



# Complete Agenda

Democratic Services  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**SERVICES SCRUTINY COMMITTEE**

Date and Time

**10.00 am, THURSDAY, 26TH JANUARY, 2017**

Location

**Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH**

**\* NOTE**

**This meeting will be webcast**

<http://www.gwynedd.public-i.tv/core/portal/home>

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(DISTRIBUTED: 18/01/17)

# **SERVICES SCRUTINY COMMITTEE**

## **MEMBERSHIP (18)**

### **Plaid Cymru (10)**

Councillors

Alan Jones Evans  
E. Selwyn Griffiths  
Sian Wyn Hughes  
Ann Williams  
R. H. Wyn Williams

Aled Ll. Evans  
Christopher Hughes  
Elin Walker Jones  
R. Hefin Williams  
Gareth A. Roberts

### **Independent (4)**

Councillors

Eryl Jones-Williams  
Dewi Owen

Beth Lawton  
Eirwyn Williams

### **Llais Gwynedd (2)**

Councillors

Alwyn Gruffydd

Peter Read

### **Labour (1)**

Councillor Sion W. Jones

### **Individual Member (1)**

Councillor Linda Ann Jones

### **Ex-officio Members**

Chairman and Vice-Chairman of the Council

**CO-OPTED MEMBERS:**

**With a vote on education matters only**

<i>Dylan Davies</i>	<i>Representative for Meirionnydd Parent Governors</i>
<i>Rhian Roberts</i>	<i>Representative for Dwyfor Parent Governors</i>
<i>Rita Price</i>	<i>Catholic Church</i>
<i>Awaiting Nomination</i>	<i>Church in Wales</i>

**Without a vote:**

<i>Sion Amlyn</i>	<i>NASUWT</i>
<i>Dilwyn Elis Hughes</i>	<i>UCAC</i>

# A G E N D A

## 1. APOLOGIES

To receive any apologies for absence.

## 2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

## 3. URGENT BUSINESS

To note any items that are a matter of urgency in the view of the Chairman for consideration.

## 4. MINUTES

6 - 14

The Chairman shall propose that the minutes of the meeting of this Committee held on the 17 November 2016, be signed as a true copy.

## 5. NORTH WALES POPULATION ASSESSMENT DRAFT REPORT

15 - 54

***Cabinet Members: Cllr. Mair Rowlands – Children and Young People  
Cllr. W. Gareth Roberts – Adults, Health and Welfare***

To consider a report by both the Cabinet Members on the above.

(Copy enclosed)

10.00 a.m. – 10.45 a.m.

## 6. SCRUTINY INVESTIGATION - FROM HOSPITAL TO THE HOME

55 - 94

***Cabinet Member: Cllr. W. Gareth Roberts***

To consider the final report of the above Scrutiny Investigation.

(Copy enclosed)

10.45 a.m. – 11.15 a.m.

## 7. SCHOOL LEADERSHIP ALTERNATIVE MODELS

***Cabinet Member: Cllr. Gareth Thomas***

To receive a presentation on the above.

11.15 a.m. – 12.00

8. **WELSH EDUCATION SCRUTINY INVESTIGATION - PROGRESS REPORT** 95 - 143

***Cabinet Member: Cllr. Gareth Thomas***

To consider the following:

- (a) Progress report on actions taken on the recommendations of the Scrutiny Investigation
- (b) A report by Mr Alun Charles, External Consultant, on implementing the recommendations.

(Copies enclosed)

12.00 – 1.00 p.m.

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## SERVICES SCRUTINY COMMITTEE 17/11/16

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**Present:**

**Councillor Beth Lawton (Chair)**  
**Councillor Eirwyn Williams (Vice-chair)**

Councillors: Alan Jones Evans, Aled Evans, E. Selwyn Griffiths, Alwyn Gruffydd, Siân Wyn Hughes, Elin Walker Jones, Siôn Wyn Jones, Eryl Jones-Williams, Dewi Owen, Gareth A. Roberts, Ann Williams, Eirwyn Williams, Hefin Williams.

**Officers:** Arwel Ellis Jones (Senior Corporate Support Manager - for Item 4), Gareth James (Member Support and Scrutiny Manager) and Glynda O'Brien (Members' Support Officer).

**Also in attendance:**

**For Item 4 below:**

Councillor Gareth Thomas, Cabinet Member for Education  
Arwyn Thomas, Head of Education Department  
Elfyn Vaughan Jones, Senior GwE Challenge Adviser

**For Item 5 below:**

Marian Parry Hughes, Head of Children and Supporting Families Department

**For Items 6 and 7 below:**

Councillor W. Gareth Roberts  
Aled Davies, Head of Adults, Health and Well-being Department  
Manon Williams, Area Manager, Adults, Health and Well-being Department  
Ffion Johnstone, Regional Director - West, Betsi Cadwaladr University Health Board

**Apologies:** Councillors Linda Ann Wyn Jones, Peter Read and R H Wyn Williams.

**1. DECLARATION OF PERSONAL INTEREST**

Councillor Eryl Jones Williams declared a personal interest in Item 7 - Care and Health Workers and Carers Investigation however he would not withdraw from the Chamber unless there was a specific discussion regarding carers during a discussion on the item.

**2. STATEMENT FROM THE CHAIR**

The Chair referred to the e-mail sent directly to all members from the Chief Executive about changes at GwE, which affected the Head of Education Department and a project that he was also leading on a temporary basis in terms of GwE's work. Following messages from a number of members, the matter was discussed with the Chief Executive and the hope originally had been to discuss it at this Scrutiny Committee but the Chief Executive could not attend as he had another important meeting that he could not miss.

The Chair had discussed members' concerns with the Chief Executive and she felt that the answers did make sense and also gave assurance that these decisions had been made in the interests of the children of Gwynedd.

The Chair noted that she would not permit discussion or observations on the matter at the Committee meeting as the Chief Executive could not be present to answer any points but it would be possible to consider everything at this Scrutiny Committee's Preparatory meeting on 13 December when the Chief Executive would be present.

**Resolved:**                    **To accept and note the above.**

### 3. MINUTES

The Chair signed the minutes of the previous meeting of this Committee held on 27 September 2016.

### 4. GwE REPORT

A report was submitted by the Senior GwE Challenge and Support Adviser in response to specific enquiries from members of the Services Scrutiny Committee.

The Cabinet Member for Education noted that the relationship between GwE and the authority was very important and he took pride in the work throughout the County and in the fact that there were no schools in Gwynedd within the Significant Improvement / Special Measures statutory category. An increase of 5% had been seen in the performance of pupils within the TL2+ threshold and since 2012 the performance had improved by 13.5% since the commencement of this Council term. It was explained that GwE had a business plan across the north Wales region and that the six authorities had their own specifications. The County Quality Board had been established where GwE officers and the education authorities discussed individual schools.

The following points were highlighted by individual Members and they were responded to as follows:

- (a) How many Gwynedd schools staff members were on secondment with GwE at the moment?

It was noted that there was one head teacher and one deputy on secondment with GwE and working in Gwynedd/Anglesey. The Head of Education explained that advertising jobs at GwE was an open process and due to the language element and the requirement to be bilingual, the jobs were attractive to the staff of Gwynedd's schools. It was not possible to prohibit staff from applying for jobs, however the balance was currently quite equal. The education authority was not eager to see head teachers moving to work for GwE but at the moment it was a way of being able to share expertise and this in turn could be valuable. The problem faced by the County was attracting school leaders and it was a must to nurture leaders and secure strong standards for the future.

Reference was made to a historical example of losing a Head of Mathematics Department post and that the pupils had suffered because of this, the Head of Education explained that the lack of teachers in the core subjects was a concern and following a recent meeting with the Secondary Sector Group it had been decided:

- To joint-appoint teachers centrally above what was needed in order to fill posts in cases of sickness absence, maternity leave etc.
- That a Group of Secondary Head teachers would hold discussions with Bangor University on the type of programme they wished to see in future. Through joint discussions and nurturing the expertise of sixth form pupils it could be possible to respond to the lack of subject teachers in the long term.

(b) Was there representation of the schools on the County Quality Board?

The Committee was reminded that the national model was based on regions and set on a specific framework and governance arrangement. It was explained that six Education Cabinet Members across the north served on the GwE joint committee and set a strategic direction for GwE and that the business plan was now fairly well balanced and this had been reflected in recent results. It was noted that the County Quality Board convened every fortnight to discuss and identify the schools that needed support.

In response to claims that GwE's capacity would be reduced, the Head of Education Department was not aware of this, he was of the opinion that the staffing was secure. However, it was noted that grants were being cut constantly by Welsh Government and it was not clear what the settlement would be in terms of grants.

(c) The Committee welcomed the fact that it had been agreed that secondments would not be considered before discussing first with the authority to ascertain the implications and the impact of appointments on individual schools. However, a member felt that this should be already taking place and he referred in particular to four gifted head teachers who had been lost to GwE over recent months within his Ward. It was felt that there was a need to undertake very close scrutiny of GwE's work and to ask whether or not it offered value for money.

In terms of accountability, the Head of Education Department noted that GwE was accountable to the Cabinet Member for Education and that it was the Scrutiny Committee's work to ensure that the children of Gwynedd received the best service. It had to be borne in mind that the model was maturing and that it took time to trust any new entity. It was ensured that Gwynedd received value for money from the service provided by GwE.

It was further suggested by the Head of Education Department that it would be useful for the Scrutiny Committee if he were to hold a separate session for members on GwE as an organisation.

(d) How many people worked at GwE?

The Senior GwE Challenge Advisor noted that the core team from the business plan funded approximately 30 Challenge Advisers across the region who worked with 465 primary and secondary schools. It was noted that additional individuals who contributed to aspects of the work were funded by Welsh Government grants and these were often short term grants which led on specific priorities.

(ch) In response to a question regarding a financial contribution to GwE, the Senior GwE Challenge Advisor noted that the formula was based on the IBA i.e. the number of primary, secondary pupils and learners who were entitled to free school meals and there was a special weighting for the above mentioned groups in the different ages.

(e) What was the value of the school to school model?

The Head of Education explained that the above mentioned model was a national concept for schools to recognise their own strengths.

The Senior GwE Advisor Officer elaborated on the arrangements for the school to school model noting that the programme was based on three models:

(i) A Group of Schools in the amber/red category where the most intensive action was undertaken with a support scheme for every school with the GwE Senior



Advisor at the centre of the journey of improving school education standards. The model had led to significant improvements.

- (ii) A Group of Schools in the yellow category - where schools continued on the journey of improvement with a focus to develop better resilience to the quality of the school's leadership. The Challenge Advisor was not as present in terms of action but up to an additional 10 days of support was provided. In this category schools with common needs worked together.
- (iii) A Group of Schools in the Green Category (or strong yellow) - where schools had the freedom and independence to lead their own agenda. When the model was established originally the role of head teachers was defined in the context of the role of the Challenge Advisors and head teachers were asked to challenge character and take responsibility for the work of categorising individual schools, a process they would undertake for each other. However, head teachers felt uncomfortable with the arrangement and following a process of consultation this requirement was withdrawn, and now the model had the Challenge Advisor at the heart of it. During the year, it was seen that the schools had been set in families and a series of activities, training and joint development sessions had been held within the families which had been pioneering on many aspects and had created a self-improvement system. A higher level of maturity was seen in schools and an increase in the number of schools in this tier which was testament to the model's effectiveness. However the model was continually being evolved.

The Senior Advisor extended an invitation to the members of this Scrutiny Committee to shadow the GwE Challenge Advisors in order for members to deepen their understanding of their work and procedures.

(f) In terms of pupils who did not receive education in school due to a number of reasons such as emotional difficulties, sickness etc. the Head of Education Department explained that a specific Board had been set up locally to concentrate on these children to ensure that they received their right and entitlement to full education that led to a qualification. It must be remembered that the safety of children was crucial and the results would be monitored.

(ff) In terms of one school that had been deemed "Excellent" following an ESTYN inspection but was within the authority's monitoring category, it was explained that the school had been set in the lower half due to ESTYN's inspection procedures and framework regarding pupil attendance, and this was the reason for the monitoring.

(g) What was the nature and status of the programme of support that would identify future leaders?

The Senior GwE Challenge Advisor explained that work had begun to identify current middle tier leaders who had the potential to be effective head teachers and there was now a full development programme in place and being implemented. When opportunities arose for those individuals to take on the role of acting headteacher or head teacher in charge, it was noted that there was a programme to support them to undertake the task in the short term and that the programme could be tailored according to the needs of the individual head teacher.

(h) In response to a question whether or not schools were fully prepared for inspections, the Head of Education explained that headteachers had attended training around a year ago and they knew about school development plans, self-evaluations, pupil tracking and that the GwE Challenge Advisers had followed them up and seen that this had borne fruit.

The Head of Education Department ensured that he challenged the agenda regularly and was of the opinion that nearly every school was close to being ready for inspection.

(e) In response to a question regarding dividing his duties between the County and GwE, the Head of Education Department told the Committee that his main duty was to keep an eye on the standard of education in Gwynedd schools and in terms of the secondment to GwE he had work to do in terms of what was effective and what needed to change within the region.

**Resolved: (a) To accept, note and express gratitude for the responses to the Committee's questions.**

**(b) To approve the suggestions made, namely:**

**(i) To invite the Head of Education Department to explain the GwE governance arrangements to the Scrutiny Committee in a separate session. (ii) That the GwE Senior Challenge Advisor, in consultation with the Senior Corporate Support Manager, invites members to shadow the GwE Challenge Advisers in order to broaden their understanding of GwE's work.**

**(c) That the Head of Education Department, following his secondment to GwE, submit an assessment of his findings on the strengths and weaknesses of GwE's current arrangements to ensure viable and sustainable arrangements for the future.**

## **5. END TO END - CHILDREN AND SUPPORTING FAMILIES SERVICE**

Submitted - the report of the Cabinet Member for Children and Young People in response to specific questions raised by members at the preparatory meeting held on 18 October 2016.

Members were given an opportunity to ask further questions of the Head of Children and Supporting Families Department and she responded as follows:

**(a)** There were 15 children being looked after at residential units and this figure was significantly lower than it had been in the past. It was noted that the strategy in terms of reducing the number of children who went to out-of-county placements to receive care from residential units was relatively effective. It was emphasised that some of the cases were unavoidable.

**(b)** It was difficult to anticipate whether the above mentioned figure would increase however it was confirmed that there were no other cases from the population who were currently being looked after and looking for an out-of-county placement.

**(c)** The Respite Unit at Ysgol Hafod Lon, Penrhyndeudraeth, would offer provision for disabled children in Gwynedd and it was likely that it would significantly contribute towards increasing the Children and Supporting Families Service's capacity to support families.

**(ch)** In terms of plans to develop provision for some specific sectors such as autism, it was explained that the matter had been discussed at the regional Heads of Children's Services Group. It was acknowledged that there was certainly a cohort of children who fell

between two stools between the Council and the Health Board in terms of their needs, however, the Group did not wish to establish any regional or sub-regional provision. The priority and the intention of the Heads of Department was to seek to support children in their own homes rather than establish residential provision.

(d) In response to the enquiry regarding whether or not it would be possible for the authority to develop its own provision for looked after children, it was explained that the Service was of the opinion that it would not be possible to provide for every possible need on a county level in a residential Unit. It was explained that respite care from foster parents was being provided through the support service and additionally it was possible for the children to receive support from community activities. It was noted that Support Workers within the Service offered service to over 300 children. The strategy of the Service was to provide for children and families within their own homes. In terms of the 15 children who were placed out-of-county, apart from 3 or 4, it was noted that the children were subject to full orders to the authority meaning that they needed to be moved in order to safeguard them.

(e) In terms of arrangements for scrutinising new placements, she elaborated that there was no cost associated with the procedure as it had been established internally by the Service in the form of a Placement Scrutiny Panel that was convened on a monthly basis. The Head of Children and Supporting Families Department was the chair of the panel and the senior management team and the team managers were invited to the panel to provide detailed scrutiny of individual cases and to consider:

- Whether or not the care plan was suitable for the child
- Whether or not the child was in the correct placement
- That there was no delay in terms of planning and that the placement offered value for money
- Whether or not the placement met the needs of the child
- Care order cases where the child was placed at home with the parents, namely to consider safety
- Voluntary care where the parents asked the Service to look after the children.

It was noted that the Edge of Care Team was a crucial part of the above mentioned process and that its work was very successful. It was emphasised that it was crucial for the Service to return a child to the parents within the first eight weeks as research had shown that it was better for the child and that the outcomes for the family were better.

As the Head Children and Supporting Families Department, she was confident that the children who were being looked after, needed to be looked after.

**Resolved: To accept, note and thank the officer for the report.**

## **6. CARE AND HEALTH WORKERS AND CARERS INVESTIGATION**

Submitted – a draft brief for an investigation into the effectiveness of the Council's arrangements for supporting unpaid carers, and how best to support and increase the care and nursing workforce.

The Member Support and Scrutiny Manager set out the context and drew attention to the brief and the aim of answering the question "How sustainable is the workforce and carers (including unpaid carers) in Gwynedd today and in the future?". Seven members had already expressed an interest in serving as members of the investigation.

The Cabinet Member for Adults, Health and Well-being welcomed the proposal but expressed some concern that the scope of the work was extensive given the timetable for the remaining Council term and there was a need to remain focussed if the investigation was to be completed within the available time frame.

The Head of Adults, Health and Well-being Department noted that work was being undertaken on a regional level and that it would be possible to share the evidence gathered with the investigation in January.

During the ensuing discussion, many members expressed concern regarding the challenging timetable and that it should be decided whether or not to undertake the investigation on a strategic level or to focus on a specific work stream within the agenda. Having considered the timetable, it was suggested that the best way forward would be to hold an investigation that would focus on provision for informal carers and how the Council could help family carers. It was noted that the investigation could be extended on a more strategic level when the new Council was established should there be justification that it would add value. The need to incorporate the voice of the service user in the Investigation was emphasised.

**Resolved: (a) Resolved:**

**(i) to hold an investigation and to focus on the specific field of provision for informal carers**

**(ii) that the following members will serve on the investigation:**

**Councillors Selwyn Griffiths, Siân Wyn Hughes, Linda Ann Jones, Eryl Jones-Williams, Ann Williams, Eirwyn Williams and R H Wyn Williams**

**(b) To ask the Member Support and Scrutiny Manager to re-draft the brief, in consultation with the Cabinet Member and Head of Adults, Health and Well-being, and to proceed without delay given the challenging timetable.**

## **7. ALLTWN SCRUTINY INVESTIGATION**

Submitted - the final draft report of the Alltwn Scrutiny Investigation which outlined the work of the Investigation along with recommendations to be submitted to the Cabinet Member for Adults, Health and Well-being for further action.

In the absence of the Chair of the Investigation, Councillor Selwyn Griffiths took the opportunity to thank the members of the Investigation for their commendable work and also in particular to thank those listed on page 51 of the report, as well as Gareth James (Member Support and Scrutiny Manager) and Bethan Adams (Member Support and Scrutiny Officer). He drew the Cabinet Member's attention to the recommendations and specifically, asked him to secure the service of a receptionist to deal with calls during the integrated team's core working hours at Ysbyty Alltwn.

The Cabinet Member also thanked everyone who had participated in the Investigation and paid tribute and congratulated the staff of the Health Board and the local authority for this pioneering scheme, the outcomes of which had been very valuable. He welcomed and accepted the recommendations, especially the recommendation to extend the integrated working model across the County as he was of the opinion that this should be the method of working in future. Some of the recommendations were operational ones and a number of the work elements to deal with these matters were either already in place or in the pipeline.

During the ensuing discussion the following comments were made:

- (a) an explanation was provided of the fish bowl term, noting that it was a multi-agency meeting with a specific structure including a nurse and physiotherapist, and that it was a valuable way to consider solutions. However, it was not possible to hold one for every case as it depended on the timetable.
- (b) In order for recommendation 4.1 to succeed, the need to have a single computer system was emphasised, in order to record patient details so that staff from the Health Board and Social Services could have access to it.
- (c) It was asked whether or not it was intended to seek the opinion of the service users as an attachment to the report.
- (d) In response to the above, the Alltwen Team gathered information and noted it on the RAISE system. Also, the procedure was based on a face-to-face chat with the users and would also seek the service users' opinion when undertaking reviews with everyone.
- (e) A question was asked about the response of the Health Board and specifically were the Senior Managers supportive?
- (f) In response, it was noted that they were very supportive and the Regional Director - West, Betsi Cadwaladr University Health Board listed awards that had been won by staff from the West region and from approximately 50 awards it was a pleasure to note the following winners:
- Ffordd Gwynedd Team - Award for A New Way of Working
  - Ysbyty Alltwen - Award for work with Dementia
  - Ysbyty Dolgellau - Award for Implementing Good Practice
  - Ysbyty Gwynedd Pharmacy - Award for Working Bilingually
  - Chief Nursing Administrator, Children's Ward, Ysbyty Gwynedd - Leadership Award
- (g) Many nurses were seen taking notes when visiting patients and then having to feed the information into a computer afterwards - was there any movement towards changing this method of working?
- (h) In response, the Area Manager for the Adults, Health and Well-being Department noted that whilst they accepted that nurses continued to use diaries to take notes, that they were also eagerly waiting for a new system that could make an important contribution towards reducing this.
- (i) For some months now, there had been high praise for integrated working as implemented in Ysbyty Alltwen and it was asked what the Council could do in order to expand this method?
- (j) In response, the Head of Adults, Health and Well-being Department noted that the outcomes of the work of the Investigation was helpful to the Department and it offered the type of support needed in order to increase the momentum to expand it. When specific obstacles arose, naturally, the Area Manager for Adults, Health and Well-being Department had their responsibilities along with the Senior Manager and the Head of Department and some matters were referred to the Cabinet Member. If there were specific elements that required a political decision, it was assured that they would be brought up with Members.
- (k) The need to employ a receptionist was reiterated and emphasised and there was concern that the hard work of the Investigation and the Team would be undermined.
- (l) In response, the Head of Adults, Health and Well-being Department noted that he understood why the comment was being made and of course they had to be careful not to miss calls. However, from a managerial point of view, there was a need to look at the broader picture and the resources required for the new method of working, before committing to this on a permanent basis. He assured the members that he would address the matter.
- (m) In response to an enquiry regarding EMI beds, the Head of Adults, Health and Well-being Department noted that it was intended to undertake a piece of work on this subject. It was a must to make the best possible use of what was available and to seek to ensure that the private sector was sustainable as much of the health and social services staff's time was spent on trying to help some of the homes. It was noted that the situation was currently difficult and it would be necessary to consider what could be

done in terms of the best use of the Council's stock of homes. It was noted that the real pressures were related to nursing elements rather than residential elements. There would be a need to look objectively at changing the balance within the homes and adapting the provision across the County.

- (n) In response to an enquiry as to whether this meant dual registration, the Head of Adults, Health and Well-being Department explained that the Health Board and the local authority would have to collaborate to seek to provide a service that was more intensive than what was currently being provided by the homes. This would involve adapting the homes' registrations. The Regional Director - West, Betsi Cadwaladr University Health Board noted further that CSSIW had noted clearly that there had to be an on call nurse within the homes. Work was ongoing between the Health Board and the local authority to consider a model that was somewhat different in terms of how to gain close contact between the health provision on a local level and home care provision for intensive patients in order to avoid them having to travel long distances to receive service. Additionally, consideration had to be given to the type of carers and specifically the career path for promoting carers to become nurses.

