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Council Building
2 High Street
Perth
PH1 5PH

13 January 2021

A Meeting of the **Lifelong Learning Committee** will be held virtually on **Wednesday, 20 January 2021 at 09:30.**

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

KAREN REID
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:

Councillor Caroline Shiers (Convener)
Councillor John Duff (Vice-Convener)
Councillor Kathleen Baird
Councillor Liz Barrett
Councillor Angus Forbes
Councillor Ian Massie
Councillor Xander McDade
Councillor Beth Pover
Councillor Callum Purves
Councillor John Rebbeck
Councillor Crawford Reid
Councillor Fiona Sarwar
Councillor Lewis Simpson

Mr Jack Bell
Mr Andy Charlton
Mr Adrian Ferguson
Mrs Pat Giles
Mr Martin Gowrie
Mrs Audrey McAuley
Mr Dean McBride
Miss Teresa Moran
Ms Carolyn Weston

Lifelong Learning Committee

Wednesday, 20 January 2021

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

- 1 WELCOME AND APOLOGIES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTES**
 - 3(i) MINUTE OF MEETING OF THE LIFELONG LEARNING COMMITTEE OF 4 NOVEMBER 2020 FOR APPROVAL** **5 - 8**
(copy herewith)
 - 3(ii) MINUTE OF MEETING OF THE JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF OF 22 SEPTEMBER 2020 FOR NOTING** **9 - 14**
(copy herewith)
- 4 COMMUNITY PLANNING**
 - 4(i) MINUTE OF MEETING OF THE PERTH & KINROSS CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP OF 18 SEPTEMBER 2020 FOR NOTING** **15 - 20**
(copy herewith)
- 5 COVID-19 RESTRICTIONS - UPDATE ON IMPACT ON EDUCATION AND CHILDREN'S SERVICES**
Verbal Report by Executive Director (Education & Children's Services)
- 6 SELF-DIRECTED SUPPORT STRATEGY FOR CHILDREN, YOUNG PEOPLE AND FAMILIES 2021-2024** **21 - 118**
Report by Executive Director (Education & Children's Services)
(copy herewith 21/6)
- 7 HIGHLAND PERTHSHIRE LEARNING PARTNERSHIP - UPDATE REPORT** **119 - 146**
Report by Executive Director (Education & Children's Services)
(copy herewith 21/7)

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LIFELONG LEARNING COMMITTEE

Minute of meeting of the Lifelong Learning Committee held virtually on Wednesday 4 November 2020 at 9.30am.

Present: Councillors C Shiers, J Duff, H Anderson, K Baird, A Forbes, X McDade, T McEwan, B Pover J Rebbeck, C Reid, F Sarwar, L Simpson and C Stewart (substituting for C Purves); Mr A Ferguson, Mr M Gowrie, and Mrs A McAuley.

In attendance: S Devlin, Executive Director (Education and Children's Services); J Pepper, G Boland, S Johnston, F Mackay, D Macleod, B Martin Scott, H Robertson, K Robertson and C Taylor (all Education and Children's Services); J Cockburn, C Flynn and L Brown (all Corporate and Democratic Services).

Apologies for absence: Councillor C Purves, Mr J Bell, Mr A Charlton, Mrs P Giles, Mr D McBride, Miss T Moran and Mrs C Weston.

The Convener led discussion on Items 1-5 and Vice-Convener Duff on Items 6-7.

Councillor C Shiers, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apologies for absence were noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct,

3. MINUTES

(i) Lifelong Learning Committee

The minute of meeting of the Lifelong Learning Committee of 26 August 2020 was submitted, approved as a correct record and authorised for signature.

(ii) Joint Negotiating Committee for Teaching Staff

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 26 May 2020 was submitted and noted.

(iii) Joint Negotiating Committee for Teaching Staff

The minute of special meeting of the Joint Negotiating Committee for Teaching Staff of 23 June 2020 was submitted and noted.

4. Abernyte Primary School - Scoping Report

There was submitted a report by the Executive Director (Education and Children's Services) (20/208) seeking approval for the scope and principles to be used to underpin the options appraisal to be developed for a catchment review for Abernaye Primary School.

Resolved:

- (i) The principles and factors, detailed in Sections 2 and 4 of Report 20/208, be approved.
- (ii) The proposed options that would form the options appraisal, detailed in Section 6.4 of Report 20/208, be approved.
- (iii) The Executive Director (Education and Children's Services) be requested to submit a completed options appraisal to Lifelong Learning Committee in May 2021, or as soon as possible thereafter.

5. SQA Examinations Update

There was submitted a report by the Executive Director (Education and Children's Services) (20/209) (1) providing an update on the main milestones and outcomes of the 2019/20 Scottish Qualifications Authority (SQA) examination/assessment diet; and (2) detailing the planning taking place to address the challenges that remain for those forthcoming in the 2020/21 academic year.

Resolved:

The content of Report 20/209 and arrangements expected for 2020/21 examinations be noted.

6. Education and Children's Services Annual Performance Report 2019/20

There was submitted a report by the Executive Director (Education and Children's Services) (20/159) (1) presenting the Annual Performance Report 2019/20 for Education and Children's Services; (2) summarising Service performance over the period of April 2019 - March 2020 in delivering better outcomes for everyone in Perth and Kinross; and (3) reporting on performance against key performance indicators.

Resolved:

- (i) It be noted that Report 20/159 was submitted to the Scrutiny Committee on 9 September 2020 for scrutiny and comment as appropriate.
- (ii) The contents of Education and Children's Services Annual Performance Report 2019/20, as detailed in Appendix 1 to Report 20/159, be approved.

7. Attainment and Pupil Equity Funding Update 2020

There was submitted a report by the Executive Director (Education and Children's Services) (20/210) (1) providing an update on progress made in Perth and Kinross to raise attainment and close the poverty-related attainment gap; (2) outlining the range of measures implemented to improve performance and monitor progress of improvements, including the use of Pupil Equity Funding to support learners. It meets the requirements to report on the National Improvement Framework (NIF) for education and on the expenditure and impact of the Pupil Equity Fund.

Resolved:

- (i) The contents of Report 20/210, be accepted.
- (ii) It be noted that Report 20/210 will be submitted to the Scrutiny Committee on 2 December 2020 for scrutiny and comment as appropriate.

DRAFT

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of virtual meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 22 September 2020 at 2.30pm.

- Present:**
- Representing Perth and Kinross Council**
Councillors J Duff, J Rebbeck and C Shiers; S Devlin, G Doogan, S Hagney and S Johnston (all Education and Children's Services) and P Johnstone (Corporate & Democratic Services).
- Representing Teachers' Associations**
L Gibb, L-J Grant, M Laurie, C Rose, T Summers and C Weston (all EIS); M Mackie (SSTA) and S Topen-Cooper (NASUWT).
- In Attendance:** L Hamilton (ECS), A McAuley, Joint Secretary (Trade Unions); C Flynn and L Brown (both Corporate and Democratic Services).
- Observing:** S Hope, Joint Secretary, Employees' Joint Consultative Committee
- Apologies:** D MacLeod
- Councillor J Duff, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

An apology for absence was submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTES

(i) Joint Negotiating Committee for Teaching Staff - 26 May 2020

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 26 May 2020 was submitted and approved as a correct record.

(ii) Joint Negotiating Committee for Teaching Staff – 23 June 2020

The minute of the Special Meeting of the Joint Negotiating Committee for Teaching Staff of 23 June was submitted and approved as a correct record.

4. MATTERS ARISING

(i) Minute of 26 May 2020 – Employee Wellbeing Survey – (Item 4.1 refers)

P Johnstone reported that a New Ways of Working Survey had been published on 25 May 2020 with a closing date for receipt of comments of 8 June 2020. 48% of staff had submitted a response within the first 7 days of the survey going public. The responses were analysed on school-based and non-school based employees. A total of 1472 responses were received which comprised 26% of the Council workforce. 66% of the respondents worked in Education and Children's Services, 52% of whom were school based staff and 34% were teaching staff.

The information gathered will be used to look at how the Council can build recovery and renewal. At the time of survey the country was still in lock-down and the responses captured how people were feeling at that time.

Following on from the survey an Employees' Sounding Board will be established which will seek employees' views on how they think things should be shaped and how the Council might do things differently in future. P Johnstone advised that Trade Unions participation would be welcomed. She requested that the names and contact details of nominated representatives should be forwarded to her and these would in turn be passed to Caroline Mackie, the lead officer for this piece of work.

C Weston thanked P Johnstone for the invitation and advised that she would meet with the Teachers Panel to discuss representation on the Sounding Board and provide names and contact details to P Johnstone. **(ACTION CW)**

5. COVID-19 UPDATE ON RECOVERY PLAN FOR RETURN TO SCHOOLS

There was submitted a briefing note by the Executive Director (Education and Children's Services) (G/20/98) on the Recovery Plan put in place for return to school in August 2020.

Prior to discussion of the briefing paper as circulated S Devlin provided an update on the national picture. She referred to the third version of the schools reopening guidance which was published on 16 September 2020 which included changes to parts linked to PPE where individuals are symptomatic and further information provided within the guidance for Test and Protect procedures. She reported information is now included in the guidance linked to self-isolation arrangements following international travel. She further advised there is also a more detailed section around outbreak and case management and working with colleagues in Public Health. There is also an update in relation to young people in the senior phase attending college. The

recently re-revised PE guidelines are referenced in this version, and, similarly the first publication of the Home Economics guidelines are referenced in this version. She further advised that there has been an update to the section on guidance on school visits. Information has also been added on access to drinking water in schools and some specific information around breakfast clubs. A few other small changes have been made in the sections on additional support for learning and on ventilation. She advised that those two areas will continue to be updated with reference to ongoing feedback provided to the Scottish Government from the COVID-19 Education Recovery Group.

The Education Scotland Twitter feed had also provided details on further national guidance published in relation the secondary subjects of art, design and photography, music, drama and dance.

A slight change to the wording about people who can be in school over and above teachers, support staff, etc is also included in version 3 of the guidance. S Devlin advised the change recognises that a range of different support is provided to children and young people from colleagues in youth work, social work and third sector organisations. Other information is still expected in relation to guidance on organised activities for children.

The COVID-19 Antibody Survey for Education Staff will look to identify from a proportion of people working in Education in Scotland who has had coronavirus by testing for antibodies in the blood. The test looks at whether someone has been infected in the past. By testing people throughout the school year the Chief Medical Officer's Advisory Sub-Group and Public Health Scotland will be able to track if this is changing over time. The study is open to any adult who works in a school or early learning and childcare setting with participants completing an on-line public health survey. Staff selected to join the study will be sent a home testing kit which requires that they take a finger prick blood sample to be returned by post to a laboratory for testing. S Devlin emphasised that this is voluntary and there is no requirement for staff to participate. Information on this has been issued to schools.

In referring to the briefing paper as circulated S Johnston advised that the return to school has gone well. Children and young people are delighted to be back, and staff are beginning to feel more comfortable with the processes that have been put in place for safety and protection. She advised that a number of informal trade union meetings have taken place over the summer and into August and September to ensure that the processes that have been put in place around health and safety and any issues and concerns raised by trade unions and staff in general are being dealt with.

For every individual COVID case in a school a Problem Assessment Group (PAG) has been undertaken alongside Public Health. Health and safety procedures and infection control measures have been rigorously inspected by NHS Tayside, Health Protection Scotland and by the Scottish Government. On every occasion the Council's procedures have been welcomed and regarded as very rigorous and have proved extremely helpful when it comes to the numbers of pupils who need to self-isolate as a result of a positive

case. S Johnston confirmed that to date there is no evidence of any transmission of COVID between pupils and adults or between adults.

Sheena Devlin asked trade union colleagues to pass on thanks to their teams on how well the application of the hygiene measures and the application of the various mitigations outlined in the national guidance are being adhered to in Perth and Kinross. Elected members had also recognised the significant additional work undertaken by staff in schools and within the virtual centre to ensure those measures were implemented.

In response to a question on PPE supplies, L Hamilton advised the ECS Contracts Team have put a new system in place. A member of staff now collates orders from schools to be delivered directly to the schools. Currently delivery is taking around 7 to 10 days. Any schools who need something urgently can contact the team via the generic account and the school will be provided with supplies to tide them over until their delivery arrives. The team hoped to have a clear idea by the October school break on stock in all the schools and the usage in all the schools.

In response an enquiry S Johnston advised that Public Health have responsibility for communication if an outbreak occurs in a school. In terms of workloads for Head Teachers she advised that a Head Teacher does attend the initial investigation meeting after a positive case has been identified. S Johnston confirmed that she also attends those meetings.

Communication templates have been prepared for schools that require them. This includes letter templates, information from Public Health, a script for admin staff and a letter for the wider community.

In response to a question on what support is being provided to schools to help improve adherence to the guidance in the wearing of face masks in secondary school, L Hamilton advised that the Scottish Government guidance states that schools should keep a stock of disposable masks for those students who have forgotten them. Posters have been sent to schools as a visual reminder. A video is also being developed that will be shared with schools and on social media that will involve the young people themselves on what face coverings mean to them and their understanding of the reasons for them and how they feel about wearing them in school.

In response to a follow up comment that some children in secondary schools are acting in an unsafe way, S Johnston advised there are steps that can be taken to mitigate behaviour by an individual in school which is deemed to be unsafe.

The Committee agreed to note the contents of briefing note G/20/98.

6. COVID-19 ADDITIONAL STAFFING WORKSTREAM UPDATE

There was submitted a briefing paper by the Executive Director (Education and Children's Services) (G/20/99) updating the Committee on the current

position regarding the allocation of grants for the recruitment of additional staff to support education recovery in schools over School Session 2020/21 due to COVID-19.

In response to a question S Johnston advised that there is no guarantee of further money from Scottish Government and the criteria set for the additional support funding is very clear in that it is for targeted support for young people to ensure that they recover their lost learning. It is also to support COVID related absences which may or may not occur. Staff absences are also being monitored along with pupil absences and these have been very high over the last few weeks. If the Council was to continue to provide supply cover from this additional staffing then this would be to the detriment of targeted support. It has been made clear to Head Teachers that if there are short term absences schools need to manage these themselves.

S Johnston advised that work is being done to engage extra supply teachers and in August an additional 100 supply teachers had been recruited. The Service has also put in place a supply teacher network where a QIO meets virtually on a regular basis with supply teachers to tell them what it is like to work in schools.

In response to questions on protocols for pregnant teaching staff during the COVID outbreak, L Hamilton advised, pregnant staff are looked at individually and guidance will be taken from HR on this. P Johnstone added that the member of staff concerned would require to have a condition(s) other than their pregnancy which would require them to work from home for their protection. For example, if the teacher was over 28 weeks pregnant with a heart condition that would be impacted by COVID-19 then additional support and restrictions would be put in place of them. P Johnstone advised that a Group is currently looking at other work that could reasonably be undertaken by those teachers which could allow them to work from home not necessarily in school.

The Committee agreed to note briefing paper G/20/99.

THE CONVENER AGREED TO CONJOIN DISCUSSION OF ITEMS 7 AND 8

7&8 QUARANTINE ARRANGEMENTS – SNCT LETTER OF ADVICE AND QUARANTINE ARRANGMENTS FOR SCHOOL BASED STAFF (TEACHERS, MUSIC INSTRUCTORS AND SINGLE STATUS STAFF WITH NO ANNUAL LEAVE FLEXIBILITY)

There was submitted (1) a letter of advice from the SNCT published on 11 September on COVID-19 quarantine arrangement (G/20/101) and (2) a report by the Executive Director (Education and Children's Services) (G/20/100) on the Service quarantine arrangements for school based staff (teachers, music instructors and single status staff with no annual leave flexibility).

In response to a request for clarification P Johnstone advised if holidays were booked prior to 22 May 2020 in accordance with the SNCT Circular 20/76 they will be allowed to work from home. In response to a further request for clarification on the position if quarantine was announced whilst a teacher was away, would they be covered by the SNCT JS/20/81 letter of advice? In reply P Johnstone confirmed only if the holiday was booked prior to 22 May 2020. If the holiday was booked after that date, the arrangement is that the teacher would be required to have a discussion with the Head Teacher or manager to ensure contingency arrangements were in place in the event they were required to quarantine on return from holiday abroad. S Johnston added if a teacher took the risk of booking a holiday after 22 May and had to quarantine the Council would be looking at unpaid leave or finding ways in which to get the additional hours back.

The Committee agreed:

- (i) To note the SNTC letter of advice JS/20/81 published on 11 September 2020.
- (ii) To note the content of Report G/20/100 on Perth and Kinross Council quarantine arrangements for school-based staff (teachers, music instructors and single status staff with no annual leave flexibility).

9. WORKING TIME AGREEMENT

The Committee received and noted a verbal update from C Weston and G Doogan on what schools were being required to do for this session in terms of the working time agreement. The focus should be on recovery and consideration would need to be given to the impact on school improvement planning and the working time agreement. Key areas of discussion included parental engagement, staff meetings, quality assurance through classroom visits and BGE progress and achievement. S Johnston agreed to have a further conversation regarding progress and achievement with representatives of the Teachers' Side.

10. PERTH AND KINROSS WELLBEING OFFER

The Committee viewed a video by G Reeves, Health and Wellbeing Champion, on the National Wellbeing Network which aims to promote and support the wellbeing of the Scottish Workforce and detailing what Perth and Kinross Council has been doing to support employee wellbeing throughout lockdown and what it will continue to do moving forward.

11. ANY OTHER COMPETENT BUSINESS

There were no other items of business for discussion.

12. DATE OF NEXT MEETING

8 December 2020.



CHILDREN, YOUNG PEOPLE AND FAMILIES PARTNERSHIP

Minute of virtual meeting of the Children, Young People and Families Partnership held on Friday 18 September 2020 at 10.00am.

Present: Councillor J Duff, PKC
Councillor C Shiers, PKC
S Devlin, Executive Director (Education and Children's Services), PKC
D Fraser, Head of Adult Care & Social Work, PKC
S Johnston, Head of Education and Learning, PKC
J Pepper, Depute Director (Education and Children's Services) and Chief Social Work Officer, PKC
Chief Inspector G Binnie, Police Scotland
K Pacholek, Scottish Children's Reporter Administration

In Attendance: B Atkinson, Independent Chair of Child Protection Committee;
P Davison, C Mackie and L Brown (all PKC).

Apologies: Councillor J Rebbeck; J Hutton, Independent Advocacy, H Zhang, PKAVS Third Sector; Dr T Knight and A Fitzpatrick (both NHS Tayside); K Reid and H Robertson (both PKC).

S Devlin in the Chair

1. WELCOME AND APOLOGIES FOR ABSENCE

S Devlin welcomed everyone to the first meeting of the Children Young People and Families Partnership since the national lockdown commenced in March 2020. Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest in terms of the relevant Codes of Conduct.

3. COVID-19

Prior to considering the remaining business on the agenda S Devlin thanked partners for their continued efforts in the services to children, young people and families across Perth and Kinross throughout the most challenging of times due to the COVID-19 pandemic. Thereafter partners shared the impact of the pandemic on their service delivery and how it is influencing their recovery planning.

FOLLOWING A SHORT RECESS, THE PARTNERSHIP RECONVENED AT 10.45AM

**4. PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS
ACTIVITY REPORT SINCE 21 FEBRUARY 2020**

There was submitted a report by B Atkinson, Independent Chair, Perth and Kinross Child Protection Committee (CPC) (G/20/94) summarising the key business activities of the CPC since February 2020.

In referring to Dr Sharon Vincent's research report as detailed in section 2.6.2 of B Atkinson's report J Pepper advised that a date has been set for a leadership event involving the members of the Chief Officer Groups across the 3 local authority areas. This will consider the findings of Dr Vincent's research and help to set the leadership priorities for the next 3 years. These priorities will inform the contribution in relation to safeguarding and child protection within the next Tayside Children's Services Plan.

J Pepper suggested there was a need to ensure that the messages from the leadership event are disseminated across the various groupings and levels of management across different services and agencies. In considering this she suggested that an event should be organised to ensure the CYPFP is informed and connected to that agenda. This in turn would provide an opportunity for partners to consider what this will mean in terms of workforce development given that the focus will shift from providing guidance and procedure for staff to moving on in the next 3 years to how staff will be supported to work together differently. Ideally this should take place by December 2020 or very early into 2021.

The Partnership agreed:

- (i) To note and endorse the update on the business activity of the Perth and Kinross Child Protection Committee as detailed in Report G/20/94)
- (ii) To prepare a programme for a Partnership event to be held on 4 December 2020 which will look at what has been learnt across Tayside from Dr Vincent's research and what that means at a local level for the Partnership in particular in relation to workforce development. **(Action JP/BA)**

**5. THE TAYSIDE CHILDREN'S SERVICES PLAN 2020-2023 – JOINT
STATEMENT PREPARED BY NHS TAYSIDE AND PERTH AND KINROSS
COUNCIL**

There was submitted a joint statement (G/20/95) which set out the commitment of NHS Tayside and Perth and Kinross Council to the preparation of a three-year progress report on the Tayside Children's Services Plan 2017-20 by December 2020, indicating the intention to continue this existing plan for a further year (2020-2021) and, to publish a new plan for 2021-2023 by April 2021.

J Pepper advised that the people and resources who would normally be involved in reviewing progress and writing plans have been engaged in other activities associated with the COVID-19 response, and, as a result the ability to make progress has been constrained. At the same time it was recognised that it would be beneficial to have more time to think about what the true impact of the global pandemic has had on the children, young people and families in Perth and Kinross and across Tayside and to use that to revisit a needs assessment and identify what are the key risks and priorities to take forward.

The current plan and governance arrangements for the 5 priorities will continue until such time as the new plan is developed and approved.

The decision taken was reported to Perth and Kinross Council's Gold Command and has been reported to NHS Tayside Health Board.

