

## Notice of Meeting and Agenda

### Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 14 March 2024	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

MARK CONAGHAN  
Head of Corporate Governance

### Membership

Councillor Emma Rodden (Convener): Councillor Jim Paterson (Depute Convener):

Ms Mary Jane Bird: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Jennifer Adam:  
Councillor Fiona Airlie-Nicolson: Provost Lorraine Cameron: Councillor Carolann  
Davidson: Councillor Audrey Doig: Councillor Edward Grady: Councillor Gillian  
Graham: Councillor Anne Hannigan: Councillor Lisa-Marie Hughes: Councillor Alec  
Leishman: Councillor David McGonigle: Councillor Iain McMillan: Councillor Will Mylet:  
Councillor Iain Nicolson: Councillor Ben Smith:

### Hybrid Meeting

Please note that this meeting is scheduled to be held in the Council Chambers. However, it is a hybrid meeting and arrangements have been made for members to join the meeting remotely should they wish.

### Members of the Press and Public

Members of the press and public wishing to attend the meeting should report to the customer service centre where they will be met and directed to the meeting.

## **Further Information**

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online

at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>

For further information, please email

[democratic-services@renfrewshire.gov.uk](mailto:democratic-services@renfrewshire.gov.uk)

## **Webcasting of Meeting**

This meeting will be filmed for live or subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed. To find the webcast please navigate to

<https://renfrewshire.public-i.tv/core/portal/home>

## **Apologies**

Apologies from members.

## **Declarations of Interest and Transparency Statements**

Members are asked to declare an interest or make a transparency statement in any item(s) on the agenda and to provide a brief explanation of the nature of the interest or the transparency statement.

- |          |   |                 |
|----------|---|-----------------|
| <b>1</b> | <b>Revenue and Capital Budget Monitoring as at 5 January 2024</b>   | <b>5 - 12</b>   |
|          | Joint report by the Directors of Finance & Resources and Children's Services.                                 |                 |
| <b>2</b> | <b>Learning Estate Update</b>   | <b>13 - 18</b>  |
|          | Report by the Director of Children's Services.  |                 |
| <b>3</b> | <b>Attainment of 2022/23 School Leavers</b>   | <b>19 - 32</b>  |
|          | Report by the Director of Children's Services.  |                 |
| <b>4</b> | <b>Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2024/25</b> | <b>33 - 39</b>  |
|          | Report by Director of Children's Services.  |                 |
| <b>5</b> | <b>Early Learning and Childcare Consultation - 2023</b>   | <b>40 - 68</b>  |
|          | Report by the Director of Children's Services.  |                 |
| <b>6</b> | <b>Early Learning and Childcare Entitlement – Proposed Changes to Starting Dates for Children Aged 3</b>      | <b>69 - 73</b>  |
|          | Report by the Director of Children's Services.  |                 |
| <b>7</b> | <b>Transition of Children and Young People with Additional Support Needs - Part One</b>                       | <b>74 - 92</b>  |
|          | Report by the Director of Children's Services.  |                 |
| <b>8</b> | <b>Renfrewshire children outwith the care of their birth family</b>   | <b>93 - 100</b> |
|          | Report by the Director of Children's Services.  |                 |

## **Acronyms Glossary**

**101 - 107**

A list of frequently used acronyms found in reports to the Education & Children's Services Policy Board - for information.




---

**To:** Education and Children's Services Policy Board

**On:** 14 March 2024

---

**Report by:** Director of Finance and Resources,  
Director of Children's Services

---

**Heading:** Revenue and Capital Budget Monitoring as at 5 January 2024

---

## 1. Summary of Financial Position

- 1.1. The projected Revenue outturn at 31 March 2024 for Children's Services is an overspend of £1.888m (0.8%) against the revised budget for the year.
- 1.2. The projected Capital outturn at 31 March 2024 for Children's Services is an underspend of £0.143m (2.3%).
- 1.3. This is summarised over the relevant service in the table below and further analysis is provided in the Appendices.

**Table 1: Revenue**

Division	Revised Annual Budget £m	Projected Outturn £m	Budget Variance £m	Budget Variance %
Children's Services	247.347	249.235	(1.888)	(0.8%)

**Table 2: Capital**

Division	Revised Annual Budget £m	Projected Outturn £m	Budget Variance £m	Budget Variance %
Children's Services	6.086	5.943	0.143	2.3%

## 2. Recommendations

Members are requested to:

- 2.1. Note the projected Revenue outturn position for Children's Services detailed in Table 1 above, and further note that the forecast position is based on best estimates and confirmed government support at this point in time;

- 2.2. Note the projected Capital outturn position for Children's Services detailed in Table 2 above; and
- 2.3. Note the budget adjustments detailed in sections 4 and 6.

### **3. Children's Services Revenue**

- 3.1. The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £1.888m (0.8% of total budget). Detailed service division reports can be found in Appendix 2, along with an explanation of each significant projected variance.
- 3.2. The main reasons for the projected outturn position are indicated below the table showing the objective analysis (which division is spending the budget).
- 3.3. A £2.858m overspend is anticipated within Children & Families mainly related to external specialised residential accommodation placements. An additional £2m was provided for in the 2023/24 budget, with an "expectation that up to a further £3m may be required to be funded from ringfenced balances in 2023/24".
- 3.4. All external placements are held under continual review by the service to ensure they continue to meet the needs of the individual children and young people. Options to mitigate cost pressures continue to be examined. The financial position will be closely monitored and reported as the year progresses. A report on children from Renfrewshire who are cared for outwith their birth family is presented as a later item on the agenda for Board today.
- 3.5. Further overspends are anticipated in relation to contracted mainstream and additional support needs transport costs.

### **4. Revenue Budget Adjustments**

- 4.1. Members are requested to note from Appendix 1 that budget adjustments totalling £0.383m have been processed since the previous report. These adjustments mainly relate to a realignment of non-domestic rates budgets (£0.426m) which was partly offset by transfers to the corporate landlord for property maintenance works (£0.043m).

### **5. Children's Services Capital**

- 5.1. The Capital Investment Programme 2023/24 to 2027/28 was approved by the Council on 2 March 2023.
- 5.2. The Capital Monitoring report at Appendix 3 indicates a revised budget in the capital programme for Education and Children's Services of £6.086m.
- 5.3. The projected Capital outturn at 31 March 2024 for Children's Services is an underspend of £0.143m (2.3%). However, the full impact of inflation on capital costs on each project is not yet determined. This current forecast underspend will be reallocated within the Education capital investment programme. Further detail, including reasons for significant variances, can be found at Appendix 3.

## **6. Capital Budget Adjustments**

6.1. Since the last report there have been no budget changes.

---

### **Implications of this report**

#### **1. Financial**

The projected budget outturn position for Children's Services' Revenue budget is an overspend of £1.888m. Income and expenditure will continue to be monitored closely for the rest of the financial year and steps will be taken to mitigate any overspend, including applying flexibility within specific grant funding as permitted by the Scottish Government, and potential use of earmarked reserves.

The projected outturn position for Children's Services' Capital budget is an underspend of £0.143m. The Capital programme will continue to be monitored closely for the rest of the financial year.

#### **2. HR and Organisational Development**

None directly arising from this report.

#### **3. Community/Council Planning**

None directly arising from this report.

#### **4. Legal**

None directly arising from this report.

#### **5. Property/Assets**

None directly arising from this report.

#### **6. Information Technology**

None directly arising from this report.

#### **7. Equality and Human Rights**

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations.

#### **8. Health and Safety**

None directly arising from this report.

#### **9. Procurement**

None directly arising from this report.

**10. Risk**

The potential risk that the Council will overspend its approved budgets for the year will be managed at a Council-wide level by the Chief Executive and Directors.

**11. Privacy Impact**

None directly arising from this report.

**12. CoSLA Policy Position**

n/a

**13. Climate Risk**

None directly arising from this report.

---

**List of Background Papers: None**

---

**Authors:** Richard Conway, Finance Business Partner  
Geoff Borland, Finance Manager



**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2023/24**  
**1 April 2023 to 5 January 2024**

**POLICY BOARD : EDUCATION & CHILDREN'S SERVICES**

Subjective Summary	Annual Budget at Period 8	Budget Adjustments	Revised Annual Budget at Period 10	Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	%	£000	£000
Employees	177,081	301	177,382	174,053	3,329	1.9%	2,688	641
Premises Related	8,893	428	9,321	9,829	(508)	(5.5%)	(502)	(6)
Transport Related	4,590	0	4,590	6,328	(1,738)	(37.9%)	(1,646)	(92)
Supplies and Services	31,128	451	31,579	31,758	(179)	(0.6%)	107	(286)
Third Party Payments	15,198	0	15,198	18,449	(3,251)	(21.4%)	(3,467)	216
Transfer Payments	15,605	0	15,605	15,863	(258)	(1.7%)	(132)	(126)
Support Services	64	0	64	64	(0)	(0.6%)	3	(3)
<b>GROSS EXPENDITURE</b>	<b>252,559</b>	<b>1,180</b>	<b>253,739</b>	<b>256,345</b>	<b>(2,606)</b>	<b>(1.0%)</b>	<b>(2,949)</b>	<b>343</b>
Income	(5,595)	(797)	(6,392)	(7,110)	718	11.2%	875	(157)
<b>NET EXPENDITURE</b>	<b>246,964</b>	<b>383</b>	<b>247,347</b>	<b>249,235</b>	<b>(1,888)</b>	<b>(0.8%)</b>	<b>(2,074)</b>	<b>186</b>

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2023/24**  
**1 April 2023 to 5 January 2024**

**POLICY BOARD : EDUCATION & CHILDREN'S SERVICES**

Objective Summary	Annual Budget at Period 8	Budget Adjustments	Revised Annual Budget at Period 10	Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	%	£000	£000
Directorate	480	0	480	397	83	17.3%	85	(2)
Early learning and childcare	34,510	(11)	34,499	33,095	1,404	4.1%	1,616	(212)
Primary	63,957	202	64,159	63,449	710	1.1%	37	673
Secondary	87,401	58	87,459	87,799	(340)	(0.4%)	(591)	251
ASN (Special) Schools	6,870	44	6,914	6,884	30	0.4%	71	(41)
Additional support for learning (ASL)	16,892	242	17,134	17,934	(800)	(4.7%)	(750)	(50)
Psychological services	836	0	836	936	(100)	(12.0%)	(100)	0
Education development	2,165	(5)	2,160	2,235	(75)	(3.4%)	0	(75)
Attainment Challenge	(818)	0	(818)	(818)	0	0.0%	0	0
Facilities management	604	(11)	593	536	57	9.7%	63	(6)
Children & Families	34,067	(136)	33,931	36,789	(2,858)	(8.4%)	(2,505)	(353)
<b>NET EXPENDITURE</b>	<b>246,964</b>	<b>383</b>	<b>247,347</b>	<b>249,235</b>	<b>(1,888)</b>	<b>(0.8%)</b>	<b>(2,074)</b>	<b>186</b>

Objective Heading	Key Reasons for Projected Variance
Early Learning and Childcare	An underspend in Employee Costs is projected due to vacancies within the authority's Early Learning & Childcare Centres. This underspend is offset by a projected overspend in Transfer Payments in relation to an increase in the rate paid to funded providers (private and voluntary sector nurseries and childminders).
Primary Schools	An underspend in Employee Costs is projected in relation to Teachers' Salaries. This reflects the increase in projected Teacher Induction Scheme funding compared to previous assumptions.

Secondary Schools	Overspends in Premises Costs and Transport Costs are projected. The overspend in Premises Costs is due to an expected increase in refuse collection and janitorial supplies costs. The overspend in Transport is due to an increase in the cost of the mainstream school transport contract. These overspends are partly offset by a projected underspend within Employee Costs mainly in relation to teachers' salary costs. These will be kept under review during the year.
Additional Support for Learning	An overspend in Transport Costs is projected. This is due to increases in the cost of transport contracts for pupils with additional support needs.
Psychological Services	An overspend in Employee Costs is projected in relation to Educational Psychologists. This will be offset by underspends in other divisions.
Children & Families	An overspend in Third Party Payments is projected, mainly in relation to external residential accommodation placements, where the number of complex, expensive packages has increased significantly. All external placements are held under continual review by the service, with options to mitigate cost pressure being examined on an ongoing basis. The Third Party Payments projection also includes additional costs (net of associated grant income) resulting from the introduction by the Scottish Government of a national recommended maintenance allowance for foster carers and kinship carers.

RENFREWSHIRE COUNCIL  
CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES  
1st April to 5th January 2024  
POLICY BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Prior Years Expenditure to 31/03/2023  £000	Current Year 2023-24						Full Programme - All years			
		Annual Budget at P8 2023-24  £000	Budget Adjustments 2023-24  £000	Revised Budget 2023-24  £000	Projected Outturn 2023-24  £000	Budget Variance (Adverse) or Favourable		Total Approved Budget to 31-Mar-27 £000	Projected Outturn to 31-Mar-27 £000	Budget Variance (Adverse) or Favourable	
<b>EDUCATION &amp; CHILDREN SERVICES</b>											
Primary Schools Estate Programme(SEMP)	10,421	203	0	203	60	143	70%	10,623	10,480	143	1%
Paisley Grammar New Campus	4,819	1,800	0	1,800	1,800	0	0%	75,100	75,100	0	0%
Thorn PS New Build	13	250	0	250	250	0	0%	10,000	10,000	0	0%
Dargavel Extension (Modular Units)	0	2,000	0	2,000	2,000	0	0%	2,000	2,000	0	0%
Other Schools Investment Programmes	23,569	1,407	0	1,407	1,407	0	0%	25,101	25,101	0	0%
Inspiring School Age Childcare Spaces Programme	0	100	0	100	100	0	0%	100	100	0	0%
Technology Replacement Strategy ICT	0	326	0	326	326	0	0%	1,926	1,926	0	0%
<b>TOTAL EDUCATION &amp; CHILDREN'S SERVICES BOARD</b>	<b>38,822</b>	<b>6,086</b>	<b>0</b>	<b>6,086</b>	<b>5,943</b>	<b>143</b>	<b>2%</b>	<b>124,850</b>	<b>124,707</b>	<b>143</b>	<b>0%</b>

\*Rolling programmes have a prior year year expenditure of £0 as the expenditure is not directly linked from one year to the next as a singular project.

Objective Heading	Key Reasons for Projected Variance
Primary Schools Estate Programme(SEMP)	Minor underspends relate to St Fergus new build and St Anthony refurbishment.




---

**To: Education and Children's Services Policy Board**

**On: 14 March 2024**

---

**Report by: Interim Head of Education**

---

**Heading: Learning Estate Update**

---

## **1. Summary**

- 1.1 The purpose of this report is to provide members with a further update on current capital projects to develop and improve the learning estate
- 1.2 The Council has engaged with Space Zero to develop a strategic planning brief for the new primary school in Dargavel. This work has included engagement with key stakeholders, visioning sessions, focus groups and general data gathering around requirements and expectations for the new school. This exercise was in advance of the required statutory consultation, and concluded in December 23. This will inform the next key stage in the design process which is the production of an accommodation schedule, which will in turn enable clearer cost forecasting before producing the final brief which will be handed over to the architects.
- 1.3 The Education and Children's Services Policy Board on 18 January 2024 agreed to move ahead with the formal consultation on the establishment of a new school and associated catchment review.
- 1.4 Following discussion with the school management, designers have now agreed a solution for the internal alterations to Dargavel Primary School that satisfies the school requirements and meets statutory building requirements. A Building Warrant has been applied for and is awaiting formal approval. Suitable procurement routes are being considered with the aim being to undertake the required works during the summer break in time for the new school term.
- 1.5 Works to repurpose the existing modular unit at Park Mains High School are underway, with an expected completion date of April 2024. This will create five additional classrooms which will provide flexibility for the school as the roll increases.

- 1.6 The Space Planning exercise for Park Mains High School is progressing. The four planned Steering Group Sessions have been completed, feedback from which will be used to finalise the Strategic Brief.
  - 1.7 To provide an improved learning environment at Bishopton Primary School, we are replacing the Classroom Block with a new, improved permanent facility, in time for the new school year in August 2024. Our contractor began work on site at the end of January 2024
  - 1.8 The new Paisley Grammar School Community Campus remains on track. Planning permission was granted at the end of January 2024. At the time of writing (early Feb 2024) steady progress is being made towards being able to hand over the site to the contractor to allow them to begin enabling works towards the end of February
  - 1.9 Following the unsuccessful bid to the Scottish Futures Trust, there is further planning required in relation to a new build Thorn Primary School.
- 

## **2. Recommendations**

- 2.1. It is recommended that members note the content of this report.
- 

## **3. Next Steps for Primary Provision in Dargavel**

- 3.1. Under the Schools (Consultation) (Scotland) Act 2010 the Council has started a formal consultation on a proposal to establish a new school. The consultation is on a proposal with 3 key aspects – the building of a school with capacity for 800 children; the location of the proposed school, and a review of the catchments for the new and existing Dargavel primaries. It launched on 29 January 2024 and will run until 26 March. A copy of the proposal paper with full details has been shared with all statutory consultees and all relevant groups. A series of information sessions, public meetings and informal drop-ins designed to give as many members of the community the opportunity to find out more about the proposal and discuss their views on the proposal and possible alternatives with officers leading the consultation have been taking place during February and March.
- 3.2. Geotechnical Site Investigations have concluded at the proposed site to the north of Craigton Drive. We are currently awaiting the final report.
- 3.3. Discussions with HubWest Scotland have indicated their ability to provide an accelerated route to market. HubWest Scotland have begun engaging with consultants in order to present the Council with a stage one submission which will provide Hubs Value for Money assessment and an outline design.
- 3.4. Identification of the preferred procurement and delivery route will take account of anticipated programme, implications with the BAE associated remediation and infrastructure programme, appropriate engagement timelines with the local community, as well as wider resourcing demands within the Council.

- 3.5. The estimate for delivery of the new school is currently no later than August 2027. As work progresses we will be able to refine the programme and delivery timescales.
  - 3.6. Space planning consultants Space Zero have concluded all exercises associated with preparation of a Strategic Brief. Following extensive engagement with various stakeholders including, council technical officers, existing cluster schools, education colleagues and the wider community Space Zero have produced an outline briefing document demonstrating that an 800 person school can be delivered within the target GIFA of 5200m<sup>2</sup> and provide quality spaces that are flexible, inclusive and sustainable for use by Education and the wider community.
  - 3.7. Following approval of the Strategic Brief property services will arrange handover from Space Zero to the design team thereby allowing core design and technical strategies to be developed in accordance with the master programme.
- 

#### **4. Park Mains High School**

- 4.1. In May 2023, the Education and Children Services Policy Board approved a 400 pupil extension to the capacity of Park Mains High School, and to cap that school's total capacity at the extended 2000 figure.
- 4.2. To create additional flexibility for the school a modular unit has been moved to Park Mains High School and will be repurposed into five additional classrooms, which will be able to accommodate a further 165 pupils. We are expecting this to be in place and operational for April 2024
- 4.3. The high-level cost estimate for an extended building to the school is circa £30m. Discussions are ongoing regarding the obligation of BAE Systems who, under the existing Section 75 agreement, have an obligation to contribute towards the expansion cost.
- 4.4. A model has been developed for 2000 learners to create a theoretical space model required to support a school of this size. This model was overlaid on the existing school to ascertain the extent of the additional accommodation that would be required on a subject by subject and support services basis.
- 4.5. A scenario planning and validation exercise is currently ongoing which will determine the schedule of accommodation required to be built within the new extension areas and any changes needed within the existing school building to ensure that the school operates as well as effectively and efficiently as possible.
- 4.6. A liaison group for Park Mains High School continues to meet regularly with the last meeting held on 30 January 2024. Members of the PMHS Parent Council and all its associated primaries attend to receive updates on roll projections, share information on the programme and gather feedback which will help inform the design of the building.

---

## 5. Thorn Primary School

- 5.1. The Council agreed under the previous SEMP programme to invest £10million to deliver a new Thorn Primary School, with the intention for the balance of the funding required to be funded through the Learning Estate Investment Programme managed by the Scottish Futures Trust. Following the funding bid to the Scottish Futures Trust being unsuccessful, the Council agreed on 29<sup>th</sup> February to fully fund the new Thorn Primary School.
- 5.2. Further updates will be provided as the project develops.

## 6. Next Steps

- 6.1. Officers are currently preparing the 5 year Learning Estate Management Plan that will set out the short to medium term priorities for the estate. It is our intention that this will be presented to the ECSPB in August 2024.
- 6.2. The review of the learning estate that will inform the long term strategy is in the early stages; we are currently collecting all necessary data to inform next steps.
- 6.3. Given the complexity of the exercise, the development of the strategy will require significant time and attention.

---

## Implications of this report

### 1. Financial

This report is for noting and as such there no implications which arise directly from this report.

### 2. HR and Organisational Development

None

### 3. Community/Council Planning

- |   |   |   |
|---|---|---|
| Our Renfrewshire is thriving                    | - | The new learning environment will support learning and achievement for all.       |
| Our Renfrewshire is well                        | - | The new learning environment will support the Health and Wellbeing of all.        |
| Our Renfrewshire is safe                        | - | The new learning environment will provide safe and secure spaces for all users.   |
| Reshaping our place, our economy and our future | - | The new learning environment will provided spaces which support local enterprise. |



Building strong, safe and resilient communities

- The new learning environment will provide spaces to support community activities.

**4. Legal**

Renfrewshire Council adheres to all relevant legislation.

**5. Property/Assets**

Through its school estate management plan the Council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.

**6. Information Technology**

The new campus will have IT provision which supports digitally enabled learning.

**7. Equality and Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. There has been a full Equalities and Human Rights Assessment carried out for the consultation process to ensure it is fully inclusive. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

**8. Health and Safety**

None.

**9. Procurement**

Renfrewshire Council adheres to all procurement regulations.

**10. Risk**

A full risk register will be compiled for the project in accordance with the Council's established risk management protocols.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

The project aims to comply with the requirements for ambitious energy efficiency targets over the long term and to contribute to the Council's net-zero commitments.

---

## List of Background Papers

Background Paper 1: Proposal to Consult on:

- establishment of a new primary school to be built at Dargavel Village and

- a Catchment Review Affecting Dargavel Primary School and a new primary school to be built at Dargavel Village

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

---

**Children's Services**

JC/GL

14 February 2024

**Author:** Gerry Lyons, Interim Head of Education [gerry.lyons@renfrewshire.gov.uk](mailto:gerry.lyons@renfrewshire.gov.uk)



---

**To: Education and Children's Services Policy Board**

**On: 14 March 2024**

---

**Report by: Director of Children's Services**

---

**Heading: Attainment of 2022/23 School Leavers**

---

## **1. Summary**

- 1.1. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures. This report will provide data and commentary across these measures for the 2022/23 leavers cohort.
  - 1.2. The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. The 2022/23 school leavers have experienced significant disruption in their learning. This is the first cohort since the pandemic who are not impacted by the cancellation of exams in 2020 however their results do include the alternative certification model in 2021. The impact of this disruption and different approaches to certification for previous leavers cohorts means that care should be taken when making comparisons over time.
- 

## **2. Recommendations**

- 2.1. Members of the Education and Children's Services Policy Board are asked to note:
  - the content of this report; and

- the efforts of our young people and the school communities in bringing about these results.

---

## Background

- 3.1. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
  - attainment in literacy and numeracy;
  - improving attainment for all;
  - attainment versus deprivation; and
  - leavers' destinations.
- 3.2. This report will provide data and commentary on the performance of the 2022/23 leavers cohort in these four key measures. A leavers cohort includes all pupils that left school within a year, regardless of the stage they were at when they left school.
- 3.3. The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. Within the 2022/23 cohort are S6 pupils who underwent alternative certification within the 2021 diet. Pupils leaving in S4 and S5 have only been presented in exam diet years however have also had their learning significantly impacted by school closures. When comparing to previous years, we must be mindful that these are not like for like comparisons due to 2 years of exam diet cancellations. There has also been shifts within leavers cohorts as more pupils stayed on in school during the pandemic years due to lack of alternative options, particularly within employment.
- 3.4. The INSIGHT tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are gender, stage of leaving, percentage of time spent in mainstream classes, and Scottish Index of Multiple Deprivation (SIMD) decile. INSIGHT also allows us to compare our performance with national data.