**Resolved: To ask the Cabinet Member for Adults, Health and Well-being to accept the recommendations of the Scrutiny Investigation as outlined in points 4.1 - 4.10 of the report and to submit an update on the action points and feedback from the service users of the impact of the integrated working model to a meeting of this Scrutiny Committee in six months' time.**

The meeting commenced at 10.00am and concluded at 12:35pm.

CHAIRMAN.

<b>Report to:</b>	Services Scrutiny Committee
<b>Date:</b>	26 January 2017
<b>Cabinet Member:</b>	Councillor Gareth Roberts and Councillor Mair Rowlands
<b>Project leader:</b>	Jenny Williams (Director of Social Services, Conwy County Borough Council)
<b>Contact Officer:</b>	Rhion Glyn (Senior Business Manager, Adults, Health and Wellbeing Department)
<b>Subject:</b>	North Wales Population Assessment Draft Report

## 1 Purpose of the report

- 1.1 Present the North Wales Population Assessment produced as a requirement of the Social Services and Well-being (Wales) Act 2014.

## 2 The decision sought

- 2.1 The Committee is asked to scrutinise the North Wales Population Needs Assessment Draft Report (details in part 3.4 of this report).

## 3 Reasons for recommendations

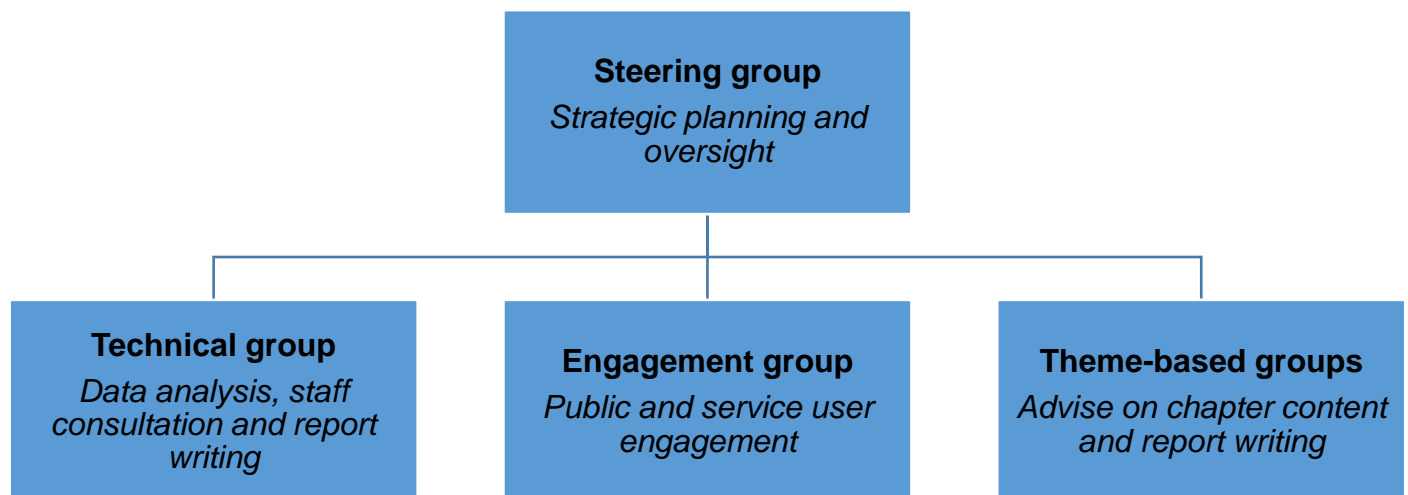
- 3.1 Section 14 of the Social Services and Wellbeing Act (2014) requires local authorities and health boards to jointly assess:
  - a) The extent to which there are people in a local authority's area who need care and support
  - b) The extent to which there are carers in the local authority's area who need support
  - c) The extent to which there are people in a local authority's area whose needs for care and support are not being met
  - d) The range and level of services required to meet the care and support needs of people in the local authority's area
  - e) The range and level of services required to achieve the purposes in Section 15(2) (preventative services) in the local authority area
  - f) The actions required to provide the range and level of services identified in accordance with paragraphs (d) and (e) through the medium of Welsh
- 3.2 The report must cover the following themes: children and young people; older people; health / physical disabilities; learning disability/autism; mental health; sensory impairment; carers who need support; and, violence against women, domestic abuse and sexual violence. In north Wales the following themes have also been included: homelessness, veterans and people in the secure estate, along with a link to the Area Planning Board Substance Misuse Needs Assessment.

- 3.3 A single report must be produced for the north Wales region and be approved by the Board of the Local Health Board and by the full council in each Local Authority. It should be published on 1 April 2017 on each local authority and health board website in Welsh and English, with a copy sent to Welsh Ministers.
- 3.4 A summarised version of the assessment has been included as Appendix 1. A full copy of the Population Assessment Report can be obtained from the Adult, Health and Wellbeing Department.

#### 4 Background information

- 4.1 The North Wales Social Care and Wellbeing Services Improvement Collaborative set up a regional steering group to lead the work with technical, engagement and theme-based groups to lead on specific tasks. Although regional direction was given, most of the work in terms of collating information, analysing and engagement has been done locally within Gwynedd.

#### North Wales Population Assessment Project Management structure



- 4.2 The Population Assessment Report was engagement led. It was based on feedback from staff, partner organisations, service users and the general public to identify strategic needs for care and support. This included information from existing commissioning strategies and needs assessments. The project team collected evidence to challenge these hypotheses through data analysis, background literature reviews, service reviews and additional focussed engagement work.
- 4.3 The requirement to produce an accessible, regional report in a short timescale has limited what can be included. Having said this, the report will provide an evidence base for services and strategies and underpin the integration of services and support partnership arrangements.



- 4.4 The next phase of the project will involve using the Population Assessment to develop an area plan for the region and we are currently awaiting the guidance about this from Welsh Government.
- 4.5 Over the coming months we will also be developing the assessment specifically for Gwynedd, thus ensuring that we have the appropriate evidence base to produce local and suitable commissioning plans in the future.
- 4.6 Engagement for the Population Assessment included: a questionnaire for organisations that asks for their views and evidence; a facilitator’s guide for partners to use to run discussion groups with service users; a questionnaire for the public available on the Citizen’s Panel website along with interviews with Citizen’s Panel members; workshops with staff and councillors organised by each local authority. It is anticipated that further engagement will be undertaken as part of the next step of the project.
- 4.7 A Well-being Assessment must be produced as a requirement of the Well-being of Future Generations (Wales) Act 2015 by each Public Service Board in a similar timescale to the Population Assessment. The Population Assessment considered the care and support needs of the population while the Well-being Assessment covers prosperity, health, resilience, equality, vibrant culture, global responsibility and cohesive communities. There is overlap between the two so the project team have worked jointly and communicated frequently with the Public Services Boards in north Wales. An example is joint engagement work carried out for both assessments.
- 4.8 A full Equalities Impact Assessment is being carried out as part of the project

## 5 Resource implications

- 5.1 The North Wales Social Care and Wellbeing Services Improvement Collaborative funds a Regional Project Manager to support the project and associated costs including translation and specialist engagement. There have been costs to the local authorities, BCUHB and Public Health Wales in staff time to support the project e.g. staff to carry out engagement work with the public, service users, staff and elected members.

Background papers	Website info.
Social Services and Well-being (Wales) Act 2014: Code of Practice	<a href="http://www.ccwales.org.uk/codes-of-practice-and-statutory-guidance/">http://www.ccwales.org.uk/codes-of-practice-and-statutory-guidance/</a>



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**NORTH WALES** SOCIAL CARE AND WELL-BEING  
SERVICES IMPROVEMENT COLLABORATIVE

# North Wales population assessment

## Summary report

Draft 0.2

24 November 2016

Draft



GIG  
CYMRU  
NHS  
WALES

Bwrdd Iechyd Prifysgol  
Betsi Cadwaladr  
University Health Board



GIG  
CYMRU  
NHS  
WALES

Iechyd Cyhoeddus  
Cymru  
Public Health  
Wales



## Notes on the population assessment report

This is the final draft report produced for discussion and approval by the six North Wales councils and Betsi Cadwaladr University Health Board.

The report will be published on 1 April 2017 on each council and health board website. Before publication the following information will be added and changes made.

- Information about how to request a copy of the document in other formats.
- A children and young people's version and easy read version of the report.
- A website address for downloading the document will be added along with hyperlinks between chapters to aid navigation.
- Information about how to access the Welsh report from the English version and the English report from the Welsh version.
- Additional appendices including reports from the consultation and engagement. Key messages are already included in each chapter and a summary of the methods used is in the introduction.

Throughout the report there are sections highlighted in **blue** where links and appendices will need to be added before publication.

# 1 Introduction

## 1.1 About the report

This report is an assessment of the care and support needs of the population in North Wales, including the support needs of carers. It has been produced by the six North Wales councils and Betsi Cadwaladr University Health Board (BCUHB) supported by Public Health Wales, to meet the requirements of the Social Services and Wellbeing Act (Wales) 2014 (the act).

The report aims to improve our understanding of our population and how it might change over the coming years to help us provide better public services in North Wales. To prepare the report we looked at statistics, spoke with our communities and made use of a wide range of information collected by local councils, health services, charities and other organisations that provide services.

The report will be used to inform the area plan which has to be prepared jointly between the health board and local councils overseen by the Regional Partnership Board. The draft guidance on the area plan says we must include the specific services planned in response to each core theme identified in the population assessment. The first North Wales area plan must be published by 1 April 2018 (Welsh Government, 2016d).

## 1.2 Research methods

The population assessment was 'engagement led'. By this we mean that we used what people were telling us about care and support needs to form our research questions. We then gathered data from many different sources to answer the questions and challenge our initial findings.

### Population assessment in figures

- We reviewed over 100 existing policies, strategies and plans from across the six local councils and health board.
- We received 133 responses from organisations to our survey about people's need for care and support.
- We used the findings from over 300 consultation and research reports.
- We and our partners held 16 events and circulated three questionnaires that reached around 260 people who use services.
- The Citizen's Panel carried out interviews with 34 members of the public.
- Local councils arranged around 20 workshops for staff and councillors.

## Consultation and engagement

### Consultation and engagement methods

Local councils in North Wales have a regional citizen engagement policy (Isle of Anglesey County Council *et al.*, 2016) This is based on the national principles for public engagement in Wales and principles of co-production which informed our consultation plan. The population assessment engagement was planned by a group of staff from each local council, the health board and Public Health Wales. They began by listing the different groups of people who may be affected by the population assessment and planning for how they would involve them. This list was reviewed part-way through the project with additional opportunities to get involved planned to fill the gaps. More information is available in the [Equalities Impact Assessment](#).

The engagement plan included:

- A questionnaire for organisations that asked for their views and any supporting evidence they had, such as performance measures or consultation reports.
- Discussion groups with service users, supported by a facilitator's guide. Some counties also circulated self-completion questionnaires.
- A questionnaire for the public (people who do not use care and support services) available on the Citizen's Panel website along with interviews with Citizen's Panel members. One county also circulated an additional questionnaire for people who do not use care and support services.
- Workshops with staff and councillors arranged by each local council.
- A review of relevant research and consultation including legislation, strategies, commissioning plans, needs assessments and consultation reports.

The consultation was publicised widely through the county voluntary councils in North Wales and various other regional networks. The local councils and health board promoted it through their websites, Facebook and Twitter pages. Press releases were sent to the Leader newspaper, Wrexham.com, Daily Post, BBC Wales as well as both Capital and Heart Radio. Specific groups, including people with protected characteristics, were contacted through existing groups and networks (see Equalities Impact Assessment). A quarterly newsletter was produced giving updates about the project for staff and partner organisations which also helped identify groups to contact about the consultation and engagement. There are still people we were not able to reach in the timescale who will be our priority for the next phase of the project.

Running in parallel with this population assessment was the production of well-being assessments for Well-being of Future Generations (Wales) Act 2015. North Wales has four Public Service Boards who were preparing for this. Where possible, any engagement taking place was planned to meet the needs for both assessments. In

some areas this involved sending out joint questionnaires while others held joint workshops and discussion groups.

### 1.3 Preventative services

A North Wales project took place in 2015 to look at early intervention and prevention services in readiness for the act supported by the North Wales Social Care and Well-being Improvement Collaborative (NWSCWIC). The aim was to develop a framework of targeted interventions; contribute to the population assessment; provide a baseline for integrated commissioning and procurement; and to support consistent eligibility thresholds. The group assessed evidence and local needs assessments to identify 'root causes' or trigger factors that lead people to contact services and which in many cases lead to people receiving managed care and support services. They looked at interventions that could address the trigger factors and linked them to the well-being outcomes from the act. The group then developed a risk assessment tool to look at the accessibility, funding and organisation risks relating to the availability of each intervention in each county. This information was used to generate priorities for future work.

In addition, as part of the population assessment the Public Health Wales Evidence Service carried out a literature search to identify the evidence base for each of the interventions described.

This work forms part of the overall North Wales population assessment and is available here: [evidence base](#).

#### Advocacy

'Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need.'

Advocates and advocacy schemes work in partnership with the people they support and take their side. Advocacy promotes social inclusion, equality and social justice (Action for Advocacy, 2002)'

Advocacy is part of the portfolio of preventative services available and was included in the early intervention and prevention risk assessment exercise. In addition, NWSCWIC commissioned research into citizen voice and control in North Wales (Wavehill, 2016). This research includes a summary of the independent advocacy services across North Wales for children, young people and adults which forms part of the population assessment.

In the next phase of the project, preparing plans and strategies in response to the population assessment, we need to look at council and local health board commissioning arrangements for advocacy services to recognise and respond to any potential overlap in arrangements. This will involve working closely with the Age Cymru Golden Thread Programme funded by Welsh Government. This programme aims to improve the well-being of individuals through advocacy and to give them a

stronger voice; improve the understanding of advocacy, and; work with local councils and service providers to support the development and commissioning of services.

## 1.4 Governance

### Project governance

The North Wales Social Care and Wellbeing Services Improvement Collaborative set up a regional steering group to lead the population assessment work with technical, engagement and theme-based groups to lead on specific tasks. The steering group was chaired by Jenny Williams, Director of Social Services, Conwy County Borough Council and Andrew Jones, Executive Director of Public Health, BCUHB. Each group included members from each North Wales local council, BCUHB and Public Health Wales.

An interim report on the project plan was produced in July along with regular highlight reports which were shared with regional boards through Partnership Friday, Public Service Boards and local councils. Project newsletters were produced quarterly (in March, June and September 2016) and circulated widely through representatives from each council and health board.

## 1.5 North Wales population overview

North Wales has a resident population in the region of 690,000 people living across an area of around 2,500 square miles. Gwynedd in the west is the least densely populated area with 49 people for each square kilometre and Flintshire in the east is the most densely populated area, 350 people for each square kilometre.

The population of North Wales is expected to increase to 720,000 by 2039. The increasing population of North Wales can be explained by an increasing birth rate and a decreasing mortality rate, which has led to extended life expectancy (Welsh Government, 2016a).

The population of most local council areas in Wales is projected to increase between 2014 and 2039. Wrexham is projected to have the second largest increase in Wales (10%); the populations of Gwynedd and Wrexham are projected to increase steadily; the Isle of Anglesey's population is projected to decrease steadily; and the populations of Conwy, Denbighshire and Flintshire are projected to increase then decrease, but remain higher in 2039 than in 2014.

### Welsh language

In North Wales, Gwynedd has the highest proportion of Welsh speakers, 65%, although this can be higher in some areas of the county. Elsewhere in North Wales, 57% of residents on the Isle of Anglesey speak Welsh, 27% in Conwy and 25% in Denbighshire. The proportion of Welsh speakers in Flintshire (13.2%) and Wrexham



(12.9%) is lower than the average for Wales. All local council areas across North Wales have experienced a decline in the proportion of Welsh speakers between the 2001 and 2011 Census, with the largest decline occurring in Gwynedd (-3.6%). Just over half (53%) of Welsh speakers in North Wales are fluent in the language and 63% speak Welsh on a daily basis; in Gwynedd, 78% of Welsh speaking residents are fluent and 85% speak Welsh every day.

## Poverty and deprivation

In North Wales, 12% of the population live in the most deprived communities in Wales compared to 19% across Wales; however, this masks considerable pockets of deprivation across the region, some of which are among the highest levels of deprivation in Wales. Rhyl West 2 (Denbighshire) and Queensway 1 (Wrexham) are the second and third most deprived areas in Wales. Three further areas in Rhyl (Rhyl West 1, Rhyl West 3 and Rhyl South), are in the top twenty most deprived areas in Wales (Welsh Government, 2014).

## 1.6 Limitations, lessons learned and next steps

Preparing a single accessible population assessment across six counties and one health board area within the timescales set has been a challenging process. There has been a tremendous amount achieved within the timescales thanks to the efforts of: the project team; the project steering group, technical group and engagement group; partner organisations who contributed information and guidance; members of staff, elected members, service users and members of the public who took part in the engagement; the chapter writing groups; and the many people who reviewed and commented on early drafts of each chapter.

Nevertheless, there is plenty that we have learnt from the process and more that needs to be done. The population assessment should be seen as the start of a process rather than a finished product. Where there are limitations identified in the report these can be addressed in work on the area plan and in the population assessment review. The guidance states the assessment needs to be reviewed in at least two years' time, while the toolkit advises more frequent reviews.

Some of the issues identified during the process that need to be addressed are listed below.

- The report will provide an evidence base for services and strategies and underpin the integration of services and support partnership arrangements. It should be a useful tool for planners and commissioners in local authorities and health, however, there is still a need for commissioning strategies and market position statements to set out the local vision and plan for services in an area and the support available for providers.



- The report includes a summary of services available at the moment but does not describe them in detail or attempt to map out all local provision. Due to the complexity of this task it may be best to prioritise areas for this type of review.
- The report includes some high-level service performance measurement information but does not include detailed analysis of performance indicators outside of what was included in the national data catalogue or analysis of budgets or actual service spend.
- There are groups we were not able to include in the consultation and engagement which should be a priority for future work. More information is available in the engagement plan and Equalities Impact Assessment [\[add link\]](#).
- The report needs to be publicised widely to build on links made to date and reach people who have not had an opportunity to be involved in the first phase of the project.
- Making the links between the population assessment and the well-being assessments produced by the Public Service Boards. The population assessment includes people's care and support needs while the well-being assessment covers prosperity, health, resilience, equality, vibrant culture, global responsibility and cohesive communities. The assessments have taken place in parallel and officers involved in both have worked together on elements of the projects but more connections will emerge as they are published.
- There are people who have care and support needs whose particular needs fall outside the themes covered in the report chapters. More work needs to be done to identify their needs along with people who have multiple and complex needs.

In addition to the above there are specific issues identified at the end of each chapter for future work.

There have also been lessons learned about the process which have been recorded and will be used to inform the work on the area plan and population assessment review.

## 1.7 Further information

There was much more information collected to inform this report than it has been possible to include. Additional background information is available on request [\[add link to contact details on website\]](#):

## 2 Children and young people

### Key findings

- There are around 124,000 children aged 0-15 in North Wales. There has been very little change in the number of children and young people in the past five years and this trend is likely to continue over the next 25 years.
- The majority of children and young people in North Wales are healthy and satisfied with their lives but more needs to be done to: tackle low birth weight; reduce infant mortality rates; improve breastfeeding rates and take-up of immunisations; reduce childhood obesity and smoking and alcohol use.
- There has been a fall in referrals to children's services but it is not yet known how the number of referrals will change in response to the wider eligibility under the new act.
- The majority of referrals to children's services are from the police or within the council's own social services department, and the main reasons for referral are abuse or neglect.
- In the last five years there has been a 9% increase in the number of children on the child protection register and in the number of children looked-after in North Wales.
- There are increasing concerns about sexting and online bullying.
- North Wales has a high number of children from outside the region who are looked after locally and this number has been increasing. This places additional demand on local services such as health, education, police and support services.
- There are changing demands on fostering services due to an increase in kinship fostering / connected persons.
- Wrexham has the highest number of young offenders and the highest crime rate across the region. With the exception of Anglesey all local authorities have seen a reduction in the number of young offenders over the last three years.
- The number of children and young people who are victims of crime has increased year on year. This could be due to a number of reasons including increased ability/ willingness to report; increased number of crimes committed or an increase in particular types of crime such as cyber-crime.
- The number of disabled children has increased over the past five years.
- Children's mental and emotional health was consistently raised as a concern including a rise in self-harm and eating disorders as well as attachment issues.
- There needs to be an integrated approach to the health and wellbeing of children and their families throughout universal services to maximise prevention and

promote resilience at the earliest stage. New evidence on the multiple impacts of Adverse Childhood Experiences can bring more awareness and support towards preventing them and minimising their effects.

- Provision of parenting support is needed to break cycles of inappropriate parenting and raise parents' confidence in their skills to raise their children in a positive and nurturing environment.
- Information, advice and assistance services as provided by Family Information Services are an important part of prevention and early intervention services.
- There are over 1,000 young carers identified across North Wales, which is an increase over the past few years. There is an increasing need for 1 to 1 support for young carers as well as support for young carers under age 8.

## Recommendations and next steps

Due to the tight timescales and wide range of needs covered in this chapter the next steps should focus on identifying the further information needed in priority areas. This should include additional consultation and engagement to agree recommendations as part of the area plan. Future work should be based on the UNCRC and include children's right to play.

- Advocacy: all children and young people need to have their voice heard in decision making processes, and this is particularly important for looked after children and children on the child protection register. Some information is included in the introduction to the report but more information is needed about the services available and their effectiveness.
- There is further work to be done to implement the new duties under the act and regional projects are in place to support this including assessments and information, advice and assistance.
- There have been concerns throughout the production of this chapter about the quality of data recording. Work needs to be done to standardise the recording of children in need data (and its replacement) as well as threshold and eligibility criteria.
- More information is needed about trafficking and child sexual exploitation to inform the population assessment.
- More information is needed about the increase in complex needs for disabled children and the transition from children's to adult's services.
- Find out more about concerns raised, that increasingly younger children are being referred to CAHMS and the needs of looked after children referred to CAMHS.

- Information about restorative approaches to work with families including everyday interaction, meetings with service users, informal circles, mediation and formal group conferences.
- There are good examples of service provision in all counties, such as the 'edge of care' project, internal therapeutic services, collaborations between social services and CAMHS. Information about these services is already shared informally between counties, but future work on the population assessment needs to look at this further.

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## 3 Older people

### Population overview

There were around 150,000 people aged 65 and over in North Wales in 2015. Population projections suggest this figure could rise to 210,000 by 2039 if the proportion of people aged 65 and over continues to increase.

The proportion of older people in the population is projected to continue to increase.. At the same time the proportion of people aged 16-64, the available workforce, is expected to continue to decrease. This change to the population structure provides opportunities and challenges for the delivery of care and support services.

