical Risk, Likely / Very High Impact | <b>C2</b> Major Risk, Possible / High Impact | No. Major risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk that demand for specialist care cannot be met locally                                                           | <b>B2</b> Critical Risk, Likely / High Impact      | <b>C2</b> Major Risk, Possible / High Impact | No. Major risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk that the return on investment that Denbighshire receives from the                                               | <b>C2</b> Major Risk,                              | <b>D3</b> Moderate Risk, Unlikely            | Yes                                                                                 |

| Risk Description                                                                                                                                                             | Inherent Risk                                      | Residual Risk                                       | Risk exposure (score) consistent with the council's Risk Appetite                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------|
| Regional Growth Deal is disproportionate                                                                                                                                     | Possible / High Impact                             | / Medium Impact                                     |                                                                                        |
| The risk that any negative impacts of leaving the European Union cannot be mitigated by the council                                                                          | <b>B1</b> Critical Risk, Likely / Very High Impact | <b>B2</b> Critical Risk, Likely / High Impact       | No. Critical risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk that partners don't have the resources, matching priorities or commitment to support delivery of shared plans and priorities                                        | <b>B1</b> Critical Risk, Likely / Very High Impact | <b>C2</b> Major Risk, Possible / High Impact        | No. Major risk. Risk Appetite suggests that this should be at most a moderate risk.    |
| The risk that the council does not have the funds or resources to meet its statutory obligations under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 | <b>B2</b> – Critical Risk: Likely / High Impact    | <b>D3</b> – Moderate Risk: Unlikely / Medium Impact | Yes                                                                                    |

| <b>Risk Description</b>                                                                                                                       | <b>Inherent Risk</b>                                         | <b>Residual Risk</b>                                    | <b>Risk exposure (score) consistent with the council's Risk Appetite</b>               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------|
| The risk of Ash Dieback Disease (ADB) in Denbighshire leading to significant health and safety issues that represent a potential risk to life | <b>A1 – Critical Risk: Almost Certain / Very High Impact</b> | <b>A2 – Critical Risk: Almost Certain / High Impact</b> | No. Critical risk. Risk Appetite suggests that this should be at most a moderate risk. |
| The risk that the council is unable to deliver the agenda of Council and external organisations within existing resources                     | <b>A3 – Major Risk: Almost Certain / Medium Impact</b>       | <b>C4 – Moderate Risk: Possible / Low Impact</b>        | Yes                                                                                    |

|                        |                                           |
|------------------------|-------------------------------------------|
| <b>Report to</b>       | <b>Performance Scrutiny Committee</b>     |
| <b>Date of meeting</b> | <b>10 June 2021</b>                       |
| <b>Lead Officer</b>    | <b>Rhian Evans, Scrutiny Co-ordinator</b> |
| <b>Report author</b>   | <b>Rhian Evans, Scrutiny Co-ordinator</b> |
| <b>Title</b>           | <b>Scrutiny Work Programme</b>            |

## **1. What is the report about?**

The report seeks Performance Scrutiny Committee to review its draft forward work programme. In doing so the Committee is asked to reflect on the implications of the focus on business critical operations during the emergency phase of the COVID -19 pandemic and the programmes of work underway or being planned under the recovery phase, whilst also having regard to items of business already on its forward work programme prior to the pandemic.

## **2. What is the reason for making this report?**

To seek the Committee to review and agree on its programme of future work, and to update members on relevant issues.

## **3. What are the Recommendations?**

That the Committee

- 3.1 considers the information provided and approves, revises or amends its forward work programme as it deems appropriate; and
- 3.2 identifies key messages and themes from the current meeting which it wishes to publicise via the press and/or social media.

## 4. Report details

- 4.1 Section 7 of Denbighshire County Council's Constitution sets out each Scrutiny Committee's terms of reference, functions and membership, as well as the rules of procedure and debate.
- 4.2 The Constitution stipulates that the Council's scrutiny committees must set, and regularly review, a programme for their future work. By reviewing and prioritising issues, members are able to ensure that the work programme delivers a member-led agenda.
- 4.3 For a number of years it has been an adopted practice in Denbighshire for scrutiny committees to limit the number of reports considered at any one meeting to a maximum of four plus the Committee's own work programme report. The aim of this approach is to facilitate detailed and effective debate on each topic.
- 4.4 In recent years the Welsh Government (WG) and Audit Wales (AW) have highlighted the need to strengthen scrutiny's role across local government and public services in Wales, including utilising scrutiny as a means of engaging with residents and service-users. From now on scrutiny will be expected to engage better and more frequently with the public with a view to securing better decisions which ultimately lead to better outcomes for citizens. AW will measure scrutiny's effectiveness in fulfilling these expectations.
- 4.5 Having regard to the national vision for scrutiny whilst at the same time focussing on local priorities, the Scrutiny Chairs and Vice-Chairs Group (SCVCG) recommended that the Council's scrutiny committees should, when deciding on their work programmes, focus on the following key areas:
- budget savings;
  - achievement of the Corporate Plan objectives (with particular emphasis on their deliverability during a period of financial austerity);
  - any other items agreed by the Scrutiny Committee (or the SCVCG) as high priority (based on the PAPER test criteria – see reverse side of the 'Member Proposal Form' at Appendix 2);



