

City Chambers
DUNDEE
DD1 3BY

28th August, 2020

Dear Sir or Madam

CHILDREN AND FAMILIES SERVICES COMMITTEE

You are requested to attend a MEETING of the **CHILDREN AND FAMILIES SERVICES COMMITTEE** to be held remotely on Monday, 7th September, 2020 at 6.00 pm.

Members of the Press or Public wishing to join the meeting should contact Committee Services on telephone (01382) 434818 or by email at committee.services@dundeecity.gov.uk by no later than 12 noon on Friday, 4th September, 2020.

Yours faithfully

DAVID R MARTIN

Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

2 PARENT AND PUPIL REPRESENTATION ON THE CHILDREN AND FAMILIES SERVICES COMMITTEE (AN21-2020)

Reference is made to Article V of the minute of meeting of the City Council held on 22nd May, 2017, wherein it was agreed to seek nominations for parent and pupil representatives on the Children and Families Services Committee.

With regard to parent representation, Katie Radtke has been re-nominated as the primary representative and John Anderson-McGuinness has been re-nominated as the secondary representative.

In relation to the Pupil representative, the City Wide Pupil Council has nominated Miss Honey Borland, a pupil at Morgan Academy, to be the pupil representative on the Children and Families Services Committee for Session 2020/2021.

The nominees have agreed to abide by the Code of Conduct in accordance with the Standards Commission's Guidance.

The Committee is asked to approve the appointments.

3 PROPOSAL TO CHANGE THE SCHOOL TERMS, HOLIDAYS AND IN-SERVICE DAYS FOR SESSION 2020/2021 (AN20-2020)

Agreement has been reached by the Dundee Negotiating Committee for Teachers (DNCT) in relation to school terms, holidays and in-service days that have arisen following the decision by the Scottish Government for all Scottish Schools to re-open on 11 August 2020.

Impact for previously agreed Calendar for 2020/2021:

- The week of Monday 10 to Sunday 16 August 2020 will be added to the 2020/2021 calendar.
- Monday 10 and Tuesday 11 August 2020 will both become in-service days for staff.
- Return of pupils will be Wednesday 12 August 2020.
- The in-service day on Thursday 12 November will be moved to accommodate the extra in-service day to Tuesday 11 August 2020.
- The seven week holiday has been realigned from 2019/2020 to 2020/2021 giving an end of term date as Friday 25 June 2021, a move from Friday 2 July 2021.

Miss K Mands, Ms M Leck, Mr M Chohan, Mr D Baxter, Ms J Barclay, Ms K Radtke and Mr J Anderson-McGuinness (external members of the Children and Families Services Committee) and the Trade Unions, Head Teachers and Parent Council Chairs have been consulted on this change.

In view of the timescales involved this note was approved by the Executive Director of Children and Families Service in consultation with the Convener of the Children and Families Services Committee, Labour Group Spokesperson, Conservative Group Spokesperson, Liberal Democrat Group Spokesperson, the Independent Member and the Lord Provost.

The Committee is asked to note the foregoing for information.

4 CHILDREN AND FAMILIES SERVICE COVID-19 RECOVERY - Page 1

(Report No 202-2020 enclosed).

5 SCOTTISH ATTAINMENT CHALLENGE PROGRESS REPORT - Page 5

(Report No 203-2020 enclosed).

6 CARERS (SCOTLAND) ACT 2016 AND YOUNG CARERS - Page 17

(Report No 204-2020 enclosed).

ITEM No ...4.....

DUNDEE CITY COUNCIL

**REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE –
7 SEPTEMBER 2020**

REPORT ON: CHILDREN AND FAMILIES SERVICE COVID-19 RECOVERY

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 202-2020

1.0 PURPOSE OF REPORT

1.1 This report briefs members on the Children and Families Service response to and recovery from the Covid-19 pandemic. The report covers both Education and Social Work elements of the service and includes details on approaches towards all children, young people and families from pre-birth through to early learning and childcare, primary and secondary school, post-school destinations and aftercare. It should be read in conjunction with the Council Covid-19 Recovery Plan approved by the Policy and Resources Committee on 24 August 2020 (report number 185-2020).

2.0 RECOMMENDATIONS

It is recommended that Committee:

- 2.1 Note the extensive measures adopted to protect staff, support keyworkers, minimise disruption for children and young people and support vulnerable families.
- 2.2 Note the Local Education Phasing Delivery Plan 2020-2021 alongside continued measures to support vulnerable children, young people and families.

3.0 FINANCIAL IMPLICATIONS

- 3.1 This showed a projected funding gap for the Council for 20/21 of £19.558m after taking account of confirmed additional government funding and the project underspend per the June revenue monitoring report.
- 3.2 The Council's financial recovery plan totalled £16.456m. This included £4m from Scottish Government flexibilities on Early Learning and Childcare, Pupil Equity Funding and Attainment Challenge monies. In addition £851,000 was identified as share of funding for education recovery.
- 3.3 Children and Families have additional gross Covid 19 costs of £7.426m of which £2.924m has been identified from confirmed additional funding for teachers and school meals. Further funding of up to £50m is still to be allocated to the local authorities.
- 3.4 Children and Families have also been offered funding of £0.861m (mainly capital) for the purchase of digital devices and connectivity solutions to tackle digital exclusion amongst children and young people.