The change in population structure shows a similar pattern in every county in North Wales, although the counties with the highest proportion of people aged 65 and over are expected to be Conwy, Anglesey and Denbighshire.

Research suggests that living with a long-term condition can be a stronger predictor of the need for care and support than age (Institute of Public Care (IPC), 2016). See health, physical disabilities and sensory impairment chapter for more information.

### Loneliness and isolation

Reducing loneliness and isolation is one of the main challenges identified in our consultation and engagement. Successfully tackling this a priority would have many benefits for people's health and well-being and reduce the need for statutory services.

More information about plans to develop services and support to address loneliness and isolation is available in each council's Ageing Well Plans available at: <http://www.ageingwellinwales.com/en/localplans>. The well-being plans being produced by Public Service Boards under the Well-being of Future Generations (Wales) Act 2015 are also likely to address this issue.

For information about services in your area please see Dewis Cymru <https://www.dewis.wales/>

### Support to live at home

Continuing to live in their own homes is a priority for many older people and is an important part of maintaining independence. The demand for service is likely to increase as the number of people aged over 65 increases in the population. The demand also seems to be increasing for more complex support and a higher number of hours of care each week.

Current services are delivering high quality support that help maintain people's independence, with many people reporting that they are happy with the care they receive. There are difficulties recruiting and retaining care workers, particularly in rural areas, male care workers and Welsh speakers. We need to improve awareness of available services and support providers to meet intensive and specialist needs and provide a flexible service.

The challenges facing commissioners and providers are to continue to provide flexible support to enable people to: be independent; identify their own solutions using their personal assets, family, friends, community and third sector; plan for future care needs; achieve their personal and well-being outcomes.

## Dementia

There are an estimated 11,000 people living with dementia in North Wales. This number is expected to increase although this may be not as much as originally thought due to improvements in health. Dementia has a substantial effect on individuals, which leads to great pressure on statutory services, the third sector, and family and friends that support them. Despite the challenges that dementia brings people can be supported to live well, or at least better than they thought, and our challenge is to provide that support.

Current services are providing a wide variety of support that is meeting the needs of many people.

### Areas for improvement and recommendations

1. Provide more information and support after diagnosis.
2. Additional training for care workers in working with people who have dementia.
3. Develop additional services that meet individual needs, particularly for younger people with dementia and through the medium of Welsh.
4. Make sure there is sufficient elderly mental health nursing provision and elderly mental health (EMI) residential care.
5. Improve joint working between services.

More information is available in the North Wales Dementia Market Position Statement and information about specific developments in each county can be found in the Ageing Well Plans available at: <http://www.ageingwellinwales.com/en/localplans>

## Care homes

### Key issues for future development in North Wales:

- We will need to be clear about how many more people we would like to support in extra care accommodation in the future and whether community health services will be able to meet people's health / nursing care needs.
- There is anticipated to be a need for more nursing home placements in the future, particularly supporting people with mental health conditions and dementia. This will require joint workforce development initiatives to train, recruit and develop nurse managers and care and support workers meeting people's health care needs.
- Councils and the Health Board are working together to explore how people's health care needs can be met in residential homes and / or extra care by community nursing / therapy staff such as occupational therapists and physiotherapists to reduce the number of people having to move into nursing homes.
- There is need for more care and support provision to meet (Welsh) language needs in care homes. This will be strengthened in future contract agreements.
- Commissioners need to review and revise the Pre Placement Agreement (contract) for care homes to reflect new standards and anticipated regulatory requirements by April 2018. This will include the development of specifications (including workforce competency requirements) for all future requirements including support for people with dementia, intermediate care such as step-up/down support (detailing the rehabilitation interventions or support requirements from care home staff) and 'discharge to assess' services.
- Overall reviews of quality and safety within care homes across North Wales suggest that in some homes there needs to be:
  - Improvements in management leadership including clinical leadership in nursing homes.
  - Development of the physical (building) environment to better meet people's very complex needs (including mobility impairments and confusion / dementia)

### Local developments required in:

#### Ynys Mon include:

- Exploring options for most effective use of local council care home provision, including intermediate care and meeting more complex needs, in conjunction with health staff.



- Increasing the provision of Extra Care Housing as an alternative to residential care; thus the demand for residential provision is anticipated to decline in line with recent trends, however this is likely to be gradual.
- Increasing EMI Residential capacity (consistent with higher levels of people living with dementia), again this will be a gradual shift.
- A rapid increase in EMI nursing will be required in the short to medium term as demand considerably outstrips existing provision.
- Improving community health resources to support people with nursing needs at home, which is having an impact on the demand for General Nursing placements which is expected to continue.
- Ensuring that current and future care home accommodation meets the prevalent standards.

**Gwynedd include:**

- The vision is to support people to continue to live at home within their communities for as long as possible, and reduce the need for traditional Residential placements. This will require an overall increase in accommodation for Older People, with the greatest demand and gaps being anticipated for sheltered and extra care housing.
- Gwynedd's local market position statement details that there are key areas within Gwynedd, where the population of people aged 65 and over is particularly high, that do not have care home provision, including - Abermaw, Llanbedr, Dyffryn Ardudwy, Aberdovey / Brynchrug / Llanfihangel and Harlech. Their needs analysis also shows that the community of Llanbedr has a significantly ageing population with no local care home provision.
- In the short term, Gwynedd intend to reduce the number of traditional long term residential care placements, increase the provision of residential care for people with dementia. Gwynedd would also wish to increase opportunities for people to receive extended respite periods and offering flexible opportunities for respite care to meet the needs of carers.
- In the longer term, if rates of placement remain as current, Gwynedd have forecasted that by 2030 there will be a requirements for additional provision to accommodate and support 631 people requiring residential care and 600 people requiring nursing care.

**Conwy include:**

- Continued investment in integrated locality services and quality care homes; with the aim of creating a stable and sustainable Care Home Sector in Conwy, improving experience for residents and avoiding inappropriate Accident and Emergency attendance and / or hospital admissions.



**Denbighshire include:**

- Increasing the provision of Extra Care Housing as an alternative to residential care (unless specialist nursing or mental health care is required).
- Rationalising the supply of residential beds, where there seems to be an over provision in the short to medium term. However if forecasts regarding the anticipated increase in numbers of people with dementia are correct, there will be need to increase the number of Elderly Mental Health (EMH) Nursing beds in Denbighshire. There may not be enough EMH residential beds. Analysis in February 2016 suggests with the exception of EMH Nursing, in most areas there are sufficient care home beds to meet demand and some over-capacity in certain areas.

**Flintshire include:**

- Maintaining the local council care home provision and exploring the development of intermediate care hub focused on preventative and early intervention work.
- An increase (based on projected need from demographic changes) of a further 178 care home placements by 2020: 67 Residential; 52 EMH Residential; 51 Nursing and 8 EMH Nursing.

**Wrexham include:**

- Developing Extra Care offering mixed tenure independent living (Dementia, Disability, Learning Difficulties) including specialist provision (Extra Care) for younger adults with a disability to reduce out of county placements. Also Interested in developing Intermediate Care using Extra Care facilities and developing step up step down beds.
- Planned reduction in general residential places and increase in general and EMI nursing across Wrexham. Ideally homes would be dual registered.

## 4 Health, physical disability and sensory impairment

### Key messages

While all six local councils and the health board have committed to working to the social model of disability, there is much more work to be done to ensure that the way we work fully reflects this model.

The Social Services and Well-being (Wales) Act 2014 reinforces the need to think about the broader aspects of well-being in a person's day to day life and the ability of a person to participate fully in society.

Focusing on what matters to an individual will help us address the broader aspects better. We will need to work in partnership with people, their families, the third sector and independent providers as well as other public services to achieve this.

The number of people living with a long term condition and the number of people living longer with disability or a sensory impairment is increasing as our population lives longer and the number of older people increases.

We will need to review our organisational priorities and commissioning plans to ensure that we identify better ways of supporting participation and inclusion, and enabling people to maintain their own independence.

We need to focus more on earlier intervention and prevention – taking the actions that the evidence tells us will help people stay healthier and more independent for longer.

We will need to review the more specialised services we provide to ensure that people are able to receive the support they need at the time they need it.

### Gaps in service / support

Support for people to live healthier lifestyles and maintain independence is identified as one of the key elements. More emphasis needs to be placed on this by all organisations.

The role of the third sector and independent sector is identified as important in providing broader support networks for people. Organisations need to be mindful of the capacity of these sectors to extend the support they offer.

Some services are sparse in different areas; rural areas have been identified as experiencing shortfalls in provision.

Many of the public sector services are under pressure and while services are available, there may be a waiting list or difficulty in accessing services promptly.

There are barriers for specific groups which need to be addressed – when seeking information, accessing services, or seeking to maintain independence, with support as needed.

## Our response

We will seek to collaborate in the design and implementation of effective health improvement programmes with the support of Public Health Wales.

We will aim to give a senior level strategic commitment to implement and embed a sustainable approach to the Making Every Contact Count (MECC) programme in North Wales, providing a culture which encourages and promotes prevention and health improvement.

We will explore the option of using social prescribing as a patient pathway for primary care practices in North Wales to strengthen the links between healthcare providers and community, voluntary and local authority services that could improve health and well-being.

We will take an assets-based approach, identifying what matters to people and supporting them to take control of their lives. We will work with people and the communities in which they live to build on the resources available and support people to connect.

We will seek to strengthen further the social model of disability in all that we do, looking to ensure that our support and our services facilitate participation, respect individual wishes and needs and are inclusive.

We will review the need for our more specialised services to provide care closer to home where possible.

## 5 Learning disability

### Key findings

- **Demography:** The number of people with learning disabilities needing support is increasing and people with learning disabilities are living longer. These demographic trends are likely to continue. The growing number of people living with a learning disability and dementia presents significant challenges to care services, and the staff who work in them, to provide the right type of support.
- **Health needs:** People with learning disabilities tend to experience worse health, have greater need of health care and are more at risk of dying early compared to the general population.
- **Young people with complex needs:** Services will need to adapt to make sure they can meet the needs of young people with complex needs as they make the move to adult services.
- **Attitudes and expectations:** Most individuals and their families want, or expect to have, a greater level of independence and to be a key part of their community. This may include older parents who have never asked for support or carers who find that the support they expected to have is no longer provided or is provided in a different way.
- **Transition between children and adult services:** this works well on the whole and social services will increasingly be focussed on developing an integrated approach which will help with transition.
- **Finance:** The level of spend on learning disability services has been increasing but we are now faced with supporting more people with less money.
- **Legislation:** The Social Services and Well-being (Wales) Act 2014 is changing the way we work, including the way in which we find out what matters to people and the way in which people are supported.
- **Existing provision:** Currently, support is generally provided by immediate family members and/or long term paid care staff.

### Recommendations

1. Support older carers and make sure they have the support and respite services they need. This should include 'planning ahead' services for families which includes work to identify hidden carers and assess their needs for support.
2. Health and social services to work better together make sure there is sufficient support for the health issues of older people with learning disabilities, including people with dementia.

3. Continue to support people with learning disabilities to access health care through the Learning Disability Health Liaison Services, by developing accessible information for people with learning disabilities to improve communication and supporting healthcare providers to better identify people with learning disabilities so they can make 'reasonable adjustments' to their care. Promote access to health promotion and early treatment services.
4. Provide sustainable models of support jointly by health and social care to meet the needs of individuals with complex need. This should include addressing the unmet need for high end jointly funded nursing placements for adults with severe learning disabilities who have health related needs.
5. Support staff to manage changing expectations of support for people with learning disabilities, including changes required by the new act.
6. Recruit more Welsh speaking support staff.
7. Provide more support for people with staying safe when using the internet.
8. Encourage more informal, unpaid support, to reduce reliance on formal paid support. This would help facilitate wider friendships and social lives for people with learning disabilities beyond paid carers.
9. Increase recruitment to the shared lives / adult placements scheme.
10. Develop the provision of assistive technology for people with learning disabilities.
11. Continue to explore and develop housing options to meet the needs of people with learning disabilities in partnership with other organisations.

## Data development agenda

- Make sure there is common understanding and consistency across the six North Wales counties in the way data is recorded and analysed.
- Carry out more analysis to support adult services to plan for the needs of young people with complex needs.

## 6 Mental health

### Key messages

- People in North Wales report slightly better mental health than in Wales as a whole
- The number of people with mental health problems is likely to increase
- The most common mental illnesses reported are anxiety and depression
- Research suggests a high number of people with mental health problems are not seeking help
- The number of admissions to mental health facilities is reducing
- The number of people with more complex needs is increasing
- People with mental health problems are more likely to have poor physical health

The numbers of patients seeking admission to hospital has increased across the region. Feedback from staff suggests the limited number of admissions may be due to bed pressures- influenced by Delayed Transfers Of Care (DTC) and lack of appropriate placements, where needed. This has led to the use of acute beds outside North Wales, which is far from ideal for patients, their carer's and families.

Common principles shared by the local councils and the health board include service user and carer involvement and participation; community advocacy; carers support and role of learning and work opportunities in recovery; joint working between agencies.

There needs to be a clear pathway from acute services into community based services. There should be more work around the preventative agenda to prevent needs escalating to hospital and reduce demand on other public services. Examples include home support and wraparound services as well as interventions and policies to support parents and young children, lifestyle changes, improve workplaces, provide social support and environmental improvements that support communities (Public Health Wales, 2016). Joint working with the third sector and social enterprises could provide this.

Local councils and health need to manage increase in demand for services with reducing budgets.

### Gaps in service / support

- Support for people with ASD was consistently highlighted as a gap in the consultation
- There's a gap in befriending opportunities (need to be empowering and not encourage dependency) to support people to access existing social activities.

- Poverty and welfare reform were highlighted as risks for service users, as the drive to get people back to work can cause additional stress for vulnerable people. This can be particularly difficult for younger people with housing benefit issues.
- There needs to be sufficient supply of accommodation to support people to step down from residential care to community resources.
- We need to develop public mental health in North Wales and promote mental well-being to prevent mental ill-health. Public mental health should form part of the Betsi Cadwaladr University Health Board mental health strategy.

## **Data development agenda / suggestions for future research**

- Needs of vulnerable people without a diagnosis and best practice for providing support
- Investigate concerns raised about a lack of Welsh language provision in mental health services
- Find out more about the reasons for the reducing number of admissions to mental health facilities.

## **Our response**

The next phase of the project will be to discuss the information in these reports and agree an approach to addressing the issues raised. This may include carrying out further research in an area, local or regional actions.

## 7 Carers

Carers provide a crucial role in the provision of care and support and provide a preventative service themselves. It is estimated carers provide between 70% and 95% of care, saving £7.72 billion every year in Wales (Yeandle and Buckner, 2015; Welsh Government, 2016c). Every caring situation is unique.

### Main findings

- The number of carers in North Wales is increasing, particularly in north-west Wales.
- People aged 50 to 64 are the most likely to provide unpaid care.
- Half of all carers in North Wales are in employment: for carers in employment the support of their employer and colleagues is vital to helping them continue in their caring role.
- The increase in need for social care identified in other chapters of the population assessment report is likely to lead to greater numbers of people providing unpaid care and providing care for longer.
- There are over 1,000 young carers identified across North Wales, which is an increase over the past few years.

### Gaps in support and recommendations

There is a challenge to services in the current economic climate with services being cut both for carers and for the people they care-for. Much of the support for carers, particularly from the third sector, relies on short-term funding and there are risks to the sustainability of this support.

There is feedback that respite/short-break provision is reducing as well as issues around how far ahead it needs to be planned which means it's difficult for carers to make last minute plans. We need to re-think how we provide services to achieve the best outcomes for carers and the person cared-for in this climate.

Support in acute hospitals is inconsistent – there is a carers' support officer in the West and East regions of North Wales hosted by the third sector, but no provision in the central area. In this, and other areas we need to consider how to provide more consistency across the region.

There is an increasing need for 1 to 1 support for young carers as well as support for young carers under age 8.

In addition to the examples above, the consultation highlighted the need for better support for carers by better meeting the needs of the cared-for person as well as providing support specifically for carers. It highlighted gaps around transport, services



in rural areas, awareness of primary care staff, counselling services for carers and support for substance misuse carers. The review of services highlighted that there is provision in North Wales to meet many of these needs although this provision is not consistent across the region.

The appointment of a regional post to map the full range of services available to carers in North Wales has been agreed by the North Wales Regional Partnership Board. The scoping exercise is likely to identify further gaps and inconsistencies across North Wales and highlight priorities for joint working. There is a regional carers' operational group who will be looking at opportunities for regional working arising from this population assessment.

## **Next steps for the population assessment and area plan**

- Find out about the effectiveness of services provided to carers, improve project evaluation and look at what can be replicated across the region to provide more consistent support even with local variations.
- Consider how we capture outcomes and systems to capture unmet need, for example, Gwynedd Council and Denbighshire County Council are piloting using 'what matters' conversations with carers.
- Map carers' services across North Wales, including the availability of provision through the medium of Welsh.
- Share the findings from the population assessment and area plan with Welsh Government to inform the development of the All Wales Strategy for Carers.

## 8 Violence against women, domestic abuse and sexual violence

### Key messages

- Domestic and sexual violence and abuse are under-reported but the number of reports is increasing.
- Domestic and sexual violence and abuse affects both women and men although women are more likely to experience them.
- Cases of coercive control are now being recorded in North Wales since the offence came into effect in December 2015
- Domestic abuse costs public services £66 million a year in North Wales in health care, criminal justice, social services, housing and refuges, legal costs and lost economic output.

### Gaps in services and support available

The population assessment suggests future work should look at addressing the following:

- Developing stronger strategic and practice links between domestic abuse and adults safeguarding.
- The effect of budget cuts on specialist service providers' ability to meet the demand and need for services.
- The need for support for children and young people who are witnessing domestic violence and abuse.
- Making sure there are sufficient options for housing victims of domestic violence and abuse who have additional care and support needs that require round the clock staffing.
- Find out more about the need for specialist support, such as floating support, for BAME people in North Wales.

### National priorities

The National Strategy on Violence against Women, Domestic Abuse and Sexual Violence 2016-2021 (Welsh Government, 2016b) has been published and includes the 10 key recommendations along with the National Training Framework.

The National Adviser Annual Plan (Bowen-Davies, 2016) sets out the following objectives:

1. To advise and support the strategic implementation of the legislation

2. Develop a strategic, coherent and integrated approach to policy and service delivery decisions
3. Develop workable recommendations to improve the impact and effectiveness of public and voluntary service provision
4. Provide a strategic platform for shared learning and research
5. Enable effective and inclusive communication with survivors, stakeholders and the public.

## Next steps

Local councils and the health board have to prepare and publish a strategy under the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2014 by 1 April 2018. The population assessment will be used to inform this strategy.

We have also identified that we need to include more information about sexual violence, child sexual exploitation, trafficking and modern slavery when the population assessment is reviewed. Please let us know if you have any evidence you would like to submit [\[add link\]](#).

## 9 Secure estate

The new act heralds a historic change in local government's social care responsibilities for the men, women and children held in the secure estate and on their release into the community. Previously, the responsibilities for meeting the social care needs of those in the secure estate were unclear and this led to confusion between local authorities, prisons, probation services and other organisations.

The act clarifies responsibilities and ensures that those held in the secure estate are entitled to receive equivalent provision to persons in the community and requires local authorities to work in partnership with the National Offender Management Service and health services. It presents opportunities to implement integrated care pathways and joint service provision for the health and social care needs of those in the secure estate.

Given that prisoners can often have complex health and care and support needs and generally experience poorer physical and mental health, this presents a significant development.

A focus on health and wellbeing is also contributing to a renewed focus on rehabilitation, resettlement and a reduction in re-offending.

This is evidenced in the planning for HMP Berwyn which will open in North Wales in February 2017. HMP Berwyn is modelling new approaches and its culture will be driven by a focus on rehabilitation. The ethos is dedicated to providing a safe, decent and just environment where men will be encouraged to prepare for a fresh start in life. The importance of Welsh language in the rehabilitation of offenders from North Wales is recognised as is the key role of co-commissioning partners.

This puts the adult male category C population in a good position. It will help strengthen links between local councils in North Wales and the prison and will support effective rehabilitation. Women and young offenders, however, will continue to be held outside the region as well as men from other categories and those whose health and social care needs cannot be safely managed at HMP Berwyn.

A better understanding of the needs of these groups is required and on release the duty for adults will move to the local council to which they are resettling as part of the requirement for continuity of care under the act; this includes services such as housing. This presents a unique opportunity to develop a model for creating links with prisons outside of North Wales, including those holding women from North Wales.

### Recommendations

- Further consultation with stakeholders, including service users.

- An integrated health and social care needs assessment to be conducted for HMP Berwyn after the prison has become operational in partnership between BCUHB and Wrexham County Borough Council.
- Data on the social care needs of both the Category C and remand population to be collated when HMP Berwyn is operational.
- The putting of protocols in place with partners detailing the type of information which can be shared.
- Engagement with the Courts to develop protocols for the remand of disabled persons to ensure that their remand disposals are able to meet their specific needs on admission.
- The development of partnership working with the prisons in South Wales to share learning.
- Better understanding of the social care needs of women and young people and the very specific considerations attached to these groups.
- Development of good quality health and well-being services for the prisoners.
- Children and families – support for the regional approach to develop a children and families model and links in with this work.
- Homelessness: the need for prompt systems to be in place in order to engage with those who are leaving the secure estate at the earliest possible opportunity; this will enable the correct intervention to be put in place and referrals made to the appropriate council.
- The transition of care once prisoners are discharged ‘through the gate’ needs to be embedded within the community, providing continuity of care to ensure health gain while in prison is sustained on release.

## 10 Veterans

A veteran is defined as someone who has served in HM Armed Forces for at least one day. This includes people who have served in the Reserve/Auxiliary Forces. It is estimated that there were 51,000 veterans living in North Wales in 2014.

A full description of the care and support needs of veterans in North Wales is available at the following link:

[http://www.wales.nhs.uk/sitesplus/documents/888/20161107\\_Veterans\\_Needs%28Working%20Draftv0e%29.pdf](http://www.wales.nhs.uk/sitesplus/documents/888/20161107_Veterans_Needs%28Working%20Draftv0e%29.pdf)

### Information and research

There is a need to improve demographic and wellbeing information available on veterans, the capture of information on their use of services and information available to veterans on what services are available. Recommendations are:

- North Wales Armed Forces Forum (NWAFF) should lend support to the Royal British Legion's "Count Them In" campaign.
- NWAFF should consider commissioning Welsh language profile of veterans in North Wales
- All service providers should improve their identification of veterans and data on their use of services (especially NHS primary and secondary care and local council services)
- NWAFF should consider the development of a "veterans data dashboard" which pulls data together on veterans
- All service providers should improve the information provided to veterans on the services available to them through better signposting to services, better publicity through use of social media and supporting the development of the new MoD "Veterans Gateway" website
- NWAFF should consider commissioning research in areas such as the lifestyle behaviour of veterans and the interaction of veterans with domestic abuse issues

### Service planning

Veterans should be considered as a priority group within regular planning mechanisms. The recommendations are as follows.