- Urgent, unforeseen or high priority issues; and
- Supporting the Council's recovery work in relation to the effects of the COVID-19 crisis on Council services, the local economy and the county's communities

#### 4.6 Scrutiny Proposal Forms

As mentioned in paragraph 4.2 above the Council's Constitution requires scrutiny committees to prepare and keep under review a programme for their future work. To assist the process of prioritising reports, if officers are of the view that a subject merits time for discussion on the Committee's business agenda they have to formally request the Committee to consider receiving a report on that topic. This is done via the submission of a 'proposal form' which clarifies the purpose, importance and potential outcomes of suggested subjects. No officer proposal forms have been received for consideration at the current meeting.

- 4.7 With a view to making better use of scrutiny's time by focussing committees' resources on detailed examination of subjects, adding value through the decision-making process and securing better outcomes for residents, the SCVCG decided that members, as well as officers, should complete 'scrutiny proposal forms' outlining the reasons why they think a particular subject would benefit from scrutiny's input. A copy of the 'member's proposal form' can be seen at Appendix 2. The reverse side of this form contains a flowchart listing questions which members should consider when proposing an item for scrutiny, and which committees should ask when determining a topic's suitability for inclusion on a scrutiny forward work programme. If, having followed this process, a topic is not deemed suitable for formal examination by a scrutiny committee, alternative channels for sharing the information or examining the matter can be considered e.g. the provision of an 'information report', or if the matter is of a very local nature examination by the relevant Member Area Group (MAG). No items should be included on a forward work programme without a 'scrutiny proposal form' being completed and accepted for inclusion by the Committee or the SCVCG. Assistance with their completion is available from the Scrutiny Co-ordinator.

Cefndy Healthcare Annual Reports 2019/20 & 2020/21 and the Annual Plan 2021/22

- 4.8 A request was received from the Head of Community Support Services for the presentation of these reports, which were scheduled for discussion at the current meeting, to be deferred until September 2021. The request for the deferral was to enable officers and the company to work through specific issues which have arisen as a result of Brexit. The deferral will provide officers with the necessary time to concentrate on those matters before reporting to the Committee. This request was permitted by the Chair (see Appendix 1 attached).

Draft Director of Social Services Annual Report 2019/20 & 2020/21

- 4.9 The Chair also permitted a request from the Director of Social Services for the presentation of the above reports to be deferred until the meeting on 15 July 2021. The basis of this request was the on-going COVID-19 related work pressures and the fact the statutory deadline for the reports' submission to the Welsh Government (WG) has been changed from 31 July to 30 September 2021 (see Appendix 1 attached).

Cabinet Forward Work Programme

- 4.10 When determining their programme of future work it is useful for scrutiny committees to have regard to Cabinet's scheduled programme of work. For this purpose, a copy of the Cabinet's forward work programme is attached at Appendix 3.

Progress on Committee Resolutions

- 4.11 A table summarising recent Committee resolutions and advising members on progress with their implementation is attached at Appendix 4 to this report.

## **5. Scrutiny Chairs and Vice-Chairs Group**

- 5.1 Under the Council's scrutiny arrangements the Scrutiny Chairs and Vice-Chairs Group (SCVCG) performs the role of a coordinating committee. The Group met on 29 April 2021. No topics were referred from the Group to this Committee for consideration.

- 5.2 However, since the above date a request was received from the Interim Head of Education for one of the Scrutiny Committees to examine the Council's progress in meeting the statutory requirements laid out in the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 which comes into effect in September 2021. Following an e-mail consultation with members of the SCVCG it was agreed that the item on 'Additional Learning Needs (ALN) Transformation' should be included on this Committee's agenda for the current meeting.
- 5.3 Now that Scrutiny Committee meetings are held remotely the Group discussed the benefits as well as the practicalities of holding pre-meeting briefings immediately prior to formal Committee meetings. It was decided that the Chair and Vice-Chair of each Committee should determine on a meeting by meeting basis whether the business for their next meeting merited the holding of a pre-meeting briefing session for all committee members. These meetings would need to start at 9am and finish by 9.30am on the morning of the meeting in order to ensure sufficient time for all attendees to log in to the formal meeting ahead of the 10am start. They would also need to be hosted from elsewhere in County Hall on the morning of the meeting as Committee Services staff would be in the Council Chamber setting up and testing the webcasting equipment ready for the formal 10am meeting. If individual Committee members feel that the business of a forthcoming meeting would benefit from a pre-meeting briefing session, they should in the first instance approach the Chair or Vice-Chair with a request for a pre-meeting briefing.

The Group's scheduled to hold its next meeting on the 1 July 2021.