4.0 BACKGROUND

- 4.1 The Covid-19 pandemic has had a huge impact on our society and public health measures designed to limit the spread of infection have necessarily placed major

constraints on the delivery of all services. Following lockdown, the Children and Families Service operated in accordance with key principles which included protecting both staff and families from the risk of infection; maximising continuity of educational provision through a combination of direct teaching methods for some and remote methods for others; and providing targeted holistic support to the most vulnerable children and young people at home and in schools.

- 4.2 In doing so, the service established 8 Community Support Centres (CSCs) for the children of keyworkers in order to contribute towards the continued delivery of essential services and for vulnerable children and young people in order to maintain support. In addition, both Kingspark School and Rockwell remained open for children and young people with additional support needs. Other measures included enhanced home-based digital learning, targeted free school meals and targeted, proportionate support to other families across the city. This flexible delivery of key services, involving a particular focus on vulnerable children and young people, ensured that:
- ✓ Approximately 650 pupils attended the Community Support Centres on a daily basis, where they received educational and holistic support – this is a significantly high proportion of pupils compared to the National average for provision during lockdown
 - ✓ 86% of other pupils already receiving additional support before the outbreak were contacted to offer and/or provide support at least weekly by school staff
 - ✓ 100% of children on the Child Protection Register were seen and supported by Social Work staff at least fortnightly
 - ✓ 100% of care leavers aged up to 26 years were seen and supported by the Aftercare Team at least fortnightly
 - ✓ 100% of families with disabled children who were receiving respite before lockdown started were offered alternative support
- 4.3 In Children’s Social Work and Community Justice, new Minimum Practice Requirements were introduced as a risk-based framework to inform weekly, fortnightly or monthly direct contact with families, alongside regular and sometimes daily remote support. Overall, when comparing Child Protection referrals, Child Protection Orders and newly Looked After Children, trends were broadly similar as the equivalent period as a whole last year. There were more children and young people accommodated in care as opposed to remaining with their birth family or in kinship care, with a national relaxation on the number of children living with foster carers creating extra capacity.
- 4.4 In Community Justice, Multi Agency Public Protection Arrangements were prioritised, with partnership meetings occurring remotely and partners continuing to supervise and monitor all Registered Sex Offenders. For people subject to a Community Payback Order with a supervision requirement, around 40% were seen and supported at least fortnightly with the remainder at least monthly, often alongside regular telephone support. The service was also jointly involved in partnership arrangements for the Early Release of some short-term prisoners. Nationally, Unpaid Work was suspended due to social distancing but would resume in accordance with the recovery process.
- 4.5 Dundee Schools and Early Years establishments have rolled forward our improvement plans to improve outcomes for our children and young people, raise attainment and close the gaps between the most and the least disadvantaged. We will continue to analyse the attainment data for session 2019/20 and provide a report later this session, with the overriding caveat that it will be challenging to make comparisons with previous years’ results due the disruption to schools caused by Covid 19, through lockdown and the cancellation of the SQA examination diet for 2020. We have also enhanced our procedures with our key partners to ensure we follow through on all school leavers to ensure positive destinations are maintained.