S Devlin added that the Partnership has not as yet had an opportunity to consider the implications of the outcomes from the Independent Care Review and the Promise, published shortly before the national lockdown, and how the Partnership would wish to address those recommendations. It would be the intention to build a response to the Independent Care Review recommendations into the next iteration of the Plan.

The Partnership:

- (i) Noted the joint statement by NHS Tayside and Perth and Kinross Council in relation to the Tayside Children's Services Plan as detailed in report G/20/95).
- (ii) Noted that the decision taken was made by Gold Command under emergency powers.
- (iii) Agreed that a report be submitted for discussion to a future meeting on the results of the Independent Care Review and what it means for the Partnership.

6. PERTH AND KINROSS CHILD PROTECTION COMMITTEE (CPC) STANDARDS AND QUALITY REPORT 2019/2020

There was submitted the Perth and Kinross CPC Standards and Quality report for the academic year 2019/2020 (G/20/96) by B Atkinson, Independent Chair of the CPC. The report provided an overview of the key activities and work of the CPC to protect children and young people from harm, abuse and exploitation and identified the achievements, key strengths and impact of the COVID-19 pandemic, areas for further improvement and, the CPC's programme of improvement work for 2020 and beyond.

Councillor Duff noted the number of non-engaged families had increased from 35 in 2018/19 to 64 in 2019/20 and enquired if this was related to the current situation around the pandemic and to the perception that some people were less likely to adapt to new technologies and to engage in that way. In response B Atkinson advised that there had probably been an element of

under-reporting in the past. Guidance and training for staff had been produced on how to deal with non-engaging families and as a result people were more aware of recording if a family was not engaging. He advised that a key learning point from Dr Vincent's work is the importance of how to strike a balance between working with families and at times doing things that a family will not necessarily appreciate. J Pepper added she did not think the figures related to new families, rather it was a higher recognition and visibility of those families that services need to focus on and it should be viewed positively. Staff were recognising those families through agreed processes and the work undertaken in raising the profile of neglect and the training and protocols around non-engaging families was having a positive impact.

J Pepper further advised that data had shown that the number of children being dealt with as a social work service and the pressures from additional children coming through the system between March and July 2020 had been more acute. She advised that more children were placed on the register during that period and that it will take some time to return to a position where the risks associated for those children have returned to an acceptable level. There had also been an increase in the number of children who are looked after in kinship care and foster care. Work is currently taking place to quantify what that will mean in terms of resourcing within Services for Children, Young People and Families. She advised that there will be significant work required over the next few months to address this given that there are statutory processes that need to be carried out which will lead to a significant increase in demand from a social work perspective. This will also have implications for other services and agencies represented on the Partnership. J Pepper advised the challenge would be how this is managed over the medium term and the trend reversed.

J Pacholek advised that the Scottish Children's Reporter Administration (SCRA) has focused over the last six months on those children most at risk and has prioritised holding hearings from them. This has come at a cost to other children whose situations have been assessed as being less at risk resulting in a backlog of hearings. SCRA has been successful in securing additional funding to increase staffing on a temporary basis over the next 18 months to tackle this and will be working very closely with Children's Hearing Scotland to increase hearing capacity by holding 30% more hearings than last year. She advised that SCRA will work closely with social work services to tackle this.

The Partnership agreed:

- (i) To note the wide range of work being carried out by Perth and Kinross Council and partners through the Child Protection Committee to provide high quality services to protect children and young people, in particular the high-level commitment to continuous improvement through self-evaluation.
- (ii) To endorse the contents of Report G/20/96 and the Perth and Kinross CPC Standards and Quality Report 2019/2020 (Appendix 1 refers).

- (iii) To endorse the Perth and Kinross CPC Improvement Plan 2018-2020 (Final Update) at 31 July 2020 (Appendix 2 refers).

7. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report by the Executive Director (Education and Children's Services, Perth and Kinross Council (G/20/97) outlining the thematic reporting plan for performance/outcome information focused on children, young people and families; and (2) setting out a suite of information focused on the themes of Health and Child Development, Outcomes for Vulnerable Children and Quality of life for consideration and scrutiny by the Partnership.

P Davison advised information contained within the report had been gathered over the previous 9 months and did not reflect the current situation.

Councillor Duff noted the decrease in child obesity in P1 and enquired if this was related to the Daily Mile initiative and is the initiative still ongoing given the current situation with the pandemic. In response S Devlin advised a number of schools have continued with the Daily Mile and as schools have returned after the summer break there has been a big focus on outdoor learning. Many schools are out and about for their daily mile and other outdoor activities regardless of the weather. P Davison added that work continued with NHS colleagues to understand the data and what is happening there.

Councillor Duff sought an explanation relation to the statistics for deaths as a result of unintentional injury per 100K population where both PKC and Tayside levels are well above the Scottish average and their comparators. P Davison advised that the small numbers involved affect the figures dramatically year on year.

The Partnership:

- (i) Noted the information as set out in Appendices 1 to 3 to Report G/20/97.
- (ii) Agreed that thematic performance reports continue to be presented to the Partnership for consideration and scrutiny.

8. ANY OTHER COMPETENT BUSINESS

There were no other items of competent business for discussion.

9. DATE OF NEXT MEETING

The Partnership noted the next meeting would be held on Friday 4 December 2020.

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

20 January 2021

SELF-DIRECTED SUPPORT STRATEGY FOR CHILDREN, YOUNG PEOPLE AND FAMILIES 2021-2024

Report by Executive Director (Education and Children's Services)

(Report No. 21/6)

PURPOSE OF REPORT

This report seeks approval of the Self-directed Support (SDS) Strategy 2021-2024 for Services for Children, Young People and Families (Appendix 1). It reflects key aspects of the legislation and guidance from Social Work Scotland (SWS) and outlines the plan to work with children, young people and their families to increase choice and control when receiving their social care support.

1. BACKGROUND/MAIN ISSUES

- 1.1 The Scottish Government introduced the Social Care (Self-directed Support) (Scotland) Act in 2013. This legislation was enacted on 1 April 2014 and places a duty on local authorities to offer people who are eligible, following assessment, a range of choices over how they receive their support.
- 1.2 The SDS Act reinforces the commitment that people, regardless of age or reason for need, have a right to direct their own social care support and that they should be involved in all decisions about their care. This places further emphasis on the need for local authorities to be transparent in their planning and promote the principle that families and individuals should have access to the support they need, have more choice about what support can include and have control in the decision-making process.
- 1.3 There are four options available when receiving [SDS](#):
 - **Option 1**
Taken as a Direct Payment (a cash payment)
 - **Option 2**
Allocated to a provider the person chooses (sometimes called an individual service fund, where the Council holds the budget, but the person directs how it is spent)
 - **Option 3**
The Council decides and arranges a service for the supported person

- **Option 4**

The supported person can choose a mix of these options for different types of support

- 1.4 The provision of SDS extends the principles that underpin work with children in need and their families under Section 22 and 23 of the Children (Scotland) Act 1995. This helps ensure the promotion of participation and dignity, meaningful involvement and the ability to make informed choices about care and support. This approach is fully compliant with the recommendations from the national independent Care Review, 'The Promise' and reflects these principles and aims. SDS can be described as the range of support a person is able to purchase or arrange in order to meet 'agreed' personal health and social care outcomes.
- 1.5 The implementation of 'personalisation' via SDS has been in place since 2010, following the introduction of the [National Self-directed Support Strategy 2010-2020](#). This was further enhanced by the Social Care (SDS) (Scotland) Act 2013. However, in July 2019, the Scottish Government launched the [Self-directed Support Strategy and Implementation Plan 2019-2021](#) (summarised in Appendix 2). This aimed to identify the practical steps needed to promote systems which value a culture which focuses on people's right to be in control of their own support and how they receive it.

2. PROPOSALS

- 2.1 In Perth and Kinross, the principles of the national SDS strategy have been introduced, incrementally, across all social care services. Following the launch of the national strategy, it had been proposed that national guidance would be issued on how to develop appropriate services which reflected the needs of both adults and children and their families. This did not transpire as expected and consequently, local services have evolved more gradually in response to need.
- 2.2 Within Services for Children, Young People and Families (SCYPF), SDS was initially introduced in services for children and young people with disabilities. This has been positively received by families and is now firmly embedded in practice. Since 2016, this approach has been used more widely across all services.
- 2.3 Following significant national research, the Scottish Government introduced the refreshed national SDS Implementation Plan 2019-2021. The Implementation Plan is a guide to support local planning and delivery of social care support services. It proposes actions which help promote culture change and is intended to help build on the progress already made toward flexible, more inclusive and responsive services for adults and for children and their families. It is acknowledged that creative, individualised use of monies made available at an early stage, can prevent crises and lead to better outcomes and more efficient use of often scarce and valuable resources. The implementation of SDS complements the values associated with the Perth and Kinross Offer and promotes improved engagement with individuals, their families and communities to improve outcomes.
- 2.4 A major emphasis of the national programme is on adult social care. However, the ongoing development of policy and practice is also very relevant to the successful development of social care support with children, young people and their families. The Implementation plan prioritises three areas for improvement:

- **Leaders and systems** (Senior decision makers and systems will create the culture and conditions for choice and control over social care support).
- **Workforce** (Workers will enable and empower people to make informed decisions about their social care support).
- **People** (People will have choice and control over their social care support).

- 2.5 The Implementation Plan also proposes that Social Work Scotland (SWS) would work with local authorities to create a set of standards for the implementation of SDS across Scotland to ensure transparency and greater consistency in the provision of support for children and adults, making it easier for supported people to move from one area to another. This work has generated 11 national standards (Appendix 3) which local authorities have been asked to utilise in the development of SDS policies and practice.
- 2.6 Within Perth and Kinross in 2020/21, there is a total of £260,000 allocated to provide SDS within SCYPF. From this, a total of 118 applications for support have been made and £62,000 has been allocated to provide a range of resources to meet need. The remaining £198,000 is provided, specifically, to support children with disabilities. From this amount, 40.9% of families receive Option 1, solely, as a Direct Payment. It is anticipated, that as training is implemented, practice and understanding of how SDS can be applied will evolve to promote more flexible and creative use of funds.
- 2.7 The innovative use of SDS has taken time to embed within wider services and there is an ongoing training requirement for staff. The implementation process has enabled staff within SCYPF to benefit from learning from earlier work undertaken with adults. However, a collaborative response, providing choice and control in responding to need, has now expanded to a wider group of children and young people and there have been numerous examples of SDS supporting improved outcomes for children and their families (Appendix 4).
- 2.8 The wider use of such funding will, ultimately, support preventative opportunities for families to improve outcomes while, simultaneously, allowing more choice and control when supporting children and young people to achieve their potential.

3 The SDS Strategy 2021-2024

- 3.1 SDS has been implemented, gradually, in SCYPF and there is now a requirement to have a local strategy for Perth and Kinross which builds on existing collaboration with the community and helps promote increased choice and control over how and when some children, young people and families have their assessed needs met.
- 3.2 In developing this strategy, it has been important to make use of the national SDS Implementation Plan as a guide to planning. In doing so, In Control Scotland worked collaboratively with Services for Children with Disabilities to consult with parents/carers to ascertain their current understanding and expectations of SDS (Appendix 5). The parents/carers indicated that they struggled to get information on SDS and that what they found was complicated and required explanation. In Control Scotland also consulted with staff across SCYPF to ascertain their current understanding of SDS, and their ability to have creative conversations with children,

young people and families about how their assessed support needs can be met (Appendix 5a and Appendix 5b).

- 3.3 Staff commented that they felt supported to be more creative when meeting need. However, they also found the process of applying for SDS to be complicated and felt that this lacked transparency.
- 3.4 The Standards for Practice developed by SWS (which will be finalised in March 2021) have been incorporated into this strategy and will be utilised, in conjunction with the areas for improvement within the Implementation Plan, to develop key performance indicators.
- 3.5 The aim of the SDS strategy is to provide clear direction for policy and processes in addition to promoting hope and aspiration to assist children, young people and their families to achieve their life potential. It outlines the importance of working in collaboration with families and partner agencies to achieve positive outcomes.
- 3.6 This strategy also emphasises the importance of working with staff and partner providers to increase knowledge and build confidence in being able to have creative conversations about meeting need. Every effort will be made to simplify and improve transparency in the SDS process.
- 3.7 Most importantly, the strategy aims to improve early intervention to help prevent crises. To do this effectively, partner providers must be included to identify needs at an earlier stage, all parties must be involved in co-creation and the building of capacity to develop a confident workforce able to have SDS conversations at an earlier stage and to be able to provide flexible and innovative packages of care and support.

4. CONCLUSION AND RECOMMENDATIONS

- 4.1 The SDS legislation has been embraced within SCYPF. The introduction of the national Implementation Plan 2019-2021 placed responsibility on local authorities to review local SDS policies and processes and to learn from this programme of reform which focuses on specific improvement areas. This strategy is a blueprint to help promote a change in culture of how children, young people and their families can be supported in Perth and Kinross. Ultimately, the intention of the strategy is to improve transparency and develop consistency, by encouraging choice and control for those assessed as 'in need' of support to help them to achieve their life potential.
- 4.2 It is recommended that the Committee:
 - (i) Approves the Self-directed Support Strategy for Children, Young People and Families 2021-2024; and
 - (ii) Supports the development and inclusion of key performance indicators within the annual Business Management Improvement Plan for 2021/22.

Authors

Name	Designation	Contact Details
Hazel Robertson	Head of Services for Children, Young People and Families	ECSCCommittee@pkc.gov.uk 01738 475000
Sharon Cooper	Service Manager (Children and Family Service)	

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	11 January 2021

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You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	Yes
Workforce	Yes
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	N/A
Communication	
Communications Plan	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. i and iv.

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. i and iv.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Inclusion and Equality

2. Resource Implications

Financial

- 2.1 There are no financial implications associated with this report other than reported in the main body of the report.

Workforce

- 2.2 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 This report has been considered under the Environmental Assessment (Scotland) Act 2005. No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

The information contained in this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

- 3.4 The Head of Legal and Governance Services has been consulted and there are no legal implications.

Risk

3.5 N/A

3.6 N/A

4. Consultation

Internal

4.1 This report has been developed in consultation with Managers and staff in Services for Children Young People and Families, the Health and Social Care Partnership and ECS Finance.

External

4.2 N/A

5. Communication

5.1 There are no additional implications other than those covered within the report.

2. BACKGROUND PAPERS

2.1 The Social Care (Self-directed Support) (Scotland) Act in 2013; National Self-directed Support Strategy 2010-2020; and Self-directed Support Implementation Plan 2019-21.

3. APPENDICES

3.1 Appendix 1 - SDS Strategy for 2021-2024
Appendix 2 - SDS Implementation Plan 2019-2021
Appendix 3 - Proposed National Framework for SDS
Appendix 4 - Examples of how SDS has been used
Appendix 5 - Parents Consultation
Appendix 5a - In Control Scotland - SDS Survey Feedback August 2020
Appendix 5b - In Control Scotland – Education & Children's Services Staff Consultation Survey Results



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Self-Directed Support Strategy 2021-2024

Contents

Introduction	3
National Context	4
Self-Directed Support Implementation Plan 2019-2021	6
Local Context: Education & Children's Service (ECS)	7
The Four Options	8
Self-Directed Support Budget Breakdown in Services for Children, Young People & Families	9
Principles and Values	11
The Principles and Values of SDS	12
Case Studies	13
The Perth and Kinross Strategic Plan	14

Introduction

The Self-Directed Support Strategy 2021-2024 for Services for Children, Young People & Families (SCYPF) demonstrates our commitment to Getting it Right For Every Child (GIRFEC) in Perth and Kinross. This Strategy provides the direction for the development of services and provision of support to children and their families where need has been assessed and agreed. Our services and supports will be developed by working in partnership with parents/carers and children/young people.

Our Priorities

- *Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments.*
- *Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.*

National Context

In 2010 the [National Self-Directed Support Strategy 2010-2020](#) was introduced. This 10-year plan was designed to promote personalisation and flexible choice in social care support. The National Strategy was supported by [The Social Care \(Self-Directed Support\) \(Scotland\) Act 2013](#) (hereafter referred to as the SDS Act 2013) which came into effect in April 2014.

The SDS Act reinforced the commitment that people, regardless of age or reason or need have a right to direct their own social care support and that they should be involved in all decisions about their care. The SDS Act emphasises the need for Local Authorities to be transparent in their planning and that families and individuals should have access to the support they need, have more choice about what that support looks like and more importantly, control in the decision-making process.

If a child, young person or parent/carer needs help with everyday living because of a health condition, disability, or personal circumstances, they or their carer/s can request that the Local Authority carry out an assessment of need as defined by the Children (Scotland) Act 1995 and the Carer's Act 2016. The completion of this assessment does not automatically qualify the child or their family/carer to receive support through Self-Directed Support (SDS). If a carer or child's assessed need can be met using universal services, this information will be provided; such help might include being signposted to a voluntary organisation or locally based services within their area.

Access to support via SDS, allows the individual to take more control over how they meet agreed care and support needs. It allows parents and Carers to achieve their agreed outcomes by being able to make choices about their support based on the things that are important to them.

A review by the Scottish Government on how SDS was being implemented across Scotland highlighted significant variations in progress. The result was published in [SOCIAL CARE SUPPORT; An investment in Scotland's People, society and economy - Self Directed Support Implementation Plan 2019-2021](#) (hereafter, referred to as the Implementation Plan) in June 2019. This document acknowledged the progress but also sets out the need for Social Work Scotland (SWS) to work with senior decision makers in local authorities to create a framework for consistent SDS practice across Scotland.

In consultation with local authorities and other partners SWS has developed a national SDS framework identifying 11 standards to assist SDS implementation and improve consistency across local authorities.

The standards are:

- 1 *Adults, children, young people and their carers are offered independent advice, support and advocacy to have choice and control over their social care and support and to exercise their human rights.*
- 2 *Early help and support is available to all people who need it.*
- 3 *Assessment, support planning and review systems and processes are personalised, recognising people's strengths, assets and community supports, and result in agreed personal outcomes.*
- 4 *Agreed personal outcomes are monitored through ongoing review processes. Reliable outcome data is captured routinely, is used for continuous improvement and demonstrates the extent to which SDS practice is carried out as intended.*
- 5 *Clear and supportive processes are in place for SDS decisions to be challenged and appealed.*
- 6 *Workers and supported people work together through shared decision making to plan for positive risk enablement whilst balancing the responsibility of statutory protection of children, young people, adults and carers. Consideration should be given to supported decision making in relation to capacity.*
- 7 *Commissioners shape the local markets to support people to live their lives in ways which evidence choice and control over their care and supports.*
- 8 *Workers are enabled to exercise professional autonomy in support planning and setting personal budgets within agreed delegated parameters.*
- 9 *Processes and decisions that affect a supported person's social care budget and options are recorded and/or explained in ways that make sense to the supported person. This includes helping the person understand what direct care and support they are eligible for, their level of contribution and how a budget can be spent.*
- 10 *The Principles of Good Transitions are embedded within SDS policy, planning and practice across all sectors as a framework to support young people and families. Transition planning processes have the person's wellbeing, aspirations and personal outcomes at the centre. Young people and their families are given the time, information and help they need to make choices and have control of their care and support as they move into the next phase of their lives.*
- 11 *Supported people moving from one local authority to another can expect their agreed personal outcomes to be met in a comparable way.*

Self-Directed Support Implementation Plan 2019 -2021

Recent research about how well we have implemented Self-Directed Support in Scotland concluded that although progress had been made towards the creation of innovative support and practice, work is still required to embed SDS as the mainstream approach in social care.

The Implementation Plan produced by the Scottish Government suggests three broad areas for improvement in the delivery of SDS across Scotland:

- 1 *to strengthen practical steps;*
- 2 *to change existing systems; and*
- 3 *to promote a culture which values people's rights to direct their own support.*

Plans for services and supports need to take into consideration the views/ideas and aspirations of Leaders and Systems, People and Workforce. Focus is on:

'the views and experience of people, workers and social care support providers... (to) inform and underpin these changes.'

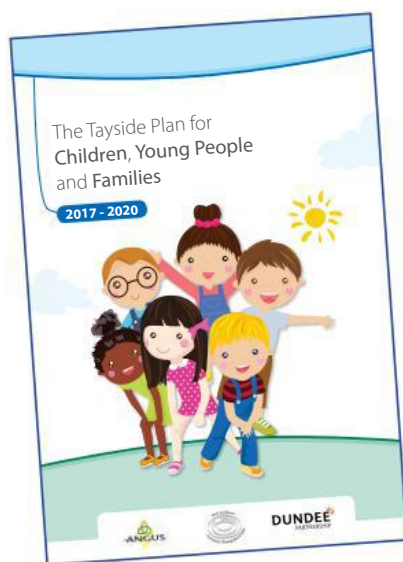
(Implementation Plan 2019-2021, page 8)



Local Context: Education & Children's Service (ECS)

Within Services for Children, Young People & Families (SCYPF), SDS has been part of the improvement agenda which includes Getting It Right for Every Child (GIRFEC). In 2015, the principles of both the SDS Act 2013 and the National Strategy 2010-2020 were implemented within the Children and Disabilities (CAD) Team. This was the start of working with families to promote flexibility and control regarding the support required to encourage all children and young people to achieve their potential. The SDS approach encouraged staff to have 'creative conversations' with children, young people and families about their agreed outcomes as well as identifying what type of support they chose to meet that need.

Locally, the Tayside Plan for Children, Young People and Families outlines the priorities across Perth and Kinross in partnership with neighbouring local authorities in Dundee and Angus. SDS aligns best within Priority Group 4 of this plan which states that:



Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

(Tayside Plan 2017-2020)

Our aim is to embed the principles and values of SDS across all services whilst being mindful of the SWS standards. In keeping with the principles identified in the Implementation plan, SCYPF via In Control Scotland have carried out consultations with our workforce and parents giving them the opportunity to tell us how well they think we are doing in our delivery of SDS.