- 5.4 With a view to raising Scrutiny's profile and encouraging public engagement the Group recently decided that all three scrutiny committees should, for a trial period, identify key themes or messages arising from their meetings for publication via the Authority's social media pages and the local press. The Committee is therefore asked to identify which themes or messages it wishes to highlight from the current meeting.

## **6. How does the decision contribute to the Corporate Priorities?**

Effective scrutiny will assist the Council to deliver its corporate priorities in line with community needs and residents' wishes. Continual development and review of a coordinated work programme will assist the Council to deliver its corporate priorities, improve outcomes for residents whilst also managing austere budget and resource pressures.

## **7. What will it cost and how will it affect other services?**

Services may need to allocate officer time to assist the Committee with the activities identified in the forward work programme, and with any actions that may result following consideration of those items.

## **8. What are the main conclusions of the Well-being Impact Assessment?**

A Well-being Impact Assessment has not been undertaken in relation to the purpose or contents of this report. However, Scrutiny's through it work in examining service delivery, policies, procedures and proposals will consider their impact or potential impact on the sustainable development principle and the well-being goals stipulated in the Well-being of Future Generations (Wales) Act 2015.

## **9. What consultations have been carried out with Scrutiny and others?**

None required for this report. However, the report itself and the consideration of the forward work programme represent a consultation process with the Committee with respect to its programme of future work.

## **10. What risks are there and is there anything we can do to reduce them?**

No risks have been identified with respect to the consideration of the Committee's forward work programme. However, by regularly reviewing its forward work programme the Committee can ensure that areas of risk are considered and examined as and when they are identified, and recommendations are made with a view to addressing those risks.

## **11. Power to make the decision**

11.1 Section 21 of the Local Government Act 2000.

11.2 Section 7.11 of the Council's Constitution stipulates that scrutiny committees and/or the Scrutiny Chairs and Vice-Chairs Group will be responsible for setting their own work programmes, taking into account the wishes of Members of the Committee who are not members of the largest political group on the Council.

### **Contact Officer:**

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**Note: Any items entered in italics have not been approved for inclusion at the meeting shown by the Committee. Such reports are listed here for information, pending formal approval.**

| Meeting      | Lead Member(s)                    | Item (description / title)                                                      | Purpose of report                                                                                                                                                                                                                                                                                                                                                             | Expected Outcomes                                                                                                                                                                                                        | Author                    | Date Entered                                                                                                  |
|--------------|-----------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------|
| 15 July      | <b>Cllr. Brian Jones</b>          | 1. Draft Sustainable Travel Plan                                                | To consider the draft sustainable travel plan (including the Council's role in facilitating the locating of vehicle charging points across the county, its work with other local authorities and stakeholders with respect of their availability and in relation to other potential alternative travel modes, and in supporting the community to switch to sustainable fuels) | To provide observations and recommendations that will support the delivery of the corporate priorities relating to the environment and connected communities by reducing CO2 emissions and improving travel connectivity | Emlyn Jones/Mike Jones    | By SCVCG June 2018 (rescheduled February & November 2019 & October 2020 due to COVID-19)                      |
|              | <b>Cllr. Bobby Feeley</b>         | 2. Draft Director of Social Services Annual Report 2019/20 & 2020/21            | To scrutinise the content of the draft annual report to ensure it provides a fair and clear evaluation of performance and clearly articulates future plans                                                                                                                                                                                                                    | Identification of any specific performance issues which require further scrutiny by the committee in future                                                                                                              | Nicola Stubbins           | April 2020 (require to submit at the end of 2019/20 was lifted due to COVID-19. Rescheduled March & May 2021) |
| 30 September | <b>Cllr. Huw Hilditch-Roberts</b> | 1. <i>Provisional External Examinations and Teacher Assessments [Education]</i> | <i>To review the performance of schools and that of looked after children</i>                                                                                                                                                                                                                                                                                                 | <i>Scrutiny of performance leading to recommendations for improvement</i>                                                                                                                                                | <i>Geraint Davies/GwE</i> | <i>October 2020</i>                                                                                           |