5.0 RECOVERY

- 5.1 The principles informing the establishment of CSCs and the flexible maintenance of key services through the pandemic are being sustained through all stages of recovery. In all Early Learning Centres, Primary and Secondary Schools some further immediate principles include safe operations and logistics, with risk assessments in each building; a focus on learning, including through initial staff/pupil re-connection and adjustments to some subjects such as Home Economics and PE; entitlement and eligibility, including a focus on early learning and childcare, exams, transitions and vulnerable groups; and the wellbeing of staff and children and young people.
- 5.2 On 11 August, Dundee schools opened for 2 days of in-service for staff followed by 3 days of returning pupils, in some cases phased to their schools. From 17 August all schools returned full time for all pupils, with a continued phased approach for nurseries. It is anticipated that the percentage of 1140 delivery that was in place at the point of lockdown will be fully available in Early Years establishments by early September 2020. Since the full return of schools on August 17th there have been positive cases of COVID-19 associated with schools in Dundee. The Executive Director of Children and Families Service will provide a verbal report before the discussion of this report.
- 5.3 The Covid-19 Local Education Phasing Delivery Plan was shared with Scottish Government and Education Scotland on 18 June 2020 and also with all members of the Children and Families Service Committee. This plan outlines the principles and practice underlining the return and recovery and also refers to contingency planning should a local outbreak occur. We have worked with our parents/carers throughout the development of our plans for recovery and our schools have also included 'pupil voice' in the development of their individual school plans. Other key partners include Trade Unions, partner providers, Leisure and Culture Dundee and we also hold regular meetings with all Parent Council Chairs.
- 5.4 The COVID-19 Recovery Plan (Report 185-2020 refers) details key themes of recovery for schools and children's social work and community justice. These are being taken forward by the service with our partners and regular reports will be brought back to committee on the progress of these key themes.
- 5.5 In the circumstance of new cases being identified, we have an incident response team working across the service with Public Health and NHS Scotland. Communications have been developed to ensure parents/carers, pupils, staff and partners receive key information. We have mechanisms for fast track testing where required and protocols for cleaning in conjunction with Tayside Contracts.
- 5.6 The Communications Team are working with the Service to ensure regular updates and news releases are posted on the website and Social Media platforms.
- 5.7 Within these parameters, management teams in each setting are being supported to develop individual recovery plans and place a particular emphasis on communication and engagement with families. It is recognised that, following the lengthy period of absence from learning in a formal group setting, pupils will need additional support to reacquaint themselves with teaching staff, each other and the curriculum. All settings are also being supported to identify and respond to welfare concerns, either through Team Around the Child arrangements or Child Protection processes. Typically, CP referrals increase after the summer holiday and it is anticipated that this might be exacerbated by the experiences of families during the pandemic.
- 5.8 In Children's Social Work, Multi Agency Screening Hub (MASH) and Intake capacity and systems have therefore also already been reviewed, partly in response to possible increases in referrals and partly as part of a wider improvement plan. This includes Locality Teams carrying out assessments of families re-referred within the last 12 months; reducing the timeframe for Intake involvement from 12 weeks to 6

weeks; introducing a target timeframe from Intake to Locality Teams and Adolescent Teams of 5 working days; and ensuring that referrals relating to teenagers for problematic adolescent behaviour are routed straight to the Adolescent Teams. In addition to building capacity, these measures should also improve our immediate response to risk.

- 5.9 Further recovery actions over the next 6 months include increasing face-to-face contact with families in the context of the re-opening of buildings and ongoing public health measures. As digital methods of engagement with families also contributed towards support during the outbreak, elements of this will also continue for some as part of a mixed approach. Similarly, multi-agency meetings sharing assessment information and developing plans for families will continue on both a face-to-face and remote basis. The service will continue to work in partnership with other key organisations, such as the Scottish Court Service, Children's Reporter and Scottish Prison Service, as they also go through recovery in order to promote a joint approach towards justice, risk and need.

5.10 **Medium to Long-Term**

Going beyond immediate planning associated with the re-opening of early learning centres and schools and other scheduled activity over the next 6 months, the service is also planning or exploring recovery over the medium to longer-term. Some significant developments interrupted by the pandemic include completing consultation for the east secondary infrastructure and options for the western gateway; accelerating capital projects to regain lost momentum for nursery expansion and completing the 1140 recruitment exercise; developing learning approaches and/or resources such as delivery across schools and online methods; revising the Senior Phase curriculum; and developing new models of family support.

- 5.11 Clearly, these developments will need to occur in the context of the evolving Covid-19 situation and its financial impact on the Council. The nature, pace and extent of recovery will, for instance, be subject to the risk of any worsening of the pandemic and resource constraints. However, this is also an opportunity to work with partners and learn from, scale and/or accelerate approaches adopted before the outbreak and during recent months, particularly in relation to home, school and community-based education and support. For instance, the development of 365 schools in the context of learning from the CSCs; the development of new pedagogical approaches informed by digital technologies; and approaches towards vulnerable families.

6.0 **POLICY IMPLICATIONS**

- 6.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

7.0 **CONSULTATIONS**

- 7.1 The Council Management Team have been consulted in the preparation of this report.

8.0 **BACKGROUND PAPERS**

- 8.1 None.

PAUL CLANCY
Executive Director

August 2020

ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE –
7SEPTEMBER 2020

REPORT ON: SCOTTISH ATTAINMENT CHALLENGE - PROGRESS REPORT

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 203-2020

1.0 PURPOSE OF REPORT

1.1 This report provides a progress update of the Scottish Attainment Challenge (SAC) in Dundee. The Attainment Challenge is a centrally funded Scottish Government programme with the direct aim of closing the attainment gap by improving educational outcomes for children and young people living in Dundee's most deprived communities. The focus areas are literacy, numeracy and health and wellbeing and there is a specific emphasis on those living in the Scottish Index of Multiple Deprivation (SIMD) Deciles 1 and 2.

2.0 RECOMMENDATIONS

2.1 The Children and Families Services Committee is asked to:-

- i note the progress, success and impact to date;
- ii instruct the Executive Director of Children and Families Service to continue to provide annual updates with regard to the funding allocation and the implementation of the Scottish Attainment Challenge in Dundee.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising for Dundee City Council. The Challenge programme has been fully funded by a specific grant from the Scottish Government Attainment Fund. In 2019/20 Dundee was awarded a grant of up to £6,323,910. Appendix 1 provides a breakdown of the full year grant claims to 31 March 2020.