What People Told Us

Most of our staff told us that they understood the principles behind SDS and that the service promoted creativity when supporting the needs of children, young people and families to achieve their identified outcomes. However they also told us that our processes needed to be clearer and more transparent. Our parents also told us that they struggle to find information on SDS, that our systems and processes need to be clearer, more transparent and less complex.

The Four Options

The SDS Act 2013 introduced the four options:



The Local Authority allocates a budget which will be paid to you or a third party. This is known as a direct payment (DP). This budget allows you to arrange the care and support you want and it gives you control over how your needs are met. You can use your DP to pay for services, equipment or activities that meet your social care needs.

If you do not want to manage your budget, Option 2 allows you to choose the care provider you want and the Local Authority will organise and manage it.

The Local Authority identify and arrange the support you need.

This is a combination of Options 1-3.

Self-Directed Support Budget Breakdown in Services for Children Young People & Families

Figure 1: *Percentage of Families Using SDS Options 1-4 for the Children and Disability Team 2019/20*

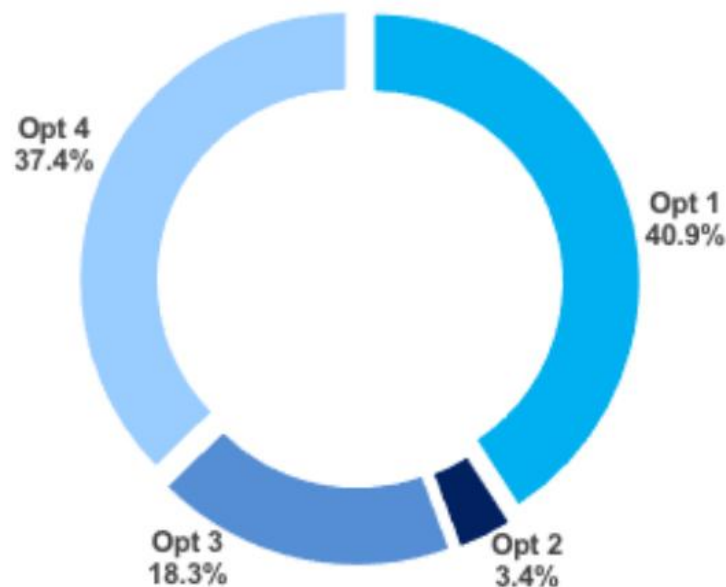


Figure 1 shows that 40.9% of parents/carers and young people in Perth and Kinross have chosen to have their own budget which they use to buy in their own support. This budget is fully managed by the family, and we know that most families use their budgets to fund personal assistants.

Figure 1 also shows us that a further 37.4% of families are receiving a mix of support which is Option 4. (For example, they are receiving a direct payment and a short break at Woodlea.)

Figure 2: Percentage of Families Using SDS Options 1-4 Across Fieldwork Services 2019/20

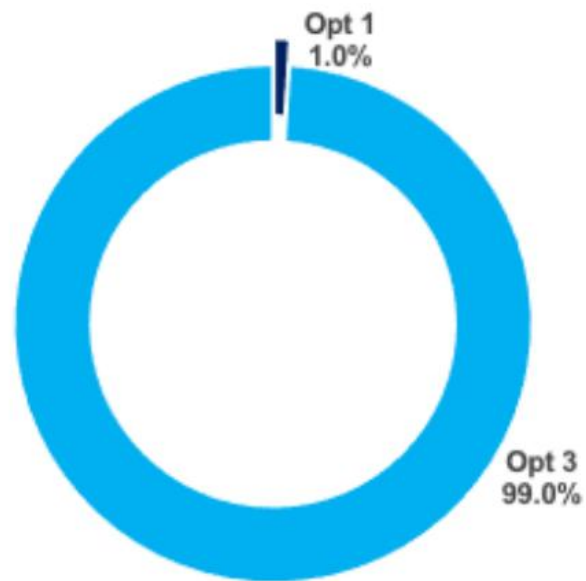


Figure 2 indicates a very different pattern of SDS use in the mainstream children and family teams where Option 2 and 4 do not appear to be used at all.

Figure 2 shows that 99% of service users chose Option 3 as the preferred way to meet identified needs. This might reflect the differing needs of the children and families, specifically where a parent's ability to manage funds is compromised. This may also reflect a training issue that has led to Option 2 and 4 not being properly understood and recorded. There is a requirement to ensure that our staff understand what SDS is and are confident practitioners who can have creative conversations about choice and control.

The principles and values of SDS focus on informed choice and control and our practice in developing services will mean involvement and collaboration with service users and their families where need has been assessed and agreed.

Principles and Values

Involvement

Children/families/carers must have as much involvement as they wish in the assessment and in the decisions about needs and support associated with their personal outcomes.

Collaboration

Practitioners and the person should work together in the completion of the assessment, the support plan and where agreed, the provision of any support.

Informed Choice

The person should receive the assistance they need to help make informed choices based on their eligibility for support.

Dignity and Control

The person's right to dignity is respected. Local Authorities should facilitate this by ensuring that the help needed to participate in and be part of life in the community and wider society is available.

The Principles and Values of SDS

CHOICE

How you live your life and what you do in life.

The principles and values of SDS focus on informed **choice** and **control** and our practice in developing services will mean **involvement** and **collaboration** with service users and their families where need has been assessed and agreed.

CONTROL

Over who supports you, when and where it should happen.



Case Studies



Kim is a 15-year-old girl who struggles with low mood and is socially isolated. Kim has struggled with her weight and had been referred to the NHS POST service due to support her in her management of a weight loss program. However, she found this process very difficult so did not attend and she was subsequently discharged from the service.

Kim is interested in dance but finds it difficult to mix with her peers. She and her mother asked for SDS support to allow her to access one-to-one dance lessons in a small studio with

an empathetic teacher to help build confidence. Kim found this enjoyable and this has increased her fitness level and her motivation to be healthier and more active. Kim's goal is to continue to grow in confidence and increase her dancing skills so she can eventually join the dance group, where she will be able to mix with her peers.

This use of SDS has supported Kim to do something she liked and wanted to do, increase her self-confidence and feelings of wellbeing and to have a more positive outlook in relation to her health.



Scott is 4 years old, he lives with his mum, dad and sister Lucy, age 11. Scott is a bright and chatty little boy who is interested in everything around him. Scott has a rare medical condition resulting in him being profoundly physically disabled with complex health needs.

Scott's parents are skilled in meeting his needs, but the complexity of his needs means they do not have any informal support from friends and relatives.

Scott's parents contacted social work as they felt that Lucy was not getting the attention she needs from them because of Scott's high care needs. For example, they were unable to go, as a family, to watch her in school

performances and as parents they were never getting time together.

Following an assessment of need and discussion with their social worker, Scott's parents felt they would most benefit from a package of support where they are in control of who they get support from and when. The family employ someone they feel confident that they can leave to care for Scott in the house which gives them a break to recharge their batteries and enables them to spend time with Lucy doing activities that Scott cannot take part in.

The Perth and Kinross Strategic Plan

1 *Supported people and carers will have more choice and control.*

Current Situation in SCYPF

- *Information on SDS is available.*
- *Choice and control are encouraged.*
- *Creativity is encouraged.*
- *Support packages are flexible.*
- *Good partnership working with 3rd sector and families.*



What Do We Still Need To Do?

- *Parent/carers, children and young people are involved in all aspects of the SDS conversation.*
- *Partner providers are involved in the SDS conversations.*
- *Parents/carers, children and young people need to tell us what will make a difference to their lives.*
- *Work in partnership with other services to build capacity in universal provision.*



What Will This Look Like?

- *Inclusive and creative support packages.*
- *More knowledgeable service users.*
- *Increased positive reported experiences.*
- *Provision of support packages specific to identified need.*
- *Increased capacity in universal services.*

2 Workers are confident and valued

Current Situation in SCYPF

- Some staff are using SDS confidently.
- Some staff have been trained in SDS principles and practice.
- SDS guidance and support is available.
- Staff are encouraged to be creative and flexible.



What Do We Still Need To Do?

- Consult with staff and identify training needs and develop an ongoing training plan for all staff SCYPF.
- Work to build confidence in having creative conversations with families to promote choice and control over their support.
- Train staff to use a strength-based, outcome-focused assessment.



What Will This Look Like?

- A more confident and knowledgeable workforce.
- Creative packages of support will be provided.
- Children, young people and parents/carers are included and supported in the care they receive.
- Families/carers, young people and children are more in control of the support they receive and have more community-based opportunities.

3 Systems are more widely understood, flexible and less complex

Current Situation in SCYPF

- *SDS process and guidance in place for staff.*
- *SDS is being used well in some areas across SCYPF.*

What Do We Still Need To Do?

- *Feedback on SDS processes.*
- *Encourage active participation by parents/carers re our SDS processes.*
- *Develop eligibility criteria to improve transparency regarding access to services.*
- *Simplify SDS processes which are easy to explain and implement.*
- *Identify and develop meaningful outcome measures with parents/carers/young people.*
- *Ensure access to independent carer assessment in line with Carers Act/P&K Carer Strategy.*

What Will This Look Like?

- *Easily accessed resources for identified needs.*
- *Parents/carers and young people will have a better understanding of decisions regarding their care.*
- *Smooth transition from childcare to adult care.*
- *Improved outcomes for children in need.*
- *Eligibility and assessment criteria publicly available.*

4 Working with communities

Current Situation in SCYPF

- Good links with education, health, third sector partners.
- Communities partnerships exist and work with SCYPF.
- Local Trusts delivering universal young people services across Perth and Kinross.
- Above the national average of volunteering and community groups active P&K.



What Do We Still Need To Do?

- Consult with parents/carers, children and young people.
- Work with our partners and service users build capacity.
- Promote increased flexibility within existing resources using principles of SDS.
- Develop a virtual online platform for parent/carers, children and young people.



What Will This Look Like?

- Agencies and individuals will work better together to deliver services.
- A joint responsibility for targeted and accessible services.
- Established P&K Forum who will understand and promote SDS.

5 Prevention and early intervention

Current Situation in SCYR&F

- Outreach service in place for early intervention (generic and specialist services).
- Young Carers support/Perth Autism services etc.
- Assessment of needs.
- Parenting programmes and Self-Direct Support is available.



What Do We Still Need To Do?

- Consult and work with our partner providers to identify needs at an earlier stage.
- Increased role for schools in identifying need and liaising with key providers.
- Consult and work with our partners to build capacity.
- Build staff confidence around early SDS conversations in their interventions with families.



What Will This Look Like?

- Parents/carers and young people will receive the support they need at the time they need it.
- Fewer children and families reaching crisis point.
- Mixed provision of support available.
- Families report their ability to manage.
- More children and young people remaining in their communities.
- More Children and Young People with complex needs remaining with their families.

What will Happen? (Outcome)	What do we still need to do?	Person Responsible	By When?	Status
Supported people and carers will have more choice and control	Parent/carers, children and young people are involved in all aspects of the SDS conversation	In Control Scotland/ SCYPF	July 2021	In train
	Partner providers are involved in the SDS conversations	SCYPF	July 2021	To be developed
	Parents/carers, children and young people tell us what will make a difference to their lives	SCYPF/parents Carers		To be developed
	Work in partnership with other services to build capacity in universal provision	SCYPF/Third sector		In train
Workers are confident and valued	Consult with staff and identify training needs and develop an ongoing training plan for all staff SCYPF	SCYPF/In Control Scotland	May 2021	In train
	Build confidence in staff to promote choice and control over any support offered	SCYPF	July 2021	To be developed
	Train staff to use a strength-based, outcome-focused assessment	SCYPF		To be developed
Systems are more widely understood, flexible and less complex	Feedback on SDS processes	In Control Scotland		In train
	Encourage active participation by parents/carers re our processes	SCYPF		In train
	Develop eligibility criteria to improve transparency regarding access to services	Improvement Officer/ Team Leader		In train

Continued

Continued

What will Happen? (Outcome)	What do we still need to do?	Person Responsible	By When	Status
	Identify and develop meaningful outcome measures with parents/carers/young people	Improvement Officer/ Team Leader/Social Workers		To be developed
	Simplify SDS processes which are easy to explain and implement	SCYPF		To be developed
	Ensure access to independent carer assessment in line with Carers Act/P&K Carer Strategy	SCYPF		In train
Working with communities will be routine	Consult with parents/carers, children and young people	In Control Scotland/ SCYPF	December 2020	Complete
	Work with our partners and service users to build capacity	SCYPF		In train
	Promote increased flexibility within existing resources using principles of SDS	SCYPF		In train
	Develop a virtual online platform for parent/carers, children and young people	SCYPF	December 2021	To be developed
Prevention and early intervention will ensure help is provided at the earliest opportunity	Consult and work with our partner providers to identify needs at an earlier stage	SCYPF	July 2021	In train
	Work with schools to help them in identifying need and liaising with key providers	SCYPF	July 2022	To be developed
	Create a confident workforce who can have SDS conversations early in their interventions with families	In Control Scotland/ SCYPF	July 2021	In train

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Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z Customer Service Centre 01738 475000

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Nam bu mhath leat fhèin no neach eile as aithne dhut lethbhreac den phàipear seo ann an cànan no ann an cruth eile (uaireannan cha bhi ach gearr-iomradh den phàipear ri fhaotainn ann an eadar-theangachadh), gabhaidh seo a dhèanamh le fios a chur gu Ionad Sheirbheis Theachdaichean air 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

People's social care support outcomes are met

Leaders & Systems

- **Senior decision makers & systems create the culture & conditions for choice and control over social care support**
- Statutory authorities undertake effective strategic planning for improvement
- Communities & supported people shape the planning, commissioning & monitoring of support, & are enabled to create & sustain the full range of community resources
- Decision making structures enable a creative, flexible & timely approach to the delivery of support
- Procurement & commissioning processes promote a diverse range of flexible, personalised & creative support
- All contractual & monitoring arrangements between local authorities, providers & supported people are flexible, proportionate & outcome-based
- The relationship between public, independent & third sector health & social care organisations is trusting & collaborative

Workforce

- **Workers enable & empower people to make informed decisions about their social care support**
- **Workers across all aspects of social care support exercise the appropriate values, skills knowledge and confidence**
- Workers receive clear & consistent information, training & capacity building in supporting and delivering self-directed approaches
- Workers engage in good conversations which respect what matters to people & the outcomes they value
- Workers take a strengths-based approach to supporting people
- Frontline workers are encouraged and enabled to exercise professional autonomy

People

- **People have choice & control over their social care support**
- People are fully involved in decisions about their support
- People have access to good quality information, advice & practical assistance in understanding creative support options & how they might work
- People have access to good quality advocacy, if they feel it is required
- People know the budget & resources available to them & can direct them creatively & flexibly
- People understand how & why decisions about budgets & support are made

Dots allow for easy referencing

The views & experiences of people, workers & providers must inform & underpin these changes

People includes supported people, unpaid carers and families

Workers includes all professionals whose work impacts on social care: planning, provision, administration, advice, accountability

Proposed National Framework for Self-directed Support

Introduction

This paper provides an update on work to date in relation to the development of a national framework for Self-directed Support (SDS). This framework will consist of a set of standards written specifically for local authorities to provide them with an overarching structure, aligned to legislation and statutory guidance, for further implementation of SDS. Two model illustrations outline in detail a) elements of a system and the actions and behaviours that can be observed in a poorly configured SDS system, and b) the elements, actions and behaviours that require to be evidenced in order for SDS to work well. Further developments of the framework will align best-practice resources that have been developed to date by key partners to support the implementation of SDS. The proposed framework and standards have been developed to reduce the inconsistency of experiences that have been reported by people who receive or have received social care in Scotland.

Purpose

1. It is widely acknowledged that the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013 has been variable across Scotland with the Adult Social Care Reform Programme seeking to redress this. The terms of reference for the recently announced Independent Review of Adult Social Care reflect that this remains a priority. The [Scottish Government Self-Directed Support Implementation Plan 2019-2021](#) set out that Social Work Scotland would work with local authorities and senior decision makers to design and test a framework of practice for SDS across Scotland. Social Work Scotland's SDS project team has been engaged in widespread consultation with key national and local stakeholders in 2020 including local authorities, national partner organisations and supported people (see Appendix A) in the development of a national SDS framework. The framework will provide a set of co-produced standards, helpful resources and action statements, building on the Change Map, to assist local authorities in further implementation of SDS.

Background

Context

2. The standards and action statements have been developed to ensure consistency of outcomes and approaches in SDS practice across Scotland experienced by supported people (children and adults) and carers, building up a framework of good practice in assessment for support, support planning and in provision of care and support resources. Engaging with a wide range of national and local stakeholders (Appendix B), this work builds on the [SDS Change Map](#) developed in 2019.
3. The standards align with both the Children's Charter and the Health and Social Care Standards, both of which outline what people can expect from their care and supports in terms of them being personalised and the level of involvement they can expect to have at all times from assessment through to the delivery of care and support.
4. Local authorities have been central in the development of the material. Local authority SDS leads represented on the Social Work Scotland SDS Practice Network have

supported and advised the project team throughout the project. In addition, a survey questionnaire followed by two short-life reference group meetings in September asked a range of key local authority stakeholders to reflect on the appropriateness and relevance of the draft standards, and what would be required to implement them. Seventeen local authorities contributed their comments. The general consensus was that the standards are timely, inspiring and supportive.

Underlying assumptions

5. Three underlying assumptions underpin the Change Map and the standards are supported by the national and local authority stakeholders involved in the SDS project. They set a national direction of travel for SDS, based on current evidenced best practice.

Assumption 1: Assessment and the identification of resources is all part of the same process and should not start with a budget but with the ‘good conversation’.

6. A good conversation explores what the person can do for themselves, how technology and/or adaptations might benefit them, what natural supports might offer. What communities can offer should also be explored in line with the person’s interests and preferences. People should be offered the opportunity to have their finances maximised. Only once these assets and strengths have been explored, should the remaining personal outcomes be costed for a budget. Only once the decisions have been made around what can and cannot be funded using social care monies, can a budget be calculated. Once the budget is confirmed with the person, the discussion can then be had around the offer of the four options around choice and control over the spend of this budget to meet their outcomes.

Assumption 2: Community supports offer early help and support to people.

7. The term ‘community’ is referred to in its widest sense. Community supports provide early help and support to people. Community Support Models piloted have demonstrated a reduction in waiting lists for wider social care services.
8. Although the Coronavirus pandemic has highlighted challenges for people being able to physically access community groups, offices, cafes and/or hubs during this time, their outreach capacity has demonstrated significant value. Community Empowerment aligns neatly with the Blueprint for Local Government (COSLA, 2020).

Assumption 3: All social care processes need to be designed to meet the values and principles of SDS.

9. These include assessment, review and outcome planning, IT, finance, contracts, procurement and commissioning systems and processing. Redesigning systems and processes to support SDS and, over time, developing IT systems that enable effective recording, flexible person-led commissioning and personal budgeting.

The Standards

10. The standards have been written for local authorities, outlining a direction of travel for effective implementation of SDS. They have been designed to be helpful, be measurable, provide more accountability to people who want more choice and control over their social care and provide the basis for a self-evaluation framework for local authorities.

Area of Relevance	SDS Standards
Access to independent support and advocacy	1. Adults, children, young people and their carers are offered independent advice, support and advocacy to have choice and control over their social care and support and to exercise their human rights.
Early help and support	2. Early help and support is available to all people who need it.
Strength and asset-based approaches	3. Assessment, support planning and review systems and processes are personalised, recognising people's strengths, assets and community supports, and result in agreed personal outcomes.
Outcome monitoring	4. Agreed personal outcomes are monitored through ongoing review processes. Reliable outcome data is captured routinely, is used for continuous improvement and demonstrates the extent to which SDS practice is carried out as intended.
Accountability	5. Clear and supportive processes are in place for SDS decisions to be challenged and appealed.
Risk enablement	6. Workers and supported people work together through shared decision making to plan for positive risk enablement whilst balancing the responsibility of statutory protection of children, young people, adults and carers. Consideration should be given to supported decision making in relation to capacity.
Flexible and outcome focused commissioning	7. Commissioners shape the local markets to support people to live their lives in ways which evidence choice and control over their care and supports.
Worker autonomy	8. Workers are enabled to exercise professional autonomy in support planning and setting personal budgets within agreed delegated parameters.
Transparency	9. Processes and decisions that affect a supported person's social care budget and options are recorded and/or explained in ways that make sense to the supported person. This includes helping the person understand what direct care and support they are eligible for, their level of contribution and how a budget can be spent.
Early planning for transitions	10. The Principles of Good Transitions are embedded within SDS policy, planning and practice across all sectors as a framework to support young people and families. Transition planning processes have the person's wellbeing, aspirations and personal outcomes at the

	centre. Young people and their families are given the time, information and help they need to make choices and have control of their care and support as they move into the next phase of their lives.
Consistency of care	11. Supported people moving from one local authority to another can expect their agreed personal outcomes to be met in a comparable way.

Active Implementation Approach

11. Models of implementation, as has been taken with SDS, rely heavily on regulation, organisational change technical processes and stand-alone training, all of which, typically have a low return on investment and poor effectiveness. Without a national implementation strategy, local authorities have interpreted legislation and guidance differently, and this has led to the inconsistencies reported by supported people and reflected in inspections.
12. Acknowledging that SDS implementation has achieved only partial success since its inception, Social Work Scotland sought a structured and evidence-based approach to determining and contextualising recommendations for further development. Implementation science, utilised in Scotland most notably in children's services¹, provides a set of interconnected frameworks that can support successful implementation of complex social policy.