| Meeting     | Lead Member(s)                    | Item (description / title)                                                                                                     | Purpose of report                                                                                                                                                                                                                             | Expected Outcomes                                                                                                                                                                                                                                                                                                                                           | Author                                           | Date Entered                                                                                                                                                                                            |
|-------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                   | <b>Education Update???</b><br>(tbc)                                                                                            |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |                                                  |                                                                                                                                                                                                         |
|             | <b>Cllr. Bobby Feeley</b>         | 2. Cefndy Healthcare Annual Reports 2019/20 & 2020/21 and Annual Plan 2021/22 & Options Appraisal for future business delivery | To consider:<br>(i) the company's performance during 2019/20 & 2020/21 and its Annual Plan for 2021/22; and<br>(ii) the findings of the Project Board's work in drawing up an options appraisal for future delivery of the company's business | (i) An assessment of the company's performance in delivering its business within budget and meeting targets will assist with the identification of future trends and requirements;<br>(ii) Formulation of recommendations in relation to a future business model that will support the delivery of the Council's priority relating to Resilient Communities | Phil Gilroy/Ann Lloyd/Simon Rowlands/Nick Bowles | September 2019 (Options Appraisal element originally scheduled for 30 April 2020 but rescheduled due to COVID-19/rescheduled again due to COVID-19 December 2020. Rescheduled April 2021 due to Brexit) |
| 25 November | <b>Cllr. Julian Thompson-Hill</b> | 1. Corporate Risk Register                                                                                                     | To consider the latest version of the Council's Corporate Risk Register and risk appetite statement                                                                                                                                           | Effective monitoring and management of identified risk to reduce risks to residents and the Authority                                                                                                                                                                                                                                                       | Alan Smith/Iolo McGregor/Emma Horan              | November 2020                                                                                                                                                                                           |
|             | <b>Cllr. Huw Hilditch-Roberts</b> | 2. <i>Customer Relationship Manager (CRM) System</i><br><br>(tbc)                                                              | <i>To review</i><br>(i) <i>the implementation of the new CRM/360 system and its performance in delivering efficient and effective customer focussed services in</i>                                                                           | <i>An efficient and effective customer enquiries system that deals with enquiries quickly, to a high level of customer satisfaction, whilst</i>                                                                                                                                                                                                             | <i>Liz Grieve/Ffion Angharad</i>                 | <i>September 2018 (rescheduled November 2019/resc</i>                                                                                                                                                   |



| Meeting                    | Lead Member(s)                         | Item (description / title) |                                                                     | Purpose of report                                                                                                                                                                                                                                                                                                                                                                                                                 | Expected Outcomes                                                                                                                                                                 | Author                                       | Date Entered                                                            |
|----------------------------|----------------------------------------|----------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------|
|                            |                                        |                            |                                                                     | <i>line with the product specification and the Council's expectations; and<br/>(ii) service demand in terms of supporting recovery from COVID-19 by moving requests on to C360</i>                                                                                                                                                                                                                                                | <i>realising value for money for the Authority</i>                                                                                                                                |                                              | <i>heduled again March/Oct 2020 &amp; January 2021 due to COVID-19)</i> |
|                            | <b>Cllr. Julian Thompson-Hill</b>      | 3.                         | Corporate Plan (Q2) 2021/22                                         | To monitor the Council's progress in delivering the Corporate Plan 2017-22                                                                                                                                                                                                                                                                                                                                                        | Ensuring that the Council meets its targets to deliver its Corporate Plan and the Council's services in line with its aspirations and to the satisfaction of local residents      | Alan Smith/Iolo Mc Gregor/Heidi Barton-Price | March 2021                                                              |
| January 2022<br>(date tbc) | <b>Cllr. Huw Hilditch-Roberts</b>      | 1.                         | <b>Verified External Examinations [Education]</b>                   | <i>To review the performance of schools and that of looked after children; and GwE's impact on the educational attainment of the County's pupils.<br/><br/>The report to include actual figures in addition to percentages along with school absenteeism and exclusion data.<br/><br/>The report to incorporate GwE's Annual report and information on the 5 year trend in relation to educational attainment in Denbighshire</i> | <i>Scrutiny of performance leading to recommendations for improvement</i>                                                                                                         | <i>Geraint Davies/GwE</i>                    | <i>October 2020</i>                                                     |
|                            | <b>Cllrs. Tony Thomas/Bobby Feeley</b> | 2.                         | <b>Denbighshire's Housing and Homelessness Strategy Action Plan</b> | <i>To examine the progress made to date in delivering the revised Strategy and Action Plan approved by County Council in December 2020</i>                                                                                                                                                                                                                                                                                        | <i>The identification of actions that will support and ensure the delivery of the Council's Corporate Priorities relating to Housing, Environment, Young People and Resilient</i> | <i>Emlyn Jones/Angela Loftus</i>             | <i>By SCVCG January 2021</i>                                            |