3.2 Dundee has been awarded a grant of up to £6,223,466 for 2020/21. The Challenge Programme will continue to be fully funded throughout the next two year period, up to March 2022, from the Scottish Government Attainment Fund. The outcomes and impact of the programme will continue to be evaluated and an annual report will be brought back to the Children and Families Services Committee each year on the success, impact and sustainability of the project.

4.0 MAIN TEXT

4.1 The First Minister announced the introduction of the Scottish Attainment Challenge during a visit to Dundee on 9 February 2015. A further announcement was made in June 2016 to increase the Fund to £750m. An additional two local authorities are now included in the Scottish Attainment Challenge. All nine council areas were selected because they had the highest concentration of children and young people living in SIMD (Scottish Index of Multiple Deprivation) Deciles 1 and 2. Within this funding stream, Scottish Government has introduced Pupil Equity Funding (PEF) linked to schools' Free Meal Entitlement with funding going directly to schools to be managed by head teachers to help close the poverty-related attainment gap.

- 4.2 In total £20.1m has been claimed by Dundee City Council to support the Attainment Challenge for 2015-2020 and £20.1M has been allocated in Pupil Equity Funding for the four financial years 1 April 2017 to 31 March 2021. The SAC funding targets early intervention approaches in the early years and primary and the secondary sector. This builds on and complements existing activity at local authority level to tackle the gap in attainment between children and young people in our most and least deprived communities. The Scottish Government has recently confirmed that our Year 5 Bid has been successful and Dundee will receive the same level of funding as the 2018/19 allocation.
- 4.3 The Dundee Attainment Challenge Plan sets out an integrated, multi-sectoral and multi-agency approach to closing the equity gap in Dundee. The plan outlines the:
- rationale behind proposals and key drivers for change
 - expected impact
 - background context
 - plans for implementation
 - data and analysis
 - proposed interventions - programmes and projects to address identified issues
 - plans for measuring impact
 - plans for local governance.

Progress of the plan is monitored with regular reports provided for the Scottish Government.

- 4.4 The Attainment Challenge in Dundee is underpinned by a belief that the educational problems facing local communities and children and families should be addressed at a local level through an integrated, multi-sectoral and multi-agency approach. To address the gap in attainment between our most and least disadvantaged communities in Dundee, we are working in collaboration with targeted schools, key partners and Integrated Children's Services Strategic Planning Groups to identify both the right interventions and the factors which facilitates their implementation. This builds on and links existing services, plans and resources related to children, young people, their families and the communities in which they live.
- 4.5 The key drivers for change within the Scottish Attainment Challenge Year 6 bid are:
- Raising attainment for all
 - Closing the poverty-related attainment gap
 - Improving outcomes for children and young people
- 4.6 The overview of the SAC plan groups activity under three main levers for change:
- Learning Provision
 - Families and Communities
 - Leadership

Each lever has related workstreams/lead officers reporting to the Scottish Attainment Challenge Project Lead. Reporting under each workstream has also been streamlined to provide information using standardised measures in the following areas:

- Attainment
 - Inclusion/exclusion
 - Attendance
 - Participation
 - Engagement
- 4.7 One of the key workstreams within the Learning Provision lever is the Pedagogy Team through the assimilation of a number of existing central officers in key areas including literacy, numeracy, health and wellbeing and digital learning. Led by an Education Officer the team has supported targeted schools to improve the quality of learning and teaching, and to raise attainment across schools with a focus on children and young people in SIMD 1+2. In partnership with Dundee schools the pedagogy team promote excellence and equity in learning and teaching in order to raise attainment for all.

The team:

- provide targeted support
- promote the use of impact measures and evaluation tools
- build capacity through professional learning activities informed by research
- foster teacher agency by facilitating collaboration and networking.

In any engagement, whether universal or targeted, the team:

- Ensure Career Long Professional Learning (CLPL) complies with Dundee's Standard for CLPL
- Build Measurement of impact into all training
- Use data analysis support as required
- Plan a training calendar, bespoke to the school where required

During session 19/20, the team set up a CLPL catalogue in which schools could see at a glance the training offer across the city and direct staff accordingly. A digital platform has been formed which includes;

- CLPL
- professional reading
- examples of blended learning
- a discussion forum for practitioners
- home learning activities.

Samples of bespoke work of the team includes:

- Literacy ESOs worked within a school to improve quality of learning and teaching in Literacy and Numeracy – school received a positive HMle report
- In a secondary school several departments engaged in 4 stage lesson study, cooperative learning sessions and CLPL in active learning to improve engagement and attainment. Evidence of improvement within identified departments was recognised at recent Extended review.
- Team supported a primary school to raise attainment through bespoke CLPL, team teaching/modelling and providing resources. Return visit from HMle very positive re improvements in learning and teaching
- Secondary school 4 x department engagement looking at the Moderation Cycle and Voice 21 listening and talking programme, extended to whole school engagement due to enthusiasm generated among the staff by high quality delivery from the pedagogy team.