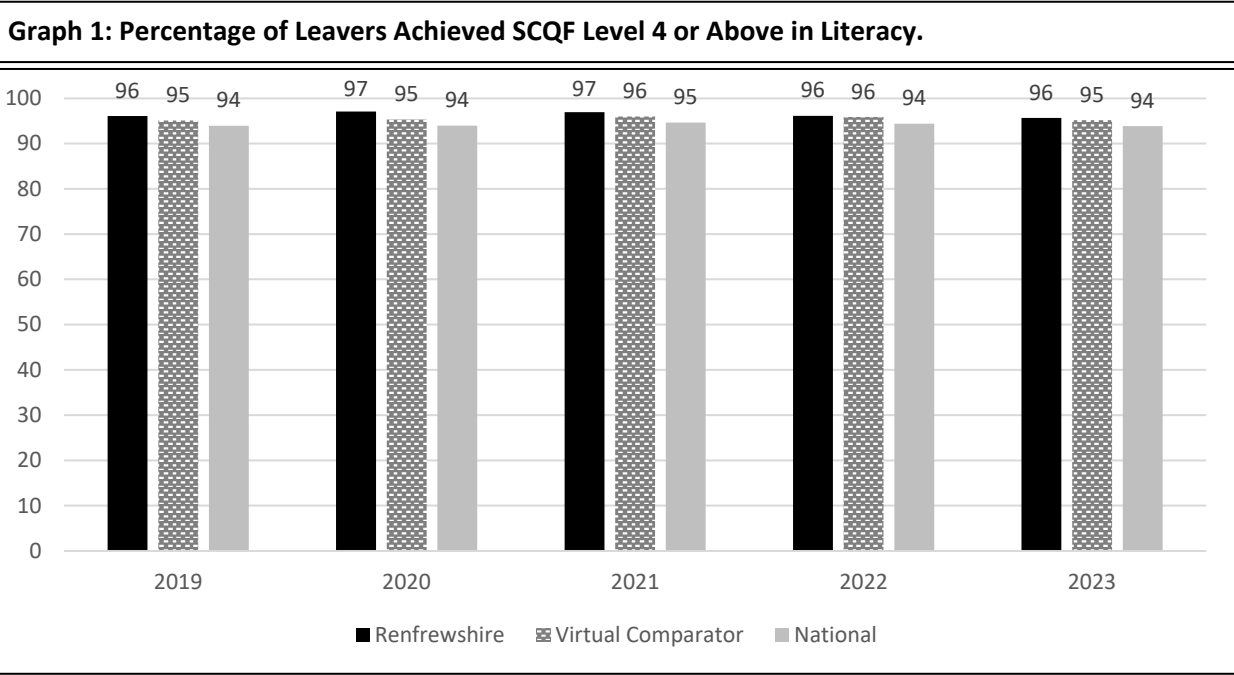
### Attainment in Literacy and Numeracy

- 3.5. Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council Children's Services. This is also one of the Scottish Government's key priorities as detailed in its National Improvement Framework.
- 3.6. Attainment in literacy and numeracy includes passes at National 4 and 5 in English and Maths. It also includes passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow provide

data on our performance of our school leaver cohort in literacy and numeracy compared to our virtual comparator and national figures.

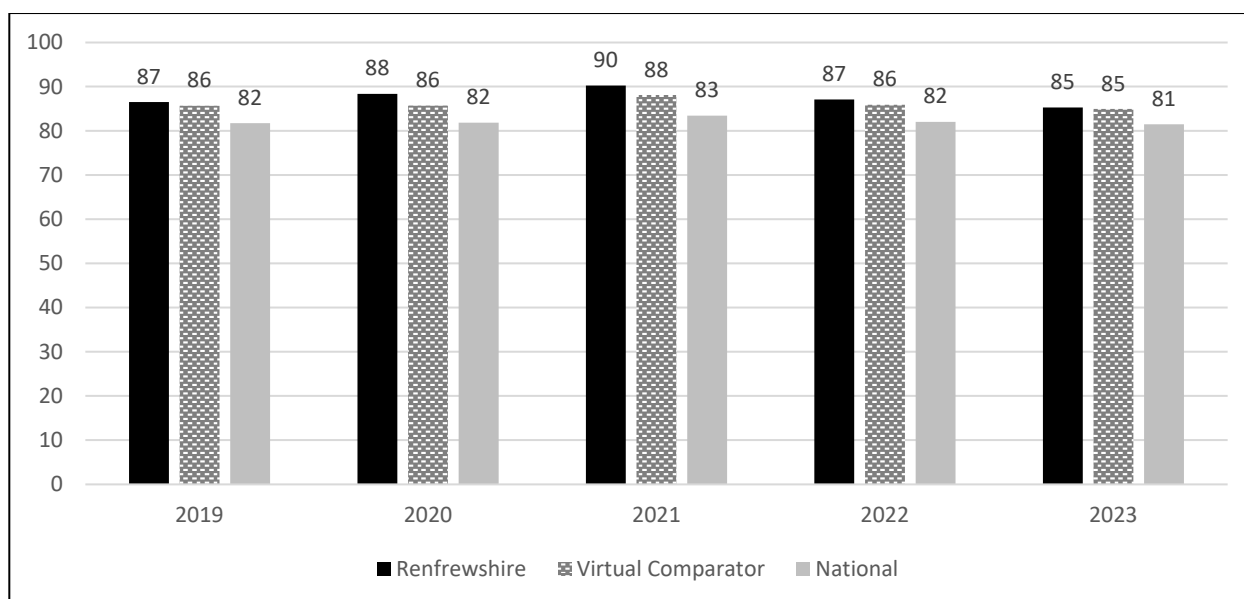
**Attainment in Literacy**

3.7. The graphs that follow show the percentage of leavers achieving SCQF level 4 and SCQF 5 in literacy over 5 years.



3.8. The percentage of leavers in Renfrewshire achieving literacy at SCQF level 4 or above has remained relatively constant over the past 5 years. Renfrewshire remains ahead of the national figures and in line with the virtual comparator in this measure. In the 2022/23 leavers cohort 96% of Renfrewshire pupils achieved this literacy at SCQF level 4, compared with 94% nationally and 95% for the virtual comparator.

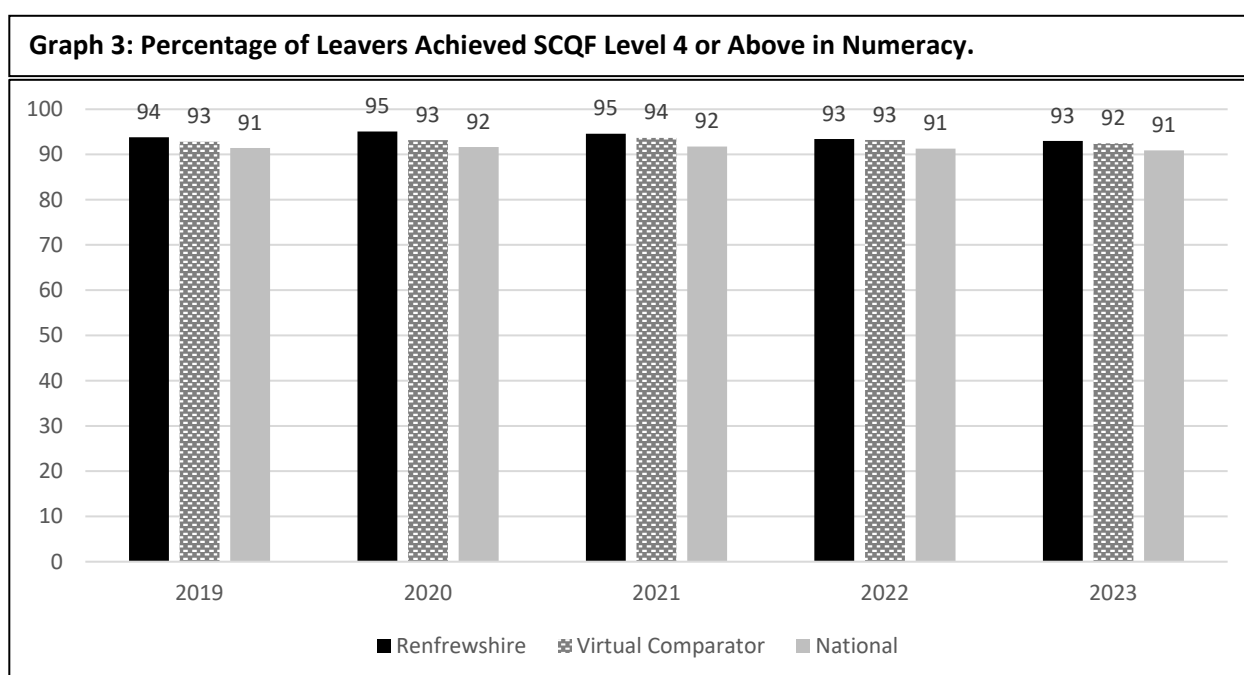
**Graph 2: Percentage of Leavers Achieved SCQF Level 5 or Above in Literacy.**



- 3.9. Attainment in literacy at SCQF level 5 or above is slightly lower than previous years however this is consistent with both the virtual and national comparator figures. Renfrewshire remains in line with the virtual comparator and ahead of national figures in this measure. In the 2022/23 leavers cohort 85% of Renfrewshire pupils achieved this measure, compared with 81% nationally and 85% for the virtual comparator.

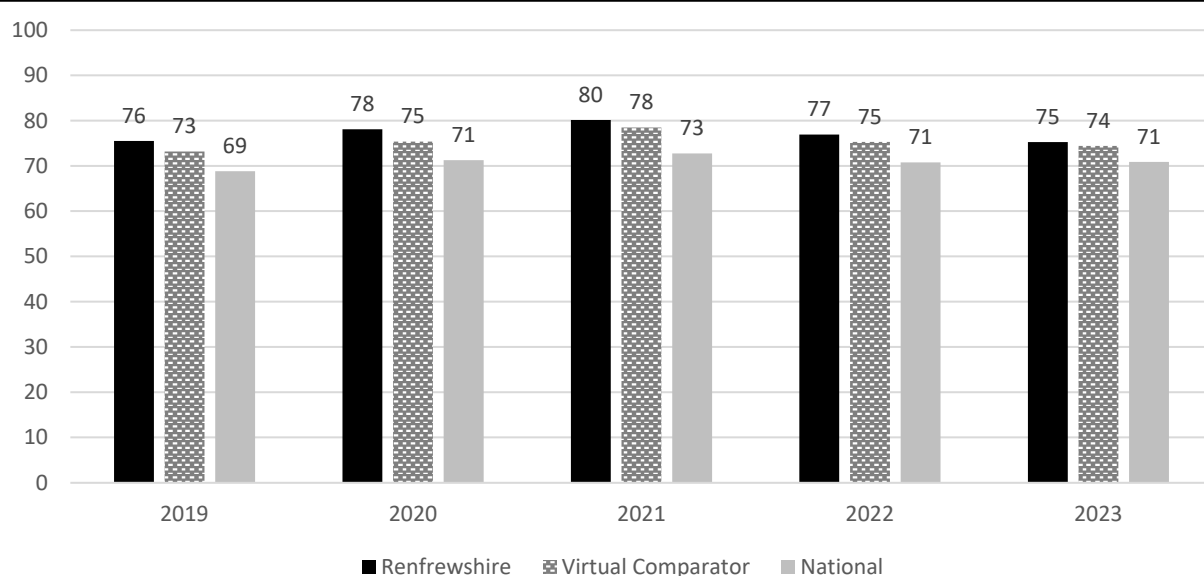
### Attainment in Numeracy

- 3.10. The graphs that follow show the percentage of Renfrewshire leavers who have achieved SCQF level 4 and SCQF level 5 in numeracy over 5 years.



- 3.11. Patterns of attainment in numeracy are similar to literacy, although literacy attainment is higher across both levels. At SCQF level 4, numeracy attainment is broadly consistent over 5 years. Renfrewshire is consistently ahead of national figures over 5 years and remains in line with the virtual comparator. In the 2022/23 leavers cohort 93% of Renfrewshire pupils achieved SCQF level 4 numeracy, compared with 91% nationally and 92% for the virtual comparator.

**Graph 4: Percentage of Leavers Achieved SCQF Level 5 or Above in Numeracy.**

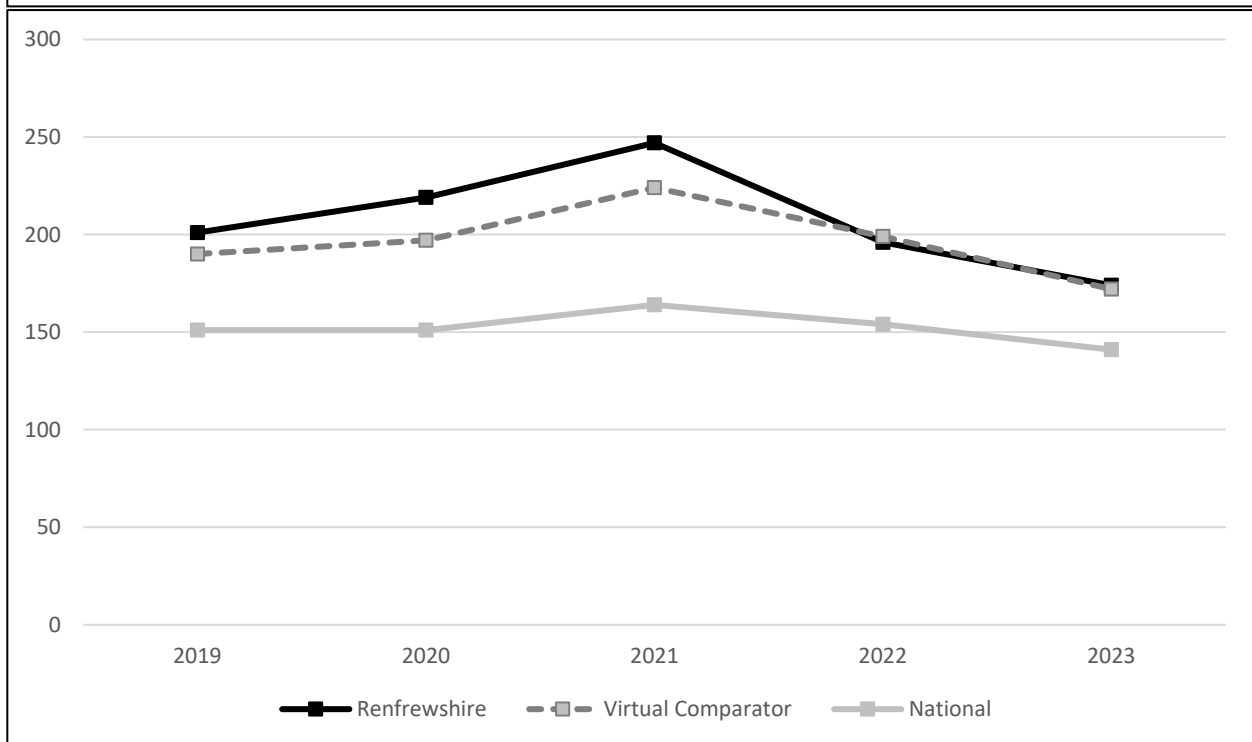


- 3.12. The percentage of Renfrewshire school leavers achieving SCQF Level 5 or above in numeracy has decreased slightly on previous years, however, remains broadly in line with pre-pandemic levels. Renfrewshire remains ahead of the virtual comparator and national figures in this measure. In the 2022/23 leavers cohort 75% of Renfrewshire pupils achieved this measure, compared with 74% nationally and 71% for the virtual comparator.

### **Improving Attainment for All**

- 3.13. Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher the level of qualification, the more tariff points are attributed. On leaving school, pupils will have a total tariff score which incorporates their latest and best achievements in the senior phase.
- 3.14. Within this measure, INSIGHT breaks the data down into three groups of leavers: the lowest attaining 20%, the middle attaining 60% and the highest attaining 20%. It then calculates the average total tariff points for each of these groups and compares their attainment with the virtual comparator and the national figure. Graphs demonstrating trends in each of these groups are shown below.

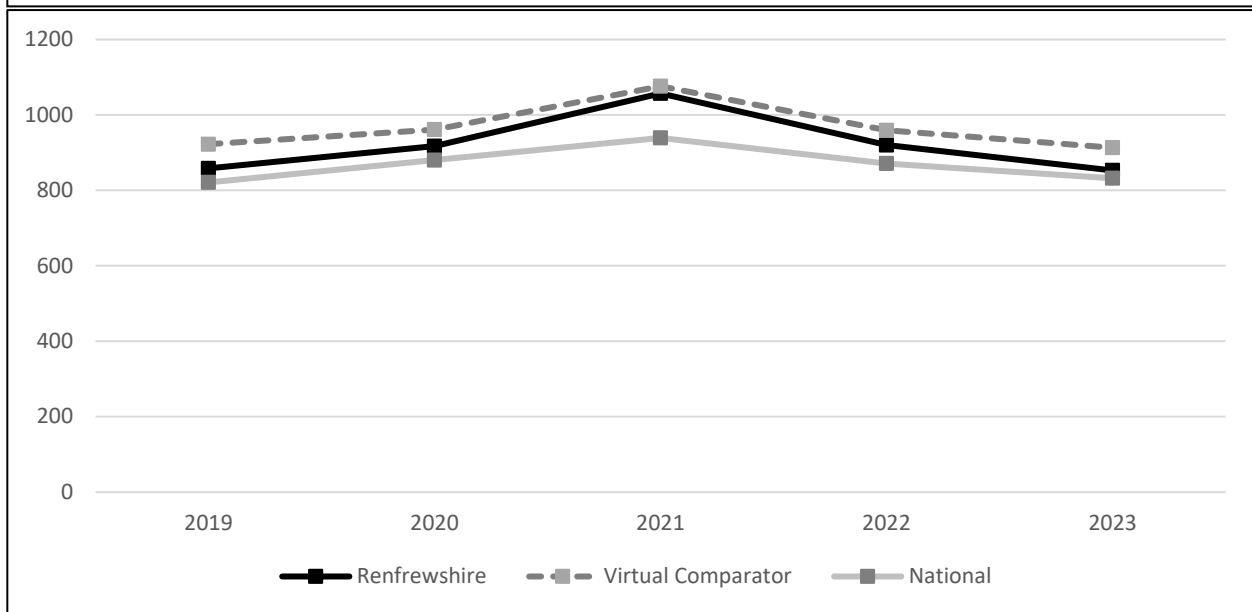
**Graph 5: Average Total Tariff of Lowest 20% Attainment Cohort**



- 3.15. The average total tariff of the lowest attaining 20% of leavers in Renfrewshire has decreased on previous years and is lower than pre-pandemic levels. The comparator data follows the same pattern over time. Renfrewshire remains ahead of the national figure but is not in line with the virtual comparator. In the 2022/23 leavers cohort, the average total tariff in Renfrewshire was 172. This compares to 141 nationally and 172 for the virtual comparator. 172 tariff points is approximately equivalent to 2 National 5 awards at B or C grades and 1 National 4 pass.

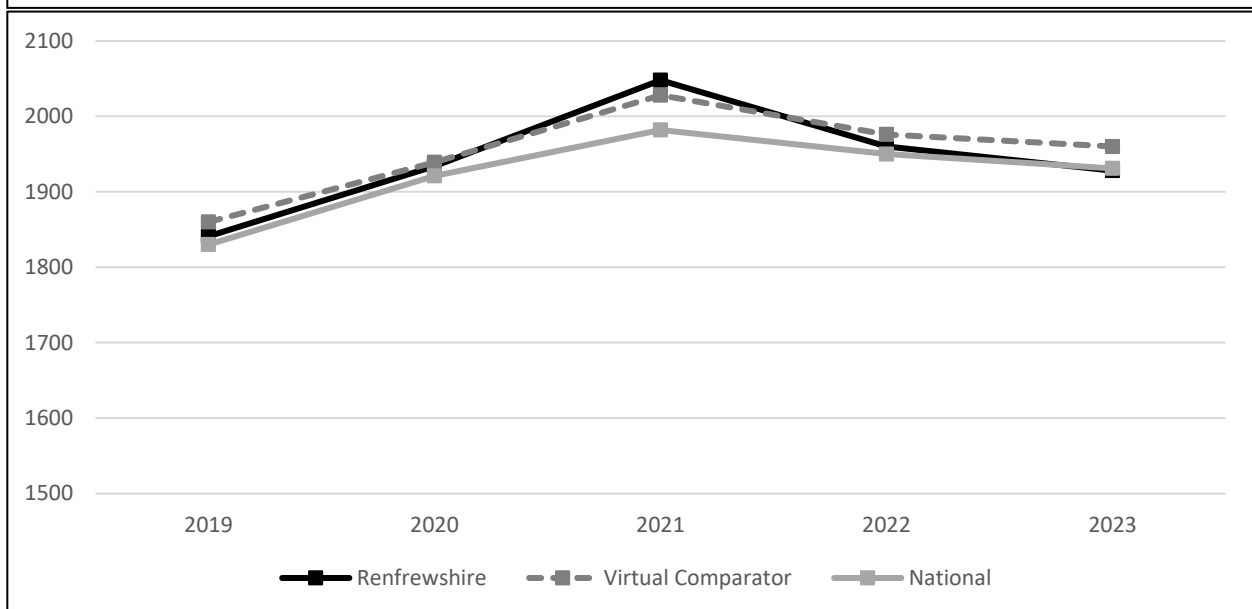


**Graph 6: Average Total Tariff of Middle 60% Attainment Cohort**



The performance of the middle 60% attainment cohort in Renfrewshire tracks closely with comparator data. Renfrewshire attainment is lower than previous years but remains in line with pre-pandemic levels. Renfrewshire has consistently been behind the virtual comparer over 5 years and in 2022/23 is in line with the national figure. In the 2022/23 leavers cohort, the average total tariff in Renfrewshire was 853. This compares to 832 nationally and 913 for the virtual comparator. 853 tariff points is approximately equivalent to 2 B grade and 3 C grade Higher awards.

**Graph 7: Average Total Tariff of Highest 20% Attainment Cohort**



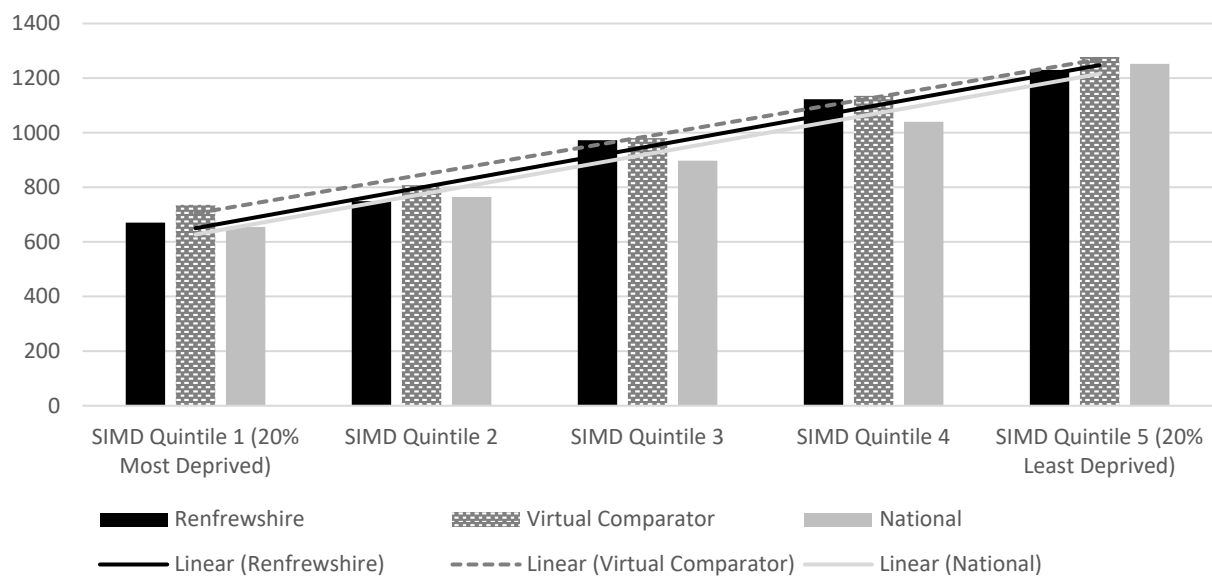
3.16. The average total tariff of school leavers in the highest 20% attainment cohort has increased over 5 years, despite a decrease since the previous year's cohort. Renfrewshire in line with the national figure and marginally below the

virtual comparator within the latest data. There was a sharp peak in 2021 for Renfrewshire and the comparators which is likely to be the result of the inclusion of 2 years of alternative certification replacing exam diets. In the 2022/23 leavers cohort, the average total tariff in Renfrewshire was 1928. This compares to 1931 nationally and 1960 for the virtual comparator. 1928 tariff points is approximately equivalent to 5 Higher A grades plus 2 Advanced Higher B grades.