- Public Services Boards (PSBs) should consider the needs of veterans in the development of their Well Being Plans
- Local councils should consider the needs of veterans, as a vulnerable group, in their corporate planning and corporate priority setting

- BCUHB should consider the needs of veterans in the development of its Annual Operating Plan and Integrated Medium Term Plan
- BCUHB, as part of the development of its Mental Health Strategy, should consider the needs of veterans that are not able to access the service provided by Veterans NHS Wales (e.g. non-service related needs) including recognising the detrimental effect stigma may have on veteran's willingness and ability to seek help for mental health conditions. Public mental health should be developed as part of this strategy with promotion of emotional wellbeing and alternatives to hospital settings.
- Provision of health improvement services by local councils to veterans should be reviewed and strengthened where necessary
- All service providers should support the development of Health and Wellbeing Services for veterans at HMP Berwyn

## Service provision

Services have a responsibility to meet the commitments set out by the Armed Forces Covenant. The recommendations are as follows.

- All service providers should be aware of their commitments and responsibilities under the Armed Forces Covenant which include priority access to NHS treatment for conditions related to a veteran's time in the services and priority access to social housing.
- All service providers should provide a coherent approach to delivering effective services and support, to achieve the outcomes required for veterans and address unmet needs. Priority groups should include the oldest and most infirm who have clear support needs (physical and emotional) to live independently and avoid social isolation; those aged 16-54 with health problems relating to their military service, and the youngest and most recently discharged from military service.
- All service providers should collaborate to develop model care pathways for veterans premised on early identification, early intervention and evidence based responses to need with clear sub-division of roles.
- All services providers should recognise and understand the challenges posed by the armed forces culture. It is important that all staff are appropriately trained and also ensure that they ask their clients whether they have served in the Armed Forces. An accreditation system for staff, appointment of more veterans champions and a scheme for "veteran friendly" services should all be considered.
- All service providers should take every opportunity to signpost veterans to support. Specific front-line locations might include Emergency Departments, police custody suites and local council Single Points of Access or Housing Access Teams.

- Due to the many third sector veteran related organisations being established, it is recommended that a quality standard be considered to offer assurance to veterans, their families and public sector bodies that the organisation they are dealing with are of a high quality with good governance arrangements.
- Primary Care contractors should prioritise registration of veterans. GPs should request the whole medical record from DMS to give a complete picture of a veteran's medical history. The joint RCGP, RBL and Combat Stress publication should be promoted amongst all local health providers
- All services providers should prioritise mental health support to veterans, including support for alcohol problems. This should include better signposting to the current support available through Veterans NHS Wales, BCUHB mental health services and the Third Sector. Veterans' needs should be specifically considered by the North Wales Suicide Prevention Group.
- Local councils should review their provision of health improvement services to veterans and strengthen where necessary.
- Local councils and BCUHB should consider how they can support veterans on their pathway to employment within the volunteering opportunities they are developing within their organisations.
- All service providers should specifically consider the needs of veteran carers and address unmet needs where identified.



## 11 Homelessness

The changes introduced within the Housing (Wales) Act 2014 seem to be having a positive effect with the emphasis on earlier intervention and prevention delivering better conclusions for individuals, however significant challenges remain. Progress may be affected if the transitional funding allocated is removed.

Changes within other services can have an impact on homelessness and homeless people can have an impact on other services. Welfare reform and especially changes to Housing Benefit and the introduction of Universal Credit are expected to increase demand upon some services, especially from groups such as young people, which will create new challenges. We need to focus on ways of maximising value, combining effort and resources and focus on the preventative approach to homelessness, which can help deliver positive outcomes to vulnerable people and hopefully avoid the need for more intensive and costly interventions .

### Key messages

**Changes to the welfare benefits** – The impact of the proposed changes to the welfare benefits, especially those allocated towards housing related costs are yet to be seen. Some individuals and groups are expected to experience significant reductions in the funding for assistance towards housing and it will become more difficult to secure appropriate and suitable accommodation options at these reduced levels. Some of the groups most adversely impacted, correlate quite closely with groups who are currently known to be more exposed and vulnerable to homelessness. There are also concerns that the introduction of Universal Credit - which compounds all benefit payments and does not automatically allow transfer of the rent element to the landlord could lead to problems. Research from areas who have introduced universal credit are reporting higher level of arrears which could over time become problematic and impact on the sustainability of tenancies.

**Regional commissioning** - While the aim will be to deliver the vast majority of homeless services as close as possible to an individual's original community and where possible within local council boundaries, it will be necessary to plan and deliver some homelessness services regionally. Where it is not possible or cost effective to respond to needs locally we will use long-term strategic partnerships such as the Regional Collaborative Committee and local planning groups to consider housing need and priorities across local council areas.

**Out of area placements** – Most vulnerable people seeking support tend to be non-transient, staying within their locality rather than moving from one area to another. However some movement across boundaries does occur and is sometimes necessary to support individuals and to facilitate rehabilitation. Legislation and best practice would suggest that out of county placements should be exceptional, and based upon considerations such as personal and public safety. Where such cases

arise, cross border co-operation as well as the maintenance of service users existing support networks need to be discussed at the earliest possible stage.

**Shared responsibility** - Housing Associations and third sector support providers who have experience of delivering services to particular vulnerable groups will have an important role in assisting the efforts of statutory organisations. There will be a continuing need to provide support services that complement the statutory sector, as we anticipate a steady increase in population up to 2020.

### **Gaps in service / support**

- Lack of single person accommodation
- Limited hostel provision
- Shortage of specialist provision for individuals with ongoing medical conditions
- Gaps in support services

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## 12 Autism Spectrum Disorder

Children and adults with Autism Spectrum Disorder (ASD) report unmet needs in respect of:

- behavioural/emotional support;
- ASD specific issues and life skills; and,
- access to social and leisure services and opportunity in the community.

Children and adults with ASD may or may not also have a learning disability or mild learning disability. Children and adults with ASD may have or may develop moderate mental health difficulties if support is not available to them at an early stage.

There is a national Autism service being developed, funded from Welsh Government Intermediate Care Funding, and the service will be developing in North Wales in the next year or so as part of the 3 year programme of roll-out. This service will be built on best practice and research and will be all-age.

It is also important that the support currently available in North Wales through the range of third sector organisations that operate in the area are continued and that these compliment the national service. The availability of such support services should be advertised widely so that they can be accessed by those who require the support.

There are gaps in awareness raising around ASD for the public, employers, staff and other areas of public services such as leisure centres and public transport.

Although there is a comprehensive range of information on the web, there is no way of knowing whether people are using this – raising the profile of the availability of services and support on such websites as DEWIS is required.

Training is required to improve the understanding of the effects and implications of ASD, particularly in relation to behaviour management and coping strategies and this needs to be across sectors and particularly within education services. It is also identified that the police service needs to be trained to identify if a person has ASD. Ideally this training should be jointly developed across health and social care and includes specifically:

- managing special interests,
- the transition into adulthood,
- housing and community living,
- employment and training,
- post diagnosis support for partners and family members,

- social isolation, developing social skills and maintaining relationships,
- keeping safe/anti-victimisation interventions,
- autism in females,
- men and autism,
- keeping well and healthy and managing anxiety,
- challenging behaviour and anger management.

Finally, there is a new neurological developmental pathway which will be a service available for children and young people who do not fit into CALDS/CAMHS pathways for diagnosis and support established early in 2017 in Conwy/Denbighshire – if this is successful it should be available across North Wales.

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## 13 References

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MEETING	SERVICES SCRUTINY COMMITTEE
DATE	26.01.17
TITLE	Progress made against the recommendations of the 'From Hospital to Home' Scrutiny Investigation
AUTHOR	Gareth Roberts (Cabinet Member for Adults, Health and Well-being)  Ffion Johnstone (Area Director, Betsi Cadwaladr University Health Board)

No	Recommendation	Comments
1.1	Check that the Betsi Cadwaladr University Health Board (BCUHB) Discharge Protocol has been reviewed and is consistent with the operational arrangements of Gwynedd Council and community partners.	<p>The discharge protocol was reviewed January 2016 with the local authorities and the next review is due in 2018.</p> <p>Patient discharge leaflets attached.</p> <p><b>Appendix 1 – Information Leaflet- Discharge from Community Hospital</b>  <b>Appendix 2 – Information Leaflet- Discharge from Hospital</b>  <b>Appendix 3 - Information Leaflet – Moving from Hospital to a Care Home</b></p>
1.2	Ask the Adults, Health and Well-being Service to collaborate with the Hywel Dda Health Board to agree on a hospital discharge protocol and on practical arrangements for its implementation.	<p>Arrangements to improve cross boundary working between BCU and Hywel Dda Health Board regarding Bronglais discharges for Meirionnydd patients were implemented in the summer of 2016.</p> <p>Every Tuesday at 1pm a liaison meeting is held in Tywyn hospital. This is a multidisciplinary team meeting which includes a nurse from the ward, social worker, community nurse, occupational therapist and physiotherapist, community psychiatric nurse (CPN) (if available). The first part of the meeting discusses the patients on the ward and their discharge plans. Following this, the patients in the community are discussed, for example patients on</p>

		intermediate and enhanced care services. For the final part of the meeting the team video link in with the discharge team from Bronglais hospital, to discuss the discharge plans for patients from Meirionnydd who are in Bronglais hospital. The community nurse takes the lead in this part of the meeting so that all available options are discussed to aid the efficient, safe and effective repatriation of patients back to South Gwynedd.
1.3	Review collaboration and communication arrangements between those teams that facilitate hospital discharges and transfers and those agencies offering support in the community in order to identify opportunities to improve the service for patients and look at good practice in other areas.	<p><b>Gwynedd short term care beds</b> - ICF monies have funded 26 short term care beds initially in four residential homes across Gwynedd but this has now been extended and spread across all residential homes. The beds provide intermediate (step up / step down care), reablement and respite care for older people and have been extremely successful since their launch in 2015-16.</p> <p>Twice weekly progress meetings are held in Ysbyty Gwynedd between ward sisters, area matrons and area management team reps to chase discharges and those medically fit patients who are ready for transfer out of the acute setting.</p> <p><b>Llys Cadfan EMI project</b> – Gwynedd Council and the Health Board is also working in partnership on a project to increase dementia capacity in the Tywyn area (in Llys Cadfan Residential Care Home). The initial proposals involve undertaking capital changes to Llys Cadfan Residential Home (funded from 2016-17 ICF monies) to accommodate more dementia and specialist beds for the south of Meirionnydd.</p> <p><b>Ffordd Gwynedd</b> - The Ffordd Gwynedd team think outside the box to expedite discharges and prevent hospital admissions. Their methodology centred around the “What Matters” conversation and supporting patients to make an informed choice at the right time and in the right place. Interventions are based on what matters to the individual through working in partnership with their local networks.</p>
1.4	Review the 7 day discharge and transfer service that has been temporarily offered at Ysbyty Gwynedd and consider any relevant matter when developing a similar service within the Intermediate Care Project in the same field.	<b>Advanced Discharge Team / 7 Day Working</b> - This project which focuses on improving discharge support arrangements over the weekend through continuation of the Advanced Discharge Team (ADT) activity, continues to work well. Additional physiotherapy and occupational therapy over the weekend is helping to avoid admissions to the acute wards, triage and signposts patients to community services; it also facilitates earlier commencement of Occupational Therapy and Physio intervention for appropriate patients. The ADT work is being

		<p>refocused with the development of a new older people's assessment unit (frailty) based in Ysbyty Gwynedd.</p> <p><b>24/7 District Nursing</b> - Across Gwynedd and Mon community nursing services are extending from their current hours 9.00am to 5.00pm to a round the clock service. This is already in place in Arfon and has followed in Dwyfor and Meirionnydd. Both Dwyfor and Meirionnydd are now 24/7 although consistency will remain challenging as and when vacancies / sickness occur.</p>
1.5	Report back to the Scrutiny Committee on the progress of the Intermediate Care Project which is equivalent to an expenditure of £1.3 million.	<p>Gwynedd Council, the Health Board and the Third Sector is continuing to work in collaboration on a range of Welsh Government funded Intermediate Care Fund schemes across the county. The ICF Fund has been running since 2015/16 now and the schemes are primarily aimed at supporting people's independence and remaining at home as long as possible, avoiding inappropriate admission to residential care and avoiding unnecessary hospital admissions and delayed discharges.</p> <p>Current schemes include funding roll out of Ffordd Gwynedd, step up / down beds across all the residential homes across Gwynedd including enablement and respite care, supporting weekend working, Dementia GO sessions in Leisure Centres to support people with dementia, relatives and carers to live well with condition through physical activity sessions, supporting Age Cymru Living Well centre. Some of the new schemes this year include a Social Prescription pilot in Arfon focusing on individuals who frequently visit GP surgeries, supporting them to recognise their own needs and signposting to other organisations who provide community and other activities. In addition, we are currently working on an exciting new project to increase much needed dementia capacity in Llys Cadfan Residential Home in Tywyn, as there is a dearth of dementia home placements in that area.</p> <p>ICF monies have also been made available this year for Learning Disabilities and Children with Complex needs and these schemes are currently being worked through.</p>
1.6	Press for improvements to the Transfer Lounge making it a comfortable and purpose-built room that includes changing facilities and moving the	Fully achieved.



	disabled toilets closer to the Lounge for convenience.	
1.7	Ask BCUHB for an update on their schemes to implement 'More than Words'	<b>Appendix 4 – Delivery in line with 'More than just words'</b>
1.8	Develop ways to compile data regarding older patients' satisfaction on the discharge and transfer service to ensure that they have a voice in the process of developing the service further and improving provision.	<p>The All Wales NHS Patient Experience Survey which is conducted in NHS settings does not contain a question specific to discharge or transfer, but it does ask the following:-</p> <ul style="list-style-type: none"> <li>• Where you involved as much as you wanted to be in decisions about your care?</li> <li>• Where things explained to you in a way you could understand?</li> <li>• Did you feel you understood what was happening in your care?</li> </ul> <p>In terms of ensuring that older people have a voice in the process of further developing the discharge / transfer service, the "What matters" conversation takes place between patients and professionals and is monitored via the ward to board monthly audit scores.</p> <p>Regarding clinical audit, discharge planning is included in the list of topics for Corporate clinical audit.</p>

No	Recommendation	Comments
2.1	Address some of the weaknesses of the patient transfer arrangements giving due focus where necessary to drawing up a new Care Plan or adapting the current Care Plan soon after the patient arrives at Hospital.	<p>As part of the attempt to work in an integrated way across the Care and Health, a general change of emphasis has now been established when assessing individuals. The principle that the assessment should be carried out in the best possible circumstances for the individual is agreed with, and very often that is in their homes - normally this is where they are most familiar with and comfortable in. Therefore, this is an obvious attempt to move away from the previous traditional way of assessing in the hospital.</p> <p>Following a recent exercise (A week in a room) involving local authorities, health board</p>

		(representatives from both primary, community and secondary care) and the third sector, the decision to re-launch the 'What matters' conversation was made, to reinforce the its importance.
2.2	Support the Third Sector to co-ordinate preventative and specialist support services in the community and ensure that they have adequate resources to address this and to increase the frontline workers' knowledge and awareness of third sector services.	<p>Gwynedd ICF monies in 2016/17 have been invested in a number of third sector projects which coordinate preventative and specialist support services within the community, for example:</p> <p><b>Dementia GO</b> - Sessions with Leisure Centres that aim to support people with dementia, relatives and carers to live well with the condition by offering physical activity sessions. The project also continues to raise awareness and educate communities about dementia.</p> <p><b>Housing &amp; Adaptations – Care and Repair</b> - The safety at home scheme in Gwynedd ensures that older people over the age of 60, that are owner occupiers or live in privately rented homes, are able to live in their homes for as long as possible by carrying out minor repairs and adaptations to their property, thus ensuring a safe and secure living environment.</p> <p><b>Age Cymru – Living Well Centres</b> - The project supports older people to be independent within their own communities, empowering them to shape the service that they receive. The aim is to create a preventative service that delays need for statutory service provision. Services include lifelong learning and physical activities to keep the body and mind active, creating lunch clubs within the communities, socialising opportunities, home and centre support and care services (including foot care), and developing monthly information &amp; advice and benefit surgeries.</p> <p><b>Arfon Social Prescription Scheme (Mantell Gwynedd)</b> - A Community Facilitator has been appointed who is working closely with GP surgeries/primary care/community nurses etc to ensure that individuals who are attending GP surgeries regularly (with little or no medical need) are supported on a practical level to take advantage of local activities and facilities.</p> <p>The Community Facilitator is liaising and working closely with GP surgeries in the area and is the first point of contact when pursuing solutions to social issues of the patients that are referred into the scheme. The Community Facilitator also links in with Community First areas and is establishing good working links with the relevant officers. The scheme will be open to anyone who can benefit from it with the aim of improving their health, well-being and a better quality</p>

		of life.
2.3	Assess the success of the <i>Intermediate Care Project</i> and ensure follow-up following the end of the grant to deal with any shortcomings which remain in terms of maintaining the service of the hospital discharge teams and the community teams in full at weekends.	A group has been established with Gwynedd, Anglesey, Health Board and Third Sector representation and meets regularly to review and monitor projects and spend and consider slippage opportunities. In addition, joint workshops with senior health and social care representatives are arranged to agree the forth coming year's ICF priorities assessing the success of projects and their sustainability.
2.4	Collaborate with <i>Hywel Dda Health Board</i> to agree on an arrangement with the Ysbyty Bronglais Discharge Team to discharge patients to South Meirionnydd.	See point 1.2  The Health Board, and Ffion Johnstone the Area Director in particular, has a strong link with the Hywel Dda Health Board. In addition, Morwena Edwards, Corporate Director, and Gareth Roberts, Cabinet Member, are attending the 'Mid Wales Health Collaboration Board', a body that is also attended by the Health Board's Chief Executive and Chairman. The work streams established by the Mid Wales Health Collaborative include:  Primary Care and Community Services Communication and engagement Telehealth Mental health / learning disabilities Bronglais General Hospital Palliative care/ end of life Centre for excellence in rural health care Health and wellbeing Access and Transport
2.5	It is given to understand that work is underway to improve the situation regarding the shortage of doctors and nurses and that the schemes need to be developed and communicated clearly and immediately, specifically focussing	Although we agree with the Committee's recommendation, it should be highlighted that we should not depend solely on traditional support and that there are alternative ways of meeting needs. Other professional groups can be used to satisfy the needs of individuals and the Health Board has received 'Primary Care Strategy' funding to consider the possibilities of developing multi-disciplinary teams. In particular specialist nurses, pharmacists, therapists, audiologists,

<p>on the critical situation in Dwyfor and Meirionnydd.</p>	<p>who would specialise in management of chronic conditions, community care, and the use of technology to facilitate allowing patient to stay in their home.</p> <p><b>GP/ Doctor recruitment</b> - There is a National shortage regarding GPs which is in some instances impacts GP practices to recruit vacancies. The Health Board has been able to recruit GPs under an outstanding GP program, one GP being employed in Nefyn practice. And during 2017 we will be looking to recruit more 'outstanding GPs'. Also in 2017 we will be progressing a scheme to offer GPs who intend to retire from practice opportunities to be employed by the health board to provide support to practices that face recruitment difficulties.</p> <p>The health board actively attends recruitment fairs to highlight the benefits of working in North Wales and promoting any current vacancies that we have.</p> <p>As the rural primary care workforce is facing a number of challenges, the west area team is working with the Mid Wales Health Collaborative to establish Physician Associate roles which can contribute positively to the rural health workforce. Physician Associates are dependent practitioners who work for and with doctors.</p> <p>The west area team have agreed to fund one Physician Associates with a view to deploying within primary care in the South Gwynedd when trained.</p> <p><b>Nursing recruitment</b> - There are ongoing nurse advertisement campaigns both nationally and locally as well as adverts in pharmacies and local GP practices, however it remains increasingly difficult to recruit new staff, particularly to rural areas.</p> <p>A number of workforce initiatives to support services in Gwynedd are ongoing. These include Nursing students being offered placements locally in the south of Gwynedd during their training so that they can experience working in a rural area. Placements are offered in community hospitals and also with the community nursing teams. Placements are also being facilitated for nursing students from outside Wales with elective placements being offered with the locality community nursing teams. Prospective nursing students are also being given the opportunity of work experience at the hospitals. The Locality Nursing Teams are also supporting healthcare assistants in achieving an assistant practitioner qualification which enables them to apply for</p>
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		<p>entry to the nurse training degree. Assistant practitioners have been introduced into community hospitals and the Health Board is also working with colleagues in Allied Health Professions in developing innovative roles.</p> <p>We are looking at nurse appointments flexibly in terms of retire and returns and reviewing internal district nurse caseloads and challenging current models care.</p>
2.6	Review the Discharge Protocol by consulting with key stakeholders including the patients and the public in line with the Language Policies of Gwynedd Council and the Health Board.	<p>The Discharge Protocol has now been adopted by the Health Board.</p> <p>More than Just words (Mwy na geiriau) is regarded as one of the main principles outlined in the Discharge Protocol. "All communication must be conducted in the patient's preferred language. (Mwy na geiriau, More than Just words) Where this is not possible, an interpreter can be arranged".</p>
2.7	Assess the success of the work that is underway on Lean/Vanguard at Ysbyty Alltwen to address the current bureaucratic arrangements to free staff's time to deal with their main duties of providing care and nursing.	<p>We will continue to challenge unnecessary bureaucratic arrangements as they arise.</p> <p>Ffordd Gwynedd will be rolled out across the rest of the county during 2017 building on the success of the initial pilot scheme in Eifionydd area based at Alltwen. The project plan is being developed to include: timescales, management strictures and key location bases for staff.</p>



# DISCHARGE FROM COMMUNITY HOSPITAL

## PATIENT INFORMATION LEAFLET

**Predicted date of discharge:**

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**The Consultant responsible for your care is:**

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**The name of your Ward Manager is:**

---

**The direct line for the ward is:**

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Produced by Betsi Cadwaladr University Health Board in partnership with:

- Anglesey Local Authority
- Gwynedd Local Authority
- Conwy Local Authority
- Denbighshire Local Authority
- Flintshire Local Authority
- Wrexham Local Authority
- Voluntary Sector Representatives

This information is fully supported and endorsed by your local hospitals, your Local Authority, your care commissioners and legal teams.

If you do anticipate any problems regarding your discharge at any time during your hospital stay, please speak to the nurse in charge of your care.

In this leaflet we aim to give you all the details about the process of planning for your safe discharge from hospital. It also lists possible options that will be considered by the team caring for you on discharge.

## **Introduction**

Welcome to Betsi Cadwaladr University Health Board.

The length of time you spend in hospital will depend on your clinical condition. Soon after your admission you will be given a Predicted Date of Discharge (PDD).

During your admission you will be assessed by various professionals and your views and goals will be documented.

A multi-disciplinary team including the ward sister, consultant or GP and ward nurses will begin to plan your discharge from hospital as soon as you are admitted. Depending on your individual circumstances this team may also include pharmacists, Social Workers, Community Nurses, Occupational Therapists, Physiotherapists and Discharge Co-ordinators.

