



REPORT

To: Services Committee
Special Council

18 June 2009
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From: Executive Director of Education and Social Care

New Anderson High School Capital Project: Approval to Proceed to Construction

1 Introduction and Key Decisions

- 1.1 The new Anderson High School capital project is one of the most significant capital investment decisions for this Council. Over the past year, the project has been redeveloped, taking into account constraints on size and cost. Broadly speaking, the project needs to fulfil three tests in order that the Council can determine the viability of the project - on educational, technical and financial grounds. This Report now recommends that the Council move towards issuing a formal Notice to Proceed to Phase 3, actual construction, under the existing contract with O'Hare and McGovern Limited. This Report is presented subject to any decision which may be made at the Special Planning Board on 15 June 2009.
- 1.2 I have not re-presented detailed information which has already been provided to Services Committee. The following Appendices provide supporting detail for this Report:

Appendix 1 Decision of Shetland Islands Council – June 2008
Appendix 2 Final Brief

2 Links to Council Priorities

- 2.1 The Council's Corporate Plan includes a commitment to, "improve our teaching facilities by completing the new Anderson High School....".

3 Background

- 3.1 A summary of the decision taken by Council in June 2008 is set out below and included in full at Appendix 1.

- There is a target budget of £49m set for the whole cost of the project (subject to an inflationary increase year on year).
 - There is a need to report progress to Services Committee, every cycle of meetings.
 - Services Committee will be asked to make decisions on the detail of the project, in particular:
 - o the overall design size; and
 - o the revised brief and accommodation schedule; and
 - o the principles of the redesign and siting of the new school on the Knab site, such as to seek as far as possible to minimise the disruption to the existing school during the construction phase and minimise the dominance and visual impact on the Knab site; and
 - o the detailed educational and technical impacts of the possibility of any demolition or decant options, which might be developed.
 - The (then) Chief Executive was tasked with:
 - o appointing a dedicated project manager with a proven record of successfully managing large capital projects;
 - o investigating and reporting on whether Early Contractor Involvement (ECI) remains the best option for the SIC in relation to this particular project;
 - o investigating what advice and assistance Scottish Government experts can contribute to this process.
- 3.2 In August 2008, Members considered reports on the site appraisal and confirmed that the Early Contractor Involvement arrangements are the most appropriate, given the stage of the project and the circumstances of the construction industry (minute reference 67/08).
- 3.3 In October 2008, Members requested that the concept designs be shared with Members and that consideration be given to the Anderson Educational Institute becoming an integral part of the final design (minute reference 84/08).
- 3.4 In November 2008, the educational impact assessment of the proposed school was reported to Members (minute reference 102/08).
- 3.5 A Project Manager was appointed in the first week of December 2008.
- 3.6 In February 2009, I reported that all the tasks, which were requested of the Project Team by the Council in June 2008, were complete. Having assessed the educational, technical and financial position, Services Committee agreed to proceed with the submission of a Planning Application to build a new school on the Knab site (minute reference 13/09).
- 3.7 In May 2009, Members gave authority to the Project Team to incur up to £540,000 on advance works, in order to meet an anticipated start on site date of 29 June 2009 (minute reference 51/09).

- 3.8 The Planning Application is due to be considered at a Special meeting of the Planning Board on 15 June 2009.

4 Project Review – Educationally Appropriate

- 4.1 The reason for considering the significant capital investment in the proposed new Anderson High School is based on the inadequacy of the current facilities. In particular, the current Anderson High School does not fully meet modern educational and building standards in the following areas: disabled access; dining room space; lifespan and condition of the current building; and circulation space.
- 4.2 The proposed new school has comparable teaching spaces (c. 7,900 m²) to that available in the current school (c. 7,300 m²), but with enhanced dining and social spaces to meet the identified gaps in current provision.
- 4.3 The description of what the new school is to achieve is set out in the Final Brief (Appendix 2), which has been reported to Members regularly as it developed over the past months. In summary, the project seeks to:
- have space to accommodate 1,000 pupils and community use
 - ensure flexibility, to support the school to deliver the new Curriculum for Excellence
 - secure total accommodation of c 16,400 m²
 - deliver full integration for users and be “barrier free” for all disabilities
 - meet current environmental, energy use and sustainability requirements
 - be easily maintainable
 - have appropriate external landscaping
 - have outside leisure facilities suitable for PE and community use
 - put in place effective, but unobtrusive, security systems
 - install up to date information and communication technology systems
 - achieve value for money
- 4.4 There is a balance to be struck between maintaining the educational integrity of the existing school and pupils’ learning during the construction phase and developing new facilities for future generations of pupils to enjoy. This has been uppermost in the minds of the staff from the Schools Service and the Anderson High School while the project has developed. The School and the Schools Service consider that the proposed new School meets the educational requirements of the Brief.

5 Project Review – Technically Feasible

- 5.1 The selection of the Knab site as the preferred location was agreed most recently by the Council following a Notice of Motion in December 2007 (minute reference 172/07). In August 2008, Members received a Report through Services Committee on the site appraisal. That Report was updated, and the conclusions reported in February 2009. The conclusion remained consistent in that the Knab site is considered to be, “...the

preferred option (primarily because no alternative was unconstrained and proved clear benefits over the current site). That was the basis upon which the Planning Application was prepared and submitted. The outcome of the Planning Application will be reported verbally to Services Committee and the Special Council on 18 June 2009.

- 5.2 The design brief sets a high standard of design, in terms of siting, scale, colour, materials and form of the new buildings, to ensure the development is sympathetic to the landscape and built environment in which it will form a part. There is also a need to take account of the Council design principles and the six qualities considered by the Government to be at the heart of good design (distinctiveness and identity, safe and pleasant places, ease of movement, sense of welcome, adaptability and resource efficiency). The architect has designed the building to meet these principles and best integrate with its surroundings within the constraints of the site and the budget.
- 5.3 Subject to the decision on the Planning Application, all elements of the project are considered to be technically feasible and no major areas of concern (which cannot be addressed through good project and site planning and management) have been raised by the Project Team at this stage.
- 5.4 A construction programme has been drawn up, with the following key activities and dates.

Table 1: Programme

Activity	Timescale
Planning Permission Secured	mid-June 2009
Notice to Proceed to Construction	June 2009
Advance Works Start on site	June 2009
Construction Complete	December 2012

6 Project Review – Value for Money and Affordability

- 6.1 The key elements which make up the cost of the new school are: size; quality; timescale and the cost of construction.
- 6.2 The school is being built as a like for like replacement, with additional dining, social and circulation spaces. In February 2009, Members agreed to increase the size of the school to c. 16,400 m².
- 6.3 The quality of the build is an important aspect of the cost of construction, and indeed ongoing maintenance over the life of the building. The project has been specified to current building standards, with specific considerations being given to the sustainability and maintainability of each of the elements of construction. In addition, the specification for the quality of the products, systems and finishes are being developed with the Council's Building Maintenance Service, to ensure that it is possible to service the building in the long term using locally available products and people.

- 6.4 The Council employs dedicated cost consultants, to ensure that the construction costs are fair and reasonable. In June 2008, the target rate per square metre was set at £2,700 but it was hoped that this rate could be improved upon by simplifying the design and construction methods. The current economic downturn should also now result in keener prices from sub-contractors. Set alongside that, however, certain elements have changed as the design developed and the following factors have resulted in increased costs (over the parameters set in June 2008), such as the decision to appoint an external project manager, increased specification for drainage, and road alterations around the site.
- 6.5 The Project Team has worked hard to absorb the additional costs, rather than seek additional funding from the Council. The latest Cost Plan indicates a works element of £40m, so an average cost per square metre of c £2,400. This has been achieved through a rigorous value engineering exercise, carried out by the contractor over the past two weeks and signed off by the Project Team as being achievable savings, without impacting on the integrity of the building or the Brief.
- 6.7 The Cost Consultants indicate that the latest cost plan compares favourably with current market prices/costs.
- 6.8 In my view, having assessed all the elements of cost and quality, I consider that to build a school of up to 16,400 m² for an overall budget of £49m (at June 2008 prices) represents good value for money.
- 6.9 In terms of affordability, the funding package for the new school was approved in the May cycle of meetings and the current proposal is for a sale and leaseback arrangement with Shetland Charitable Trust.

7 Financial Implications

- 7.1 At the moment, the Cost Plan indicates that the project can be met from within the overall budget approved by the Council of £49m (at June 2008 prices and subject to inflation year on year).
- 7.2 The expenditure to date on the project is £4,275,387.
- 7.3 A summary of the Cost Plan, together with the direct costs to the Council is shown in Table 2 below.

Table 2: Estimated Cost of AHS Capital Project

Element	Cost £
Expenditure to Date	4,593,461
Cost Plan	40,000,000
SIC Direct Costs (Works out with contract and internal recharges)	1,450,000

Fees	948,000
Client risk allowance	2,000,000
Total	48,991,461

- 7.4 The likely cash flow for the project, over the construction period, is set out in Table 3 below. The approved budget for 2009/10 is £15,000,000.

Table 3: Estimated Cash Flow of AHS Capital Project

Element	Cost £
Expenditure to Date	4,275,387
Expenditure 2009/10	15,000,000
Expenditure 2010/11	13,000,000
Expenditure 2011/12	12,000,000
Expenditure 2012/13	4,724,613
Total	49,000,000

- 7.5 It must be noted that these figures are based on a Target Price to be finalised with the contractor. This type of contract incentivises both the client and contractor so the final cost could be lower than the target figure. Upon completion, if the cost turns out to be less than the Target Cost agreed before the issue of the Notice to Proceed the contractor will receive a share of the savings. However, it must be understood that as the contractor will be remunerated based on actual cost, there is always the risk that the Target Price will be exceeded. Bearing in mind that the contractor would have to fund a proportion of any overspend, risk of significant overspend is minimised.

8 Summary and Conclusions

- 8.1 The current Anderson High School building does not meet modern educational standards, particularly with regard to disabled access, social spaces and dining room facilities. Investment in maintenance over the years has been reduced, on the understanding that a new school would be built, so resulting in some significant building related failures, for which the school has had to be closed and pupils' learning disrupted. The need to take decisions on the new school therefore needs to be balanced with the need to maintain the fabric of the current building, in order to ensure continuity of learning and teaching for the pupils attending the Anderson High School.
- 8.2 In June 2008, Members agreed to set some parameters for a redesign of the school, to meet certain size and cost constraints. This was in response to concerns about cost escalation and planning considerations. Since then, the Project Team has worked up the detail of the project, to determine if it is educationally viable, technically feasible and secures value for money for this community.

- 8.3 As with any project of this size, the proposed solution is not without compromise. From the school's perspective, it has not been possible to site a school of this size on the Knab site without requiring some disruption to the operation of the existing school through demolition and decant. School staff have balanced the risks of noise and disruption to current pupils with the overall long term benefits of securing a new facility for future generations of pupils and they consider that the proposed scheme is workable. Formal procedures to address the Health and Safety aspects associated with the project are being developed by the Project Team, along with the Council's Coordinator for Construction, Design and Management. The construction period has been extended by one year, to better accommodate the continued operation of the school.
- 8.4 In terms of site selection, there is no "perfect" site, given the current land available within Lerwick and the current level of infrastructure to support new development.
- 8.5 In educational terms, the school has had to compromise to a small degree on their space requirements, to fit within the overall size and budget constraints. The proposal ensures that the teaching and learning space remains similar to that available in the current Anderson High School and I am satisfied that the educational aspects of the Brief can be secured through this proposal.
- 8.6 The project is technically feasible and there are no major issues of concern at this stage with any of the technical studies, which cannot be addressed through good project and programme management.
- 8.7 The project can be delivered within the overall budget set by the Council in June 2008 and the estimated contract price represents good value for money.
- 8.8 The Project Team have worked hard to redesign the school, to meet the new parameters set by the Council in June 2008, within a relatively short timescale (for a project of this size). I would like to take this opportunity to thank them for their efforts.

9 Policy and Delegated Authority

- 9.1 Section 13 of the Council's Scheme of Delegations enables Services Committee to approve capital expenditure within any allocation delegated to the Committee by the Council.
- 9.2 Shetland Islands Council, at its meeting in June 2008 [Minute Reference 94/08], made a specific recommendation to remit the detailed development of the Anderson High School project to Services Committee.
- 9.3 However, Shetland Islands Council holds overall responsibility for the capital programme so recommendations will be made from Services Committee to the Council, as the project develops.

10 Recommendations

10.1 I recommend that Services Committee recommend to the Council, subject to any decision by the Planning Board on 15 June 2009, to:

- (a) approve the proposal to build a new Anderson High School, on the Knab site, at a size of up to 16,400 m² and a cost of up to £49m (at June 2008 prices), to meet the detailed requirements set out in the Final Brief attached as Appendix 2; and
- (b) delegate authority to the Executive Director of Education and Social Care, or her nominee, to finalise the Target Cost, in line with the approved budget; and -
- (c) subject to satisfactory outcome of 10.1(b) above and of all other requirements, including any contractual agreements and operational procedures mutually agreed during Phase 2 Early Contractor Involvement, delegate authority to the Project Team to issue the formal Notice to Proceed to Construction to O'Hare and McGovern Limited in accordance with the conditions of contract.

Our Ref: HAS/sa

Report No: ESCD-89-F

New Anderson High School Capital Project

Council Decision of June 2008 (Min Ref 94/08)

Decision of Council Meeting 25 June 2008, regarding the AHS Capital Project (minute reference 94/08)

1. note progress towards achieving the Council policy to build a replacement Anderson High School on the Knab site; and
2. endorse my view that the current design no longer secures value for money; and
3. note that resulting from the considerable design work that has already taken place that the proposed modified design can be delivered in a short timescale; and
4. set a deadline for a planning application to be made for the new school, by December 2008; and
5. agree a target budget of £49m for the whole cost of the project (subject to an inflationary increase year on year); and
6. agree to revisit the Halls of Residence project, by way of an amended design Brief to include consideration of the refurbishment of existing facilities and space for students attending Shetland College, for further consideration through the capital project prioritisation system, once the AHS project is underway; and
7. approve an additional £700,000 for the AHS Capital Project Budget, for professional fees and ancillary costs, to be met from the separate finance arrangement being developed for this project by the Head of Finance; and
8. agree the governance and management arrangements, outlined at paragraph 8.1.
9. request that Services Committee take the project forward by way of regular reports, in particular:
 - (i) the overall design size; and
 - (ii) the revised brief and accommodation schedule; and
 - (iv) the principles of the redesign and siting of the new school on the Knab site, such as to seek as far as possible to minimise the disruption to the existing school during the construction phase

and minimise the dominance and visual impact on the Knab site;
and

- (v) the detailed educational and technical impacts of the possibility of any demolition or decant options, which might be developed.

And

- (1) that the project be remitted to the Services Committee for further consideration;
- (2) that the Chief Executive is instructed to:
 - (a) appoint a dedicated project manager with a proven record of successfully managing large capital projects;
 - (b) investigate and report on whether ECI remains the best option for the SIC in relation to this particular project;
 - (c) investigate what advice and assistance Scottish Government experts can contribute to this process;
- (3) the governance and management arrangements set out in paragraph 8.1 of the report are agreed;
- (4) the provisions for the Halls of Residence project set out in paragraph 11.1(f) of the report are agreed.

New Anderson High School Capital Project

Final Brief

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1.0

GENERAL

1.1

Background

The Anderson High School, Shetland's largest secondary school, lies in Lerwick, the largest town in Shetland. It consists of a mix of buildings of various ages from the original Victorian Anderson Institute to CLASP blocks from the 1970's. Many additions and alterations have taken place over the years to meet the school's changing requirements.

Shetland Islands Council has had an aspiration to build a replacement school for the existing Anderson High School for many years. Since 1991 the Council has been considering options for delivery of secondary education in Lerwick. Various studies have been carried out and in 2004 a feasibility study was completed and approved by the Council.

1.3

Justification

The current AHS does not fully meet modern educational and building standards in the following areas:

- disabled access is restricted in some areas of the site
- the maintenance liability is high, due to the lifespan and condition of the current building
- dining room space is very limited (so the school will have difficulty in meeting new healthy eating legislation)
- the Janet Courtney Halls of Residence kitchen also provides meals at lunchtime and their dining room space is limited and operating at near capacity
- circulation and gathering spaces (to acknowledge the local weather conditions) is insufficient and not suitable for pupil's needs

Examples of recent school disruption include:

- during the past winter, the school had to close unexpectedly as a result of health and safety issues concerning plumbing and electrical problems.
- last session, a partition wall was dismantled, over a weekend, to try to repair a burst pipe in a stairwell
- before the summer holidays, the school experienced a burst heating pipe, flooding three floors
- problems in external pipework have caused flooding and loss of heating to parts of the school

School closure causes disruption to the pupils' learning as well as transport and childcare difficulties. It also causes problems for the Halls of Residence, where the heating and electrical systems are linked to the school, and pupils are being sent to another building with the same problems as the school.

The overall purpose of the Anderson High School project is set out below.

- A school to deliver secondary education from Secondary 1 (S1) to Secondary 6 (S6), for the pupils of Lerwick and the surrounding area, pupils transferring from the small islands and pupils transferring from junior high schools. Although to be built in Lerwick, it is a school which serves the needs of the whole Shetland community.
- The space should meet the learning needs of all pupils at present and be flexible enough to accommodate learning needs of the future (through technological advances, changes to models of delivery such as the Curriculum for Excellence, etc).
- It should be fully compliant with the Disability Discrimination Act access requirements.
- The space should embrace the concept of community use and have the ability to serve pupils, parents, learners and other service users beyond the school day. Where possible spaces for community use should be located in areas which can be closed off from the rest of the building (for reasons of safety, security and supervision).

When planning for future service needs, the following factors need to be addressed:

- Implementing the Curriculum for Excellence;
- The Additional Support for Learning Act;
- The Blueprint for Education; and
- A national drive to deliver more vocational learning opportunities.
- New developments in learning and teaching, and exam provision, using ICT
- This accommodation schedule allows for linking into the Gressy Loan Additional Support Needs Unit.

The recommendation is for a school to accommodate up to 1,000 pupils. If it were the case that the proposed examination structure changes under the Curriculum for Excellence, resulting in secondary 4 pupils starting Higher and Intermediate grade courses earlier, building to Advanced Higher and Baccalaureate courses, this may change the point of transfer for pupils from junior high schools. Setting the size of the school to accommodate 1,000 pupils will mean that more pupils can be accommodated than at present, without an extension to facilities at an early stage in the life of the new school. The reasons for the size are set out below:

- One teacher one classroom (this is generally consistent with educational experience across Shetland)
- A higher than national percentage of pupils in Class 5/6. This means more small "higher" and "advanced higher" classes for university preparation, hence more

independent or small group learning situations

- Designated social space to accommodate the total pupil roll. The area needs to be able to accommodate all year groups in bad weather

- The science technician service which supports all Shetland Schools is based at Anderson High School

- Good practice in modern school design would suggest that each child benefits from having a secure locker space and a peg for outdoor clothing. Space for 1000 lockers and pegs is included within this accommodation schedule.

1.4

Capacity

The school should have the capacity for up to 1,000 pupils.

The current school roll, and roll projections for the next 10 Years are set out in the table below. These are shown as the "status quo" and also what the numbers might be should all Secondary 4 (S4) pupils transfer earlier under the changes to exam structure through the Curriculum for Excellence developments.

Ten Year projection of AHS under three scenarios

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Status Quo	864	820	765	744	683	684	690	718	734	755
Curriculum for Excellence	977	948	880	881	823	846	829	848	864	875

Notes:

Status Quo - School estate remains unchanged with existing cluster primaries feeding existing high and junior high schools.

Curriculum for Excellence - Under Scottish Government Curriculum for Excellence all S4 pupils would transfer to AHS.

For reasons of future planning, it is proposed to build in the capacity to accommodate Secondary 4 (S4) pupils who are currently educated in junior high schools, as it is likely that changes to the exam structure at a national level will mean that the current model of delivery will need to change.

The design should be flexible enough to accommodate future extensions to the building should the current pupil number trends significantly change (for example as a result of the Community Planning Board's aspirations to increase the population of Shetland).

The room sizes detailed in the accommodation schedule below may be varied/ adjusted as necessary in order to fit rooms efficiently into the overall building envelope.

2.0

DESIGN REQUIREMENTS

2.1

Design Criteria

The Council wish to ensure that the new Anderson High School is designed to inspire pupils, in line with guidance provided by national agencies such as The Commission for Architecture and the Built Environment (CABE) and Architecture and Design Scotland (A+DS). This information is for guidance only.

CABE has produced a design guide called, "Creating excellent secondary schools"

<http://www.cabe.org.uk/default.aspx?contentitemid=1935>

A+DS has produced a range of publications on School Design, Sustainability, Optimising the Internal Environment, and Building Excellence, which focuses on the implications of the Curriculum for Excellence for school design.

<http://www.scotland.gov.uk/Topics/Education/Schools/Buildings/Design>

Case studies are available which highlight good practice in school design across Scotland, and includes plans, images, user views and information on the design features of 20 projects covering all sectors.

www.scotland.gov.uk/schoolestate-casestudies

It is a requirement of this brief:

- that the design has taken account of SIC policies relating to design including the size, scale and dominance of the building in relation to the site;
- that the design and the external finishes and building materials will help integrate the building successfully into the Lerwick skyline;
- that the design of the building integrates sympathetically with the existing buildings to be retained on the site,
- that appropriate access to the ASN building and for pupils and visitors with additional support needs is in place
- that the external surroundings of the school must be landscaped and planted in a manner the will enhance the aesthetic qualities of the site whilst ensuring that all areas can be easily maintained. External sheltered areas to be provided where possible;
- that the school design and grounds offer educational opportunities;
- that the landscape helps integrate the school into its surroundings and provides areas for encouraging physical activities;

- that hard play space is provided in the immediate vicinity of the building
- that during construction, as well as operation, there is minimum inconvenience and disruption from breakdowns, repair and maintenance activities.

2.2

Phasing/Decant

Delivery of the curriculum must be maintained. The following points must be adhered to:

- Existing current pupil drop off/pick up points and car parking provision for the use of school users must be maintained.

- Maximum use of out of school hours/holidays for noisy tasks and disruptive activities.

- Any work taking place during school hours must address health and safety issues for pupils, staff and public. Particular attention must be paid to noise, dust, vapours etc.

- During school hours, including after school activities, fullest segregation of site personnel from school staff, pupils and public is essential.

The Contractor must liaise with the Head Teacher regarding the Contractors solution for the elimination of any sensory disruption likely to adversely affect pupils during all school and examination periods. The Council, taking due regard of the head teacher's desires, shall agree with the contractor all construction works systems and methods to be employed during examination periods and the contractor must submit such systems and methods for Council approval.

The Contractor will submit, for the approval of the Council, a plan that provides clear methods for dealing with the management of disruption.

The existing school campus will be in full operation throughout the construction of the new school. A phased approach is therefore required to keep the school in operation with minimal disruption to pupils, staff, parents and community users.

The contractor is required to provide for each phase of the construction works detailed access and egress strategies for the remaining part of the buildings remaining in occupation. This will include disabled access and emergency escape as well as general circulation taking into account security arrangements. The contractor is required to provide all necessary temporary and permanent signage and fire fighting equipment to ensure the safe operation of the school.

The contractor is required to have a full understanding of existing services installations and make allowance for maintaining all systems throughout the construction works. Planned temporary service shutdowns must be limited to out of school hours or during school holidays and require seven day written notice and written authorisation.

The Contractor is required to provide an outline method statement of proposals for the transfer of pupils, staff, books, teaching materials and other items of equipment and the like from the existing school to the new facilities.

Demolitions as part of the phased construction will include:

- Sports Hall
- Gym
- Admin area
- Dining hall and kitchens
- Home economics
- Pupil Support offices
- Music department
- Assembly hall

The upper two floors of the New Bruce Hostel will be redeveloped as decant accommodation for the music department. This redevelopment will form part of the project.

The contractor is also required to demolish the following buildings within the site as part of this project.

·CLASP buildings

It is intended that the following CLASP buildings will be demolished as part of the contract. This includes

A, B and C Blocks
the New Bruce Hostel

- Note: The extension to the Janet Courtney Hostel is excluded

·Huts

All timber hut accommodation to be demolished namely:

Train Shetland hut to the north of existing music department
'Drums' hut to the north of existing music department
College hairdressing hut north of ASN
Store building north of ASN
English classroom to east of AEI

·Block D (New Science Block) will not be demolished as part of this contract. The link to the existing CLASP blocks must be removed and the building made good at that point.

2.3 Access

There should be a main, single point of access to the building for both staff and pupils as well as for out-of-hours community use.

· Pedestrian Access

Safe pedestrian access required irrespective of direction of approach. Pedestrian access should be physically segregated from vehicle access wherever possible. Steps should be avoided wherever possible ramps should be provided in line with the Council's integration aspirations.

· Vehicular Access and Parking

Vehicle access and parking layouts should facilitate free flow of traffic and

avoid conflict between buses and car parking.