### **Attainment Versus Deprivation**

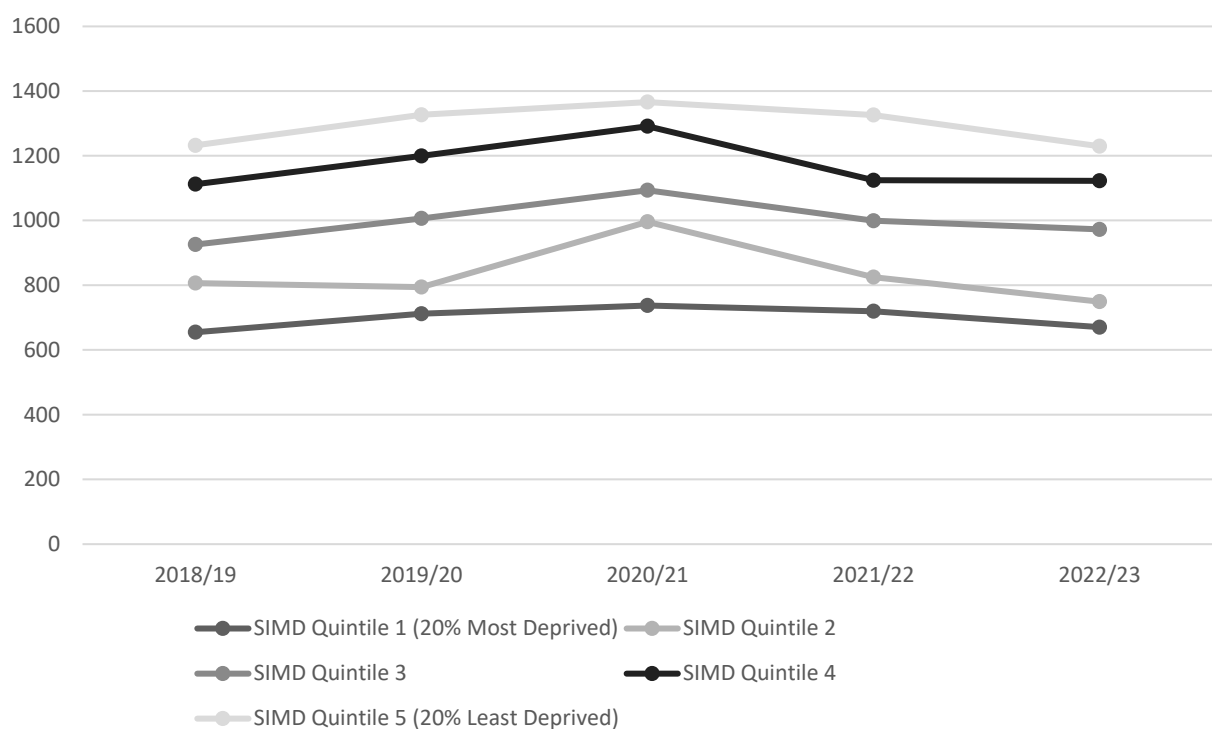
- 3.17. Closing the poverty related attainment gap is an overarching priority of Children's Services. Schools in all sectors are getting increasingly better at identifying their most vulnerable pupils and using strategies to try and mitigate the impact of poverty on their attainment. The Scottish Government measures progress towards closing the poverty related attainment gap using the Scottish Index of Multiple Deprivation (SIMD) quintiles. SIMD quintiles represent the 20% most deprived areas to the 20% least deprived areas.
- 3.18. The following chart shows the average total tariff points by SIMD quintiles for Renfrewshire and its comparators.

**Graph 8: Average Total Tariff of 2023/23 Leavers by SIMD Quintile**



3.19. In the 2022/23 leavers cohort, Renfrewshire's average total tariff behind the virtual comparator across all quintiles. Renfrewshire is ahead of the national figures in quintile 1, 3 and 4. The size of the attainment gap between SIMD quintile 1 and quintile 5 is similar across Renfrewshire and the comparator data. Renfrewshire has a 45% attainment gap, compared with 42% for the virtual comparator and 48% nationally.

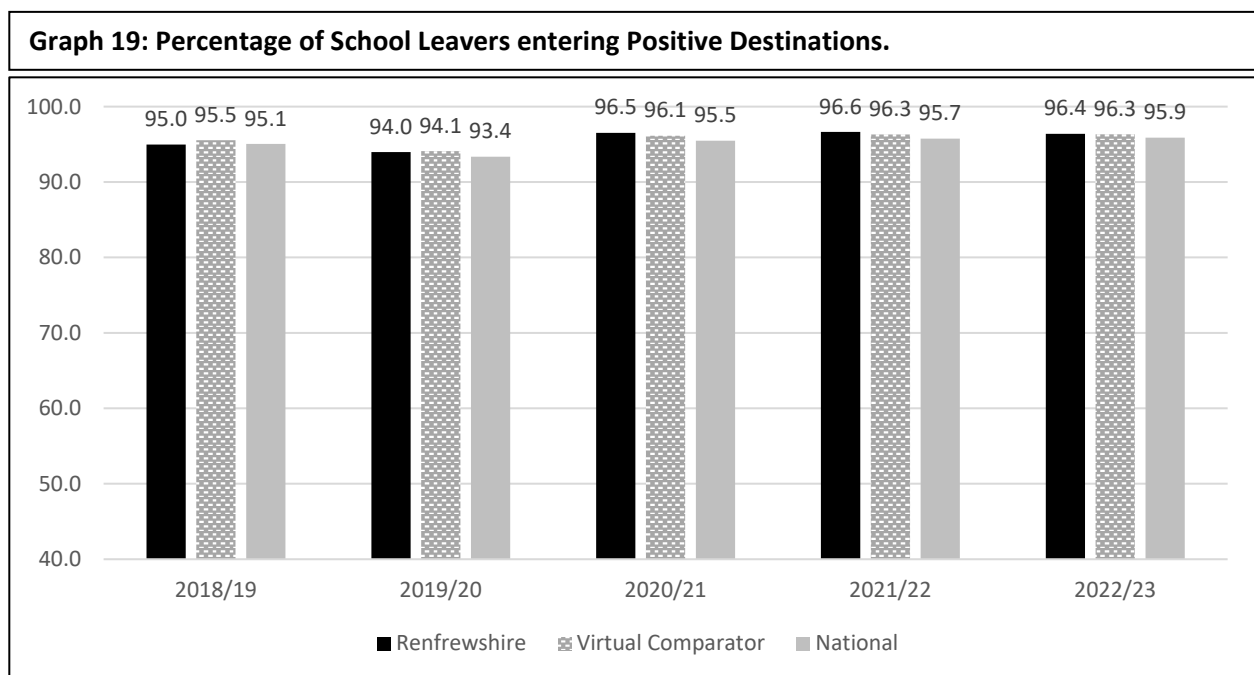
**Graph 9: Average Total Tariff of Renfrewshire School Leavers by SIMD Quintile**



- 3.20. Graph 9 shows the average total tariff of school leavers in Renfrewshire over 5 years by SIMD quintile. These figures show similar patterns of attainment across all 5 quintiles. The size of the attainment gap has decreased slightly from 47% in 2018/19 to 45% in 2022/23, however this is in part due to a greater decrease in attainment of pupils living in quintile 5 in the latest data. Attainment of pupils living in quintile 1 is higher than pre-pandemic level, increasing from 655 in 2018/19 to 670 in 2022/23.
- 3.21. The service and schools continue to support the Council's and the Scottish Government's priority of closing the poverty attainment gap through improving and targeting our provision, utilising the Scottish Attainment Challenge and pupil equity funding.

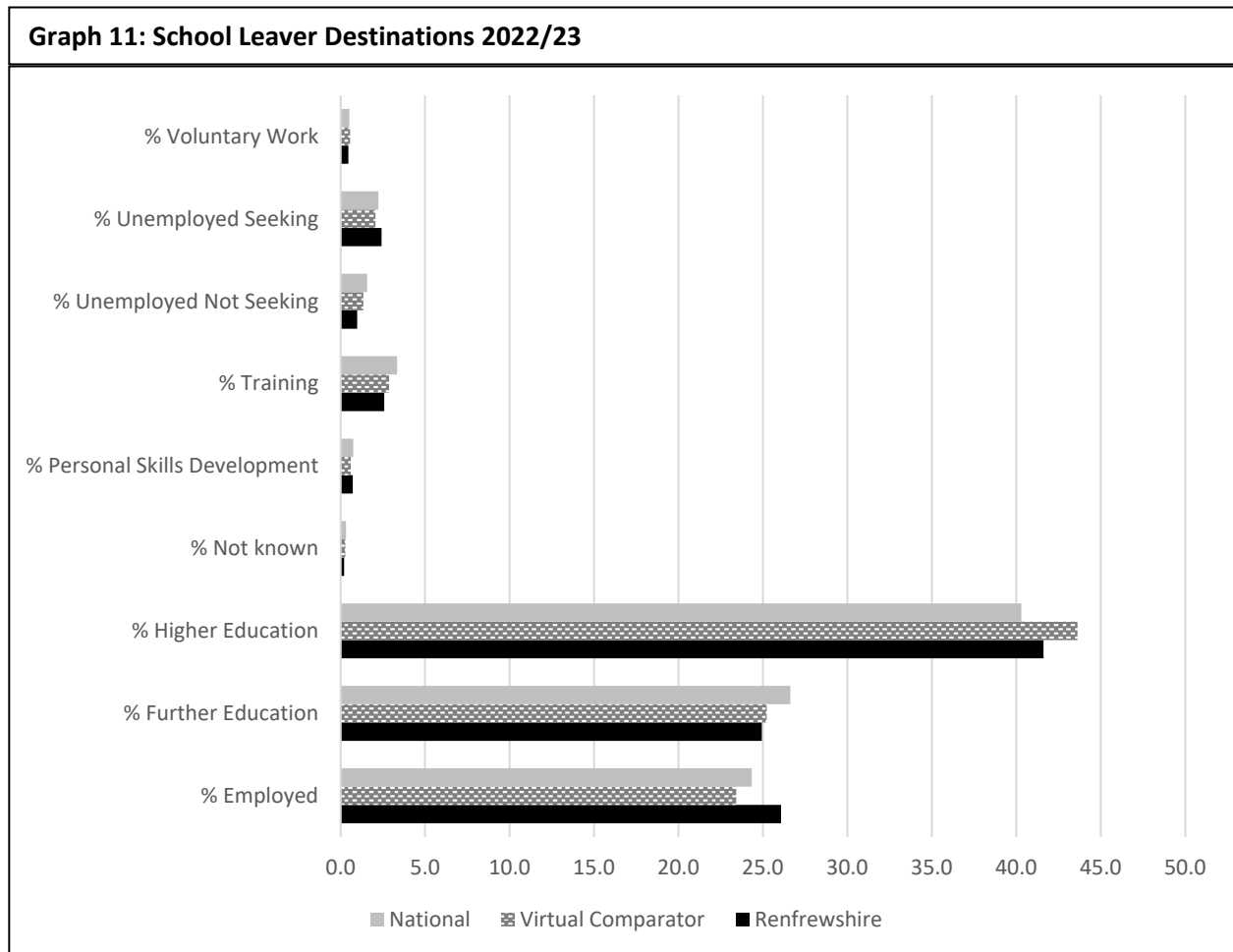
### Leaver Destinations

- 3.22. This measure identifies the percentage of school leavers that have entered a positive destination. Positive destinations include higher education, further education, employment, activity agreements, personal skills development and voluntary work.



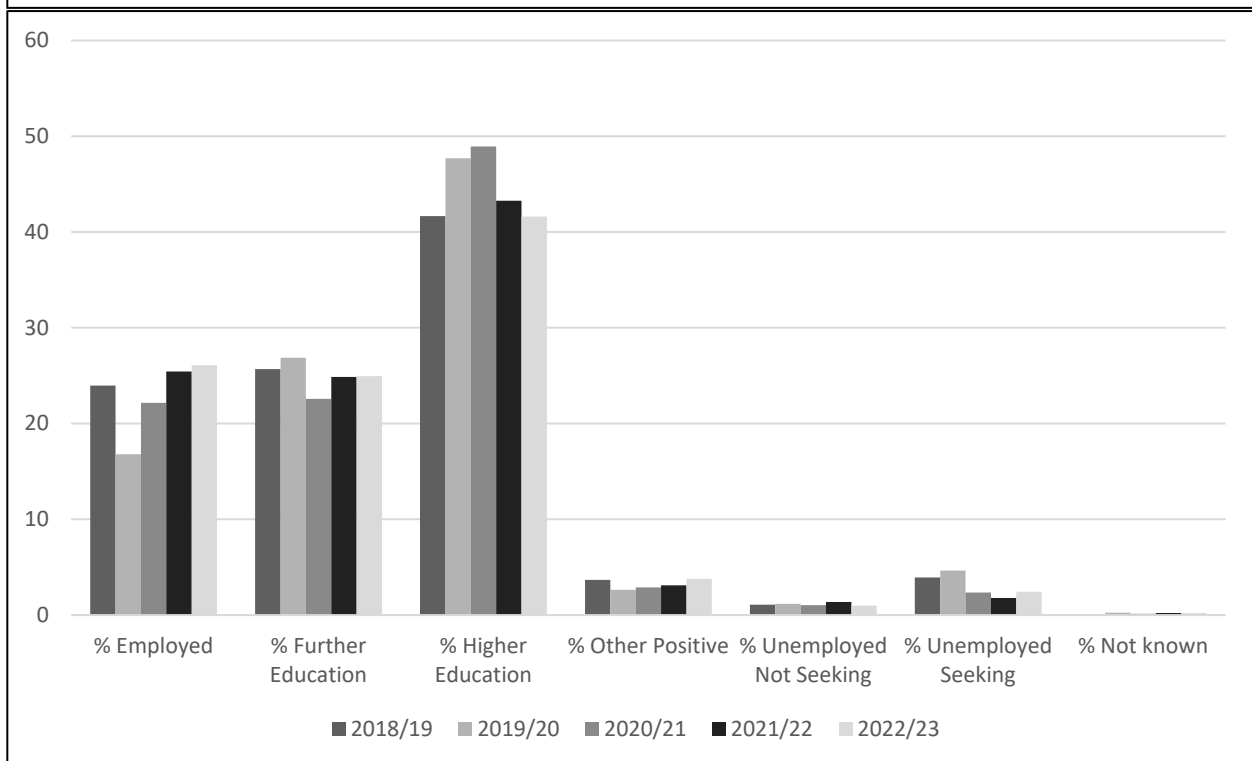
- 3.23. The percentage of leavers entering a positive destination is in line with the previous year at 96.4%. This is an increase over 5 years and Renfrewshire remains in line with the virtual comparator and marginally ahead of the national figure.

3.24. The graph below shows the breakdown of the destinations of the 2022/23 leavers cohort.



In the 2022/23 leavers cohort, 41.6% of Renfrewshire's leavers entered higher education, 24.9% went into further education and 26.1% were employed. Compared with national figures, Renfrewshire has a higher proportion of pupils entering higher education and employment. The proportion of Renfrewshire leavers entering higher education is behind the virtual comparator however Renfrewshire is above the virtual figure in employment and in line within further education.

**Graph 12: Renfrewshire School Leaver Destinations (5 Years)**



3.25. Patterns within destination type have been impacted by the Covid-19 pandemic in 2020 and 2021. Employment figures continue to increase following a dip during the pandemic and are now higher than in 2018/19. Conversely, the proportion of pupils entering higher education had increased during the pandemic years but has now returned to previous levels. Improvements over the previous 5 years have been largely as a result of a decrease in the percentage of leavers who are unemployed seeking, which in 2022/23 was 2.4%.

---

#### **4. Next Steps**

- 4.1 Renfrewshire continues to perform well against its comparators across the majority of measures. While we have not seen significant improvement from the previous leavers cohort this is replicated in national trends suggesting this is in part due to challenges comparing different assessment models undertaken during the Covid-19 pandemic. However, we recognise the scope for further improvement, particularly in relation to reducing the poverty related attainment gap. We will continue to make this a priority as we strive for even further improvement.

---

#### **Implications of the Report**

1. **Financial** - none
2. **HR & Organisational Development** – none
3. **Community/Council Planning** –
  - Our Renfrewshire is thriving – looking at attainment in this way provides schools and Children’s Services with a robust way to evaluate the quality of education provision.
  - Tackling inequality, ensuring opportunities for all – attainment data is examined in the context of deprivation to ensure that we are working towards equity and excellence.
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council’s website.
8. **Health & Safety** – none
9. **Procurement** - none
10. **Risk** - none

- 11. **Privacy Impact** – none
  - 12. **Cosla Policy Position** – not applicable
  - 13. **Climate Risk** - none
- 

**Author:**        **Fiona Wright, Management Information Officer, Children's Services.**  
                     **Fiona.wright-ED@renfrewshire.gov.uk**






---

**To:** **Education and Children's Services Policy Board**

**On:** **14 March 2024**

---

**Report by:** **Director of Children's Services**

---

**Heading:** **Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2024/25**

---

## **1. Summary**

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire, through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
  - 1.2. This report provides information on the proposed allocation of funding during 2024/25 to out of school care groups in the private and voluntary sector and for early years voluntary sector organisations, playgroups and toddler groups.
  - 1.3. Acceptance of the recommendations contained within the report will result in £83,838 being disbursed to private and voluntary sector organisations.
- 

## **2. Recommendations**

- 2.1. The Education and Children's Services Policy Board is asked to:
    - i. approve the resource allocation to support the delivery of services for children and young people as outlined in appendix 1 to this report; and
    - ii. agree the proposed allocation of grant funding for out of school care and pre five voluntary sector (subject to the completion of satisfactory checks and assessments as detailed in appendices 2 and 3 attached to this report
-

### **3. Background**

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.
  - 3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the Council to continue to support families with young children.
- 

### **4. Proposals for the Allocation of Funding 2024/25**

- 4.1. Renfrewshire Council continues to support voluntary sector organisations through the distribution of funding for the delivery of services for families with young children.
- 4.2. For the avoidance of doubt the grant award arrangements are compliant with the Council's Conditions of Grant, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks also include financial information and latest Care Inspectorate grades for those services required to register with the Care Inspectorate.
- 4.3. Appendix 1 of this report provides an overview of the proposed allocation of £83,838 for grants to voluntary sector organisations supporting children and families, out of school care services and pre-5 voluntary sector playgroups for 2024/25. The proposed allocation of funding to the 2 individual voluntary providers and pre-5 voluntary sector playgroups and toddler groups is agreed in accordance with previous grant allocation and available budget. The proposed grant for out of school care is based on a points system.
- 4.4. Appendix 2 attached to the report provides a breakdown of the proposed allocation of £23,138 to the out of school care sector.
- 4.5. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed by the Policy Board. The Education and Children's Services Policy Board at its meeting on the 15 March 2018 approved a point value of £100 per point. The proposed allocation of funding outlined in appendix 2 continues to be based on a point value of £100.
- 4.6. Appendix 3 of this report provides a breakdown of the proposed allocation of £1500 to the pre-5 voluntary sector playgroups and toddler groups.
- 4.7. Further applications for grants which are under £1,500 will be approved by the Director of Children's Services, using delegated authority on the basis of the Council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future Education and Children Services Policy Board meetings for approval.

---

## Implications of this report

### 1. Financial

Cost relating to the proposals in this report will be met from existing funding resources.

### 2. HR and Organisational Development

None.

### 3. Community Plan/Council Planning

- |  |  |
|--|--|
| Our Renfrewshire is thriving                         | - Ensuring the best start in life for children and young people.   |
| Our Renfrewshire is well                             | - Early intervention will lead to healthier outcomes for children and young people.  |
| Our Renfrewshire is safe                             | - The provision of funding to local groups contributes to the development of local communities.  |
| Building strong, safe and resilient communities      | - The quality of community life is enhanced by supporting parents, children and young people.  |
| Tackling inequality, ensuring opportunities for all  | - Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.              |
| Creating a sustainable Renfrewshire for all to enjoy | - Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education. |

### 4. Legal

The Education (Scotland) Act 1980 empowers the Council to provide a range of grants. Payments will be in line with the Council's Conditions of Grant.

The Council's Conditions of Grant will apply to approved voluntary sector providers, out of school care and play group and toddler groups as detailed in appendices 1, 2 and 3 of the report.

### 5. Property/Assets

None.

### 6. Information Technology

None.

**7. Equality and Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

A requirement of the Council's Conditions of the Grant is that services comply with the Equality Act 2010.

**8. Health and Safety**

None.

**9. Procurement**

None.

**10. Risk**

All grant awards issued by the Council are subject to the Council's approved Conditions of Grant as detailed in paragraph 4.2 of this report and to compliance with appropriate risk management procedures.

**11. Privacy Impact**

Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

---

**List of Background Papers**

None.