| Meeting   | Lead Member(s)            | Item (description / title)                                                                         | Purpose of report                                                                                                                                                                                                                                                                                                                                                                          | Expected Outcomes                                                                                                                                                                                                                                                                                                                                                   | Author                                               | Date Entered                                                                               |
|-----------|---------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------|
|           |                           |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            | <i>Communities and ultimately the Corporate Plan</i>                                                                                                                                                                                                                                                                                                                |                                                      |                                                                                            |
|           | <b>Cllr. Tony Thomas</b>  | 3. Library Service Standards 2020-21                                                               | To consider the results of the WG's annual evaluation of the Council's Library Service and receive information on how the Service has progressed and adapted its service provision during the year                                                                                                                                                                                         | Identification of any slippages in performance in order to formulate recommendations to redress the situation and ensure that the Service delivers the Council's Corporate Plan and its priorities in relation to Young People, Resilient and Connected Communities                                                                                                 | <i>Liz Grieve/Bethan Hughes</i>                      | <i>March 2021</i>                                                                          |
| September | <b>Cllr. Bobby Feeley</b> | 1. <i>Hafan Deg, Rhyl (tbc)</i><br><br><b>Representatives from KL Care to be invited to attend</b> | <i>To monitor the effectiveness of the transfer of the facility and services to an external provider and the provider's progress in growing and expanding the services available at the centre, including the lessons learnt from COVID-19 and the new services commissioned as a result of the pandemic</i><br><br><i>(the report to include an updated Well-being Impact Assessment)</i> | <i>To evaluate the impact of the transfer of the facility and services on all stakeholders and to assess whether the services provided at Hafan Deg are in line with the contract specification, support the Council's vision for adult social care and the five ways to well-being and the requirements of the Social Services and Well-being (Wales) Act 2014</i> | <i>Phil Gilroy/Ann Lloyd/Katie Newe/Ben Chandler</i> | <i>September 2019 (Rescheduled October 2020, January &amp; March 2021 due to COVID-19)</i> |
|           |                           |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                                                                                            |

## Future Issues

| Item (description / title)                                                                                                                                 | Purpose of report                                                                                                                                            | Expected Outcomes                                                                                                                                                                                                                                                                                                                                        | Author                                                                                      | Date Entered                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><i>School Categorisation according to Welsh—medium Provision</i></p> <p><i>tbc (late 2021/early 2022) dependent upon WG</i></p> <p><b>Education</b></p> | <p><i>To outline the conclusions of the recent Welsh Government consultation and its implications for Denbighshire schools and pupils</i></p>                | <p><i>Identification of potential changes to the Council's education policies and any associated costs and budget implications</i></p>                                                                                                                                                                                                                   | <p><i>Geraint Davies/James Curran</i></p>                                                   | <p><i>January 2021</i></p>                                  |
| <p><i>Learner Travel Measure (Wales) 2008</i></p> <p><i>tbc (late 2021/early 2022) dependent upon WG</i></p> <p><b>Education</b></p>                       | <p><i>To outline the conclusions of the recent Welsh Government consultation on the Measure and its implications for Denbighshire schools and pupils</i></p> | <p><i>Identification of potential changes to the Council's learner travel policy and any associated costs and budget implications</i></p>                                                                                                                                                                                                                | <p><i>Geraint Davies/Ian Land</i></p>                                                       | <p><i>January 2021</i></p>                                  |
| <p><i>Dolwen Residential Care Home</i></p>                                                                                                                 | <p><i>To consider the Task and Finish Group's recommendations relating to the future provision of services at Dolwen Residential Care Home, Denbigh</i></p>  | <p><i>Pre-decision scrutiny of the task and finish group's findings and the formulation of recommendations for presentation to Cabinet with respect of the future provision of services at Dolwen with a view to ensuring that everyone is supported to live in homes that meet their needs and are able to live independent and resilient lives</i></p> | <p><i>Task and Finish Group/Phil Gilroy/Abbe Harvey</i></p>                                 | <p><i>July 2018 (currently on-hold due to COVID-19)</i></p> |
| <p>Post 16 provision at Rhyl College (suggested for scrutiny during service challenge)</p> <p>Date tbc following the easing of COVID-19 restrictions</p>   | <p><i>To examine the post 16 provision at Rhyl College</i></p>                                                                                               | <p><i>The development of an effective working relationship between the College and the Council to secure the delivery of courses required to support the delivery of the North Wales Growth Deal and improve the future prospects of the area's students</i></p>                                                                                         | <p>Rhyl College (and invite Geraint Davies &amp; John Evans – post 16 officer from DCC)</p> | <p><i>By SCVCG July 2020</i></p>                            |
|                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                          |                                                                                             |                                                             |

Information/Consultation Reports

| Date                                                                      | Item (description / title)                                                                                                                                                                             | Purpose of report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Author                                             | Date Entered                                                                        |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------|
| <p><b>September 2021 &amp; March 2022</b></p> <p>[Information]</p>        | <p>Corporate Plan 2017/22 Q1 2021/22 &amp; Corporate Plan 2017/22 (Q3) 2021/20</p> <p>To monitor the Council's progress in delivering the Corporate Plan</p>                                           | <p>Ensuring that the Council meets its targets and delivers its Corporate Plan and the Council's services in line with its aspirations and to the satisfaction of local residents</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Alan Smith/Iolo McGregor/Heidi Barton-Price</p> | <p>September 2018</p>                                                               |
| <p><b>Feb/May/Sept/November each year</b></p> <p>[Information]</p>        | <p>Quarterly 'Your Voice' complaints performance to include social services complaints</p>                                                                                                             | <p>To scrutinise Services' performance in complying with the Council's complaints and identify areas of poor performance with a view to the development of recommendations to address weaknesses. The report to include:</p> <ul style="list-style-type: none"> <li>(i) a comprehensive explanation on why targets have not been met when dealing with specific complaints, reasons for non-compliance, and measures taken to rectify the failures and to ensure that future complaints will be dealt with within the specified timeframe;</li> <li>(ii) how services encourage feedback and use it to redesign or change the way they deliver services; and</li> <li>(iii) details of complaints which have been upheld or partially upheld and the lessons learnt from them.</li> </ul> <p><b><i>Consideration of the information provided will assist the Committee to determine whether any issues merit detailed scrutiny</i></b></p> | <p>Kevin Roberts/Ann Lloyd/Phil Gilroy</p>         | <p>November 2018</p>                                                                |
| <p>Information Report <b>(June 2020 rescheduled to December 2021)</b></p> | <p>Housing Services – Review of the effectiveness of the new working model for Housing Officers and the development of new ways of working with residents from the lessons learnt through COVID-19</p> | <p>To review the effectiveness and impact of the new Housing Officer model in delivering personal advice and support to tenants, particularly those who reside in older people's schemes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Geoff Davies</p>                                | <p>March 2019 (rescheduled May 2019 &amp; then Jan 2021 at officers request due</p> |