A framework for local authorities

13. The standards form part of a wider framework, designed to assist local authorities with the next steps in their implementation journeys. Drawing on evidence-based practice, the framework will incorporate and signpost to helpful tools and resources that have been developed since the inception of the 2013 Act by key SDS partners.
14. Illustrative models are in development, expanding on the action statements laid out in the Change Map to provide the detailed actions and behaviours that will support the implementation of SDS as it is intended to be delivered. Appendix A provides a high-level illustration around an element of what makes up an effective SDS system – further detail will be worked out for the whole system. Action statements will be developed for each standard and will be linked, in due course, with best practice resources to enable local authorities to make best use of what is currently available to support the further implementation of SDS.

Synergies with the Independent Review of Adult Social Care

15. The SDS project findings correlate with the scope of the Independent Social Care Review (See Appendix C for table identifying the synergies).

¹ <https://www.celcis.org/about-us/implementation/>

Consultation

16. Social Work Scotland is launching a consultation on the draft material from **2 November 2020** through to **8 January 2021**. The consultation is focused on the appropriateness and relevance of the framework approach, including the assumptions, standards and action statements. The consultation is seeking principally the views of organisations whose responsibility it is to deliver SDS.
17. In tandem, we are putting out an 'Open Call for Comment' seeking ideas from individuals - people, workers and leaders - about what needs to happen next in their area to make the standards a reality.

Next Steps

18. Social Work Scotland's project will complete its development phase by March 2021, reporting to COSLA's Health and Social Care Board in early 2021 with final proposal for the framework of practice. The remainder of the project's development phase will consider implications and recommendations for implementation.

Social Work Scotland

27 October 2020

Appendix A

An illustration of SDS where processes and boundaries are usable and transparent, and workers are trusted to practice within them.

worker confidence increases

Leaders value social work activity and actively trust workers' professional opinions.

Frontline workers are encouraged and enabled to exercise professional autonomy.

facilitative relationships are made

Leaders are trusting of workers' professional judgement and allow them suitable autonomy in care planning.

Workers enable and empower people to make informed decisions about their social care support

Workers engage in good conversations which respect what matters to people & the outcomes they value

People know the budgets & resources available to them & can direct them creatively & flexibly.

systems & processes are clear and effective

Workers follow a sequenced process of identifying assets, and natural and community supports, financial maximisation, adaptations and what technology can offer before determining what can be offered as directly funded/provided care and support.

Workers support the person to identify their own needs and assets including family and community assets.

The supported person is enabled to participate in and understand processes and decisions that are made, including decisions about support budget.

Definitions and descriptions of processes that affect a supported person's social care budget and options are written down and/or explained in ways that make sense to the supported person. This includes helping the person understand what direct care and support they are eligible for, level of contribution and how a budget can be spent.

When a decision is made to refuse funding for a care and support request, leaders provide detailed reasons to workers, so this can be recorded formally and communicated to the supported person.

Outcomes are well-defined and achievable, with clear milestones and timescales. It is clear how the worker and the supported person will know that outcomes are met.

Appendix B - Project Contributors

Advocacy Western Isles
Association for Real Change (ARC) Scotland
Audit Scotland
Ayrshire Independent Living Network
British Association of Social Workers (BASW/SASW)
Care Inspectorate
Carers Trust
Carr Gomm
Centre for Excellence for Children's Care and Protection (CELCIS)
Chartered Institute of Public Finance and Accountancy (CIPFA)
Coalition of Care and Support Providers in Scotland (CCPS)
Coalition of Scottish Local Authorities (COSLA)
Community Brokerage Network
Dundee Carers' Centre
Enable Scotland
Encompass Borders
Equal Say Advocacy
Glasgow Caledonian University
Glasgow Centre for Inclusive Living
Health and Social Care Alliance Scotland (The Alliance)
Healthcare Improvement Scotland
Helen Sanderson Associates
In Control Scotland
Independent Living Fund (ILF) Scotland
Inspiring Scotland (SIRDs)
Integration Joint Board Chief Finance Officers Network
Iriss
Lothian Centre for Inclusive Living
Minority Ethnic Carers of Older People (MECOPP)
Neighbourhood Networks
People-Led Policy Panel
Personal Outcomes Network
Radical Visions
Scottish Care
Scotland Excel
Scottish Government
Scottish Personal Assistants' Employers Network (SPAEN)
Scottish Social Services Council (SSSC)
Self-directed Support Forth Valley
Self-directed Support Scotland (SDSS)
Social Work Scotland Adult Social Care Standing Committee
Social Work Scotland SDS Practice Network
The Advocacy Project
Voice of Carers Across Lothian (VOCAL)
Workers' Educational Association Scotland

Local authority contributors

Aberdeen Council
Aberdeenshire Council

Angus Council
Argyll and Bute Council
City of Edinburgh Council
Clackmannanshire Council
Comhairle nan Eilean Siar
Dumfries and Galloway Council
Dundee Council
East Ayrshire Council
East Dunbartonshire Council
East Lothian Council
East Renfrewshire Council
Falkirk Council
Fife Council
Glasgow City Council
Highland Council
Inverclyde Council
Midlothian Council
Moray Council
North Ayrshire Council
North Lanarkshire Council
Orkney Islands Council
Perth and Kinross Council
Renfrewshire Council
Scottish Borders Council
Shetland Islands Council
South Ayrshire Council
South Lanarkshire Council
Stirling Council
West Dunbartonshire Council
West Lothian Council

Appendix C

Lines of synergy between the SDS Project findings and the Terms of Reference of the Independent Review of Adult Social Care.

Scope of the Independent Social Care Review	Findings of the SDS project
How equitable and non-discriminatory enjoyment of rights can be achieved.	<p>The SDS project has found that current eligibility criteria for people accessing social care interpreted locally contributes to inconsistencies in allocation of the supports people need to help them achieve their personal outcomes.</p> <p>Community support models offer a 'no one is a no' approach offering, advice, information and lower level supports. Focusing on community wealth.</p> <p>The principle of equity should support the achievement of what matters to each person, demonstrated in different ways. There should be equity in the processes of assessment and review, and in how the values and principles of SDS are enacted in practice.</p>
How decision-making, participation, independent living and control can be maximised by people using adult social care services.	<p>Action statements supporting the standards detail practices and behaviours necessary for people to have choice and control:</p> <p><i>People have access to good quality information, advice & practical assistance in understanding creative support options & how they might work. Workers collaborate with the supported person, and with others who have responsibilities towards the person, in respect of helping the person understand and make choices about care and support; in so far as this is compatible with SDS legislation and protective of the person's welfare. Supported people receive all the support they require to engage in the assessment and support planning as much as they want. Advocacy is specific to their age and developmental needs. Workers put the supported person at the centre of the process, supporting them in a way that makes them feel confident, informed, included, respected, treated with dignity.</i></p>
People's experiences of adult social care support and outcomes achieved.	<p>SWS recommends to the wider review that a National Outcome Focused Reporting Framework is required for adults that is similar to the GIRFEC model. This approach to allow personal outcomes data to be routinely captured & systematically used for continuous improvement to demonstrate that SDS practice is carried out as intended.</p>
How individuals' social care "needs" are assessed by social work, social care and health professionals.	<p>The SDS project has mapped out the essential elements of a sequential approach to assessment and care planning:</p> <p><i>Frontline workers are encouraged and enabled to exercise professional autonomy. Workers take a strengths-based approach to supporting people. Workers follow a sequenced process of identifying assets, and natural and community supports, financial maximisation, adaptations and what technology can offer before determining what can be offered as directly funded/provided care and support. Workers engage in good conversations which respect what matters to people & the outcomes they value. Workers support the person to identify their own needs and assets including family and community assets. The support plan focuses on what the person wants to achieve taking account of any welfare or risk factors. Definitions and descriptions of processes that affect a supported person's social care budget and options are written down and/or explained in ways that make sense to the supported person. This includes helping the person understand what direct care and support they are eligible for, level of contribution and how a budget can be spent. Outcomes are well-defined and achievable, with clear milestones and timescales. It is clear how the worker and the supported person will know that outcomes are met.</i></p>
The overall quality, and sustainability of current social care services and supports.	<p>SWS recognises that local authorities' budget constraints have and will impact on the delivery of quality social care and should be examined within the independent review. The use by the SDS project of implementation science helps to demonstrate the essential factors to embedding a sustainable model of social work and social care.</p>

<p>The need to develop a skilled, purposeful and sustainable adult social care workforce.</p>	<p>Implementation science points to what is essential in recruiting, preparing and supporting a skilled social work workforce, undertaking person-led assessment and care planning so crucial to achieving personal outcomes. One key focus is on coaching workers to deliver on the values and principles of SDS. This requires leaders to create the right environment for this to happen and to be willing to trust the professional judgement of the worker.</p>
<p>The effectiveness of the statutory environment within which adult social care is commissioned, procured and delivered.</p>	<p>All key processes within social work and social care system need to be aligned with the values and principles of SDS if SDS is the way by which all social care should be delivered across Scotland. Legislation across social work needs to be aligned to enable workers to practice seamlessly to support human rights and keep people safe.</p>

Appendix D – Relationship with the Promise

SDS STANDARDS	THE PROMISE
1. Adults, children, young people and their carers are offered independent advice, support and advocacy to have choice and control over their social care and support and to exercise their human rights.	Appropriately prepared independent advocacy services should be made available to all children, it is imperative that all approached to care delivery are underpinned by rights-based approaches.
2. Early help and support is available to all people who need it.	The Promise indicates a commitment to supporting natural and existing networks of support wherever possible. The strategy advocates for supports to be situated in the locality of an individual and promote the concepts of inclusion, person/family centred planning, assets and rights-based approaches.
3. Assessment, support planning and review systems and processes are personalised, recognising people's strengths, assets and community supports, and result in agreed personal outcomes.	
4. Agreed personal outcomes are monitored through ongoing review processes. Reliable outcome data is captured routinely, is used for continuous improvement and demonstrates the extent to which SDS practice is carried out as intended.	Considerations must be made on the quality and type of data that is routinely collected, a shift in focus to the collection of qualitative data relating to outcomes and reflections of experiences will enable a deeper understanding of the lived experiences of people within the care system.
5. Clear and supportive processes are in place for SDS decisions to be challenged and appealed.	Approaches to regulation and inspection of care services should be based again in the rights of the individual and should consider all of the needs of an individual and those who support them.
6. Workers and supported people work together through shared decision making to plan for positive risk enablement whilst balancing the responsibility of statutory protection of children, young people, adults and carers. Consideration should be given to supported decision making in relation to capacity.	Risk management and mitigation must be balanced with the exposure of experience and the capacity for children to develop their resilience. The importance of positive risk taking to support this should be reflected in the preparation of practitioners and leaders as well as within the ethos of care agencies.
7. Commissioners shape the local markets to support people to live their lives in ways which evidence choice and control over their care and supports.	How services are commissioned must change so that children and their families are at the centre of decision making, as too often the system takes precedence over their needs. Services and provision must be designed on the basis of need and with clear data, rather than on an acceptance of the how the system has always operated. Competing for contracts encourages competition not collaboration,

	leads to the duplication of services and stifles good practice.
8. Workers are enabled to exercise professional autonomy in support planning and setting personal budgets within agreed delegated parameters.	The workforce must be supported to work autonomously so that they can make decisions that are natural and thoughtful. Developmental training and ongoing professional development must give the workforce the tools and confidence to exercise effective judgement.
9. Processes and decisions that affect a supported person's social care budget and options are recorded and/or explained in ways that make sense to the supported person. This includes helping the person understand what direct care and support they are eligible for, their level of contribution and how a budget can be spent.	Budgets must be responsive to families' choices, and there should be no barriers to families' wishes being carried out. The workforce must listen to the view of children and families, and decision making must be honest and transparent so that everyone understands what has been decided and why.
10. The Principles of Good Transitions are embedded within SDS policy, planning and practice across all sectors as a framework to support young people and families. Transition planning processes have the person's wellbeing, aspirations and personal outcomes at the centre. Young people and their families are given the time, information and help they need to make choices and have control of their care and support as they move into the next phase of their lives.	Significant transitions should be: limited, relational, planned and informed.
11. Supported people moving from one local authority to another can expect their agreed personal outcomes to be met in a comparable way.	The bedrock of how Scotland cares must be consistent.

Examples of how SDS has been used

Some examples of more creative use of SDS funding within Services for Children, Young People and Families



2 young people have taken part in Horse Riding which has provided periods of respite from home and therapeutic intervention

6 young people have participated in sports such as swimming or football, building confidence and enabling community participation



9 young people have accessed additional support or care services which have offered personalised support for individual need

34 young people have benefited from the purchase of household items such as key items of furniture and white goods which have enhanced their lives



3 young people have participated in artistic sessions, including painting and music which has facilitated their ability to express their needs

6 young people have participated in other outdoor such as canoeing or archery and other skills based courses to improve confidence and self determination



Page 1

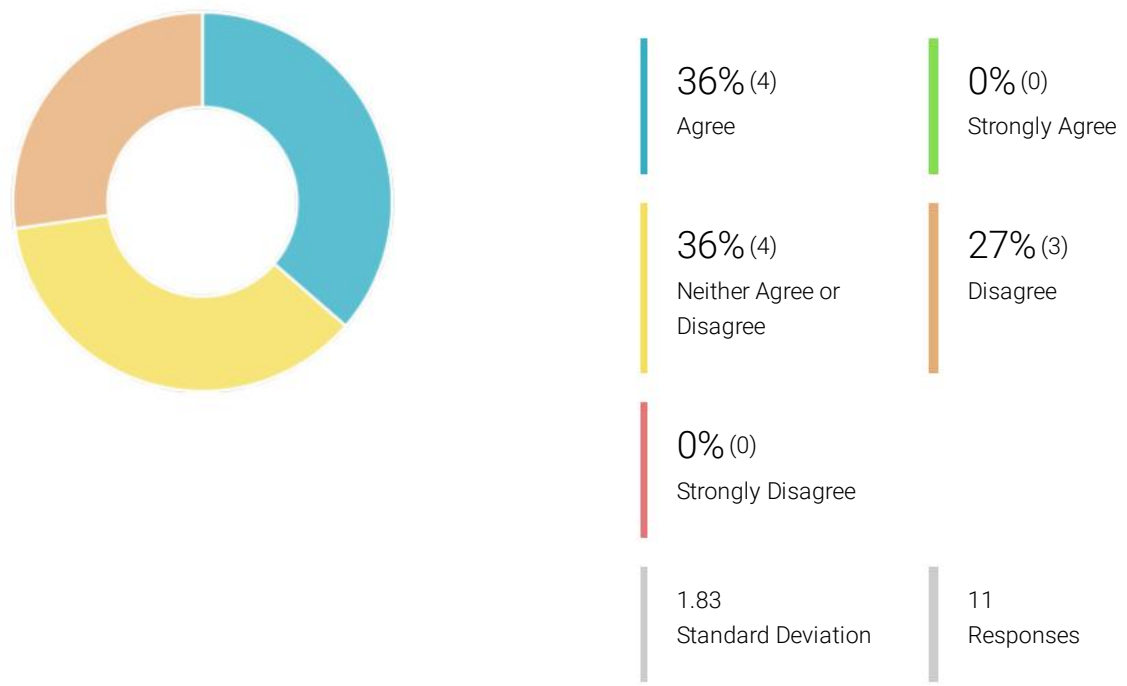
Dear Parent/Carers

Thank you for taking the time to complete this short survey.

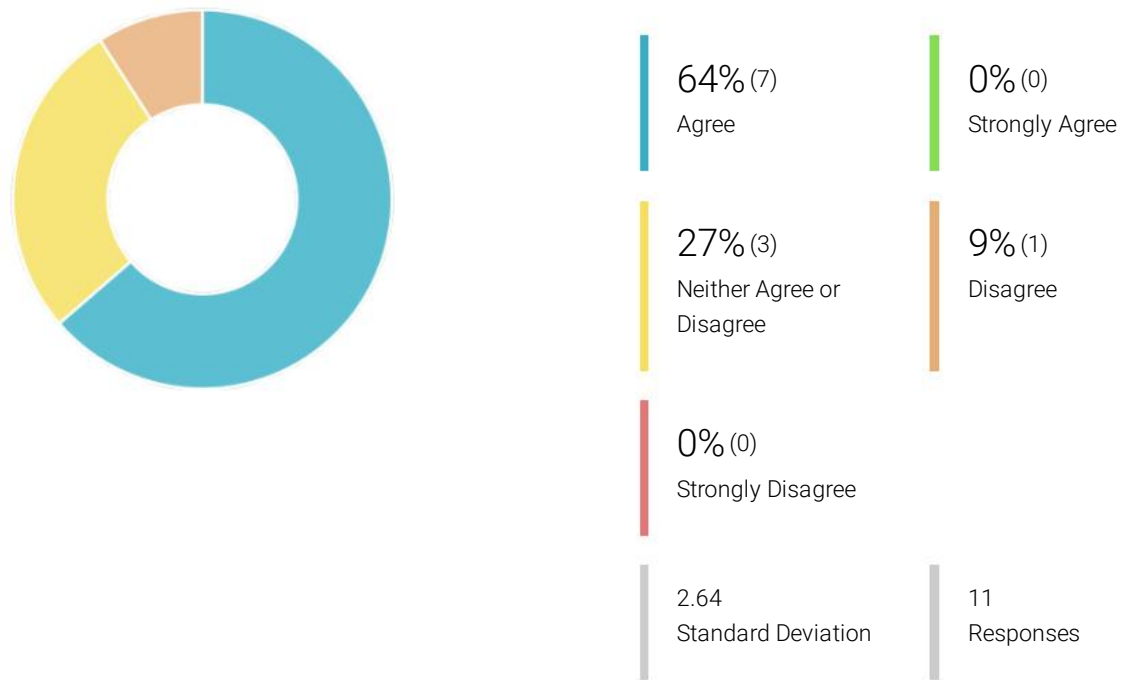
It is really important that as many of you as possible complete the questionnaire because we are really keen that you are involved and have a say in the way that Self Directed Support services are developed and provided to you and your family.

There are no right or wrong answers we are simply keen to gather your knowledge, understanding and thoughts about the way services are provided so that we can improve them.

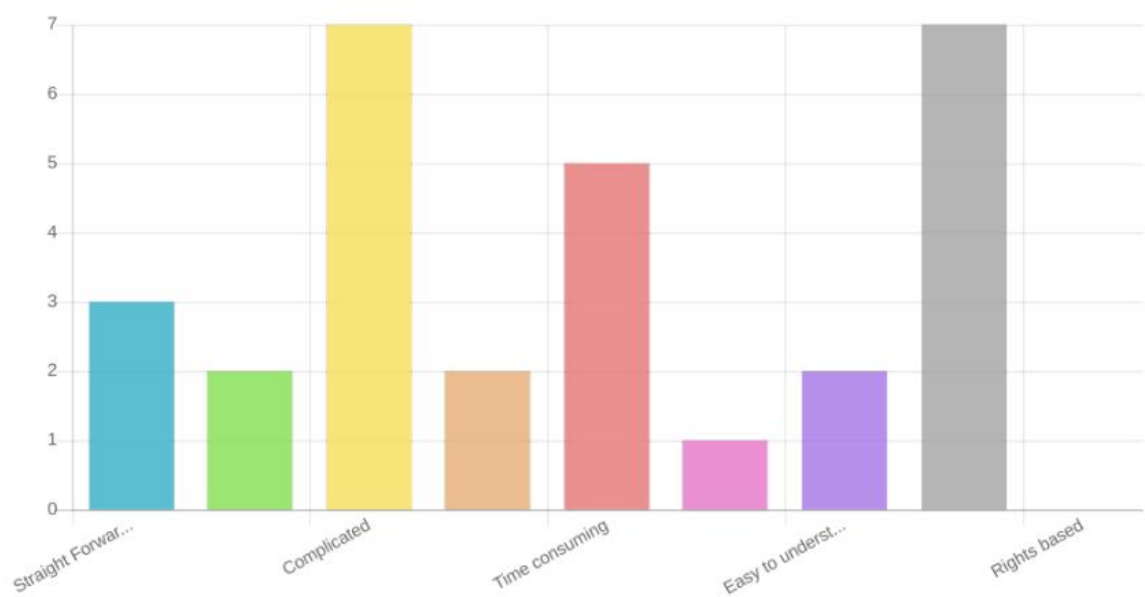
1 The local authority I live in has really clear public information about the values and reasons for offering Self Directed support to children young people and families.



2 I am aware that the services that my child/young person and family receive are provided by the council under Self Directed Support.



3 Select from the list three words that best describe to you the local Self Directed Support process and system in your area.



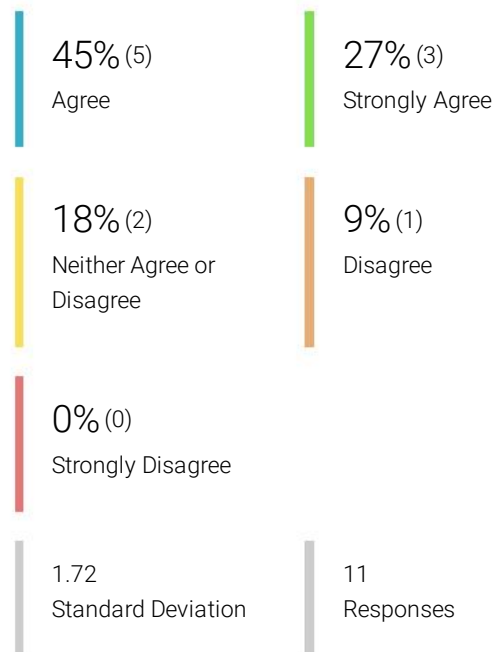
<div></div> <div>27% (3)</div> <div>Straight Forward</div>	<div></div> <div>18% (2)</div> <div>Simple</div>	<div></div> <div>64% (7)</div> <div>Complicated</div>	<div></div> <div>18% (2)</div> <div>Fit for purpose</div>
<div></div> <div>45% (5)</div> <div>Time consuming</div>	<div></div> <div>9% (1)</div> <div>Person-centred</div>	<div></div> <div>18% (2)</div> <div>Easy to understand</div>	<div></div> <div>64% (7)</div> <div>Difficult to find</div>
<div></div> <div>0% (0)</div> <div>Rights based</div>			
<div>29 Responses</div>			

4 If none of the words apply in Q3, tell us which words are more appropriateOther (Please Specify)

Challenging

Very difficult to initially navigate & set up SDS

5 The assessment carried out by social work gathered all the information needed to help my family to get the support that works best for us.