---

*Children's Services*  
JC/KMcD/LG/KO  
31/01/2024

**Author:** Julie Caldwell . Early Learning and Childcare Development Officer  
[julie.caldwell@renfrewshire.gov.uk](mailto:julie.caldwell@renfrewshire.gov.uk) / Kathleen McDonagh, Education Manager  
[kathleen.mcdonagh@renfrewshire.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gov.uk)

## Distribution of Funding to Support Services for Children and Families 2024/25

Service	Outcome	Funding proposed 2024/25
Home-Start Renfrewshire and Inverclyde	Less isolation for families improving mental health and confidence levels. Training and development opportunities provided to volunteers and parents/carers. (Grant funding is to support Renfrewshire families)	£45,200
<u>Care Inspectorate Provider Name:</u> Moorpark Community Association Cherrie Childrens Day-care  <u>Name of Group on Application Form:</u> Moorpark Community Association Cherrie children's Daycare  <u>Care Inspectorate Service Name:</u> Cherrie Children Daycare	Young children aged 0 to 3 years being supported within a safe and stimulating environment and being able to access good quality learning experiences supported by knowledgeable and enthusiastic staff.	£14,000
Out of School Care Services (appendix 2)	Support to out of school care services in the independent sector to provide high quality play experiences for children and an affordable service for parents/carers.	£23,138
Pre-5 Voluntary Sector Grants (appendix 3)	Support to individual pre-5 voluntary sector providers.	£1500
<b>Total</b>		<b>£83,838</b>

OUT-OF-SCHOOL CARE SUPPORT 2024/25													
Provider Details				Criteria								Total	
Care Inspectorate Provider Name	Name of Group on Application Form	Care Inspectorate Service Name	SIMD 2024	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zone Area 5 Points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places for New Provider	Holiday cover 1 point per 8 places	Use Schools or Community halls Term Time Only -1 point Year Round -2 Points	Points Accrued	Award Recommended
Carli's Kindergarten Ltd	Carli's Kindergarten Ltd	CK Childcare	5	0	0	6	17.5	17.5	0	6.25	-2	45.25	£4,525.00
Carli's Kindergarten Ltd	Carli's Kindergarten Ltd	CK Childcare	5	0	0	1.00	3	0	0	0	-1	3	£300.00
Gryffe Manor Nursery Ltd	Gryffe Manor Out of School Care	Gryffe Manor Out of School care	10	0	0	0.00	10	0	0	6.25	-2	14.25	£1,425.00
Hummingbird Out of School Care Limited	Hummingbird Out of School Limited	Hummingbird Out of School Care Limited	4	0	0	0.00	3.75	0	0	3.75	0	7.5	£750.00
Insafe Hands Childcare Limited	In Safe Hands Childcare (ST.James OSC).	St. James Out of School Care	2	0	5	0.50	7.5	0	0	0	-1	12	£1,200.00
Insafe Hands Childcare Limited	In Safe Hands Childcare Ltd (Newmains OSC)	Insafe Hands (Newmains)	4	0	0	0.00	5	0	0	5	-2	8	£800.00
Insafe Hands Childcare Limited	In Safe Hands Childcare Ltd	In Safe Hands	2	0	5	0.25	3	0	0	3	0	11.25	£1,125.00
Johnstone Out of School Service Committee	Johnstone out of School Service	Johnstone Out of School Service	4	1	0	0.00	5	0	0	5	-2	9	£900.00
Kilbarchan Community Nursery SCIO	Kilbarchan Community Nursery SCIO	Kilbarchan Community Nursery	6	1	0	0.00	2.5	0	0	0	-1	2.5	£250.00
KLAS Care C.I.C.	KLAS Care C.I.C	KLAS Care C.I.C	4	0	0	1.63	6.25	2.5	0	0	-1	9.38	£938.00
KLAS Care C.I.C.	KLAS Care C.I.C	KLAS Care	3	0	0	1.38	5	0	0	5	-2	9.375	£937.50
Making Memories Childcare Ltd	Making Memories Childcare Ltd	Making Memories Childcare Ltd (Out of School Care)	7	0	0	0.50	3.75	0	0	3.75	0	8	£800.00
Moorpark Community Association Cherrie Children's Day-care	Moorpark Community Association Cherrie children's Daycare	Cherrie Children Daycare	1	1	5	0.00	5	0	0	5	-2	14	£1,400.00
Ralston After School Care Committee	Ralston Primary Out of School Care	Ralston After School Care	9	1	0	2.25	12.5	0	0	10	-2	23.75	£2,375.00
Roin Ltd	Jennyswell OSC Lochfield	Jennyswell OSC -Lochfield	4	0	0	1.00	4	0	0	0	-1	4	£400.00
Roin Ltd	Jennyswell OSC at Todholm	Jennyswell OSC -Todholm	4	0	0	1.13	6.25	0	0	6.25	-2	11.625	£1,162.50
School's Out Centres Limited	School's Out Centres Limited	'School's Out' - Bargarran	5	0	0	3.00	6.25	0	0	6.25	-2	13.5	£1,350.00
School's Out Centres Limited	School's Out Centres Limited	'School's Out' - Barsail	4	0	0	2.13	5	0	0	5	-2	10.125	£1,012.50
Strawberry Field Nursery	Strawberry Field Nursery	Strawberry Field Out of School Care	8	0	0	3.38	7.5	0	0	4	0	14.875	£1,487.50
													£23,138.00

**Distribution of funding support services for children and families - pre-five voluntary sector grants 2024/25**

<b>Organisation</b>	<b>Purpose of Grant</b>	<b>Recommendation Award 2024/25</b>
Langbank Playgroup	To provide quality play and learning opportunities for children.	£500
Lochwinnoch Toddlers Group	To provide children with a greater variety of stimulating play activities.	£500
Ralston Playgroup	To promote an interest in books, literacy and learning.	£500
<b>Total</b>		<b>£1500</b>



**To: Education and Children Policy Board**

**On: 14 March 2024**

---

**Report by: Director of Children's Services**

---

**Heading: Early Learning and Childcare Consultation - 2023**

---

## **1. Summary**

- 1.1 The Children and Young People (Scotland) Act 2014 places a duty on local authorities to consult representative populations of parents and carers on how mandatory early learning and childcare, day care, out of school care and discretionary services should be made available. There is a requirement to consult every 2 years and to publish plans in response to these consultations.
- 1.2 This report advises on the findings of the early learning and childcare consultation carried out by Renfrewshire Council. Data collection began in August 2023, and the survey was initially open for one month. A smaller number of responses were submitted than expected however, and so the deadline was extended to 20<sup>th</sup> October. The consultation report is attached as appendix one to this report.

---

## **2. Recommendation**

- 2.1 The Education and Children's Service Policy Board is asked to note the findings of the early learning and childcare consultation - 2023, which is attached as an appendix to this report.
-



## Background

- 3.1 Part 6 of the Children and Young People (Scotland) Act 2014 places a duty on local authorities to consult representative populations of parents and carers on how mandatory early learning and childcare should be made available and to publish plans for future delivery in response to the consultations. Parts 7 and 8 of the Act also requires an authority to consult representative populations of parents on how discretionary early learning and childcare (under the 1980 Act) and discretionary day care and out of school care for children not in need (under the 1995 Act) should be provided and supported. There is also a requirement to consult representative populations of parents on how mandatory day care and out of school care for children in need (under the 1995 Act) should be made available.
  - 3.2 There is a requirement to consult every 2 years and to publish plans in response to these consultations.
  - 3.3 In line with the requirements of the 2014 Act, Renfrewshire Council has continued to consult every 2 years (apart from 2020 when there was a delay due to the covid pandemic), with the last consultation carried out in August 2021. Findings from previous surveys included information on demand and barriers on current and future use, and parents' perceptions on aspects relating to early learning and childcare services for parents of children aged 0-14 years. The information has assisted the council in the planning and delivery of services and played a key part in planning for the expansion of early learning and childcare.
  - 3.4 The current and most recent online survey carried out by Renfrewshire Council from August to October 2023 sought the views of parents and carers on early learning and childcare and out of school care provision. Questions were set to gather information on current and future usage of early learning and childcare 0 to 14 years, including demand, barriers and parental perceptions. The survey was structured to provide information within three categories: needs and services for parents of children accessing early learning and childcare, those accessing out of school care, and the needs of parents considering early learning and childcare and/or out of school care in the next 2 years. The survey included a number of closed questions.
  - 3.5 Appendix one provides the overall findings from the 2023 survey, including information on headline results and responses to all the questions asked.
  - 3.6 A total of 723 respondents took part in the survey. Due to the small sample size of respondents who participated in the consultation the responses provided can only be seen as an indicator of the wishes, demand and perceptions which may not fully represent the views of the wider community across Renfrewshire.
-

#### **4. Key Findings – Early Learning and Childcare Survey – 2023**

- 4.1 A total of 723 respondents took part in the survey. Although each locality within Renfrewshire was represented, the largest proportion of respondents were from Renfrew (13%) and Johnstone (10%). When broken down by SIMD, 36% of respondents were from quintiles 1 and 2, while 62% were from quintiles 3-5.
- 4.2 The majority of parents had at least one child of school age (52%), with 26% between the ages of 5 – under 8 years. In addition, 21% of children were between 3 – under 5 years, while 13% were 0- under 2 years, and 8% between 2- under 3 years.
- 4.3 The key findings of the survey are as follows:

##### **Currently Accessing Early Learning and Childcare**

- In total, 335 parents who responded to the survey were currently accessing early learning and childcare.
- The majority of parents/carers accessed early learning and childcare through a local authority early years class or centre (59%), while 44% accessed early learning and childcare through a private or voluntary nursery, and 3% through a registered childminder.
- The largest proportion of parents/carers accessing funded early learning and childcare used a term-time only model (42%), while 39% accessed this through a 2.5-day model over 48 weeks. A smaller proportion of parents/carers chose a morning or afternoon placement (12%). Overall, 79% of parents/carers were accessing the funded entitlement through their preferred model of provision.
- Of those accessing funded early learning childcare, 88% were using the full entitlement to 1140 hours. A number of those who were not using the entitlement in full stated this was due to childcare providers not being flexible enough (26%), while 30% stated they would rather have their children cared for at home or with a family member/friend.
- Parents/carers were asked if they were considering deferring their child's transition to primary school. Overall, 16% said they were considering this option.

##### **Currently Accessing Out of School Care**

- 221 parents/carers who responded to the survey were accessing out of school care for their child.
- The type of out of school parents/carers accessed varied, with 77% accessing after school care, 57% out of school care (during the holidays), and 36% accessing breakfast clubs.
- The most cited benefit of accessing out of school care was that parents can continue to work, train or study (83%). Furthermore, 46% stated their child enjoys attending their out of school setting, and 21% that it has supported their child's development.
- Parents/carers were asked about any barriers they may face accessing out of school care. The most frequently cited barriers were the affordability

(31%) a lack of available places (27%) and a lack of flexibility (22%). However, 38% stated they have not experienced any barriers.

### **Planning on Accessing Early Learning and Childcare / Out of School Care in the Future**

- 344 parents/carers who are looking to access either early learning and childcare or out of school care in the next 2 years completed this survey.
  - The majority of these respondents were looking to access out of school care (66%), while 48% were looking to access early learning and childcare.
  - Those looking to access early learning and childcare provided information on the age their child will be when they begin accessing this: 36% will be aged 0-2 years, 25% will be aged 2-under 3 years, and 40% will be 3-5 years or have not yet started school.
  - Most parents/carers would rather their child accessed early learning and childcare in a local authority class or centre (88%), while 35% would prefer a private or voluntary nursery, and 11% preferring a registered childminder.
  - The majority of parents considering early learning and childcare in the future stated they would prefer to access this through a term-time model, (54%), while 31% stated they would prefer a 2.5-day model over 48 weeks, and 12% would prefer a morning or afternoon only session.
  - Of those considering out of school care in the future, 79% stated they would like to access after school care, 54% would wish for out of school care during the holidays, and 37% would wish for before school care.
- 4.4 52% of children represented in the survey were of school age. The projected population for this age group in Renfrewshire is 19,383.
- 4.4 It is important to highlight that with a smaller sample, these findings can only be seen as an indicator of the perceptions, demand, and experiences of those currently accessing childcare or looking to access childcare in Renfrewshire in the next 2 years.
- 4.5 Although a small sample size, the findings in relation to early learning and childcare will continue to assist the council in its delivery options of provision of the 1140 hours entitlement of early learning and childcare. The findings in relation to other aspects of childcare will be considered when undertaking any future planning of childcare services for Renfrewshire.

---

### **Implications of this report**

1. **Financial**  
None
2. **HR and Organisational Development**  
None

### 3. **Community /Council Planning**

Our Renfrewshire is thriving	Ensuring the best start in life for children and young people.
Our Renfrewshire is well	Earlier intervention will lead to healthier outcomes for young children.
Our Renfrewshire is safe	Local services will benefit children, young people and members of the community.
Building strong, safe and resilient communities	The quality of community life is enhanced by supporting parents, children and young people
Tackling inequality, ensuring opportunities for all	Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.
Creating a sustainable Renfrewshire for all to enjoy	Flexible childcare placements will enable parents to access and sustain employment, training or education.

### 4. **Legal** None

### 5. **Property/Assets** None

### 6. **Information Technology** None

### 7. **Equality and Human Rights** The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because there is no decrease to the level of service provision being proposed therefore no diminution of service. Registered services comply with the Equality Act 2010.

### 8. **Health and Safety** None

### 9. **Procurement** None

- 10 Risk**  
None
- 11 Privacy Impact**  
Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.
- 12 COSLA Policy Position**  
None
- 13 Climate Risk**  
None

---

## List of Background Papers

---

KMcD/LG  
08 February 2024

**Author:** Kathleen McDonagh, Education Manager – Early Years Tel No:  
07799034553, [kathleen.mcdonagh@renfrewshire.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gov.uk)

**Author of Consultation Findings:** Alex Evans – Research Assistant and Data  
Integration Officer, [Alex.evans@renfrewshire.gov.uk](mailto:Alex.evans@renfrewshire.gov.uk)

## Renfrewshire Council Children and Young People Consultation 2023

Consultation on early learning and out of school childcare

# Renfrewshire Council Children and Young People Consultation 2023

## 1. Executive Summary

### 1.1. Introduction

The Children and Young People (Scotland) Act 2014 places a duty on all local authorities across the country to consult with parents and carers every 2 years y, to identify how childcare services for children and young people (CYP) aged 0-14 years should be made available and inform their next steps for delivery. This report outlines the findings of the CYP Consultation.

The consultation was conducted through an online survey which was promoted on Renfrewshire Council's website, and social media. Data collection began on 28<sup>th</sup> August 2023 and the survey was planned to remain live for one month. A smaller number of responses were gathered than expected during this time however, and so the deadline was extended to 20<sup>th</sup> October 2023.

### 1.2. Key Findings

A total of 723 respondents took part in the survey. Although each locality within Renfrewshire was represented, the largest proportion of respondents were from Renfrew (13%) and Johnstone (10%). When broken down by SIMD, 36% of respondents were from quintiles 1 and 2, while 62% were from quintiles 3-5.

- 1.2.1. The majority of parents had at least one child of school age (52%), with 26% between the ages of 5 – under 8 years. In addition, 21% of children were between 3 – under 5 years, while 13% were 0- under 2 years, and 8% between 2- under 3 years.

The key findings are as follows:

#### **Currently Accessing Early Learning and Childcare**

- In total, 335 parents who responded to the survey were currently accessing early learning and childcare (ELC).
- The majority of parents/carers accessed ELC through a local authority ELC class or centre (59%), while 44% accessed ELC through a private or voluntary nursery, and 3% through a registered childminder.
- The largest proportion of parents/carers accessing funded ELC used a term-time only model (42%), while 39% accessed this through a 2.5-day model over 48 weeks. A smaller proportion of parents/carers chose a morning or afternoon placement (12%). Overall, 79% of parents/carers were accessing the funded entitlement through their preferred model of provision.
- Of those accessing funded ELC, 88% were using the full entitlement to 1140 hours. A number of those who were not using the entitlement in full stated this was due to childcare providers not being flexible enough (26%), while 30% stated they would rather have their child cared for at home or with a family member/friend.

- Parents/carers were asked if they were considering deferring their child's transition to primary school. Overall, 16% said they were considering this option.

### **Currently Accessing Out of School Care**

- 221 parents/carers who responded to the survey were accessing out of school care (OSC) for their child.
- The type of OSC parents/carers accessed varied, with 77% accessing after school care, 57% accessing OSC (during the holidays), and 36% accessing breakfast clubs.
- The most cited benefit of accessing OSC was that parents can continue to work, train or study (83%). Furthermore, 46% stated their child enjoys attending their OSC setting, and 21% that it has supported their child's development.
- Parents/carers were asked about any barriers they may face accessing OSC. The most frequently cited barriers were the affordability of OSC (31%) a lack of available places (27%) and a lack of flexibility (22%). However, 38% stated they have not experienced any barriers.

### **Accessing ELC / OSC in the Future**

- 344 parents/carers who are looking to access either ELC or OSC in the next 2 years completed this survey.
- The majority of these respondents were looking to access out of school care (66%), while 48% were looking to access ELC.
- Those looking to access ELC provided information on the age their child will be when they begin accessing this: 36% will be aged 0-2 years, 25% will be aged 2-under 3 years, and 40% will be 3-5 years or have not yet started school.
- Most parents/carers would rather their child accessed ELC in a local authority nursery or centre (88%), while 35% would prefer a private or voluntary nursery, and 11% a registered childminder.
- The majority of parents considering ELC in the future stated they would prefer to access this through a term-time model, (54%), while 31% stated they would prefer a 2.5-day model over 48 weeks, and 12% would prefer a morning or afternoon only session.
- Of those considering OSC in the future, 79% stated they would like to access after school care, 54% would wish for out of school care during the holidays, and 37% would wish for before school care.

## **2. Overall Survey Results**

The overall results from this survey are detailed below. Due to the small sample size of respondents who participated in the consultation the responses provided can only be seen as an indicator of the wishes, demand and perceptions which may not fully represent the



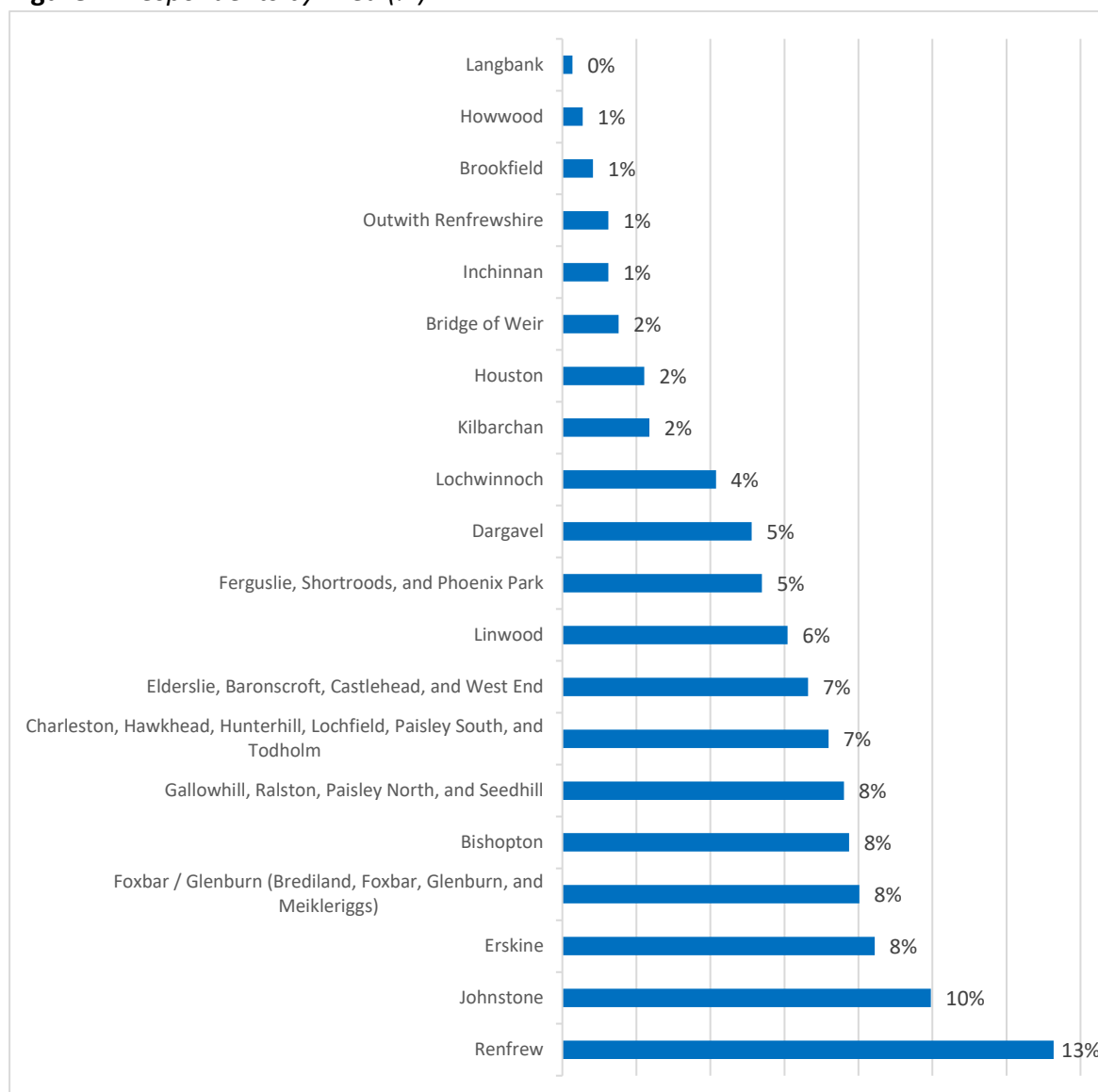
views of the wider community across Renfrewshire. However, the findings in relation to early learning and childcare will continue to assist the council in its delivery options of provision of the 1140 hours entitlement of early learning and childcare. The findings in relation to out of school care will also be considered when undertaking any future planning of childcare services for Renfrewshire.

## 2.1. Respondent Profile

2.1.1. The 723 responses to this survey represented 1217 children in Renfrewshire aged 0-14 years. The majority of these children were of school age (52%).

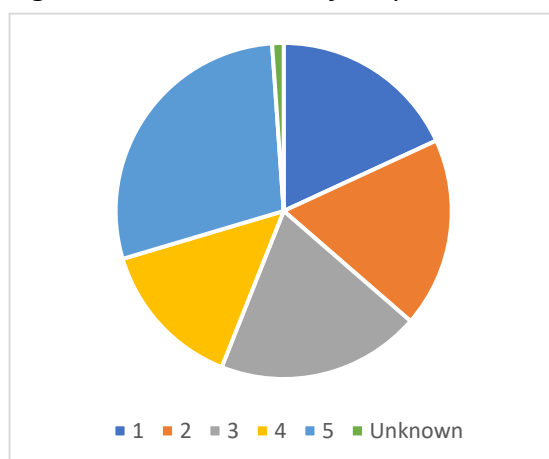
2.1.2. Respondents identified the areas of Renfrewshire they lived in. There was representation from each area of Renfrewshire, however, larger numbers of respondents were from areas within Paisley (28%) as well as Renfrew (13%) and Johnstone (10%), while only 11% of respondents were from Brookfield, Howwood, Langbank, Lochwinnoch, Kilbarchan, Houston, and Bridge of Weir. Figure 1 details the area responses in full.

**Figure 1. Respondents by Area (%)**



2.1.3. Respondents also entered their postcode, providing more information on their SIMD<sup>1</sup> profile. The SIMD quintiles of respondents varied, with 36% in SIMD 1-2, and 62% in SIMD 3-5. Figure 2 shows the spread of SIMD.

**Figure 2. SIMD Quintile of Respondents**



2.1.4. All respondents detailed the age of each child they have who are either currently accessing childcare or considering to have access to childcare in the next 2 years. Although 52% of children were of school age, a significant proportion of these children were aged 5- under 8 years (26%), while 19% were 8- under 12 years, and 7% were aged 12-14 years. Half of those below school age were 3-under 5 years. Table 1 details the age of respondents' children below.

**Table 1. Age of Respondents' Children**

<b>Age of child</b>	<b>N</b>	<b>%</b>
0 - under 2	162	13%
2- under 3	101	8%
3- under 5	268	21%
5- under 8	345	26%
8- under 12	254	19%
12-14.	87	7%

*Note. Percentage represents total number of children represented in the survey (N= 1217).*

2.1.5. Respondents identified whether they are currently accessing childcare, and if so, what types of childcare. Overall, 68% were currently accessing childcare, while the remaining 32% were looking to access childcare in the future. Of those currently accessing childcare, the majority were using ELC (67%), while 44% were accessing OSC. The responses to the type of childcare accessed are detailed in Table 2.

<sup>1</sup> Scottish Index of Multiple Deprivation (SIMD) Quintile categorises areas from 1 (most deprived) to 5 (least deprived).