- Pupil Drop Off / Collection

Vehicles dropping-off or collecting pupils should be separated from the flow of traffic accessing the car park to avoid queues forming

- Deliveries Access

Delivery access should be by way of a service yard, well separated from staff/pupil access

2.4

Community Use Requirements

SIC believe that areas that provide for shared use can assist in connecting the school to the surrounding community and therefore welcome use of certain school facilities outwith the normal curriculum day. Existing community uses include:

- Evening classes
- Sport and leisure facilities
- Meeting spaces for community groups
- Social events

The new school must therefore:

- Be welcoming to the public
- Have a layout where community used facilities and accommodation are easily accessed and clearly signposted
- Have a layout where community used facilities and accommodation can easily be segregated from the rest of the school building
- Ensure that the security of the school is not compromised by community use
- Ensure that community use can be provided with the minimum of staffing and revenue costs

2.5

Design for Integration

The new school should as far as possible be 'barrier free' for all users with additional support needs. All appropriate physical measures should be included in the design to address the following points:

- Access for persons with mobility difficulties must be available to all areas;
- Door thresholds should be kept flat as far as possible;
- There must be sufficient flexibility in the furniture and fittings so that it is suitable for use by all users as agreed with the Council. This may be achieved by the inclusion of variable height desks/ benching in designated teaching spaces;
- Accessible toilet facilities suitable for use by people with motility or sensory difficulties must be available in each toilet block as agreed with the Council.
- Overhead hoists may need to be fitted within toilet areas in consultation with SIC staff
- Shower facilities that are height adjustable and suitable for use by people with

additional needs must be available in each shower block as set out in the Room Data Sheets

- Moveable height or varying height benches or with knee spaces for wheelchair users in all classrooms and café areas;
- Reception desks with counter top heights that are accessible to all users;
- Internal and external glazing that allows wheelchair users equal visibility except where not possible due to health and safety reasons, for example, kitchen areas, etc.
- Glazed panels in all doors to ASN accommodation
- The inclusion of an induction loop or sound field system for people with hearing impairments as set out in the room data sheets
- The use of appropriate visual tracking colour schemes, both inside and outside the building, to aid those people with visual impairments. Particular attention to be paid to stairs and other areas representing a trip hazard, door furniture, electrical fittings, etc
- Visual/pictorial signage in addition to written signage;
- Braille signage in addition to written signage;
- Facilities are required for the safe evacuation of disabled persons in the event of a fire alarm or other incident;
- The building should incorporate a minimum of two lifts:
- Electronic locking to be fitted to doors/ windows within ASN area as set out in the Room Data Sheets
- Rooms within ASN area to have individual fire escape doors as set out in the Room Data Sheets
- Handrails to be provided within corridors in ASN area
- Playground facilities must include arrangements for enabled access for all pupils;
- Vehicular access arrangements must ensure that disabled access is not hindered due to traffic congestion at peak times such as school opening and closing hours.

The table below sets out the electrical DDA requirements.

Device	Areas included	Areas excluded
Induction (hearing) loop	1 No. classroom per department. All ASN department rooms. Reception area. Waiting area.	Circulation spaces. Sports/ multi-purpose halls. General/ teaching spaces. Storage areas. Dining/ social spaces. Remaining classrooms of each department type.
Fire alarm beacon/ strobe	Accessible toilets. Faculty bases. Craft rooms with machinery.	General toilet areas. All general classrooms. Circulation spaces. Storage areas. Dining/ social spaces.
Fire alarm tactile devices (fixed)	None.	No services included (hearing

		impaired accompanied).
Fire alarm tactile devices (pagers)	None.	No services included (hearing impaired accompanied).
Toilet call system	Accessible toilets.	General toilet areas.
Disabled refuge call system	Staircore areas (each floor).	All other areas.
Voice projection (soundfield) system	None.	No devices included.
Lighting display boards (visually impaired)	None.	No devices included.
Automated disabled door opening	Main entrance. ASN link corridor entrance. Pupil entrance (level 1). Sports hall entrance.	Other fire escapes.
Panic attack facility	ASN classrooms. ASN pupil support rooms. Head teacher's office. Reception. Teacher/ parent meeting rooms (entrance area).	General classrooms. Circulation spaces. Sports hall. Dining/ social spaces. All other areas.
Visual impaired call facility (pagers)	None.	No services included hearing impaired accompanied).

2.6

Environmental Factors/ Sustainability

The design should fully adopt the Council's environmental, sustainability and transport aspirations as set out in Section 4. In summary, it is a requirement:

- that all aspects of the school have been designed to take account of national and local sustainability targets and responded to these (and where this has not been possible robust reasons for not meeting them)
- that whole life costs have been considered in the decision making process;
- that environmental aspects have been addressed (identification of potential impacts; agreed mitigation; residual effects) and demonstration of Council commitments in

the design (for example meeting the Council's Biodiversity Duty);

- that access to natural daylight is maximised
- that re-use of existing resources is maximised where possible and that SIC targets on recycled content are met

2.7

Affordability/ Value for Money

Strategic long term investment and whole life cycle costing methods will be expected to be applied to key elements of the design, as applicable, to ensure that the new accommodation is economic, durable and adaptable, in both capital and revenue operational costs, and capable of coping with curriculum changes.

The building design shall address foreseeable legislative and environmental changes that would be more expensive to retrofit/ repair/ replace in service rather than install from new build.

The Council will expect to see evidence of the specification of high quality building materials, fixtures, furniture and equipment.

The school shall be designed and constructed of materials that maximise the level of Utilities efficiency, minimise heat loss, make the most appropriate use of solar gain and minimise expenditure on Utilities, whilst achieving an internal environment that complies with the statutory and operational requirements of the users

2.8

Integration with Existing Buildings

The design should take account of the existing buildings that are to be retained on the site in terms of:

- Visual integration
- Potential uses within the new school
- Physical link to the new building

2.9

Security

The security of the facilities is of the utmost importance to the Council and the schools should be designed with discrete forms of security in mind, in particular the number and location of entrances, the ability to monitor movements, location of car parking, lighting, etc.

The building must be designed in such a way as to encourage ease of access for legitimate use, whilst managing pupil and staff entrances to prevent unauthorised access. There is a need to provide an effective but unobtrusive security system to ensure the safety of pupils, staff, visitors, personal property, furniture, equipment, buildings and the site, 24 hours per day.

This must be achieved by using:

- A perimeter CCTV system that is capable of 24 hour recording.
- Effective external illumination.
- Prevention of unauthorised access to the site outside school hours.
- Provision of secure storage for both pupils and staff.
- Landscaping and building design that, as far as possible, allows clear unobstructed views of the site and buildings.

The school building must be capable of being secured in separate zones at times of limited use.

Depending on design, there may be a requirement for lockable bollards to restrict access to some areas of the site.

Unauthorised access to areas with a high risk of theft, malicious damage, or possible hazard must be minimised through suitable security measures such as door access systems. Areas for consideration include:

- Changing/ locker areas
- ICT rooms, including the communications room
- Workshops
- Offices
- Plant rooms

Pupil access should be restricted to areas such as offices, stores and the staff room.

The security and safety of all school property from possible vandalism must be addressed. Vandal resistant finishes must be provided where appropriate.

2.10

Maintenance

The building should be designed so as to minimise wherever possible the need for regular cleaning and maintenance.

Where regular cleaning and maintenance are required this should be made as easy and safe as possible, with only minimal requirements for specialist equipment, mobile access arrangements or specialist staff.

These principles should also be applied to external landscaped and planted areas as well as to external site furniture, drainage arrangements, etc.

These aspects of the design should be developed in consultation with the Council's Building Services Unit.

2.11

Signage

The school name must be displayed on a sign at the main entrance and at an agreed external position on the school building

The site and building must be clearly 'signed' to visitors;

Visitors must be aware of the facilities on offer and their location;

External signposting must identify speed restrictions and access routes. Signage must guide visitors directly to the main reception and other designated locations such as visitors parking areas.

All floors must have a main orientation signboard detailing the rooms and their uses on the particular door.

All rooms must be clearly identified by a sign either on the entrance door or on the wall beside the door.

Signs indicating that the school is a no smoking environment must be placed at all entrance doors and other prominent locations.

Information signs must be provided detailing emergency evacuation procedures and location of muster points.

The entire building will be evacuated under emergency conditions. There is no requirement for zoning.

2.12

Internal Environment

2.12.1 Flexibility

Responsiveness to an evolving curriculum is a key success factor for each school, and the accommodation must be designed to allow the greatest degree of flexibility to respond to change. Flexible learning spaces are therefore anticipated to be an important feature of the accommodation. The accommodation must meet the schools' requirements through:

Flexible internal building structures where non-load bearing partitions can be removed without affecting the structural stability of the building

Ability to accommodate new techniques, technologies and equipment and changes in operational policy with minimal structural or services modification

Incorporating a layout that allows potential extension with the minimum of structural and services modification

2.12.2 Temperature/ Ventilation

The building must be of energy efficient design and must ensure thermal comfort during occupied hours for seasonal variations. Particular care shall be taken to ensure that

ventilation air during cold weather does not cause discomfort, and that summertime temperatures are controlled by passive approaches such as fabric pre-cooling and adequate ventilation.

The building should incorporate a natural ventilation system that is effective taking into account the average wind speeds in Shetland, opening windows must provide adequate ventilation and cooling.

2.12.3 Acoustic Aspects

All rooms must be acoustically insulated to ensure that lessons are not disturbed by noise from adjoining rooms, external ambience, or circulation space in accordance with Building Bulletin 93 Acoustic Design of Schools, a Design Guide.

Where appropriate, sound-absorbing materials must be provided on floors, walls and ceilings, taking into consideration the requirements of those pupils with hearing impairments. Sound Transmission Index (STI) values appropriate for hearing impaired pupils shall be used.

Where retractable partitions are specified, the level of soundproofing must be to an agreed standard that will permit the areas on either side of the partition to be used simultaneously without sound transfer.

Active, noisy areas such as music rooms, sports hall and the cafeteria must be acoustically separated from teaching or quiet study areas. No undue disturbance shall occur to other occupants from air borne or structural noise transmission as other occupants open doors to move around the building.

2.12.4 Building Services

Mechanical and electrical engineering service installations must be designed in accordance with good industry practice. All installations must be sustainable and have efficient, low maintenance operation with the latest technology applied to minimise running and replacement costs.

All mechanical and electrical systems and equipment must be specified and designed so that locally based companies can carry out routine maintenance, servicing and repairs.

The school must incorporate a Building Management System (BMS). The Contractor is required to liaise with the Council's Building Services Unit during design development to ensure correct specification and compatibility with current systems.

2.12.5 Technology

There is a requirement for up to date ICT infrastructure, to support modern learning methods.

The Contractor is required to provide a flexible infrastructure for ICT throughout the

school buildings, the detail of which will be developed in association with the Council's ICT unit during the design development phase. The provision of ICT active equipment and software will be excluded from the scope of the contract.

Regular upgrading of ICT provision is foreseen. The infrastructure must allow flexibility to ensure that additional equipment can be provided and any existing equipment upgraded without undue cost or disruption.

Wireless technology and availability of laptops, palms etc to pupils is a main factor in the future considerations. It is envisaged that each pupil will have access to personal computers readily within the next few years. This should mean the identification of wireless hub positions, communications room, and size of server. It would also be appropriate to ensure that cable routes for future wireless installations are identified and these routes are fitted with ducts or other safe cable conduits to facilitate future installations. This will be required within the design.

2.12.6 Furniture and Equipment

The contractor shall provide all internal fixtures, fittings, furniture and equipment as set out in the Room Data Sheets.

In addition, the following should be noted.

o

The contractor will be expected to move all equipment and furniture into the new building

· Technical equipment and machinery within the science and CDT departments shall be transferred, fitted and recommissioned in the new school by the contractor.

2.12.7 Lockers

Lockers and coat pegs should be provided for each pupil. These should be located in a secure, clearly visible area.

2.13

External Environment

There is a requirement for the following outside PE and community use spaces:

- Floodlit all weather surface next to PE department 35m x 50m approx.
- Redeveloped multi court on site of Bruce Hostel tennis court. This should be carried out before construction.
-

The remaining external spaces must be contain a themed mixture of hard and soft landscaping.

3.0 TECHNICAL REQUIREMENTS

3.1 Planning Matters

The Council or their advisors will obtain detailed planning permission incorporating design and other information submitted by the Contractor.

Should the Contractor choose to utilise any design work carried out by the Council in determining the feasibility of the Project, they must satisfy themselves on the appropriateness of the solutions to meet their statutory obligations.

Site plans for the existing site have been provided.

Refer to Section 4 Planning: Environment, Sustainability and Transportation

3.2 Design Performance Standards

NB – The Authority accepts that their specific project requirements referred to elsewhere in the Project Brief may be at variance with some of the educational design standards referred to below. Should this situation occur, the Contractor should provide the Authority details of the variance but the project specific information contained within this document should take precedence.

All work undertaken by the Contractor shall comply with all relevant statutory acts and regulations current at the time that the work is being planned and implemented. The Contractor shall comply with all new acts and regulations coming into force during the planning and implementation of the works. The Contractor shall consult with relevant statutory bodies and authorities during the planning and implementation of the works and take into consideration any reasonable comments or requirements proposed.

All work undertaken by the Contractor in relation to the current contract shall conform with the written policies of the Council, for example those relating to equal rights and environmental issues.

The Contractor shall also take cognisance of education standards, building codes of practice and other standards produced by government and other relevant agencies and conform to their recommendations where relevant.

The following list shall not be considered exhaustive and it is the responsibility of the Contractor to ensure that the accommodation complies with relevant legislation, policies and standards.

- The Education (School Premises) Regulations 1999
- The School Premises (General Requirements and Standards) (Scotland) Regulations 1967
- Construction Standards for Schools Buildings (1997)
- Building Regulations (2000) Approved Documents
- Building Standards (Scotland) Regulations
- Building Bulletin 87 90, 93 (DfES)
- Workplace (Health, Safety and Welfare) Regulations 1992

- BS 5588 Fire Precautions in the design and construction of buildings
- Health and Safety at Work etc Act 1974
- Management of Health and Safety at Work Regulations 2007
- Construction (Design and Management) Regulations 1994 in conjunction with the latest ACOP
- Town and Country Planning Act 1990
- Environmental Protection Act 1990
- Local By-laws
- BSI Standards and Codes of Practice/European Standards/Agrément Certificates
- BS7671 IEE Wiring Regulations 16th edition with current amendments
- The Gas Safety (Installation and Use) Regulations 1998
- Control of Asbestos Regulations 2006
- Recommendations of the Cullen Report regarding security
- Control of Substances Hazardous to Health (COSHH)
- Electricity at Work Regulations 1989

3.3

Design Guidance

Where DfES Guidelines are indicated, these have no mandatory requirement in Scotland, but do provide a standard which the Contractor should take cognisance of. It is the Contractor's responsibility to reconcile DfES standards with any existing Scottish Guidance and bring any anomalies to the attention of the Council.

Regulatory Guidance

- The Education (School Premises) Regulations 1999
- DfES Circular 'The School Premises Regulations'
- DfES construction Standards for School Building Projects 1997

DfES Building Bulletins

- BB102 - Designing for children and young people with special educational needs or disabilities in mainstream and special schools
 - BB101 - Ventilation of school buildings
 - BB100 - Design for Fire Safety in Schools
 - BB99 - Briefing Framework for Primary School Projects
 - BB98 - Briefing Framework for Secondary School Projects
 - BB96 - Meeting the educational needs of children and young people in hospital
 - BB94 - Inclusive School Design
 - BB93 - Acoustic Design of Schools
 - BB92 - Modern Foreign Languages Accommodation: A Design Guide
 - BB91 - Access for disabled People to School Buildings: Management and Design Guide
 - BB90 - Lighting Design for Schools
 - BB89 - Art Accommodation in Secondary Schools AHS - Design Brief
- Shetland Islands Council

- BB88 - Fume Cupboards in Schools
- BB87 - Guidelines for Environmental Design
- BB86 - Music Accommodation in Secondary Schools
- BB85 - School Grounds: A Guide to Good Practice
- BB84 - School Boarding Accommodation: A Design Guide
- BB83 - Schools' Environmental Assessment Method (SEAM)
- BB82 - Area Guidelines for Schools - revised 2002
- BB81 - Design and Technology Accommodation in Schools: A Design Guide
- BB80 - Science Accommodation in Secondary Schools: A Design Guide
- BB79 - Passive Solar Schools: A Design Guide
- BB78 - Security Lighting Crime Prevention on Schools Series
- BB77 - Designing for Pupils with Special Educational Needs: Special Schools
- BB76 - Maintenance of Electrical Services Maintenance and Renewal in Educational Buildings Series
- BB75 - Closed Circuit TV Surveillance Systems in Educational Buildings Crime Prevention in Schools Series
- BB73 - A Guide to Energy Efficient Refurbishment Maintenance and Renewal in Educational Buildings Series
- BB72 - Educational Design Initiatives in City Technology Colleges
- BB71 - The Outdoor Classroom Second Edition
- BB70 - Maintenance of Mechanical Services Maintenance and Renewal in Educational Buildings Series
- BB69 - Crime Prevention in Schools: Specification, Installation and Maintenance of Intruder Alarm Systems
- BB67 - Crime Prevention in Schools: Practical Guidance

Schools for the Future series

- Project Fadarday Exemplar designs for science
- Inspirational Design for Kitchen & Dining Spaces
- BB95 - Schools for the Future: Designs for learning communities
- Transforming Schools: an inspirational guide to remodelling secondary schools
- Classrooms of the Future
- Design of sustainable schools: case studies
- Designing schools for extended services
- Exemplar Designs: concepts and ideas
- Inspirational Design for PE and Sport Sciences
- Designing School Grounds
- Standard Specification, Layouts and Dimensions Guidance
- Standard Specification, Layouts and Dimensions Guidance 1: Partitions in Schools
- Standard Specification, Layouts and Dimensions Guidance 2: Floor Finishes in Schools
- Standard Specification, Layouts and Dimensions Guidance 3: Toilets in Schools

- Standard Specification, Layouts and Dimensions Guidance 4: Lighting systems in schools
- Standard Specification, Layouts and Dimensions Guidance 5: Roof coverings in Schools
- Standard Specification, Layouts and Dimensions Guidance 6: Internal stairways in schools
- Standard Specification, Layouts and Dimensions Guidance 7: Internal doorsets in schools
- Standard Specification, Layouts and Dimensions Guidance 8: Sprinklers in schools

Other publications

- SED Educational Building Notes
- CIBSE Energy Codes
- CIBSE Lighting Codes
- CIBSE and HVCA Standard Maintenance Manuals
- Designing Scotland's Sustainable Schools of the Future A Publication by The Lighthouse, 56 Mitchell Street, Glasgow, G1 3LX
- Fire Safety in Schools Published by the Scottish Executive
- Case Studies, Building Our Future: Scotland's School Estate - Published by the Scottish Executive
- The 21st Century School, Building Our Future: Scotland's School Estate - Published by the Scottish Executive
- Building Our Future, Scotland's School Estate - Published by the Scottish Executive
- Core Facts, Building Our Future: Scotland's School Estate - Published by the Scottish Executive
- School Estate Management Plans, Building Our Future: Scotland's School Estate - Published by the Scottish Executive
- School Design, Building Our Future: Scotland's School Estate - Published by the Scottish Executive

3.4

Building Fabric

3.4.1 Roof

Should suit the particular location and exposure. While roofs should be preferably pitched, this requirement does not prohibit the use of low pitch standing seam metal roofs. Noise of rain on certain materials must be considered and a solution to dampen this noise should be incorporated. The location of the schools and the effect of snow on the roofs during the winter months and the consequences associated with this must also be considered.

Roof glazing in new build situations should be provided with means to control solar gain / glare if appropriate.

Roof volumes should be expressed internally where this is consistent with the design concept.

Safe access to all roofs should be provided for inspection and maintenance.

3.4.2 External Walls

Wall finishes should be aesthetically pleasing and vandal resistant.

Should suit the particular location and exposure

Wall finishes should be detailed in a manner to avoid weather staining which would detract from the aesthetics of the building.

3.4.3 Windows

Windows on landings, staircases or other vulnerable areas should be adequately guarded or appropriately glazed (as should all low level glazing generally).

Windows must:-

- Suit the particular location and exposure.
- Where openable be lockable and have safety catches.
- Provide adequate ventilation in the closed position.
- Combat solar gain and glare at all times.
- Combat heat loss. Minimum standard double glazing
- Comply with the EU Directive (89/654/ EEC) on glazing, UK Workplace (Health, Safety and Welfare) Regulations 1992 - Regulation No. 14, 15 and 16
- Large windows with low cills providing vistas to the outside are desirable.

3.4.4 Doors

The location and requirements for doors for building compartmentation are to comply with the Building Standard (Scotland) Regulations and to be agreed with the Council. Entrance doors and side screens should be glazed and should form draught lobbies at external access doorways. Outward opening doors should not project into corridors or where obstruction might be caused such as at stairways. Where appropriate all doors must have vision panels.

Doors must:-

- Suit the particular location and functional use.
- Meet the anticipated movements within the school.
- Be solid core construction with good quality finish
- Be designed to allow disabled access including motorised electric wheelchairs.
- Separate doors are required for deliveries where use of general access routes would create excessive disruption to the delivery of the core education function.
- Incorporate an appropriate level of security.

3.4.5 Finishes

Finishes must be chosen in line with current best practice relating to environmental issues, and should contrive to reflect a quality environment by being durable and sound. Finishes should be appropriate for their particular use. Finishes should be chosen with a consideration of acoustics and noise reduction. The nature of all finishes is described in the Room Data Sheets. Consideration should be given to the provision of suitable colour schemes and textures to assist people with visual or hearing impairments. Colour schemes should be chosen in agreement with Council officers.

Internal Finishes

Floor, wall and ceiling finishes should, together with the furniture and fittings, form part of an integrated design concept. However, the following general points should be observed:

Floor finishes

- should be slip resistant, durable and easily cleaned.
- Suitable barrier matting should be provided and maintained at external entrances.
- All chosen finishes carpets etc., should meet the environmental standards for computer specialist use areas.
- The floor finish in circulation areas and classrooms etc. where water is in use, toilets, changing rooms, washrooms, showers, kitchen areas must be non-slip.

Wall finishes

- Durable, easily cleaned and fire resistant as required.
- All to comply with Building Regulation requirements.

Ceiling finishes

- Light in colour and acoustically absorbent finishes.
- Fire resistant as required.
- Finishes suitable for flush light fittings, where appropriate, are preferred

External Finishes

- Should be chosen to provide high performance, durability and good weathering characteristics.
- Should be complimentary to the Lerwick environment
- Should take into account wind and weather conditions

3.4.6 Fixtures and Fittings

Display boards should be incorporated into integrated display areas, some of which may be provided in entrance hall or other strategic location. No display boarding should be located in dead-end corridors.

Consideration should be given to restricting the use of flame spread materials in escape routes.

Reception areas should be provided with a trophy/display cabinet.

3.4.7 Sanitary Ware

- Separate male / female toilets are to be provided including accessible toilets.
- WC pans, urinals and lavatory basins are to be adult height except where otherwise stated in the Room Data Sheets.
- All fittings and services thereto must be vandal resistant
- An appropriate number of female toilet cubicles are to be provided with sanitary disposal units.
- Sinks in classrooms should have splashbacks and draining boards

3.4.8 Signage

- All Appropriate signs shall be suitable for use by the visually impaired .
- Internal doors require identification and room number. Identification signs shall be capable of being interchangeable to allow flexibility in the use of the individual compartments.
- Special consideration will be needed for the identification signs in the ASN so that they meet the specialist needs of the pupils.
- The designs of all signage will be submitted to the Council for approval.

3.4.9 Time Capsule

The Contractor will allow for "building into" the structure, if requested, at a mutually agreeable location, a Time Capsule as presented by the School or Community. This shall be of a medium size, not exceeding 750mm square or deep. The Contractor will allow for taking delivery of and placing within a suitably prepared wall or floor position such sealed Time Capsule.

The Contractor will indicate within the overall programme the time limit for this option being taken by the School/Community and the information required to allow for the Contractor accommodating such a request.

3.5

Civil & Structural Engineering

3.5.1 Structural Works

The Contractor's programme for carrying out the works shall take account of the need for any activities in or adjacent to existing premises and causing excessive noise or vibration to be carried out in a manner that will be as non disruptive as possible. The Contractor shall be responsible for the design, erection and maintenance of any temporary works in connection with the works and any demolition. Structures shall be designed in such a way as to allow reasonable flexibility of room layouts in the future to suit changing educational needs. They should also be designed in such a manner as to allow for future expansion or contraction of required space due to alterations in school roll etc. In addition consideration should be given to minimising the impact of projections such as structural columns and piers.

The Contractor shall prepare a maintenance manual for structural inspections and implementation of general structural maintenance works throughout the design life of the building. This should form part of the general Health & Safety File which should be made available for consultation once the first Phase is handed over.