|  |  |  |  |                        |
|--|--|--|--|------------------------|
|  |  |  |  | to COVID-19 pressures) |
|--|--|--|--|------------------------|

**Note for officers – Committee Report Deadlines**

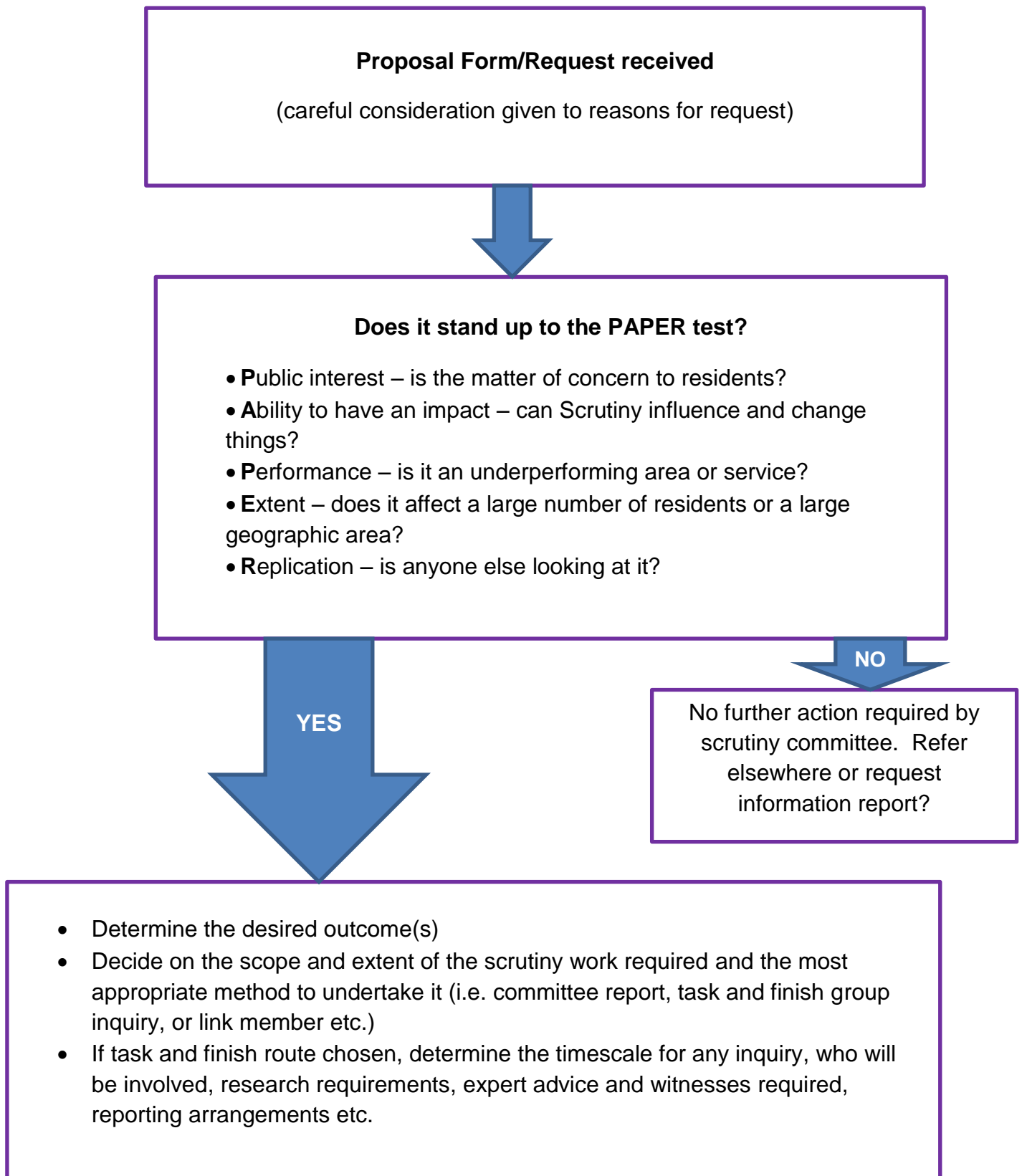
| Meeting | Deadline      | Meeting      | Deadline            | Meeting     | Deadline           |
|---------|---------------|--------------|---------------------|-------------|--------------------|
| 15 July | <b>1 July</b> | 30 September | <b>16 September</b> | 25 November | <b>11 November</b> |