The team has some strong network links and Microsoft Teams allow teachers to share resources, concerns and problems. The team has given presentations to Head Teachers and a variety of teaching networks and also planned and delivered training to the NQTs using a theory into practice model.

The team has developed a range of professional learning opportunities, supported by management tools to help school staff to identify and implement school improvement priorities. During the last few months of session 2019/2020 the work of the Pedagogy Team supported all schools across the city to develop effective home learning and to encourage the use of a range of digital platforms to support learning at home.

4.8 Complementary to the work of the Pedagogy Team is the partnership with the Robert Owen Centre (ROC) for Educational Change (University of Glasgow). This partnership provides targeted schools with support to build professional capital through a process of collaborative practitioner enquiry. The Robert Owen Centre team has worked across a number of other attainment challenge authorities to build professional skill and expertise within and across schools resulting in improved attainment. Examples of ROC input and progress from last session include:

- Supporting input and workshops for school leaders and their inquiry teams in order to strengthen their skills in using collaborative action research, data/evidence and sharing each other's experiences to drive improvement efforts;

- Providing direct support (using email, telephone and face-to-face) and advice to each of the schools in designing and carrying out their inquiries in relation to their specific change agendas;
- Linking the work of the school partnerships to relevant development and research activities locally, nationally and internationally;
- Supporting the school teams in writing evaluative accounts of their CAR experience to inform their school planning but also to contribute to the Council's wider knowledge base on effective approaches.
- Organising regular meetings with school leaders and their, Local Authority personnel and Attainment Advisors to:
 - discuss progress and discuss how best to meet the developing needs of the schools within the context of local and National priorities and policies.
 - to explore the strategic implications from the action research and consider ways to sustain, develop and disseminate the lessons learned.

Examples of projects undertaken across the targeted schools include:

- Improving data literacy for classroom practitioners
- Improving the quality of feedback to raise attainment
- Literacy projects – improving comprehension, writing, vocabulary, and listening and talking skills to raise attainment in literacy
- Developing and embedding family learning approaches
- Improving attendance and engagement
- Developing play-based approaches to support raising attainment in primary 1
- Developing pedagogical approaches such as learning conversations to improve engagement and raise attainment

- 4.9 The Attainment Advisor recruited by Education Scotland to replace the previous postholder has a clearly defined focus on working with the local authority, schools, and local communities to support raising attainment of children from more socially disadvantaged backgrounds in order to close the equity gap. The Attainment Advisor is a key partner in supporting local authority staff to develop the SAC plan and its governance. She will continue to work collaboratively with local authority staff and partners on agreed priorities which support raising attainment in the key areas of literacy, numeracy, and health and well-being. The Attainment Advisor plays a strong role in linking the work of Education Scotland, Scottish Government and Local Authorities that supports the range of strategies and initiatives in place to improve educational attainment and close the gap.
- 4.10 Appendix 1 provides a breakdown of the 108.9 FTE staff who have been appointed through the Attainment Challenge and are currently in post.
- 4.11 The Challenge Programme involves the tailoring of support solutions to the needs of individual schools including extra staffing and resources to support learning within and beyond the classroom and an agreed commitment to the gathering of data to evaluate the impact of interventions. This year the gathering of data and the use of standardised measures is more robust and based on the five key measures as outlined in paragraph 4.6.
- 4.12 The proposed interventions outlined are designed to achieve long term educational transformation for young people requiring additional support living in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy and The Fairness Commission. The programme of proposed interventions is now supporting work already underway to narrow the attainment gap in Dundee and predominantly prioritise continuity of learning and progression in Literacy, Numeracy, Health and Wellbeing focusing on improvements in pedagogy and professional collaborative enquiry.

The plans link to the following national/local policies/plans:

- The National Improvement Framework
- Delivering Excellence and Equity in Scottish Education
- The Scottish Attainment Challenge

- Action plans following the inspection of children's services in Dundee
- Service standards outlined within HGIOS4
- Building a Fairer Scotland and Tackling Equality
- Children and Young Persons Act/GIRFEC
- Children and Young People Improvement Collaborative
- Equally Well

Through the Attainment Challenge we have been working at a strategic, operational and community level with all Children and Families Services, Health, Local Community Planning Partnerships and the Voluntary sector, building on the existing positive relationships and model of strong partnership and multi-agency working. This is strengthening our capacity to work together to effectively tackle the inequalities for our young people in Dundee. Approaches to interventions are building sustainability, increasing workforce capacity and developing shared accountability. Opportunities have been provided to increase employability through the use of the Modern Apprenticeship programme.