6 Any other comments or thoughts about your experience of assessment?

It's not so much the staff support that's an issue, rather the complicated process around SDS, along with the difficulties of finding someone out with Perth itself that I have issue with. The latter is almost impossible.

The social work team are doing well but they need more help and larger budget

Found it very intrusive having to explain why particular members of family were unable or unwilling to support us.

I didn't have any experience of or know anyone getting SDS so had no prior understanding of it. Had I done so may not have gone for that option. Complicated process getting someone as a personal assistant, managing payments, insurances, annual leave etc. A check list would have been helpful rather than lots of info over the phone.

I feel the needs of my family are understood and we feel very much supported. Thank you.

Very positive experience

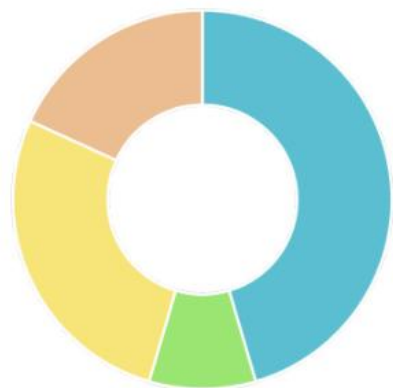
Assessments are not regularly updated or reviewed as they should be which can have a detrimental effect on care being reduced or withdrawn.

7 The four Self Directed Support options were discussed with me



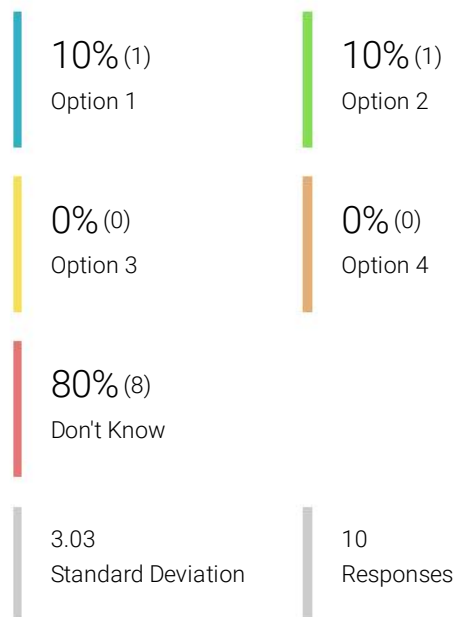
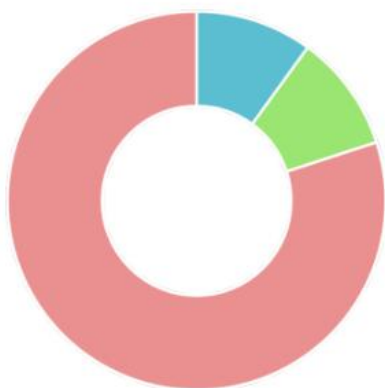
55% (6)	9% (1)
Agree	Strongly Agree
27% (3)	9% (1)
Neither Agree or Disagree	Disagree
0% (0)	
Strongly Disagree	
2.14	11
Standard Deviation	Responses

8 Did you feel you understood the options well enough to choose?

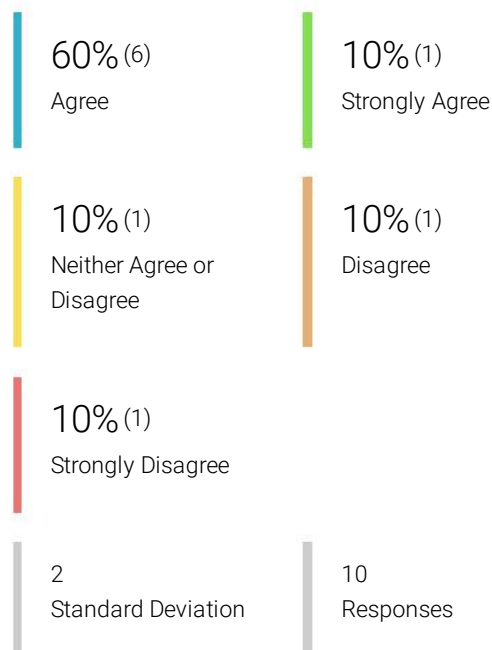
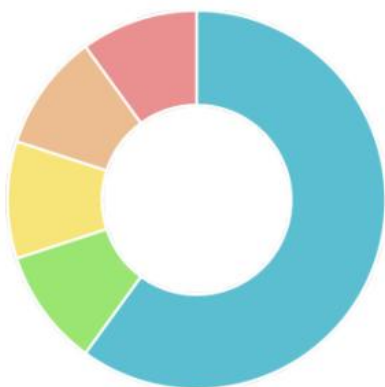


45% (5)	9% (1)
Agree	Strongly Agree
27% (3)	18% (2)
Neither Agree or Disagree	Disagree
0% (0)	
Strongly Disagree	
1.72	11
Standard Deviation	Responses

9 What option is your service provided under?



10 The way that decisions are made about the services I get are transparent and fair.



11 Any other comments or thoughts about the way decisions are made?

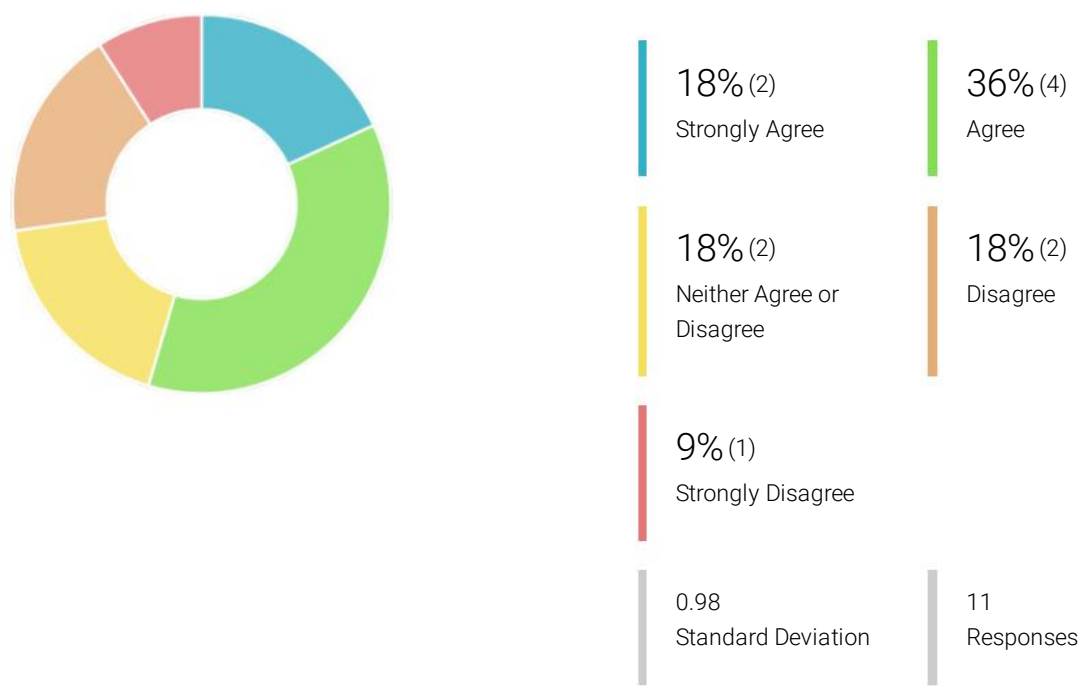
Decision making process is not clear. You get one amount no matter what your particular family's needs are. System is not flexible and responsive.

None

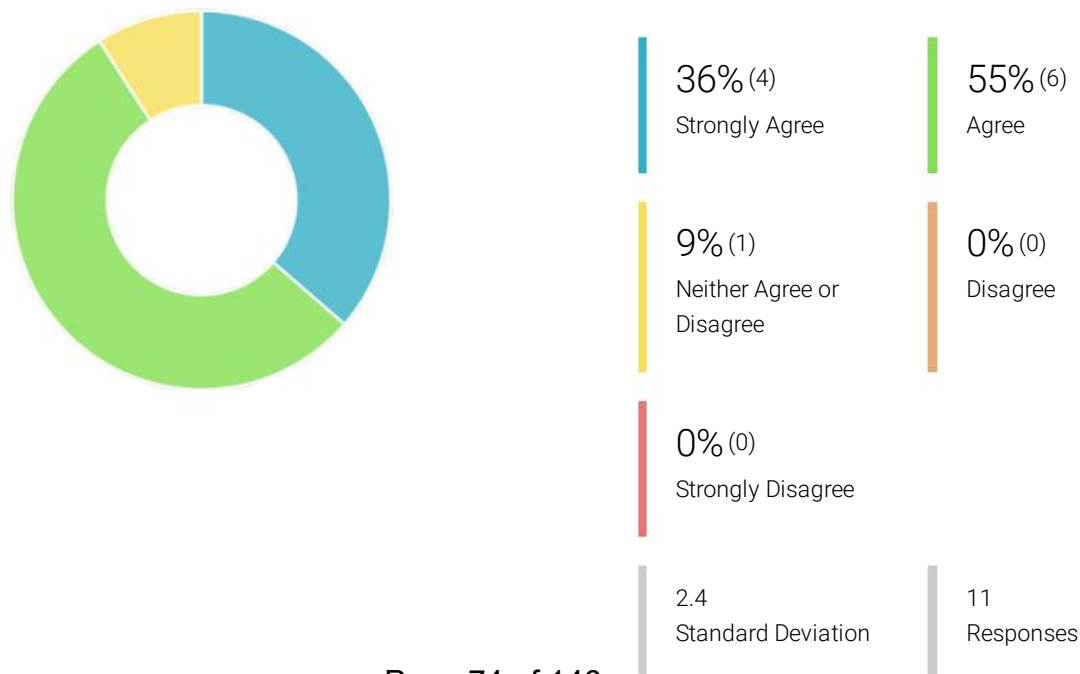
Services can be withdrawn at any time without proper justification, poor decision making, cost cutting at heart of most decisions, flawed judgements, poor leadership.

Enter some body text

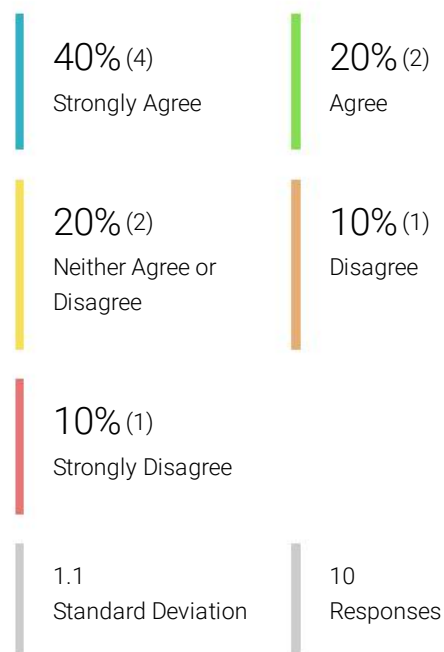
12 I have been told what the budget is that I can spend on support for my child/young person and family.



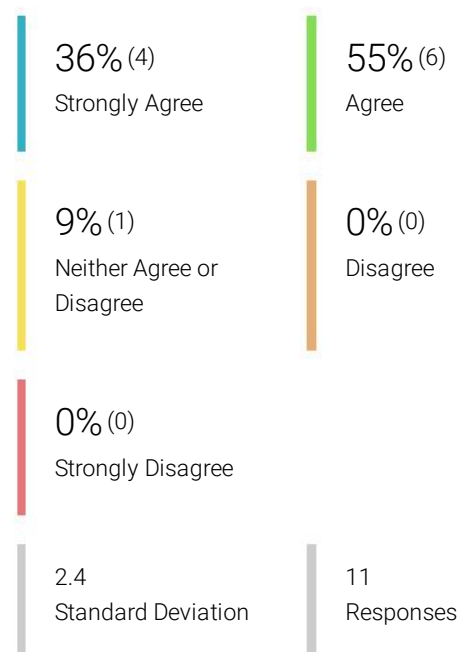
13 I have control over who provides my child/young person's support.



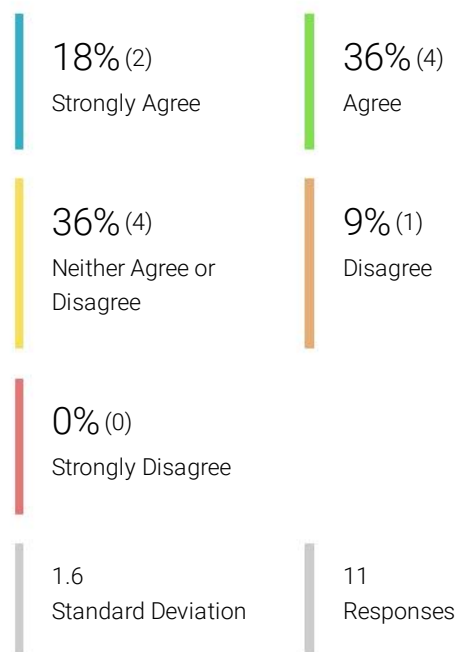
14 Our support package is tailored to our needs.



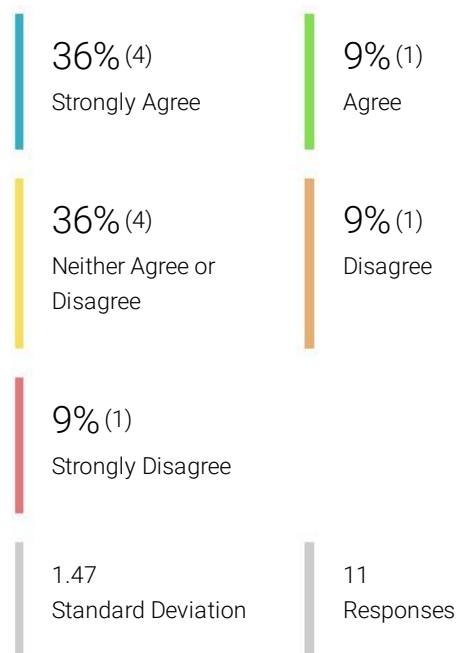
15 I had a say in how my child/young person's support was arranged.



16 My child/young person had a say in the support they get.



17 I would like more flexibility in our support.



18 Any other comments or thoughts on flexibility?

There is no flexibility, no chance to increase support at specific times if needed

Not appropriate to our circumstances

Flexibility? What does this mean? How can you get more flexibility your support? Can you explain or be more clearer?

19 I would like to be involved in future consultation that will shape the services that parent/carers, children and young people get.



36% (4)
Yes
1.5
Standard Deviation

64% (7)
No
11
Responses

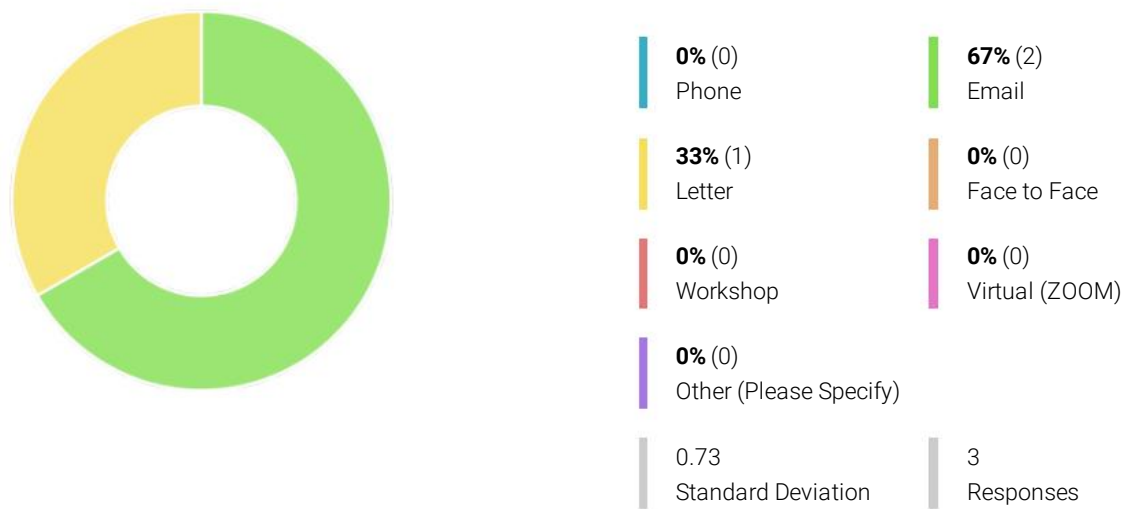
20 My child/young person would like to be involved in future consultation that will shape the services that they receive.



9% (1)
Yes
4.5
Standard Deviation

91% (10)
No
11
Responses

21 The best way to communicate with me is.



22 Any other comments you would like to make about the service and support you and your child/young person receive and or your experience?

We are new to the area but have had nothing but a positive experience with the service so far.

I don't feel honest discussions are had . have been lied to about support available and felt unable to challenge this for fear the support



Perth and Kinross Education and Children's Services

Self-Directed Support Survey – Feedback August 2020

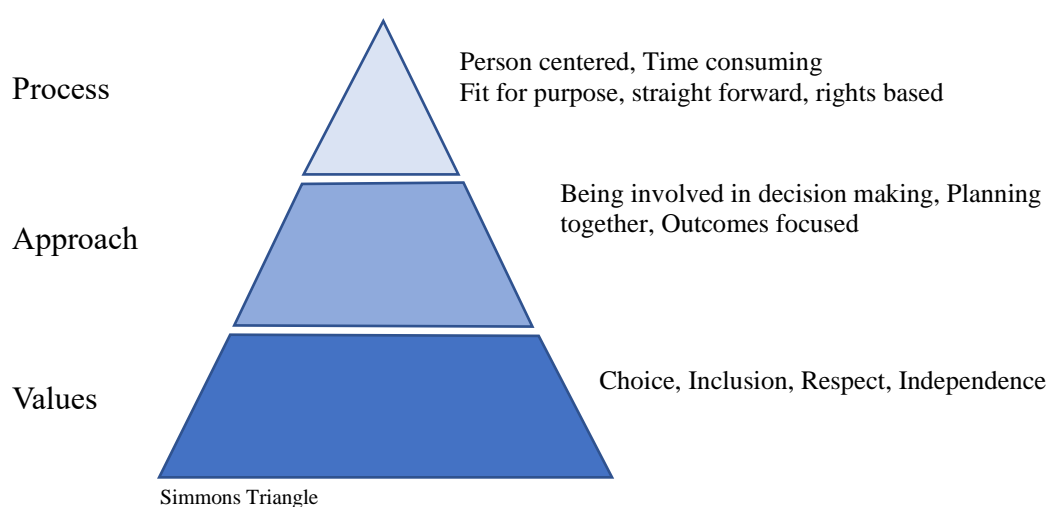
Introduction

A brief survey was circulated to social care practitioners in Education and Children's Services in Perth and Kinross. The survey covered people's understanding and knowledge of the values, approach and local process for Self-Directed Support. The following is a simple explanation of the responses from those who completed the survey. A full set of slides will be discussed on Monday 31st August and will then be shared with the team in Perth and Kinross.

In total there were between 42 and 49 responses to the questions in the survey.

Perth and Kinross are sending out a similar survey to families, the outcome of which will enable them to build a picture of self-directed support practice informed by both practitioners and families. Discussions are already underway about specific support from In Control Scotland to parents and family groups in Perth and Kinross.

Responses to questions about Values, Approach and Process:



Comments from respondents:

Respondents were invited to share their thoughts and comments at the end of each of the three sections of the survey. At the end they were invited to share feedback from families about self-directed support. Here is a sample of the comments made:

Values:

'This is a really difficult question to answer because it's not easy to offer a view about something I'm unclear about. I have an impression that SDS is being offered because there is a government expectation/requirement to do so to promote service user autonomy around the help they need. I believe my LA supports this kind of thinking and the principles around SDS but I have an impression that the system for SDS is very complicated and funding is limited so this has a bearing on its use with families.

Whilst I think PKC are proactive in helping staff providing appropriate support to families using self-directed support, I am not sure that the values and reasons for offering this is always clear to the families themselves. We are told that Self-directed support money can be used for a range of reasons and to be creative in how we explore this with families, supporting them to understand how financial assistance will impact on the service users life for the better. However, my experience is that most families are asking for respite as this is the one thing that helps families to cope on a day to day basis. Certainly; I do not think the wider public are aware what Self-directed support is and the values it underpins

I don't really know much about how our authority is approaching / implementing this.

Given that young people choose to engage with us or not, we have more flexibility in being to work in a partnership with a young person. We aim to give young people the tools to be more in control, safe and we respect their decision, however it is often the case that if they do not engage with us, more formal measures need to be taken that reduce the choices available for the young person. We can be part of a process that gives the illusion of choice but is really directing a young person by the very means of the options given to them.

the Local Authority values are about the safety of children primarily (rightly so) respect and inclusion. It is the role of the Local authority to keep children safe I do believe that they want families, children and young people to participate and be included in the plans about themselves, services they receive and in their local communities.