**Table 2. Types of Childcare Accessed**

<b>What type of childcare do you currently access in Renfrewshire?</b>	<b>N</b>	<b>%</b>
<i>Early learning and childcare</i>	<i>274</i>	<i>55%</i>
<i>Out of school care</i>	<i>160</i>	<i>32%</i>
<i>Accessing both of these services</i>	<i>61</i>	<i>12%</i>

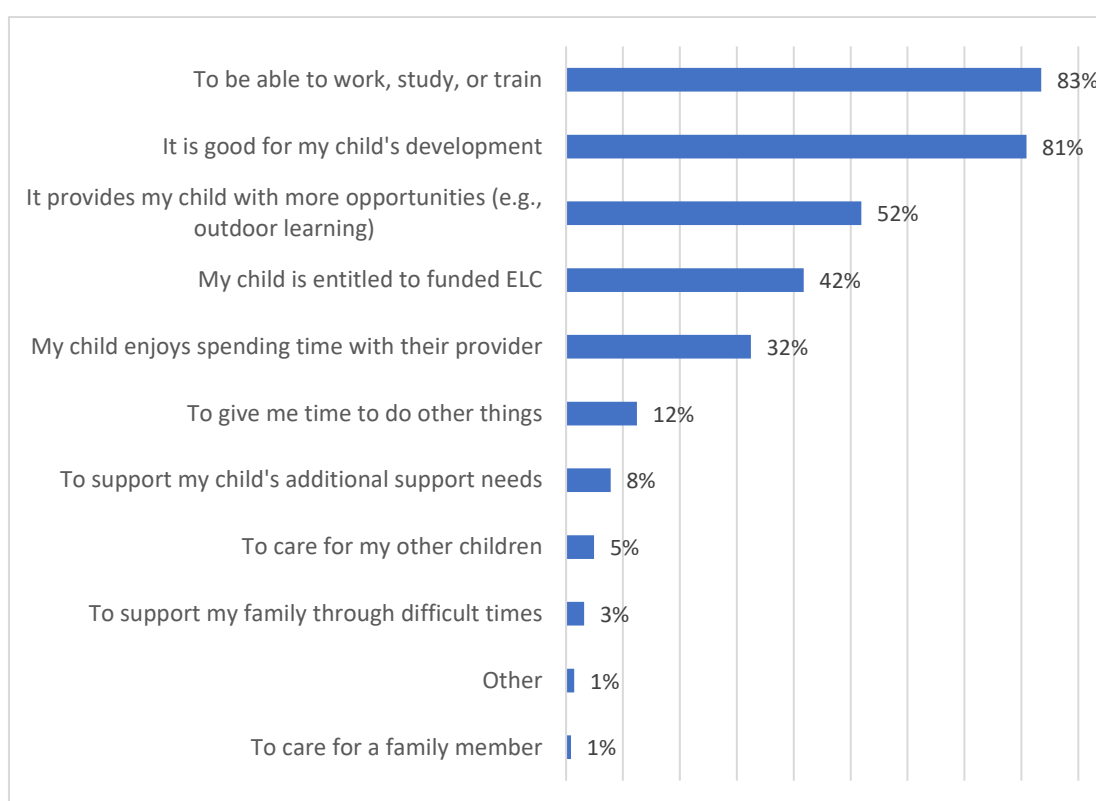
2.1.6. The number of respondents accessing ELC and OSC varied by area, with Johnstone (30) and Erskine (28) having the highest number of families accessing ELC. Higher numbers of families accessing OSC were also found in Dargavel (14), and Ferguslie (13), while those accessing both services were more likely to live in Bishopton (10) and Foxbar (9).

## 2.2. Early Learning and Childcare

2.2.1. A total of 335 respondents were accessing ELC at the time of completing this survey. The majority were accessing ELC through a local authority ELC class or centre (59%), while 44% had a child attending a private or voluntary nursery, and 3% were using a registered childminder. A larger number of parents/ carers in Johnstone (24), Foxbar (31), and Renfrew (30) were using a local authority nursery, while many of those with a child attending a private or voluntary nursery were found to live in Bishopton (17) and Gallowhill (13).

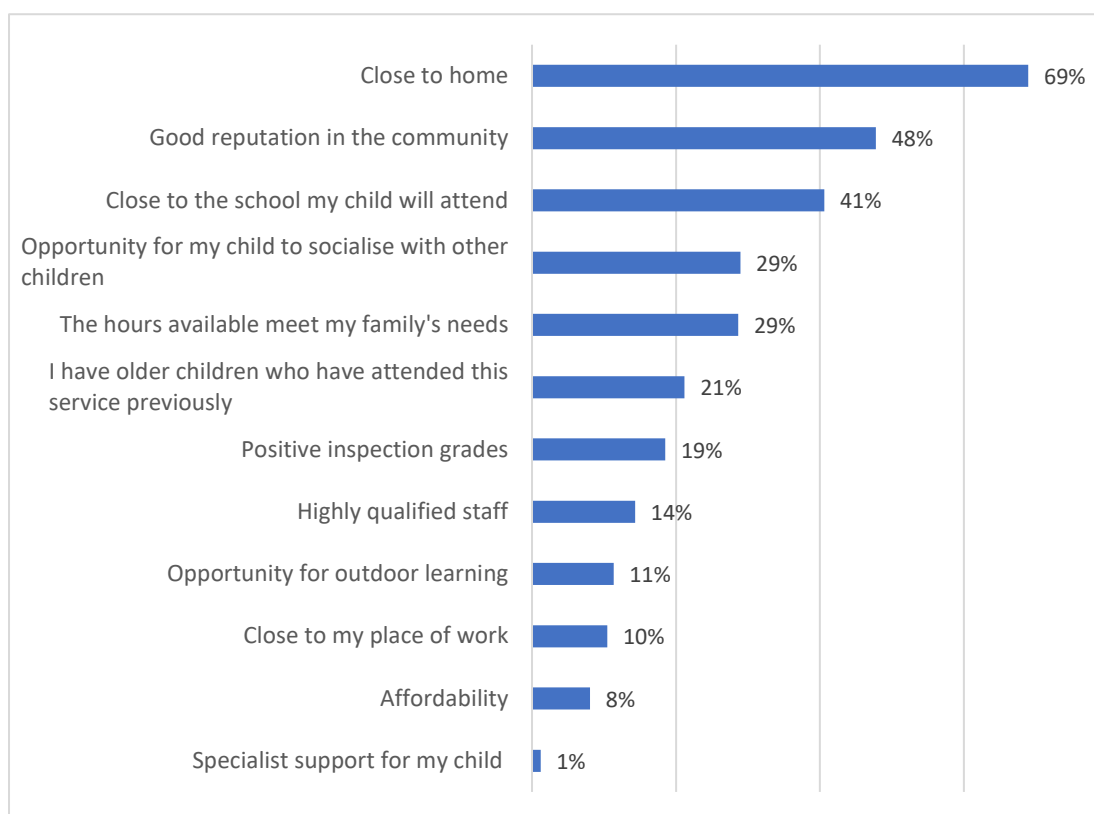
2.2.2. Respondents were asked to identify their main reasons for accessing ELC. They were able to choose from a list of statements and select the reasons they perceived to be most important. The most common reason was to allow parents to work, study, or train (83%), followed by the perception that it would be good for their child's development (81%), and that it would provide their child with more opportunities (52%). Figure 3 details the spread of these responses.

**Figure 3. Reasons for Accessing ELC**



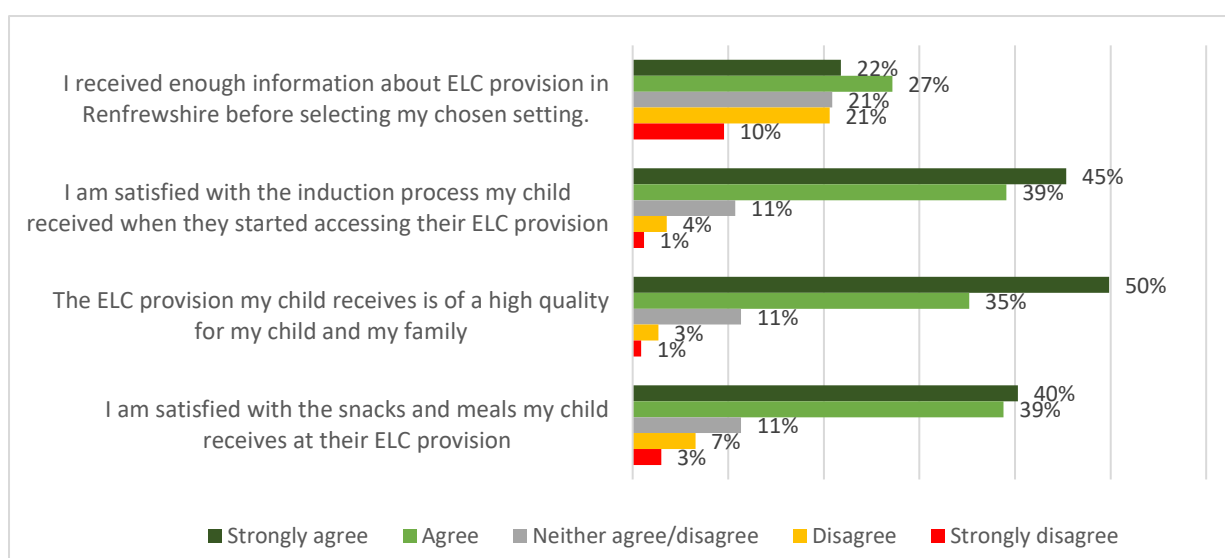
2.2.3. Respondents were also asked to indicate the three factors they considered most important when choosing their childcare provider. As shown in Figure 4, the most cited reasons for their choice of provision were that it was close to home (69%), it had a good reputation in the community (48%), and it was close to the school their child will soon attend (41%).

**Figure 4. Reasons for Choice of ELC Provider**



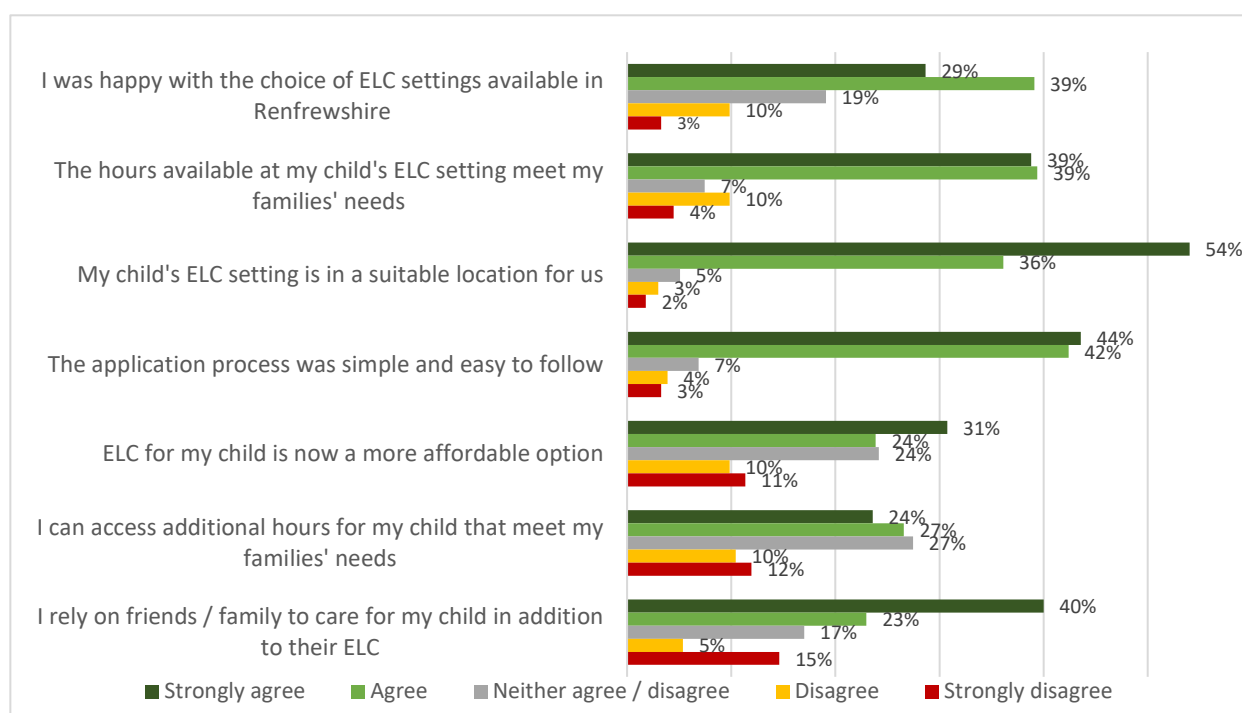
2.2.4. To gather respondents' perceptions of the quality of ELC they access, a Likert scale was included that had a list of statements and required respondents to rate the extent to which they agreed or disagreed. Overall, 85% agreed or strongly agreed that the ELC provision their child receives is of a high quality. Just under half (49%) however agreed or strongly agreed that they received enough information about ELC in Renfrewshire before selecting their chosen setting. The results to this scale can be viewed in Figure 5.

**Figure 5. Perceived Quality of ELC**



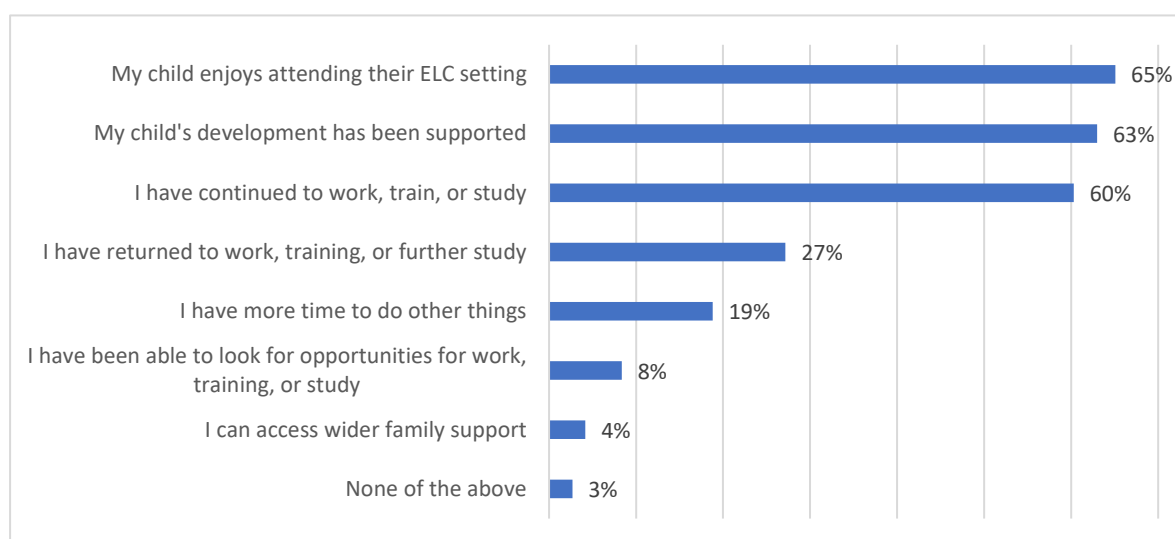
2.2.5. In addition to asking respondents their perceptions on quality of ELC, they were also provided with a Likert scale to measure perceived flexibility and accessibility of ELC in Renfrewshire. Overall, 68% of respondents were happy with the choice of ELC settings available, and 90% found their setting to be in a suitable location. Just over half (51%) agreed or strongly agreed that they could access additional hours that met their needs. The results to this scale are in Figure 6.

**Figure 6. Flexibility and Accessibility of ELC**



2.2.6. All parents/carers were asked to identify how accessing ELC has impacted on themselves, their child and their family, by selecting from a list of statements. Figure 7 shows that 65% of parents/carers stated their child enjoys attending ELC, 63% believed their child's development has been supported, and 60% have continued to work, train, or study. Furthermore, 27% stated they have now returned to work, training, or study.

**Figure 7. Impact of Accessing ELC for the Child, Parent/Carer, and Family**



- 2.2.7. Respondents were asked about their main source of information regarding ELC provision. The most cited source was word of mouth (41%), followed by 40% who accessed Renfrewshire Council's website, and 34% who contacted ELC providers directly. Smaller proportions of respondents accessed information through a health visitor (13%) and social media (7%).
- 2.2.8. The majority of respondents had a child who was eligible for funded ELC (69%), and 83% of these children became eligible at age 3. The highest number of eligible 2-year-olds were found to live in Johnstone (11), Foxbar (9), and Renfrew (6).
- 2.2.9. Of those accessing funded ELC, 42% were doing so through a term-time only model, while 39% were using a 2.5-day model, and 12% were using a morning or afternoon placement. Only 3 respondents stated they were accessing up to 10 hours of extended daycare. Respondents were asked which model they would like to access and matching this with their current model indicated that 79% were accessing their preferred choice. The majority of those who were not accessing their preferred model stated they would rather access the entitlement through a term-time place.
- 2.2.10. Responses to the current models accessed were compared with the previous consultation which took place in 2021. The number of parents/carers accessing a term-time place has increased slightly from 39% to 42%, and the number accessing a 2.5-day placement also increased from 31% to 39%. Those accessing 10 hours of extended daycare decreased from 8% to 1%.
- 2.2.11. Parents/carers accessing funded ELC were also asked whether they use the full entitlement to 1140 hours. Overall, 88% were accessing the entitlement in full. Those not accessing the full entitlement stated that this was due to childcare providers not being flexible enough (26%), and/or because they would rather

manage these around school hours (30%). While only a small number of families were not using the full entitlement, they were most likely to live in Erskine (4), Foxbar (5), Johnstone (4), and Linwood (4). The full list of reasons for not accessing the entitlement in full can be found below.

**Table 4. Reasons For Not Using the Full Entitlement**

<b>Why do you choose not to use the full entitlement for your child?</b>	<b>N</b>	<b>%</b>
<i>Childcare providers are not flexible enough</i>	7	26%
<i>Not enough availability of places</i>	2	7%
<i>I prefer to care for my child at home</i>	4	15%
<i>I prefer that a family member cares for my child at home</i>	4	15%
<i>To manage around school hours</i>	8	30%
<i>Other</i>	5	19%

2.2.12. Respondents were asked whether they were considering deferring their child's start to school. Since August 2023, all children who are aged 4 when they are due to start school and whose parents choose to defer are entitled to an additional year of funded ELC. Tracking the number of families who would consider this option would be beneficial for future planning in Renfrewshire. Most parents/carers (86%) stated they were not considering this option. The 14% of parents/ carers who were considering doing so were more likely to live in Foxbar (10), Erskine (8), and Renfrew (8). The majority of these respondents had a child aged 3- under 5 years (61%).

### 2.3. Out of School Care (OSC)

2.3.1. A total of 221 respondents were accessing OSC in Renfrewshire. The type of OSC service accessed varied, with 77% accessing after school care, 57% accessing out of school care, and 36% accessing breakfast clubs. These results can be seen in table 5.

**Table 5. Type of OSC Accessed**

<b>What types of OSC do you currently access? (Please select all that apply)</b>	<b>N</b>	<b>%</b>
<i>Before school care (term-time only)</i>	66	29%
<i>After school care (term-time only)</i>	174	77%
<i>Breakfast clubs (in school, term-time only)</i>	82	36%
<i>Out of school care (during the holidays)</i>	130	57%

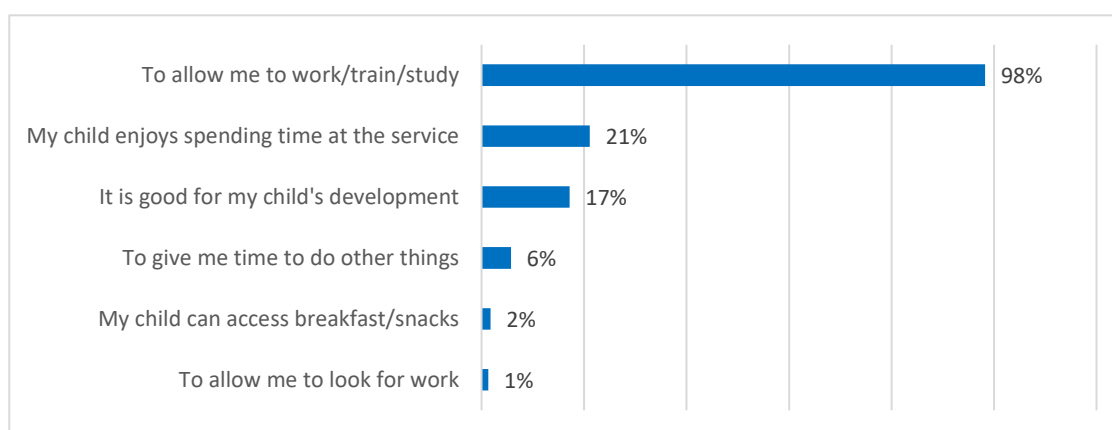


<i>Registered childminder</i>	15	7%
<i>Playschemes</i>	12	5%
<i>Family/Friend</i>	66	29%
<i>Other</i>	1	0%

2.3.2. The type of OSC accessed also varied across areas in Renfrewshire. The highest rates of all OSC types were found in Bishopton (12 before school, 26 after school, 11 out of school care) and Renfrew (8 before school, 22 after school, 14 breakfast clubs, 19 out of school care), while Dargavel had higher numbers of parents accessing after school clubs (18) and out of school care (14).

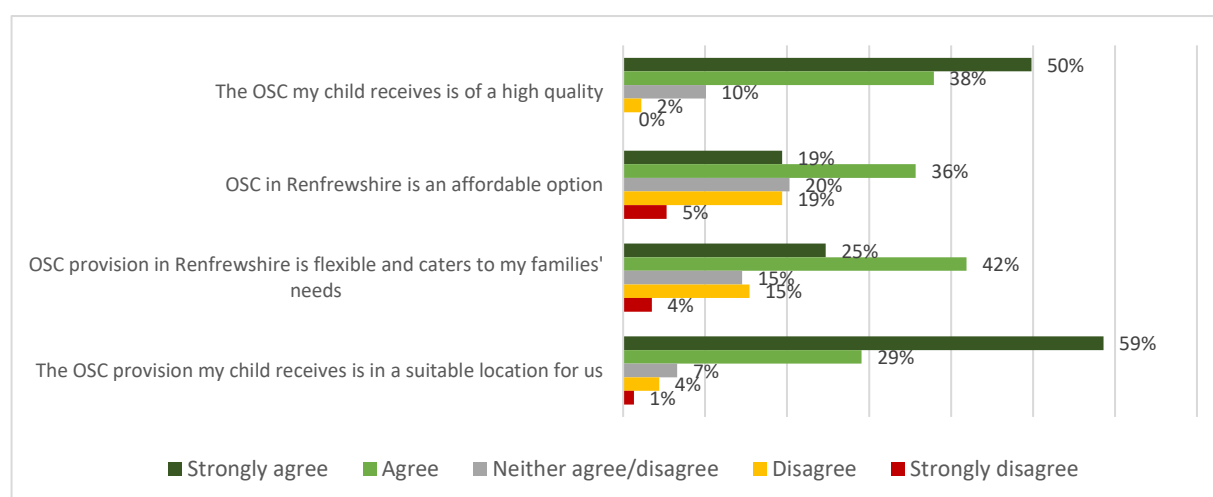
2.3.3. Parents/carers were asked their reasons for using OSC, and almost all (98%) stated that it was to allow them to work, train, or study. The responses to this question are found in Figure 8.

**Figure 8. Reasons for Accessing OSC (%)**



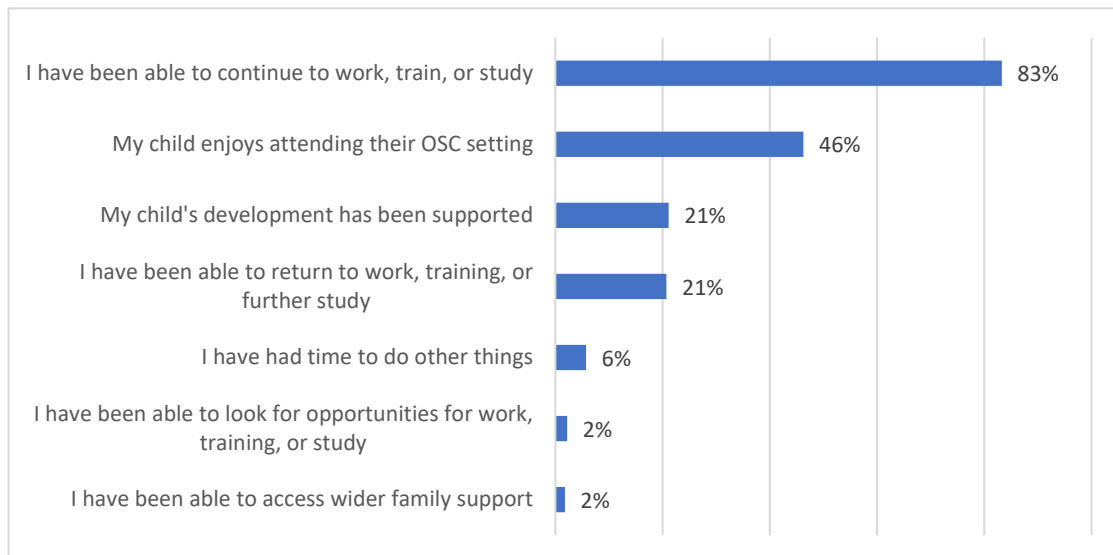
2.3.4. A Likert scale was included to assess the quality, flexibility, and affordability of OSC. As seen in Figure 9, 88% of respondents perceived the OSC their child receives to be of a high quality, and 67% believed the provision is flexible and caters to families.