- 4.13 The Dundee Challenge Programme initially involved 11 primary schools and 5 nursery schools; a total of 2,600 primary pupils, 985 nursery pupils, and now also includes our secondary sector. The introduction of the Pupil Equity Fund has extended the work of the Scottish Attainment Challenge to all schools and all establishments including nurseries. The Children and Families Service's Framework for School Improvement supports schools to work collaboratively in school improvement partnerships which are a mix of attainment challenge and non-attainment challenge schools and this underpins the sharing of learning, and spreading of practice to support interventions paid for by PEF.

4.14 **Cost of the School Day**

This project is now complete and the citywide statements of intent, the establishment of an annual Cost of the School Day action plan for each school, robust and comprehensive guidance for schools, and a practice sharing network are evidence of the impact and sustainability of this project. The work of Dundee City schools on the Cost of the School Day project has been featured in national good practice sharing initiatives from Child Poverty Action Group, who was our partner in this work.

- 4.15 School and Family Development Workers (SFDW) in primary schools provide support to our most vulnerable children and families across a range of supports such as family learning, signposting to third sector services and access to benefits, foodbanks and employability resources. Across the city they provide access to holiday clubs, supported by Dundee Bairns who provide meals for the programmes.

SFDWs are supporting the most vulnerable children and families to: improve attendance; reduce exclusions and improve inclusion; encourage and support participation including family learning; improve learners' engagement in learning; and support children to attain and achieve in school.

SFDWs work with individual children and families as well as groups of children and families. A 2018/2019 review of the group interventions specifically set up to support children and families living in SIMD 1 would indicate that in that year SFDWs delivered over 200 group sessions to over 1000 children and 600 adults. These sessions were set up around a range of contexts with the objectives of improving family and peer relationships, conflict resolution, improving attendance, emotional well-being and dealing with family breakdown. Key stakeholders, including Head Teachers and parents continue to report positively on the quality and level of support they receive from this group of workers. In session 2019/2020 the numbers of children and families requiring this support remains consistent, however, the number of families requiring foodbank support, signposting to third sector agencies and financial support has shown a significant increase.

4.16 Early Years Interventions

The attainment challenge work in Early Years settings has been developed through interventions that support the development of language and communication skills in our youngest children, and interventions to help families support their child's early learning. Development of language and communication skills in nursery aged school children is achieved by:

- Increasing preventative work within the speech and language therapy intervention
- Increasing staff professional capacity in addressing speech, language and communication difficulties
- Improving language, communication, vocabulary skills of children in 16 targeted nurseries.
- Improving parental capacity to support their child's early learning at home.

Data trends show two Speech and Language programmes used as part of the Attainment Challenge in nurseries are having a positive impact on Children's performance.

Nursery Narrative

2016/17

Children had increased their Age Equivalent level by 8.2 months for Information and 0.6 months for Grammar assessments.

2017/18

Children had increased their Age Equivalent level by 6 months for Information and 4 months for Grammar assessments.

2018/19

Children had increased their Age Equivalent level by 8.3 months for Information and 4.1 months for Grammar assessments.

2019/20

Children had increased their Age Equivalent level by 7.9 months for information. Due to the limited assessment period, Grammar scores remained at -0.1 months.

Teaching Children to Listen (TCtL)

2016/17

The average score pre the TCtL programme was 11.2. Post the TCtL programme this increased by 1.3 points to an average of 12.5.

2017/18

The average total score pre the TCtL programme was 11.4. Post the TCtL programme this increased by 1.2 points to 12.6.

2018/19

The average score pre the TCtL programme was 10.2. Post the TCtL programme this increased by 1.6 points to 11.8.

2019/20

The average score pre the TCtL programme was 10.4. Post the TCtL programme this increased by 2.8 points to 12.9.

During the period of lockdown and education closures the Speech and Language Therapists in the Attainment team:

- were in contact with all the nurseries involved with this project to discuss what support the staff needed from the team in order to support the families at home. It was really positive to see and hear how many of the nurseries from cohorts 1 and 2 have been able to produce their own resources for the programmes for sharing with families,

- linked with the family learning leads to consider quantity and quality of information shared with families, mindful of financial and digital capabilities of families in our nurseries.
- provided scripts to use and video clips explaining activities from our programmes for sharing with families on social media.
- produced new resources for the programmes for nursery staff to use with children as the nurseries reopen.
- will access online training from the programme authors regarding adapting delivery of Teaching Children to Listen.
- linked in with other SLT services across the UK to keep up to date with ideas for family support.

Family Learning

Due to Covid 19 and an interruption to service delivery, the collection of a full data set for family learning activity in 2019/2020 has been delayed. However, during the summer term of 2020 and whilst children were learning at home, a range of creative activities to support families were undertaken by all local authority nurseries, with responses being matched to local need. A range of engagement methods were used to stay in contact with families and provide support for learning at home, this included telephone conversations, emails, Class Dojo and twitter. Many nurseries distributed learning at home packs with resources and these proved very useful and popular with families. Nurseries also supported families to access any additional support they needed, for example, financial help and food support.