Approach:

Staff in the Children and Disability team still talk in terms of families being offered hours as opposed to getting a budget. There needs to be a clear process as to what the criteria is for accessing different budgets and there needs to be more people involved in the decision-making process. The processes need to be the same across the service.

As before, I don't know much about SDS yet but imagine that with good support and risk assessment it could open the door to more creative and inclusive support for families.

it gives the client something for them only. in our case a special time with their carer to go out and do things try new experiences time away from family to build their own identity

I don't have a vast amount of experience in this area, but one common experience is that it is very difficult to put support in place which is going to last long or be effective long term. My view is that there is not enough continuity in keyworkers, particularly during the transition years of ages 16 to 19 and the move from child to adult services.

Process:

Our "clients" are the ones with the answers. Our job is to support and know that the decisions are being made in mind with the families and young people we work with. Every family is going to be different so don't treat them all the same.

I feel the process for application for SDS funds from a worker on behalf of a young person/client is adequate however, I feel it is the workers' responsibility to provide suggestions and thoughts to young people/parents/ carers as to how SDS money would best suit their needs as they often do not know where to start. I feel if a way to bridge this gap were found, this would provide better outcomes young people/ families or carers.

*More providers for option 2 or 3 - choice
More availability of personal assistants
Consideration of transport issues in rural areas*

resources available to meet the needs of more complex and difficult cases

Simplified forms and easy for families to understand

I know you asked for one but I am giving you three Transparency re how decisions are made; Child's plans should incorporate self-directed support plans; Better outcome focused assessments

Feedback from families:

"Varies - Direct payment works well for those with consistent personal assistant. Works well when they can use their budget flexibly - especially when no P.A available. Many don't want all the responsibility of being an employer - paperwork etc - for just a few hours per week. Processes such as holiday pay, lockdown payment etc can be confusing. Some young people have a very good relationship with their personal assistant/support worker".

"The families/children have been pleasantly surprised and happy that social work is able to fund something that they need or want. I only have one family currently using this support and they have found the support of SDS invaluable"

“Most families have been really positive about the support they get. I think that there is a lack of understanding that they could use their budget in alternative ways to getting care. However, for most families we work with short periods of respite is what they want”.

Notes re Strategy Review

In Control Scotland were asked to review a draft of the SDS strategy shared with them in March 2020 prior to the coronavirus pandemic. A number of points are raised by In Control Scotland:

- Overall the strategy makes good sense and the values and principles are clear.
- Some of the graphics about the what we are doing about SDS now require some more explanation
- When it gets to the flow charts on the last few pages, it would be helpful to have greater clarity in particular in the 'How will we know?' section, by setting some more specific and measurable indicators of change that enable progress to be reviewed and demonstrated more easily. These could be on the baseline of information in current surveys and include both numbers and views of practitioners and families.

Recommendations for further involvement

A key aspect of further implementation is establishing wider **shared and consistent knowledge of self-directed support**, its principles and how they can be common across all of the offer from children's social care, and the approach / process. There are wide variations in the survey results from clear knowledge and understanding to a simple lack of any knowledge.

Issues around funding, flexible use, a continued reference to hours of support and concerns about lack of funding continue. Some of these issues can be addressed as part of training tackling a wider understanding and knowledge of SDS, however issues around flexibility will need tackling through amending guidance and supervision, i.e. managers championing flexible use and supporting individual workers in taking this forward.

The results of the parent/family survey will provide a wider understanding of the issues around SDS in Perth and Kinross; this will provide specific recommendations that are not covered here. These recommendations simply tackle issues across the workforce about embedding a solid foundation of SDS Principles and a consistent proportional approach and process followed by all social care practitioners.

Recommendations for further involvement include:

1. Training is developed that covers the principles of SDS, illustrates SDS through case study and sets out the consistent application of these principles to all areas of social care work in Perth and Kinross, i.e. 'this is how we work in Perth and Kinross'
In Control Scotland would offer to develop this training, review before delivery with key local representatives from children's services and deliver in a series of 2 or 3 sets of workshops. Each workshop would last a maximum of 1 ½ hours and be co-facilitated by two members of the In Control Scotland team. The training would be interactive and depending on the 'platform' could use breakout/discussion rooms and graphic facilitation alongside a set of slides circulated prior to the training to all participants.

2. Work is undertaken to map out a proportional approach to the SDS process that sets out clearly how consistent application of principles, a child and family centred approach and a process that transparently allocates funding when appropriate (clearly linked to the Perth and Kinross draft SDS Strategy).

In Control Scotland has an extensive library of examples of work, guidance on allocation systems and a network of people tackling similar issues in Scotland and elsewhere and can provide evidence as and when needed.

In Control Scotland could offer representation in a working group, acting as an 'independent expert/critical friend' able to provide external challenge and knowledge to support this work. In Control Scotland would offer to review any draft resources produced.

3. Potential support to families directly in thinking and planning and in developing some 'demonstration work' where there is impetus for change

*In Control Scotland
August 2020*

Please refer to the attached presentation: Appendix 5b – Staff Consultation Survey Results

Workforce Survey: Views re Self-Directed Support - Staff Working in Perth and Kinross Education and Children Services

Thursday, August 27, 2020

Survey results

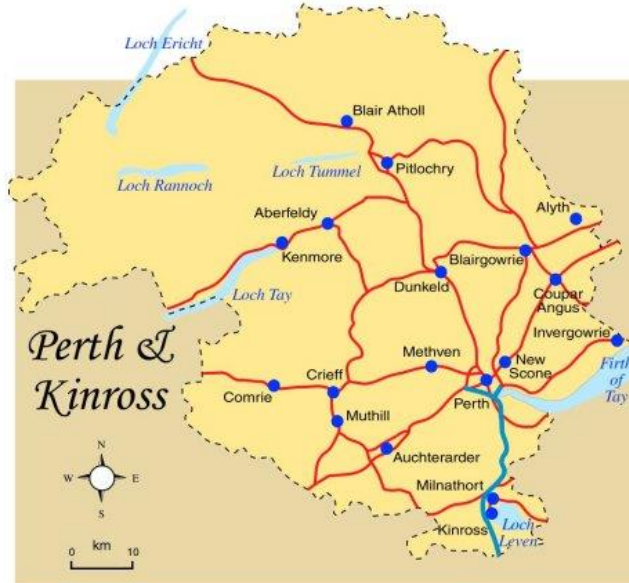
The survey was completed by staff working with children, families and young people in Perth and Kinross Education and Children Services in June 2020

The survey covered questions about the values, approach and processes of implementation of self-directed support for children, young people and families

For each of the questions in the survey, there were between 42 and 49 responses

Q1. Please tell us which Local Authority area you work in

Perth and Kinross



Q2. What team or locality do you work in?

Answered: 57 Skipped: 3

Strathearn & Kinross – **4%**

Change is a Must – **2%**

Woodlea – **9%**

Blairgowrie – **4%**

Family Focus – **9%**

Review Team – **0%**

Perth City & Highland – **4%**

Child Protection – **9%**

Reach – **12%**

Children & Disabilities – **12%**

Adoption Team – **4%**

Through Care
After Care – **4%**

Perth City – **5%**

Family Based Care – **5%**

Perth City & South – **4%**

Family Change – **2%**

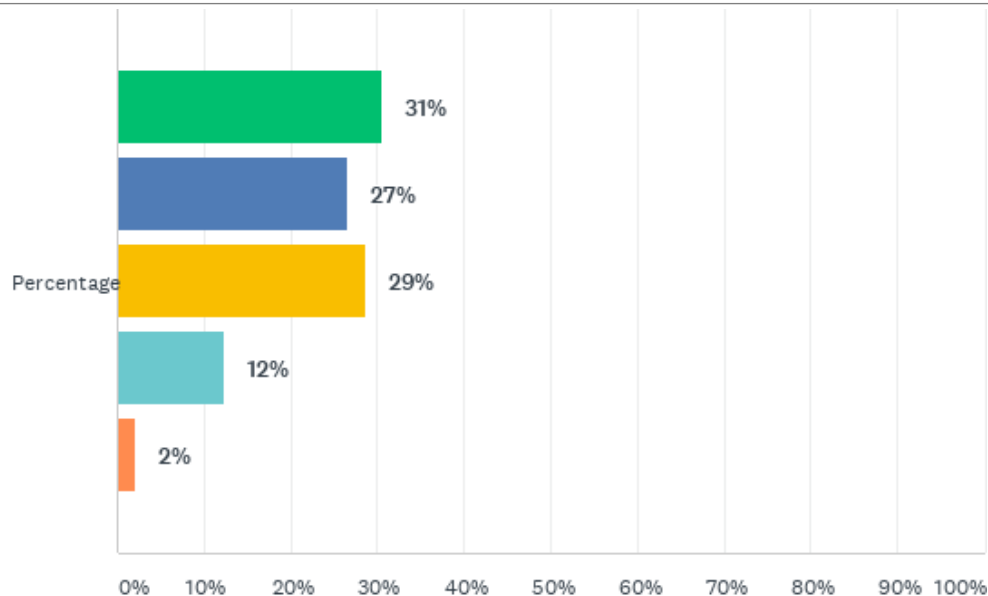
Youth Work – **14%**

Q3 At question 3, respondents were asked to choose ‘the three most important values that you believe underpin self-directed support’ from a list:

Value	Percent
Choice	54%
Respect	52%
Inclusion	52%
Independence	35%
Equality	27%
Participation	25%
Safety	19%
Fairness	17%
Freedom	15%
Transparency	4%
Individuality	0
Creativity	0

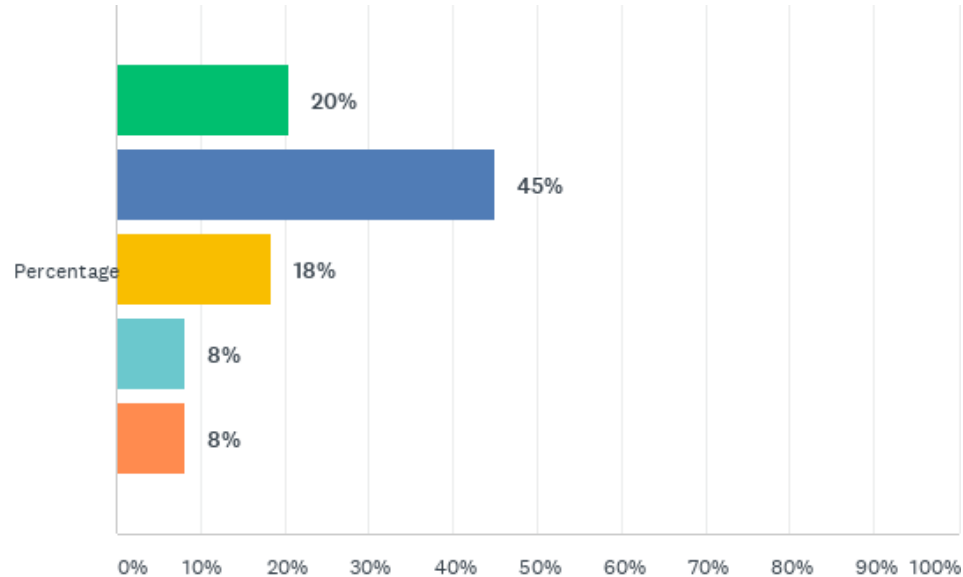
Q4. Please read the following statements and then 'mark' the scale to reflect what you think: The local authority where I work are really clear in public information about the values and reasons for offering self-directed support to children, young people and families.

Answered: 49



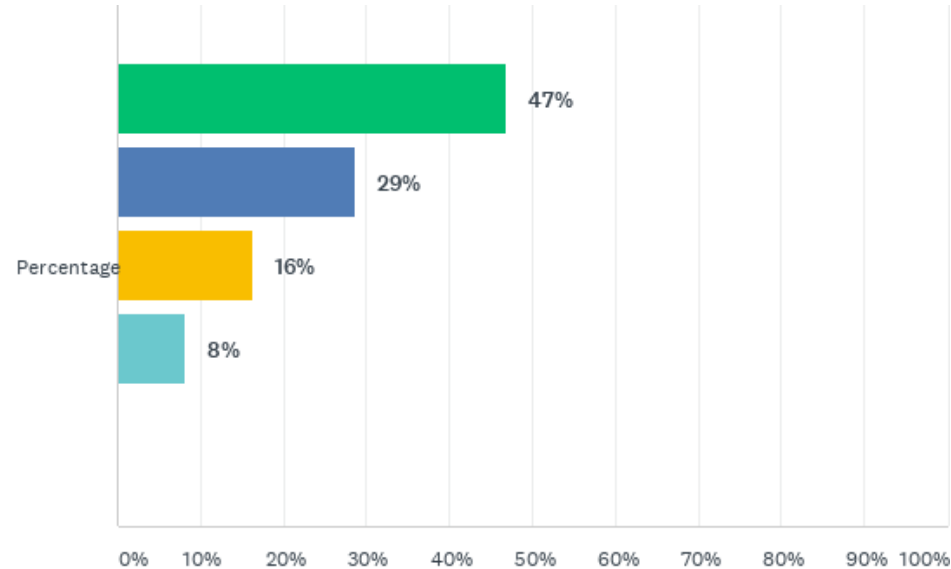
Q5. I feel really clear and comfortable explaining the values and reasons for offering self-directed support to children, young people and families

Answered: 49



Q6. We work with children, young people and families as equal partners.

Answered: 49



7. What are your views on your local authority's approach to the values and reasons for offering self-directed support

“To enable our service users to have as much control as possible over the support they receive”.

“The Local Authority values are about the safety of children primarily (rightly so) respect and inclusion..... I do believe that they want families children and young people to participate and be included in the plans about themselves, services they receive and in their local communities”.

People have a right to having as much control over their lives as possible. Having self directed support can reduce dependence on statutory services and increase self-reliance. SDS recognises individuality”.

I have an impression that SDS is being offered because there is a government expectation/requirement to do so (and)... I believe my LA supports....the principles around SDS but I have an impression that the system for SDS is very complicated and funding is limited”.

“Whilst I think PKC are proactive in helping staff.... I am not sure that the values and reasonsis always clear to the families themselves....my experience is that most families are asking for respite as this is the one thing that helps families to cope on a day to day basis (and) ...the wider public are (not)aware what Self directed support is”.

We aim to give young people the tools to be more in control, safe...., however it is often the case that if they do not engage with us, more formal measures need to be taken that reduce the choices available for the young person. We can be part of a process that gives the illusion of choice, but is really directing a young person by the very means of the options given to them

“I think it's important to offer this support as it does allow families to have more control over their lives and family situations”.

“Our local authority encourages a flexible approach to the use of this money”.

“I believe the opportunity to be able to offer SDS to families/children it allows them the choices, and freedom to obtain something they want or need to help them attain their own personal goals for development”.

“I don't really know much about how our authority is approaching / implementing this”.

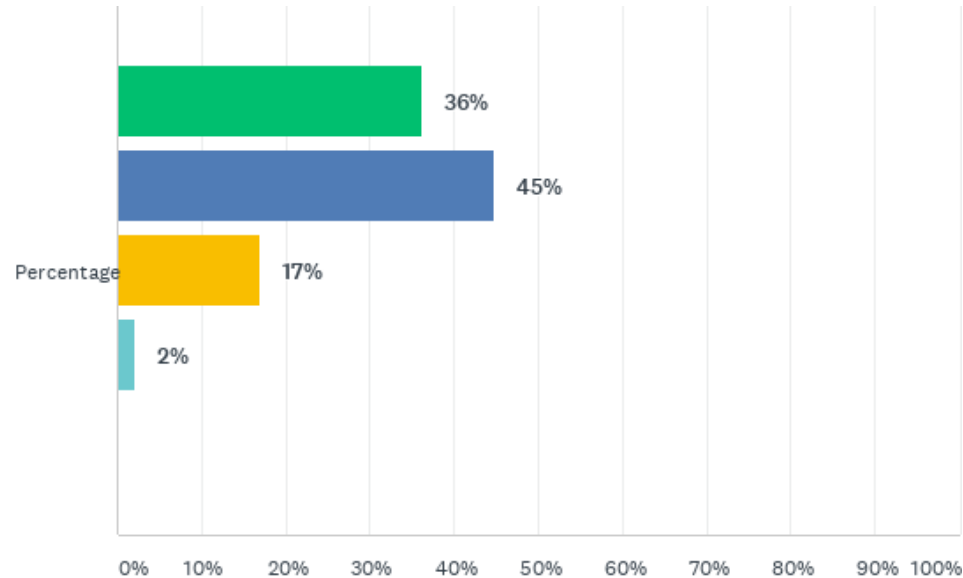
My work does not often get me involved in supporting people to access/manage self-directed support. I'm not very aware of my local authorities approach to providing such support....”.

Q8 Respondents were asked to what three characteristics best reflect self-directed support in your area from a list:

Characteristic	Percent
Planning Together	63%
Outcome Focussed	50%
Being involved in decision making	46%
Being creative	35%
Whole family thinking	33%
People as experts	26%
Encouraging Flexibility	22%
Being open to yes	13%
Positive thinking about risk	13%
More good days	2%
Person Centred	0
Listening	0

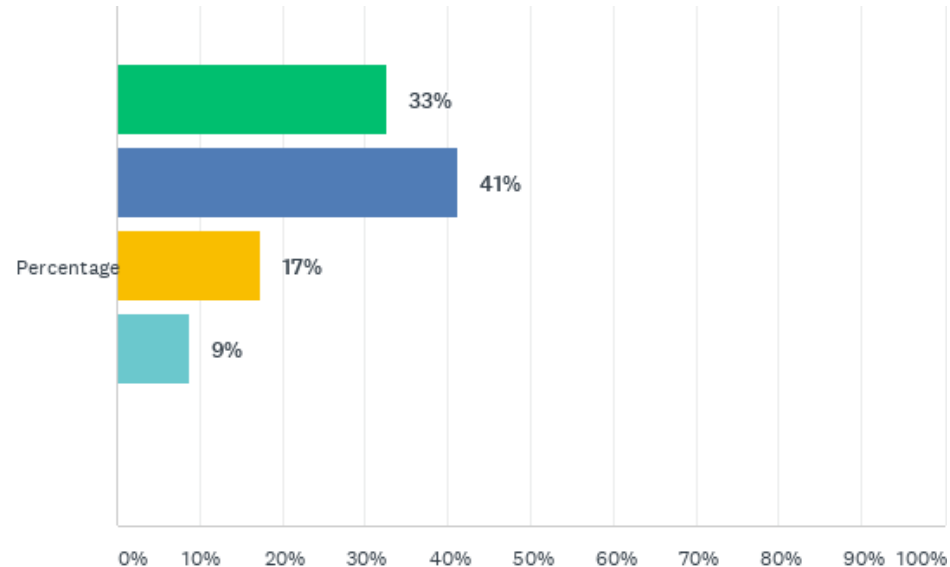
Q9. Please read the following statements and then 'mark' the scale to reflect what you think: *Self-directed support means that support that makes sense to each child, young person and family will be different to that offered to any other child, young person or family in your area.*

Answered: 47



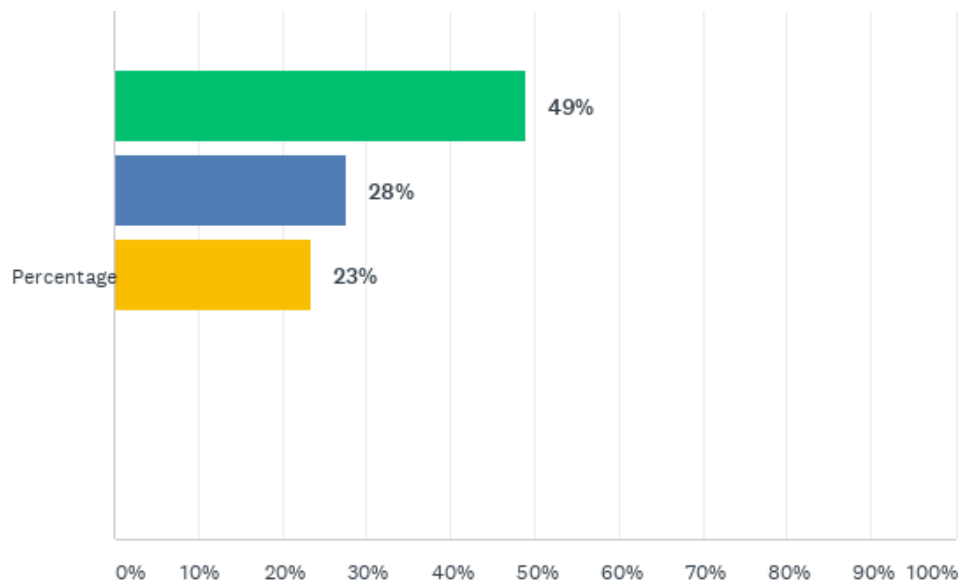
Q10. Our practice demonstrates that we see children, young and families as experts in their own lives and the support they need

Answered: 46



Q11. Self-directed support nurtures and sustains family relationships and a safe healthy home life.

Answered: 47



12. Comments and thoughts about the approach to self-directed support in your area?

“Staff in the Children and Disability team still talk in terms of families being offered hours as opposed to getting a budget. There needs to be a clear process as to what the criteria is for accessing different budgets and there needs to be more people involved in the decision making process. The processes need to be the same across the service”

“I don't have a vast amount of experience in this area, but one common experience is that it is very difficult to put support in place which is going to last long or be effective long term. My view is that there is not enough continuity in key-workers, particularly during the transition years of ages 16 to 19 and the move from child to adult services”.

“Why are we ranking things 1,2,3... etc if the support is unique to each person / family? It is a range of different factors in play to a greater or lesser degree. Some things can be of equal importance”.

