



MINUTES

AB - Public

Education and Families Committee
Council Chamber, Town Hall, Lerwick
Monday 13 June 2016 at 10.00am

Present:

Councillors:

P Campbell	B Fox
F Robertson	G Robinson
D Sandison	G Smith
M Stout	V Wishart

Religious Representatives:

T Macintyre	M Tregonning
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Apologies:

G Cleaver	A Manson
R Mackay	

In Attendance:

N Grant, Director – Development Services
A Edwards, Executive Manager – Quality Improvement
J Riise, Executive Manager – Governance and Law
C Scott, Executive Manager – Adult Services
S Thompson, Executive Manager – Schools
C Anderson, Senior Communications Officer
T Coutts, Business Development & Training Manager
J Sutherland, Team Leader – Supported Living
A Sutherland, Projects Officer
M Thomson, Management Accountant
L Geddes, Committee Officer

Chairperson

Ms Wishart, Chair of the Committee, presided.

Circular

The circular calling the meeting was held as read.

Declarations of Interest

Mr Sandison declared an interest in Agenda Item 4 “Early Learning and Childcare” as his wife worked in a childcare establishment, and an interest in Agenda Item 8 “College Integration – Progress Update and Next Steps” as a trustee of Shetland Fisheries Training Centre Trust (SFTCT).

Minutes

The Committee approved the minutes of the meeting held on 11 April 2016 on the motion of Mr Smith, seconded by Mr Campbell.

18/16

Shetland's Autism Spectrum Disorder Strategy 2016-21

The Committee considered a report by the Team Leader – Supported Living (CC-38-16-F) which presented Shetland's Autism Spectrum Disorder (ASD) Strategy 2016-21 for approval.

The Team Leader – Supported Living summarised the main terms of the report, advising that it had been estimated that ASD affected approximately 225 people in Shetland. However it was recognised that these statistics were now out of date, and one of the issues highlighted in the Strategy was data collection and ensuring that there was reliable information available. An action plan was being developed to accompany the Strategy, and a working group had been established to co-ordinate activity.

The Team Leader – Supported Living and the Executive Manager – Adult Services then responded to questions, and the Committee noted the following:

- Legislative requirements were in place for those with an ASD who were transitioning into adult services and, in the main, transitions were successful locally. However it was recognised that there was room for improvement, and this would be developed as part of the action plan.
- The mapping exercise referred to in the Summary of Findings had been commissioned by the Scottish Government. It had identified that there were data sharing issues between agencies so this would have to be addressed.
- Shetland College UHI was now offering accredited qualifications relating to ASD for staff working across Children and Adult Services. This had been offered to 12 people this year, with 18 candidates commencing studies later in the year.
- The “With You For You” assessment process was used to assess the needs of adults for a range of services, and this included accommodation and employment. Currently there were sufficient resources to meet the needs of people with ASDs requiring support, but the collection of data would inform how to move on in the future.
- It had been recognised in the mapping exercise that representation was an issue. Work was ongoing with representatives in the voluntary sector to look at how to support an engagement process, and a carer representative was on the working group for the ASD action plan.
- There was an established diagnostic pathway for children and young people, but there were adults who had not had access to a diagnosis. The consultant psychiatrist had carried out training on the diagnostic process. A number of people were being supported who did not have any diagnosis of ASD, and the action plan included reference to awareness raising.
- Strategies in other areas and the national strategy had been taken into account in the preparation of Shetland's strategy, but there had been particular focus on the areas that it was felt that there was room for improvement locally. Liaison with the national group continued to take place so it was possible compare and

collaborate with other areas, and there were close links with a number of professionals who had led the development of the national strategy.

Members commented that they welcomed the Strategy, particularly in respect of the planned awareness raising and workforce development which should help to overcome barriers for people with ASDs locally.

On the motion of Mr Sandison, seconded by Mr Smith, the Committee approved the recommendation in the report.

Decision:

The Education and Families Committee **RESOLVED** to:

- Approve Shetland's Autism Spectrum Disorder Strategy 2016-21
- Agree that an Autism Spectrum Disorder action plan will be monitored through six-monthly reports to the Integration Joint Board (IJB) and Education and Families Committee.

19/16

Islands Education Summit Update

The Committee considered a report by the Director of Children's Services (CS-07-16-F) which provided an update on the actions following the Inter Island Education Summit, held in Orkney in August 2015.

The Chair advised that the Director of Children's Services was unable to attend today's meeting as she was attending a meeting of the Northern Alliance in Aberdeen, at which the Cabinet Secretary for Education and Skills – John Swinney - would be in attendance.

The Executive Manager – Quality Improvement summarised the main terms of the report, outlining the aims of the summit and highlighting the work that was being undertaken to use data more effectively to establish baseline measures in key areas.