3.5.2 Infrastructure

The Contractor shall be responsible for verifying the condition and suitability of stormwater and foul drainage systems within each school site boundary and for installation and/or reinstatement of all drainage required to suit the works all to the satisfaction of The Planning Authority, Scottish Water, the Scottish Environmental Protection Agency and the Authorities responsible for flood protection.

The Contractor shall be responsible for obtaining Roads Construction Consent for any public roads and footpaths necessary for the development and for arranging adoption in terms of Section 16 of the Roads (Scotland) Act 1984. Private roads shall be constructed in accordance with the Council's Road Guidelines for New Developments and incorporate traffic calming measures.

Car parking areas and playgrounds shall be constructed in accordance with the Council's Road Guidelines for New Developments. The Contractor shall be responsible for implementing the requirements of the Traffic Impact Assessments.

Where works are carried out adjacent to existing buildings the Contractor shall be responsible for all liaison with the Council to ensure that disruption to the operation of the building is kept to a minimum.

The Contractor shall prepare a maintenance manual for inspections and implementation of general maintenance of infrastructure. This should form part of the general Health & Safety File which should be made available for consultation and inspection during the period of the Works.

3.5.3 Ground Conditions

It is the responsibility of the Contractor to carry out necessary detailed studies to allow detailed foundation and drainage proposals to be finalised. Foundation solutions should take account of ground conditions, both superficial and mineral and should also take account of restrictions placed on noise and vibration when operating adjacent to existing premises. The Contractor must allow for all temporary works to ensure stability of excavations and for all pumping to keep excavations free of water.

3.6

Building Services

3.6.1 Generally

It is essential that in addition to complying with the stated engineering requirements, the design of the heating, ventilation and lighting must provide for the careful selection and positioning of components to achieve physical as well as operational integration with the

architectural and structural design.

The full services system (e.g. pipe runs, wiring etc) should wherever possible be hidden from view and should be tamperproof by unauthorised personnel. Access for maintenance/replacement purposes should be permanent and available only for those duly authorised.

The Council proposes to maintain its current contracts for the provision of utility services. The Contractor shall undertake all necessary diversions, reinstatements and the like without undue disruption.

The Contractor shall liaise with the requisite Local and Utility Authorities and comply with their requirements in terms of workmanship and safety. All necessary statutory approvals shall be sought and compliance observed.

Where the function of central plant is to maintain required space temperatures or provide fresh air to spaces or other critical services with no alternative source of natural ventilation suitable standby provision shall be made.

Before occupation of the facilities by the user, the Contractor will provide duplicate copies of the following documents to the users' representative, one of which will be retained on site:

- Operating and maintenance manuals for all building elements
- As-built and as-installed drawings, also supplied in agreed electronic format
- All other diagrams, manuals, instructions, emergency procedures, pertaining to the operation and maintenance of the building, plant and equipment
- The Contractor will be required to provide the above information in disk format and a hard copy.
- One month before the Contract ends the Contractor will update the operating and maintenance manual, as-installed drawings and relevant diagrams, manuals, instructions, emergency procedures etc to take account of any changes. . A copy of the Health and Safety file should be available at the school.

In considering the general requirements the relevant Standards and Regulations need to be carefully considered and observed. It is the Contractor's responsibility to ensure that all installations comply with all relevant Standards and Regulations in the design of building services for the schools. The Contractors are reminded that the Standards and Regulations detailed in this document represent the minimum acceptable standards and are subject to specific environmental requirements as detailed in the Room Data sheets.

3.6.2 Building Services Environmental Requirements

The general policy is to provide accommodation which is sustainable and environmentally friendly from the global, local, external and internal aspects which also minimises the impact on the local community. The buildings should be designed, so far as is reasonably possible to address the following:-

- Minimise the effect on ozone depletion
- Minimise the effect on global warming

- Minimise air pollution
- Minimise water pollution and use
- Minimise non-renewable resource depletion
- Avoid radon contamination

- Minimise the risk of Legionnaire's disease and spread of Legionella
- Avoid sources of ionising and electromagnetic radiation
- Avoid design features associated with sick building syndrome
- Maximise the opportunity for re-cycling
- Enable maintenance regimes to be used to maintain optimum performance
- In general materials and processes shall be environmentally friendly and sustainable

The general policy is that the buildings will be designed and constructed to minimise energy consumption. Particular care should be exercised to ensure that energy conservation and management is addressed. To achieve this consideration must be given to at least the following:

- Daylighting
- Ventilation (natural where appropriate)
- Solar gain
- Fabric Conduction loss in Winter
- Infiltration loss in Winter
- Noise Control
- General floor, wall and roof insulation values
- Privacy

The Contractor should evaluate and record the estimated annual energy consumption (kWh/m²) for each primary energy source. All calculations shall adopt appropriate allowances / conversion factors to align calculations with applicable weather conditions prevailing in Shetland. Experience has shown that steady state design methods may not be adequate for proper analysis.

The Contractor will be required to install a building energy management system throughout the school. This must be compatible with systems already in use by the Council's Building Services Unit.

The stated internal noise levels shall be met at all times by the plant and equipment provided.

Where significant areas of external glazing are exposed to direct sun, or significant reflection, the Contractor shall provide peak temperature analysis in accordance with recognised prediction techniques. Where temperatures are excessive steps shall be taken to mitigate them. The analysis shall be appropriate to the northern latitude of Shetland and take account of the generally unobstructed physical environment and exposure found in the area.

3.6.3 Mechanical Services Installations

The Contractor shall design a suitable safe heating and, if required, ventilation system which provides a comfortable environment throughout the facilities in support of the

environmental conditions dictated by the Room Data Sheets and any other specific targets identified in this section.

Heating Installation

The heating system shall be designed, generally to achieve, the internal dry resultant temperatures in accordance with Room Data Sheets. In cases where an intermittent heating system is utilised the Contractor will be required to provide optimum start and frost protection facilities within the system. The Contractor will be required to match the zones to occupancy areas and these zones will require to have variable temperature controls. The community use of buildings will necessitate careful consideration of zoning.

Internal Temperature requirements are defined in the Room Data Sheets. The External Design Dry-Bulb temperature, to achieve the internal temperature requirements, should be assessed by the Contractor using the CIBSE Guide, relevant weather data and site altitude. Building thermal inertia and heating system overload capacity should also be taken into account. In any event the external design temperature shall be no higher than minus 4 degrees Centigrade. The heating system shall be designed to take into consideration natural infiltration as defined by CIBSE and associated technical memoranda. Generally ceiling mounted radiant panels are not acceptable in classrooms or offices.

Excessive vertical temperature gradients should be avoided during the heating season and temperatures 2m above floor level shall not exceed a 2°C differential from floor level. The complete installation shall be capable of achieving the temperatures recommended in the appropriate regulations and requirements in the Room Data Sheets.

Multi-purpose spaces should have heating equipment capable of being controlled to deliver the required temperature to suit the activity.

All heat emitters or range of heat emitters must be controllable within a room. Individual thermostatic control should be provided to each room or space by means of thermostatic radiator valves fitted to the flow connection on each emitter. The temperature adjuster should be positioned such that only authorised personnel can alter the setting. The sensing element should be fitted in a position where it will detect the relevant temperature within the area and not be influenced by other heat emitting surfaces, whilst achieving maximum protection from accidental damage. All heat emitters must be capable of being isolated for maintenance purposes within a room. When a load emitter is isolated all other heat emitters within the room must be capable of operating.

Space heating controls should be user friendly, reliable and as far as possible automatic. Adjustable components (thermostats) should be tamperproof. The control system shall provide for automatic frost protection.

Isolation, in accordance with good practice, will be required so that each room or space can be isolated from the main pipework.

The Contractor should utilise the existing District Heating system operated by SHEAP as the heat source to serve the school. The Contractor is not required to provide back up boilers.

LPHW systems shall be designed to provide for suitable/appropriate operation with adequate capacity both from central plant and emitters to provide boost for start up. Zoning should be appropriate to allow for function, hours of use, orientation and extra-curricular activities.

Ventilation Installation

Wherever possible natural ventilation shall be utilised. Areas where mechanical ventilation may be required are kitchens, laboratories or other areas which have high heat gains or high risk of condensation. All areas in the school shall be ventilated at a rate of not less than that scheduled in the Building Standards (Scotland) Regulations.

Mechanical ventilation will require to be provided for all the areas indicated on the Room Data Sheets. The Contractor is required to place as much reliance as possible on natural ventilation, where a successful application can be demonstrated. Additional ventilation measures i.e. fume cupboards or the like will be required in certain areas for the removal of noxious fumes.

Where kitchens or workshops require mechanical ventilation the air change rates shall be dictated by the CIBSE codes and the necessary make-up air shall be provided. If mechanical ventilation is required for teaching / medical / office accommodation, washrooms, toilets, changing rooms etc. the minimum air change rate shall be in accordance with recognised best practice and appropriate technical memoranda and guides such as CIBSE.

Water Installations

Consideration should be given to minimising water use and disposal. Hot and cold water supplies, storage and installation shall comply with the requirements of the Water Authority Bye-laws and all relevant regulations. Mains water shall be supplied direct to kitchens, staff/rest rooms, vending machines, first aid room, drinking fountains and all areas where drinking water is required.

Anti-scalding devices shall be required for all hot water outlets which may be used or accessed by pupils, the disabled and other vulnerable groups at risk. Domestic hot water may be provided either from local or central plant. An economic justification of the choice shall be provided. Care must be taken to avoid the danger of legionella contamination.

Urinal flushing systems shall incorporate some form of load detecting economy device.

The water tanks will require to provide potable water and they also require to be suitably located to allow for cleaning of the water tanks, without any interruption to the services.

All water services installations shall be in accordance with the legislation guidance and good practice (which for the avoidance of doubt shall include Scottish Water Bye-laws) and including BS6700 and installed and commissioned in accordance with the provisions of the Health and Safety Commission Code of Practice for the Prevention and Control of Legionellosis and disinfected to comply with current standards. All cold water supplies shall be potable.

Domestic hot water for use in toilet facilities will require to be temperature controlled within tight tolerances and consideration shall be given to blender valve dispersement. For both hot and cold water taps percussion time-delayed units shall be considered where

appropriate. Where domestic hot water is supplied without local thermostatic control then all taps shall be appropriately labelled.

The Contractor shall install the domestic hot and cold water systems in material which can be demonstrated provides the best choice when considering ease of maintenance, efficiency and flexibility. A combination of any materials would be acceptable as long as there was adequate provision to accommodate hot water connections from plastic pipework to the heat sources.

Rainwater to be collected and stored for use in washing down external areas of the building.

Drainage Installations

Drainage systems shall be designed in accordance with appropriate codes of practice and in accordance with local Council regulations. All drainage systems should operate under gravity. If any pumped systems are to be proposed this shall be identified by the Contractor.

3.6.4 Electrical Installations

All work shall be to the requirements of the latest edition of the Institute of Electrical Engineers Regulations. and in full compliance with BS7671 2001 incorporating the latest amendments. The Contractor shall design a suitable electrical system and install the system to ensure compliance with the following:

Mains Distribution

Consideration shall be given to the quality of electricity supply by means of UPS systems or other techniques. Main switchboards, sectional switchboards and distribution boards shall be appropriate in terms of all electrical and mechanical criteria applying themselves in service. They shall readily lend themselves to maintenance activities without undue disturbance to the performance of the school. The switchgear shall provide flexibility for future adaptation / extension and reasonable increases in connecting cabling, electrical loads and the like throughout the Contract Period.

Switchboards and distribution boards will require to be in specially provided cupboards with due cognisance taken for safe working, maintenance operations and minimisation of disruption in respect of access. All equipment will require to be provided with durable labels, clearly marked with details of the equipment's function and designation. Power factor correction shall require to be consistent with best practice energy conservation aims throughout the Contract Period.

Cables

Low smoke and fume insulation shall be provided to insulate cables.

Lightning Protection

Suitable lightning protection system in accordance with current codes shall be incorporated into the design.

Lighting

The ambience of the school can be greatly enhanced by creative lighting such as the use of uplighters, dichroic lamps etc. The objective, therefore, is to provide lighting schemes which enhance the environment, with the emphasis on natural lighting. Illumination levels shall be in accordance with the relevant Building Regulations and CIBSE Guides and in accordance with the Room Data Sheets.

To conserve energy the use of energy efficient lamps is mandatory in the design of the lighting for the facilities. The Contractor should give consideration to the method of controlling and managing the switching of the luminaires within their design and they should consider adopting an appropriate energy management control system or systems with time switches, dimmable controls and presence sensing devices. The use of incandescent lamps is unacceptable.

The lighting levels shall accord with those published by a recognised Council such as CIBSE and BRE. The Contractor shall be required to identify the lighting levels and the luminaire details including lamp sources for all areas and rooms represented by Room Data Sheets. Similar details shall be provided for car parks, sports facilities, walkways and roads.

Emergency Lighting

Emergency lighting shall be in compliance with Building Regulations, BS5266 and BS EN 1838. The Contractor should give consideration to centralisation of testing and monitoring. The Contractor shall demonstrate that the selected Category of emergency lighting and its duration on mains supply outage conditions are consistent with best practice objectives.

External Lighting

The Contractor will be responsible for designing, installing and operating an external lighting / security lighting system which provides an adequate and safe level of lighting to the following areas:

- Car Parks
- Roads, private and adopted where appropriate
- All weather sports pitches (including floodlighting)
- Camera Surveillance
- And as listed within the Room Data Sheets

External lighting shall be provided to suit walkways, entrances and particular building features. Automatic photo-electric controls and time switches should be used wherever practicable. Manual over-ride facilities should be provided. Light pollution should be minimised in all instances.

Power Circuits

The use of structured containment systems for power, data and telecommunications shall

be considered. The Contractor will give consideration to the need for and potential solutions to the installation of separate power outlets for general use, ICT use and for cleaning use.

The Contractor shall give careful consideration to providing residual current device protection to final circuits to eliminate, limit or minimise the risk of an electrical shock to either pupils or staff. The Contractor will be required to minimise interference to the computers, by ensuring that all heating and ventilation circuits are derived from separate distribution boards.

Fire Alarms

The Contractor shall provide a suitable fire alarm and detection installation to accord with current best practice, providing maximum flexibility for maintenance activities, future extension and recording facilities. Automatic detection shall be provided throughout. Automatic dialling to a 24 hour manned station should be provided on receipt of fire alarm warning conditions.

The Contractor shall demonstrate that his selected system cabling passes the recognised current standard test criteria of fire, water and mechanical shock (CWZ) when applied to the same length of test cable consecutively. The fire alarm system shall be designed so as to be flexible so that it may be extended should the need arise. The design shall take into account all requirements necessary to obtain a fire certificate and all drawings necessary detailing the installation shall be provided to the appropriate authority. The Fire Alarm should not be able to be confused with the sound of the school "Period Bells."

Clock Installation

The clock installation should provide clocks in all teaching and administrative areas as listed within the Room Data Sheets. All local clocks shall be slaves to a master clock which provides the correct time.

Period Bell

The Contractor shall provide a period bell to suit the scheduled requirements for the school. It is necessary for a system of bells to denote the start of the daily school session and to identify the end of the various periods. This will be dependent on the specific school timetable and therefore the system offered should be flexible enough to deal with changes to the timetable. The bell should be capable of being heard throughout the school buildings, environment, corridors, outside playing fields etc. An electronic period bell programme with day and week programmes and memory battery backup shall service a bell system throughout the scheme. The outputs shall be capable of being programmed with continuous, pulsed time adjustable modes or manual override.

Security Installation

The Contractor shall be responsible for the installation of an appropriate intruder alarmed security system which includes a programmable door access system and a flexible panic alarm system for all school staff (teaching and non-teaching) which can be operated

individually in any part of the school and a suitable CCTV system, at the building perimeter. These systems must be designed to meet appropriate regulations in respect of a school environment.

The Contractor is reminded of the requirement to utilise the school premises out of hours this shall be reflected in the type of security system offered. Activation of the intruder alarm system will also automatically send a message to the 24 hour manned station.

3.6.5 Information and Communication Technology - Infrastructure

A network designed for the schools to carry all voice/data/television projected traffic plus 50% spare capacity. This network has to link to the SIC network and the Internet. Television signals, including satellite transmission may also use this network.

Power outlets, containment and data telecom cabling shall be provided in support of the requirements of the Council's ICT specification. Each outlet, whether voice or data, will terminate in a RJ45 connector. Each RJ45 connector will be wired to a hub with 4 pair the latest accepted specification of cable (CAT 6). Facilities will be provided on all hubs to patch out all outlets. In addition, enough physical space and power points must be allowed for in the central hub (IT Server Room) to allow the Council's ICT provider to install sufficient active equipment as specified in future discussions as described above. A high speed fibre optic backbone will connect hubs to the central hub. As indicated above, the system will have 50% spare capacity throughout the networks and be fully operational.

The data network will be cabled and tested by the Contractor. All cabinets and switches will be provided by the Contractor. It is a requirement that suitable voice and data communication points are available in plant rooms or other areas where facilities for local commissioning, monitoring and testing etc will be required.

The telephone system will be connected through the Council's VOIP system.

Power and Containment

Services shall be routed and segregated to avoid any potential interference between power and IT communication lines. A cable management or other system may be incorporated to permit flexibility.

3.6.6 Special Installations

Lifts shall be provided where appropriate and required by code, suitable for disabled use. The lift capacity shall be appropriate for the population requiring vertical transportation. Where lifts are required the Contractor shall provide a lift traffic analysis identifying the speed of the lift, size and waiting time. The minimum waiting time shall not be less than good as defined by CIBSE lift traffic analysis.

Fire fighting appliances and equipment shall be provided as appropriate to comply with codes, regulations and the guidance of the local fire officers

Professional Stage Lighting system to be provided to allow the school to put on musical and theatrical performances. System to include portable control desk.

Professional PA Sound System to be provided in Assembly Hall and Games Halls. System to include portable control desk. Recording facility that can be used for teaching purposes Control Room level 1 at rear of stage.

Stage curtain system to be provided in assembly hall.

Bleachers seating to be provided to assembly hall. The system shall be electrically operated.

Cashless catering system to be provided in dining/café area.

School internal PA system to be provided to allow announcements from the head teacher's office to all areas of the school.

Loose furniture to be provided by the Contractor in accordance with room data sheets.

Compressed air for hand tools to be provided in CDT department. Duty of compressed air supply to be 90psi (6 bar).

Wall mounted display cabinets to be provided in all corridors to display art work. Cabinets should not compromise fire safety.

Fitness equipment to be provided to PE areas as per room data sheets. NB new equipment is required for the decant accommodation early in the programme. Costs associated with this will not form part of the construction contract.

IT active equipment will be supplied by SIC. All remaining equipment and cabling to be provided and installed by the Contractor.

4.0 PLANNING: ENVIRONMENT, SUSTAINABILITY AND TRANSPORTATION

4.1 Introduction

The appointed consultant/ contractor for the commission should fully adopt the environmental, sustainability and transport aspirations of Shetland Islands Council (SIC) as set out in:

- SIC Structure Plan (2000)^[1]
- SIC Shetland Local Plan (2004)^[2]
- Relevant SIC Supplementary Planning Guidance (SPG) (www.shetland.gov.uk)^[3]

The commission should also be delivered taking account of relevant national policy and planning guidance (www.scotland.gov.uk).

In particular the development should meet the following objectives whilst also taking account of other relevant planning policy.

4.2 Objectives

- To ensure the proposals embrace the principles of sustainable development (SP)^[4] GDS1, SIC (2008) Sustainable Development Implementation Plan)
- To reduce carbon emissions in the new development (SIC (April 2008) Interim Planning Policy and Guidance: Reducing Carbon Emissions in New Development)^[5]
- To conserve and where possible enhance the environment by:
controlling the location, scale and design of new development;
respecting, protecting and conserving the natural and built environment;
minimising impacts on amenity and the environment including effects on nearby residents and buildings, landscape character and visual amenity;
seeking to reduce traffic generation and promote sustainable modes;
minimising water, air, noise, light and land pollution and waste generation;
taking all opportunities to re use land and buildings; and
avoiding hazards to health and environment. (SP GDS4, LP)^[6]

NE10 and LP

IND8, SIC Leaflet: What is Light Pollution?).

- To deliver high standard of design, in terms of siting, scale, colour, materials and form and to ensure the development is sympathetic to the landscape and built environment in which it will form a part. Taking account of design principles set out in Appendix F of the Local Plan and the six qualities at the heart of good design (distinctiveness and

^[1] Shetland Island Council (2000) The Shetland Structure Plan 2001-2016, Approved January 2001

^[2] Shetland Island Council (2004) Shetland Local Plan, Adopted June 2004

^[3] Further SPGs are currently in preparation Towards Sustainable Construction an Better Design in Shetland will be relevant to this project and may be available at the end of the year/ early 2009

^[4] SP refers to SIC Structure Plan and related Policy Number

^[5] NB: All new developments where the cumulative total of floor space exceeds 500 square meters is required to incorporate on-site zero/ and or low carbon equipment or methods contributing at least an extra 15% reduction in CO2 emissions beyond the 2007 Building Regulations Carbon Dioxide Emissions Standard

^[6] LP refers to SIC Local Plan and related Policy Number

identity, safe and pleasant places, ease of movement, sense of welcome, adaptability and resource efficiency) in Scottish Office (now Government's) policy statement on

Designing Places^[7] (SP NE1, LP BE13 and SIC (2007) Towards Better Design in Shetland. Guidance on Design).

- To enhance local biodiversity as reasonably practical (SP NE8, LP NE13 and Nature Conservation Scotland Act (2004)).
- To protect and enhance the natural environment (SP NE9).
- To ensure that the new development would not be at significant risk of flooding from any source or materially increase the probability of flooding elsewhere (SP CST1 and LP WDI10).
- To control surface water run off using soft engineering solutions including sustainable urban drainage systems (SUDS) where feasible (LP WDI10, LP WDI11 LP WDI12 and SIC Advice Note 3: Disposal of Surface Water on your Site).
- To ensure that the development will not have an adverse effect on Shetland's marine and freshwater resources (SP WDI1)
- To seek to minimise energy consumption by means of location, layout, design, construction and alternative technology (taking account of other structure and local plan policies) (SP ENG5 and SIC Advice Note 7: Renewable Energy and Energy Efficiency and SIC (2004) Interim Planning Policy Guidance: Aero generators and Solar Energy)
- To develop the proposals taking account of opportunities to reduce car travel and promote sustainable modes and to be socially inclusive (SP TPI and SP GDS5).
- To meet appropriate car parking needs (SP TP7, LP TPI2, Appendix D of Local Plan and specific guidance to be provided)
- To conserve Shetland's built heritage resources (SP BE1, SP BE2 and SIC Advice Note 2: Listed Buildings and Conservation Area)
- To minimise waste (SEDA (2005) Design Guides for Scotland No 1: Design and Detailing for Deconstruction)

4.3 Information which will be required with a Planning Application

The application for the development should be supported by a:

- detailed design statement the design should evolve from an evaluation of the site and its context, site appraisal, assessment of local character and identity, visioning/rationale, determination of design principles prior to detailed design, all of which should be clearly (but briefly) demonstrated within the Design Statement;
- a movement framework (not a road design and layout, but a framework identifying the connectivity of the development with its wider environment including sustainable modes of transport, walking and cycling and public transport);
- an energy statement demonstrating how the developer intends to meet the requirements for carbon emission reduction;
- a waste management statement which should set out how all wastes will be minimised and managed in accordance with best practice and Government policies; and
- a deconstruction statement clearly setting out how the design has considered the end life of the school and how materials would be handled and re-used etc.

^[7] The Scottish Office (2001) Designing Places: A Policy Statement on Design. Scottish Office

5.0 MANAGEMENT OF CONSTRUCTION WORKS

5.1 Minimising Disruption

The Council expects that curriculum continuity and minimising disruption to Project Schools will depend on the effective management of the overall programme of construction.

5.2 Programming

While the detailed sequence of the phased handover programme for the school facilities will be subject to mutual agreement between the Council and the Contractor, the Council shall expect each Phase handover to allow sufficient time for decant prior to the commencement of the new school term.

The Contractor shall provide at least 8 weeks prior to site possession a detailed programme for the design and execution of the Works to the School. The programme shall be in the form of a bar chart, or similar graphic presentation, giving details of the breakdown of the design and execution of the Works into distinct packages or elements. It shall set forth the sequence of all operations and the time limits within which the Contractor proposes each operation to be commenced and completed, sub-contract work packages with associated time scales, training, building commissioning and handover activities (including the programming and co-ordination of works by others relating to the Project). The programme shall be based on a period from the Commencement Date to the Completion Date for each Project School, and the subsequent commissioning requirements of the Council.

A detailed programme shall also be provided for each Phase breaking down the activities contained therein to their component parts. The Completion Dates for each Phase together with the critical paths shall be identified at both programme levels.

The Contractor shall continually monitor the programme against the actual progress on-site and shall prepare revised programmes to demonstrate how the progress of the Works is to be amended to achieve the Completion Date for each Phase. The programmes shall identify and incorporate the supply of equipment by the Council for installation by the Contractor and works by others employed by the Council in connection with the Works.