“I think staff are increasing their understanding of the flexibility and breadth of using SDS but we still have a way to go and funding restrictions are still an issue. Staff would apply more for SDS if funds were available”

“It gives the client some thing for them only . in our case a special time with their carer to go out and do things try new experiences time away from family to build their own identity”.

“I found number 8 very hard to answer. The approach to self directed support can be nurtured and developed to a point where all families are being supported according to their personal situation and long term outcomes. At present I do not believe we are achieving this”.

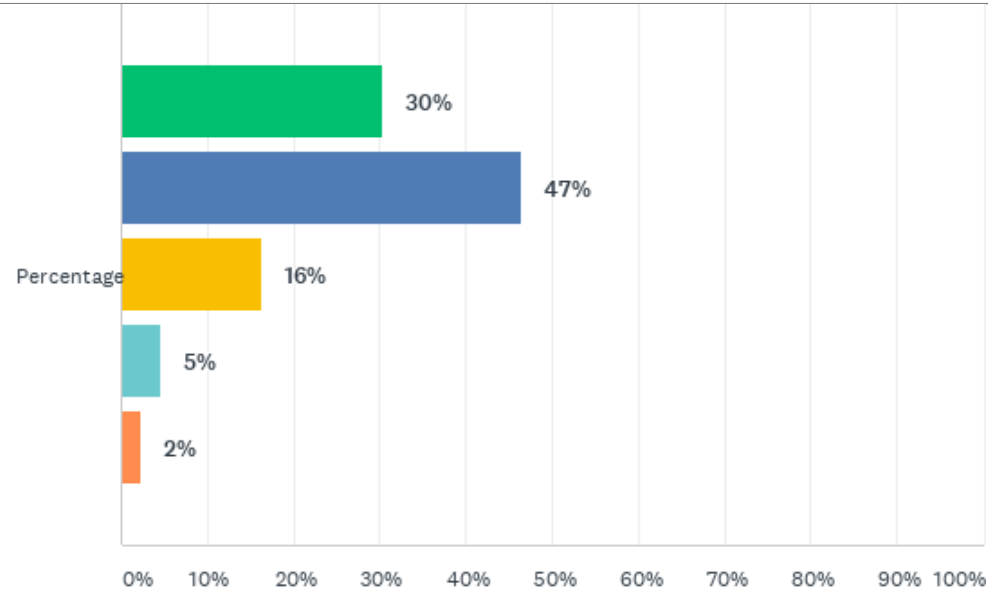
“As before, I don't know much about SDS yet but imagine that with good support and risk assessment it could open the door to more creative and inclusive support for families”.

Q13 Respondents were asked to choose what three words best describe the local self-directed support process and system in your area from a list:

Words	Percent
Person Centred	74%
Time consuming	43%
Rights based	40%
Fit for purpose	33%
Straightforward	31%
Complicated	31%
Difficult to find	21%
Other	12%
Easy to understand	10%
Simple	5%

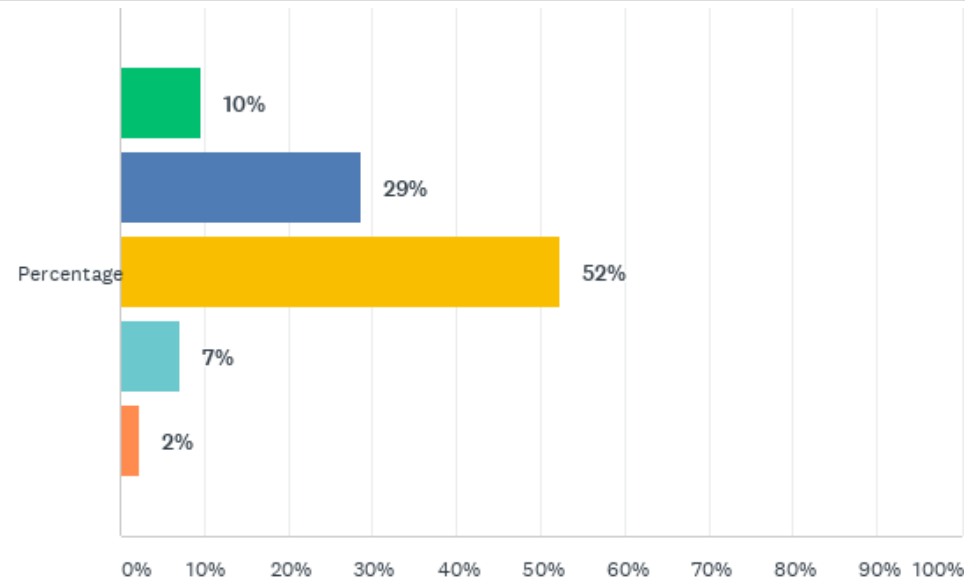
Q14. Please read the following statements and the 'mark' the scale to reflect what you think: *Our assessment helps gather all the information needed to help the child and family to get the support that works best for them.*

Answered: 43



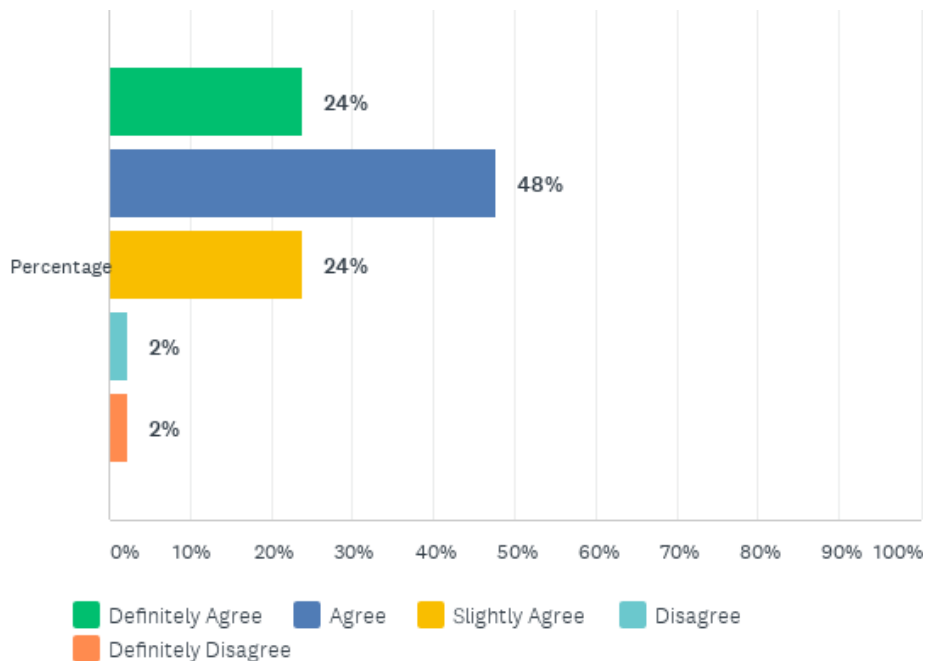
Q15. Our current system for allocating a budget is fair, equitable and transparent.

Answered: 42



Q16. All our self-directed support plans for children and families make it very clear how the person-centred support will achieve the outcomes agreed by us all.

Answered: 42



17. What is the most important system change that you feel needs to happen to improve your local self-directed support offer to children, young people and families?

“Sharing of information as to who can access this and how we access it”.

“I'm not sure”. “Unsure”.

“Within my team I feel there should be a multi agency resource panel that makes a decision regarding SDS Support”.

“I know you asked for one but I am giving you three Transparency re how decisions are made; Child's plans should incorporate self directed support plans; better outcome focused assessments”.

“More flexible communication plan”

“Better information for service users and workers, in relation to the options available, type and amount of support available, the processes involved, time-scales, costs, contact details of key workers/services, details of how to make changes to care packages etc”.

“Our clients are the ones with the answers. Our job is to support and know that the decisions are being made in mind with the families and young people we work with. very family is going to be different so don't treat them all the same”.

“System which ensures equitable access to resources”.

“Clearer information and accessible application process”.

“It needs to be easy to apply for, with a good chance of funding being available to meet the assessed need”.

“Leaflets should be made available for families to understand about SDS”.

“I feel the process for application for SDS funds from a worker on behalf of a young person/client is adequate however, I feel it is the workers responsibility to provide suggestions and thoughts to young people/parents/ carers as to how SDS money would best suit their needs as they often do not know where to start. I feel if a way to bridge this gap were found, this would provide better outcomes young people/ families or carers”.

“Simplified forms and easy for families to understand”.

“Resources available to meet the needs of more complex and difficult cases”.

“More funding to local authorities from central government”.

“Recruitment of appropriate personal assistants”.

“Decreasing the number of people involved in the decision making process to allow decisions to be made faster”.

“Easier to access, more advertisement of how to get self direction”.

“Can't answer the previous question and would need more information to answer this one”.

“Easier to access”.

“More providers for option 2 or 3 - choice More availability of personal assistants Consideration of transport issues in rural areas”.

“More personalised and creative. A lot of people have the same package i.e., 4 hours SDS per week”.

18. Feedback you have received from children, young people and families about how self-directed support is working in your area?

Answered: 21

"I have no experience of self directed support within the client group I am currently working with".

"Most of the children and families I support are really happy with how SDS is/has improved their situation. The only negative I hear is how difficult it can be to recruit PAs or get support from agencies, especially if the family live locally".

"Most families have been really positive about the support they get. I think that there is a lack of understanding that they could use their budget in alternative ways to getting care. However for most families we work with short periods of respite is what they want".

"I haven't any direct experience of working with children/families with SDS".

"I only have experience of one-off SDS payments being made to families and in those circumstances the feedback has been positive"

"Where I am a lot of 1-1s happen. I have never asked for feedback on how we do this. As it is a personal and confidential time. Everyone is different and there will be good days and bad days so nothing is going to be perfect however it is better to only have one main person to go to about stuff. Instead of having a person from a load of services in on your personal life".

"Due to my part of the service, our involvement soon ends once self-directed support becomes involved and we don't often see or hear about the successes or failings of the packages put in place. We sometimes get involved when things don't go to plan and young people become homeless again/in crisis again (which understandably can happen), so we don't get the full picture and maybe get a slanted view of the local situation".

“Generally positive, families like having flexibility to purchase care at the times that fit with their needs. Children & YP are able to use SDS funding to access activities and increase participation in the community”.

“Allowing funds to go directly to the family to be creative with is extremely positive and beneficial”.

“Children 's confidence has grown through the opportunities they have had using SDS to promote their wellbeing”.

“This can be fantastic depending on the needs of the individual, resources can be limited but I believe that this is at times impacted by the rural location in which the team operate”.

“The families/children have been pleasantly surprised and happy that social work is able to fund something that they need or want. I only have one family currently using this support and they have found the support of SDS invaluable”

“Parents and children feel that they have felt included in the process and have come to trust workers to improve situations for their family”.

“Varies - Direct payment works well for those with consistent personal assistant. Works well when they can use their budget flexibly - especially when no P.A available. Many don't want all the responsibility of being an employer - paperwork etc - for just a few hours per week. Processes such as holiday pay, lockdown payment etc can be confusing. Some young people have a very good relationship with their personal assistant/support worker”.

“I only have one family currently using this support and they have found the support of SDS invaluable”.

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

20 January 2021

HIGHLAND PERTSHIRE LEARNING PARTNERSHIP – UPDATE REPORT

Report by Executive Director (Education and Children's Services)

(Report No. 21/7)

PURPOSE OF REPORT

The purpose of this report is to provide the Lifelong Learning Committee (LLC) with a progress update on the work of the Highland Perthshire Learning Partnership (HPLP).

1. BACKGROUND/MAIN ISSUES

- 1.1 The development of the Highland Perthshire Learning Partnership (HPLP) emerged from the School Estate Transformation Programme and the HPLP is an approach designed to enhance the educational experience of young people in secondary education in the Highland Perthshire area.
- 1.2 A report to Lifelong Learning Committee on 21 January 2020 ([Report No. 20/17 refers](#)) agreed that the focus for the HPLP would be based on the following key principles and commitments:
 - Improved collaboration and partnership between Pitlochry High School and Breadalbane Academy;
 - Perth College UHI Highland Perthshire Learning Hub, possibly located in Pitlochry High School;
 - Digital Learning; and
 - Wider Community Partnership.
- 1.3 The report detailed an action plan to be taken forward by an HPLP Learning Group for short, medium and long term actions on a range of areas for development for the agreed and preferred model of delivery of senior phase education in Highland Perthshire.
- 1.4 The report detailed an action plan to be taken forward by the Property Group that focused on the development of:
 - A Perth College Learning Hub in Pitlochry High School by August 2020;
 - A plan for the improvement of the Pitlochry High School building; and
 - A plan for an increase in the community use of the Pitlochry High School building.

2. PROGRESS OF ACTION PLANS

- 2.1 The following key actions have been progressed through the learning and property sub groups. There are clear links between both sub groups. More detailed action plans are provided in Appendices A and B.

Learning sub group

The Vision

- 2.2 The vision to develop, share and sustain a dynamic and innovative learning offer in Highland Perthshire is a commitment to work in partnership and in collaboration to achieve this.

Improved Collaboration and Partnership

- 2.3 All pupils in S4, in both schools in session 2019-20, took part in an HPLP Curriculum Option Choice programme with equity of opportunity provided to pupils in each individual school. In January 2020, a successful HPLP Careers Event was held and this is planned as a virtual offer for January 2021.
- 2.4 The S4-5 transition process between the two schools was planned involving pupils from both schools and was a mixture of face to face involvement prior to March 2020 and virtual transition thereafter. The virtual transition programme included all Pitlochry pupils joining their new classes virtually, accompanied by their Pitlochry teachers. This allowed new relationships to be made but in a secure environment with all staff having the opportunity to contribute to the programme. The planning for transition in session 2021-2022 is well advanced. Last session, Breadalbane S5/6, who are former pupils from Pitlochry, led the S4 parents' session at the Pitlochry High School parents' event. This will happen annually. Plans were underway to create an additional transition day for S5 pupils in term one. However, this will now be a more extended virtual offer as a result of COVID-19 restrictions.
- 2.5 Plans around combined activities for S4 pupils who did not have full Scottish Qualifications Authority (SQA) exam leave were negated by the cancellation of the examination diet in 2020 and the cancellation in 2021 but remain "live" for future examination diets.
- 2.6 The Depute Headteachers for both schools are planning joint Inset and Career Long Professional Learning events in the coming calendar year and individual departments have been planning and moderating jointly. These staff are also leading on the sharing and collation of self-evaluative feedback from parents and pupils. During lockdown, Higher Physics pupils at Breadalbane Academy were taught remotely by both Breadalbane and Pitlochry staff.
- 2.7 Parent Council-led social activities in both schools have been adversely affected by the pandemic but both Parent Councils continue to meet and there are plans to convene a joint meeting to review progress of the plan in Spring 2021. The learning sub-group has used technology to meet to review plan progress with all partners represented.

- 2.8 In January 2021, the Senior Leadership Teams of both schools will begin engagement with their respective school communities on the collaborative journey to create a distinct identity for the HPLP. This will be in partnership with Education and Children's Services (ECS) and Perth College UHI.

Perth College UHI Highland Perthshire Learning Hub

- 2.9 Four S5 Pupils are currently enrolled and successfully completing the Foundation Apprenticeship in Social Services and Healthcare. This course is being delivered virtually as a result of the Coronavirus pandemic but some face to face interaction is now planned and transport has been arranged. This course will be offered again next session when the current pupils move onto year two of the qualification.
- 2.10 A full time New Opportunities course, that develops skills and acts as a bridge for young people at risk of not entering a positive destination to gain access to employment, training or further education, is now fully developed and ready to be offered to our first group of learners in January 2021. There were no suitable candidates for the course in June 2020 but there is expected to be demand moving ahead. The course will be delivered on a blended basis. Students will have the opportunity to engage virtually with other course participants throughout Perth and Kinross, blended with face to face interaction in Pitlochry.
- 2.11 As Perth College (UHI) promote their schools partnership offer for session 2021-2022, HPLP staff will seek other opportunities for fully online digital courses appropriate for their pupils. Some of these opportunities have been accelerated by the response from education to the need to deliver virtually as a result of the Coronavirus pandemic.

Digital Learning

- 2.12 Breadalbane Academy are well advanced in accreditation for their Digital Schools Award. The Education Support Officer (Digital Learning) has registered Pitlochry High School and Breadalbane Academy, and their associated primary schools, under the Highland Perthshire Local Management Group for the Digital Schools award and is supporting the Local Management Group to achieve group accreditation.
- 2.13 HPLP staff have identified National 5 Business Management as a potential curricular gap which at the moment is not offered at Pitlochry High School thus restricting curricular pathways for young people. Next session, both schools will co-construct their timetables to allow this course to be delivered virtually to pupils in both schools. The Education Support Officer (Digital Learning) will support staff at Breadalbane Academy in this virtual delivery which will include live interaction.
- 2.14 HPLP will benefit from other virtual learning opportunities in Higher and Advanced Higher courses that are being planned for offer in session 2021-2022. Some of these will be led by HPLP staff.

Property sub group

- 2.15 In March 2020, construction activity stopped across all construction projects as a result of the COVID-19 pandemic. Key internal professional resources remain focused on COVID-19 recovery priorities which will continue to impact on the progress of some capital projects. Furthermore, due to COVID-19 mitigation measures, non-essential works and surveys within operational schools were put on hold when pupils returned in August 2020 which has, and will continue to, impact on the progress of some projects.

To develop a Perth College UHI Learning Hub in Pitlochry High School by August 2020

- 2.16 A dedicated area with its own access was identified and agreed as an appropriate environment for the Perth College UHI Learning Hub for August 2020. This area was not used due to COVID-19 restrictions. An alternative base for the Learning Hub is being taken forward as part of the feasibility study. The high level requirements for this area include:
- A dedicated classroom, with a minimum capacity for 20 students, which is equipped to provide blended learning provision;
 - A separate digital pod that will allow a virtual and digital learning provision for small groups of up to 10 students;
 - Access to a quiet room, staff facilities and toilets; and
 - Consideration of additional support needs/accessibility and security.

To develop a plan for the improvement of Pitlochry High School building

- 2.17 A brief was developed on the basis of high level requirements identified through meetings with the school, Perth College UHI and pupil focus groups. The brief was agreed with the HPLP Property sub group at a meeting in January 2020. The key requirements of the brief are as follows:
- Increased dining capacity to meet requirements for secondary and primary pupils;
 - Improved social space provision for secondary pupils, ideally allowing for new social spaces to be utilised for other purposes during the day;
 - Provision of a new dining space for nursery children;
 - Learning support - explore opportunities to increase the space available in line with requirements;
 - Additional Support Needs - identify what level of 'pop-up' provision we could offer within the school;
 - Improved external space for secondary pupils;
 - Improved parking provision on grounds including disabled parking provision and electric charging points; and
 - Opportunities for improvement should take into consideration how/whether the community could also utilise the spaces.
- 2.18 The objective of the feasibility is to achieve a design output that will provide sufficient information regarding costs, options and associated dependencies to enable decisions to be effectively made on priorities and funding.

- 2.19 Work on the feasibility study for the HPLP was stopped in April 2020, due to the retasking of Property Services staff to support the pandemic response. The project recommenced in early December 2020 and the options will be presented to the Property sub group as soon as possible.

To develop a plan for an increase in the community use of Pitlochry High School building

- 2.20 Consideration has been given to how community requirements can be accommodated in the development of the feasibility.
- 2.21 It was planned that consideration would be given to how the building could be marketed more effectively to increase awareness and utilisation of the building as part of the current lets process. This is on hold until restrictions related to the pandemic are relaxed.

3. RESOURCES

- 3.1 A key consideration of the HPLP action plans was to determine the resource requirements in progressing these plans. These are set out below:

Learning Sub Group

- 3.2 The development of the HPLP is being funded through the investment of a non-recurring £100,000 (revenue funding) which was allocated towards enhancing the senior phase and wider learning opportunities in Highland Perthshire. This non-recurring funding is profiled to support the initial costs associated with the establishment of the HPLP, including digital hardware and infrastructure, initial associated costs in enhancing transition and collaboration, transport and necessary officer support for the HPLP.
- 3.3 To ensure enhancement of the senior phase experience in Highland Perthshire, and to achieve elements of S5/6 being delivered from Pitlochry High School whilst maintaining a principle of no detriment to the current offer at Breadalbane Academy, further costs will be incurred over time.
- 3.4 Costs particularly relate to transporting young people across Highland Perthshire, including transitional elements, but also access to, for example, the Foundation Apprenticeship currently being delivered virtually and will soon be accessed by young people at the Perth College UHI Hub in Pitlochry High School.
- 3.5 In the short term, costs related to the key principle of enhanced transition and collaboration are being met from existing transport budgets. In the longer term, if required, an expenditure pressure will be submitted to a future revenue budget setting process of the Council.

Property Sub Group

- 3.6 In June 2016 funding of £2.8m was allocated to improve the accommodation at Pitlochry High School. To date, a total of £1.13m has been spent on improvements to the fabric of the building, heating, lighting and wiring upgrades.

In addition, works have begun to improve the digital technology at the school with Wi-Fi and audio visual upgrades taking place. Remaining funding is available for upgrades to practical subject classrooms, although these works have still to be programmed.

- 3.7 Feasibility studies are being developed based on the requirements identified by key stakeholders. It should be noted that within the approved budget there are no further resources available for these works and the £2.8m is fully committed to the works identified in section 3.6. Any additional funding will have to be considered through an allocation from the Investment in the Learning Estate Programme and therefore works will have to be prioritised considering the overall Learning Estate priorities.