The Executive Manager – Quality Improvement then responded to questions, and the Committee noted the following:

- Dual qualifications for secondary teachers was something that was again being taken into account for PGDEs, and staff locally were being asked to register their interest in registering for a second subject.
- The 'island proofing' of national strategies was something that was actively being carried out. The three authorities were currently considering the impact of geography on subject choice in secondary settings, and how the role of e-learning could have an impact on this. The Western Isles had established a 'virtual school' through its four secondary settings so that all young people had access to the same set of curriculum opportunities. This project had resulted out of necessity, as they had been unable to recruit a maths teacher and had to deliver maths through Glow.
- It was planned to hold a joint seminar in the Western Isles in autumn to reflect on progress made since the Education Summit in August 2015.

It was commented that the reports on today's agenda illustrated the good work that was taking place to ensure that education in Shetland was fit for purpose in the future. However politically there was a need to ensure there was strong representation at a national level on broader education issues, in order to ensure that national policies took account of the needs of islands areas in delivering education.

It was further commented that it was also important to ensure that working collaboratively with other areas did not imply to the Scottish Government that the areas involved were accepting of the potential for regionalised education boards.

Decision:

The Education and Families Committee noted the actions being progressed following the Islands Education Summit, and endorsed the inter authority collaborative working across the three Island Authorities.

(Mr Robinson attended the meeting during the following discussion)

20/16

Developing the Young Workforce and Shetland Learning Partnership - Update Report

The Committee considered a report by the Director of Children's Services (CS-13-16-F) which provided an update in respect of the Developing the Young Workforce recommendations and progress of the Shetland Learning Partnership.

The Executive Manager – Schools summarised the main terms of the report, outlining the work that was currently taking place. A Steering Group had been established to take oversee the recommendations in respect of Developing Scotland's Young Workforce recommendations, and the first meeting of the Regional Group had recently taken place. The involvement of this group would be crucial from this point onwards. The Shetland Learning Partnership project would come to a conclusion in August. Some of its work had been completed, and other areas would be taken forward within the quality assurance framework.

The Executive Manager – Schools and Executive Manager – Quality Improvement then responded to questions, and the Committee noted the following:

- The Federation of Small Businesses would be approached to see if it wished to join the Regional Group, given that its members would have a number of apprentices.
- It had been clear from the outset that the Regional Group was not to be run by local authorities. However as there was no Chamber of Commerce locally to take it on, the Council was trying to assist the process by inviting representatives on to the Group.
- Some funding had already been made available to the Regional Group by the Scottish Government and Skills Development Scotland, and £100,000 would be available over the next three years to support the work of the Group. The Group would have to bid for the funding and it would be ring-fenced. Other areas had used the funding for project support, but this would be something for the Group to discuss further.

- It was intended to have common structure in terms of subject choice locally, rather than a common timetable structure, and the establishment of the 'virtual school' in the Western Isles would be monitored to see if it could offer online learning solutions. The Western Isles were carrying out core curriculum delivery, whereas the focus locally had been on enhancement of learning and linking with Shetland College and the Shetland Learning Partnership.
- Advanced Highers were not delivered via Glow. Shetland College had delivered some Highers via video-conferencing, and there had been a pilot project regarding online delivery of some early learning and childcare units that were not available in school. Glow could be used to deliver online teaching, but locally the feedback from staff and focus groups was that there needed to be consideration of the appropriate next steps for staff and pupils.
- The Scottish Government's focus on social deprivation and closing the attainment gap, and the fact that this was different from the local focus, was one of the issues that had brought the Northern Alliance together. The authorities involved had all missed out on the funding that had been made available in this respect. It was recognised that there were rurality issues and pockets of deprivation locally. One of the areas that the Northern Alliance was considering at its meeting today was working together to identify young people who were not achieving because of disadvantage.

It was commented that it was important that efforts were made at a political level to support officers, given the Scottish Government's focus on closing the attainment gap. It was noted that the point was regularly made at COSLA meetings that it was not just a central belt issue, and that data was now available and evidence had been presented to illustrate this.

Decision:

The Education and Families Committee noted the contents of the report.

21/16

Early Learning and Childcare

The Committee considered a report by the Director of Children's Services (CS-15-16-F) which enabled consideration of how the Scottish Government's national agenda for expansion of Early Learning and Childcare (pre-school education) will be delivered in Shetland.

The Executive Manager – Quality Improvement summarised the main terms of the report, highlighting the significant pieces of work that would require to take place in order to meet the Scottish Government's aspirations to expand early learning and childcare further by 2020. There would be both revenue and capital implications locally, as well as workforce development requirements. It was intended to appoint a project board and team, and the Council was currently in the process of appointing a Quality Improvement Officer to help take the project forward.

The Executive Manager – Quality Improvement then responded to questions, and the Committee noted the following:

- It had been recognised that there would be a requirement to blend educational and care needs, and flexibility of arrangements was required in order to do so. One of the challenges locally was the pattern of take-up of early learning. In the central area, provision tended to start at five days. Outwith the central area,

eligible three-year olds tended to start off with two days a week then build up to more days. So there would be a challenge in meeting these different needs in Shetland.