5.3 Meetings and Reports

The Contractor shall hold such monthly progress meetings as it considers necessary for the proper management and co-ordination of the Works. The Contractor shall invite the Council's Representatives to all such meetings and keep the Council informed of all aspects

of the Project.

The Contractor shall submit monthly reports to the Council's Representative in a form to be agreed, 3 days prior to monthly Progress Meetings. The Progress Reports shall include a comprehensive statement of the Contractor's true perception of the quality and progress of the works to date. Appropriate representatives shall be present at these meetings to explain and simplify any aspects of the quality and progress of the design and construction.

The Report shall contain as a minimum the following information:

- Details of the progress of construction elements and sections.
- The status of approvals.
- All Health and Safety issues.
- Progress made on items which the Council has deemed or suspects as non compliant or not of acceptable quality.
- A summary record of the issue and status of each design document.
- A comprehensive digital, DVD or CD, record of progress on site during the previous month.

5.4

Existing Buildings and Property

When working adjacent to existing buildings, the Contractor shall ensure that its activities do not affect the existing environmental conditions or take steps to ensure that these are maintained at all times.

Before commencement of construction or demolition which may affect properties adjacent to the sites of the Works a schedule of dilapidations (including fabric and building services) and a condition survey will be prepared by the Contractor and agreed with the Council or owners of adjacent properties.

This shall include a comprehensive digital photographic record on CD of the existing sites and a record set of prints with negatives allowed for.

The Contractor shall prepare and agree with the Council prior to commencement of the Works a schedule of conditions of adjacent buildings, roads, hard standings, paths, pavings and boundaries and other site features to remain in position during execution of the Works.

The Contractor will provide full maintenance for all existing public and private roads, paths and pavings for the duration of the Works, and include for keeping all surfaces clear of mud and debris and the maintenance of existing live services (drainage, water, gas, electricity, telephone, computer and other power services over the site).

The Contractor shall ascertain the location and routes of all services on or over or in the vicinity of the site. Such records as are held by the Council shall be made available to the Contractor.

It is anticipated that there may be services on the site which are not correctly identified on

existing records. The Contractor shall take all reasonable precautions to minimise the risk of damage to any such services. Where such services are encountered the Contractor shall immediately notify the Council.

The Contractor shall allow in their submissions all costs associated with alterations to any services made necessary by the Works whether specifically identified or not unless prohibited by law or inconsistent with Good Industry Practice.

Should the Contractor require to cross any services it is to provide all necessary temporary cross-over points to the satisfaction of the Competent Authorities and the Council and clear away on completion.

Any existing drainage systems and services to be retained are to be fully maintained during the progress of the Works and the Contractor shall take all necessary steps to prevent any interruption to such.

The Contractor shall adequately protect, uphold, maintain and prevent damage to all services. If any damage to existing services results from the execution of the Works, the Contractor shall immediately:

- Notify the service utility and the Council's Representative.
- Make arrangements for the work to be made good without delay to the satisfaction of the Competent authorities and the Council's Representative.

The Council's Representative may make such other arrangements as he deems necessary to repair rapidly any essential services damaged during the execution of the Works and charge the Contractor.

The Contractor shall provide adequate notice to the Council of proposed works by way of a method statement to be submitted with his programme. The Contractor shall notify the Council's Representative when new services are to be connected to the existing supplies and shall allow the Council's Representative to be present for such operations. A minimum of 7 working days notification is required for any such works.

5.5

Site Signage

The Contractor shall provide adequate route signs to be erected in positions to display the accepted route by persons or vehicles requiring access to and about the site. These shall be reviewed on a daily basis and amendments made to reflect individual site activities.

5.6

Use of the Site

The area of the site designated as a construction site shall not be used during the Construction Phase for any purposes other than carrying out the Works.

The Contractor shall provide a name and logo board for the duration of the Construction

Period subject to the prior agreement of the Council as to the design and position, but of sufficient size to display the Project name and description, External Funding Bodies; the Council's and the Contractor's names and to enable the erection of Professional nameboards for all the consultants involved. The Contractor shall allow for fixing these professional nameboards and for removing on completion of the Works and returning to the respective consultants.

The Contractor shall ascertain the required access routes for the Fire Service and those routes that are to be kept open and maintained throughout the Contract Period including nights and weekends. Work affecting existing fire hydrants and associated mains is to be kept to a minimum, notified in advance to the Council and the Fire Service.

5.7

Work Beyond the Boundary of the Site

Where work is required to be executed beyond the boundary of the site or in the public highway, the Contractor shall be responsible for all watching and lighting, traffic signalling, temporary barricades, walking platforms and warning notices etc. to ensure the safety of all persons and removing the same on completion, giving all notices to the Competent Authorities, paying their fees and charges and carrying out the work to their satisfaction.

5.8

Working Hours (*amended June 2009*)

Working hours will be restricted to 0800 to 2000 Monday to Friday; 0800 to 1800 on a Saturday and 0900 to 1800 on a Sun day.. No work shall be executed outside these times without the written approval of the Council's Representative and planning restrictions may also apply. Where the Contractor intends to work outside of the normal working hours a minimum of 2 working days notice is required for consideration by the Council. Liaison with the schools will be required in conjunction with timetables.

The following applies to Council occupied sites during the initial construction phase and at the school during any subsequent period of the Contract when construction works either of maintenance or a life cycle nature require to take place.

· Deliveries to site shall be restricted to hours outwith the following parameters.

0830 to 0930

1250 to 1350

1505 to 1555

Information on current school hours has been provided.

5.9

Trees, Hedges, Shrubs and Lawns

The Contractor shall adequately protect and preserve all trees, hedges, shrubs and lawns on the site, except those which are to be removed and shall replace or treat any species or areas damaged or removed not in accordance with the Council's Requirements. Surplus spoil, materials etc must not be stored within the branch spread of retained trees, neither shall the topsoil be disturbed or excavated.

5.10

Traffic Arrangements

Temporary and permanent access to and from the site, internal highway arrangements and movement and parking of traffic within the site boundary shall be agreed with the relevant Competent Authorities prior to commencing work on site. The Contractor shall provide all temporary roads, footpaths and walkways as deemed necessary during the construction/demolition period and maintain such temporary parking as necessary at all times.

5.11

Temporary Buildings for the Use of the Council and its Professional Advisers

The Contractor shall provide and maintain offices to comply with requirements of the relevant Health and Safety regulations for the Council's Representatives, having a floor area of not less than 10m² each, well constructed and decorated, adequately lit, insulated, ventilated, heated and weatherproof, and with separate sanitary accommodation all to the satisfaction of the Council. Each office shall contain a table and four chairs, a lockable filing cabinet and a plan chest suitable for storing A0 size drawings. There should also be a dedicated telephone line, internet connection and access to a fax machine.

The Contractor shall allow for all costs including the payment of rates or other charges which may be levied in connection with temporary buildings, and regular cleaning. The telephone shall be made available for the use of persons acting on behalf of the Council.

5.12

Protective clothing

The Contractor shall provide and maintain protective clothing and headwear as required by the Health and Safety Executive for the sole use of persons acting on behalf of the Council.

5.13 Health and Safety

The Contractor shall be responsible for complying with all statutory and site specific Health and Safety Requirements. The Contractors Health and Safety Plan should be made available for the inspection by the Council.

The Contractor shall provide and remove on completion such screens, dust sheets, etc. as it considers necessary to minimise the nuisance caused by the creation and distribution of dust.

Bonfires on the site will not be permitted.

Precautions shall be taken to avoid infestation of the Works by rats, mice and other vermin. When drains are being laid, precautions shall be taken to avoid the entry of rodents, including providing temporary stoppers to pipe ends and setting manhole covers in position as the work proceeds. Pipes and cables passing through the foundation walls shall be properly built in.

5.14

Fire Precautions

The Contractor shall take all reasonable precautions to prevent the outbreak and spread of fire and shall provide and maintain suitable and adequate fire fighting equipment at points adjacent to the Works and unfixed materials and shall observe strict fire prevention measures throughout the Works. Potential hazards shall be discussed and fire precautions shall be agreed with an appropriate fire officer from the Fire Service prior to commencement of work.

The Contractor shall allow facilities for any visits the Fire Officer may make, to inspect the site and buildings in order to ensure that fire precautions are adequate. The Contractor shall comply with any reasonable request made by the Fire Officer in this connection. The Contractor shall be responsible for calling the fire brigade in case of fire on the construction site. No smoking shall be allowed in schools buildings or other operational areas.

The Contractor must, in liaison with the Council, produce a new Fire Evacuation Plan for the users of any facility still operational on site during the Contractors construction period. The Contractor shall be responsible for ensuring compliance with all relevant regulations and codes at all times.

5.15

Asbestos

No materials or products containing asbestos shall be used in the Works.

The Contractor will be responsible for visiting the sites to satisfy themselves as to the means of access, nature, content, condition and extent of any asbestos based materials and to any rubble, surface or buried.

The Contractor shall make due allowance for complying with all of the regulations relating to asbestos removal in respect of any asbestos encountered during the progress of the Works and any effect that this may have on his contract programme.

The Contractor shall carry out all necessary removal or remedial works and shall allow in its pricing for undertaking the Works in accordance with its specification and all current legislation and associated practical guidance, leaving the buildings and surrounding areas safe.

5.16

Demolitions

No demolition shall proceed prior to the Contractor evidencing that all decanting of pupils, staff, furniture, equipment and books, records etc have been carried out from the existing facilities to the new built facilities.

Any surplus and non-required furniture or equipment as left by the Council within the existing facilities after decanting shall be deemed to form part of the demolitions and will be disposed of by the Contractor as part of the demolitions.

No demolition shall proceed prior to the Contractor evidencing that all asbestos has been satisfactorily identified and safely removed.

No demolition shall proceed prior to the Contractor submitting and having approved by the Council a "Demolition Management Plan" highlighting the issues, programme, risks and hazards to be dealt with during the demolition phase. This Plan will be submitted for approval no later than three months prior to commencement of demolition works. The Council shall approve, including any agreed alterations, no later than one month after submittal of this Demolition Management Plan.

Where the Contractors programme evidences the need for partial or limited demolition (huts, outbuildings, fencing etc.) prior to the existing facilities being decanted the Contractor will seek Council approval to carry out these demolition works as these facilities may not be immediately available within the programmed and defined site area.

5.17

Vehicle Parking

Car parking will be restricted to the Contractor's site area.

The Contractor shall ensure that all its car parking areas and main access routes are surfaced with stone of a suitable depth and maintained to provide a clean surface.

The Contractor's attention is also drawn to the restricted access in and around some of the existing sites for delivery vehicles, the Contractor should make prior arrangements with the Council's Representative when any large vehicles are making deliveries to the sites in order that they gain the necessary access to the storage areas.

5.18 Road Cleaning

The Contractor shall adequately maintain approaches to the site and keep such free from mud and debris. All vehicles MUST be cleaned, with any mud or loose debris removed, prior to the vehicle leaving the site. The Contractor shall provide facilities for washing down site vehicles before leaving the site, to avoid contamination of the surrounding roads. Any contamination of surrounding roads by site traffic shall be removed immediately.

5.19

Security of the Site

The Contractor shall post all such notices as are required by regulations to warn persons of the works in progress and to indicate areas where entry is prohibited. Adequate temporary fencing and hoardings shall be erected and maintained as necessary to prevent unauthorised persons from gaining access to the Works.

Personal security is a priority, particularly in the vicinity of the site. The Contractor shall be deemed to have included all costs associated with the maintenance of the permanent lighting installations in and around the site, including all temporary power supply requirements particularly during periods of interruption to the mains power supply.

The Contractor shall take every precaution to ensure the safety of pupils, staff and public. The Contractor shall ensure that tools and plant are not left unattended and are checked and locked up at night and at meal times if the site is vacated. Access to scaffolds, etc, by means of ladders, shall be denied to unauthorised persons.

After their delivery in good condition the Contractor shall be responsible for the storage and safety of all articles and equipment provided by the Council and shall, at its own expense, make arrangements for their disposal.



REPORT

To: Services Committee

18 June 2009

From: Executive Director of Education and Social Care

Childcare Strategy

1 Introduction

- 1.1 This reports asks Members to approve a Childcare Strategy.

2 Links to Corporate Priorities

- 2.1 This Report supports the Council's statement of intent expressed in the Corporate Plan to, "...improve the sustainability of childcare and pre-school provision" and for Economic Development to, "...enable individuals to achieve their full potential".
- 2.2 This work also directly links to the Education Blueprint proposals for early years education.

3 Background

- 3.1 In October 2008, Services Committee agreed to the development of a local Childcare Strategy, through a working group consisting of representatives from Shetland Childcare Partnership, the Economic Development Department and the Education and Social Care Department (minute reference 78/08).
- 3.2 In February 2009, Services Committee approved the emerging themes and principles, for consultation with interested parties (minute reference 08/09).
- 3.3 The work has been developed by considering the key issues which the Council asked the Working Group to address, namely:
- What is the role of the Council in delivering Childcare Services, as an employer and a service provider?
 - Who should pay for childcare services and what is an appropriate balance of cost between the state and individual families?
 - Where should the strategic direction for service provision lie within the Council?

- What is the right balance of public sector, private sector and voluntary sector provision? How can the Council deliver on its statutory remit to extend pre-school sessions without adversely affecting private and voluntary sector provision?
 - How much funding will the Council be willing to pay to develop childcare services (when other budgets are under pressure and it is not a statutory requirement).
- 3.4 Since February 2009, consultation has taken place with a range of stakeholders. Feedback from the consultation has been broadly supportive of the themes and principles put forward. Some concerns were expressed that any additional funding for childcare services by the Council should not come from closing small schools or reducing the number of teachers. There was a lot of support for the Council's Economic Development role in supporting social and private enterprises to develop childcare services.

4 Proposal

- 4.1 The Draft Childcare Strategy at Appendix 1 to this Report includes the Emerging Themes and Principles, and Members are asked to approve this new policy.
- 4.2 Subject to approval, the next stage of this work will be to develop an Action Plan to address the key changes required, in the following areas:
- Exploring new ways of delivering services, within existing resources
 - Ensuring that the principles of the Commissioning Strategy are applied to arrangements with partner organisations
 - Ensure the flexible application of budgets, to meet changing needs (eg transport provision)
 - For Economic Development to enhance the policy position for supporting childcare and specifically to develop a new grant aid scheme to provide "top up" grants to ensure services can be maintained and developed.
 - Review the charging arrangements for community facilities.

5 Financial Implications

- 5.1 There are no direct financial implications arising from this report and any costs relating to proposals to extend/amend childcare provision will be met from within existing Council revenue resources.
- 5.2 The cost of any proposal to extend childcare provision will be met in a number of ways. The new grant aid schemes, supported by the Economic Development Department, would be met from within existing resources, by re-allocating the use of existing budgets. The statutory requirement to extend pre-school education will need to be met by savings within the Schools Service in future years. Any proposal to make available additional provision for the workplace would need to be cost neutral, with parents/carers of young children meeting the full cost of provision. Any capital costs will need to be prioritised in line with the capital programme prioritisation system.

6 Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget. Childcare Services fall within the remit of Services Committee. This Report involves the approval of a new policy so will require to be endorsed by the full Council.

7 Recommendations

- 7.1 I recommend that Services Committee recommend to the Council the approval of the new Childcare Strategy, as set out in Appendix 1.

Ref: HAS/sa

Report no: ESCD-86-F

Childcare Strategy

Purpose

To develop a long term strategy for childcare, to support the Council's commitment in the Corporate Plan to, "...improve the sustainability of childcare and pre-school provision".

Single Outcome Agreement

The Scottish Government's five national strategic objectives are:

Wealthier and Fairer – enable businesses and people to increase their wealth and more people to share fairly in that wealth.

Smarter – expand opportunities for Scots to succeed from nurture through to life long learning ensuring higher and more widely shared achievements.

Healthier – help people to sustain and improve their health, especially in disadvantaged communities, ensuring better, local and faster access to health care.

Safer and Stronger – help local communities to flourish, becoming stronger, safer places to live, offering improved opportunities and a better quality of life.

Greener – improve Scotland's natural and built environment and the sustainable use and enjoyment of it.

Locally based, sustainable models of childcare, can contribute to each of those five strategic objectives.

In Shetland's Single Outcome Agreement, there is a commitment, under the "Smarter" objective to, "maintain and enhance the availability and range of childcare and pre-school provision".

Strategic Drivers

The Scottish Government's Early Years Framework will challenge local authorities to put in place coherent services for young children, focused on the needs of the child.

The Blueprint for Education is seeking to develop a sustainable model of education, balancing quality of service with affordability.

The Government policy drive is towards sustainable economic growth and the Council's Economic Strategy relies on affordable childcare to enable people to work.

Strategic Framework

The Scottish Government's recently published Early Years Framework, sets out the framework to support childcare services. The priorities for Shetland are:

- Services need to be planned and delivered in an accessible, flexible and affordable way, which leads to improved outcomes for all
- Workforce development (including the rationalising and prioritisation of Continuing Professional Development)
- Supporting the elimination of barriers to accessing childcare
- Supporting models of joint delivery of services (by statutory, private and third sector providers)
- Supporting positive parenting
- Developing a culture of family and community learning
- Ensuring universal services have the skills and confidence to identify needs and arrange interventions
- Shifting the perception of childcare as only supporting the labour market, to being one where recognition is given the childcare offers high quality learning experiences
- Supporting the development of relationships to integrate childcare and pre-school education
- Providing access to advice and information
- Ensuring that the services are part of the implementation of Curriculum for Excellence and Getting it Right for Every Child, at a local level.

Context

Services have evolved over the years, to meet different demands in different locations. It certainly is not the case that a "one size fits all" approach is suitable for this sector. There is not equality of provision for Breakfast Club and Out of School services across Shetland. For early years, there are also a variety of models, with some direct provision and some services brought in from voluntary groups. There is a range of service delivery models in place. There is, therefore, a need to develop a longer term strategic approach, to avoid responding to one-off issues as they arise.

Themes and Principles

General

A focus on sustaining and growing, where necessary, the number of places, to meet identified need.

That provision should be child-focused, regardless of the method of delivery.

That provision should be built around centres of population, and centres of employment.

That all service providers be valued equally, regardless of type of provision (statutory, voluntary or private sector).

That this work will be done in partnership, with all interested parties.

What is the role of the Council in delivering Childcare Services, as an employer and a service provider?

The Council will support the private or voluntary sector to sustain and/or increase the number of childcare places, by guaranteeing a set number of places for its staff each year or by providing a workplace-based service.

The Council will develop a "top up" grant to ensure the viability of childminders.

Where appropriate, the Council will make Council owned premises (predominantly schools) available to support out of school clubs and wrap around childcare at no/minimum cost.

Voluntary and private sector partners will be encouraged to provide out of school and wrap around childcare services, within Council owned premises (so not necessarily provided by Council staff).

Where community facilities are suitable for use as Childcare settings, the Council will support the use of those facilities for that purpose.

The Council will provide support for workforce development.

The Council will look to increase, year on year, the amount of grant payable for commissioned places by an amount greater than the rate of inflation, in order to narrow the gap between direct costs and income.

Who should pay for childcare services and what is an appropriate balance of cost between the state and individual families?

There is a need to narrow the gap between the cost of childcare and the charges levied by all providers.

All providers should charge for services, and a minimum level should be set.

There should be a presumption against the Council providing more childcare services, beyond what it will be required to do to extend the pre-school sessions.

There should be a presumption towards facilitating the private and voluntary sector to sustain and/or expand childcare provision.

The Council should make available, to any provider, available space within existing premises free of charge or at minimal cost.

The Council will support new business start ups from existing economic development grants.

The Council will create a new "top up" grant scheme for Childminders from the existing Economic Development budget allocation for grant aid. The top up grant scheme will have certain conditions attached, including the requirement to take up tax credits or voucher scheme to maximise the income available from the Government

Where should the strategic direction for service provision lie within the Council?

Within the Education and Social Care Department, to provide a child centred, coherent approach to service delivery and development, supported by the Economic Development Unit which will support new business opportunities in the field of childcare.

What is the right balance of public sector, private sector and voluntary sector provision? How can the Council deliver on its statutory remit to extend pre-school sessions without adversely affecting private and voluntary sector provision?

The Council will need to extend the current service for pre-school education, in line with Government Strategy. Arrangements with partner providers will continue and be extended where appropriate to do so. Equally, direct service provision will be extended.

For new childcare services, there will be a presumption against the Council extending direct service provision and a presumption towards expansion being provided by the voluntary or private sector.

How much funding will the Council be willing to pay to develop childcare services (when other budgets are under pressure and it is not a statutory requirement).

On revenue, business start up grants from existing budgets.

Also on revenue, a new top up grant scheme for childminders (paid for from existing Economic Development Grant Aid budget allocation).

There is a requirement within the Concordat to extend the pre-school education sessions, which will need to be found from savings from within the Schools Service.

For additional guaranteed childcare places and/or a workplace service, it is envisaged this to be cost neutral to the Council as parents/carers will be required to meet the cost of additional provision.

For capital investments, each project will be considered on its merit and built into the capital programme bidding process.

The Council will provide advice and support to assist childcare providers to access external funding for capital assets.

Development of Action Plan

The following key actions will ensure that the principles of the Childcare Strategy can be delivered:

- Exploring new ways of delivering services, within existing resources

- Ensuring that the principles of the Commissioning Strategy are applied to arrangements with partner organisations
- Ensure the flexible application of budgets, to meet changing needs (eg transport provision)
- For Economic Development to enhance the policy position for supporting childcare and specifically to develop a new grant aid scheme to provide “top up” grants to ensure services can be maintained and developed.
- Review the charging arrangements for community facilities.

June 2009



REPORT

**To: Employees JCC
Services Committee
Shetland Islands Council**

**9 June 2009
18 June 2009
1 July 2009**

From: Head of Community Care

**Report No: SC-10-09F
Developing a Flexible, Responsive Workforce in an Ageing Population**

1. Introduction

- 1.1 This report seeks approval for an extension of delegated authority to the Community Care Service to allow faster recruitment of frontline staff to meet the needs of an ageing population in a way that is flexible and responsive to changing needs.

2. Links to corporate Priorities

- 2.1 This report contributes to the corporate objectives of:
- seeking a sustainable society by delivering a modern affordable Community Care service across Shetland;
 - delivering a range of quality care services based, where possible, in local communities and
 - reducing the number of people on the Occupational Therapy waiting list.

3. Background

- 3.1 Decisions taken by the Council over the last six years have given delegated authority to the Head of Community Care for the creation of social care worker posts within overall Community Care budget allocations.

This means that the staff teams across Shetland can be adjusted to meet changing levels of need to create a more flexible, responsive workforce.

The Council's decisions in this regard are summarised below.

3.2 Care at Home and
Care Teams in Other Community Care Settings

3.2.1 Report SC12-03 "*Care Services at Home*"
Services Committee 16 October 2003, SIC 29 October 2003

Council approved the Care Services at Home Redesign in principle deferring any decision on additional management and admin support roles and posts.

The redesign included, within approved budget allocations, that:-

"The service would establish teams of social care workers some employed on guaranteed hours with capacity for annual leave and sickness cover reducing the dependence on relief staff to a minimum as far as possible."

"Team structures would vary by locality."
Min. Refs. SC82/03 SIC139/03

3.2.2 Report SC16-03 "*Care Services at Home*"
Services Committee 4 December 2003, SIC 17 December 2003

An additional 6 FTE Senior Social Care Worker posts reporting to Care at Home Managers or Unit Managers were approved.

Min. Refs. SC86/03 SIC160/03

3.2.3 Report SW01-06 "*Career Grades for Staff in the Social Work Service*"
Services Committee 16 March 2006, SIC 29 March 2006

Career grades for Social Care Workers from trainee to Senior Social Care Worker were approved. The scheme includes the ability to appoint to any post at any point on the career grade and to target recruitment at a particular level depending on the needs of the staff team at that time. The overall staff complement would not change as a result of the career grade.
Min Refs SC17/06 SIC34/06

3.2.4 Report SW02-06 "*Guaranteed Hours for Social Care Workers*"
Services Committee 16 March 2006, SIC 29 March 2006

Council approved delegated authority to the Social Care Service to change the work patterns and number of hours guaranteed for care workers in all care settings. The changes would be made within the existing total of full time equivalent posts and associated employee costs in each area. This report makes reference to the approval of delegated authority

for the creation of posts with guaranteed hours within the overall budget allocation for Care at Home Services (Min Refs SC82/03, SIC139/03 and 160/03) all within the overall care staff budget allocations in each locality.
Min. Refs. SC16/06 SIC34/06

3.2.5 Summary

The effect of these decisions is that the Community Care Service has delegated authority from the Council to:-

- create care staff teams in localities;
- create any number of posts at any point on the Social Care Worker career grade, provided that the cost remains within approved budget allocations;
- delete posts no longer required; and
- amend posts, adjusting hours to give more flexibility within the service.

Min. Refs. are SC82/03; SIC139/03; SIC160/03 and SIC34/06

3.3 Transfer of Domestic Care at Home Services to Locality Management and Admin Support Arrangements

3.3.1 Report ESCD-11 "*Care at Home (Domestic) Update*" Services Committee 30 August 2007, SIC 12 September 2007

Council approved the recommendations to "agree the additional resources and budgets required for the services to be managed from the care centres." Min Refs SC45/07 SIC107/07.