Performance Scrutiny Work Programme.doc  
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| <b>Member Proposal Form for Scrutiny Forward Work Programme</b>                                                                                                                        |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>NAME OF SCRUTINY COMMITTEE</b>                                                                                                                                                      |               |
| <b>TIMESCALE FOR CONSIDERATION</b>                                                                                                                                                     |               |
| <b>TOPIC</b>                                                                                                                                                                           |               |
| <b>What needs to be scrutinised (and why)?</b>                                                                                                                                         |               |
| <b>Is the matter one of concern to residents/local businesses?</b>                                                                                                                     | <b>YES/NO</b> |
| <b>Can Scrutiny influence and change things?</b><br>(if 'yes' please state how you think scrutiny can influence or change things)                                                      | <b>YES/NO</b> |
| <b>Does the matter relate to an underperforming service or area?</b>                                                                                                                   | <b>YES/NO</b> |
| <b>Does the matter affect a large number of residents or a large geographical area of the County</b><br>(if 'yes' please give an indication of the size of the affected group or area) | <b>YES/NO</b> |
| <b>Is the matter linked to the Council's Corporate priorities</b><br>(if 'yes' please state which priority/priorities)                                                                 | <b>YES/NO</b> |
| <b>To your knowledge is anyone else looking at this matter?</b><br>(If 'yes', please say who is looking at it)                                                                         | <b>YES/NO</b> |
| <b>If the topic is accepted for scrutiny who would you want to invite to attend e.g. Lead Member, officers, external experts, service-users?</b>                                       |               |
| <b>Name of Councillor/Co-opted Member</b>                                                                                                                                              |               |
| <b>Date</b>                                                                                                                                                                            |               |

## Consideration of a topic's suitability for scrutiny





## Cabinet Forward Work Plan

| Meeting        | Item (description / title) |                                                                        | Purpose of report                                                                                              | Cabinet Decision required (yes/no) | Author – Lead member and contact officer        |
|----------------|----------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|
| <b>29 June</b> | 1                          | Annual Performance Review                                              | To consider the Annual Performance Review                                                                      | Tbc                                | Councillor Julian Thompson-Hill / Iolo McGregor |
|                | 2                          | Mental Health in the Workplace                                         | To seek Cabinet approval of the policy and associated documentation relating to Mental Health in the workplace | Yes                                | Councillor Richard Mainon / Catrin Roberts      |
|                | 3                          | Act to Reduce Domestic Abuse                                           | To seek Cabinet approval of the Domestic Abuse Policy                                                          | Yes                                | Councillor Richard Mainon / Catrin Roberts      |
|                | 4                          | Finance Report                                                         | To update Cabinet on the current financial position of the Council                                             | Tbc                                | Councillor Julian Thompson-Hill / Steve Gadd    |
|                | 5                          | Items from Scrutiny Committees                                         | To consider any issues raised by Scrutiny for Cabinet's attention                                              | Tbc                                | Scrutiny Coordinator                            |
| <b>27 July</b> | 1                          | Queen's Buildings Rhyl Project                                         | To seek approval to award a contract for the delivery of Phase 1 of the Queens Building Rhyl                   | Yes                                | Councillor Hugh Evans / Russell Vaughan         |
|                | 2                          | Replacement LDP revised Delivery Agreement and Covid Impact Assessment | To seek Cabinet approval for revisions to the Replacement LDP Delivery Agreement and                           | Yes                                | Councillor Mark Young / Angela Loftus           |

## Cabinet Forward Work Plan

| Meeting        | Item (description / title) |                                                                  | Purpose of report                                                                                                              | Cabinet Decision required (yes/no) | Author – Lead member and contact officer     |
|----------------|----------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------|
|                |                            |                                                                  | accompanying Covid19 impact assessment for submission to Welsh Government                                                      |                                    |                                              |
|                | 3                          | Replacement LDP - Report back on Preferred Strategy consultation | Replacement LDP Preferred Strategy consultation and seek approval for subsequent proposed amendments to the Preferred Strategy | Yes                                | Councillor Mark Young / Angela Loftus        |
|                | 4                          | Llangollen 2020                                                  | To seek approval for proceeding with the Llangollen 2020 project                                                               | Yes                                | Councillor Brian Jones / Mike Jones          |
|                | 5                          | Finance Report                                                   | To update Cabinet on the current financial position of the Council                                                             | Tbc                                | Councillor Julian Thompson-Hill / Steve Gadd |
|                | 6                          | Items from Scrutiny Committees                                   | To consider any issues raised by Scrutiny for Cabinet's attention                                                              | Tbc                                | Scrutiny Coordinator                         |
| <b>21 Sept</b> | 1                          | Finance Report                                                   | To update Cabinet on the current financial position of the Council                                                             | Tbc                                | Councillor Julian Thompson-Hill / Steve Gadd |