- Budget funding in 2016/17 for the Quality Improvement Officer post had been allocated, as there had been a post in 2015-16 that had not been filled and the additional cost would be met by other staff savings. In the longer term, there were questions as to how the funding would work. It was possible to put it in the Medium Term Financial Plan as a cost pressure, and once it was in the Plan, it would be possible to access funding.
- Work had started locally to identify the capital requirements. The Scottish Futures Trust was carrying out work to identify both capital and revenue implications, and the Council was participating in this piece of work. It was important to have a model in place within the next year in order that the Council could identify the staffing and building requirements.

It was commented that this was a good illustration of how the 'island proofing' approach should be used, as there would be unique challenges locally in delivering this national initiative. Whilst the initiative was to be welcomed, particularly in terms of reducing attainment gaps at an early stage and the opportunity to look at the delivery of services, there would be logistical problems in providing a blended solution locally. The Scottish Government had committed to funding and it was essential that the information provided to it reflected the true cost of delivering the service locally.

Decision:

The Education and Families Committee noted the contents of the report.

22/16

Services for Children and Young People in Shetland: Care Inspectorate Report on a Joint Inspection Visit and Action Plan

The Committee considered a report by the Director of Children's Services (CS-14-16-F) which presented the findings of the initial joint inspection of services for children and young people in Shetland which took place between January and March 2015.

The Executive Manager – Quality Improvement summarised the main terms of the report, advising that the feedback received was that the inspectors were very pleased with the work undertaken so far. There would be a return visit in November 2016, and information on what would be required for this visit had already been passed on to the staff involved.

Decision:

The Education and Families Committee noted the follow up areas and the updated action plan following the visit on the joint inspection of services for children and young people in Shetland, as part of its scrutiny role under the approved Planning and Performance Management Framework.

23/16

Shetland College Term Dates 2016-17

The Committee considered a report by the Acting Principal (SCB115-F) which proposed term dates for Shetland College for academic session 2016/17 for approval.

The Director of Development Services advised that the report had already been approved by Shetland College Board. Responding to a query, he advised that there were two different sets of terms and conditions at Shetland College for support staff and lecturing staff, and support staff were covered by the Council's terms and conditions.

On the motion of Mr Campbell, seconded by Mr Robinson, the Committee approved the recommendation in the report.

Decision:

The Education and Families Committee approved the College Term Dates for the Academic Year 2016/17.

24/16

Delegation of Authority for Shetland College Board

The Committee considered a report by the Executive Manager – Governance and Law (GL-29-16-F) which introduced a proposal to the Council for delegated authority to be granted to the Shetland College Board to support the next stages of the Tertiary Review.

The Executive Manager – Governance and Law summarised the main terms of the report, advising that the call for further consideration of the requirement for delegated authority had gained momentum recently with the appointment of an Interim Joint Principal to support better integration of the colleges. The granting of delegated authority reserved to the Education and Families Committee the continuing responsibility for the wider strategic remit for learning at all stages of life, but it would be sufficient to support the activity of the Liaison Group and the three Councillors appointed to that. The granting of delegated authority would be time limited to a period of two years.

It was commented that the proposals in the report would give members of the Liaison Group the ability to represent the College Board in a meaningful fashion, and clarified how decision-making would be pursued.

On the motion of Mr Campbell, seconded by Mr Smith, the Committee approved the recommendation in the report.

Decision:

The Education and Families Committee **RECOMMENDED** that the Council approves the granting of delegated authority, as set out in Appendix 2 to the report, until June 2018.

(Mr Robinson left the meeting)

25/16

College Integration - Progress Update and Next Steps

The Committee considered a report by the Director of Children's Services (DV-37-16-F) which provided an update on progress and plans to take those actions forward.

The Director of Development Services summarised the main terms of the report, advising that there had been progress in all areas. The Interim Joint Principal had now been appointed, and stability funding had been requested. An agreement with the SFTCT in respect of FE credits was now in place, and this was worth £1.8million. The liaison group would provide direction and monitor progress. The granting of delegated authority, as per the previous report, would facilitate the joint

working with the SFTCT. The development of a joint shared curriculum and shared resources would be challenging, and it was important to get the structure right.

Responding to a query, the Director of Development Services advised that after a lot of discussion, it had been agreed that in order to be representative of both organisations, the best structure for the liaison group would be to have three members from each board, with a rotating Chair. The protocol had tried to pick up on conflict resolution, but this was something that the project board could maybe look at in more detail as things developed.

The Committee commented favourably on the progress that had been made over the last few months, and commended those involved on reaching this position.

On the motion of Mr Campbell, seconded by Ms Wishart, the Committee approved the recommendation in the report.

Decision:

The Education and Families Committee noted the information contained in the report, concerning the proposed next steps as set out in section 3 to 9 of the report, and recommended that the Council approve the Colleges' Integration Liaison Group protocol document and collaboration agreement.

The meeting concluded at 11.45am.