- 3.4 The delegated authority that supports the locality management model, career grades, contracted hours and the ability to adjust the hours and create new posts all within budget has contributed towards the service's target of supporting more people at home. Currently almost 42% of all those requiring long term care are supported at home compared with the national target of 30%.
- 3.5 In September 2006 Council agreed that authority to move funding between service areas within Community Care should be delegated to the Head of Community Care (Min Ref SIC155/06). This, together with the flexibility to create teams of social care workers as described above has supported new service developments to meet changing levels of need. For example the new Intensive Support Service was established in January 2009 (see Appendix 1).
- 3.6 The Community Care Service does not have the same level of flexibility for other staff teams working at the frontline e.g. the social workers in the community care fieldwork team and the community OT service. Demands on these service areas are rising and recruitment to these teams is not always successful. The waiting list for an OT

assessment stands at 153 and there are 2 cases waiting for allocation to a social worker.

- 3.7 Staffing budgets for Community Care in 2008/09 show large underspends reflecting difficulties in recruitment. This has contributed to the levels of unmet need recorded across the Service, which is the subject of a separate report to Services Committee on 18 June 2009.
- 3.8 Posts advertised in recent months for social care workers for the new independent living development at Arheim and more recently Newcraigielea have been more successful. The latest recruitment drive for various posts within ILP, which have been advertised on the new recruitment portal have resulted in 80 applications for 7 posts. People new to care services were attracted by the flexibility in terms of the career grade and types of contract we could offer.
- 3.9 We are now working on the development of additional trainee posts in collaboration with Shetland College, using the existing levels of delegated authority for social care worker posts. Details are included below at Appendix 2.

4. Proposals

- 4.1 It is proposed that the same levels of delegated authority that are currently in place for the recruitment of teams of social care workers in the Community Care Service is approved for all frontline staff teams across the Service, for example the community care fieldwork team and community OT service.
- 4.2 Any changes to the frontline workforce would be contained within approved Community Care Service budget allocations.
- 4.3 Specifically, within budget, the Head of Community Care would have delegated authority to:-
 - create, delete and amend posts;
 - recruit to frontline teams at any point on agreed career grades; and
 - establish career grades for all frontline staff in consultation with union representatives and the Human Resources Manager.

5. Financial Implications

- 5.1 There are no financial implications arising from this report. The proposals are with regard to changes to staffing levels within approved budget allocations.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.
- 6.2 This report seeks approval for delegated authority to the Head of Community Care regarding changes to the staff complement in front line services therefore a decision of the Council is required.

7. Conclusions

- 7.1 The Council has approved a number of measures that have supported the development of teams of social care workers across Shetland.
- 7.2 These have allowed managers to adjust staff numbers to meet needs and develop new service strands such as the Intensive Support Service.
- 7.3 It is proposed that the same flexibility is applied to all frontline staff teams in the Community Care Service, for example, community care fieldwork and OT.

8. Recommendations

- 8.1 I recommend that Services Committee recommends that the Council:
 - 8.1.1 approve the proposals set out in section 4 above; and
 - 8.1.2 note that the proposals are for changes that would be implemented within approved budget allocations.

Date: 1 June 2009
Ref: CF'AN'SC-10-09

Report No: SC-10-09F

USEFUL ADDRESSES & TELEPHONE NUMBERS

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Service Manager

Adult Services

Community Care Service
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Lerwick
Shetland ZE1 0AN
Tel: (01595) 744310
Fax: (01595) 744321

Chief

Social Work Officer Education and Social Care Department

92 St Olaf Street
Lerwick
Shetland ZE1 0ES
Tel: (01595) 744400
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Local Care

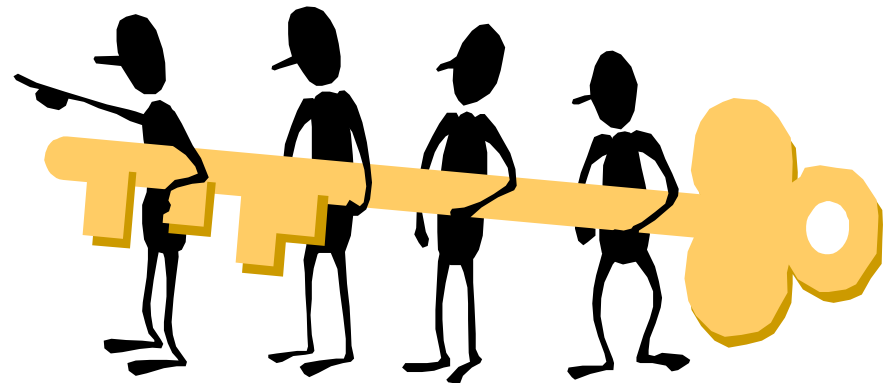
Commission Office

Charlotte House
Lerwick
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ZE1 0HF
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Intensive Support Service



Community Care
Education and Social Care Department
Shetland Islands Council



Introduction

The Intensive Support Service creatively supports existing services to work with adults who present challenges on account of their complex needs.

What are Complex Needs?

Anyone can have complex needs at some point in their life, for other people they are lifelong.

Complex needs may result from the individual's behaviour, family circumstances, particular illness and/or disability.

The term 'complex needs' could, for example, be applied to:

- People with several co-existing disabilities
- People who have sustained a head injury
- People who require palliative care
- People whose behaviour puts them at risk of self-harm or harm to others
- People with care or support needs who have difficult home circumstances
- People with an assessed need for care or support who are extremely reluctant to accept services

This is not to suggest that all people falling into these categories will require the services of the Intensive Support Service. Most complex needs can be well met through other teams.

Service user consent (cont)

If the service user has been assessed as being in need of support and care, but is reluctant to accept it and capacity is not an issue, the team will do its best to engage with the service user and find a mutually agreeable way forward. If the team's input is still rejected the referrer will be informed.

Service Charge

There is no charge for this service.

In the first instance the Senior Social Care Worker –

Compliments and Complaints

Intensive Support Service or his/her line manager (Service Manager – Adult Services) should be approached. If this is not feasible or if a satisfactory response is not forthcoming, contact can be made with either the Chief Social Work Officer for Shetland Islands Council or the Care Commission.

How will the Intensive Support Service work?

11. A handover meeting will be arranged between all parties towards the end of the Intensive Support Service's involvement and a report from the team will be prepared.
12. Feedback questionnaires will be provided to the referrer and the service user.

In the case of an urgent referral some of these steps will take place simultaneously in order to speed up the response time. This may mean that the care plan will be subject to change once the full picture is known.

The Role of the Keyworker

The primary role of the keyworker, from the Intensive Support Service, is to facilitate communication between the service user and the team and/or other professionals e.g. social workers and occupational therapists. S/he will normally prepare the report for the handover meeting. Depending on the length of time the team is involved, s/he may take on other functions, such as amending the care plan or taking on the Care Coordinator role.

Service user consent

As with any Community Care service, the team can only work with the service user's consent. If the service user is not thought to have the capacity to give consent, reference will be made to the Adults with Incapacity (Scotland) Act 2000.

Who makes up the Intensive Support Service?

The service includes one full-time Senior Social Care Worker and a variety of full-time and part-time Social Care Workers. The service is registered and inspected by the Care Commission as part of Support at Home (Shetland).

Service Objectives

1. To provide flexible, responsive but time limited interventions to support people with complex needs and their carers.
2. To establish robust new care packages with a focus on rehabilitation and with a view to handing them over to the appropriate team at an agreed time.
3. To assist with the transition of new service users with complex needs from one setting to another.
4. With the service user's consent, to enhance existing information about the individual's complex needs and pass this on to other key people, either through co-working and/or development of the care plan.
5. To provide family carers and/or paid carers with a short break from their responsibilities.
6. To use an assertive outreach model to find a mutually acceptable way of working with individuals in need of care and support who find it hard to accept or trust services.

On occasion the Intensive Support Service will not work directly with the person with complex needs, instead they will cover some of the work of the local team in order to free them up to develop the care package themselves.

Where is the Service based?

The service has an office in Lerwick, but its members can be allocated to work throughout Shetland.

Who can make referrals to the Intensive Support Service?

As the service exists to provide extra support to local care teams, e.g. Care at Home, referrals can only be made by the managers or seniors of those teams once consent has been gained from the service user. A referral can be made by email to the Senior Social Care Worker – Intensive Support Service.

Speed of Response

The Intensive Support Service will not be sitting around waiting for referrals to come in; it is likely that they will be fully committed to existing work. However, every attempt will be made to prioritise, in order to respond to urgent situations.

This may mean the Intensive Support Service working alongside and supplementing the referrer's team rather than being in a position to take over the whole care package.

How will the Intensive Support Service work?

Each individual referred to the team will be unique, and the needs of the referrer will vary, but the following steps will apply in most cases:

1. On receipt of the referral the Senior Social Care Worker (SSCW) will contact the referrer to discuss what support is required.
2. A member of the Intensive Support Service will gather all available information, or update the Single Shared Assessment.
3. A member of the Intensive Support Service will meet the service user to discuss how best the service can work with them.
4. A care plan will be prepared (or an existing care plan enhanced or up-dated) with a focus on clear goals or outcomes.
5. A risk assessment(s) will be prepared (or existing risk assessments enhanced or up-dated).
6. Length of involvement will be negotiated with both service user and referrer and the arrangements for handover at the end of this period will be agreed and incorporated into the care plan.
7. A keyworker will be appointed from within the Intensive Support Service.
8. The SSCW will organise the Social Care Workers so the care plan can be delivered.
9. Care and support will be provided for the agreed period.
10. Additional information, e.g. from medical specialists, will continue to be gathered throughout the team's involvement in order to better meet the service user's needs.

Draft proposals for Social Care Worker traineeships in Community Care Resources.

April 09

This would be a one year traineeship programme. Applicants would apply for advertised places and if successful in their application they would be taken on as an employee in one of our residential units/teams. They would be taken on with the same trainee contract as anyone else, the probationary period will be emphasised to safeguard the employer in the case of the trainee not demonstrating the required level of competence within the given time. Over the year the trainee will have to complete each section of the programme and demonstrate competence in all areas.

If the trainee completes the year and achieves all goals and targets set, they would then continue as an employee in that unit/team and have access to the career grade system in place for all other Social Care Workers.

During the year placement the trainee would have placements with other branches of care in the local authority and partner agencies. This will help the trainee understand what other areas do and how services fit together. Placements would be negotiated and organised prior to the trainee starting so they would know at the outset where they are going and when.

Annual leave will be set to fit in with the programme to ensure trainees are not disadvantaged through missing part of their training. However in exceptional circumstances some flexibility maybe exercised at the discretion of the line manager.

Get on the Career ladder in Social Care with a traineeship.

Starting salary £20k

The SIC is offering a great new opportunity, 1 year traineeships in Social Care with a guarantee of full time employment at the end of the year if targets are successfully met.

This exciting opportunity consists of a structured programme, interspersed with college blocks and taster placements in other areas of social care and health. This will give trainees a real insight into the range of work going on in this challenging and dynamic area of service provision.

Social care offers career pathways that can lead through to senior management positions. If you are interested in the potential opportunities on offer, this is an ideal way to start.

These traineeships are ideal for anyone from school leavers and graduates to anyone who is interested in a career change. You will be mentored through an exciting and interesting year of induction with the bonus of a good salary and excellent career options in the future.

In your application you should identify specifically the units you wish to be considered for from those noted below. If successful in your application and you are offered a place that unit/team would be your employing unit.

The programme will start on the 24th August 2009.

Don't miss this chance, apply now!

Trainee Programme
Draft 2

Start date, 24th August 09

- 24th Aug - 31st Aug - 1 week college. Overview, introduction and statutory training (M&A, food hygiene, basic H&S)
- 31st Aug - 28th Sept - 4 week placement (employing unit)
- 28th Sept - 12th Oct - 2 weeks college.
- 12th Oct - 19th Oct - 1 week leave.
- 19th Oct - 21st Dec - 9 week placement (employing unit)
- 21st Dec - 5th Jan - 2 weeks leave.
- 5th Jan - 11th Jan - 1 week college.
- 11th Jan - 5th April - 12 week placements (other services)
- 5th Apr - 12th Apr - 1 week leave
- 12th Apr - 26th Apr - 2 weeks college
- 26th Apr - 19th Jul - 12 week placement (employing unit/other services)
- 19th Jul - 2nd Aug - 2 weeks leave
- 2nd Aug - 23rd Aug - 3 week placement (employing unit) and final review
- 23rd Aug - 30th Aug - 1 week college. Course end.



REPORT

To: Services Committee

18 June 2009

From: Head of Schools

BLUEPRINT FOR EDUCATION IN SHETLAND - UPDATE, JUNE 2009

1. Introduction

- 1.1 The purpose of this report is to provide Members with an update on the development of action plans within the approved areas for the Blueprint for Education.

2. Link to Council Priorities

- 2.1 In July 2007, the Services Committee agreed a 4-year plan, as the service element of the Council's Corporate Plan. In relation to the Schools Service, the plan states:-

"Shetland schools population projections anticipate a substantial reduction in pupils within a relatively short time frame. The challenge for the authority is, therefore, to develop a modern "blueprint" for the shape of the Service across Shetland for 10 years time. This model will consider the educational and financial viability levels for schools, their host communities as well as important associated issues such as transport requirements. It will consider links with pre-school services and life long, vocational, further and higher education and training. It will consider the development of centres of excellence, focused on particular sectors of the economy across Shetland building on existing high quality facilities. It is anticipated that significant capital investment will be required to bring some schools and facilities up to a modern standard".

- 2.2 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.3 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 Action plan areas and a timetable were approved at Services Committee on 12 March 2009 (Min Ref: SC22/09).
- 3.2 The areas to be considered, from April to July 2009, are as follows:
- Pre-School / Primary Strategy
 - Residential Accommodation - Learning

4. Current Position and Proposals

- 4.1 Matthew Moss, Principal Teacher of Curriculum from Whalsay School has been appointed as the Temporary Quality Improvement Manager for 23 months. He will take up the post on 17 August 2009.
- 4.2 Residential Accommodation for Learners. This group will meet on 15 June and will report to a future Services Committee on its findings.
- 4.3 Pre-School / Primary Strategy Group. This group has met twice and is due to meet again on 9 June 2009.
- 4.4 Five areas of work are being investigated through sub-groups of the Pre-School / Primary Strategy Group.
- 4.4.1 Free School Meals – Costs for the implementation of free school meals for P1-P3 from August 2010 have been investigated. The identification of savings to meet these costs will have to come from existing resources.
- 4.4.2 Admissions Policy – An admissions policy is being developed which will propose:
- An Enrolment Week for entry into P1
 - A timeframe for placing requests to be made for incoming school years
 - A continuation of Registration Week for Pre-School
 - Clarity over Deferred Entry into P1
 - Transparency over how places are allocated in pre-school.
- 4.4.3 Early Years Sub-Group – Discussions are focussing on possibilities for career progression for Early Years Workers and on their working hours and working week. This is intended to take forward the issues around their Single Status settlement, whilst at the same time support the changing needs of the service.

- 4.4.4 *Class Size Reductions* – Almost all our primary schools and departments have composite classes. This means the maximum class size is 25 pupils. Shetland Islands Council is committed to continuing to progress towards a class size of 18 pupils in P1-P3. Currently only 39 out of 60 classes with pupils in P1-P3 are below 18 pupils. Head Teachers will be asked to give consideration to their P1-3 class size when arranging their class groups. The finalised strategy will indicate what further progress can be made in this area.
- 4.4.5 The Scottish Government Statistical Bulletin ‘Teachers in Scotland 2007’ lists pupil teacher ratios in primary schools in Shetland at 9.6 pupils to one teacher. The national average is 16 pupils to one teacher.
- 4.4.6 *Model for Pre-School* – A number of models are being costed for the future of pre-school, taking the 3 hour and 3¹/₄ hour session for each child into account. The figures are not yet finalised. The models involve staffing for:
- Nursery classes which run 2 sessions
 - Nursery classes which run 1 session
 - remote isles.
- 4.4.7 Curriculum for Excellence sets out the early level which is for the pre-school years and P1 or later for some. There is an opportunity to consider an early years unit as an option for some of our schools. This would involve nursery pupils and primary 1 and primary 2 being taught together. This option would need to be explored further with staff and parents. This supports the consultation results on the location of pre-school and primary being as near each other as possible of which 81.9% of individual questionnaires agreed. Transition is kept to a minimum within this option and 83.2% of individual questionnaires supported this.
- 4.4.8 Even though the Schools Service will be looking for an ‘ideal’ model, consideration will also be given to the best use of the existing space available.

5. Financial information

- 5.1 There are financial implications arising from this report which will take effect from August 2010.
- 5.2 The costs for free school meals for Primary 1-3 pupils will be met from within existing Schools Service budgets. This will mean spending reductions in other Schools Service budget areas.
- 5.3 The costs for extending pre-school provision will be met from within existing Schools Service budgets. The total costs for this have yet to be finalised but will mean spending reductions in other School Service budget areas.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

7. Recommendation

I recommend that Services Committee:

- 7.1 agree that the five areas of work, as detailed at paragraph 4.4 continue;
- 7.2 and that preferred options with costs, where appropriate, come forward to Services Committee following communication with staff and Parent Councils.

June 2009

Our Ref: HB/sm

Report No: ED-16-F



Shetland Islands Council

REPORT

To: Services Committee

7 May 2009

From: Executive Director – Education and Social Care

Review of Capital Projects to be provided in Mid Yell

1 Introduction

- 1.1 This Report provides a review of three capital projects planned for Mid Yell: the new school; the care centre; and an engineering workshop for the Council's Maintenance Unit. The review stems from a decision of Services Committee, to attempt to identify savings to apply to enhance the size of the Mid Yell School project beyond the approved budget. The review has not identified any capital savings, so the proposals in this Report will be to approve the scheme for Mid Yell School, which meets the approved budget of £8.5m

2 Link to Council Priorities

- 2.1 The Council's corporate plan includes reference to the following specific capital projects:
- Improve our teaching facilities by completing the new Anderson High School and Mid Yell Junior High School; and
 - Complete feasibility studies or necessary capital works, including Viewforth and Isleshavn care centres.

3 Background

- 3.1 At Services Committee on 7 May 2009, Members considered a detailed Report on the proposed new School for Mid Yell. The report presented the work done by the project team to put forward a proposal that would meet the budget set by the Council. It also identified additional community aspirations, which are beyond the budget and beyond the requirements set by the Schools Service. The additional

aspirations amounted to further 70 m² of floor area, at an estimated cost of £250,000.

- 3.2 Following a discussion and a vote at Committee, it was agreed that officers had previously been tasked to bring the new school in within budget and that was the project, which should be accepted, unless additional funding could be found (to pay for the additional community aspirations). Due to the timing of the construction phase, it was necessary to report back on any potential savings to this cycle of meetings. Members wished to explore the idea of using existing buildings, to determine if that could save money.
- 3.3 Previous reports and studies have considered options for the new school. The predominant reason for choosing to build a new school was the disruption to pupils of refurbishing the existing building. However, the fabric of the building is sound and has been well maintained over the years. A separate report will be presented to the full Council meeting in July, which requests permission to proceed to construction of a new school (subject to consideration of the recommendations in this Report). The recommendation remains to build a new school, on a greenfield site.
- 3.4 The Feasibility Study for the new Care Centre, as a replacement for Isleshavn Care Centre is underway and nearing completion. The new facility will have up to 18 permanent or respite care beds and up to 8 extra care housing flats. Isleshavn is no longer fit for purpose as a care home, and no longer meets Care Commission standards. The Feasibility Study sets out three options to consider: -
- A new build on a Greenfield site;
 - A new build on the existing school site; and
 - A new build/refurbishment of the existing school

Whilst the option appraisal to identify the best way forward is not yet concluded, it already becomes clear that any preferred option would include the use of the site of the current school. Work is not yet finalised on the car parking, drop off points and road layout, but it is considered that an appropriate solution could be found to suit all the buildings on that site (leisure centre, school, care home and playing fields). The space available to establish a new care home is deemed to be sufficient and seem to meet all requirements on the project brief. From a service point of view, siting the new care home to the other community facilities is seen as beneficial for the residents and users of the care home. The cost differential in reusing an existing site, compared to building on a Greenfield site is an overall saving of about £HOW MUCH? (from avoiding the need to put services and access roads to a new site etc). No specific future use has been identified for the Isleshavn care centre. The building is owned by Shetland Charitable Trust so they would ultimately determine the future use of that building and site. The site is below flood water level, and has had investment over the years to address flooding issues.

- 3.5 The new engineering workshop is designed and Planning Permission has been applied for. Any proposal to change the site at this stage would therefore mean that the £10,000 spent to date on design and fees would be abortive works. The works required to develop the old school into a new workshop would be excessive and likely to exceed the £95,000 suggested to finance these works. Significant safety issues associated with locating a workshop near to a school and other community facilities have also been raised. Heavy goods vehicles would use the workshop, so it would be considered to be a 'bad neighbour' in planning terms, due to incompatible use. For safety reasons, therefore, it is not considered appropriate to refurbish the existing school to be the new engineering workshop.
- 3.6 There is the potential for shared services, from having a number of public buildings near together in Mid Yell. Catering, cleaning facilities and staff can be shared, as well as building maintenance, care taking / janitorial and grounds maintenance arrangements. The community are leading a feasibility study into the provision of a district heating scheme within Mid Yell which could provide a source of heating for the proposed buildings.
- 3.7 Appendix 1 is a site plan of the Mid Yell site showing the proposed new school, care home and existing leisure centre.

4 Proposal

- 4.1 The analysis of the current proposals has considered service need (core and enhanced); site constraints; costs; potential for shared services; and safety of service users and visitors to public facilities. I consider that the current proposals have been well thought out and deliver value for money for the identified service needs. No savings have been identified from a review of the use of the existing assets, to put towards paying for enhanced accommodation at the new school.
- 4.2 I therefore propose that Services Committee continue with the proposal presented at the last meeting, to build the new Mid Yell School at 2,215 m², at an estimated cost of £8.5m (ie without the enhanced community aspirations).

5 Financial Implications

- 5.1 The budget for the engineering workshop is £195,000 and there is adequate provision in the 2009/10 approved capital programme to complete the build. No savings would be secured from moving the workshop to the existing school.
- 5.2 The progress of the work for the new care centre in Mid Yell are reported separately. There is no provision in the current capital programme to meet the construction costs of the new care centre, so there is no budget from which savings can be identified to allocate to an enhanced school design.

- 5.3 There is a budget in place to meet the cost of the new Mid Yell School, at £8.5m. Avoiding the demolition costs will generate a net saving of about £70,000, which is not adequate to meet the enhanced community facilities requested. It is proposed that the design team will seek approval to authorise the contractor to construct the school in accordance with the contract at the Full Council Meeting on 1 July.

6 Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.
- 6.2 The Council currently retains full authority for decisions on the Capital Programme so there is no delegated authority for Services Committee to amend the priority and funding for Capital Projects.