All Early Years Educator (EYE) Families staff have participated in Solihul Approach training and will be beginning to use this approach in their work with families. It was evident that the Solihul Approach was being used by practitioners in their work with families during the stressful first few months of the pandemic. All EYE Families staff recognised that this training had helped them understand how best to respond to families in this challenging situation.

Between April and June 2020 All EYE Families staff continued to use their knowledge of families and consulted with families to ensure what they offered would be of most use to families.

All EYE Families staff used sound values, skills and knowledge to carefully plan a considered response to support families at this challenging time. Settings demonstrated that they were flexible and adaptable. Practitioners also worked well to share practice and experience across settings, learning from their own reflections and the reflections of others.

4.17 Numeracy

Significant investment has been made in training all primary school teachers in Conceptual Development in Number (CDiN) to build skills and knowledge in teaching numeracy in schools across the city to raise attainment.

The data gathered through research has suggested that training in CDiN has resulted in:

- increased teacher confidence in using approaches which support the effective teaching of numeracy
- Increased teacher confidence in assessing children's progress, including in identifying and addressing gaps in learning

To support and enhance this pedagogical approach all schools have had access to Sumdog, an online numeracy resource which develops proficiency in basic numeracy skills and knowledge. The following outcomes were achieved during session 2019/2020:

Sumdog Summary Report - February 2020

No. of schools using Sumdog	39		
No. of schools with average Proficiency increase over 100%	21	Particularly high increase >500%	8 primary schools
No. of schools with average learning rate poor <20%	2	No/little impact on learning rate	1 primary 1 secondary
Average sessions per month	1-9		
Time used in school per month >60mins	9	Time used in school per month <15mins	2 primary 1 secondary

Main messages: -

- One primary school continues to use well and maintains a high proficiency rate increase.
- More primary schools are seeing a proficiency increase of >500%
- One primary school has a particularly high increase, 851%, and pupils are accessing for over 60 mins per month in class, but also accessing at home.
- Almost all schools, have pupils accessing Sumdog at home.

4.18 Secondary School Interventions

- 4.19 A number of established secondary school interventions in key areas including literacy, numeracy and health and wellbeing continue to support closure of poverty related outcome gaps in wellbeing, health and attainment. Such interventions include:
- the provision by Education Support Officers in literacy of staff training and resources to support literacy interventions for S1-S3 pupils residing in SIMD 1 and 2
 - the augmentation of secondary school staffing budgets to support the provision of numeracy interventions for pupils in S1 – S3 residing in SIMD 1 and 2
 - the provision of youth work small-group activities and targeted study/learning activities by 3 youth workers across secondary schools in raising attainment and closing poverty-related attainment gaps through the adoption of a youth-work approach
 - the provision of additional study/learning support funding to all secondary schools to support the provision of additional learning/study opportunities for looked after/care experienced young people including examination preparation
 - the employment of English and Mathematics teachers to support the delivery of literacy/English language and numeracy/mathematics programmes to senior phase pupils attending the Future Skills College
 - the participation of 24 S2 pupils and 6 S3 pupils from each secondary school in Outward bound programmes aimed at raising and improving targeted pupils' aspirations, wellbeing, emotional resilience and confidence.
 - the participation of secondary pupils in a range of wellbeing projects including Anxiety in Motion (AIM) programme, designed to support young people whose emotional wellbeing impacts upon attendance, engagement and attainment at school.
 - Health and Wellbeing Workers in every secondary school who provide early intervention in S1/S2 to prevent disengagement with school for young people with emotional health and wellbeing needs – complementing the AIM programme.
 - Support for staff involved in these Health & Wellbeing programmes from Educational Psychologists who provide consultation in relation to practice issues, data collection and staff reflection.

4.20 Attainment

Overall Curriculum for Excellence levels and SQA qualifications were showing improving trends across most measures for the past 2 sessions. This year's data continues to demonstrate improvements across most measures. However, the disruption to learning caused by Covid 19, the subsequent lockdown, and the cancellation of the SQA examination diet has presented significant challenges in making comparisons to previous years.

4.21 Implications of COVID

The impact of COVID on Scottish Attainment Challenge work has been to create a degree of flexibility in how the spend is targeted to schools, children and young people. The emerging learning gaps due to school closures, and changes to learning approaches, levels of engagement and access to online resources has required this flexibility in the targeting and delivery of Scottish Attainment Challenge initiatives and programmes.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

6.0 CONSULTATION

- 6.1 The Council Management Team have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Services
August 2020