## **Leaving Hospital**

You will be discharged from hospital when your consultant or GP confirms that you are medically fit to leave hospital and that you no longer require a hospital bed.

Most patients go straight home from hospital however some patients may require extra support to regain or sustain independence.

A safe and timely discharge from hospital allows other patients, who require a community hospital bed, to be admitted without delay.



**Your discharge out of hospital at the right time is important for the following reasons:**

- This gives you the best opportunity to regain your independence.
- Some people find it harder to return home the longer they stay in hospital.
- There is a risk of acquiring infections in hospital. Leaving hospital as soon as you are medically fit means this is less likely and reduces the risk of any complications.

**Our Commitment to You**

- You will receive the right treatment in the right place and by the right professional.
- We will ensure your stay in a hospital bed is kept to a minimum by carrying out ongoing assessments to plan for your discharge.
- Once your Consultant/GP team assesses that you are medically fit for discharge/transfer we will aim to discharge you from hospital.
- Our aim will always be that you return to your own home. If returning home is not possible you will be transferred to the most appropriate and available service that can best meet your needs.
- We will aim to discharge you from hospital as early as we can on your day of transfer
- In partnership with our Local Authority, Voluntary Sector and Independent Sector Partners, we are committed to ensuring you access appropriate support on discharge
- In some circumstances we will arrange transport from hospital to your destination, this will depend on your individual circumstances.

## **Working with Us**

Please help us find and agree the best care and support for you by:

- Sharing information and engaging with all health and social services staff members
- Taking part in the planning of your future care
- Attending Multi Disciplinary Team Meeting's (professionals involved in your care) with your family and be flexible as to when these happen
- Arranging your own transport home
- Read this information in full and support our common goals

## **Medication**

We encourage patients to bring medicines from home into hospital so we can check exactly what you were taking prior to your admission. We may give you a Green Medicines Bag on discharge to keep your medications in.

We will return your medicines to you on discharge along with any newly prescribed medication. Let the pharmacist know if you have supplies at home.

We will explain your medication before discharge. There are written instructions on the packaging and a manufacturers leaflet inside.

If you have any questions or need advice about your medicines when you go home the pharmacy staff will be pleased to help you and can be contacted on the following telephone number:

**Medicines Helpline 01248 384492**

### **When you leave Hospital**

If you no longer require hospital care and there is a delay in the start of your package or preferred community based placement you cannot choose to remain in a hospital bed.

To ensure that the assessment of your care needs is accurate and appropriate, it may take place in a more suitable environment such as an alternative community based bed which is outside the acute or community hospital setting.

Below are examples of services you may require when you leave hospital;

### **Intermediate Care at Home**

Your hospital therapy teams and Social Care Worker may assess that you require a period of rehabilitation in your own home when you no longer require a hospital bed. This is sometimes combined with a package of care.

### **Intermediate Community Beds**

The hospital team may recommend that you are discharged to an Intermediate Care facility to support a period of bed-based rehabilitation or clinical follow-up. You may be discharged to a community based facility such as a residential or nursing home for further rehabilitation and assessment of your long term needs.

### **Package of Care (POC)**

When you return home you may require some help with your personal care and daily tasks. If so, you may be discharged to the Social Care Worker from your area who will visit you on the ward and complete an assessment of your needs. Your named Social Care Worker will take into account the review made by the medical, nursing and therapy staff. Your package of care will have a reablement approach to enable discharge home to be supportive, whilst encouraging you to increase/maintain your level of independence.

## Care Homes

If it is identified that you need further care within a care home setting, you will be required to identify 3 care homes of your choice, one of which should have availability within the following 2 weeks and inform the healthcare professional responsible for your care of your choices. Please also see the leaflet "*Moving from Hospital into a Care Home: Your Choices*". This is in line with the Health Board's Discharge Protocol.

## What it means to you

We understand that when leaving hospital you, your family, or carers will sometimes need time to make choices which can be life-changing. Your hospital works in partnership with the Local Authority to provide services which give you the time to help you make these choices in a more suitable environment.

Remaining in a hospital bed when you no longer need this level of care is not an option and you will be discharged from hospital when your consultant / GP assesses that you are medically fit and ready to leave hospital. We will aim to discharge you from hospital to a more appropriate environment.

**Please note:** that we will always try our best to involve nominated members of your family or friends in your future care. The absence of family members due to holiday, work commitments etc does not mean that decisions regarding your discharge out of hospital can or will be put on hold until your family is available. If an advocate is required to support you with future care provision your hospital will arrange this for you.

Please be assured that our aim is to deliver the most appropriate care for all our patients in the most appropriate environment.

# Do **you** need care?



## Self-care

Taking care of yourself.

- Coughs
- Sore throats
- Grazed knees
- Runny nose
- Other minor issues



## Local NHS Services

Including:

- GPs
- Health visitors
- Pharmacies
- Midwives
- Opticians
- Minor Injuries Unit
- Dentists

### GPs or Out of Hours Services

- Persistent vomiting
- Ear pain
- Painful cough
- Symptoms that won't go away

### Pharmacies

- Diarrhoea
- Upset stomach
- Headache

### Minor Injuries Unit

- Cuts
- Bites
- Sprains
- Minor illness or injury



## A&E

For serious illness or injury.

Call **999** for life-threatening conditions that need immediate medical attention.

- Choking
- Major blood loss
- Severe chest pain
- Serious injury
- Blacking out
- Suspected stroke

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**0845 46 47**

[www.nhsdirect.wales.nhs.uk](http://www.nhsdirect.wales.nhs.uk)



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@ChooseWellWales

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The name of your Ward Manager is:

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Your safe and timely discharge from hospital will allow new patients who need acute hospital treatment to be admitted without delay.



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Arranging your own transport home

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Taking care of yourself.

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- Grazed knees
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- Other minor issues

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Including:

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- Health visitors
- Pharmacies
- Midwives
- Opticians
- Minor Injuries Unit
- Dentists

- GPs or Out of Hours Services**
- Persistent vomiting
  - Ear pain
  - Painful cough
  - Symptoms that won't go away

- Pharmacies**
- Diarrhoea
  - Upset stomach
  - Headache

 **A&E**  
For serious illness or injury.

Call **999** for life-threatening conditions that need immediate medical attention.

- Minor Injuries Unit**
- Cuts
  - Bites
  - Sprains
  - Minor illness or injury

- Choking
- Major blood loss
- Severe chest pain
- Serious injury
- Blacking out
- Suspected stroke

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**0845 46 47**

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# MOVING FROM HOSPITAL INTO A CARE HOME

## YOUR CHOICES

In planning and arranging discharge from hospital the aim is always to ensure that patients are able to return home if at all possible. Only if that is not possible will other options for supported care, including a care home, be considered.

**This leaflet provides information on the process followed where a patient has been assessed as needing care in a Care Home – either residential care or nursing care.**

The National Assistance Act 1948 (Choice of Accommodation) Directions 1993 concern the rights of individuals to choose where they receive residential care. Guidance has been issued to Local Authorities and to the NHS on how they must meet their responsibilities relating to choice of accommodation. This leaflet provides you with information on this. It should be read together with any additional local information or local leaflet produced by the Local Authority and Local Health Board.

## **Who is this leaflet for?**

The leaflet is for anyone who may need to move from hospital into a care home. Friends, family, carers and those who work in advocacy services or the care sector may also find this leaflet useful.

## **What happens when the decision is made that you need to move from hospital into a care home?**

Moving into a care home from hospital is a major change in anyone's life. Both the NHS and the local authority have responsibilities in making sure this process happens properly. The NHS is responsible for your discharge arrangements from hospital, whilst the local authority is responsible for post hospital care, if you have assessed needs that require support. Managing this process requires both organisations to work together to make sure your needs are safely met. Social workers and hospital staff will therefore help you to make important choices and provide you with information about making a move to a care home at the point when it appears that this is a real possibility. They will inform you of the local hospital discharge protocol and give you information on what you should expect to happen and on the options that are available to you. You should be given comprehensive information on the range of care homes available in your area and advised on likely availability, waiting times and on costs. You will also be advised on how to obtain inspection reports from the Care and Social Services Inspectorate for Wales – these reports will provide you with useful information on findings of inspections and on the services care homes may offer.

## **What if I don't think I should be discharged from hospital?**

Unnecessary time spent in hospital can affect your health and well-being and lead to lower skills, confidence and independence. The decision on whether you are ready for discharge from hospital will have been taken by a number of professionals working in partnership with you to ensure your needs are met. If, however, you believe that a decision to discharge you is not appropriate, the first thing to do would be to discuss this with the people who have made the decision and with your care manager or care co-coordinator. If after doing so you are still of the view that discharge is inappropriate then you should inform the Ward Sister and your social worker so that they can arrange for another assessment of your needs to be undertaken. If this further assessment indicates your needs are more safely met within another location, then staff will work with you to discuss and agree your options for further care - you will not be able to remain in hospital. To do so could place you at greater risk of further illness or injury, and could lead to long term impacts on your independence.



## **How do I choose a care home?**

When it is agreed that you need to move into a care home, you will have the chance to make several choices of care home, from those homes that either have available capacity or are expecting a vacancy within the next few weeks. It is not always possible to offer a wide selection of homes for various reasons – for example if you live in a rural area where the number of homes may be limited, or if the team caring for you have reached the conclusion that you require a level of care that can only be met in a limited number of care homes. When you have made your choice(s), social work staff will try to get you a place in one of the care homes that you have chosen. Normally, a place will be found in one of these homes within two weeks of the decision to discharge you from hospital. It may be appropriate for you to have a trial visit to ensure the care home is able to meet your needs. If you wish this to be considered please ask the social worker who is managing your care.

## **How long should the move to a care home take?**

Once it has been agreed that you no longer require in-patient care the process to discharge you from hospital will take place as soon as is possible. You will be kept informed of the likely date of discharge and how the discharge process is progressing by the person co-coordinating your care. Ensuring discharge happens as soon as it is appropriate helps to protect your independence and to ensure you are not exposed to any risks that might occur due to an inappropriately long stay in hospital.

## **What if the care homes I choose are full?**

If no place is likely to be available in your preferred care home choice(s) within two weeks of your being declared ready for discharge, the Local Authority will look at the availability of other affordable care home places. In the event that an alternative placement is found, it will help you to move into this as an interim choice care home. This would normally happen within three weeks of your being declared ready for discharge. You would remain on the waiting lists for the care homes you originally selected, if that is what you want. The Local Authority does not directly manage the waiting lists of care homes it does not run, but staff will endeavor to keep you informed of the local situation.

The Local Authority will try to ensure that you do not make more than one interim move if the care home(s) of your choice is (are) full. Although this interim placement may not be your first home of choice, it is important that your needs are met in the most appropriate location as soon as possible.

Waiting in hospital for a vacancy is not appropriate – it may lead to risks to your independence and well being.

### **What if I want to stay in the interim care home?**

If you have been placed in an interim choice care home and decide that you would prefer to stay there, the Local Authority will try to ensure that this is possible. In some circumstances this may not be possible.

### **What if the care home is a long distance away from my family or friends?**

If you move into an interim placement that is some distance away from your care home of choice, your family, friends and carers may face significant additional travel costs to reach you. Local agreements between Local Authority and NHS partners may in some cases provide financial assistance. This should be explained in their local leaflet.

### **Where can I obtain help or advice?**

Health and social work staff will be able to offer help and advice to you throughout this process, as well as directing you to other local sources of assistance, such as advice and information leaflets produced by various charities, and the process to obtain independent advocacy. The Care and Social Services Inspectorate for Wales will be able to provide information about the care homes in your area.

## Will I have to pay for my care?

Dependent upon your financial circumstances, you may be required to pay all or part of the costs of your care. Your local authority will be able to help and advise you of the specific position, based upon your own personal circumstances.

If you are funding your own care costs, you will be offered the same advice, guidance and assistance on care home choice as someone who is fully or partly public funded. If you choose not to accept this advice, guidance and assistance from the Local Authority, you will be expected to make your own arrangements for post hospital care. In this situation the NHS is expected to ensure that you are discharged from the hospital within two weeks, so as not to affect other people's treatment.

If the local authority is responsible for funding your care, but you choose to reside in a home that charges a higher fee than the local authority would usually pay in order to meet your needs, you or your relatives may be asked to provide a contribution to the overall fee. This is known as a "top up" arrangement. Again, your local authority will be able to advise you on whether this applies in your circumstances.

If you are assessed as being eligible for NHS Continuing Health Care, your costs will be met by the NHS. A separate information leaflet provides more detail on this subject.

## What happens if I am unhappy with any aspect of my care or placement?

Both the NHS and local government have complaints processes that will help you to raise concerns about any aspect of your care and/or arrangements for your care. As a first step, you are encouraged to raise these concerns at the earliest opportunity with the staff that you are already in touch with within the NHS and/or local authority— often a concern or complaint can be addressed in this way. If you remain concerned then there are formal ways to raise this and to ask for your concerns to be looked at through the NHS or Social Services Complaints Procedures. You or your representatives are entitled to receive a copy of the complaints procedure on request.

### References:

WG (2011) Supplementary Guidance to WHC 2004(066): Procedures when discharging patients from hospital to a care setting. (Annex A: Moving from hospital into a care home—your choices (Information Leaflet)

## Betsi Cadwaladr University Health Board's Welsh Language Services Delivery in line with 'More than just words'

### Final Progress Report – January 2017

#### Action 1.7 – progress update on implementing 'More than just words'

BCUHB is required to put actions in place to deliver the strategic framework for Welsh language services in health, social services and social care, 'More Than Just Words'. This has been developed to meet the care needs of Welsh speakers, their families or carers. Actions to deliver the framework are to cover both primary and secondary care sectors.

Progress against key focus areas within 'More than just words' has been addressed as part of the Health Board's Welsh Language Strategic Plan. The Strategic Plan ensures that changes in the legislative landscape are reflected in our approach to planning high quality, language appropriate care. The Welsh Language Standards and the 'More than just words' Framework provides the foundation on which we continue to build and improve upon.

The Health Board has established three overarching dimensions, setting the required level of language planning and delivery:

- **Strategic Intervention** ensures that our aims are embedded into workforce planning through the organisation's Bilingual Skills Strategy. All policies and the commissioning and contracting of services reflect Welsh language considerations, ensuring clarity in terms of the commitment and engagement required. Welsh language will be rooted in operational planning and service delivery providing reassurance that language needs and choices influence the planning, commissioning and contracting of services.
- **Behavioural Change** ensures that the Health Board creates an environment that supports and encourages staff to develop and use their language skills. This dimension will also ensure corporate identity compliance and is paramount in actively promoting its Welsh language service and engaging with staff at all levels.

- **Performance and Monitoring** ensures a continuous cycle of governance with workstreams and actions measured against a set scoring matrix allowing for clear reporting and evidence of compliance. It also provides a platform for identifying good practice across the organisation as well as ensuring lessons learned in the face of any concerns.

This clear level of commitment to delivering the Welsh Language Standards ensures that dedicated aims have been embedded on an organisation wide level to deliver a seamless bilingual service to our patients and our staff.

Specific actions and progress within priority areas are outlined in the table below.

Priority Area	Position	Actions achieved and further actions established to deliver progress
<b>Population Needs Assessment</b>		
The organisation to identify the Welsh language needs of its population, using this as a base to plan its services	<b>Compliant</b>	<p>A population needs assessment has been undertaken on a county level, with the information incorporated as part of the Health Board’s Bilingual Skills Strategy.</p> <p>The Bilingual Skills Strategy is designed to enable effective workforce planning and the recruitment of staff to ensure the delivery of bilingual services through the medium of Welsh and English, according to individual choice and the needs of the population in the area. The vision is to provide a service that satisfies the needs of Welsh speakers and their families or carers, by ensuring that they were able to receive services in their own language through the care process.</p> <p>To deliver this, the Bilingual Skills Strategy has four key workstream areas to ensure that appropriate Welsh language skills are available within the workforce to deliver a bilingual service:</p> <ul style="list-style-type: none"> <li>• Audit of current workforce Welsh language skills</li> <li>• Assessment of the Welsh/bilingual service needs</li> <li>• Identifying skills gaps</li> <li>• Workforce planning and recruitment</li> </ul> <p>During the reporting year, progress has been made in terms of auditing the Welsh</p>

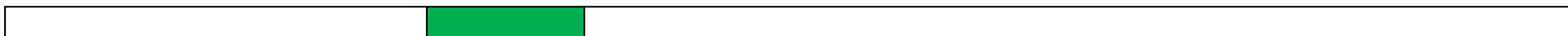
		<p>language skills of the workforce which are further detailed below. The Bilingual Skills Implementation Group, chaired by the Assistant Director of Workforce and Organisational Development, has also been focusing on reviewing the Welsh Language Operational Standards. This has allowed the Health Board to mainstream future requirements into the Bilingual Skills Strategy ensuring overall incorporation and inclusion.</p> <p>The strategy has been ratified by the Health Board's Strategy, Partnership and Population Health Committee, chaired by the Health Board's Vice Chair.</p>
<b>Welsh Language Skills</b>		
The organisation to identify the Welsh language skill levels of its workforce	<b>Ongoing</b>	<p>Work has been ongoing to increase the number of staff who have completed their Welsh Language Skills data on the ESR system. Areas of non-compliance have been highlighted, with the Director of Workforce and Organisational Development addressing these services and areas directly to ensure compliance. Latest compliance reports have demonstrated a 69% compliance rate. However, some areas have now reached the 100% compliance benchmark, and work is still ongoing to ensure completion across the Health Board.</p> <p>In order to ensure that this is addressed at a local level, individual e-mails containing a list of non-compliant staff (staff with no Welsh Language skills levels recorded in their ESR record) have been sent to line managers requesting them to update ESR with the employee's individual Welsh Language skills levels. Managers were given three options for updating employee ESR records:</p> <ul style="list-style-type: none"> <li>• Employee or manager to update ESR using ESR Self Service</li> <li>• Manager to submit WL return for mass update</li> <li>• Employee to complete and submit individual WL skills questionnaires</li> </ul> <p>It is anticipated that this work will progress significantly over the coming months</p>



		<p>with a 100% blanket compliance target set.</p> <p>Service managers to review completion data within their area of responsibility to directly address any non-completion.</p> <p>The Health Board has appointed a full time Welsh Language Tutor that will deliver training to staff across the organisation. Language skills data gathered as part of the data cleanse project will be utilised to identify areas requiring provision.</p>
Use data to identify Welsh Essential and Welsh Desirable posts		<p>Identifying posts as Welsh Essential or Welsh Desirable is a key element within the Health Board's Bilingual Skills Strategy. As such, the Workforce and Organisational Development Team have added Welsh language skills requirements assessment to the Health Board's position request form. This assists managers to determine whether posts should be advertised as Welsh Essential or Welsh Desirable. The tool ensures that recruiting managers follow set formulae, looking at language needs of the population, current skill mix and skills gap within the team. This allows services to ensure that individuals with the required level of Welsh language ability are recruited to ensure a comprehensive bilingual service is available.</p> <p>To allow for adequate training provision to upskill the workforce, the Health Board has included Welsh language training as part of its Study Leave Policy to ensure it is a key element of personal development. This will ensure that training is offered to both clinical and administrative staff to support the implementation of the Welsh Language Service Delivery Standards.</p> <p>Once the Tutor is in post, provision will be delivered initially to front line staff to upskill the workforce accordingly i.e. frontline services</p>
<b>Commissioned and Contracted Services</b>		
The organisation to ensure that	<b>Ongoing</b>	Work has been undertaking with the Contracts' Department within the Health

<p>Welsh language considerations are included in the commissioning and contracting of services</p>		<p>Board to develop processes to strengthen and clarify Welsh language requirements within contractual agreements. Whilst the majority of care is provided directly by the Health Board, care is also commissioned from a wide range of NHS and independent healthcare providers. It is imperative that Welsh language requirements are taken into account during the commissioning process. As a commissioner of care, there is a responsibility to ensure that external providers are formally contracted to deliver care in line with the Health Board’s expectations, with specific reference to Welsh language needs.</p> <p>In order to ensure the robustness of contractual performance management, a Contracts Review and Governance Group has been established to oversee a robust assurance process, supporting Area, Secondary Care, Children’s and Mental Health teams (the commissioners), Finance, Planning and Performance departments to take a multidisciplinary approach to support overall contract management arrangements. The Welsh Language Team is working as part of this multidisciplinary approach to performance management working in conjunction with Finance, Quality and Performance teams.</p> <p>Welsh language outcome measures have been identified with specification and monitoring controls to ensure an integrated approach to the delivery of bilingual care. A robust checklist has also been developed to ensure adherence to all aspects of performance issues and Welsh Language Scheme requirements. Contractors will be required to ensure the delivery of bilingual correspondence, telephone communication, signage, producing bilingual information, publicity and activities as well as staffing requirements before contracts are issued, i.e. in ‘Pre-placement agreements’. During the course of the contract, monitoring controls will be established and performed via quarterly contract review meetings, spot visit checks as well as patient feedback.</p>
<p><b>The provision of the “Active Offer” to ensure patients are treated with dignity and</b></p>		

respect within dementia services		
Record the patient's language of choice to facilitate the delivery of the "Active Offer"	<b>Ongoing</b>	<p>An initiative has been developed on Ward Glaslyn in Ysbyty Gwynedd to include the 'Speaking Welsh' emblem magnets on patient white boards on the ward so that staff are able to identify Welsh speaking patients. This allows the ward to plan its workforce so that Welsh speaking staff are paired with Welsh speaking patients. This 'opt in' system has also ensured that large 'Speaking Welsh' magnets are displayed above a patient's bed. This has also ensured wider planning, allowing physiotherapists, pharmacists and the wider clinical workforce to plan their care when attending the ward. Following the success of this pilot, it has been rolled out with stroke patients on Ward Prysor, and will continue to be further rolled out.</p> <p>To support and reflect this development, the "Active Offer" principles has been included as part of the core documentation within the nursing assessment forms. This field has been placed on the first page of the documentation, and includes reference to ensure patient's first language has been identified, and that the magnetic 'Speaking Welsh' symbols have been displayed on ward boards.</p> <p>A new referral system is being developed within the Health Board's Community Paediatrics Service for children with possible autism or ADHD. The initial referral form asks the question of 'home language' which will assist the clinician to understand the linguistic and cultural identity of the family as this is integral for planning the child's care. This information will then be passed on to the relevant clinician, and as part of the Community Paediatric screening appointment, the family are asked what the child's preferred language will be for all future assessment. If there are no Welsh speaking assessors available, the Team will ensure that simultaneous translation is provided for families that have responded to say they want a Welsh medium service. The information provided will also be included on the administration care pathway so as to ensure this information is captured both electronically and within individual files.</p>



An important development during the last six months has been the establishment of the North Wales *More than just words...* Forum, which met for the first time in May 2016. BCUHB was primarily responsible for the formation of the new Forum, which pulls together representatives from local authorities (including Gwynedd Council) a number of relevant organisations that provide either healthcare or social care services in North Wales. It is both a stage for sharing information and good practice and for promoting collaborative work in order to accomplish some of the specific actions that are included within 'More than just words'.

### **Next Steps**

The Health Board however believes that there is further scope to work with Gwynedd Council on developing certain elements within the framework and would welcome further discussions to identify collaborative ways of working.