## Cabinet Forward Work Plan

| Meeting       | Item (description / title) |                                               | Purpose of report                                                              | Cabinet Decision required (yes/no) | Author – Lead member and contact officer        |
|---------------|----------------------------|-----------------------------------------------|--------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|
|               | 2                          | Items from Scrutiny Committees                | To consider any issues raised by Scrutiny for Cabinet's attention              | Tbc                                | Scrutiny Coordinator                            |
| <b>19 Oct</b> | 1                          | Finance Report                                | To update Cabinet on the current financial position of the Council             | Tbc                                | Councillor Julian Thompson-Hill / Steve Gadd    |
|               | 2                          | Items from Scrutiny Committees                | To consider any issues raised by Scrutiny for Cabinet's attention              | Tbc                                | Scrutiny Coordinator                            |
| <b>23 Nov</b> | 1                          | Corporate Plan Update: July to September 2021 | To monitor the Council's progress in delivering the Corporate Plan 2017 – 2022 | Tbc                                | Councillor Julian Thompson-Hill / Iolo McGregor |
|               | 2                          | Finance Report                                | To update Cabinet on the current financial position of the Council             | Tbc                                | Councillor Julian Thompson-Hill / Steve Gadd    |
|               | 3                          | Items from Scrutiny Committees                | To consider any issues raised by Scrutiny for Cabinet's attention              | Tbc                                | Scrutiny Coordinator                            |
|               |                            |                                               |                                                                                |                                    |                                                 |

Note for officers – Cabinet Report Deadlines

|                |                 |                |                 |                |                 |
|----------------|-----------------|----------------|-----------------|----------------|-----------------|
| <i>Meeting</i> | <b>Deadline</b> | <i>Meeting</i> | <b>Deadline</b> | <i>Meeting</i> | <b>Deadline</b> |
|----------------|-----------------|----------------|-----------------|----------------|-----------------|

## Cabinet Forward Work Plan

|             |                |             |                |                  |                    |
|-------------|----------------|-------------|----------------|------------------|--------------------|
|             |                |             |                |                  |                    |
| <i>June</i> | <b>15 June</b> | <i>July</i> | <b>13 July</b> | <i>September</i> | <b>7 September</b> |

Updated 25/05/2021 - KEJ

Cabinet Forward Work Programme.doc

## Progress with Committee Resolutions

| Date of Meeting | Item number and title                               | Resolution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Progress                                                                                                                                                                                   |
|-----------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18 March 2021   | <b>5. TRADE WASTE AND RECYCLING REVIEW</b>          | <b><u>Resolved:</u></b> - <i>having considered the tasks, targets and timescales set out in the 'Trade Waste and Recycling Delivery Plan' (Appendix 2) to support the Plan as a framework for delivering the key recommendations based on the findings of WRAP Cymru Trade Waste Review Report (Appendix 1)</i>                                                                                                                                                                                                                 | Lead Member and officers advised of the Committee's recommendation                                                                                                                         |
|                 | <b>6. LIBRARY SERVICE STANDARDS AND PERFORMANCE</b> | <b><u>Resolved:</u></b> - <i>subject to the above observations:</i><br><i>(i) to receive and congratulate the Council's Library Service on its performance against the 6<sup>th</sup> Framework of Welsh Public Library Standards; and</i><br><i>(ii) that a further progress report be presented to the Committee in January 2022 on how the Service has performed against the annual Welsh Public Library Standards during 2020/21 and how it has adapted its service provision to meet residents' needs during the year.</i> | Lead Member and officers informed of the Committee recommendations. Progress report scheduled into the Committee's forward work programme for its meeting in January 2022 (see Appendix 1) |
|                 | <b>7. CORPORATE PLAN UPDATE QUARTER 9 2020-2021</b> | <b><u>Resolved:</u></b> - <i>subject to the above comments and observations to receive the report on the Council's performance in delivering its Corporate Plan 2017-22 during Quarter 3 of 2020-21.</i>                                                                                                                                                                                                                                                                                                                        | Lead Member and officers advised of the Committee's recommendation                                                                                                                         |
|                 | <b>8. CORPROATE RISK REGISTER REVIEW</b>            | <b><u>Resolved:</u></b> - <i>subject to the above to support and endorse the amendments made to the Corporate Risk Register (Appendix 1) during its recent six monthly review, including the status of each risk against the Council's Risk Appetite Statement (Appendix 2).</i>                                                                                                                                                                                                                                                | Lead Member and officers advised of the Committee's recommendation                                                                                                                         |

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