**Figure 9. Quality, Flexibility, and Affordability of OSC**



2.3.5. Parents/carers were also asked about the impact of accessing OSC for themselves, their child, and their family. Most respondents (83%) stated they have been able to work, train, or study, and 46% stated their child enjoys attending their OSC setting. The full list of responses can be viewed in Figure 10.

**Figure 10. Impact of Accessing OSC For Parents/Carers, Children and Families**

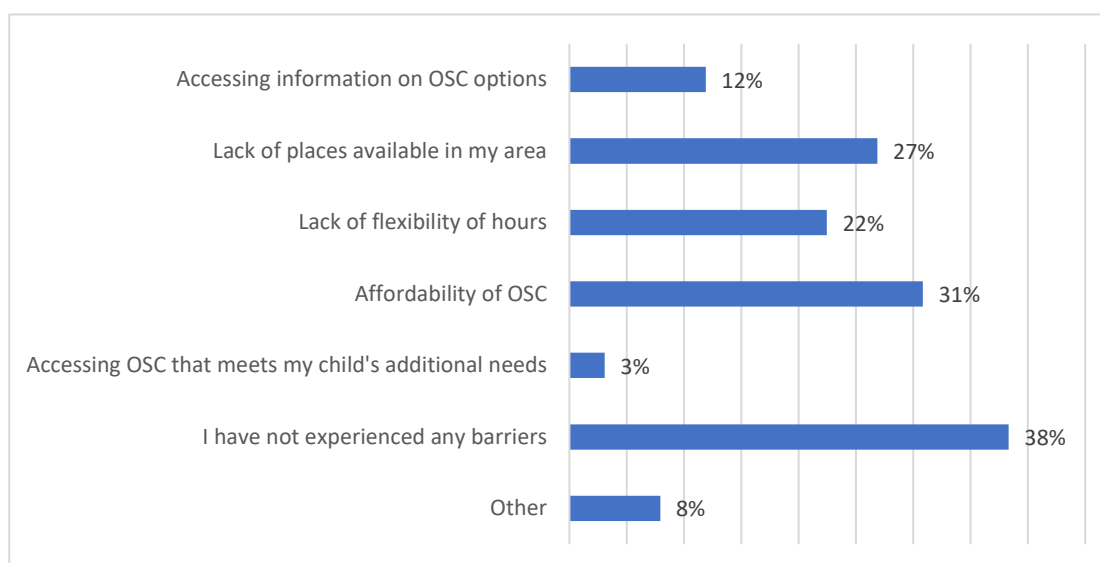


2.3.6. Potential difficulties to accessing OSC were investigated, by asking respondents to identify any barriers they have faced. Overall, 31% of parents/carers listed affordability as a barrier, while 27% cited a lack of available places in their area, and 22% a lack of flexible hours. However, 38% stated that they have not experienced any barriers. The findings to this question are in Figure 11.

2.3.7. The areas with the highest number of respondents experiencing barriers to accessing OSC were Renfrew (22), Elderslie (9), and Bishopton (9). In each of these areas, affordability was the most reported barrier.

2.3.8. Those experiencing barriers to OSC were significantly more likely to be in SIMD 5 (40), compared to SIMD 1 (17), 2 (16), 3 (13), and 4 (10). However, those in SIMD 1-2 were more likely to report barriers related to flexibility.

**Figure 11. Barriers to Accessing OSC**



#### 2.4. Accessing Childcare in the Future

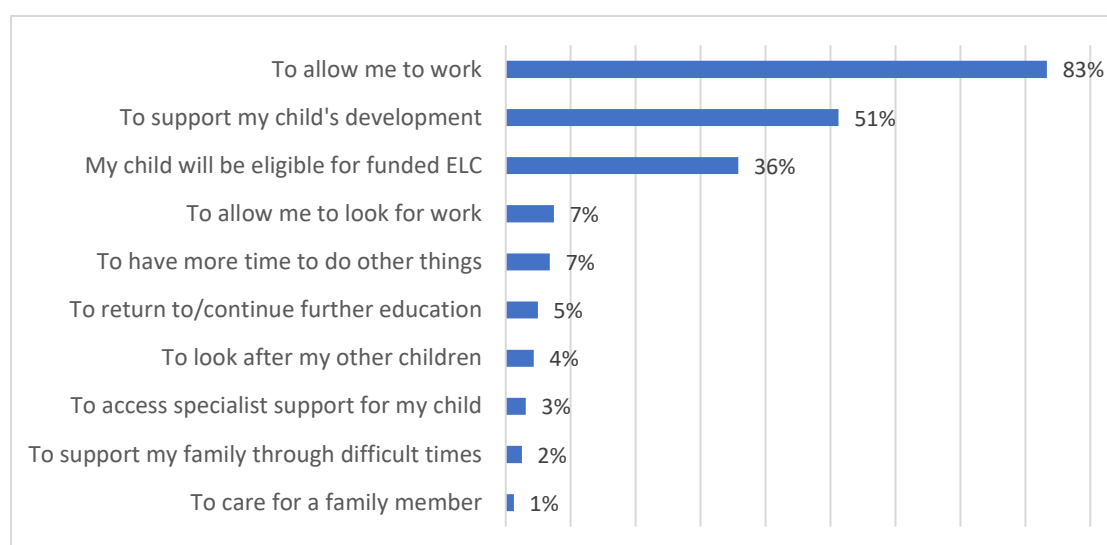
A total of 344 respondents were looking to access childcare in the next two years, with 162 considering ELC (47%) and 225 considering OSC (65%). While the location of these families varied, Gallowhill (19) and Foxbar/Glenburn (16) had the highest number of parents/carers considering ELC, while Renfrew (18), Lochwinnoch (18), and Erskine (24) had the highest number of families considering OSC.

##### 2.4.1. Future ELC

Those considering ELC in the next 2 years were asked to note the age their child will be when they attend. 40% of respondents stated their child will be between 3-5 years, while 20% stated their child will be 2- under 3 years, and 36% that their child will be 0- under 2 years.

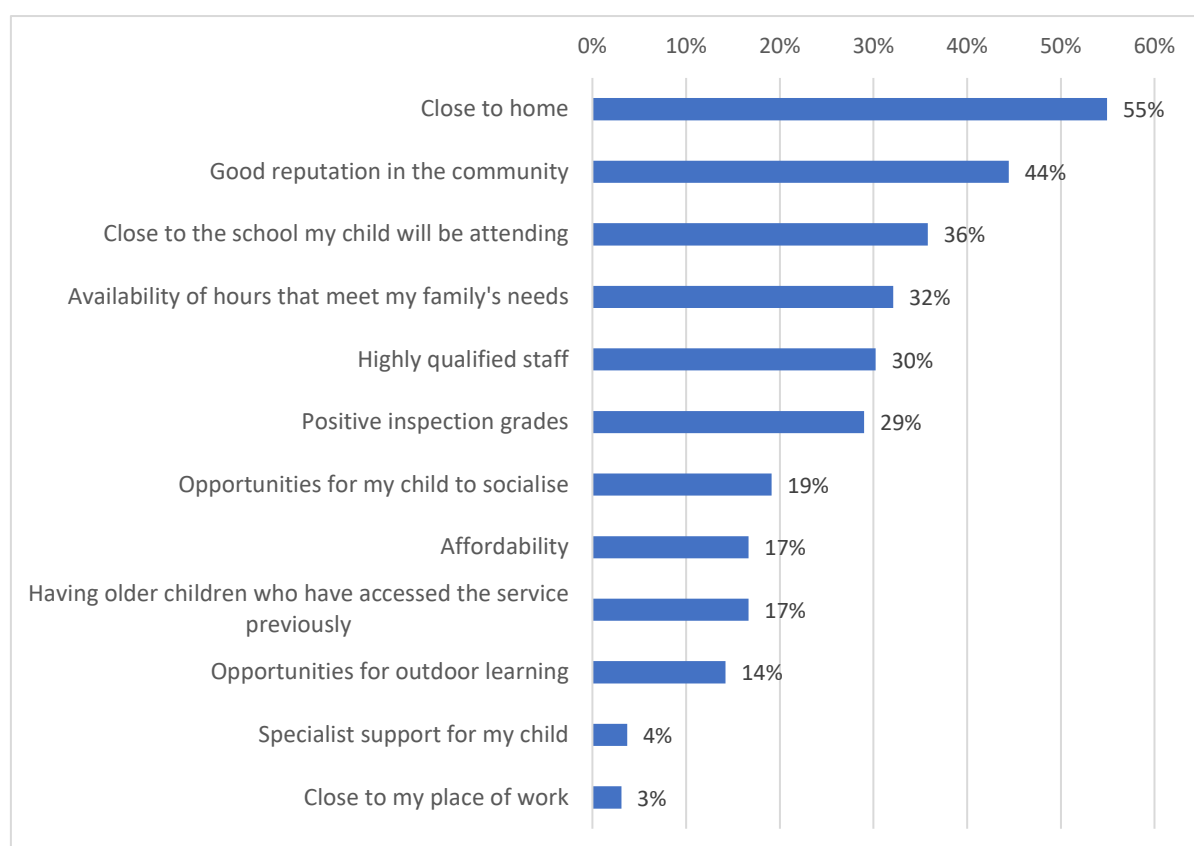
2.4.2. Parents/carers considering ELC were asked their reasons for considering ELC in the future. Similar responses were given to those currently accessing ELC, with 83% stating that it would allow them to work, 51% that it would be good for their child's development, and 36% stated their child will be eligible for funded ELC. The responses to this question are found in Figure 12.

**Figure 12. Reasons For Considering ELC in the Future**



2.4.3. In addition to asking their reasons for considering ELC, parents/carers were asked what factors would influence their choice of provider in the future. As shown in Figure 13, these responses were similar to those currently accessing ELC, with 55% stating it must be close to home, 44% stating it should have a good reputation in the community, and 36% stating it should be close to the school their child will attend.

**Figure 13. Important Factors When Considering ELC Provision in the Future**

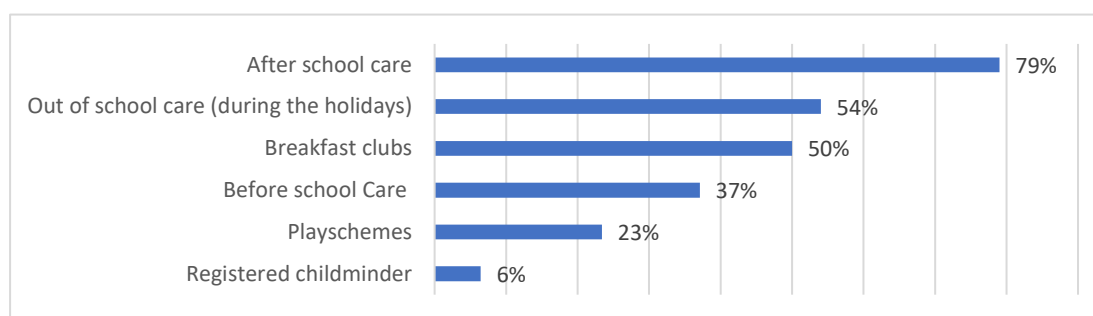


- 2.4.4. When asked where they would prefer to access ELC, 88% stated they would wish for their child to attend a local authority nursery or centre. In addition, 35% would like their child to attend a private or voluntary nursery, and 11% would prefer to access this with a registered childminder.
- 2.4.5. Parents/carers were also asked if they knew where to access information about ELC provision in Renfrewshire. In total, 65% either agreed or strongly agreed that they knew where to access information, 17% disagreed or strongly disagreed, and 18% neither agreed nor disagreed.
- 2.4.6. All respondents looking to access ELC were asked if they would be interested in Gaelic Medium education as part of their child's ELC, with 23% (38) stating they would consider this. The highest number of families who would consider this were found to live in Erskine (8).
- 2.4.7. The majority of parents/carers (62%) considering ELC stated that their child will be eligible for funded ELC in the next 2 years, with 83% of these being eligible from 3 years of age. Almost all of these parents (93%) predicted they will be using the entitlement in full, with those who did not citing they would rather care for their child at home (57%), that they intend to manage these around school hours (57%), and that 1140 hours would be too much for their child (14%).
- 2.4.8. Just over half of parents with children who will be eligible for funded ELC would rather access this through a term-time model (54%), while 31% would rather a 2.5-day placement. In addition, 12% stated they would prefer a morning or afternoon placement, and only 3% would prefer 10 hours of extended daycare. Those looking for a term-time model were more likely to live in Erskine (6), Gallowhill (9), and Elderslie (7), while those looking for a 2.5-day placement were more likely to live in Renfrew (5), Johnstone (3), and Houston (4).
- 2.4.9. Responses to parents preferred future model of ELC were also compared with their occupation. Those in full-time work were split between preferring a term-time or 2.5-day model, while a larger proportion of those working part-time were more likely to select a term-time model. Those not in work, training or study were the most likely to consider a morning or afternoon place.

#### *2.4.10. Future OSC*

Overall, 248 respondents were considering OSC in the next 2 years. As shown in Figure 14, the type of service parents were looking to access varied, with 79% considering after school care, 54% considering out of school care, and 50% considering breakfast clubs.

**Figure 14. Type of Future OSC**



2.4.11. The type of OSC parents were considering was compared based on the area of Renfrewshire they live. The highest number of parents considering before (9) and after school care (25) were in Renfrew. Those looking for out of school care over the holidays were more likely to live in Gallowhill (9), Renfrew (19), or Erskine (7), and those considering breakfast clubs were most likely to live in Renfrew (6), Erskine (11), and Johnstone (6).

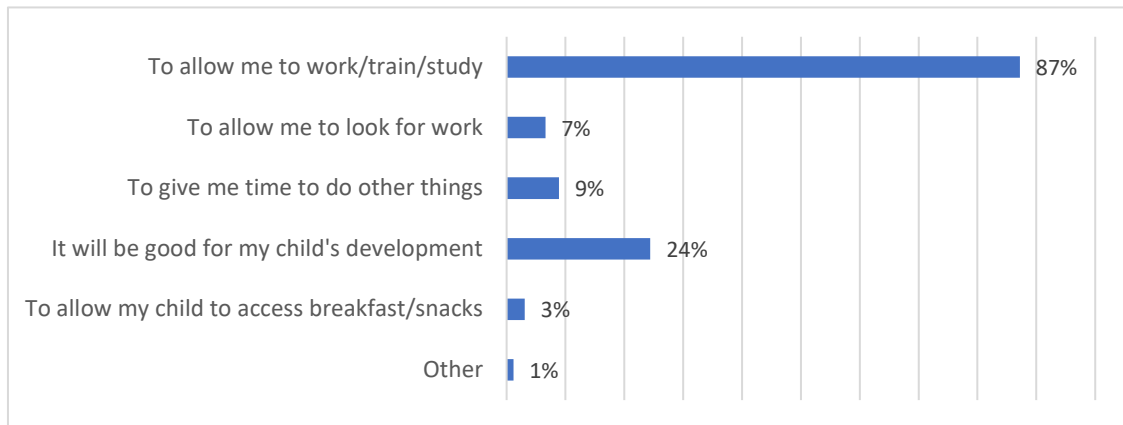
2.4.12. When breaking down by SIMD, 76 parents considering OSC in the future were in SIMD 5, representing 30% of this group. Most of these parents were considering after school care (61), and this pattern was found across all SIMD quintiles. Table 6 shows the type of OSC parents were considering, by SIMD.

**Table 6.**  
*Type of OSC, by SIMD*

SIMD	Total	Before School	After School	Out of School (during the holidays)	Playschemes	Registered Childminder
1	40	12	28	20	7	0
2	46	12	39	28	15	2
3	48	21	41	21	7	6
4	36	14	26	26	11	1
5	76	32	61	38	18	7

2.4.13. Parents/carers considering OSC were also asked their reasons for doing so, and gave similar responses to those currently accessing OSC. Most of these respondents stated accessing OSC would enable them to work, study, or train (87%), while 24% stated it would be good for their child's development. These results are shown in Figure 15.

**Figure 15. Reasons for Considering OSC**



## 2.5. Qualitative Data – Common Themes

All survey respondents were provided with one open-ended question: *'Is there anything else Renfrewshire Council should consider in regard to ELC or OSC?'.* This data was analysed to create key themes, which have been produced in a 'you said, we did' format to demonstrate how this feedback will be used to shape the delivery of childcare across the authority.

You said...	We did...
<b>ELC – Flexibility and Choice</b> <ul style="list-style-type: none"> <li>• Requests to access funded ELC through a term-time place.</li> <li>• Distributing funded hours more evenly across the week, as opposed to 2.5 model with longer days.</li> <li>• Greater flexibility of funded hours to allow parents to return/continue to work.</li> <li>• Extensions to funded ELC provision to enable more families to return to work, including an early start/late finish time, and greater access to wrap-around care.</li> </ul>	<p>All three and four-year-old and some two-year-old children are eligible to 1140 hours of free funded ELC. Parents in Renfrewshire can access a funded ELC place for their child in either a Council ELC class or centre or in an approved Funded Provider nursery or childminder. EYC settings can open for an extended day (between 8 am and 6pm) across the calendar year or school day/ term time.</p> <p>In response to ongoing feedback from parents Renfrewshire continues to offer a range of options across each geographical area to meet the needs of families. These models include:</p> <ul style="list-style-type: none"> <li>- Term-time – 9am-3pm Monday-Friday, for 38 weeks</li> <li>- 2.5 days – 2 full days (8am-6pm) and 1 morning (8am-1pm) or afternoon (1pm-6pm), for 48 weeks per year</li> <li>- A morning or afternoon place, Monday-Friday, for 48 weeks per year</li> </ul> <p>In addition, parents have the option to access their funded entitlement between 2 providers as a 'blended' place between Local Authority and/or funded provider settings.</p> <p>Information on early learning and childcare can be found <a href="#">here</a>.</p>



	<p>Our ELC services are regulated by the Care Inspectorate and as such, must deliver ELC to a set number of children each day. This means only a set number of term-time places / 5 day per week places can be offered to parents each year.</p> <p>In our 8-6 EYC settings, our early years staff work shifts to accommodate attendance patterns. There are a number of services that can offer a flexible approach for parents/carers to access their funded hours. Parents may also be able to buy extra hours in addition to the 1140 hours of funded early learning and childcare for an eligible child or to purchase a place for a child aged from birth to 3 years who is not eligible.</p> <p>For those seeking additional childcare, wrap-around care is available within a number of Council and Funded Provider settings. More information on this can be found <a href="#">here</a></p> <p>Across Renfrewshire we are committed to ensuring families receive their first preference location and model where possible.</p> <p>1140 hours are an entitlement, not a requirement. Parents can choose to take all or some of the funded hours available. Parents can discuss your preferences with the Head of the Nursery, Centre or childminder.</p>
<p><b>Funded ELC for Younger Children</b></p> <ul style="list-style-type: none"> <li>Consider extending funded ELC to all children, including those under 3 years of age.</li> </ul>	<p>The entitlement to 1140 hours of funded ELC only applies to children aged 3-4 years, and eligible 2-year-olds. However, there is some provision available for children aged 0-2 years in Renfrewshire Council ELC Centres. These placements are limited and are also allocated in-line with Renfrewshire Council's Early Learning and Childcare Admissions Policy. More information can be found <a href="#">here</a>.</p>

	<p>In addition, parents can purchase ELC for children under 3 years of age (those who are not eligible for a 2-year-old funded place) in a private or voluntary nursery and childminder.</p> <p>In the autumn of 2023, the Scottish Government announced a commitment to providing childcare for children from 9 months onwards, the plan for delivering this. More information can be found on page 6 <a href="#">here</a>.</p>
<p><b>ELC Provision - meals</b></p> <ul style="list-style-type: none"> <li>In ELC it was difficult to find a meal option their child would prefer from the meal options provided.</li> </ul>	<p>All meals provided in ELC are required to follow nutritional guidelines, 'Setting the Table' for children aged under 5 yrs. These menus are varied and include either a starter and a main course, or a main course and a dessert.</p> <p>Recent consultation with parents and young persons using Renfrewshire Council ELC settings has provided feedback in relation to meal provision which has been incorporated to recent menu changes. Renfrewshire Council continues to engage with stakeholders to ensure meals meet statutory guidelines whilst aligning to service users' preference. Menus for meals served in Renfrewshire Council ELC classes and centres can be found <a href="#">here</a>.</p> <p>Children's menu choice is made at an establishment level. Further information on meal options will be available from your ELC provider.</p>

<p><b>Additional Support Needs - ELC</b></p> <ul style="list-style-type: none"> <li>• Ensuring ELC environments are suitable for children with additional support needs.</li> <li>• Sufficient training/ investment is in place for staff to ensure they have the knowledge and skills to support their child throughout the day.</li> </ul>	<p>All of our ELC settings are inclusive, and staff support the needs of all children, including children with a range of additional support needs. ELC staff work in partnership with other agencies and families to ensure appropriate supports and strategies are identified for children.</p> <p>Staff regularly access general and specific training to ensure children with additional support needs receive a quality ELC experience and that their needs are met. This is usually agreed at an individual setting level.</p>
<p><b>Affordability of Childcare - ELC</b></p> <ul style="list-style-type: none"> <li>• Cost of ELC, particularly for those with children aged 0-2 years, as a barrier for returning/continuing to work.</li> </ul>	<p>The entitlement to funded ELC only applies to children aged 3 to 5 years, and some 2-year-olds who meet certain criteria.</p> <p>The most recent programme for government includes a commitment to expanding this entitlement however to include 1- and 2-year-olds, and more information can be found on page 6 <a href="#">here</a>.</p>
<p><b>Availability, Affordability and funding of OSC</b></p> <ul style="list-style-type: none"> <li>• Consider more OSC services within local schools.</li> <li>• Cost of OSC services as a barrier for returning/continuing to work.</li> <li>• Difficulty accessing OSC places in certain areas – specifically in Bishopton, Dargavel, Lochwinnoch, Langbank, and Kilbarchan.</li> <li>• Increase the funding to extend current OSC services and ensure families across Renfrewshire can benefit.</li> </ul>	<p>There are 2 local authority OSC services in Renfrewshire, which offer after school and holiday care for children up to 14 years. Currently there are 36 OSC services are operated by providers in the private and voluntary sectors. Some childminders also provided before /after school service to school age children.</p> <p>There is currently no entitlement to OSC and as a result Renfrewshire Council does not receive Government funding to deliver OSC provision across Renfrewshire. Although it is not</p>

<ul style="list-style-type: none"> <li>• Increased funding for breakfast clubs in local schools.</li> <li>• Difficulties accessing OSC for children with ASN.</li> </ul>	<p>an entitlement, this may change with the Scottish Government's commitment to developing a new system of wrap-around childcare for school-aged children.</p>
<p><b>Information / Communications</b></p> <ul style="list-style-type: none"> <li>• Difficulties in accessing information on funded ELC in terms of the application process, and the models available. It was hoped information could be provided ahead of time to help families make the best decisions regarding provision.</li> <li>• Parents requested information regarding catchment areas/choice for primary school, and links between ELC nurseries/centres and primary schools.</li> <li>• Parents also stated that they would appreciate more information on OSC across Renfrewshire, as many were not aware of what was available in their area.</li> </ul>	<p>Renfrewshire Council continues to monitor and develop its communications with parents. This includes social media communications and all information in relation to ELC is available on Renfrewshire Council's website.</p> <p>Renfrewshire Council advertises applications for ELC each year in December and January, in advance of the allocation process for the coming academic session. This advertisement advises of the application process and provision available.</p> <p>School catchment area are different from the designated panel area for early learning and childcare. A placement in an early learning and childcare class does not guarantee a place in the primary school as not all primary schools have a nursery class. Further information on School Admissions and Placing Request policy are available at <a href="http://www.renfrewshire.gov.uk/schools">www.renfrewshire.gov.uk/schools</a></p> <p>Following from this feedback, we have developed a new webpage for OSC to ensure there is a central list of all services available in Renfrewshire.</p>




---

**To: Education and Children's Services Policy Board**

**On: 14 March 2024**

---

**Report by: Director of Children's Services**

---

**Heading: Early Learning and Childcare Entitlement – Proposed Changes to Starting Dates for Children Aged 3**

---

## **1. Summary**

- 1.1. The Scottish Government's Early Learning and Childcare Statutory Guidance, July 2021 on the delivery of 1,140 hours sets out starting dates for children to access their early learning and childcare entitlement. Currently, in Renfrewshire some children aged 3 years of age can access their early learning and childcare place in advance of the starting dates set in the Scottish Government's Statutory Guidance.
  - 1.2. This report advises of the proposal to realign children's starting date entitlement to early learning and childcare within Renfrewshire to the Scottish Government's Early Learning and Childcare Statutory Guidance, July 2021 and of the related amendments to Standard Circular 3a: Early Learning and Childcare Admissions policy guidance for staff to reflect this change. This change to starting dates will take effect from the first day of the new school session in August 2024.
- 

## **2. Recommendations**

- 2.1 The Education and Children's Services Policy Board is asked:
  - (i) to approve the proposal to realign Child entitlement to 1140 hours of early learning and childcare to the Early Learning and Childcare Statutory Guidance, July 2021. This change to starting dates will take effect from the first day of the new school session in August 2024.