As part of its Annual Operational Plan for 2017/2018, a specific Welsh Language Services Action Plan has been developed, with implementing 'More than just words' being one of its key objectives. Key performance indicators for each quarter have been outlined with implementation time frames.

**Eleri Hughes-Jones**  
**Head of Welsh Language Services**  
**Betsi Cadwaladr University Health Board**

# Agenda Item 8

<b>Meeting:</b>	Services Scrutiny Committee
<b>Date:</b>	26 January 2017
<b>Title:</b>	Welsh-Medium Education Scrutiny Investigation – progress report
<b>Cabinet Member</b>	Cllr. Gareth Thomas
<b>Officer</b>	Arwyn Thomas

## BACKGROUND

The Welsh-Medium Education Scrutiny Investigation was established by the Services Scrutiny Committee in order to assess:

- how the Authority's Language Policy is being implemented at grass roots level in individual schools;
- the extent to which the provision assists in promoting the social use of Welsh by children and young people.

At the end of the Investigation, recommendations to improve the consistency and quality of Welsh-medium language education provision within the catchment area now and for the future were formed.

The paper enclosed (Appendix 1) is a progress report on the implementation of those recommendations.

**Scrutiny Investigation Report Welsh-medium Education**

Recommendations presented September 2015

Final Progress Report January 2017

Measureable Recommendations	Area	Responsibility	The possible measure / Outcome	Cabinet Member Assessment	Cabinet Member's Comments
<p>1. To strengthen and reconcile the Council's (Education) Language Policy, the Council should define what bilingual learning is and collaborate with schools and teacher training institutions to establish a strong bilingual pedagogy which is appropriate for all the Authority's schools and pupils and to nurture translanguaging skills amongst staff.</p>	Policy	Education Department	A) The revised Policy Language in place.		<p>Gwynedd Council Education Department Officers have jointly worked with an External Adviser to conduct a Study after receiving the 'Welsh Education Scrutiny Investigation' recommendations.</p> <p>The study mainly related to the second recommendation but the task of defining the linguistic nature of the county's secondary schools also incorporated an element of the first recommendation, namely what is meant by bilingual teaching and learning where that is implemented.</p> <p>It meant auditing relevant documentation by the Council and the Welsh Government, interviewing staff at the schools and focussing on any associated data and information.</p> <p>There will be an opportunity to</p>

					discuss the Report's recommendations and conclusions during the Services Scrutiny Committee - see report by Alun Charles, External Adviser.
2. In order to strengthen and reconcile the Council's (Education) Language Policy, there is a need to clearly define the linguistic nature of all Gwynedd secondary schools so that it is clear to all stakeholders what is the linguistic nature of schools and by holding the schools and the Governors accountable for its implementation.	Policy	Education Department (Gwynedd Secondary School Headteachers)	<p>A) The Education Department has ensured a standard linguistic definition for every secondary school and made it clear to all stakeholders.</p> <p>B) All school governors have received training to ensure their understanding of the linguistic definition of the schools and the requirements of the language policy.</p> <p>C) The Education Department operates a robust monitoring arrangement to ensure that all</p>		As above – see report by Alun Charles, External Adviser.

			secondary schools comply with the definition and Language Policy (Education) of the County.		
3. To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to amalgamate the policy to develop proficient bilingual skills with the implementation of the National Literacy and Numeracy Framework.	Policy (Implementation)	Education Department	A) Implementation of the National Literacy and Numeracy Framework corresponds with the Language Policy (Education).		Schools ensure that pupils develop proficiency skills in both Welsh and English. Through the Literacy and Numeracy Framework the schools report on their success - on subject outcomes and developing their skills across the subjects.
4. It should be ensured that English exam results are as good as the Welsh exam results as this in turn will ensure the success of the Language Policy.	Policy (Implementation)		A) The Governors and the Council monitor examination results in detail and regularly.		Results and performance data is regularly monitored.  Initial reports are presented to the Scrutiny Committee and Cabinet in the Autumn presenting early information to elected members on performance at the end of the key stages.  In the report, the following questions



					<p>are considered:</p> <ul style="list-style-type: none"> <li>• How does the Authority's performance compare with that of the previous year?</li> <li>• How does the Authority's performance compare with the targets set for the following year?</li> <li>• Is performance in the core subjects similar?</li> <li>• At which key stage is the performance at its best? In which aspects are improvements required?</li> <li>• Are there underperforming schools?</li> </ul> <p>The main messages and main headings are outlined and these will be included in the specification between GwE and the Authority. The Education Department's annual report will be presented to the Scrutiny Committee in March where there will be a further opportunity to scrutinize performance.</p> <p>In addition, the Cabinet Member for Education regularly reports to the Cabinet on what has been achieved in the education field, including the performance measures.</p>
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					<p>A new system has been established to monitor performance and quality at every level in Gwynedd schools through the County Quality Board (CQB). The CQB allows the Authority and GwE to obtain a full profile of the schools performance and quality, so as to target underperforming schools.</p> <p>Governing Bodies receive reports on the schools performance data, scrutinizing the outcomes.</p>
<p>5. To maintain and develop pupils' Welsh language skills in accordance with the Language Policy, Ysgol Friars should, with Council support, identify opportunities to make further progress in the use of the Welsh language across the curriculum and life of the school.</p>	<p>Policy (Implementation)</p>	<p>Ysgol Friars / Education Department</p>	<p>A) The Council supports Ysgol Friars regularly to make further progress in the use of the Welsh language across the curriculum and life of the school.</p> <p>B) The Council has ensured the understanding of the Governors and have established a robust monitoring procedure.</p> <p>C) The Services Scrutiny</p>		<p>The Council supports the school to make further progress of use of Welsh cross-curricularly and across school life.</p> <p>A meeting was held with a delegation of teachers and the Ysgol Friars senior management team in October 2016. The purpose of the meeting was to share information on the Language Charter's requirements/principles. The strategies and activities that have had a positive impact on 'gwe iaith' data in the primary were explained. At the end of the meeting, agreement was reached on specific implementation measures.</p>

			<p>Committee has programmed its work to monitor the situation on a regular basis.</p>		<p>A further meeting was held with the Manager and Development Officer of Menter Iaith Bangor in December 2016 and an action plan agreed on increasing social use of Welsh at the School.</p> <p>Language Practices Support Project - During 2016-17, the Welsh Government has awarded up to £1000 for every Welsh medium/bilingual secondary schools across North Wales to implement elements of the Project. The funding is expected to be used to implement the following;</p> <ul style="list-style-type: none"> <li>• activities that are developed and led by the school's senior pupils in order to try and change junior age-group pupils language practices in a social context.</li> <li>• Intensive work at some of the schools to influence use of language, including preparing whole school plans to address impact on language use.</li> <li>• Language psychology sessions to provide training and guidance to enable school representatives to hold sessions with pupils.</li> </ul>
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					<p>Initial discussions have already been held with the school. Every Secondary School in Gwynedd will provide a report for the Education Department on how they have implemented elements of the Project by the end of March 2017 .</p> <p>In addition, the language Co-ordinator’s report confirms that the Welsh ethos is more apparent at Ysgol Friars this year. The school has established and continues to use strategies to promote Welsh such as:</p> <ul style="list-style-type: none"> <li>• Eisteddfod Ysgol Friars continues to go from strength to strength;</li> <li>• Maintain the work of the focus Group called ‘Camau Bach Cymraeg’, that this year Works on promoting the Welsh language outside the school;</li> <li>• “Language Tokens’ system and these are shared amongst thoes pupils who make efforts with the language;</li> <li>• Hold a day, to further promote Welsh, during next term.</li> </ul> <p>See also recommendation 9.9 contained in Report by Alun Charles that specifically refers to the Bangor</p>
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					area.						
6. Ensure that the Governors of every school in Gwynedd receive training on the requirements of the Language Policy.	Training	Education Department	A) Every Governor has received training on the requirements of the Language Policy.		Training on the Language Policy requirements has been programmed for Summer Term 2017.						
7. To strengthen the Welsh language environment of the schools, the Council should ensure support for assistants and ancillary staff to learn Welsh, understand the requirements of the Language Charter, and receive Language Awareness training.	Training	Education Department	A) The Council has established a training programme for assistants and ancillary staff to learn the Welsh language, understand the requirements of the Language Charter and language awareness.		<p>A series of catchment-area meetings/training with a representative from every school were held during October, November and December 2016 to promote and understand Language Charter requirements. Through the Language Charter, it is ensured that every tier of the school community i.e. pupils, parents, governors, are accountable / active when promoting a healthy approach/increase social use of Welsh. The workforce has been equipped, transferring definite facts about the value of bilingualism and Language awareness.</p> <p>Dates below:</p> <table border="1"> <tr> <td>Y Berwyn Catchment-area</td> <td>10/11/2016</td> </tr> <tr> <td>Dyffryn Ogwen Catchment-area</td> <td>02/12/2016</td> </tr> <tr> <td>Dyffryn Nantlle</td> <td>28/11/2016</td> </tr> </table>	Y Berwyn Catchment-area	10/11/2016	Dyffryn Ogwen Catchment-area	02/12/2016	Dyffryn Nantlle	28/11/2016
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<p>This was done under the guidance of the language co-ordinators at a catchment-area level and the Language Charter co-ordinator. Guidance was given and clear expectations set for headteacher/schools workforce in their catchment-areas as to how to maintain the Charter gold award requirements. A lead document has</p>																																						

					<p>been distributed noting all the activities that have had a positive impact on 'gwe iaith' data and the most successful practices when meeting the various requirements.</p> <p>The Education Department is holding discussions with Canolfan Bedwyr, Bangor University regarding the possibility of conducting training for assistants in Gwynedd schools between April and July 2018 - Sabbatical Scheme for Welsh Language. A representative from the University will attend the primary headteachers business meeting in the near future to share information about the course.</p>
<p>8. To standardize the Council's (Education) Language Policy across the county, there is a need to ensure that all Gwynedd schools adhere to the Policy holding the schools and Governors accountable for its implementation.</p>	<p>Monitoring and accountability</p>	<p>Education Department</p>	<p>A) The Council has set up a regular monitoring procedure.                  B) The Services Scrutiny Committee has scrutinised relevant data on a regular basis to ensure implementation of the (Education)</p>		<p>Wales Schools Standards and Organization Act (2013) became law in Wales on 4 March 2013. The Act places a statutory duty on local authorities to prepare and present Welsh in Education Strategic Plan (WESP) for the Welsh Government.</p> <p>These plans outline how LEA's intend to achieve Welsh Government objectives and targets outlined in the Welsh Medium Education Strategy. The Strategy is interpreted within the</p>

			<p>Language Policy.</p>		<p>context of Gwynedd Council Language Policy and thus achieve the outcomes. The LEA will ensure that the main elements are reflected and receive due focus in the Strategic Plan.</p> <p>Any lack of action as regards Welsh and ensuring progression from one key stage to the next will be subject to the arrangements between the LEA and the schools and playgroups. In this regard, local elected members and Chair of Governors attention is drawn to any matters of concern that are relevant to lack of action on the contents of the Language Policy or the Welsh in Education Strategic Plan.</p> <p>The Department is currently establishing Area Offices for schools in the north east, north-west and south of the county led by a designated 'Area Education Officer' and the 'Business and Services Officers' will co-ordinate the support services and promote working in partnership at a local level.</p> <p>The Business and Services Officers will have a specific role in ensuring</p>
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					that all schools in Gwynedd comply with the Policy, making the schools and Governors accountable for its implementation.
<b>9.</b> To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to establish the practice of every subject teacher in the primary and secondary sectors monitoring and reporting on the development of every pupil's Welsh and English skills in progress reports and discussing their development with pupils and their parents during parent evenings.	Monitoring and accountability	Primary / Secondary Schools	A) A monitoring procedure is in place for each subject teacher to prepare progress reports (primary and secondary) on the development of Welsh and English skills of every pupil. B) The progress reports have been discussed with the pupils and parents.		See recommendation 3.
<b>10.</b> Ensure robust linguistic progression between KS2, KS3, KS4 and KS5 by implementing consistent and appropriate monitoring methods which would	Monitoring and accountability	Education Department / Primary / Secondary Schools	A) The Council has ensured a robust procedure is in place for monitoring the linguistic progression and		Ensuring progression in Welsh as a subject, and as a learning medium, across the key stages, is a target that has been noted in the Welsh in Education Strategic Plan.  An emphasis is placed in the

<p>also track language medium across the curriculum.</p> <p>(Recommendation of ESTYN Report November 2014: “track the percentages per school of key stage 4 pupils who follow courses through the medium of Welsh and set targets to increase this according to the objectives of their Welsh-medium education strategy”.</p>			<p>also for the tracking of language medium across the curriculum by reporting regularly to the Services Scrutiny Committee.</p>		<p>Language Policy on ensuring language progression from one key stage to another. The post of Catchment-area Language Co-ordinator has a core role in this. The Language Co-ordinators are released for 10 days a year to support schools in th catchment-area to implement the Language Policy. Therefore, there is a robust system to co-ordinate and monitor the language progression from the primary to the secondary in the catchment-areas.</p> <p>The LEA also continues to work with the schools Welsh departments through the Secondary Language Co-ordinators forum as well as the Headteachers Strategic Group, focussing on this field.</p> <p>See also the report by Alun Charles, External Adviser.</p>
<p><b>11.</b> Clarity and consistency should be ensured in the schools’ bilingual teaching methods by fostering translanguaging skills among staff and defining clearly what bilingual learning is and</p>	<p>Bilingual teaching</p>	<p>Education Department</p>	<p>A) The Council has established a suitable training programme for teachers</p> <ul style="list-style-type: none"> <li>- bilingual teaching</li> <li>- And build trans-</li> </ul>		<p>See recommendation 7.</p> <p>See report by Alun Charles, External Adviser.</p>

<p>providing details on:</p> <ul style="list-style-type: none"> <li>i) how much Welsh and English should be used to teach</li> <li>ii) language used by pupils to write in bilingual lessons</li> <li>iii) what are the expectations in terms of using Welsh/English in classroom conversations and discussions.</li> </ul>			<p>languageing skills</p>		
<p><b>12.</b> Ensure that:</p> <ul style="list-style-type: none"> <li>i) the Language Charter is used in every primary school in Gwynedd</li> <li>ii) good practices are shared between schools on implementing the Language Charter and supporting and encouraging pupils' use of Welsh in a constructive manner</li> <li>iii) there are better opportunities for pupils to use the internet through the medium of</li> </ul>	<p>Social use of the Welsh language by children and young people</p>	<p>Gwynedd Council (Education Department/ Hunaniaith)</p>	<ul style="list-style-type: none"> <li>A) The Council regularly monitors the implementation of the Language Charter in the County's primary schools, and provides support to the schools.</li> <li>B) The Council and the schools are creating opportunities.</li> <li>C) The Council provides support to schools to</li> </ul>		<p>The Primary Language Co-ordinators have received thorough training so that they are individuals who are qualified to provide guidance and support for the schools in their catchment-areas. They are in charge of the work of monitoring the Charter.</p> <p>There is a strong element of training through the accreditation visits and there is a great opportunity to share information and good practices between schools. A report is completed on every school's achievement and development against silver and gold award requirements annually.</p>

<p>Welsh to support one of the Language Charter's objectives. Schools should make more extensive use of Welsh websites and online materials and resources. Schools should be supported to achieve this where appropriate.</p>			<p>enable pupils to make greater use of the Welsh websites and online resources.</p>		<p>69 of the schools in Gwynedd met the Gold Standard requirements last year.</p> <p>Through holding a series of meetings with every headteacher in their catchment-areas, messages were shared and every school received clear guidance and guidelines on the criteria that need to be met to maintain gold award requirements and standards. Every school ensures that 'gwe iaith' data is up to date.</p> <p>11 schools across the three areas of Gwynedd have been identified as establishments that implement good practices when meeting Language Charter requirements. The schools identified represent a contrasting cross-section as regards their pupils language/cultural background, and the strategies vary as the schools achieve their vision and implementation programmes.</p> <p>The various strategies that are implemented and the documents/resources that are used to achieve the different objectives in the schools are shared through 'live template'. Every school in Gwynedd has access to the 'good practices' documents and the strategies that have had a positive</p>
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					<p>impact on the 'gwe iaith' data.</p> <p>Following evidence gathering from the implementation of the Language Charter in Gwynedd schools, the information and examples of good practices in the reports have been gathered to prepare a 'lead document'. Through this document, a clear direction has been set for schools on the strategies and activities that have proved effective when increasing pupils social use of Welsh. This document has been distributed and discussed with every school during meetings held during October, November and December 2016.</p> <p>Increasing the use of technology through the medium of Welsh is a question in the 'gwe iaith'. The schools are fully aware of the requirement and there are several procedures in place to ensure that this progress occurs (this is observed in the action plan targets of a large number of schools). There is also now a refernce to useful websites under the section 'Language Charter' on several school websites. It is ensured that this has accountability through</p>
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					<p>scrutinizing the re-reading of 'gwe iaith' data, on schools action programmes targets and through the annual validation visits.</p> <p>Through the Language Charter's new web-site, there will be a central bank of relevant information that will provide information sharing on relevant websites for Young people and parents and popular Welsh apps.</p>
<p><b>13.</b> Some of the Scrutiny Investigation's findings appear in the Trywydd report and it is recommended that the Council and the Schools act on the recommendations in the report.</p>	<p>Social use of the Welsh language by children and young people</p>	<p>Gwynedd Council (Education Department / Leisure / Youth Service / Hunaniaith)</p>	<p>A) The Council has established an action plan to respond to recommendations of the Trywydd report.</p>		<p>One of the projects in the Council's Strategic Plan is 'Young people using Welsh socially'. The purpose of the project is to ensure firm progression to the Language Charter project that is implemented in Gwynedd primary schools.</p> <p>The target by the end of March 2017 is that a strategy will have been prepared and approved, that will set a clear plan to expand use of the gwe iaith and plan intervention on the basis of its findings.</p> <p>From January 2017, the Leader of the Secondary Language Centre will collaborate with the Education Department to prepare a strategy for the Secondary.</p>

					<p>The Secondary Strategy will incorporate the recommendations of the report by Cwmni Trywydd, Language Practices Support Project, Welsh Government Strategy: a million Welsh speakers by 2050 and Welsh Government Framework to increase use of Welsh by children and young people. The Young people's role and voice will be key as well as youth services and key stakeholders. The Strategy will place clear expectations and guidance on the county's secondary schools on changing language practices techniques and the various ways of impacting pupils social language within and outside school.</p>
<p><b>14.</b> To ensure that the Welsh language is not pushed on pupils in a forceful manner, schools should include the pupils in discussions on:  i) the Language Policy  ii) the Language Charter  iii) the school's language practices and ensure their ownership of the policy.</p>	<p>Involving pupils</p>	<p>Primary / Secondary Schools</p>	<p>A) The pupils are involved in discussions about the Language Policy, the Language Charter and the language practice of the school.  B) Processes in place to ensure pupils' ownership of the policy.</p>		<p>The pupils are involved in the discussions on the Language Charter and language practices and it is ensured that pupils and parents have opportunities to understand and discuss the advantages of bilingualism, multi-lingualism cherishing the Welsh Language.</p> <p>The child has a strong voice in the process of promoting social use of Welsh e.g. school Council members implement ideas to influence the</p>

<p>Every school should ensure that there are opportunities for pupils to understand and discuss the advantages of bilingualism, multilingualism and recognition of the Welsh language.</p>			<p>C) Opportunities have been established for pupils to understand and discuss the benefits of bilingualism, multilingualism and embrace the Welsh language.</p>		<p>wider community to use the Welsh language.</p>
<p><b>15.</b> In order to keep students, who are trying for a second degree, in Wales, the Services Scrutiny Committee should lobby the Welsh Government to provide a grant for the second degree as well as is happening in England.</p>	<p>Student Grants</p>		<p>A) The Services Scrutiny Committee has lobbied the Welsh Government to provide a grant for the second degree.</p>		<p>A matter for the Scrutiny Committee.</p>
<p><b>16.</b> The advantages of bilingualism should be promoted and marketed in collaboration with every school across the county, with schools also marketing those advantages on their websites, among parents and pupils.</p>	<p>The benefits of bilingualism</p>		<p>A) The Council has conducted a review to identify opportunities to market the benefits of bilingualism. B) The Council has established a system to monitor</p>		<p>In co-operation with the schools, we continue to promote to ensure that pupils and parents have opportunities to understand and discuss the benefits of bilingualism, multilingualism cherishing Welsh.  The aim is to change aspects/maintain healthy aspects towards the language and the</p>



			that all schools in the County are marketing those benefits on their websites, among parents and pupils.		advantages of bilingualism, with every school responsible for presenting a pamphlet that conveys the message of the value of speaking Welsh and the advantage of being fluently bilingual: <b>'Two languages ...twice the choice'</b> . We will continue to try and inspire or children to make full use of Welsh in their everyday lives explaining the educational, social, cultural advantages and gaining employment and earning money.
<b>17.</b> The Council should celebrate the successes of the county's schools and pupils (that test results in Welsh and English are as good as each other) and ensure that all schools raise awareness of those successes on the school website.	The benefits of bilingualism		A) The Council has established a system to celebrate the successes of the schools and pupils of the County via the latest popular methods. B) The schools have posted the successes on the school's website.		The school annually reports on their results and achievements.
<b>18.</b> To support pupils from non-Welsh homes to support the Welsh	The benefits of		A) The Council has established a programme of		An awareness/language psychology pack is being prepared and developed to ensure that the schools workforce

<p>language, schools and the Council should develop methods (such as Language Awareness sessions, chats with prospective pupils/parents, etc.), to establish attitudes which puts a value on the Welsh language and bilingualism. It should be ensured that existing good practices are shared.</p>	<p>bilingualism</p>		<p>language awareness sessions.                  B) The schools have a procedure in place to hold conversations with prospective pupils / parents.                  C) The Council has shared good practice with all the schools across the County.</p>		<p>understand their role and participation fully when implementing the County and the Welsh Government's vision to encourage and support young people to use Welsh.</p> <p>The language awareness resources pack and the language psychology training will equip the workforce on how to deal with various language situations. In addition, powerpoint presentations are shared with schools staff on how to transfer powerful messages on the value of bilingualism. The new resources pack and training will be trialled during February at two secondary schools.</p> <p>Language Charter Professional Learning Communities have been established to collaborate on projects to raise awareness and promote Welsh at a catchment-area level and good practices are shared.</p> <p>Activities are held that focus on raising the profile and value of Welsh in schools.</p> <p>Through the new Language Charter website, there will be a central bank of relevant information that will enable</p>
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					information sharing and sharing good practices with the schools and key stakeholders.
<b>19.</b> To strengthen the Welsh language environment of the schools, the Council should strengthen the procedure of establishing the language requirements of posts in schools when appointing new staff.	Staff Appointment Procedures	Education Department	A) The Council has established a robust procedure for the appointment of new staff.		When advertising posts, the LEA states that post holders must be able to communicate in Welsh and English to a level appropriate for the post.
<b>20.</b> It should be ensured that every school makes full use of the Language Centres, ensuring every school's accountability for implementing the after-care packages.	Language Centres / Monitoring and accountability	Primary / Secondary Schools	A) The Council monitors the use of Language Centres and the operation of the after-care packages on a regular basis.		The Language Centres continue to provide intensive courses in Welsh for migrants to enable them to integrate into the bilingual community and fully participate in bilingual educational experiences. This provision is core to assisting primary and secondary schools to implement the current Language Policy. The Education Department monitors the use of the Language Centres ensuring that the schools make full use of them. Between 2005 and October 2016, a total of 1628 primary pupils and 510 secondary pupils have benefitted from attending the language centres.