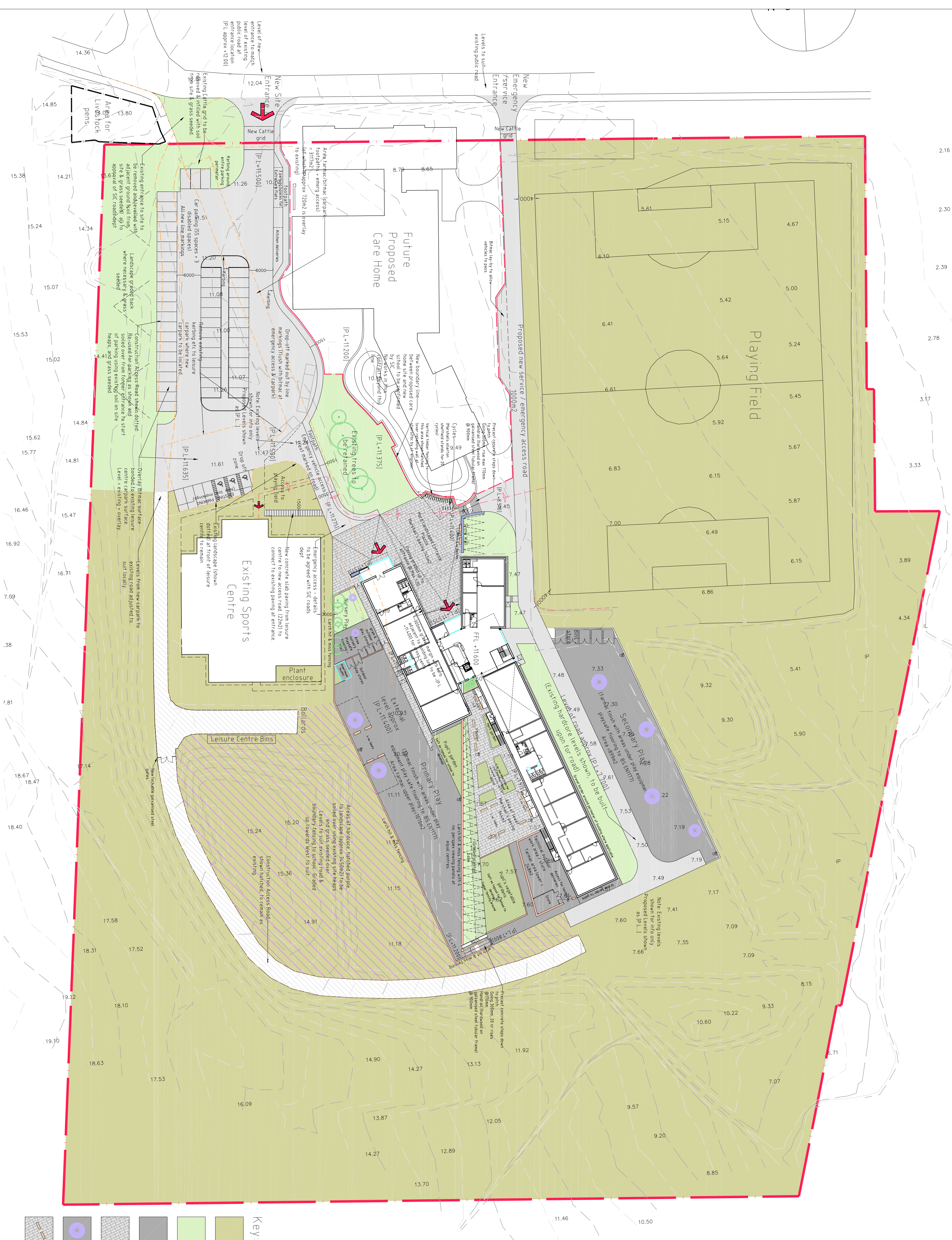
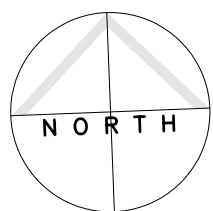
7 Recommendations

- 7.1 I recommend that Services Committee recommend to Council to approve a new school for Mid Yell at 2,215 m², estimated to cost £8.5m.

Our Ref: HAS/sa

Report No: ESCD-90-F

MID YELL JUNIOR HIGH SCHOOL
PROPOSED LANDSCAPE PLAN
SCALE 1:500 @ A1



1. COPYRIGHT OF THE DRAWING REMAINS WITH ACANTHUS ARCHITECTS #1 AND SHOULD NOT BE REPRODUCED WITHOUT WRITTEN CONSENT.
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- Revision
- F - FMS 05.06.09
- S&C comments
 - Lay-by beside pitch
 - Gate to rear access road
 - Paving at leisure centre

Rev	Initial	Date
F	FMS	05.06.09
E	FMS	03.06.09
D	FMS	28.05.09
C	FMS	14.05.09
B	FMS	15.04.09
A	FMS	06.04.09



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Job Title
MID YELL
JUNIOR HIGH SCHOOL
Sheffield Islands Council

Drawing Title
LANDSCAPE PLAN

Drawing Number		
807-P-040F		
Scale	Date	Revision
1:500	31.03.09	F
Drawn By	Checked By	
FMS		

FOR PRICING

File Location
807-P-040 Planning/Pricing
Drawing Status
AMENDMENT TO PLANNING/PRICING

REPORT

**To: Services Committee
CHP Committee**

**18 June 2009
25 June 2009**

From: Head of Community Care

**Report No SC-12-09F
Shifting the Balance of Care**

1. Introduction

- 1.1 This report presents information on the work programme being taken forward to promote sustainable models of health and care services that will support more people at home rather than in institutional care settings.
- 1.2 The report is for noting and comment.

2. Links to Corporate Priorities

- 2.1 Shifting the Balance of Care contributes to the corporate objective of seeking a modern and affordable community care service and contributes to local targets for delayed discharges and long term care.

3. Background

- 3.1 National policy drivers for community care are all about supporting people to live independently in their own home.
- 3.2 Increasingly this means shifting the balance of care from institutional settings to the community; from hospital to home and from residential care to home.
- 3.3 In Shetland, primary and community care services have worked closely together to provide a range of services in people's own homes or in care centres in local communities.

- 3.4 Most generic community care services are managed locally from the Council's nine care centres, which provide services predominantly for older people.
- 3.5 The locality model for community care works in collaboration with primary care services operating from local health centres.
- 3.6 This framework will underpin and facilitate the implementation of future service developments.
- 3.7 Shifting the Balance of Care identifies eight improvement areas:
 - care at home
 - integrated health and social care
 - unscheduled care
 - capacity and flow for scheduled care
 - the role of non-medical practitioners
 - remote and rural care services
 - end of life and palliative care and
 - joint use of resources.
- 3.8 The national programme for Shifting the Balance of Care provides support through networking opportunities and promoting best practice across Scotland's health and care partnerships.
- 3.9 At the Shifting the Balance of Care Leads Meeting on 15 May 2009, Scottish Government representatives presented proposed criteria for applications for funding from health and care partnerships to support implementation programmes. The criteria are listed below. The programme must:
 1. address two or more Shifting the Balance of Care high impact changes (there are 20 high impact changes linked to the eight improvement areas) and a whole systems approach;
 2. be complete within 18 months starting in September 2009;
 3. demonstrate robust plans for evaluating the process and measuring the shift in the balance of care;
 4. demonstrate high levels of partnership involvement, bringing together other strands of work locally;
 5. be well articulated and operationalise new ways of working;
 6. commit the partnership to disseminating what works and what does not work and support shifting the balance of care programme across Scotland;
 7. support the delivery of Health Efficiency Access & Treatment (HEAT) targets and the Single Outcome Agreement (SOA); and
 8. funding already available to the partnership for work in this area.

- 3.10 For Shetland, the Discharge Action Plan 2009-10 captures planned service developments that will take forward the Shifting the Balance of Care agenda and a copy is attached at Appendix 1 for ease of reference.
- 3.11 A number of the work-streams are being brought together as part of the Interim Placement Services Review approved in May by the Council's Services Committee and Shetland NHS Board. The Draft Project Initiation document is attached at Appendix 2. This provides information on the governance arrangements, participants, key deliverables and timescales.

4. Current Issues

- 4.1 Although it is understood that in the face of a rapidly ageing population more of the same won't do, there is a reliance on existing solutions to meet the needs of vulnerable people in the community.
- 4.2 This includes continuing reliance on institutional care settings.
- 4.3 Locally the separation of the care planning process from that of the assessment of need is being promoted through the Single Shared Assessment (SSA) training programme led by the Council's Chief Social Work Officer.
- 4.4 Care planning, advanced care planning and anticipatory care models are dynamic processes that must be undertaken in partnership with service users, their unpaid/family carers and managers of services provided by the statutory and independent sector providers.
- 4.5 In this way new solutions will be found that will deliver improved outcomes for service users. A recent example of how this can work well involved the Council's new Intensive Support Service who were able to facilitate discharge from hospital for a patient. In this case, a proposed care plan put together as part of the assessment could not be delivered, however, the Intensive Support Service were able to propose an alternative pattern of care that met the assessed needs equally well and so the individual was able to return home.
- 4.6 The SSA itself is also a dynamic process. Needs change over time and with increased emphasis on rehabilitation and reablement, more people can be supported to go home or stay at home with reduced levels of service.

- 4.7 Anticipatory care plans and more responsive local services should also help prevent admissions to institutional care.
- 4.8 Locally there is a long way to go in these areas and not least in changing the perception of the type of support that can be made available to people at home and the value in promoting independence for frail older people including very frail older people.
- 4.9 For example, plans for a 'pop in' overnight service linked to Telecare would give much needed reassurance to family carers who currently are concerned about leaving family members on their own overnight and consequently are persuaded that residential care is the only safe option.
- 4.10 Locality based primary and community care services are well placed to respond to changing needs and provide increased levels of support to older people in their own homes during periods of ill health. In other health and care partnerships this has prevented admissions to hospital and it is believed in those partnerships that these are typically those patients whose discharge would be delayed.
- 4.11 In this context the value of up to date assessments of need and a proactive, inclusive approach to care planning cannot be emphasised too strongly.
- 4.12 The SSA and care management processes are key to shifting the balance of care and ensuring better outcomes for patients.
- 4.13 In order to maximise the opportunities locally for efficiency in assessment and care management, a LEAN review has been commissioned to look at the SSA processes and will form an integral part of the work programme to shift the balance of care.

5. **Proposals**

- 5.1 The work programme set out in the Discharge Action Plan will be taken forward by the CHP within the context of the Interim Placement Service review approved by the Council and Shetland NHS Board.
- 5.2 The emphasis will be on promoting flexible, responsive services in local communities that will facilitate discharge from hospital in a timely manner and prevent admissions to hospital and residential care.

- 5.3 A multi-disciplinary review of all those waiting for a residential care place will be carried out to explore alternative community based permanent or interim placements.
- 5.4 Similarly there will be reviews of all those cases where unmet needs have been identified. Unmet needs is the subject of a separate report on today's agenda.

6. Financial Implications

There are no financial implications arising directly from this report.

7. Policy and Delegated Authority - SIC¹

- 7.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.

8. Conclusions

- 8.1 Tackling delays in hospital is a key challenge for all health boards that must be addressed in collaboration with their local authority partners.
- 8.2 The Shifting the Balance of Care agenda provides renewed focus on work-streams that not only address issues around delayed discharge but also promote flexible, responsive community based services that will prevent admissions and deliver better outcomes for service users.
- 8.3 In Shetland, the work undertaken by the Council and NHS Shetland to develop locality based primary and community care services provides a good foundation for the service developments proposed in the Discharge Action plan.
- 8.4 A key target is to provide interim placements outwith hospital settings.

9. Recommendations

¹ For Shetland Islands Council Services Committee only

- 9.1 I recommend that members of SIC Services Committee and the CHP Committee note the information presented in this report and comment as appropriate.

Date: 8 June 2009
Ref: CF'AN'12'09

Report No: SC-12-09F

Discharge Action Plan 2009-2010

SC-12-09'App 1

Targets for 2009-2010

- Maintain zero discharges delayed over 6 weeks.
- Reduce to zero the numbers of people in interim placements in a hospital setting

INITIATIVE – brief description only	National Priorities and Objectives	Timescales & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
<p>1. Long Term Care Review: To begin implementation of the detailed action plan for 2010 – 2025.</p> <p>Proposed Work Programme approved by the Council is appended to the Discharge Action Plan</p>	B, C, E, H	<p>Detailed design and technical specifications for Isleshavn to be completed in 2009/10. £45K.</p> <p>Montfield Care Home to be developed and completed by summer 2010 – cost £2.7M capital, £730K per annum revenue.</p>	Head of Community Care	Long term - projected increasing numbers of older people who need support will be maintained at home or in other community settings locally.	zero delayed discharge level maintained. Number of emergency admissions reduced	<p>No of people on waiting list for residential care.</p> <p>Levels of need (IoRN)</p> <p>No of people receiving augmented care packages in the community</p>	<p>The Council's Capital Programme is over-subscribed and there is a long waiting list of projects approved and waiting for availability of resources both financial and in terms of staff in capital projects and building services. This is likely to cause significant delays for any building projects.</p>

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App 1

INITIATIVE – brief description only	National Priorities and Objectives	Timescales and Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
2. Dementia Services Redesign Project: Implementation of the Dementia Action Plan	B, C, D, E, F, G, H	Technical feasibility study on a replacement for Viewforth to be completed in 2009/10 - £45K. Undertake dementia training programmes for staff across all older people care settings.	Head of Community Care	Expect people with dementia to benefit from more efficient, effective service provision.	Zero delayed discharge numbers maintained	No of people with a diagnosis of dementia. Aggregate data from CareNap D No of people with dementia in all care settings.	As 2 above.

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09/App 1

INITIATIVE – brief description only	National Priorities and Objectives	Timescales & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
3. Continuing review of admission and discharge protocols to improve processes and information sharing	B, C, D, F, H	Review protocols in light of eSSA project.	Director of Clinical Services.	Improved patient experience on discharge from hospital. Provision of better information for patients and their carers at the point of discharge. Faster discharge from hospital	Zero delayed discharge numbers maintained	No. of transfers offered and performance against 10/98 targets. Timescales from completion of assessment to allocation of a care home place and from allocations to discharge.	Training programme will have resource implications including backfill for care workers. Work on the national Data Sharing Initiative run by the Scottish Government has failed to deliver causing delays with eSSA.

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App 1

INITIATIVE – brief description only	National Priorities and Objectives	Timescales & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
4. Implement recommendations from day care review.	B, C, D, E, F, G, H	WER Ongoing Explore and pilot more flexible day care as part of high level care packages	Head of Community Care	Expect enhanced day care provision to increasingly support people with higher dependency needs enabling them to continue to live in their own homes.	No impact at this stage	Current use of day care services and levels of need. Waiting lists for day care services	Lack of political support for changes to use of day care. Service is being targeted at those with higher levels of need as part of individual care plans.
5. Review use of day hospital at Montfield	B, C, D, E, F, H	Use day hospital to promote reablement, self-care and self-managed care	Director of Nursing	People requiring high levels of care would benefit from sessional attendance at day hospital as part of agreed care plan	zero delayed discharge numbers maintained	Waiting lists for services which would enable people to stay at home or return home from hospital.	May be resistance from some service users to attend day hospital

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09/App 1

INITIATIVE – brief description only	National Priorities and Objectives	Timescales & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
6. Review of day hospital service for younger adults with physical disabilities to better target resources	B, C, D, F, H	TBA	Director Clinical Services	Improved services for patients resulting in early discharge and reducing re-admission rates.	zero delayed discharge numbers maintained	Admissions and discharges statistics. Waiting list	Opposition to any change in day hospital provision
7. Review of needs for specialist care services in the community for younger adults with physical disabilities (see also 6 above)	B, C, D, E, F, H	TBA	Head of Community Care	More appropriate service provision maintaining people at home or in other community settings.	Zero delayed discharge numbers maintained	Admission and discharge statistics. Waiting Lists. Unmet need.	Sustainability of preferred models e.g. specialist supported accommodation.

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App 1

INITIATIVE – brief description only	National Priorities and Objectives	Timescales & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
8. IPU Review local Interim Placement Services including the Interim Placement Unit at Montfield Hospital	B, C, D, F, H	WER Review summer 2009. IPU to be replaced by more appropriate services by April 2010	Director of Clinical Services	Patients discharged to interim placements in community settings that are more appropriate than hospital interim placements.	zero delayed discharge numbers maintained	Turnover in IPU Budget provision and spend ISD coding of delayed discharges Indicator of Relative Need (IoRN)	Increasing demand as population ages outstrips pace of change in service provision. Delays in service developments e.g. Telecare and extra care housing due to lack of resources human and financial

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App1

INITIATIVE – brief description only	National Priorities and Objectives	Timescales & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
9. Pilot generic support worker proposals linked to the locality based Care at Home Service.	B,C,D,E,F,G,H	WER 2009/10 in small island localities	Assistant Director Nursing (Community)	Improved service for up to 250 people receiving personal and/or nursing care in the community.	zero delayed discharge numbers maintained. Reduction in admissions to hospital and residential care.	No of people receiving care by number of hours received. Locality based information on care provision.	Difficulty in recruiting staff. Lack of capacity at managerial level to take this forward.
10. Implement recommendations from the Review of Sheltered Housing completed in December 2008	B, C, D, E, F, G, H	WER 3 pilot schemes to be implemented during 2009	Snr. Housing Officer - Supported Accommodation	Better use of sheltered accommodation by vulnerable people living in the community. Shifting balance of care from institutional settings in longer term	Long term - contribution to keeping zero number of delayed discharged	Number of people supported at home and those in care homes / institutional settings	Key risks - Lack of resources to implement any recommendations.

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App1

INITIATIVE – brief description only	National Priorities and Objectives	Timescale s & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
11. Review of Accident and Emergency (A&E) procedures with a view to reducing unplanned admissions to hospital.	E, F	WER	Director of Clinical Services	People receiving assessment/treatment in A & E supported to go home rather than admitted to hospital	Reduction in hospital admissions	No. of emergency admissions. Outcomes for patients in A & E.	Lack of staff time to complete the review and implement changes based on the findings.
12. Trips and Falls: Review of needs and services	E	TBA	Assistant Director of Nursing (Community,) Service Manager OT	People at risk of falling, supported to reduce risk	Reduction in hospital admissions	No. of emergency admissions due to falls.	Lack of resources to complete the review or implement findings

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App1

INITIATIVE – brief description only	National Priorities and Objectives	Timescale s & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
13. Develop Joint OT Resource Centre	B,C,D,E,F,H	£2.5M capital over 2 years. Timescale TBA	Head of Community Care	Seamless services for people with disabilities and mobility problems. Reduction in waiting times	More people maintained safely at home and discharged timeously from hospital	Waiting lists for equipment and adaptations.	Risk of long delays due to oversubscribed Council Capital Programme
14. Develop Shetland Telecare Partnership	C, D, E	Recruitment of dedicated project lead is due to be complete by July 2009. Budget £128K (central government funding.)	Service Manager Occupational Therapy	People with unpredictable care needs who require assistance or check visits may access assistance using new technology and equipment	Reduction in hospital admissions and earlier discharge from hospital or care centre settings	Data is collected nationally by the Joint Improvement Team	Delay in recruiting dedicated project lead

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App1

INITIATIVE – brief description only	National Priorities and Objectives	Timescale s & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
15. Review of medication policies and procedures in all community care service areas	E, I – maintain health and well-being of service users	Recommendations of the review to be taken forward in 2009	Chief Pharmacist	Vulnerable people at risk of health impairment due to inappropriate medication regimes	Reduction in emergency admissions	Statistics on emergency admissions	Key risk is difficulty in implementing a more responsive and flexible medication system which promotes independence and self-managed care.
16. Develop a Palliative Care Strategy for Shetland	B,C,D,E,F	WER New strategy document to be published late summer 2009	Director of Nursing	Better care and support for people with long term conditions reaching the end stage of life	Reduction in admissions to hospital and more flexible response to meet palliative care needs in the community	Numbers of deaths in hospital, care settings and at home	Difficult to ensure equitable service provision across Shetland

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App1

INITIATIVE – brief description only	National Priorities and Objectives	Timescale s & Budget	Lead Responsibility	Who will Benefit and How	Impact of These Measures	Data Collected	Key risks
17. Implementation of the Delivery Framework for Adult Rehabilitation in Scotland	B, D, E	TBA Staffing budget £12K	Director of Clinical Services	People with long term conditions, older people and people with specific conditions such as stroke will be assisted to maximise their functional abilities	Reduction in hospital admissions	Awaiting appointment of Rehabilitation co-ordinator	Lack of funds available to support appointment to post. Post may be unattractive in current format. Job description due to be approved by NHS and CHCP Management Teams

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Discharge Action Plan 2009-2010

SC-12-09'App1

18. LEAN Project and e-SSA	B, C, D, E, F	2009/10 WER	Service Manager Community Care Fieldwork	People at risk of admission to hospital and those waiting to leave hospital	Reduction in time spent in hospital	Performance measures for SSA processes are part of local improvement targets	Resistance to change in frontline staff teams. Social workers unwilling to 'let go,' nursing staff and other professionals unwilling to use SSA processes.
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WER = Within Existing Resources

TBA = To be Advised

B – Tackle patients awaiting discharge; C – Reduce delays over 6 weeks; D – Reduce the number of acute beds occupied by patients delayed in hospital; E – Prevent unnecessary emergency admissions; F – Speed up assessment process and discharge planning; G – Ensure resources are available to fund care at home and domiciliary care; H – Reduce delays over 12 months; I – other.

Project Initiation Document (PID)

Interim Placement Services Review 2009/10

PROJECT INITIATION DOCUMENT	Project: Interim Placement Services Review
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1. Project Initiation Document Sign-off Form

Project Initiation Document Project Authorisation Sign Off

We accept this Project Initiation Document as superseding all previous documents and authorise the project to go ahead.

Name	Approved Date
Councillor Betty Fullerton, Shetland Islands Council	
Ian Kinniburgh, Non-Executive Member, Shetland NHS Board	
Sandra Laurenson, Chief Executive, Shetland NHS Board	
Keith Massey, Non-Executive Member, Shetland NHS Board	
Councillor Cecil Smith, Shetland Islands Council	
Hazel Sutherland, Executive Director Education & Social Care Shetland Islands Council	

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2. Project Brief

Background:	<p>The services provided locally for people with assessed care needs are governed by the Community Health and Care Partnership (CHCP) Agreement between Shetland NHS Board and Shetland Islands Council.</p> <p>The CHCP Agreement sets out the strategic direction for health and care services in the community reflecting the needs of an ageing population; the increasing demand for community care services and the emphasis on developing a range of flexible responsive care services that will support people in their own homes for as long as possible.</p> <p>The target of no-one delayed unnecessarily in a hospital setting is a key performance target locally and nationally.</p> <p>A review of the Interim Placement Unit (IPU) at Montfield Hospital is a priority for 2009/10 with the stated objective of making the IPU obsolete in its current form as part of the shift in the balance of care towards the community.</p> <p>The principles, scope, governance arrangements and membership of the Project Board for the review were agreed by Shetland NHS Board and Shetland Islands Council in May 2009.</p>
Objectives:	<p>These are taken from Report No: SC-08-09F (Board Paper 2009/28) Ref:CF'AN'SC-08-09 Date 28 April 2009 approved by SIC Services Committee on 7 May 2009 (Min Ref SC40/09)and by Shetland NHS Board on 12 May 2009 (Min Ref 2009/49).</p> <ul style="list-style-type: none"> • To undertake a review of the Interim Placement Services specifically those currently provided through the Interim Placement Unit (IPU) at Montfield Hospital, with a view to rendering the facility obsolete in its current form by the end of the review period; • To develop shared goals and vision, creating a reablement philosophy where any delay on returning home from hospital, or unnecessary admission to hospital, is seen as a failure; • To develop alternative facilities and services to support the redesign, which may involve utilising the IPU space in a different way, such as day rehabilitation and enablement services to support the community care model. Any such proposals would be made on the basis that specific NHS Board and potentially Government approval would be explicitly required; • To undertake the service review with patients, relatives and the public engaging them in developing proposals from an early stage; and • To determine the financial and staffing implications of any proposed changes.
Scope	<p>The review will draw on the work being undertaken thro' a number of separate work streams set out in the Discharge Action Plan 2009-2010 which is an integral part of the CHCP Agreement 2009-2012. The Project Board will maintain an oversight of all aspects of the Discharge Action Plan 2009-2010. The Discharge Action Plan is appended below.</p> <p><u>Within Scope</u></p>

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	<ul style="list-style-type: none"> • Admission and Discharge Protocols • Continuing Healthcare Criteria • Allocation of residential care and other community based placements • Review of day hospital services at Montfield Hospital • Review of services provided for younger disabled adults including those provided at Montfield Hospital • Review of the IPU at Montfield Hospital • Long term conditions • Anticipatory care models in primary care • Generic health and care worker roles • Care/Case Management • Rapid response services and out of hours • Telecare • Rehabilitation Framework • New solutions to delayed discharges • Organisational development issues; specifically HR implications for staff teams affected by any proposals for change. <p><u>Linked Projects</u></p> <ul style="list-style-type: none"> • Single Shared Assessment; LEAN review and eSSA • Falls and Bone Health Strategy development • Sheltered Housing Review – implementation phase • Long term care review – implementation phase • Dementia Redesign – implementation phase <p><u>Outwith Scope</u></p> <ul style="list-style-type: none"> • Locality management arrangements for generic health and care services • CHP management arrangements
Business Case	<p>Benefits to the business of the Council and NHS Shetland:</p> <ul style="list-style-type: none"> • Find solutions for all patients awaiting discharge • Reduce delays in hospital • Maintain compliance with zero delayed discharges HEAT target • Reduce pressure on acute hospital beds • Speed up assessment processes • Prevent unnecessary emergency admissions to hospital

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Constraints:	<ul style="list-style-type: none"> • Tight timescale – by December 2009 to meet reporting deadlines • Requirement for approval from the Scottish Government for any change in use of the hospital services at Montfield • Budget constraints across the Council, NHS and Shetland Charitable Trust (SCT) • Demographic profile of Shetland population and remote islands localities
Customers:	<ul style="list-style-type: none"> • People with health and care needs in Shetland • Unpaid/family carers of people with care needs • Present and future users of health and care services in Shetland • NHS Shetland via the CHP • Shetland Islands Council • Third sector organisations involved in health and care services locally • Shetland Charitable Trust in their role as a major funding organisation locally for care services.
Deliverables:	<ul style="list-style-type: none"> • Achieve trajectory to zero for all delayed discharges by April 2010. This will include reducing the number of people waiting for discharge from hospital by at least 2 people per month of those currently delayed from the baseline of 24 people at 31 May 2009 • Systems that drive the delivery of flexible, responsive, integrated health and care services to support people with health and care needs at home and enable them to return home as quickly as possible following admission to hospital. • Anticipatory care programmes supported by case management thro' primary care for people with long term conditions. • Fully costed proposals for community based interim placement services that will mean there is no requirement for interim care places in a hospital setting. • Community based reablement and rehabilitation programmes for patients on discharge from hospital and at risk of hospital admission. • Cost and governance implications of the proposed solutions.
Risks:	<ul style="list-style-type: none"> • Timescales – project must be substantially complete by December 2009 • Failure to reach agreement on proposals for change • Lack of resources to complete the review both human and financial • Lack of resources to meet any additional costs associated with the preferred solutions • On-going recruitment and retention problems across the care industry • Resistance to change in frontline staff teams • Resistance to change from the community • Communication issues including lack of timely and appropriate information to facilitate change.