- (ii) to note the changes to Standard Circular 3a: Early Learning and Childcare Admissions policy guidance for staff to reflect this change in entitlement.

---

### **3. Background**

- 3.1 The Scottish Government's Early Learning and Childcare Statutory Guidance, July 2021 ("Statutory Guidance") places a duty on local authorities to ensure that funded early learning and childcare is made available to eligible children in their area. All children aged 3 and 4 and also some 2 year olds are eligible to 1140 hours of Early Learning and Childcare.
- 3.2 The Provision of Early Learning and Childcare (Specified Children) (Scotland) Order 2014 sets out dates for eligibility to access funded early learning and childcare. Eligible 2 year old children and all 3 year old children are eligible for funded early learning and childcare from the beginning of the first term after the respective child's 2nd or 3rd birthday. The dates for a 2 or 3 year old child starting their entitlement of 1140 hours of early learning and childcare are set within the Statutory Guidance, is as follows:

<b>Children born between:</b>	<b>Eligible starting date / term</b>
1 March to 31 August	August / Autumn Term occurring in that year
1 September to 31 December	January / Spring Term following their birthday
1 January to last day February	April / Summer Term following their birthday

---

### **4. Early Learning and Childcare Entitlement – Proposed Changes to Starting Dates for Children Aged 3 Years of Age**

- 4.1 Within Renfrewshire, under the discretionary powers within section 1(1C) of the Education (Scotland) Act 1980, eligible children aged 3 years of age have been able to access funded early learning and childcare earlier than the statutory start dates, with a child normally able to start receiving a funded early learning and childcare place from the month after the Child's third birthday. For some children access to a funded place can be significantly in advance to their actual entitlement per 3.2 above.
- 4.2 The proposal is to realign children's starting date for their entitlement to early learning and childcare within Renfrewshire Council area to the Statutory Guidance as noted in 3.2 above. This proposed change of start date will take effect from August 2024.
- 4.3 To ensure a Provider neutral approach, as per Statutory Guidance, this policy change would be implemented across both our local authority and our approved Funded Provider Settings.

- 4.4 Eligible 2 year old children access their early learning and childcare place in accordance with the Statutory Guidance. No change is proposed to this arrangement.
- 4.5 The proposal to realign dates for children aged 3 year old to Statutory Guidance will require a change to the Council guidance provided in Standard Circular 3a: Early Learning and Childcare Admissions Policy and Guidance for staff. Sections 1.26 and 3.17 of the guidance has been amended to reflect the proposed realignment. No change is required to be made to the Admissions Policy. The updated Standard Circular 3A can be accessed via the attached link [..\..\..\Standard Circulars\Current\Early Learning and childcare admissions policy standard circular 3a -ONLY - Updated February 2024.docx](#)

---

## Implications of this report

### 1. Financial

This realignment to Statutory Guidance levels will result in an estimated annual saving of £0.125m from financial year 2024/25, resulting from the decreased cost of this discretionary provision.

### 2. HR and Organisational Development

None

### 3. Community/Council Planning

- |  |   |
|--|---|
| Our Renfrewshire is thriving                         | - Ensuring the best start in life for children and young people.  |
| Our Renfrewshire is well                             | - Early intervention will lead to healthier outcomes for children and young people.                                       |
| Our Renfrewshire is safe                             | - Local services will benefit children, young people and members of the community.  |
| Building strong, safe and resilient communities      | - The quality of community life is enhanced by supporting parents, children and young people.                             |
| Tackling inequality, ensuring opportunities for all  | - Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements. |
| Creating a sustainable Renfrewshire for all to enjoy | - Flexible childcare placements will support parents to access and sustain employment, training or education.             |

### 4. Legal

None

**5. Property/Assets**

None

**6. Information Technology**

None

**7. Equality and Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. Children aged 3 years of age will continue to access their entitlement to 1140 hours of funded early learning and childcare. Parents can also purchase early learning and childcare until their child becomes eligible to a funded place. If required, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

**8. Health and Safety**

None

**9. Procurement**

None

**10. Risk**

The realignment of the starting date for a child accessing their entitlement to 1140 hours of early learning and childcare and subsequent funding arrangements to Funded Providers may impact on parents, carers and Funded Early Learning and Childcare Providers. Parents are used to children starting earlier than their entitlement, with the payment being made to Funded Providers in line with this current arrangement. Parents will be able to purchase early learning and childcare until the revised eligible start day. Funded Providers will be able to continue to charge parents for their child's early learning and childcare until the child is eligible to access their funded place.

**11. Privacy Impact**

Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

**12. COSLA Policy Position**

None

**13. Climate Risk**

None

---

**List of Background Papers**



The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

- Early learning and childcare guidance, Scottish Government, July 2021  
<https://www.gov.scot/publications/early-learning-childcare-statutory-guidance-july-2021/>

The contact officer within the service is Kathleen McDonagh, Education Manager, 07799034553, [kathleen.mcdonagh@renfrewshire.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gov.uk)

---

KMcD  
06/02/2024

**Authors:** Kathleen McDonagh, Education Manager, 07799034553  
[kathleen.mcdonagh@renfrewshire.gov.uk](mailto:kathleen.mcdonagh@renfrewshire.gov.uk)



**To:** Education and Children's Services Policy Board

**On:** 14 March 2024

---

**Report by:** Director of Children's Services

---

**Heading:** Transition of Children and Young People with Additional Support Needs – Part One

---

## **1. Purpose of Report**

- 1.1 To seek elected member approval for the revised Transition of Children with Additional Support Needs policy.
- 

## **2. Recommendations**

- 2.1 Elected members are asked to:

a) approve the policy – Transitions of Children and Young People with Additional Support Needs (Part 1)

b) instruct the Director of Children's Services to take appropriate steps to ensure its implementation in all schools and early learning and childcare settings.

## **3.0 Summary**

- 3.1 Every child goes through transition stages as they move through school education. The first transition takes place when a child enters pre-school. This is followed by the transfer to primary school and then from primary to secondary provision. The final transition takes place when a young person leaves school to enter the next stage of education the world of work.

- 3.2 Part One of the transition policy focusses on the principles and practice to support children and young people transitioning from the following phases:

Early Years to Primary  
Primary to Secondary

## **4.0 Next Steps**

- 4.1 A parent friendly version of Part One of the Transition of Children with Additional Support Needs Policy is currently being developed by the Parent/Carer Ambassador group. This will enable parents and carers to understand what this formal policy looks and feels like for them and their child.
- 4.2 Part Two is in development and will focus on supporting the transition of children and young people with additional support needs from school to adult life. This will be very welcome by all parents/carers and young people to ensure that the right supports are in place to empower young people to move smoothly into adult life.

## **5. Background**

- 5.1 The Code of Practice (ASL Act 2009) sets out the requirements of Education authorities when planning school education changes for children and young people.
- 5.2 Establishments should take account of the following principles of good practice whenever a child or young person with additional support needs is approaching a transition point in their school education:
- transition planning should be embedded within policies and procedures for additional support needs and the more universal policies and procedures for children and young people.
  - other agencies, such as health and social work services, Skills Development Scotland, further education colleges and institutions of higher education should be involved in transition planning where required.
  - the child or young person's views should be sought and taken into account when discussing changes in school education.
  - parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process.
  - early consultation should take place with the school or post school provision, which the child or young person will be attending.
  - establishments should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision.
  - professionals from all agencies working with the child, young person and family should plan in good time for transition to future services.
  - transition should be coordinated by the child or young person's named person/lead professional.
  - where a child or young person has a coordinated support plan then any anticipated change in the statutory coordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.
- 5.3 Transitions include entry to early years provision, transfer to primary school and through the different stages of primary and secondary school as well as to post school provision. Transitions also include other changes in education, such as a transfer to another establishment or a break in education as well as irregular transitions experiences through, for example, exclusions and permanent school closures.
-

**1. Financial**

No financial implications

**2. HR and Organisational Development**

No implications for HR and Organisational Development

**3. Community/Council Planning**

- |  |  |
|--|--|
| Our Renfrewshire is thriving                         | - Ensuring the best start in life for children and young people and as they progress through key transition stages               |
| Our Renfrewshire is well                             | - Early intervention will lead to healthier outcomes for children and young people.  |
| Our Renfrewshire is safe                             | - Local services will benefit children, young people and members of the community.   |
| Building strong, safe and resilient communities      | - The quality of community life is enhanced by supporting transition for parents, children and young people.                     |
| Tackling inequality, ensuring opportunities for all  | - Effective governance arrangements ensure that the organisations can deliver effective transition for children and young people |
| Creating a sustainable Renfrewshire for all to enjoy | - Effective transition arrangements will contribute to a quality education for children and young people                         |

**4. Legal**

No Legal implications

The following statutory guidance has been considered when creating this policy -

[Standards in Scotland's Schools etc. Act 2000 statutory guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot/standards-in-scotland-s-schools-etc-act-2000-statutory-guidance)  
[Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk/ukpga/2002/26/education-disability-strategies-and-pupils-educational-records-scotland)  
[The Children and Young People \(Scotland\) Act 2014](http://legislation.gov.uk/ukpga/2014/12/children-and-young-people-scotland)  
[Education \(Additional Support for Learning\(ASL\)\) \(Scotland\) Act 2009 \(legislation.gov.uk\)](http://legislation.gov.uk/ukpga/2009/22/education-additional-support-for-learning-asl-scotland)  
[Supporting Children's Learning: Statutory Guidance on the Education \(Additional Support for Learning\) Scotland Act 2004 \(as amended\): Code of Practice \(Third Edition\) 2017 \(www.gov.scot\)](http://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-on-the-education-additional-support-for-learning-scotland-act-2004-as-amended/code-of-practice-third-edition-2017/pages/introduction.aspx)

**5. Property/Assets**

No implications for property/assets

**6. Information Technology**

No implications for Information Technology

**7. Equality and Human Rights**

No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

This policy will ensure that the voices of children and young people from all backgrounds and their representatives are meaningfully sought and are fully represented and reflected in the planning of transition.

[The Equality Act \(2010\)](#) has been considered when creating this policy.

The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination, and participation and has been considered when creating this policy.

**8. Health and Safety**

It is integral to the Council's aim of securing the health and wellbeing of employees and those affected by its undertakings and without this continued effective focus, there is a risk that will adversely impact on the Council both financially and in terms of service delivery.

Support for transition and enhanced transition allows for planning to ensure all children and young people are safe and feel safe as they move through the transition points in their education.

**9. Procurement**

No implications for procurement

**10. Risk**

Staff absence could have an impact on the ability to deliver enhanced transition to support children and young people with additional support needs.

**11. Privacy Impact**

Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

**12. COSLA Policy Position**

None

**13. Climate Risk**

None

---

**List of Background Papers**

Getting it right for every child (GIRFEC)

The Promise Scotland

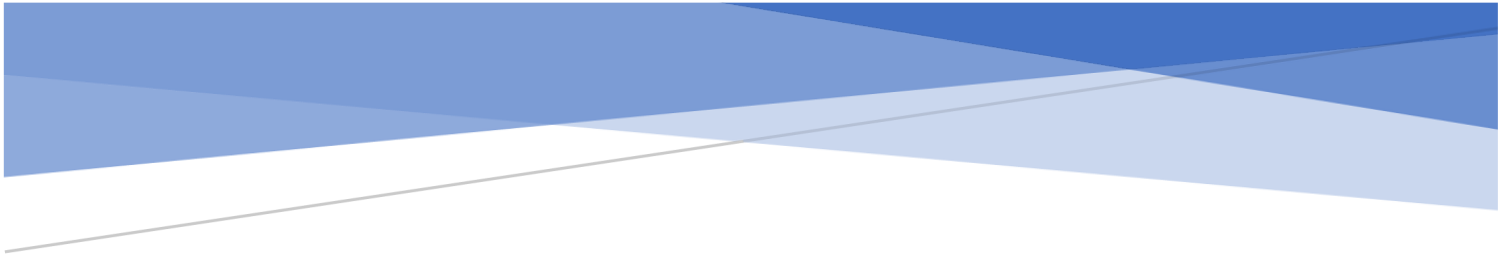
United Nations Convention on the Rights of the Child

Support for Learning: All our Children and all their Potential

---

**Children's Services**

Author - Emma Henry, Interim Head of Education (Inclusion and Quality Improvement),  
[emma.henry@renfrewshire.gov.uk](mailto:emma.henry@renfrewshire.gov.uk)



# TRANSITION OF CHILDREN WITH ADDITIONAL SUPPORT NEEDS- PART 1 DRAFT

VERSION 1 FEBRUARY 2024

## Abstract

Guidance for all establishments from Early Years to Secondary to support the transition process with a focus on children with Additional Support Needs

Renfrewshire's Children's Services

## **Review Tracker**

Draft Version 1	Created – February 2024

<b>Contents</b>	
<b>Introduction</b>	<b>2</b>
<b>School transitions</b>	<b>3</b>
<b>Legislative and Policy Context</b>	<b>6</b>
<b>Transition for our children and young people with Additional Support Needs</b>	<b>7</b>
<b>Transition of ASN Learners, Early Years to Primary School – Process</b>	<b>8</b>
<b>Transition of ASN Learners, Primary School to Secondary School- Process</b>	<b>10</b>
<b>Placing requests and Immediate changes in establishments</b>	<b>12</b>
<b>Best Practice</b>	<b>13</b>



# Introduction

This policy reflects the following:

**The United Nation Convention on the rights of the Child ([UNCRC](#)):**

Article 3 – best interests of the child

- *The best interest of the child must be a top priority in all decisions and actions that affect children.*

Article 12 - respect for the views of the child

- *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

Article 28 – right to education

- *Every child has the right to an education.*

**The Promise 21-24 Plan** and in particular the Right to Education actions which is a call to action for education authorities to ensure:

Care Experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their Care Experienced pupils.

School improvement plans will value and recognise the needs of their Care Experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Care Experienced young people will be actively participating in all subjects and extra-curricular activities in schools.

The formal and informal exclusion of Care Experienced children from education will end.

Schools will support and ensure Care Experienced young people go on to genuinely positive destinations, such as further education or employment.

# Transitions

Every child goes through transition stages as they move through education. The first transition takes place when a child enters early learning and childcare. This is followed by the transfer to primary school and then from primary to secondary provision. The final transition takes place when a young person leaves school to enter the next stage of education the world of work.

Transitions also include other changes in education, such as a transfer to another establishment or a break in education, early years blended placements across more than one early years provider, as well as irregular transitions experiences through, for example, exclusions and returning from significant periods of absence.

**Planning for transition** is very important for all of our children and for our children and young people with additional support needs **planning is vital** to ensure that the transition/the change is smooth and as supported as possible.

We must ensure that there is effective communication between everyone involved. At each stage of the transition process children with additional support needs and their parents/carers should be fully involved in the planning.

Chapter 6 of the [Supporting Children's Learning Code of Practice \(Third edition 2017\)](#) gives detailed guidance on transitions. The criteria, as offered in the code, highlights which children and young people with additional support needs the statutory measures around transitions should apply to.

These are children and young people:

- With a co-ordinated support plan (CSP);
- Children likely to have additional support needs and are requiring support to make the transition to nursery school
- In a specialist placement such as Mary Russell School or Riverbrae School, Flexible Learning Resources or external grant aided or independent provision.
- Have additional support needs arising from a disability within the meaning of the Equality Act 2010;
- Are otherwise at risk of not making a successful transition such as children who are in and around the edges of care and young carers

Every establishment in Renfrewshire has a responsibility to ensure all children transitioning from Early Years to Primary and Primary to Secondary School have any additional support needs identified prior to the point of transition and sufficient support in place to support the transition. The timescales for transition planning set out in the Act refer to the latest times by which a particular stage of the transition process should be completed. The planning for transition is a vital role of the designated person with responsibility within the school or establishment for planning for children and young people with additional support needs.

For a child identified with additional support needs, transition from Early Years to Primary School and Primary School to Secondary School should:

- begin no later than February of ante-pre-school year/Primary 6
- should then be reviewed no later than December of pre-school Year/Primary 7

Cognisance is taken of children starting Early Years in March with February birthdays. As such, this process should begin at the closest point to this time scale, depending on the child's start date. For some primary school children, it may be necessary to begin this process in Primary 5.

The school must seek, take account of and record information and advice from children and young people, parents and all appropriate agencies in preparing for transition. The Team Around the Child (TAC) minute from should be used to record meetings and Renfrewshire's Single and Multi-agency Child's Plan to record action if appropriate to do so (Stage 1b and above).

# Legislative and Policy Context

*“All children and young people experience transitions as they move through the various stages of schooling ... Early or timely planning is required to ensure continuity and progression between stages or breaks in education.” Supporting Children’s Learning – Code of Practice (revised 2010)*

This policy accounts for relevant legislation in terms of the European Convention on Human Rights, the Scotland Act 1998, the Human Rights Act 1998, the Standards in Scotland’s Schools etc Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009), the Equality Act 2010.

Of particular note is:

- **Standards in Scotland’s Schools Etc. Act (2000) (guidance on presumption of mainstream education)** which places specific duties on Education authorities to pay particular attention to children approaching key transition points, e.g. moving from early years to primary; primary to secondary school or from one stage to another within “all-through” schools. Issues which should be considered include how the current school or early years provider prepares the child for moving on while ensuring that appropriate provision is put in place for the child’s arrival in the new setting.
- **Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)** places the following duties of the education authority in relation to children and young persons for whom they are responsible:
  - Every education authority must—make adequate and efficient provision for such additional support as is required by that child or young person, and
  - make appropriate arrangements for keeping under consideration—
    - (i) the additional support needs of, and
    - (ii) the adequacy of the additional support provided for, each such child and young person.
- **Equality Act 2010** admission and treatment, etc. The responsible body of such an establishment must not discriminate against a pupil:
  - in the way it provides education for the pupil;
  - in the way it affords the pupil access to a benefit, facility or service;

- by not affording the pupil access to a benefit, facility or service;
  - by subjecting the pupil to any other detriment.
- **Getting it Right for Every Child (GIRFEC)** approach is of particular relevance to support learners who are vulnerable or may be at risk. Key features of this approach are:
    - the eight indicators of well-being (safe, healthy, achieving, nurtured, active, respected, responsible and included);
    - the common values and principles of GIRFEC which make a difference at practice level to single agency, multi-agency and inter-agency working across children's services; and
    - the use of Renfrewshire's Single and Multi-agency Child's Plan to support recording information, assessing needs and getting help that is appropriate, proportionate and timely at both single and multi-agency levels.

# Transition for our Children and Young People with Additional Support Needs

Schools and early years establishments should take account of the following principles of good practice, as outlined in the Code of Practice, whenever a child or young person with additional support needs is approaching a transition point in their education:

- transition planning should be embedded within policies and procedures for additional support needs and the more universal policies and procedures for support for children and young people;
- other agencies, such as health and social work services, Skills Development Scotland (Careers), further education colleges and institutions of higher education should also be involved in transition planning where required;
- the child's or young person's views should be sought and taken into account when discussing changes in education;
- parents should be part of the planning process, their views should be sought and taken account of, and they should receive support, as required, during the transition process;
- early consultation should take place with the receiving school or post-school provision, which the child or young person will be attending;
- establishments should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision;
- professionals from all agencies working with the child, young person and family should plan in good time for transition to future services;
- transition should be co-ordinated by a key person known to the child or young person and their family; and,
- where a child or young person has a co-ordinated support plan then any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.

# Transition of ASN Learners, Early Years to Primary School – Process

All of our early years establishments including our funded provider nurseries follow the council's GIRFEC policy and staged intervention framework. Through robust internal assessment procedures Early Years establishments will identify those children with additional support needs. This will be supported by Early Years Progression Tool Kit and the Education Officers (Inclusion) where necessary.

**Depending on the start date of the child, this assessment should take place as close to the ante-preschool year as possible, but no later than December of the pre-school year.**

To support this process and to ensure that the parent/carer is involved in decision making the Team Around the Child (TAC) meeting should be held in/or as close to the February of the ante-preschool year and again no later than December of the pre-school year.

## **Ante-Preschool Team Around the Child**

Attendees at the ante-preschool TAC meeting may include, but are not limited to;

- Parent/Carer of the child
- Child (if appropriate)
- Representative of the Early Years establishment
- Representative of the receiving Primary School (if known)
- Educational Psychologist (if there is role)
- Any other relevant professional that may be involved with the child

Information recorded at the Ante-Preschool TAC meeting form should include, but is not limited to:

- Child's view
- Parent/carer views
- Strengths/Areas of need/risk requiring support (professional's view)
- Stage of Intervention
- Actions to be taken that support transition to Primary School

## Pre-School Team around the Child

Attendees at the pre-school TAC meeting may include, but are not limited to:

- Parent/Carer of the child
- Child (if appropriate)
- Representative of the Early Years establishment
- Representative of the receiving Primary
- Educational Psychologist (if there is role)
- Any other relevant professional involved with the child

Information recorded at the Preschool TAC meeting form should include, but is not limited to;

- The child's views
- Parent/carers views
- Strengths/Areas of need/risk (professional's view)
- Stage of Intervention
- Review of actions from previous ante-pre-TAC
- The option to defer entry to primary school should be discussed with parents at this opportunity, **this meeting should be prior to school registration**
- Actions to be taken between December and June by Early Years team and Primary staff to support transition to Primary School in August



# Transition of ASN Learners, Primary School to Secondary School- Process

All of our primary establishments follow the council's GIRFEC policy and staged intervention framework. Through robust internal assessment procedures, and following successful transition from early years, establishment will know those children with additional support needs. As a child grows and develops throughout primary school, teachers and support staff are trained to ensure that they plan to meet the needs of our children and so there may be occasions where a child's need changes as they move through the primary years.

**Team Around the Child (TAC) meeting should be held no later than February of Primary 6 (or earlier if required).**

Attendees at the Primary 6 TAC meeting may include, but are not limited to:

- Parent/Carer of the child
- The child (if appropriate)
- Representative of the Primary School establishment
- Representative of the receiving Secondary School usually Pupil Support Coordinator (DHT) or Principal Teacher of Pupil Support
- Educational Psychologist
- Any other relevant professional involved with the child

Information recorded at the Primary 6 TAC meeting form should include, but is not limited to:

- The child's views
- Parent/carer views
- Strengths/Areas of need/risk (professional's view)
- Stage of Intervention
- Actions to be taken by primary school staff to support transition to Secondary School – this will be planned in conjunction with the secondary.