					Quite a recent development is the appointment of an After Care Teacher for Gwynedd Primary Language Centres who teaches Welsh to groups of latecomers specifically involved in ensuring implementation of the after-care plan for pupils who have attended the Language Centres. This ensures that pupils have appropriate support and continuity on their return to the schools and also ensures the accountability of every school for implementing the after-care packs.
<b>21.</b> The Council should consider establishing a specific Language Centre for the Bangor catchment area in order to support the implementation and delivery of the Language Policy.	Language Centres	Gwynedd Council / Welsh Government	A) The Council in conjunction with the Welsh Government has given full consideration to the establishment of a specific Language Centre for the catchment area of Bangor.		On 14 October 2016, Popdy – the Bangor Language Centre was launched as a specific Centre to promote Welsh in the Bangor catchment area, in partnership with Menter Iaith Bangor, hunaniaith and Welsh Government contact has been made between the Manager & Development Officer, every primary school, the 2 secondary schools and Coleg Menai in the city to promote the Welsh language.
<b>22.</b> Ensure that good practices are shared between the Language	Language Centres	Language Centres / Primary /	A) The Council and the Language Centres share		Good practices are regularly shared between the Language Centres and the schools. The Language Centres

<p>Centres and the schools.</p>		<p>Secondary Schools</p>	<p>good practice with all the schools on a regular basis.</p>		<p>provide an after care Service in partnership with the schools to ensure that pupils continue to make significant progress in Welsh, and thus share good practices. It is also intended to re-introduce the after care strategy at the primary schools business meetings so as to further promote the strategy. The schools also have opportunities to visit the Language Centres during the school year.</p> <p>In January 2017, a specific webiste for the Language Centres will be implemented. Through this new website, there will be a central bank of relevant information that will share information and good practices with the schools and key stakeholders.</p>
<p><b>23.</b> The Council should consider establishing a specific provision of immersion education for the Ysgol Ardudwy (and schools located in similar demographic catchment areas) in order to support the implementation and delivery of the</p>	<p>Immersion education</p>	<p>Gwynedd Council / Welsh Government</p>	<p>A) The Council in conjunction with the Welsh Government has given full consideration to the establishment of immersion education provision at Ysgol Ardudwy (and</p>		<p>As regards the secondary, the Secondary Language Centre provides immersion education for Ysgol Ardudwy.</p> <p>The Secondary Centre provides places for up to 16 pupils for 8 week periods initially focussing on Y7 pupils and then Y8 with small numbers of Y9 if there is space, according to the specific criteria. The older pupils will</p>

Appendix 1

Language Policy.			others).		be immersed with an intensive course in Welsh within a short period, offering other subjects through the medium of Welsh as well.
<b>24.</b> The Council should discuss with Bangor University the possibility of setting a specific standard to develop skills in Welsh and a standard to develop bilingual skills for prospective teachers as part of the standards for a Qualified Teacher Status (QTS).	Bangor University		A) The Council has discussed and has come to an agreement with Bangor University.		The Education Department is holding discussions with the University on several aspects of initial training for teachers. These discussions will continue.

Assessment

Green	Recommendation completed
Yellow	Recommendation partially completed
Red	Recommendation not completed

<b>Meeting:</b>	Services Scrutiny Committee
<b>Date:</b>	26 January 2017
<b>Title:</b>	Present a Study Report by Alun Charles, External Advisor
<b>Cabinet Member</b>	Cllr. Gareth Thomas
<b>Officer</b>	Arwyn Thomas

## CEFNDIR

The *Scrutiny Investigation into the County Council's Welsh-medium Education* Report into the implementation, consistency and success of Gwynedd County Council's Language Policy in the county's schools concludes, based on a study of three specific areas, that *'there is wide variation in the policy's interpretation and is dependent on schools catchment-areas language demography as well as teachers and headteachers enthusiasm for Welsh'*. It adds *'that there is no consistency or overall understanding of the requirements'*. This is also supported in Cwmni Trywydd report on the situation regarding Welsh as a social language amongst young people in Gwynedd secondary schools.

The Scrutiny Investigation Report considers the matter in detail before concluding with several recommendations to improve consistency of the Policy's implementation. The following recommendations are made:

*To strengthen and reconcile the Council's (Education) Language Policy, the Council should define what bilingual learning is and collaborate with schools and teacher training institutions to establish a strong bilingual pedagogy which is appropriate for all the Authority's schools and pupils and to nurture translanguaging skills amongst staff.*

*In order to strengthen and reconcile the Council's (Education) Language Policy, there is a need to clearly define the linguistic nature of all Gwynedd secondary schools so that it is clear to all stakeholders what is the linguistic nature of schools and by holding the schools and the Governors accountable for its implementation.*

This study mainly relates to the second recommendation but that the task of defining the linguistic nature of the county's secondary schools also incorporates an element of the first recommendation, namely what exactly is meant by bilingual education and learning where implemented.

Officers from Gwynedd County Council Education Department have been jointly working with an External Adviser to carry out the Study. The attached report – Appendix 1 - contains conclusions and recommendations to be considered.

## **A STUDY FOR GWYNEDD COUNCIL**

### **1.0 REMIT OF THE STUDY**

The *Scrutiny Investigation into the County Council's Welsh-medium Education Report* into the implementation, consistency and success of Gwynedd County Council's Language Policy in the county's schools concludes, based on a study of three specific areas, that *'there is wide variation in the policy's interpretation and is dependent on schools catchment-areas language demography as well as teachers and headteachers enthusiasm for Welsh'*. It adds *'that there is no consistency or overall understanding of the requirements'*. This is also supported in Cwmni Trywydd report on the situation regarding Welsh as a social language amongst young people in Gwynedd secondary schools.

The Scrutiny Investigation Report considers the matter in detail before concluding with several recommendations to improve consistency of the Policy's implementation. The following recommendations are made:

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*In order to strengthen and reconcile the Council's (Education) Language Policy, there is a need to clearly define the linguistic nature of all Gwynedd secondary schools so that it is clear to all stakeholders what is the linguistic nature of schools and by holding the schools and the Governors accountable for its implementation.*

This study mainly relates to the second recommendation but that the task of defining the linguistic nature of the county's secondary schools also incorporates an element of the first recommendation, namely what exactly is meant by bilingual education and learning where implemented.

Officers from Gwynedd County Council Education Department are jointly working with an External Adviser to carry out the Study. It involves scrutinizing relevant documentation by Gwynedd County Council and the Welsh Government, interview staff at the schools and focus on any data and associated information. The Study will lead to producing a report containing conclusions and recommendations.

### **2.0 THE BACKGROUND**

#### **2.1 2011 Census**



According to any criteria, Gwynedd remains by far the most Welsh County. According to the 2011 Census, 65.4% speak Welsh in Gwynedd, the highest percentage of Welsh speakers of all counties in Wales, as the table below indicates, despite a wide diversity in the percentages in different areas across the county.

#### Knowledge of Welsh

	Every usual resident 3 years of age and above	No skills in Welsh (%)	Able to understand verbal Welsh only	Able to speak Welsh (%)
Wales	2,955,841	73.35%	5.3%	19.0%
Gwynedd	117,789	26.50%	6.9%	65.4%

The 2011 Census indicates a general reduction in the numbers of children who can speak Welsh but that the percentages are in the 3-4 and 5-15 age groups since the previous Census:

Census	2001	2011	Change
3-4 years	70.9%	73.0%	+2.1%
5-15 years	91.8%	92.3%	+0.5%

Although Gwynedd has the highest percentage of Welsh speakers in Wales, the county does not rest on its laurels. It is very aware of the reduction in the number of Welsh speakers in some areas and shows a will and decision to face the challenge of supporting and strengthening Welsh in its communities across the county.

## **2.2 Gwynedd Council Language Strategy**

Gwynedd Language Strategy 2014-2017, and Action Plan for it, has been developed on the basis of 2011 Census data, as well as initial discussions with principal partners, services and community representatives. The main aim of the Strategy, officially launched on 19 November 2014, was to reach a challenging target, namely: *'Ensure an increase of 5% in the percentage of the population who can speak Welsh in Gwynedd by 2021'*

The Strategy focusses on six implementation fields including the family, children and young people; communities and the groundwork, to ensure that Welsh has space to thrive.

Vision of the second strategy field – 'Children and Young People' – is to *'increase use of Welsh amongst children and young people, improve their awareness of the value of the language, and provide improved access to social activities and Welsh medium services'*.

### **2.3 Gwynedd Council's Language Policy**

Gwynedd Council's Language policy was developed in 1996.

It states that the Language Policy has the same objective throughout all the county's primary schools, to develop every pupil's ability to be confident in both languages by the end of Key Stage (KS) 2. Welsh is the official language of the assessment at the school at the end of the Foundation Phase. At KS2, the objective is to continue to develop pupils grasp of Welsh focussing on developing their skills in both languages.

Secondary schools are required to build on the foundations established in the primary through ensuring that every pupil continues to develop Welsh and English medium skills.

### **2.4 Defining language categories at the time of the transfer from KS2 to KS3**

When the pupils transfer from KS2 to KS3, their language categories are defined in accordance with the following cohorts:

<b>COHORT</b>	<b>DEFINITION OF PUPIL TYPE ACCORDING TO HIS/HER LINGUISTIC ABILITY.</b>
A	Pupils with parallel age-related competence in Welsh and English.
B	Pupils with appropriate competence in Welsh but who need to reinforce some aspects of their linguistic skills in English.
C1	Pupils with appropriate competence in English but who need to reinforce some aspects of their linguistic skills in Welsh.
C2	Pupils with appropriate competence in English but who do not have the appropriate age-related skills in Welsh.
CH	Pupils without appropriate age-related skills in either language.

The Language Policy contains clear guidelines on following Welsh as a First Language path in the secondary sector. Secondary schools receive an assessment of the pupils language ability in Welsh when transferring. This assessment takes account of oracy, reading and writing skills.

The recommendation for the secondary sector is as follows:

- At KS3, ensure that every pupil who has achieved level 3+ [in Cohorts A and B] at the end of KS2 continues to follow Welsh as First Language to ensure appropriate progression and continuity.
- At KS4, ensure that every pupil studies Welsh as a subject up to the end of Y11 and is assessed in Welsh at the end of KS4.

Therefore, every pupil who has achieved the required level, namely 3+ , at the end of KS2, is expected to follow Welsh as First Language at KS3 to ensure appropriate progression and continuity. Hopefully, these pupils can study Welsh [First Language] and English as subjects up to the end of Year 11.

## ***2.5 Welsh in Education Strategic Plan (WESP) 2014-2017***

Since the passing of the Schools Standards and Organization Act (Wales) 2013 and Welsh in Education Strategic Plans Regulations and Assessing the Demand for Welsh Medium Education (Wales) 2013, it is a statutory requirement that counties in Wales prepare a Welsh in Education Strategic Plan (WESP).

Based on guidelines issued by the Welsh Government in 2013, local authorities had to prepare their initial statutory Plans for 2014 to 2017. Gwynedd's Plan was approved as it was presented. Every LEA is expected to annually review their Plans and present any amended plans to Welsh Government Ministers. Following the first three year planning cycle of the WESP's, the authorities are now moving forward to the next planning phase spanning 2017-2020.

The Plan shows how the County seeks to achieve the Language Policy objective of developing Welsh as a subject and learning medium from pre-school age onwards.

It notes that the County does not define primary schools according to language categories as the same Language Policy is implemented at every school. The same emphasis is placed on bilingualism, whereby all pupils in the County have an opportunity to be confident bilingual speakers. This expectation is core to any re-organization plans or new plans presented, as 21stC Schools.

The Plan does not define secondary schools according to language categories either, as there is the same expectation regarding the Language Policy, an opportunity for all the county's pupils to be confidently bilingual.

The following are amongst the County's objectives for Welsh medium education in the secondary sector:

- At KS3 and KS4 use the information on previous achievement [in Welsh as a subject] to ensure that every pupil continues to develop the skills in Welsh and English through using both languages as a learning medium.
- Ensure that pupils who are Welsh learners [at KS2] and KS3 learn Welsh as soon as possible and use Welsh as a learning medium.

## ***2.6 Administration, Social Life and Pastoral Arrangements***

As well as developing pupils skills in both languages, all educational establishments in the County are expected to reflect and reinforce the Language Policy in their

administration, social life and pastoral arrangements as well as in their curricular provision.

## **2.7 Welsh as First Language**

It is the County's continual objective to ensure that more learners continue to improve their language skills when transferring from primary to secondary school and then through Key Stages 3 and 4.

Secondary schools receive information on every pupil's language cohorts from a language co-ordinator in the different catchment-areas as they transfer from KS2 to KS3.

The percentage of pupils assessed in Welsh as First Language at the end of Key Stage 2 is as follows:

2010	2011	2012	2013	2014	2015	2016
99.6%	99.6%	99.2%	99.2%	97.5%	98.8%	97.9%

The data indicates progress of 1.3% between 2014 and 2015, following a previous slight drop.

The table below shows the percentage of pupils who have achieved level 3+ at the end of KS2 during 2010-16:

	2010	2011	2012	2013	2014	2015	2016
Level 3+	95.0%	95.0%	95.1%	96.8%	96.9%	97.4%	98.3%

The figure is comparatively stable with a slight variation over the last two years. There was an improvement of 0.5% between 2014 and 2015.

The percentage of pupils assessed in Welsh as First Language at the end of Key Stage 3 is as follows:

2010	2011	2012	2013	2014	2015	2016
81.7%	83.0%	86.1%	82.5%	81.2%	83.2%	83.7%

A reduction has occurred in the percentage over 2012-14 but an improvement of 2.5% occurred between 2014 and 2016. Also, comparison of the percentage assessed at KS3 against the same cohort at KS2, indicates an annual reduction between the key stages.

The table below shows the percentage of pupils who achieved level 3+ at KS2 and who received a Welsh as First Language assessment at the end of KS3 between 2010-16.

	2010	2011	2012	2013	2014	2015	2016
Gwynedd	88.7%	89.9%	91.6%	90.0%	87.4%	89.5%	88.7%

Comparing this table with the previous one showing percentage of pupils who achieved level 3+ at the end of KS2 between 2010-16 shows a reduction in the percentage over each of the years.

The aim is to ensure that every pupil who has achieved level 3+ at the end of KS2, receives an assessment in Welsh as First Language at the end of KS4. Although this percentage is high in comparison with the rest of Wales, there is a way to go to fully achieve the county's objective, as the following table indicates:

	2010	2011	2012	2013	2014	2015	2016
% who sit Welsh as First Language	78.3%	78.6%	78.7%	80.8%	85.0%	80.6%	76.3%
% A*-C	70.9%	74.4%	76.4%	72.6%	73.3%	78.8%	76.3%

The Gwynedd WESP sets a target of 80% by 2017 to achieve a grade A\*-C in Welsh as First Language.

## **2.7 Welsh as a Medium**

The information on language cohorts also assists secondary schools to linguistically plan for use of Welsh as a learning medium.

Data is not included on percentage of pupils who study subjects through the medium of Welsh or bilingually at KS3 in the Gwynedd WESP but it contains information on KS4.

The table below shows percentage of Y11 pupils who study for 2 or more qualifications through the medium of Welsh:

2010	2011	2012	2013	2014	2015	2016
78.1%	78.8%	79.1%	82.0%	87.5%	82%	79.4%

The following table shows the percentage of Y11 pupils who study for 5 or more qualifications through the medium of Welsh:

2010	2011	2012	2013	2014	2015	2016
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<b>60.8%</b>	<b>64.7%</b>	<b>67%</b>	<b>71.3%</b>	<b>73.3%</b>	<b>74.9%</b>	<b>69.4%</b>
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## **2.8 Welsh as a second language**

The table below indicates that the percentage of pupils in Gwynedd who follow Welsh as Second Language courses and sit Welsh as Second Language examination is comparatively few but that considerable progress has been made between 2014-15:

<b>Year</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>% who have sat Welsh as second language.</b>	<b>17.6%</b>	<b>16.5%</b>	<b>15.2%</b>	<b>15.1%</b>	<b>11.9%</b>	<b>16.7%</b>	<b>16.7%</b>

## **2.9 Immersion Schemes**

Over the years, the county has been prominent at developing language centres to assist latecomers to enable them to immerse in their bilingual community and to fully gain bilingual education experiences at the schools. At the same time, the centres are essential to assist schools to fully implement the Language Policy. The county has four primary centres and a secondary Centre at Porthmadog, the only one of its kind in Wales.

Gwynedd WESP notes that there is 'space for up to a maximum of 16 pupils for eight week periods, initially focussing on Y7 pupils and then Y8 with small numbers from Y9 if there was room. The Centre teachers also provide after care for every pupil on their return to their schools.

According to Gwynedd WESP 'Between 2005 and October 2016 a total of 1628 primary pupils and 510 secondary pupils have attended the centres.

## **2.10 Use of Language outside the Class**

The county's interest in pupils use of Welsh is not confined to curricular matters only and there is a huge emphasis on their use of the language outside the classroom in the communities around them. It is this that led to the development of *Gwynedd Primary Schools Welsh Language Charter* and Cwmni Trywydd was commissioned to review the situation of Welsh as a social language amongst the Young people in the county's secondary schools.

## **2.11 The Secondary Schools**

There are 14 secondary schools in the three Gwynedd sub-areas as follows:

### **ARFON**

Ysgol Brynrefail (11-18)  
Ysgol Dyffryn Nantlle (11-18)  
Ysgol Dyffryn Ogwen (11-18)  
Ysgol Friars (11-18)  
Ysgol Syr Hugh Owen (11-18)  
Ysgol Tryfan (11-18)

### **DWYFOR**

Ysgol Botwnnog (11-16)  
Ysgol Eifionnydd (11-16)  
Ysgol Glan-y-môr (11-16)

### **MEIRION**

Ysgol Y Gader (11-16)  
Ysgol Tywyn (11-16)  
Ysgol y Moelwyn (1-16)  
Ysgol y Berwyn (11-18)  
Ysgol Dyffryn Ardudwy (11-16)

The huge diversity in the ability to speak the language across the different areas in Gwynedd is reflected in the different catchment-areas of the county's secondary schools. The County Council Scrutiny Investigation report to Welsh Education provides a glance of this variation when discussing three areas:

*It was found that Ardudwy, Bangor and Botwnnog catchment-areas differed greatly as regards language. There is also a diversity within the catchment-areas, e.g. the north of the Ardudwy catchment-area is a Welsh area with the southern area being more Anglicized. The Botwnnog catchment-area is the most Welsh of the catchment-areas in question. There are other variations in Bangor, with Welsh areas, English areas and areas that are feeders for the University and Ysbyty Gwynedd.*

In the WESP, attention is also drawn to different circumstances at both schools in Bangor, namely Ysgol Tryfan and Ysgol Friars. In one of them, Ysgol Friars, the pupils do not follow Welsh as a First Language unless they have achieved Level 4 or better at the end of KS2. And whilst all the subjects are offered through the medium of Welsh at Ysgol Tryfan, the long term aim at Ysgol Friars is to ensure that more aspects of the curriculum are bilingually available.

The county states that the same is expected regarding the Language Policy in all of the secondary schools. Of course, some of the schools face a greater challenge to meet this expectation.

### **3.0 DEFINITION OF SCHOOL CATEGORIES**

*Defining schools according to Welsh medium provision (October 2007), a document produced by the Welsh Assembly Government, outlines school descriptions and*

categories according to how much Welsh is used when teaching and learning, and at the school from day to day. The categories are used to gather information on national and local provision by education authorities and schools to provide parents with information on what types of schools are available in different neighbourhoods. The document states that the information should assist local and national government to assess whether the provision meets the local demand. The Government document states as follows: *'Although the definitions have no legal basis, their purpose is to provide better information for parents and local and national government as to what extent pupils are taught through the medium of Welsh.'* Regulations would be required to make this mandatory.

The following categories are in the secondary sector:

- Welsh Medium Secondary School
- Bilingual Secondary School (and the category divided into 4 sub-sections).
- Mainly English Medium Secondary School but with substantial use of Welsh
- Mainly English Medium Secondary School

A detailed explanation of each category is provided in Annex 1.

It has already been noted that it is not the practice of Gwynedd secondary schools to define their schools in the manner outlined above as the same Language Policy is implemented in all of them.

But despite that, *My Local School*, a very popular website developed by the Welsh Government, to make it easier for parents and everybody else who is interested in seeing data about schools, contains a section on Schools Categorization in Gwynedd. It is based on the document *Defining schools according to Welsh medium provision* (October 2007).

*My Local School* contains the following information on the categories of the county's secondary schools:

SCHOOL	DEFINITION OF A LANGUAGE CATEGORY
Ysgol Ardudwy	Welsh Medium
Ysgol Botwnnog	Bilingual (Category A)
Ysgol Brynrefail	Bilingual (Category A)
Ysgol Dyffryn Nantlle	Bilingual (Category B)
Ysgol Dyffryn Ogwen	Bilingual (Category Ch)
Ysgol Eifionydd	Welsh Medium



Ysgol Friars	Mainly English medium but with substantial use of Welsh
Ysgol Glan-y-môr	Welsh Medium
Ysgol Syr Hugh Owen	Bilingual (Category Ch)
Ysgol Tryfan	Welsh Medium
Ysgol Tywyn	Bilingual (Category A)
Ysgol Y Berwyn	Welsh Medium
Ysgol Y Gader	Bilingual (Category Ch)
Ysgol Y Moelwyn	Welsh Medium

These definitions tend to confirm one of the conclusions in the County Council's Scrutiny Investigation Report into Welsh Education, namely lack of consistency in how the Language Policy is interpreted throughout the county. The Report also notes that the 'uncertainty about the schools linguistic nature is also found amongst the stakeholders - *'is the school a naturally Welsh School, a Bilingual School, or an English School (in some instances)'*.

Information like the above will also need to be amended once the two follow through schools to be established in the county, the one at Dolgellau (3-16) and the other at Bala (3-19) are open.

#### **4.0 THE STUDY AND ITS CONCLUSIONS**

The study and its conclusions are based on discussions with headteachers and senior staff of the county's secondary schools as well as brief questionnaires that they have completed and county and national documentation mentioned when discussing the remit and background.

#### **5.0 LINGUISTIC DEFINITION OF SECONDARY SCHOOLS**

##### ***5.1 The current situation***

Although the county does not define secondary schools according to language categories, definitions of this kind are used, e.g. *My Local School*, as already noted (See 3.0). They are also used by Estyn, Her Majesty's Inspectorate Office for Education and Training in Wales, when discussing the background of individual schools in inspection reports.