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Assumptions:	<ul style="list-style-type: none"> • Staff will ensure “business as usual” as the review goes forward so there will be no adverse impact on service users • Continued funding of high levels of care services locally by the Council and NHS Shetland • Increased investment in long term care by the Council and NHS Shetland to meet the growing need for services in an ageing population. • Senior managers and frontline staff will be able to dedicate time and energy to this project.
Resourcing:	<ul style="list-style-type: none"> • Project Board and Project Steering Group (see below) • Scottish Government Joint Improvement Team (JIT) • Third sector providers • Input from service users and carers
Budget:	<p>Detail Budget Sources</p> <ul style="list-style-type: none"> • Project costs will be met for the most part from within existing resources across the Council and NHS Shetland • Some additional funding has been provided by JIT:- £128K to support Telecare developments and £30K to support work across CHP service developments.

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3. Organisation and Reporting Structure

Roles and responsibilities		
NHS Shetland and Shetland Islands Council	<ul style="list-style-type: none"> To be responsible for the agreed outcomes from the review To implement the decisions of Shetland NHS Board and the Council with regard to the outcomes of the review To ensure that services continue to be provided to meet the assessed needs of patients and support family/unpaid carers as the review goes forward 	
Community Health Partnership	<ul style="list-style-type: none"> To act as a sounding board for the review To advise Shetland NHS Board and Shetland Islands Council Services Committee regarding the review 	
Project Board	<ul style="list-style-type: none"> Overall responsibility to ensure that the review is completed on time To lead on implementation of the Communication Strategy for the Review To maintain a watching brief over the Discharge Action Plan 2009-2010. 	
Members	Cecil Smith	Community Care Spokesperson, Shetland Islands Council (Project Board Chair)
	Keith Massey	Non-Exec Member Shetland NHS Board (Depute Project Board Chair)
	Ian Kinniburgh	Chair Shetland CHP Committee
	Betty Fullerton	Vice-Chair SIC Services Committee
	Sandra Laurenson	Chief Executive, NHS Shetland
	Hazel Sutherland	Executive Director Education & Social Care, Shetland Islands Council
In attendance	Simon Bokor-Ingram	Director of Clinical Services, NHS Shetland
	Christine Ferguson	Head of Community Care, Shetland Islands Council and NHS Shetland

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Project Steering Group	<ul style="list-style-type: none"> • Manage the work required to achieve the objectives of the review • Develop and support the Communication Strategy for the Review 	
Simon Bokor-Ingram Director of Clinical Services, NHS Shetland	Executive Lead	Overall responsibility for the smooth running of the review, including ensuring adequate resources are made available Chair of the Project Steering Group.
Christine Ferguson Head of Community Care, Shetland Islands Council and NHS Shetland	Project Manager	Responsible for setting up and managing the work of the Project Steering Group. Responsibility for the reporting arrangements to the Council, CHP Committee and NHS Shetland
Ken Graham	Medical Director, NHS Shetland	Responsible for ensuring proposals are consistent with medical service requirements and clinical governance arrangements across NHS Board
Nina Fraser	Nurse Director, NHS Shetland	Lead officer for Patient Focus Public Involvement. Responsible for all nursing services across Shetland.
Jim Unsworth Pauline Wilson	Consultant Physicians	Responsible for patients in hospital
Janice MacMahon	Assistant Director of Nursing (Hospital)	Responsible for Hospital Nursing Service including staff in the Interim Placement Unit at Montfield
Dave MacFarlane	CHP lead clinician	Responsible for input to the review from GPs
Lisa Sutherland	Service Manager Primary Care	Responsible for support to GP services across Shetland and management Responsibility for AHPs input - Physio, Speech and Language Therapy, Orthotics, Podiatry and Dietetics
Edna Mary Watson	Assistant Director of Nursing (Community)	Lead officer for generic health and care worker project. Responsible for Community Nursing Service input to the review.
Ann Williamson	Service Manager Community Care Fieldwork	Lead officer for SSA and Care Management Processes and Project Sponsor for the SSA LEAN review. Responsible for ensuring the knowledge and expertise within the community care fieldwork team is available to the review.
Jo Robinson	Service Manager OT	Lead officer for the Telecare project and Rehabilitation Framework. Responsible for ensuring the

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		knowledge and expertise of the OT services are available to the review
Faith Tulloch	Senior Social Worker	Community Care Fieldwork
Jeff Shaw	Service Manager Mental Health	Responsible for ensuring mental health issues and particularly dementia are covered in the review
Wolfgang Weis Ruby Whelan	Service Managers Community Care Resources	Responsible for development and management of generic community care service delivery across Shetland including care at home services
Max Barnett	Assistant Manager Community Care	Lead officer for the development of care home facilities at Montfield.
George Martin	Senior Housing Officer Supported Accommodation	Responsible for sheltered housing and supported accommodation for the Council.

Project Sub Groups and linked projects	Lead Officer	Other participants:	Interim Placement Services Review Project Responsibilities
Telecare	Jo Robinson	Telecare Project Manager; OTs; JIT	Implement Telecare solutions
Sheltered Housing Review	Hazel Sutherland	Anita Jamieson, Housing Service; George Martin, Housing Service; Wolfgang Weis, SM Community Care Resources; Ann Williamson; Christine Ferguson	Implement new extra-care and sheltered housing models
SSA LEAN Review	Ann Williamson, Project Sponsor	Co-sponsors: Jeff Shaw, SM Mental Health; Jo Robinson; Liz Freeman, LEAN consultant; third sector providers, patients and carers, JIT	Implement streamlined assessment processes and facilitate eSSA
Long Term Conditions and Anticipatory	Christine Ferguson	Kathleen Carolan, Assistant Director Clinical Services; Erwin Lai, Project Manager, Long	Implement anticipatory care programmes thro' case management in primary care.

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Care		Term Conditions; Edna Mary Watson; JIT	
Hospital Patients' Review	Simon Bokor-Ingram	Consultant Physicians; Dave MacFarlane; Christine Ferguson; Ann Williamson; care managers; Janice MacMahon; JIT	Review hospital admissions and all patients delayed in hospital and seek community based solutions to prevent admission and promote early discharge. Specifically to find solutions so that the trajectory to zero for all delayed discharges is achieved by April 2010. This will include facilitating the discharge of at least 2 people per month of those currently delayed from the baseline of 24 people at 31 May 2009. Develop Continuing Healthcare Criteria. Review admission and Discharge Protocols and process for Allocation of Residential Care and other community based placements.

Reporting:	<p>The Project Manager will liaise with the Project Executive Lead and prepare reports for the Project Board, CHP Committee, SIC Services Committee, the Council and Shetland NHS Board as required.</p> <p>Project sub-groups will consult with patients and carers on an individual level as appropriate and through the PFPI Steering Group and NHS100 regarding any proposals for change.</p> <p>The Project Manager will ensure all meetings of the Project Board and Project Steering Group are minuted.</p> <p>The Project Board will take the lead in communication with the public and agree a Communication Strategy for the Review.</p>
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4. Project Authority

Deliverables	Planned (Y/N)	Comments
Signed off PID	Y	By end of June 2009
Reports for Council and NHS Shetland	Y	September and December cycles
Detailed Action /Implementation Plan	Y	To be included in December reports

5. Project Timescales

	2009							2010		
	Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
PID agreed and signed off										
Project Board meetings										
Project Steering Group planning day										
Detailed review work involving all stakeholders										
Detailed proposals prepared										
Reports to Committees										
Formal Public Consultation if required										

REPORT

To: **Services Committee**
CHP Committee

18 June 2009
25 June 2009

From: **Head of Community Care**

Report No: SC-11-09F
Unmet Community Care Needs

1. **Introduction**

- 1.1 This report brings together information on current and anticipated future levels of unmet need across all community care client groups.
- 1.2 The information is for noting and comment.

2. **Links to Corporate Priorities**

- 2.1 This report contributes to the corporate object of seeking a sustainable society by delivering a modern affordable Community Care service across Shetland; delivering a range of quality care services based, where possible, in local communities and on assessed needs.

3. **Background**

- 3.1 Information on unmet needs is included in the Community Health and Care Partnership (CHCP) Agreement 2009 – 2012.
- 3.2 Copies of the CHCP Agreement are available separately and on the Council and NHS Websites <http://www.shetland.gov.uk/socialwork-health/JointFutures.asp>
- 3.3 More detailed information in specific areas is presented in reports on service developments and in strategic planning documents, for example:-
 - Mental Health Strategy

- Dementia Service Redesign
- Isleshavn Feasibility Study
- Eric Gray Resource Centre Redesign

3.4 Waiting lists for services are kept up to date and used to inform day-to-day decision making and allocation of resources.

3.5 The Council and NHS Shetland maintain a number of databases that identify people known to services with current or anticipated future care needs. These include details of all those known to have a learning disability.

4. **Current Position**

4.1 *Carers*

4.1.1 The need for unpaid and family carers is going to grow for the foreseeable future as the health and care needs of the population increase and the population ages. Local research shows that by 2020 a 3-fold increase is expected in the number of people with disabilities who will need health and social care services. Population projections for the next 15 years predict an increase in the numbers of older people of approximately 40% and simultaneously a 15% decrease in the adult working population.

4.1.2 Assessments for carers are an integral part of Shetland's Single Shared Assessment process. Consideration is given to each individual's circumstances, including the potential impact on other family members and other responsibilities they may have.

4.1.3 There is increasing demand for all existing service provision and this trend is expected to continue for the foreseeable future. Home-based care in an emergency is generally not available e.g. where the main carer at home becomes ill and cannot provide essential care. Residential short breaks are usually offered in this type of situation.

4.2 *Learning Disabilities*

4.2.1 Adults with learning disabilities and/or autistic spectrum disorders have a wide range of needs in relation to accommodation, health, communication, day opportunities, leisure and social activities. In addition many people need

assistance with activities of daily living, such as washing and dressing.

4.2.2 A significant number of people will have additional disabilities, for example, sensory impairment or physical disabilities. Some will have age-related problems.

4.2.3 There will be a rapid increase in the number of adults with learning disabilities and / or autistic spectrum disorders, especially those with complex needs and given the demographic and social changes predicted, there will be less people available to provide both paid and unpaid care.

4.2.4 The medical and therapeutic services are not sufficiently developed to fully support service users and carers.

4.2.5 At present there are 118 adults living in Shetland who are known to have learning disabilities. By 2020 this number will increase to approximately 188. On average 7 young people will leave school each year in need of support throughout adulthood on account of their learning disabilities.

4.3 *Mental Health*

4.3.1 One in five adults in Scotland is affected by mental ill health each year. In Scotland between 25% and 30% of all General Practitioner (GP) consultations involve depression, stress or anxiety.

4.3.2 It is now generally accepted that good mental health underpins all other aspects of health. People with mental health problems have greater risk of, and higher rates of, heart disease, diabetes, respiratory disease and infections. They also have higher rates of smoking, alcohol consumption and drug misuse. They die younger and have a poorer quality of life.

4.3.3 Evidence shows that people with a mental illness are the highest 'at risk' group for suicide, with a rate of suicide 10 times that of the general population. In addition there are growing numbers of people with dementia.

4.4 *Sensory Impairment*

4.4.1 People with sensory and communication impairments have a wide spectrum of needs such as, minimising the impact of their impairment on their daily lives or support with parenting.

A significant number of people with sensory and/or communication impairments will have other disabilities e.g. learning disabilities or problems associated with old age.

4.4.2 The Assessment, rehabilitation and support services available to adults with sensory or communication impairments within Shetland are in the process of being developed. Joint working between the component parts is improving all the time. Training is on-going but some needs can only be met via practitioners from outwith Shetland. The situation will improve with the appointment of the Mobility and Rehabilitation worker.

4.5 *Palliative Care*

4.5.1 There are on average between 200 and 230 deaths each year in Shetland. We now know that only a quarter of people die a sudden death and three quarters die from conditions such as organ failure (e.g. respiratory or heart disease), frailty, dementia and cancer. This means that up to 170 people in Shetland each year may need access to some type of palliative or supportive care at the end of their life appropriate to their needs. Previously palliative care had focused on the needs of people with cancer, but we now need to ensure the needs of all patients requiring palliative care are addressed.

4.5.2 There is a need to introduce the care of the dying pathway to ensure that end of life care is delivered at consistently high standards. Increasing pressure on all community based resources due to an ageing population is making it difficult to continue to respond effectively to provide intensive home based care 24/7. The issues around supporting people at home who meet continuing health care criteria should be examined.

4.6 *Physical Disabilities*

4.6.1 It is thought that there are approximately 3,300 people living in Shetland with some form of disability. Physical disability refers to a wide range of difficulties in carrying out physical tasks that are usually due to an underlying problem with the nervous system, muscles, bones or joints. Overall the numbers of people with disabilities who will require some support is expected to increase 3 fold by 2020.

4.6.2 There are 153 people on the waiting list for an Occupational Therapy (OT) assessment which can result in people remaining at risk, but the provision of services as a result of assessments is not normally subject to delay. Referrals to the community OT service average 26 per week.

4.6.3 The numbers of places available in supported accommodation that are suited to the needs of younger adults with high dependency levels arising from physical disabilities are limited. This may mean inappropriate admission to hospital or residential care on a long-term basis.

4.6.4 Many of the recommendations for service developments in Shetland's Disability Strategy 2005-2020 are un-funded and cannot be taken forward until funding is made available from elsewhere. Stakeholders find it very difficult to reprioritise services and service levels to release funding for new service developments.

4.7 *Older People*

4.7.1 The population in Shetland is ageing. Population projections for the next 10-15 years show a higher percentage increase in the number of people aged 60 and over than the Scottish average and at the same time, a significant drop in the adult working population.

The table below shows future changes anticipated from a baseline in 2004

Age	2004	2014	2024	Change
0-4	1253	1003	733	-42%
5-14	3011	2456	1867	-38%
15-29	3678	3324	2528	-31%
30-44	4885	3854	3192	-35%
45-59	4607	4764	4248	-8%
60-74	2971	3985	4241	43%
75+	1535	1838	2744	79%
	21940	21224	19553	-11%

4.7.2 The Council and Shetland Charitable Trust have invested significant resources in services used predominantly by older people. The level of service provision is higher pro rata than anywhere else in Scotland.¹ The biggest challenge for the foreseeable future will be to maintain, with limited resources,

¹ Audit Scotland

both the level and quality of care the people of Shetland have come to expect.

- 4.7.3 The needs of older people are wide-ranging. Many older people have physical disabilities; sight or hearing loss; or mental health problems as well as increasing frailty due to age.
- 4.7.4 All the care centres are operating at capacity and providing care for people with higher levels of need than in previous years and it is becoming increasingly difficult to recruit health and social care workers. This is affecting the provision of care at home services.
- 4.7.5 There are on average 35 people on the waiting list for residential care, most of whom are aged 65 or over. The number of people waiting in hospital including in the IPU has increased to 19 during 2008/09. Approximately 9 people are on the waiting list for Care @ Home Services with a further 4 waiting for an increase of services to meet their changing needs. (Ref: CHCP Agreement 2009-2012)

4.8 *Dementia*

- 4.8.1 A review of staffing and dependency levels in Shetland's care centres was undertaken in 2004 and published in 2005. This showed that approximately 40% of older residents (aged 65 +) had a mental health problem assessed as medium or high. The vast majority of these would have dementia.
- 4.8.2 There is a small number of adults with learning disabilities with early onset of dementia. The numbers of people in Shetland with dementia are expected to increase as the population ages. The respite and day care services are running at capacity. There is no day care in the evenings or at weekends and this is increasing the pressure on the Care at Home Service, which is also running at capacity.

4.9 *Advocacy*

- 4.9.1 The number of people who access independent advocacy services continues to grow. Advocacy Shetland provided a service for 78 new clients between 1 April 2007 and 31 March 2008 and for 65 new clients between 1 April 2008 and 31 December 2008.

4.9.2 A comprehensive needs assessment carried out jointly by NHS Shetland and the Council in 2001 identified the following service needs:-

- generic advocacy for health and care service users;
- generic advocacy for (unpaid) carers;
- self-advocacy for people with learning disabilities;
- specialist advocacy for people with mental health problems;
- specialist advocacy for children and young people.

During 2006/07, the need for independent advocacy for a small number of people with hearing impairment was identified.

4.93 The Mental Health (Care & Treatment) (Scotland) Act 2003 sets out specific requirements for the provision of independent advocacy for people with mental health problems who are subject to the provisions of the Act.

4.10 *HIV/AIDS*

4.10.1 As at March 2008 there were fewer than ten individuals known to be affected by HIV/AIDS in Shetland. The number of Shetland HIV-infected residents has remained constant over the last few years.

4.10.2 All patients who require treatment are referred to the specialist services in Aberdeen. No unmet treatment needs as such have been identified.

4.10.3 It is hoped that the findings of current local research will offer an insight into the specific issues faced by individuals locally and identify any unmet needs.

4.11 *Head injury*

4.11.1 It is estimated (using national rates) that there are 35 – 50 people in Shetland with lasting effects following a head injury.

4.11.2 The needs arising from head injury are wide ranging and include physical disabilities, memory problems or sometimes more severe mental health related issues and social isolation. Families of individuals with head injury may be subjected to particular strain, often due to a lack of support mechanisms and of information on prognosis.

4.11.3 Unmet needs include the overall co-ordination of services; access to general services; and the need for a responsive, reliable, locally delivered wheelchair service.

5. **Financial Implications**

- 5.1 There are no financial implications arising directly from this report. However, if services are to be developed to meet the anticipated levels of need in future years, significant additional financial investment and recurring revenue spend will be required.
- 5.2 For example, the estimated financial implications of taking forward the Council's aim to "secure an additional 120 care places for older people over the next 20 years"² are set out in the table included at Appendix 1 and projected costs for services to meet increasing numbers of people with learning disabilities are included in Appendix 2.

6. **Policy and Delegated Authority - SIC³**

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.

7. **Recommendations**

- 7.1 I recommend that members of the SIC Services Committee and CHP Committee note the information presented in this report and advise the Council and NHS Board of their views.

Date: 9 June 2009
Ref: CF'AN'SC11-09

Report No SC-11-09F

² Shetland islands Council Corporate Plan 2008-2011

³ For Shetland Islands Council Services Committee only

Estimated costs of the Provisional Work Programme 2009-2024 for Residential Care and Extra Care Housing Developments (Report: SC-04-09) Min. Ref SC02/09

	Location	Additional Capacity	Capital £'000,000s	Revenue per annum £'000s
2009/10	Nordalea sheltered housing pilot	3	0.1	135
2010/11	Montfield care home	17	2.6	765
2012/13	ET House & Taing House developments	6	3.5	270
2012/13	Isleshavn	11	4.5	495
2012/13	Overtonlea	5	1.5	225
2014/15	Viewforth	15	4.5	675
2014/15	Lerwick extra care housing	8	1.2	360
2017/18	King Erik House	4	1	180
2017/18	Fernlea	3	1	135
2017/18	Wastview	5	1.5	225
2017/18	North Haven	5	1.5	225
2019/20	New central care home	20	4.5	900
2019/20	Wastview	5	1.5	225
2019/20	Fernlea	3	1	135
2019/20	Nordalea	2	0.5	90
2019/20	Overtonlea	5	1.5	225
2019/20	North Haven	5	1.5	225
Totals		122 places	£33.4M Capital	£5,490K Revenue

1. **Eric Gray Redesign** (Report SC-01-09F, Min. Ref: SC01/09)

<i>Service strand</i>	<i>Staff costs (2009-10) £</i>	<i>Non-pay costs (2009-10) £</i>
Complex needs	1,441,497	220,645
'New' EGRC	963,553	239,800
Highly structured	903,541	220,645
Community based jobs	54,844	N/A
TOTAL	3,363,435	681,090

EGRC's revenue budget for 2008-09 was £919,827

Capital costs

Cost of works	£4,350,000
Cost of furniture	£ 100,000
Fees	£ 870,000
Total	£5,320,000

Subsequently there will be additional capital costs for replacement or refurbishment in relation to the other service strands.

2. **Independent Living Project**

New core and cluster development similar to Arheim

Project feasibility and design	£120,000
Annual running costs	£521,500

Any requirement for capital spend would be determined as part of the feasibility study.

Note: Arheim was built by Hjalmland, Rudda Park was a Council new build project through the Housing Service.



NOTE

Community Services Forum
“Local Service Delivery Groups”
Council Chamber, Town Hall, Lerwick
Wednesday 3 June 2009 at 2.15pm

Councillors:

C L Smith	A T Doull
I J Hawkins	R S Henderson
J H Henry	C H J Miller
R C Nickerson	J G Simpson

Stakeholders:

K Massie, ASCC
E M Watson, CHCP Management Team
J Emptage, LSDG Chair – South Mainland
A Huntley, LSDG Chair – Whalsay & Skerries
W Hand, LSDG Steering Group
C Jamieson, North LSDG
S Robertson, Community Planning Partner
R Inkster, Shetland Childcare Partnership/Sandwick Community Council

In Attendance (Officers):

H Sutherland, Executive Director – Education & Social Care
C Ferguson, Head of Community Care
M Barnett, Community Care Resources Project Manager
C Medley, Head of Housing
J Thomason, Management Accountant
P Christie, Community Learning and Development Officer
J Porter, Community Learning and Development Officer
M Scott, Community Learning and Development Officer
H Bradley, Community Learning and Development Officer
S Mitchell, South Mainland and Fair Isle Community Office
A Nicol, Youth Service Manager
B Barron, Planning Officer – Development Plans
H Nelson, Development Plans Manager
L Saunders, Policy and Development Assistant
L Geddes, Committee Officer

Apologies:

Councillor A J Hughson
Councillor L Angus
Councillor W H Manson
Councillor F B Grains
Councillor A T J Cooper

Councillor E L Fullerton
Councillor L F Baisley
Councillor A G L Duncan
L Sutherland, CHCP Management Team
S Laidlaw, CHCP Management Team
K Carolan, CHCP Management Team
A Williamson, CHCP Management Team
E Weston, CHCP Management Team
B Crook, PILSIG Group
E Robinson, PILSIG Group
C Hughson, PILSIG Group
E Perring, PILSIG Group
A Black, Community Planning Partner
S Laurenson, Community Planning Partner
Dr S Taylor, Community Planning Partner
P Ellis, Sandwich Community Council
H Black, Head of Schools

Chairperson:

Mr C L Smith, Community Care Spokesperson, presided.

Circular

The circular calling the meeting was held as read.

01/09 **Overview – Community Planning Approach**

The Executive Director explained the background to the community planning approach, and what it was hoped to achieve using this approach. There was a move towards partnership working with various regional and national bodies, and a focus on listening and responding to what communities have to say, and repackaging services in a way that made sense to them. Local Service Delivery Groups (LSDGs) were one of the key tools in ensuring better geographically based planning, and in responding back to communities in a joined-up way.

02/09 **Purpose of Local Service Delivery Groups – A Community Health and Care Perspective**

The Head of Community Care outlined the purpose of LSDGs from a community health and care perspective. She circulated copies of an 'Engaging Shetland' article and a 'LEAP for Health Model' at the meeting, and went on to say that it was important that community care services were developed in order to ensure and maintain healthy and active communities. However it was necessary to take a wider view as a number of factors, such as poverty and access to transport, affected the health and wellbeing of communities. LSDGs were important in order that people delivering services could work together in order to come up with joint solutions to local problems. Community Councils were essential to LSDGs, as they were already in touch with their communities and could assist with finding local solutions to problems. Health services were already moving towards a community development model, and there was an ongoing drive to provide care services in people's own homes and localities. She emphasised that a 'one size fits all' approach was not appropriate, and that different models would work for different areas.

It was pointed out that there had been problems with setting up LSDGs in some areas, and it was felt that this was partly because their remits were too wide and this resulted in duplication.

It was felt that, particularly in small communities, there could be some duplication and overlap with Community Councils. It was noted that the South Mainland LSDG had operated very well, and that it covered three Community Council areas. The South Mainland LSDG had agreed that all issues that came under the remit of the Community Council would be referred to them, unless it was a wider issue such as changes to bus timetables. It was felt that the South Mainland LSDG had been particularly successful in finding local solutions to problems more quickly than using traditional routes.