Attendees at the Primary 7 TAC meeting may include, but are not limited to:

- Parent/Carer of the child
- The child (if appropriate)
- Representative of the Primary School establishment
- Representative of the receiving Secondary School usually Pupil Support Coordinator (DHT) or Principal Teacher of Pupil Support
- Educational Psychologist
- Any other relevant professional involved with the child

Information recorded at the Primary 7 TAC meeting form should include, but is not limited to:

- The child's views
- Parent/carer views
- Strengths/Areas of need and risk (professional's view)
- Stage of intervention
- Review of actions from previous Primary 6 TAC
- Actions to be taken between December and June by Primary and Secondary settings to support readiness to Primary School in August
- Discussion of support/interventions to support the child starting in S1

# Placing Requests

Placing request legislation takes precedence in law over the ASL Act. In practical terms, for the purposes of transitions this means that schools cannot begin liaising with any other than the child or young person's catchment school.

If a parent has made, or is intending to make, a placing request for their child then the Head Teacher with the support of the school's link psychologist should ensure that the parent is fully aware

- that the transitions process will not be able to be fully carried out until the placing requests process is completed.
- General work however should be done with the child and young person to best prepare them for the change without including activity which would involve reciprocal visits to schools or exchanges of staff.

## Immediate Change in School/Early Year Establishment

It is entirely possible for schools to be informed that a child or young person with additional support needs may be leaving the school more immediately. In such circumstances, it is impossible, regardless of whether the child or young person meets the criteria as outlined, to realise the demands of the Act.

In such cases, every effort should be made by establishments to facilitate a successful high-quality transition by consideration of:

- The transfer of information to the receiving school or placement;
- Telephone communication with the receiving school or placement;
- A visit of key staff to the receiving school or placement.

Equally, it may be the case that a child with additional support needs arrives without prior knowledge at a school. If the child has a CSP, this will transfer immediately, and a review of the plan should take place within 8 weeks of the child arriving. For all other children where there are additional support needs, schools should be proactive in seeking information both in written form and through verbal communication from the transferring school or placement.

# Best Practice

It will be the responsibility of the establishment the child is leaving, to initiate the transition procedures:

- Communication with parents/carers and children is extremely important and the involvement and support of parents should be integral to the management of a child's transition.
- It may be useful to contact parents/carers prior to TAC meetings (particularly early years and Primary 7) to establish if they plan to make a placing request or defer entry to primary school.
- At all stages parents/carers should be given significant advanced notice of TAC meetings and all efforts should be made to identify and remove any barriers to attendance.
- Ensure TAC meetings in relation to a deferred year occur well in advance of school registration
- Parents should be given advanced notice of the structure of the TAC meetings in order to give them time to consider their contribution.
- The receiving establishment should make every effort to be represented at each TAC meeting.

The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment. In 2019, the Scottish Government published updated guidance on the presumption to provide education in a mainstream setting. This revised guidance states:

*“Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.”*

Therefore, TAC meetings should be conducted around the assumption to mainstream education. Discussion regarding placement out with mainstream should only be discussed if a child is at Stage 4 of intervention.




---

**To:** **Education and Children's Services Policy Board**

**On:** **14 March 2024**

---

**Report by:** **Director of Children's Services**

---

**Heading:** **Renfrewshire children outwith the care of their birth family**

---

## **1. Summary**

- 1.1. At Policy Board on 18 January 2024 members asked for a report in relation to Renfrewshire children who are looked after and accommodated in external residential provision. This report provides the information requested in the context of all of Renfrewshire's children who are outwith the care of their birth family.
- 1.2. S22 of the Children (Scotland) Act 1995 places a duty on Local Authorities to support children in need of care and protection to live with their families. One of the principles of this Act under which children's social work operates is that of minimum necessary intervention with children and their families. When children cannot be safely cared for by their own parents, we will explore whether they can live with relatives or close friends. This is called a kinship arrangement. If there are no kinship options available alternative care will be pursued with either foster carers or residential provision.
- 1.3. Renfrewshire Council is a registered foster care provider, and as such we have our own approved foster carers however, we also have some children living with foster carers approved by registered providers in the independent sector. Renfrewshire operates four children's houses and also has some children living in external residential children's provision.
- 1.4. On 29 February 2024, 183 children were cared for outwith their birth family by Renfrewshire Council. 139 children are cared for by foster carers. 115 of the children were cared for by Renfrewshire foster carers and 24 were cared for by foster carers provided by the independent sector. 44 children were cared for in residential settings. Of these, 17 were cared for in Renfrewshire's children's houses with the remaining 27 cared for in independent residential provision.
- 1.5. The service continues to experience budget pressures as a consequence of children being cared for outwith their birth family.

---

## **2. Recommendations**

### **2.1. The Education and Children's Services Policy Board is asked to:**

[a] note Children's Services operates a general duty under Section 22 of the Children (Scotland) Act 1995 to support children in need of care and support to live with their families;

[b] note the information in relation to children cared for outwith their birth family; and

[c] agree that information on Renfrewshire's looked after children be provided to Board on an annual basis.

---

## **3. Background**

- 3.1. On 29 February 2024, 183 children were cared for outwith their birth family by Renfrewshire Council. 139 children were cared for by foster carers. 115 of the children were cared for by Renfrewshire foster carers and 24 were cared for by foster carers provided by the independent sector. 44 children were cared for in residential settings. Of these, 17 were cared for in Renfrewshire's children's houses with the remaining 27 cared for in independent residential provision
- 3.2. In 2012 the Council agreed to reduce the number of children who were looked after and accommodated in foster care and residential settings. The plan at that point required additional family support approaches to ensure children could be cared for by their parents or in kinship care. In later sections of this report information will be provided on the number of children in the care setting on 31 July 2012 and compare this with the number on 29 February 2024.

### **Renfrewshire Fostering Service**

- 3.3. Renfrewshire Council's Fostering Service is registered and regulated by the Care Inspectorate. The annual report for the internal fostering service was considered at the Education and Children's Services Policy Board on 14 January 2024.
- 3.4. On 29 February 2024, 115 children from Renfrewshire were being cared for by Renfrewshire foster carers. 2 children from Renfrewshire were placed with internal foster carers during February 2024 and 5 children were discharged from care. On 31 July 2012, 140 children from Renfrewshire were being cared for by Renfrewshire foster carers.
- 3.5. Renfrewshire has 75 fostering households at present. Should a child require to live outwith their birth family, Children's Social Work attempts to ensure the child is cared for locally with one of our internal fostering households.
- 3.6. Renfrewshire foster carers receive a fee and maintenance allowance for each child they care for. In August 2023, the Scottish Government and COSLA agreed to introduce a Scottish Recommended Allowance for the maintenance

of each child. The Scottish Recommended Allowance was set at a higher level than Renfrewshire paid in our maintenance allowance.

- 3.7. The Education and Children's Services Policy Board considered a report on the new Scottish Recommended Allowance at its meeting on 2 November 2023. The Board agreed that Renfrewshire foster carers should receive the Scottish Recommended Allowance. Renfrewshire foster carers receive a weekly fee for each child of £296.56 plus the Scottish Recommended Allowance for each child according to age as follows: birth to 4 years - £168.31, 5 years to 11 years - £195.81 and 16/17 years - £268.41.
- 3.8. The Scottish Government provided £517,673 to support the new agreed allowance, the cost of implementation in Renfrewshire is anticipated to be £1,350,000. As a consequence, there is a significant additional financial pressure for the council, which is unlikely to be able to be absorbed within existing Children's Services total budget given ongoing cost pressures and anticipated overspends in relation to children's residential care. The Council will require to consider the further use of reserve balances to address this cost pressure in 2023/24, and also include this cost pressure in setting the 24/25 revenue budget. The total spend for internal foster care in the current financial year is projected to be £3,775,902.

### **Independent Foster Care**

- 3.9. As part of the Council's Achieving Step-Change in Children's Outcomes in 2012, it was agreed that to reduce the reliance on external fostering care and reduce the number of new external placements in future years. Children who were cared for by external foster carers were supported to complete their care journey with their current carers where this was in their best interest.
- 3.10. On 29 February 2024, 24 children from Renfrewshire were being cared for by foster carers in the independent sector. Over the past 12 months 6 children from Renfrewshire were placed with foster carers in the independent sector. These new arrangements were made to secure long term stable care for the individual children. On 31 July 2012, 110 children from Renfrewshire were being cared for by foster carers in the independent sector.
- 3.11. 3 of the children currently placed with foster carers in the independent sector will reach the age of 18 by the end of March 2025 and a further 7 by the end of March 2026. The service aims to minimise further use of external fostering care provision and therefore aims not to replace these placements.
- 3.12. The costs of external foster care varies dependent on the individual provider and ranges from £789 per week to £3290 per week. In the current financial year, the total spend on external foster care is projected to be £1,901,902.

### **Internal Residential Children's Houses**

- 3.13. Renfrewshire currently operates four children's houses which are able to provide care for 22 young people up to the age of 21. On 29 February 2024, 17 young people under the age of 18 were being cared for in Renfrewshire's internal children's houses. Four young adults aged between 18 and 20 are cared for in our internal children's houses exercising their right to remain there under continuing care legislation. The continuing care legislation gives young people the right to remain in their current care setting up to the age of 21 if

they wish to do so unless a welfare assessment indicates this is not in their best interest.

- 3.14. On 31 July 2012, Renfrewshire Council operated 5 children's houses which were able to provide care for 49 young people. A planned redesign of the children's houses was implemented where some larger residential settings were replaced with smaller purpose-built houses. The redesign programme replaced Rowanlea (care for 16 young people) and Chapel (care for 10 young people) with Barochan and Arkleston, both of which provide care for 6 young people. The redesign work meant that whilst there was provision for the care of 49 young people the actual number in our internal children's houses was 46 under the age of 18 and a further 3 young people aged 18 and 19.
- 3.15. In 2019, Brediland a new purpose-built house for four children opened. This new house was planned to replace Roneil which could provide care for 8 children. Roneil was closed in March 2020. At the same time Longcroft which could provide care for 6 young people also closed. Longcroft had been providing care for 5 related children who returned to family care in a kinship arrangement.
- 3.16. Currently Renfrewshire, in common with many other local authorities is experiencing significant pressures with recruitment and retention of staff within the residential children's houses. The result of having vacancies in the staffing means there is higher than predicted use of overtime which will result in an overspend in the budget for internal children's houses. The budget for the internal children's houses is £3,742,751. The weekly cost of caring for a child in an internal residential children's house is £3,271 per week. A small overspend is expected due to the need to cover vacancies via overtime.

### **External Residential Provision**

- 3.17. The needs of some children and young people require the use of external residential provision. The external residential provision used by Renfrewshire includes secure care, residential schools, specialist residential provision for children and young people with complex health or learning disabilities.
- 3.18. On 29 February 2024, there were 27 young people from Renfrewshire placed in external residential settings. 14 young people were discharged from external residential settings in the last twelve months and 8 of the young people in external provision have been accommodated in the same period, resulting in an overall reduction of 6 placements.
- 3.19. On 31 July 2012, 24 young people from Renfrewshire were cared for in external residential provision.
- 3.20. On 31 March 2020 there were 21 young people in external residential placements. On 31 March 2021 there were 22 external placements. By 31 July 2021 the number of external placements had increased to 27. The number of external placements increased further to 33 by 31 March 2022.
- 3.21. The increase in the use of external residential care settings was significant in the second year of the COVID-19 pandemic. The main reasons for accommodating young people in external residential settings at this time was family breakdown for children with significant learning disabilities and young people with serious mental health concerns.



## **Secure Care**

- 3.22. One young person is currently placed in secure care. Secure care is only used for young people who meet specific criteria in respect of the level of risk they are exposed to within the community or present significant risk to others in the community.
- 3.23. The types of risks presented by those young people placed in secure care include significant self-harm, attempts at suicide, being exploited by adults or have acted in a seriously harmful manner towards others. Young people under the age of 18 who are charged with serious offences can be remanded to secure care by the Sheriff as an alternative to being remanded in Polmont. The local authority is responsible for funding these placements irrespective of the reason the young person is in secure care.
- 3.24. During the current financial year, five young people from Renfrewshire have been looked after in secure care. The cost of secure care varies across the four providers in this sector ranging from £6800 to £7500 per week. The total anticipated cost of secure care for this financial year is £727,044.

## **Settings for children with disabilities**

- 3.25. 9 of the young people currently in external residential settings have complex health or learning disabilities and required specialist provision. These young people could not be cared for in one of the Renfrewshire children's houses due to their individual complex needs.
- 3.26. Three of the young people were accommodated in the past twelve months. Four of the young people were accommodated by Renfrewshire before 2018.
- 3.27. Three of the young people are subject to permanence orders and were initially cared for in foster care however as their needs changed the foster carers weren't able to meet the complex needs and residential provision was required. All of these disruptions occurred in 2022 and 2023 with the impact of the COVID-19 pandemic contributing to the breakdown of the foster care arrangements.
- 3.28. The cost of residential care for Renfrewshire's children with children with disabilities placed with external providers ranges from £2,684 to £6,000 per week.
- 3.29. It is likely that most of these young people will require long-term or substantial care support when they transfer to adult services when they reach their 18<sup>th</sup> birthday. Two young people will transfer to adult services in the next financial year with others in future years. The transfer to adult services will add significant pressures to Renfrewshire Health and Social Care Partnership in the current and future years.

## **Specialist Therapeutic Settings**

- 3.30. 6 young people are currently in specialist therapeutic residential settings. These settings are identified to meet the needs of children and young people who have experienced significant trauma in their life. 3 of the young people have been accommodated in the past twelve months.

- 3.31. The pressure on some families from COVID has been the main factor in the decision to accommodate these young people.
- 3.32. The cost of therapeutic care placements has increased over the past twelve months due to the withdrawal of Scottish Government grant funding to the providers. The cost of therapeutic provision ranges from £4,158 to £5,390 per week.

### **Residential Schools**

- 3.33. Three young people are currently in a residential school provision. These children have all been in their current placement for more than twelve months and the placement has been assessed as meeting their care and learning needs. One child was discharged from a residential school in February 2024. This child had been in a residential school for more than three years before their discharge.
- 3.34. The cost of a residential school placement for a Renfrewshire child ranges from £5,370 to £8,533 per week.

### **External Residential Children's Houses**

- 3.35. 8 young people are in external residential children's houses. 6 of the young people have a range of needs where the external provision was assessed as being in their best interest and required additional support due to their mental health and safeguarding issues. Two young people (siblings) were placed in an external residential setting during March 2022 as there wasn't capacity within our children's houses and to ensure they could be cared for together under the Keeping Brothers and Sisters Together Policy.
- 3.36. One of the 8 young people in external residential children's houses was placed there in the past twelve months.
- 3.37. The costs for the individual Renfrewshire children in external residential children's houses ranges from £3,980 per week to £5,068 per week.
- 3.38. Children's services attempts to ensure that children in external residential provision are able to return to supported accommodation in Renfrewshire around their 18<sup>th</sup> birthday. If young people were to remain in external provision under continuing care, there is a risk of significant financial pressures on the children's services budget.

### **Review of children outwith birth family care**

- 3.39. All children who are cared for outwith their birth family are reviewed under the Looked After Children (Scotland) Regulations 2009. These regulations require a review of the child's placement and plan at least once every six months. The purpose of the review is to ensure that the care needs of the child continue to be met by the placement and to ensure appropriate plans are in place for the next six months.
- 3.40. For children who are placed in external residential provision there is an additional monthly discussion with senior managers to consider if there are options to bring the child back to Renfrewshire's internal provision or for them to return to their birth family.

---

## Implications of this report

### 1. Financial

The cost of external residential provision ranges from £2,648 per week to £8,533 per week for individual children and young people. The current year budget is projecting an overspend of £2.858m. An additional £2m was provided for in the 2023/24 budget, with a noted expectation that “up to a further £3m may be required to be funded from ringfenced balances in 2023/24”.

The Council will require to consider the use of reserve balances to address this cost pressure in 2023/24, and also include this cost pressure in setting the 24/25 revenue budget.

The introduction of the Scottish Recommended Fostering Allowance has resulted in an additional financial pressure of £xxx,xxx in the current and future financial years.

### 2. HR and Organisational Development

There are no additional staffing implications from this report.

### 3. Community/Council Planning

- |                                      |   |
|--------------------------------------|---|
| Our Renfrewshire is safe             | - Children who require care outwith their parents are supported in a safe alternative.                                  |
| Working together to improve outcomes | - Social work staff work with colleagues elsewhere in the Council to ensure children achieve the best outcome possible. |

### 4. Legal

The actions and information in this report demonstrate the Council is meeting its duties under the Social Work (Scotland) Act 1968, the Children (Scotland) Act 1995, the Children’s Hearing (Scotland) Act 2011 and the Looked After Children (Scotland) Regulations 2009.

### 5. Property/Assets

None.

### 6. Information Technology

None.

### 7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report.

### 8. Health and Safety

None.

- 9. Procurement**  
None.
- 10. Risk**  
The failure to provide safe care for children and young people would be a significant risk for the authority.
- 11. Privacy Impact**  
None.
- 12. Cosla Policy Position**  
None.
- 13. Climate Risk**  
None.

---

### List of Background Papers

(a) None

---

*Children's Services*

**Author:** John Trainer, Head of Child Care and Justice/Chief Social Work Officer  
[john.trainer@renfrewshire.gov.uk](mailto:john.trainer@renfrewshire.gov.uk)

## Acronyms

ADES	Associate Directors of Education (Scotland)	
ASN	Additional Support Needs	
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more or different support to what is normally provided in schools or early learning centres to children of the same age.
ASNA	Additional Support Needs Assistant	
AFKA	Association for Fostering Adoption and Kinship Scotland	
BAME	Black and Asian Minority Ethnic	
BGE	Broad General Education	This is the learning which is done from the age of 3 to 15 up to the end of S3. The aim is to make sure children have a wide-range of learning until S4 when they will start to specialise in difference subjects.
CA	Classroom Assistant	
CAMHS	Child and Adolescent Mental Health Service	
CfE	Curriculum of Excellence	CfE is the way schools and early years centres organise learning and teaching for 3-18 year olds.
CG	Clothing Grants	
CHS	Children's Hearings Scotland	
CLD	Community Learning & Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CP	Child Protection	

CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge.
COG	Chief Officer Group	
CPPM	Child Protection Planning Meeting	
CSP	Co-ordinated Support Plan	A child/young person is eligible for a CSP when they need support at school from services on an ongoing basis.
DHT	Depute Head Teacher	The role of DHT will vary school to school but generally he/she will stand in for the head teacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development Officer	Usually, a local authority officer who has a specific job around supporting schools.
DYW	Developing the Young Workforce	DYW is the Scottish Government's Youth Employment strategy which aims to get young people ready for the world of work.
EAL	English as an Additional Language	
EIS	Educational Institute of Scotland	The largest teaching union in Scotland.
ELC	Early Learning and Childcare	This term is meant to empathise that care and education of very young children are not separate things as babies and young children are learning all the time.
ELCC	Early Learning and Childcare Centre	
ELCO	Early Learning & Childcare Officer	
EM	Education Managers	
EP	Educational Psychology	
FGDM	Family Group Decision Making	
FE	Further Education	This is post-compulsory education which is difference from that offered in universities. It is mainly taught in colleges and is sometimes done as work-based learning or in adult and community learning.

FH	Faculty Head	
FLR	Flexible Learning Resource	Out-reach facility within schools to support children and young people.
FME	Free School Meals	
FTE	Full-Time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE of 1.0 means the person is equivalent to a full-time worker, while FTE 0.5 means the person is half-time.
GGC	Greater Glasgow and Clyde (Health Board)	
GIRFEC	Getting it Right for Every Child	A Scottish Government policy which aims to make sure all Scotland's children, young person and their families have support across public services, such as health, education, and social work.
GME	Gaelic Medium Education	A form of education where pupils are taught mainly in Scottish Gaelic, with English as a secondary language.
GTCS	General Teaching Council Scotland	This is the professional body which maintains the register of teachers and ensures teachers' professional standards. In Scotland, children must be taught by qualified and GTCS registered teachers.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HMIE	Her Majesty's Inspectorate of Education	The Inspectorate carries out inspections of all places of learning. HMIE is part of Education Scotland.
HNC	Higher National Certificate	HNCs are offered by colleges, some universities and many training centres. They usually take one year to complete and provide skills you need to do a job.
HND	Higher National Diploma	HNDs are offered by colleges, some universities and many training centres. They usually take two years to complete.
HT	Head Teacher	Leader and manager of a school.
HWB	Health and Wellbeing	
ICT	Information and Communications Technology	ICT in education can be found in the following ways – <ul style="list-style-type: none"> <li>- as a subject</li> <li>- as a tool to support teaching and learning</li> </ul>

		- as an administrative tool
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content.
IRD	Initial Referral Discussion	
JII	Joint Investigative Interview	
LA	Local Authority	There are 32 local authorities in Scotland.
LD	Learning Disability	
LGBT+	Lesbian, Gay, Bisexual, Transgender	
MOG	Member Officer Group	
Mentors in Violence Prevention	MVP	
NIF	National Improvement Framework	Launched in January 2012, this Scottish Government framework is about measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools and colleges (and some training centres).
NVQ	National Vocational Qualification	These are work-based qualifications.
NVR	Non-Violence Resistance	
OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register.
PEF	Pupil Equity Funding	This is money given to schools to help support children who may be falling behind and don't have the same chances in education because their family is experiencing poverty or other financial difficulties.
PGS	Paisley Grammar School	Locally used term.



PLP	Personal Learning Plan	The document/folder where a pupil can keep a record of his/her goals and achievements alongside examples of their work.
PPP	Public Private Partnership	A collaboration between a local authority and private companies, often used in the building and management of schools.
PRD	Professional Review and Development	Each teacher has the right to an annual PRD interview to focus on their strengths and areas for development and to agree on their training needs.
PT	Principal Teacher	In primary schools, this is usually a classroom teacher who also takes on some managerial roles within the school.
PU	Professional Update	This supports teachers to develop their skills and work; teachers are asked to keep a record of their learning throughout their careers.
PVG	Protection of Vulnerable Groups	The PVG Membership Scheme is the Scottish disclosure system.
QA	Quality Assurance	
QAF	Quality Assurance Framework	
QI	Quality Improvement	
QIO	Quality Improvement Officer	Usually, a local authority officer who has a specific job around supporting schools.
RCPC	Renfrewshire Child Protection Committee	
RCSP	Renfrewshire Children's Services Partnership	
RIC	Regional Improvement Collaborative	Collaborative that brings together a range of professional including local authority and Education Scotland officers with a focus on supporting teacher and other school staff to improve outcomes for children and young people.
RLDS	Renfrewshire Learning Disability Service	
RME	Religious and Moral Education	
RMPS	Religious, Moral and Philosophical Studies	

RNRA	Renfrewshire Nurturing Relationships Approach	
SAC	Scottish Attainment Challenge	
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland.
SCRA	Scottish Children's Reporter Administration	
SDS	Skills Development Scotland	Works in schools to provide information and advice about careers.
SEF	Scottish Equality Funding	
SIF	Summary of Inspection Finding	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school.
SP	Senior Phase	
SLFU Initial	School Leavers Follow Up (Initial) Destinations	
SLFU Follow Up	School Leavers Follow Up (Follow Up) destinations	
SLT	School Leadership Team	
SMT	School Management Team	Usually includes the headteacher and deputies; may also include the business manager and principal teachers.
SPOIN	Scottish Parental Involvement Officers Network	A network group for local authority officers who have a specific role in supporting family engagement.
SQA	Scottish Qualifications Authority	SQA is responsible for the design, setting, assessment and certification of qualifications.
SSERC	Scottish School Education Research Centre	
SSTA	Scottish Secondary Teacher Association (SSTA)	
STEAM	Science, Technology, Engineering and Maths	The name used for this group of subjects.

STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce, and education.
SWS	Social Work Scotland	
UCAS	Universities and College Admissions Service	UCAS process most applications for entry to higher and further education throughout the UK.
UNCRC	United Nations Convention on the Rights of a Child	This is an internal human rights treaty that grants all children and young people a set of rights.
WFW	Whole Family Wellbeing	This is a phrase to describe work within the Children's Service's Partnership designed to better support families and communities through deploying a new fund, downloaded to every local council, known as the Whole Family Wellbeing Fund.