What characterises the use of definitions, where implemented, is a lack of consistency. Often, various categories, e.g. 'Welsh', 'bilingual' and 'naturally bilingual' are noted for secondary schools that are very similar linguistically. Even when defining the same school, the Welsh Government and Estyn category can vary. The definitions used do not necessarily fully profile the schools language situations, certainly not in detail. To sum up, the lack of consistent and clear action can cause quite a bit of confusion.

## **5.2 Laying the Foundations**

It is encouraging that the pupils percentage who are assessed in Welsh as First Language at the end of KS2 are in the high nineties. Also the percentage of pupils who achieve Level 3+ in Welsh as First Language. (See 2.6). There will sometimes be a variation in the pupils attainment in both languages, and in the different language modes, but, overall, the level of their bilingualism facilitates the secondary schools arrangements at the time of the transfer from the primary to further progress bilingual education.

This is also a major step forward towards achieving one of the county's aims, namely that there is the same expectation of the Language Policy in all of the secondary schools, although there is a way to go to ensure smooth progression during the transition phase between KS2 and 3. The reduction between the percentage assessed in Welsh as First Language at the end of KS2 and at the end of KS3 and between the percentage who achieve L3+ at the end of KS2 and the percentage assessed at the end of KS3 (See 2.6) is a matter that requires further focus as it may lead to under-attainment and impair progression in Welsh as a subject and as a teaching and learning medium.

## **5.3 Introducing experiences in Both Languages**

Gwynedd Language Policy sets out quite clear guidelines for introducing experiences in both languages in the secondary sector:

*In the instance of pupils who have appropriate skills in Welsh but who need to further develop their grasp of Welsh and improve specific skills in English [A and B cohorts], a substantial proportion of their curriculum will be through the Welsh medium. In addition, specific experiences are planned cross-curricularly to enable them to develop and improve their English medium skills. In such instances, the time allocated for experiences in Welsh and English will roughly correspond to 70%:30%.*

Accepting that there will be some variation in the curricular time allocated for experiences in Welsh and English, it is appropriate that the Language Policy notes 70% as a minimum for Welsh medium work. This principle is supported in the document *Welsh-Medium Education Strategy (Welsh Government, April 2010)*, that states as follows:

*It is generally accepted that at least 70% of the curriculum time should be through the medium of Welsh to enable learners to master the language robustly enough to*

*use in a wide variety of contexts confidently and fluently. The Welsh Assembly Government accepts this central principle for Welsh medium schools at a primary and secondary level.*

However, situations are not as simple as that in the county's secondary schools, as they also contain pupils who are in Cohorts C1-Ch and can be in the same classes as Cohorts A and B pupils. Therefore, naturally enough, as outlined in the Language Policy, the balance allocated for experiences in Welsh and English for these pupils will differentiate, at least for a period, depending on how rapidly they acquire Welsh medium skills:

*In the case of learners who need to develop and reinforce their skills in Welsh [C1 cohort], the curriculum is planned in a manner that allows them to practice and develop Welsh cross-curricularly. In such instances, the time allocated for Welsh medium experiences will be at least 50%.*

*As regards the minority of pupils who possess appropriate skills in English but who lack the appropriate skills in Welsh [C2 cohort], an emphasis is placed on planning cross-curriculum opportunities to develop their verbal skills in Welsh. In such instances, the time allocated for Welsh medium experiences will be at least 30%.*

The purpose of the Language Policy guidelines is not to limit but rather assist schools to effectively plan to promote bilingualism and wholly appropriately. At the same time, it should be borne in mind that much more important than measuring time exactly to the letter is to consider the nature and quality of the language experiences provided in both languages in the periods allocated for that.

Another influence on the process of setting a strategic direction for the school as regards developing education through the medium of Welsh or bilingually is the governing body. Several schools noted how governors support and their function as critical friends in this regard, assists them to fulfil their language and educational aims.

#### **5.4 Working towards the Objective**

Most of the secondary schools work towards the direction of a language balance recommended in the Language Policy, some closer than others. Excellent progress is observed in this direction as regards quite challenging aspects, e.g. at KS3 at Ysgol Ardudwy, Ysgol Uwchradd Tywyn and Ysgol y Gader in the Meirion sub-area where major strides have been taken to provide a more robust role for Welsh as a medium and to establish firm foundations for further developments.

There is some variation in some schools arrangements. Encouraging rather than compulsion, for example, is the emphasis at one secondary school in a Welsh area. At that school, pupils are expected to follow three subjects through the medium of Welsh at KS3 but that many, in reality, follow all in that language.

A factor that facilitates the secondary school arrangements is the substantial contribution of the Gwynedd Secondary Language Centre at Porthmadog where

many latecomers and overseas pupils (for whom English is not always their first language), at KS3, learn the Welsh language through immersion methods. That enables them to integrate as they return to their schools and also follow elements of the curriculum through the medium of Welsh or bilingually. Secondary schools also appreciate the Centre's post-care visits following the pupils return as part of the process of monitoring progress and benefit from them.

Whilst schools in general develop bilingualism, following the Language Policy pattern at KS3, the situation is slightly more mixed at KS4 where there is greater variation between schools. Some schools, where a minority of the pupils come from Welsh homes, insist that pupils sit their external examinations in at least 80% of subjects through the medium of Welsh. At other school, however, the situation is more open and pupils have permission to follow a course or courses for an outside examination through their chosen language.

The situation is inconsistent as regards vocational courses jointly organized with local colleges. In those instances, candidates can sit their examinations through the medium of Welsh on the condition that the facility is offered by the awarding establishment. This facility is not available through the medium of Welsh in every instance and that, in turn, can impact the language nature of the teaching and learning at the colleges.

There is a need to look as to whether better progression can be obtained between KS3 and KS4 and greater consistency of practice at KS4, especially as the current predictions are slightly down as regards pupils who study for two or more qualifications through the medium of Welsh and five or more qualifications through the medium of Welsh (See p.5). These registrations do not in themselves correctly highlight how much work is sat through the medium of Welsh as pupils who registered for a qualification through the medium of Welsh are entitled to sit parts of that qualification through the medium of Welsh or English to reflect the language in which they were taught. (See. Examination Provision 2016, WJEC.11.2).

At KS5, at the schools, the language provision, to a large extent, reflects the pattern established at KS4. By then as well, several schools as a rule will give individuals a greater say on choice of medium.

### **5.5 Situation in Bangor**

Whilst secondary bilingual schools in Gwynedd, with some variations, act comparatively similar to one another linguistically and increasingly so, especially at KS3, the situation is contrary to the pattern in the Bangor area where both secondary schools provide considerably different provision to each other. That can be traced back to the practice established at the time of education re-organization in the city in 1978.

Ysgol Tryfan almost entirely teaches and learns through the medium of Welsh, following a language pattern for specific Welsh schools established in other parts of Wales. Ysgol Friars almost completely leans towards teaching and learning through

the medium of English, except for Welsh as First Language and some Welsh medium input for some classes only at KS3.

The 2011 Census (in comparison with the 2001 Census) shows a fall in the numbers who can speak Welsh in every ward in Bangor. A reduction of 10% has occurred in the number of Welsh speakers in the city in a decade - from 45% in 2001 to 35% by 2011. As part of the campaign to restore Welsh following the fall in number of speakers, Menter Iaith Bangor was established with the objective of *'promoting and expanding the Welsh language at a community level across the city'* so that the language *'becomes a central and natural part of everyday life... on the streets, in the shops, and indeed everywhere, with all the residents sharing responsibility for its future and prosperity'*. Also recently, Canolfan Popdy was opened as an office for Menter Iaith Bangor and Eryri regional staff of Urdd Gobaith Cymru, and it is intended to hire out part of the building to other establishments and organizations who work through the medium of Welsh.

Both secondary schools in the city have an important contribution to make, not only to maintain standards of education and ensure that every pupil fully achieves his potential but also to promote Welsh and bilingualism, building on the progress made in the primary sector. As is known, the education system for children is the most important pathway in creating and developing Welsh speakers and the Welsh Government wishes everybody to have an opportunity to learn through the medium of Welsh from the early years to higher education, as noted at the time of the official announcement of the proposals for increasing the number of Welsh speakers to a million by 2050 at Eisteddfod Genedlaethol Cymru – Y Fenni 2016.

Ysgol Tryfan educates and teaches Welsh to its pupils and successfully develops bilingualism in a robust and supportive environment to the language and culture. Close collaboration also occurs between the school and the Menter Iaith.

There is small percentage (around 4%) of pupils from Welsh speaking homes at Ysgol Friars. In comparison, there is a high percentage of pupils who learn English as an additional language. A substantial number of pupils attend the school from outside the usual catchment-area - from other areas in the county and from areas outside the county, e.g. Conwy and Isle of Anglesey - and for various reasons. Welsh as First Language is taught at the school through KS3 and KS4 but the majority of the pupils follow Welsh as Second Language. A comparatively small cohort of pupils are registered for GCSE Welsh as First Language at KS4 following consultation with the parents – these are more often than not pupils from a Welsh background. The school makes little use of the Secondary Centre at Porthmadog but appreciates staff's input when they come to the school. Travelling back and forth to the Ganolfan is not always convenient, especially for pupils who travel a considerable distance to the school in the first place. The school suggests that this type of provision would be used if it was available on the school campus. There is element of bilingual teaching across the curriculum for the Welsh as First Language classes at KS3 only, but this provision is very fragmented.

There are factors to consider so as to progress bilingualism at the school and strengthen the language progression between KS3 and KS4 including how Welsh as First Language could be made more inclusive at the start of the secondary period as it is confined to pupils who achieve Level 4 in Welsh assessment at the end of KS2 currently. Another factor is to consider how the provision for teaching and learning can be extended through the medium of Welsh or bilingually at the school in a more structured method, not only at KS3 but also through to KS4. According to the school, a major current difficulty in this regard is the number of staff who can teach through the medium of Welsh. This demands continuous professional development for staff to improve their skills and needs and, possibly, at least temporarily, more innovative methods, where practical, such as sharing staff specialization with other schools.

There is no quick fix to the complex language and educational situation in Bangor and will need to be reviewed at a later stage when further information and plans are obtained about the Welsh Government's ultimate aim to establish a single stream for Welsh when everybody will learn the language on the same continuum.

Recently, the school has established and uses strategies to promote Welsh – the school should further develop these good practices. A detailed action plan should be prepared for the Bangor area that sets the steps to take to extend the percentage of pupils who follow the path of Welsh as First Language at KS3 and on to KS4 and that are taught through the medium of Welsh or bilingually.

## **5.6 One Category**

There is some difference of opinion at the secondary schools regarding suitability of the concept of defining schools according to language category, with some seeing this as a tool mainly to facilitate discussion and data analysis etc. However, it is fair to say that there is a general demand for greater consistency in defining secondary schools linguistically as the current situation can be so confusing, especially for the public and prospective parents.

In particular, what the current language definitions and categories used fail to do successfully, is reflect *to what extent* and *how* the secondary schools educate and teach through the medium of Welsh or English or bilingually.

Bilingual education and teaching to various degrees are a feature of every secondary school in the county. The balance between the use of both languages can vary from one school to another and significantly at some schools. So also the range of bilingual teaching and learning methods, even between schools similar linguistically. Bilingual teaching and learning does not necessarily imply that the pupils should be introduced to both languages all the time either. The methods can vary from teaching and learning subjects, or complete units of work within specific subjects, in Welsh or English up to presenting subjects mainly through the medium of Welsh with some input in English, dependent on the schools language circumstances and occasionally classes within those schools. The aim is certainly to ensure fluency in both

languages in their different modes and not undermine in any way the progress made in Welsh through doing so.

The county's schools should be clearly defined linguistically so as to resolve the current confusion. One category is considered appropriate for the schools and the most appropriate core term for that is 'bilingual schools'. However, that description on its own is incomplete to clearly show exactly what the pattern of teaching and learning they adopt.

When focussing on the term 'bilingual school' and to show the language balance of the teaching and learning medium, it is more compatible to think in terms of experiences than subjects as this more often than not better ties in with the presentation methods implemented in the majority of lessons. There is also a need to show whether there are differences in the balance between KS3 and 4 and, where applicable, KS5.

The two new follow through schools to be established in the county, the one at Dolgellau (3-16) and the other at Y Bala (3-19) also require language definition.

The Welsh Government also needs to further consider the situation in Gwynedd when it is time to amend the document *Defining schools according to Welsh medium provision*.

## **5.7 BILINGUAL TEACHING AND LEARNING AND PROFESSIONAL DEVELOPMENT.**

Bilingual planning and presentation of education in the classroom requires continual attention. The challenge that schools face cannot be over-emphasised, especially in those situations where pupils represent various language cohorts, sometimes within the same classes. Whilst use of the languages as a teaching medium is a topic for discussion and planning at a whole school scale, at some schools, that has not developed in a structured manner to the same extent in others.

A matter that receives considerable focus at a school level at several secondary schools where there is a high percentage of Welsh-speaking Welsh, for example, is how best to develop and fine-tune the pupils English skills so that they fluently communicate in that language. They see advantages in using English for some experiences in the wider curriculum so as to provide their pupils with more opportunities to use their language skills in contexts separate from the language lessons and thus reinforce the work of the English departments. Detailed planning has been done. The literacy skills have been carefully mapped through the English that can be incorporated in the learning experiences across the subjects with the objective of assisting the pupils to purposefully use that language, especially when writing. Where that occurs, there is collaboration at a school level as to how to implement and ensure appropriate follow-up to the work over key stage/s. At those

schools, the language planning continues to provide the pupils with as robust and useful opportunities to use and develop their literacy skills through the medium of Welsh in various contexts. This type of planning provides an example of good practice.

It is currently timely to revisit bilingual teaching and learning techniques whilst the Welsh Government makes basic changes to teaching and learning in Wales and develops the new curriculum *A Curriculum for life*, based on ‘*Successful Future*’ the Independent Review of the Curriculum and the Assessment in Wales Arrangements by Prof Graham Donaldson in February 2015. The Literacy and Numeracy Framework (LNF) sets oracy, reading and writing skills that pupils are expected to be skilful in cross-curricularly and teachers are required to integrate literacy (and numeracy) in their teaching, whatever the subject. Digital competence is also a cross-curricular responsibility in the new Curriculum for Wales, alongside literacy and numeracy and the Digital Competence Framework (DCF) outlines the skills and knowledge that learners are expected to develop. Policies in these fields are key to a school’s development. It is also important that bilingual teaching and learning techniques go hand in hand with all these developments and that the staff are immersed in the skills required.

Training should consider matters such as the following when teaching bilingually:

- planning bilingualism;
- language models;
- purposeful concurrent use of language;
- questioning techniques;
- communicate with latecomers after they have attended Immersion Welsh Courses;
- facilitate literacy skills in Welsh and English, within subjects;
- contribution of technologies and subject-based resources;
- use of vocabulary and language handbooks;
- readability level of teaching material;
- assessment and bilingualism.

Examples should be used of existing good practice in schools when developing the training, especially the collaboration and joint planning and modelling that occurs between a cluster of schools, e.g. in an area when presenting experiences in mathematics.

## **6.0 STAFFING**

With progress in pupils ability when transferring from primary to secondary to follow subjects cross-curricularly bilingually, it is a weakness at some secondary schools that the entire staff do not possess the Welsh skills required to extend use of that language as a learning and teaching medium. That is especially true of two secondary schools in the county.

A plan should be established to assist teachers who need to increase and improve upon their language skills up to teaching standard.



In the short term plans should be considered such as teacher exchange to other school/s where practical, to support and develop teaching and learning through the medium of Welsh or bilingually where that is currently difficult.

## **7.0 LANGUAGE CHARTER**

The secondary schools welcome the Primary Language Charter that was launched by Gwynedd in 2012 to impact pupils use of Welsh not only in the classroom but in all aspects of their lives. They note that the Charter has had a positive impact on the pupils practices and has led to an improvement in the pupils use of Welsh socially. It is also a sign of the Language Charter's success that the Welsh Government has commissioned Gwynedd Council to lead on extending the Welsh Language Charter throughout the North Wales counties and it is intended to extend throughout Wales over the coming years.

The secondary schools are aware of the risk of a slight slippage at the start of the secondary period unless there is an effort to prevent that. Consequently, several schools have launched several innovative initiatives to maintain the momentum over the bridging phase.

The secondary schools in general welcome the next step in the county's plans, to focus attention on the secondary sector, not only to the social use of the language amongst pupils but also to language use and the curriculum. The ultimate aim is to eliminate inconsistency in these matters throughout the county through strategic planning and appropriate implementation.

Fulfilling the Secondary Language Charter should proceed, implement it and regularly monitor progress in its implementation.

## **8.0 ADVANTAGES OF BILINGUALISM**

Several schools mentioned the importance of drawing attention to the advantages of bilingualism, especially to show how Welsh and bilingualism can lead to several new opportunities in life. The schools also recognize the advantages of presenting information (even at KS4) about the National Welsh College that provide so many more study opportunities for Welsh medium students by now. Promoting pupils understanding of the linguistic nature of Wales and the possibilities provided by bilingualism can strengthen motivation to use Welsh when studying and socializing and inspire them to persevere throughout their lives.

Every opportunity should be taken at the schools to promote information about the benefits of bilingualism and draw attention to the National Welsh College provision and other establishments that provide courses in Welsh or bilingually.

## **9.0 RECOMMENDATIONS**

**The following recommendations for improvements are made:**

**9.1 Define Gwynedd secondary schools in accordance with the language of the teaching and learning medium under one category - bilingual schools. Think in terms of experiences rather than subjects when establishing a balance between use of Welsh and English as learning and teaching mediums at KS3 and 4. Consider 70% as the minimum contact time with Welsh as a medium for A and B cohorts pupils.**

**9.2 Define the language provision for the post-16 period at the schools where appropriate. Define the language provision for new all through or Lifelong schools to be established in the county as bilingual.**

**9.3 Encourage Welsh Assembly Government to further consider Gwynedd's particular situation when amending the document *Defining schools according to Welsh medium provision*.**

**9.4 Maintain and promote Continuous Professional Development that supports training for secondary teachers in the methodologies of bilingual teaching and learning, using examples of existing good practice in a number of schools and using recent research.**

**9.5 Ensure that staff who cannot communicate in Welsh but who teach in secondary schools where bilingual teaching and learning is increasing, receive encouragement and support to develop their bilingual skills up to teaching standard.**

**9.6 Ensure greater consistency across the county so that pupils who achieve Level 3+ at the end of KS2, in accordance with the county's recommendation, continue to follow Welsh as First Language course and Welsh medium subjects in the secondary sector.**

**9.7 Further increase percentage of pupils who continue to study their subjects in Welsh or bilingually at KS4 up to sitting external examinations, cutting down on the various practices between similar schools.**

**9.8 Eliminate any obstacles that prevent pupils at KS4 on vocational courses from being registered to sit outside examinations through the medium of Welsh.**

**9.9 Provide an Action Plan for the Bangor area with implementation measures, specific targets, deadlines and evaluation criteria to extend the percentage of pupils who follow Welsh as First Language at KS3 and 4 and who are taught through the medium of Welsh or bilingually.**

**9.10 Continue to develop the Secondary Language Charter as an effective planning tool, building on the success of the Primary Language Charter, to lead on further progress in pupils social and curricular use of Welsh.**

**9.11 Remain active in showing value and advantages and usefulness of bilingualism to strengthen pupils motivation to develop fluency in both languages.**

## **Annexe 1**

### **Defining schools according to Welsh medium provision (Welsh Local Government, October 2007)**

#### **The Categories for Secondary Schools**

##### **1. Welsh Medium Secondary School**

###### **The curriculum**

Every subject (including RE and PSE) except for English is taught through the medium of Welsh to every pupil, although some schools, possibly, present English terminology in one or two subjects.

###### **School Language Medium**

Welsh is the school's day to day language medium. Welsh is used to communicate with the pupils and in the school's administration. The school communicates with the parents in both languages.

###### **The results**

As a rule, it is expected that every pupil will be assessed in every subject except for English through the medium of Welsh at KS3 and KS4 and that the pupils will be able to easily proceed to Welsh medium post-16 provision.

##### **2. Bilingual Secondary School**

###### **The curriculum**

This category is divided into 4 sub-sections, in accordance with the subjects taught through the medium of Welsh and depending as to whether it provides the same provision in English. The categories and definitions do not reflect the number or proportion of pupils who use the Welsh medium provision at a school. The governing bodies will be expected to provide information in the school prospectus on to what extent the provision can be selected and is use of Welsh medium provision subject to the pupil's competence in Welsh. The prospectus should also note how many pupils use the available options.

###### **Category 2A**

At least 80% of the subjects except for Welsh and English are taught through the medium of Welsh only to each pupil. One or two subjects are taught to some of the pupils in English or in either language.

###### **Category 2B**

At least 80% of the subjects are taught (except for Welsh and English) through the medium of Welsh but they are also taught through the medium of English.

###### **Category 2C**

50 - 79% of subjects are taught (except for Welsh and English) through the medium of Welsh but they are also taught through the medium of English.

###### **Category 2CH**

Each subject is taught (except for Welsh and English) to every pupil using both languages.

### **School Language Medium**

The language context will determine the school's language or languages from day to day. Both languages are used to communicate with the pupils and also in the school's administration. A Welsh ethos receives a high priority. The school communicates with the parents in both languages.

#### **The results**

For pupils in categories 2A, 2B and 2C who follow the highest possible number of courses through the medium of Welsh, as a rule, it is expected that they will be assessed through the medium of Welsh in those subjects at KS3 and KS4 and that they can easily proceed to post-16 provision through the medium of Welsh in their selected subjects. For pupils in category 2Ch, as a rule it is expected that they will be assessed through the medium of Welsh in every subject except for English At KS3 and KS4, and that they will, as a rule, be able to easily proceed to post-16 provision through the medium of Welsh in the subjects of their choice.

### **3. Mainly English medium Secondary School but with substantial use of Welsh The curriculum**

Teaching occurs in both languages, and 20 - 49% of the subjects are taught through the medium of Welsh. As a rule, every subject would also be taught through the medium of English.

### **School Language Medium**

The language context will determine the school's language or languages from day to day. Both languages are used to communicate with the pupils and also in the school's administration. Creating a Welsh ethos receives a high priority. The school communicates with the parents either in both languages, or in English.

#### **The results**

As a rule, it is expected that those pupils who select the Welsh medium provision are assessed through the medium of Welsh in those subjects at every level and that they will, possibly, be able to proceed to study through the Welsh medium in those subjects post-16.

### **4. Secondary School mainly English medium**

#### **The curriculum**

The pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. It is possible to select to learn one or two subjects (that could include Welsh as first language) through the medium of Welsh or through presenting both languages.

#### **School language medium**

English is the school's day to day language medium, but some Welsh is also used to communicate with the pupils, with the aim of improving their ability to use Welsh from day to day. The school communicates with the parents either in English or in both languages.

#### **The results**

As a rule, it is expected that any pupils who opt to study subjects through the medium of Welsh be assessed through the medium of Welsh in those subjects at

every level and it is possible that they can proceed to study those subjects through the medium of Welsh post 16. Most of the pupils would be assessed through the medium of English in most subjects and will proceed to study through the medium of English post 16.