03/09 **Case Study – South Mainland**

Mr J Emptage, LSDG Chair – South Mainland, outlined the background to the South Mainland LSDG, and copies of the South Mainland and Fair Isle Community Newsletter and the Shetland South Vision 2009 Press Release were distributed. Mr Emptage explained that one of the benefits of the LSDG was that people working for different organisations providing services, and other groups and organisations, could meet together and look for joint solutions that would be suitable for the community. In the South Mainland, efforts had been made to ensure that links were maintained with the Community Council and service providers. The LSDG had tried to use each meeting to focus on a particular issue or theme that was important to local people, and invited key speakers from relevant services and the public. This helped lead to a shared understanding of community needs, and identified priorities for the future provision of services in the area.

In response to concerns that there had been difficulties in operating LSDGs in some areas of Shetland, the Head of Community Care acknowledged that experiences had been different across Shetland. However the Planning in Localities Steering Group (PILSIG) was available to offer support to each LSDG, and it may be necessary to have further discussions with some LSDGs to assist them.

The issue of raising community aspirations was referred to, and it was questioned how community aspirations could be met without setting them against service delivery.

The Head of Community Care said that she felt LSDGs were there to help ensure that the best use was being made of existing resources, and to improve on this by, for example, making best possible use of all community transport. Sometimes the communities actually had ideas about how money could be saved, and they had a good knowledge of resources available locally and possible solutions to problems.

04/09 **Links to Local Development Planning Process**

The Development Plans Officer gave a PowerPoint presentation to the Forum outlining the Development Plan Scheme. She explained that the first stage was to produce a report focussing on the key issues from

the Shetland Structure Plan and the Local Plan, which set out proposals where development should and should not occur across Shetland. Due regard had to be paid to the strategies of other key agencies, and environmental appraisals had to be carried out. Consultation would be carried out with key stakeholders on a broad spectrum of plans and strategies, and this would inform a 'main issues' report which would be the subject of wider public consultation. LSDGs would be able to tap into the action programmes that would be prepared, and she outlined a 'SWOT analysis' which illustrated the role of LSDGs in relation to local development plans. She felt that the strengths were that there was a good geographical spread of settlements, but that there was a lack of consistency across Shetland in localities, and how proactive they have been to date. In terms of opportunities, LSDGs could provide a useful resource that the local development team can tap into, but that one of the threats was that community aspirations may not be realistic, particularly if they were not linked to issues affecting the bigger picture. In response to a query, she confirmed that she would be willing to meet with LSDGs, and she hoped that there was potential to promote an active way of working and ensuring that communities have ownership of action programmes.

In response to a query as to how this would fit in with the community planning process, the Executive Director explained that the Planning Service focussed on land use planning rather than service delivery planning. However there was scope for the two coming together, such as in relation to housing development and where this might take place. Community planning had a role in bringing together services across all planning agencies, but she acknowledged that there was some work to be done to ensure that LSDGs fed into the community planning process, and to ensure that it translated back into communities.

05/09

Case Study – Central Mainland

Mrs I J Hawkins outlined the background to the formation of the Central Mainland LSDG, and said that there had been some confusion about its role initially. Whilst there had been some good progress for a while, she felt that things had slipped back lately. She said that she was of the view that it was necessary that LSDGs were resourced properly, and that someone should be in post to follow things up and help deal with the administration. She highlighted some positive examples of joint agency working that had taken place in the central mainland prior to the formation of LSDGs, and acknowledged the positive work that had taken place with the South Mainland LSDG. However she felt that it was relevant to note that a 'one size fits all' model would not be appropriate.

Mr R H Henderson highlighted the number of development and other groups that already existed in the North Isles, and said that he felt that this was one of the reasons that the LSDG had not operated well in that area.

It was noted that the South Mainland Community Office provided administrative support and co-ordination to the South Mainland LSDG, and that this was part of the remit of Community Offices. The Sandwick

School had also been helpful in offering accommodation and support, and that other groups in the area were also very supportive.

It was also pointed out that sometimes Community Councils felt that LSDGs were duplicating their efforts, and there did not seem to be a shared vision and understanding. However it was noted that the Central Mainland Community Worker hoped to have discussions with those involved, and use examples of good practice to help ensure the Central Mainland LSDG operated better in future.

06/09 **Proposals on the Way Forward**

It was felt that a possible way forward would be to identify gaps that exist and to look at capacity issues. It was noted that LSDGs operated well in areas where there was a lot of support and enthusiastic individuals. It was pointed out that there was a lack of engagement from some key agencies, and it was felt that this engagement was necessary in order to ensure LSDGs were fulfilling their roles.

It was also pointed out that there was no mechanism for LSDGs to feed into the Community Planning Board, and this was an issue that would have to be considered so that there was a recognised mechanism in place.

It was noted that, in some areas, Community Councils had been left feeling undermined and undervalued, and it was felt that it was important to address this as Community Councils had a vital role to play in communities. It was suggested that it would be useful for someone to attend a meeting of the Association of Shetland Community Councils meeting in order to explain more about the role of LSDGs.

The meeting concluded at 3.30pm.

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Mr C L Smith
CHAIRPERSON



REPORT

To: Services Committee

18 June 2009

From: Executive Director of Education and Social Care

Sheltered Housing Review Progress Report

1. Introduction

- 1.1 This Report provides an update on progress on 3 pilots and allocation policy change recently approved in respect of the sheltered housing service's links to community use.

2. Links to Council Priorities

- 2.1 This work fulfils the commitment in the Corporate Plan to, "review sheltered housing provision to ensure that it is fit for the 21st century".

3. Background

- 3.1 In February 2009, Members considered and approved the finding from a review of sheltered housing. The overall finding of the review was that sheltered housing, in its current form, is no longer serving the purpose for which it was intended. Three pilot projects were agreed, alongside an allocation policy change, to explore ways to deliver better integrated and flexible services, at a local level to support individuals with assessed needs, regardless of tenure, age or ability.

- 3.2 The 3 pilot projects are set out below: -

Unst Pilot – to use vacant sheltered housing properties, as an alternative to a residential care setting.

Scalloway Pilot – to explore how out of hours care can be provided, including working with the Voluntary Sector.

Lerwick Pilot – to establish two mobile housing support worker teams for people who are not currently in Sheltered Housing.

- 3.3 Members also requested that an appropriate mechanism be agreed to allow the allocation of supported accommodation, strictly in accordance with assessed social care needs.

4. Progress Report

- 4.1 The Project Board has been established and the evaluation criteria for the pilot projects have been agreed. The project is a key element of the overarching project to review the Interim Placement Service and Delayed Discharge arrangements, reported separately on this agenda.
- 4.2 The drawings and specifications to remodel vacant sheltered houses at Uyeasound is complete and arrangements will soon be made to organise or tender the works depending on the estimated cost of the works. Recruitment to the additional 5 full time care posts, required to provide round the clock care, is in hand. At the moment, no-one on the waiting list has been assessed as having identified needs suitable for the type of accommodation being developed.
- 4.3 The Scalloway pilot is linking with a separate project, looking at developing locally based models of care management. Already, the potential to avoid duplication in the assessment of needs has been identified.
- 4.4 In the Lerwick area, the Community Care Fieldwork Team and the Housing Service will review the people on the waiting list for sheltered housing in Lerwick, to determine if some of their assessed needs could be met by the Housing Support Worker. The Housing Support Workers have the capacity to take up to 10 clients per week.
- 4.5 The policy on allocation for supported accommodation has been updated to give priority to clients with the highest medical and social needs points. If more than one client has been allocated the same points overall for medical and social needs, other factors still have to come into play (which is inevitable in areas where demand is greater than supply).
- 4.6 An update report detailing progress will be made to Members in six months time.

5. Financial Implications

- 5.1 The cost of the pilot can be met from within existing and approved budgets, so there are no financial implications arising from this Report.

6. Policy and Delegated Authority

- 6.1 All matters related to Housing and Community Care stand referred to Services Committee. In accordance with the Section 13 of the Council's Scheme of Delegations, the Committee has delegated authority to make decisions on matters within its remit which are within policy and the approved budget.

7. Recommendations

7.1 I recommend that Services Committee note the progress with the actions arising from the recent review of sheltered housing.

Our Ref: HAS/sa

Report No: ESCD-87-F



REPORT

To: Services Committee

18 June 2009

From: Capital Programme Service Manager

Report No: CPS-12-09-F

Subject: Capital Projects Update

1 Introduction

- 1.1 This report sets out the current status and activity of the Capital Projects which fall within the remit of the Services Committee. Key issues and events are summarised to enable Members to ask for additional information and clarification on any projects.

2 Link to Council Priorities

- 2.1 Investment in capital assets will enable the Council to support the aspirations set out in the Corporate Plan in respect of the following service areas – Community Care, Children's Services, Schools, Sport and Leisure, and Shetland College.
- 2.2 The Council's Corporate Plan includes reference to the following specific capital projects:
- Complete a review of services for Long Term Care, young adults with physical disabilities and the Eric Gray Resource Centre.
 - Complete strategies for Long Term Mental Health and Joint Respite Care.
 - Complete feasibility studies or necessary capital works, including Viewforth and Isleshavn Care Centres.
 - Progress the Joint Occupational Therapy Service and Resource Centre.
 - Consider investment decisions on the replacement of Leog, Laburnum and the Bruce Family Centre
 - Improve our teaching facilities by completing the new Anderson High School and Mid Yell Junior High School.

3 Projects Update

3.1 There are a number of stages in the life a capital project, as set out in the Council's Capital Projects Procurement Guidance. The initial stages can be described as:

- The Business Case – the initial idea or concept to address a gap in service.
- Feasibility Study – an in depth exploration of the service need and the options to best meet that service need.
- Design – the design of the new asset, once agreement on identified service need and the best option to meet that need has been identified. Sometimes, this stage can be combined with the construction phase, as a “design and build” procurement route.
- Tender Period – seeking and evaluating the most appropriate contractor to undertake the work, normally on a quality and price mix.
- Construction – the actual building of the new facility/ asset.

3.2 Appendix 1 contains a list of all the projects within the remit of the Education and Social Care Department with comment on progress.

3.3 On the 20 May 2009 the Council allocated funding from the Feasibility and Working Up Projects budget to two projects in the Services Committee area.

New Erik Gray Centre £290,000
New OT Resource Centre £50,000 (additional to the existing budget)

It should be noted that the Feasibility/ Working Up Projects budget is now fully committed for the 2009/ 10 financial year.

4 Financial Implications

4.1 There are no direct financial implications arising from this report. The financial performance of the Capital Programme is reported separately, to the Council.

5 Policy and Delegated Authority

5.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on matters within approved policy and for which there is a budget.

5.2 The Council currently retains full authority for decisions on the Capital Programme so there is no delegated authority for Services Committee to amend the priority and funding for Capital Projects.

- 5.3 This Report is presented for information only, so no matters of policy require to be considered.

6 Conclusions

- 6.1 This report is for information only to enable Members of the Services Committee to discuss and debate the Capital Projects within their remit.

7 Recommendations

- 7.1 I recommend that Services Committee note the content of the Report and request any further information or analysis as required on the current and planned programme of work.

Our Ref: GMF/RS

Report No: CPS-12-09-F

GENERAL FUND CAPITAL PROGRAMME Project Name		Approved Budget 2009/10 £000	Status as at June 2009
GCA**** (Various projects)	Occupational Therapy Rolling Programme	869	Ongoing Programme (all project stages)
GCA0106	Older People's Rolling Programme for new care places	225	Fees approved to progress Feasibility Studies on each location. Briefs for project studies being prepared. (Identifying Service Needs)
GCA0231	Fire Upgrades to Care Homes	342	Works to 6 remaining Care homes to be carried out this year subject to tender costs. Currently awaiting costs for Taing House, ET House, Viewforth, Laburnum. Works currently on site at Fernlea and Leog. Works to commence at Northhaven June/ July 2009. (Design/ Tender & Construction phases on various properties)
GCA0233	Occupational Therapy Resource Centre	150	EU Advertisement process for consultants underway & tender documents prepared. Deadline for expressions of interest 19 June 2009, tender returns date estimate 22 July 2009 (Design stage)
GCA0234	Taing House Capital Maintenance	76	Ongoing - Building maintenance
GCA0235	Viewforth Capital Maintenance	40	Ongoing - Building maintenance
GCA0236	New Temporary Care Home for Lerwick (Montfield)	0 (NHS)	Under construction (Construction)
GCA0237	Eric Gray Replacement	290	Feasibility Study approved by Services Committee February 2009. Funding allocated by Council 20 May 2009. Tender documents & EU Adverts being prepared for Consultant appointment (Design stage)
GCE0134	Anderson High School Replacement, including moving Train Shetland from premises at the Knab	(15M not part of Capital Programme)	Being considered at Planning Board 15 June & report to Services 18 June & Special SIC 18 June. Seeking approval of notice to proceed to construction subject to Planning Board decision and agreement on target cost. (Design/ Tender stage)
GCE1171	Little Tikes	38	Project Team set up, meeting on 10 June. Tenders being sought from consultants to progress design. Deadline for tender return 26 June. (Design stage)

GCE1315	Mid Yell Junior High School	4,000	Nearing the end of the Early Contractor Involvement stage of a Design and Build contract. A report on the outcome of this stage will be reported to the Council on 1 July seeing approval to appoint the Contractor for the Construction stage. Please refer to report to this Committees for Mid Yell Capital Works in relation to options for a replacement Care Centre on the site of the old school. (Design/Tender stage)
GCE1500	Education Capital Maintenance	1,355	Ongoing Programme (see breakdown below in <i>italics</i>)
XXE1001	Aith Maintenance	13	<i>At design stage with CPS</i>
XXE1002	AHS Maintenance	190	<i>New sash & case windows for the Old English Block. Detailed design and statutory permissions with Historic Scotland ongoing.</i>
XXE1003	Baltasound Maintenance	0	
XXE1004	Bells Brae Maintenance	500	<i>Curtain walling project ongoing; on programme and on budget. Completed the design of phase 2 & 3 of the air conditioning project as the school have complained about serious over heating. Education instructed us to prioritise this latter project.</i>
XXE1005	Brae JHS Maintenance	0	
XXE1007	Burravoe Maintenance	55	<i>Full electrical rewire - planned for summer holidays 2009</i>
XXE1009	Cunningsburgh Maintenance	40	<i>Project 70% complete; final installation and commissioning planned for summer holidays 2009</i>
XXE1016	Hamnavoe Maintenance	13	<i>At design stage with CPS</i>
XXE1017	Happyhansel Maintenance	13	<i>At design stage with CPS</i>
XXE1020	Mid Yell Maintenance	10	<i>Works to nursery</i>
XXE1021	Mossbank Maintenance	80	<i>The replacement of the gym hall roof was planned, but due to the number of people involved in the Olnafirth project it has been deferred to 2010. Also, the available monies have been allocated to Phase 2/3 heating at Bells Brae.</i>
XXE1024	Olnafirth Maintenance	200	<i>General refurbishment works to roof, walling, flooring, canteen and toilet blocks planned for Summer 2009. The school has approved the design proposals, and contracts are in place with the DLO, Hunter & Morrisons, G&S Flooring and Isometric Engineering to address the outstanding issues. A rather complicated project due to the timing and sequencing of several contractors, but it's the only way it can be done within the timescales.</i>
XXE1028	Sandwick Maintenance	67	<i>White & Jamieson due to commence blockwork and harling renewals during the summer holidays 2009. May include substructure blockwork as well.</i>
XXE1034	Whalsay JHS Maintenance	45	<i>Design for new sash & case windows completed; rates agreed; pending approval of planning prior to a Summer 2009 start on site.</i>
XXE1060	Janet Courtney Maintenance	130	<i>Agreed with George McGhee that we can take possession of one floor at a time after the summer holidays to upgrade fire doors and to renew the services. Design still to be finalised.</i>
GCG0232	Leog Replacement	400	Building layout agreed, Planning application submitted, Drawings with contractor and SQ for final costing. (Design/Tender stage)
GCH3100	Housing Staff Accommodation	10	Ongoing Programme
GCH3102	Housing Chalet Accommodation	11	Ongoing Programme
GCH3120	Housing Temp Accommodation (Homelessness)	14	Ongoing Programme

GCJ3001	Capital Grants to Water Based Facilities	30	Approved commitment from 08/09 carried forward. No new budget approved 09/10. The major part of the £30k commitment has now been paid. (Construction phase)
GCJ3002	Knab Dyke	71	Committed project – for completion in 09/10. Works ongoing on site. (Construction stage)
GCJ3003	Play Areas and Park Equipment	210	Ongoing Programme
GCJ3006	Capital Grants to Voluntary Organisations (General)	426	Ongoing Programme. 270K allocated 09/10 and 156K c/f from 08/09. Most of this budget has now been committed.
GCJ3020	Islesburgh Capital Maintenance	36	Ongoing - Building maintenance
GCL4402	Mareel	2,967	Project Management transferred to Shetland Arts. Contractor appointed, site set up has commenced. Works starts on 6 July. (Construction stage)
	Shetland College Extension	0	Feasibility Study completed and approved. No budget approved for further work on this project. College is progressing external funding with Estates Strategy Working Group. (Feasibility stage)
URL	Shetland College Reception Works	College budget	Tender prices received for the proposed reception works exceeded budget. Cost engineering exercise is underway to produce a reduced works package to meet budget constraints. (Design/ Tender stage)
	Lerwick Primary Provision	0	Feasibility study nearing completion - Finalising Life Cycle Costing data final draft Report will be issued to School Service for comment 26 June. No budget approved for further work, Council agreed no further action meantime. (Feasibility stage)
	Lerwick Library Redevelopment, including replacement premises for Adult Learning	0	Design study reported March 2009. No budget approved to progress this project. (Feasibility stage)
	Laburnum Replacement	0	Feasibility Study reported March 2009. No budget approved for further work on this project. (Feasibility stage)
	Replacement Viewforth	0	Awaiting approval of £40,000 carry forward to progress with the outline brief approved in May 2009 which extends this work to cover the Lerwick area.
	Replacement Isleshavn	0	Feasibility study nearing completion, to be reported to September Services Committee meeting. No budget approved for further work on this project. (Feasibility Stage)
	Bruce Family Centre	0	Feasibility study to be completed by 26 June 2009. (Feasibility stage)

Sandwich JHS Additional Primary Classrooms	0	No budget approved, Council agreed no further action meantime. (Feasibility stage)
Happyhansel Primary School Additional Classrooms	0	No budget approved, Council agreed no further action meantime.
Indoor Children's Activity Centre (former Islesburgh Squash Courts)	0	No budget approved, Council agreed no further action meantime.
Hall of Residence	0	No budget approved, Council agreed no further action meantime.
Scalloway Junior High School Science Block	0	No budget approved, Council agreed no further action meantime. (Design completed)
Total Services General Fund Capital Programme	11,560	(excluding AHS)

HOUSING REVENUE ACCOUNT Project Name	Approved Budget 2009/10 £000	Status as at June 2009
HCH3303 Land & Property Acquisition	679	Engineers appointed to identify site-works for new build proposals.
HCH3404 Environmental Improvements	259	Ongoing programme. Staneyhill contract due to complete 09/10. Project for North Toogs, Burra currently out to tender (due back 12/06/09) and Bayview, North Roe to follow in 09/10.
HCH3512 Community Care Projects	107	Feasibility studies carried out for prioritising contracts.
HCH3525 Feasibility Studies	26	Ongoing programme
HCH3526 Opportunity Conversion	125	Prioritised projects being progressed. Extension to property for large family with consultants awaiting planning application.
HCH3706 Heating Replacement Programme	157	Rolling programme - Hamarsgarth, Mossbank 09/10
HCH3708 External Re-render Programme	388	Rolling programme - ongoing. Completion of Grindahoul, Brae. Next projects to be assessed for tender in 09/10
HCH3710 Lerwick Crudens	1,147	Phase 1 on site, due to complete 09/10. Phase 2 to be tendered 09/10.
HCH3711 Retentions/ Final Accounts	40	Ongoing.

HCH3712	Housing Quality Standard	360	Rolling programme – ongoing. Kitchen replacement contract agreed at Services Committee 07/05/09
HCH3714	Replacement MIS System	200	Approved by SIC 18/02/09. Expressions of interest rec'd. Project team established.
HCH3800	Capital Rec/ Sale Council Houses	-890	Estimated capital receipt from Right to Buy sales.
Total HRA Capital Programme		2,598	



REPORT

To: Services Committee

18 June 2009

From: Head of Schools

REPORT BY HM INSPECTORATE OF EDUCATION: NESTING PRIMARY SCHOOL

1. Introduction

- 1.1 Nesting Primary School was inspected in March 2009 as part of a national sample of primary and nursery education. The report by HM Inspectorate of Education was published on 2 June 2009.
- 1.2 The purpose of this report is to give Members an opportunity to consider the quality of education provided by Nesting Primary School as evaluated by HM Inspectorate of Education in the published report.
- 1.3 A copy of the report has been placed in the Members' Room for reference. Copies of the report have also been sent to all relevant Members, parents, staff and Parent Council members.

2. Link to Council Priorities

- 2.1 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 The inspectors evaluated the quality of education at the school. They also looked at how well the school works with other groups in the community, including parents and services which support children. They also commented on how well staff and children work together and how they go about improving the school.
- 3.2 Inspectors spoke to groups of pupils and staff. They also met with a group of parents.

- 3.3 The school was given formal evaluations in five areas. Of those, three were evaluated as Good and two as Satisfactory. These ratings mean that the report overall counts as a “positive inspection report” for the purposes of the targets for Education under the National Performance Framework.

4. Proposals

- 4.1 It is proposed that Members note the particular strengths, examples of good practice and areas for improvement identified in the report as follows:

4.1.1 Particular Strengths:

- The role of all staff in providing a range of opportunities for children to achieve widely
- The use of information and communications technology to enhance children’s learning
- Productive partnerships with parents, local schools and the community to enhance children’s learning
- The success of the school in developing children’s knowledge and understanding of local culture.

4.1.2 Examples of good practice considered worthy of note at national level:

- Singing in Shetland dialect
- Use of information and communications technology

4.1.3 Areas for improvement:

- Ensure the pace of learning and level of challenge are sufficient to meet the needs of all pupils
- Continue to develop approaches to monitoring and evaluating the work of the school to improve children’s experiences and attainment

- 4.2 The inspectors declared themselves confident that the school would be able to make the necessary improvements in light of the inspection findings. As a result, they will make no more visits following this inspection. The school and the education authority will inform parents about the school’s progress in improving the quality of education.

5. Financial Implications

- 5.1 There are no financial implications arising from this report. The costs of addressing the main points for action will be addressed through budget allocated to the Schools Service.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegation, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

7. Recommendation

- 7.1 I recommend that the Services Committee note the contents of the report by HM Inspectors of Education on Nesting Primary School.

June 2008

Our Ref: HB/RS/KK

Report No: ED-15-F



REPORT

To: Services Committee

18 June 2009

From: Head of Schools

REPORT BY HM INSPECTORATE OF EDUCATION: DUNROSSNESS PRIMARY SCHOOL

1. Introduction

- 1.1 Dunrossness Primary School was inspected in March 2009 as part of a national sample of primary and nursery education. The report by HM Inspectorate of Education was published on 26 May 2009.
- 1.2 The purpose of this report is to give Members an opportunity to consider the quality of education provided by Dunrossness Primary School as evaluated by HM Inspectorate of Education in the published report.
- 1.3 A copy of the report has been placed in the Members' Room for reference. Copies of the report have also been sent to all relevant Members, parents, staff and Parent Council members.

2. Link to Council Priorities

- 2.1 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 The inspectors evaluated the quality of education at the school. They also looked at how well the school works with other groups in the community, including parents and services which support children. They also commented on how well staff and children work together and how they go about improving the school.
- 3.2 Inspectors spoke to groups of pupils and staff. They also met with a group of parents.

- 3.3 The school was given formal evaluations in five areas. Of those, four were evaluated as Very Good and one as Good. These ratings mean that the report overall counts as a “positive inspection report” for the purposes of the targets for Education under the National Performance Framework.

4. Proposals

- 4.1 It is proposed that Members note the particular strengths, examples of good practice and areas for improvement identified in the report as follows:

4.1.1 Particular Strengths:

- Responsible children who support each other in a variety of school initiatives.
- The involvement of parents in improving experiences for children.
- The commitment of staff to improving children’s experiences and wider achievements.
- Effective approaches to self-evaluation.
- The development of leadership for learning by the headteacher.

4.1.2 Examples of good practice considered worthy of note at national level:

- Parental involvement in learning.
- The school’s approaches to improving self-evaluation.

4.1.3 Area for improvement:

- Update guidance on teaching and learning for staff in line with a Curriculum for Excellence and further develop active learning opportunities for children at all stages.

- 4.2 As a result of the very good quality of education provided by the school the inspectors will make no further visits. The school and the education authority will inform parents about the school’s progress in improving the quality of education.

5. Financial Implications

- 5.1 There are no financial implications arising from this report. The costs of addressing the main points for action will be addressed through budget allocated to the Schools Service.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegation, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

7. Recommendation

- 7.1 I recommend that the Services Committee note the contents of the report by HM Inspectors of Education on Dunrossness Primary School.

June 2008

Our Ref: HB/MS/SM

Report No: ED-14-F