4. CONCLUSION AND RECOMMENDATIONS

- 4.1 The Learning and Property Sub-groups have worked proactively and positively and are beginning to deliver a new model for senior phase education and a new learning partnership in Highland Perthshire.
- 4.2 Significant work has taken place to explore alternative models for the delivery of senior phase education in Highland Perthshire, including engaging with staff, pupils and parents.
- 4.3 The Senior Leadership Teams and representatives of the Parent Councils of both schools have provided strong leadership in progressing the action plans, ensuring that consultation with staff, young people and the wider parent body has taken place. Both school communities are supporting a more collaborative approach to learning across Highland Perthshire.
- 4.4 It is recommended that the Committee:
- (i) Requests that the Lifelong Learning Committee notes the progress of the Learning and Property Sub-groups of the HPLP.
 - (ii) Notes that future progress on the work of the Learning Sub Group will be incorporated in the annual ECS Business Management Improvement Plan.
 - (iii) Notes that future progress on the work of the Property Sub Group will be reported to Property Sub Committee.

Author

Name	Designation	Contact Details
Donald MacLeod	Acting Service Manager (Secondary)	ECSCCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	11 January 2021

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	Yes
Workforce	Yes
Asset Management (land, property, IST)	Yes
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	Yes
Sustainability (community, economic, environmental)	Yes
Legal and Governance	Yes
Risk	Yes
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these objectives.

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to all of these Objectives.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Maximising Resources

2. Resource Implications

Financial

- 2.1 There are no other direct financial implications arising from this report other than those reported within the body of the main report.

Workforce

- 2.2 As a result of this report, there will be workforce/resource implications for various ECS teams and the Senior Leadership Teams of Breadalbane Academy and Pitlochry High School, who will carry out the actions detailed in the Appendices.
- 2.3 The asset management detail of this report relates to the School Estate Transformation Programme which aims to manage assets more efficiently and effectively. The programme is monitored as part of the Council's wider transformation programme.

3. Assessments

Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.
- 3.1.1 The information contained within this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome and has been assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its Proposals. However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change

(Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

The information contained within this report has been considered under the Act. However, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

3.4 The Head of Legal and Governance Services has been consulted in the preparation of this report.

3.5 N/A

Risk

3.6 A risk log is being maintained for the School Estate Transformation Programme.

4. Consultation

Internal

4.1 The Head of Finance, Head of Legal and Governance Services and Head of Property Services have been consulted in the preparation of this report.

External

4.2 Extensive consultation has taken place with the school communities of Pitlochry High School and Breadalbane Academy to prepare this report and associated action plans.

5. Communication

5.1 A communication plan has been prepared which will support effective communication and engagement with stakeholders, and to promote the anticipated benefits of this action plan. A range of methods will be used to consult with internal and external stakeholders as identified in the draft communication plan, such as meetings, briefings, community consultation and focus groups.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix A – HPLP Learning Sub-group Action Plan Progress Update

Appendix B – HPLP Property Sub-group Action Plan Progress Update

Highland Perthshire Learning Partnership Learning Sub Group Action Plan

Introduction:

The Learning Sub Group of the Highland Perthshire Learning Partnership (HPLP) steering group met on Wednesday 13 November 2019 in Breadalbane Academy, Monday 18 November 2019 in Pitlochry High School, Wednesday 04 December 2019 in Breadalbane Academy and Thursday 12 December 2019 in Pitlochry High School and reported on progress to the HPLP Steering Group on Monday 25 November 2019 and Tuesday 17 December 2019.

A range of models for the provision of senior phase education in Highland Perthshire were explored in detail and the group agreed a preferred model which forms the basis of this action plan which was presented to the Lifelong Learning Committee meeting in January 2020. This model sits beneath a vision for a fresh, collaborative approach which focuses on providing the best possible outcomes and opportunities for learners in Highland Perthshire.

The HPLP Collaborative Model

The following key commitments will be made, monitored and evaluated over time:

Key Principles:

- Transition and collaboration will be a core consideration in leading, staffing, learning, teaching, planning and collegiate time across the partnership
- A Perth College Learning Hub will be developed, delivered and sustained to meet the needs of learners in Highland Perthshire
- Digital learning and the use of information & communications technology (ICT) to best serve the needs of learners in Highland Perthshire will be a key factor in the development of the partnership

The Highland Perthshire Learning Partnership Vision

Pitlochry High School, Breadalbane Academy and Perth College UHI, working together in close partnership to develop, share and sustain a dynamic and innovative learning offer in Highland Perthshire. This partnership embodies collaboration, builds on existing strengths, embraces technological solutions, maximises learner choice and makes a positive contribution in both Pitlochry and Aberfeldy and to the wider Highland Perthshire community.

The action plan details short, medium and long-term actions with timescales on a range of areas for development such as Learning, Teaching, Assessment and Planning, School Leadership, the development of the College offer in Highland Perthshire, staffing & resources, ICT/Digital Learning, social and curricular transition, Career Long Professional Learning and Transport. This dovetails with the action plan produced by the property sub group.

Key Principle 1: Transition and collaboration will be a core consideration in leading, staffing, learning, teaching, planning and collegiate time across the partnership

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
1.Current Highland Perthshire (HP) S4 will undergo 'straw poll' for S5/6 (20/21) course choices S3 Pitlochry pupils have access to discussion about options and booklet/learner pathways in the HPLP	School senior leadership teams (SLTs)	7 Jan 2020	Time	All current HP S4 pupils have same course choice opportunities provided at the same time	Equity of opportunity will be provided to all pupils	Completed	Diary for next session
2. Careers Fair in January 2020 will be HPLP. All HP S3/4 learners and parents will be invited	School SLTs	31 Jan 2020	Transport	Careers and Developing the Young Workforce (DYW) agenda across Highland Perthshire aligned	Parents and pupils report better understanding of progression pathways and opportunities in HP	Completed	Diary for next session

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
3. A transportation plan will be formulated to enable enhanced transition and collaboration necessary for the delivery of HPLP including Broad General Education (BGE) collaborative learning, access to Foundation Apprenticeships and extra-curricular opportunities	Perth & Kinross Council (PKC) and transport providers	August 2021	Finance	Current barriers to working collaboratively removed by access to regular transport for schools' joint learning	School staff pupils and parents report high levels of satisfaction with opportunities to work with staff and pupils across the partnership	There is agreement in principle to fund transportation as required	L Libreri and A Mitchell to collaborate to outline draft transport "Ask"
4. Engagement in discussion will take place with travel providers about routes and timetables to ensure these enhance where possible, the needs of the learners	Headteachers (HTs), PKC and transport providers	August 2021	Time	Any potential changes to the current routes and timetables which could address some of the requirements of the HPLP are utilised to ensure best value for all travel related issues	Transport arrangements meet the needs of the learners in the HPLP	Agreement in principle - we will liaise with PKC Public Transport Unit/ Stagecoach	L Libreri and A Mitchell to collaborate to outline draft transport "Ask".

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
5. HPLP schools will develop and review current formal S4 to S5 transition arrangements involving pupils from both schools	School SLTs	June 2020	Time	Learners will begin S5 having experienced a thorough and improved process	Pupils in S5 and S6 will report greater satisfaction in their evaluation of transition than is the case currently	Completed	Diary for next session
6. One additional (Term 1) S4 transition day will be added into the annual calendar, this will be teambuilding/problem solving at a venue outwith the schools. Parent Councils will be involved. (This is happening this current session in Term 4 but will be Term 1 from next session)	School SLTs	August 2020	Transport	The frequency of transition activities will be increased from last session. There will be a more balanced experience with all pupils participating in an unfamiliar setting	Pupils in S5 and S6 will report greater satisfaction in their evaluation of transition than is the case currently	Disrupted this session by COVID-19 emergency	
7. S4 May activities for pupils who don't have exam leave will be explored and combined where appropriate. Perth College UHI will enhance the current offer for these pupils	School SLTs, Perth College UHI	June 2021	Time, transport	Resources will be combined to ensure the best outcomes for HPLP learners not taking Scottish Qualifications Authority (SQA) exams	This group of learners will report a positive, high quality experience across the HPLP	Disrupted this session by COVID-19 emergency	Suspended due to SQA Alternative Certification Model

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
8. Greater collaboration in the BGE curriculum and beyond will take place through subject-specific curricular areas and other opportunities such as DYW, Youth Philanthropy Initiative, John Muir awards and activities, Duke of Edinburgh and through other Senior Phase outdoor learning and education opportunities that will be developed collaboratively across the HPLP over the next 5 years	School SLTs, School Teaching Staff, Perth College UHI and other key partners	From session 20/21 towards a combined model by 2024	Time	Activities and learning pathways in this area will be developed collaboratively. Resources of both schools and the College will be pooled and maximised	Learners, parents and employers by 2024 will report high levels of satisfaction in curricular pathways. Learners will report their curriculum as relevant to the HP labour market and meet the needs of learners across the partnership	Part of a wider cross school strategy	Plan for Curriculum Design Event/Team in session 20-21
9. Breadalbane S5/6 who are former pupils from Pitlochry will lead S4 parents' session at Pitlochry High School parents' event	School SLTs	From session 20/21	Transport	Parents of Pitlochry pupils will be better informed about transitions and curricular pathways in the HPLP	Parents of pupils who have undergone transition will report high levels of satisfaction with process	Completed this session	Diary for next session
10. Learners will be actively involved in the leadership, strategic development and evaluation of the HPLP	Led by senior pupils & supported by School SLTs	From session 20/21	Transport/ ICT (this may be virtual collaboration)	Increased pupil voice in shaping and developing HPLP transition activities beyond the curriculum	Pupils will report that they have been involved in the development of the partnership	Disrupted by Covid emergency	Part of improvement planning cycle in session 20-21 and beyond

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
11. Joint INSET opportunities will be undertaken	Local Management Groups (LMG)/HTs	From 20/21	Time	Step one towards the next action point	Schools have opportunity to lead change of approach towards next action point	Technological advances prompted by Covid emergency have opened new opportunities.	K Gatehouse and A Mitchell lead on this and will be co-opted to the group
12. Co-planning and delivery of INSET, collegiate time and Career Long Professional Learning activities will take place to provide collaborative opportunities across the Highland Perthshire LMG and the HPLP (some of these activities may be virtual through effective use of ICT)	LMG HTs with Staff consultative committees	From session 21/22	Time ICT/Digital development	Moderation, assessment, curricular pathways and planning of learning will regularly take place across the Highland Perthshire LMG to develop curricular coherence	Self-evaluations and standards & quality reports will reflect improvements in coherence across the partnership	As above	K Gatehouse and A Mitchell lead on this and will be co-opted to the group

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
13. Collaboration on parent voice evaluations will take place across the HPLP as required, for example an evaluation of parent/pupil experiences with learning be undertaken regularly as part of the schools' self-evaluations	Schools' SLTs	From August 2020	Time	The HPLP schools and college working in partnership, where appropriate, to listen to the parent body of the Highland Perthshire Learning Partnership	Parents will report that the schools are working together to reduce duplication of information requests from parents and to identify areas for development across the HPLP where relevant	Discussions around this at this stage. Clear points agreed generally around transitions where this will be effective	K Gatehouse and A Mitchell lead on this and will be co-opted to the group
14. Opportunities for joint social events and fundraising activities will be considered annually by Parent Councils from both schools.	Parent Councils/ HTs	By June 2020	Time	The Parent Councils in the HPLP working in partnership to provide coherent information and opportunities to support and facilitate successful transition of learners and their families	Parents and learners will report high levels of satisfaction in relation to opportunities to be involved in and receive information about the HPLP and transition	This is under consideration although impacted by the Covid emergency	Plan for session 20-21
15. Termly meetings of the HPLP learning sub group will take place in the short to medium term to monitor and evaluate progress of the action plan	Parent Councils/HTs /Perth College UHI/ Education & Children's Services (ECS)	From January 2020	Time	Key contributors will continue to have a role in progressing the action plan	Parent Councils will report clarity and transparency in the delivery of the action plan	Meetings held in June 2020 and Nov 2021	Next Meeting Feb 2021

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
16. Single focus, joint meetings of the two full Parent Councils will occasionally take place to work together to discuss items such as Senior Phase Learner Pathways and to receive updates on the progress of the HPLP	Parent Councils/HTs /ECS representatives	From August 2020	Time	The Parent Councils in the HPLP working in partnership to provide coherent information and opportunities to support and facilitate successful transition of learners and their families	Parents will report that they are provided with regular opportunities to contribute to the continuing long-term development of the HPLP	Discussed	This will be planned for this session, probably as a digital experience
17. A series of Parent and Pupil Videos will be created by students from Perth College UHI. This will provide accessible reference materials such as virtual walkthroughs and 'a day in the life...' for parents and pupils via school websites and social media	Parent Councils/ HTs Perth College Media students	By December 2020	Time	The HPLP schools and college working in partnership, where appropriate, to listen to the parent body of the Highland Perthshire Learning Partnership	Parents and pupils will report that they are provided with regular opportunities to contribute to the continuing long-term development of the HPLP	Disrupted by Covid Emergency	Perth College UHI ready to assist. Priority is the planning by schools for this in Jan 2021.

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
<p>18. A digital summary of the partnership and including a logo, will be produced and launched to communicate the partnership to the community</p> <p>This will be accompanied by a suite of #hashtags and a digital communication guideline so that both schools can tie in their existing digital accounts</p>	<p>Schools and key partners</p> <p>Education Support Officer (ESO) Digital,</p> <p>Design & Print</p>	By session 21/22	Time, Design & Print input, resources	<p>A clear identity of the partnership is established.</p> <p>Learners, parents and partners are provided with a summary which articulates the partnership, its vision, aims and responsibilities</p>	Learners, parents, partners and the wider community will be able to easily describe what the partnership is and its functions	Disrupted by Covid Emergency	<p>Priority for Term Two is the planning for this.</p> <p>Schools to consider how to engage with stakeholders/key staff to lead on this.</p>
<p>19. A shared digital area detailing the curricular and extra-curricular detail of the HPLP will be produced and distributed via each school's website/twitter/social media</p> <p>This will include learner journey stories, events, joint ventures and innovations of the HPLP</p>	School SLTs, staff, Pitlochry & Breadalbane Parent Councils	By 2025	Time, admin, financial resources, Design & Print	<p>Detailed clarity is provided for all learners, parents and partners to articulate the partnership and its vision, aims, responsibilities and opportunities this provides</p>	Learners, parents, partners and the wider community will be able to easily access all information relating to the HPLP	Local Authority (LA) longer term goal	Discuss Term two session 20-21

Key Principle 2: A Perth College UHI Learning Hub will be developed, delivered and sustained to meet the needs of learners in Highland Perthshire

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
<p>20. A Foundation Apprenticeship course in Social Services and Healthcare for pupils in S5/6 will be delivered by Perth College UHI from Pitlochry High School from August 2020.</p> <p>This will be for a small group but there is an identified group every year for whom this option is appropriate, therefore commitment to run regardless of numbers should be noted here</p>	SLTs and Perth College UHI and NHS partnership	From June 2020 in alignment with HPLP schools timetable changeover	<p>Travel</p> <p>Facilities</p> <p>Staffing from College</p>	<p>An S5/6 foundation apprenticeship course will be delivered for those pupils in Highland Perthshire studying this option.</p> <p>Delivery will be in Pitlochry High School rather than travelling to Perth</p>	Learners participating successfully attain this qualification	There are four participants course in session 20/21. All are progressing well	Monitor and begin promotion of course for session 21/22
<p>21. A New Opportunities full time course will be delivered in Pitlochry High School, Perth College UHI Hub for young people who have left school from Highland Perthshire</p> <p>further information</p> <p>This will be for a small group but there is an</p>	Perth College UHI in partnership with HPLP schools	From June 2020 in alignment with HPLP schools timetable changeover	<p>Travel</p> <p>Facilities</p> <p>Staffing from College</p>	Learners in Highland Perthshire who may not know what they want to study when they leave school, or may need a little more support to be able to follow their chosen career path will have access to college courses in Highland Perthshire	Young people who have just left school, are Christmas leavers, or been unemployed for a while will be supported to continue learning in Highland Perthshire. This will be reflected in an	This course is ready to deliver if there is a client group.	Schools identifying school leavers from Jan 2021 to attend this course

identified group every year for whom this option is appropriate, therefore commitment to run regardless of numbers should be noted here					increase in positive destination rates		
Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
22. Other courses and delivery will continue to be considered and offered as appropriate, expanding this resource in Highland Perthshire including courses which could potentially benefit the wider community	Perth College UHI in partnership with HPLP schools	From June 2021	Travel facilities	The Perth College offer in Highland Perthshire will continue to broaden	There will be an increase in certification from the Perth College UHI Learning Hub	None as yet	Part of overall curricular planning and offer for session 21/22
23. Video conferencing and blended delivery of online courses to learners will be offered by Perth College UHI	Perth College UHI in partnership with HPLP schools	June 2021	ICT CLPL for staff supporting in schools	Pupils in Highland Perthshire can achieve via digital learning platform	Successful learner attainment will be evident	Ongoing	Monitor
24. Continue to explore and expand, where appropriate, the delivery of other qualifications online provided by Perth College UHI	Perth College UHI in partnership with HPLP schools	From June 2021	ICT CLPL for staff supporting in schools	Pupils in Highland Perthshire can achieve via digital learning platform	Successful learner attainment will be evident	Ongoing	Monitor

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
25. Comprehensive curricular learning pathways relevant to the local labour market and beyond will be fully explored and developed as appropriate to learners and HP across the partnership (for example subjects such as Outdoor Activities, Healthcare, Hospitality, Land-Based and Childcare may be explored)	Perth College UHI in partnership with HPLP schools and Skills Development Scotland	From June 2021 towards completing in 2025	Time	Sector specific, accredited curricular pathways, relevant to the local labour market for learners in Highland Perthshire	Learners obtaining accreditation in relevant subjects. Increase in the numbers of school leavers obtaining and sustaining employment locally	Ongoing	Revisit Term two 20-21 for enhanced offer in 21/22.

Key Principle 3: Digital learning and the use of ICT to best serve the needs of learners in Highland Perthshire will be a key consideration in the development of the partnership

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
26. A Digital Learning Team will be created within the LMG to obtain their Cluster Digital Schools Award	LMG Digital Learning Team supported by ESO Digital	June 2021	Time, staff, support from Local Authority digital staff, ICT digital infrastructure	The LMG will have a clear plan moving forward as part of their School Improvement Plans to increase digital capability across the LMG learning community	Staff and learners across the LMG will report increased confidence in the use of digital technologies in the delivery of learning and teaching	Taken to LMG Planning Meeting	ESO (Digital Learning) to register LMG and support award accreditation

Action	By whom?	By When?	Resources	Desired Outcome	Measure of success	Progress	Next Steps
27. Working in partnership with the local authority team, the HPLP staff will have first priority for training for subject teachers being developed as part of the PKC Virtual Campus	HPLP staff, PKC ECS Virtual Campus Lead Officer, LMG Digital Learning Team	From August 2021	Time training and supporting ICT digital infrastructure	HPLP staff will be skilled in the delivery of the Virtual Campus (see PKC Education & Children's Services Digital Strategy action plan for details of models of learning)	Some staff from HPLP schools will be delivering some learning via digital platforms. Learners will, as a result, report that digital solutions are increasingly being used in their learning	Ongoing- there is an evolving landscape both nationally and locally.	Revisit Term two 2020 as part of rollout of virtual campus
28. A Digital Learning Strategy group will be formed for the HPLP and an action plan developed to plan out the detailed development of online and remote delivery for learners in Highland Perthshire over the next 5-10 years to work towards proportionate use of ICT to reduce, where appropriate, the amount of time learners spend travelling	HTs in partnership with the Virtual Campus Lead Officer, ESO Digital and other key partners/ stakeholders	By August 2021	ICT digital infrastructure	A clear vision will be articulated and delivered which describes the use of ICT in schools in Highland Perthshire and successfully manages the development of ICT in and beyond the classroom over the next 5-10 years	Parents, learners and staff will be able to articulate the progress of this development and how this has had a positive impact on learning. For some learners this will reduce, where appropriate, the amount of time they spend travelling due to the implementation of digital solutions	Some discussion.	Item for discussion between HTs and Y McLean ESO in first instance. Revisit school infrastructure

HPLP Property Sub-group Action Plan Progress Update

Action	Original Target Date	Revised Target Date	Completion	Responsibility	Impact
To develop a Perth College UHI Learning Hub in Pitlochry High School by August 2020					
Identify high level requirements/needs of Perth College UHI to deliver the curriculum	January 2020		Completed	Perth College UHI	Provides accommodation which will increase opportunities for learners in Highland Perthshire.
Develop short term plans for accommodating Perth College UHI courses at Pitlochry High School from August 2020	January 2020		Completed	Elaine Liney	
Carry out any works required to accommodate Perth College UHI courses in August 2020	June 2020	N/A	N/A	Property Services	
To develop a plan for the improvement of the Pitlochry High School building					
Identify high level requirements/needs of the school	Completed		Completed	Carol Taylor	An improved learning environment for staff and pupils. More effective use of the school building.
Identify possible quick wins	Completed		Completed	Carol Taylor	
Consolidate all planned building works	January 2020			Carol Taylor	
Develop brief for Property Services, including further engagement with stakeholders	January 2020		Completed	Carol Taylor	
Review and agree brief for submission to Property Services	January 2020		Completed	Property Sub Group	
Develop costed feasibility study based on brief	May 2020	TBC		Property Services	
Consider outcome of feasibility study and agree priorities	June 2020	TBC		Property Sub Group	
Carry out works to school	TBC			Property Services	

Action	Original Target Date	Revised Target Date	Completion Date	Responsibility	Impact
To develop a plan for community use of Pitlochry High School building					
Review marketing of lets for Pitlochry High School pending a longer term review of public buildings/community facilities in Pitlochry	March 2020	TBC		TBC	Potentially increase number of lets of school, benefitting the community and using the school more effectively out of hours.
Review public buildings/community facilities in Pitlochry	TBC	TBC		Terry Young	A strategic approach to community/public buildings in Pitlochry. More effective use of Pitlochry High School building.