Scottish Attainment Challenge
Challenge Authorities Programme 2019/20

Local Authority	Dundee City Council
Project Lead/Contact	Audrey May

Profile to 31 March 2020

Intervention	Allocation	Combined Q1 & Q2 Claim	Q3 Claim	End-year Claim (Qtr 4 Claim)	Total Spend to March 2020
Management & Governance	£852,424	£305,382	£187,278	£358,189	£850,849
General interventions - teachers	£1,086,184	£478,021	£228,240	£266,436	£972,697
School & Family Development Workers	£573,080	£207,617	£155,015	£145,349	£507,981
Interventions 2 to 5	£753,655	£321,835	£130,077	£122,684	£574,596
Literacy	£260,398	£96,927	£73,279	£88,613	£258,819
Numeracy	£362,240	£154,582	£90,019	£91,559	£336,160
Health & Wellbeing	£1,643,792	£679,775	£350,055	£357,795	£1,387,625
Supported Study / Learning	£289,328	£104,803	£25,073	£159,023	£288,899
Data Analysis & Support	£77,847	£18,286	£12,574	£8,396	£39,256
Pupil Support Interventions	£424,962	£180,770	£114,038	£79,207	£374,015
Authority Total 2019/20	£6,323,910	£2,547,998	£1,365,648	£1,677,250	£5,590,897

Staffing Breakdown	FTE planned	FTE in post at Dec 2019	FTE in post at Mar 2020	Planned Spend	Q1 +Q2 Claim	Q3 Claim	End-year Claim (Qtr 4 Claim)	Total spend to March 2020
Teachers	28.9	23.9	23.9	£1,575,392	£670,913	£332,499	£362,830	£1,366,242
Education / Development Officers	9.0	8.0	8.8	£619,883	£288,390	£152,088	£138,663	£579,141
Educational Psychologist	1.5	1.5	1.0	£111,699	£52,317	£27,351	£18,467	£98,135
Data Analysis Officers	4.6	3.6	2.6	£151,428	£35,715	£29,249	£30,336	£95,300
Family / Home Link Worker	18.0	16.7	15.1	£623,080	£222,959	£163,311	£156,617	£542,887
Speech & Language Therapist	3.5	3.5	3.5	£175,744	£86,135	£43,067	£43,067	£172,269
Early Years Professional	24.0	20.0	18.4	£437,706	£194,796	£60,248	£76,862	£331,906
Music & Others	6.5	6.0	5.2	£266,414	£101,207	£54,782	£47,577	£203,566
Support Workers	15.0	14.0	11.0	£564,507	£257,639	£120,758	£101,861	£480,258
Wellbeing Assistants	24.8	19.6	19.4	£546,826	£216,611	£113,948	£109,513	£440,072
Staff Total 2019/20	135.8	116.8	108.9	£5,072,679	£2,126,682	£1,097,301	£1,085,793	£4,309,776

ITEM No ...6.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE –
7 SEPTEMBER 2020

REPORT ON: CARERS (SCOTLAND) ACT 2016 AND YOUNG CARERS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 204-2020

1.0 PURPOSE OF REPORT

This report provides members with the second annual progress update on the Council's response to Young Carers as outlined in the Carers (Scotland) Act 2016. It details activities carried out to enhance support to Young Carers during the last 12 months, including through co-production, early identification and intervention. It further details the plan to update A Caring Dundee: A Strategic Plan for Supporting Carers in Dundee 2017-2020 following a review of this plan by the Dundee Carers Partnership.

2.0 RECOMMENDATIONS

2.1 It is recommended that members:

- i. note the progress, success and impact of awareness raising and support provided to Young Carers to date;
- ii. instruct the Executive Director of Children and Families Service to provide a further update report on the implementation of the Act in 12 months; and
- iii. instruct the Executive Director to present a revised Young Carers Strategy for approval no later than 31 March 2021.

3.0 FINANCIAL IMPLICATIONS

3.1 The Scottish Government has provided additional funding to Integration Joint Boards (IJB) for the implementation of the Carers Act from 2018/19 onwards. Further additional funding of £295k has been received in 2020/21 to support the next stage of implementation taking the total investment for Dundee to £946k.

3.2 The IJB allocates the funding for the Dundee Carers Centre through these funds to provide targeted support to Young Carers. The Children and Families Service also received £107,600 in 2020/21 to further support the coordination of services and for the provision of Young Carers Support Plans.

4.0 CARERS (SCOTLAND) ACT 2016

4.1 The Carers (Scotland) Act 2016 came into force on 1st April 2018. The Act imposed new legal duties on Local Authorities and Health Boards in relation to both Adult Carers and Young Carer. It defines a Carer as anyone who provides, or intends to provide, care for another person. It also notes that carers can be any age and may be parents, spouses, grandparents, daughters, brothers, same sex partners, friends or neighbours of the person being cared for.

4.2 The Carers (Scotland) Act 2016 states Local Authorities have a duty to offer and provide what it describes as 'Young Carer Statements'. This is effectively a support plan developed with and for a Young Carer to overcome any identified barriers created by their caring role and ensure they can achieve positive outcomes. This applies to any child or young person who is under the age of 18 or is still a pupil at school and who provides care to another individual.

5.0 LOCAL IMPLEMENTATION

- 5.1 In Dundee, in accordance with the principle of co-production, A Caring Dundee: A Strategic Plan for Supporting Carers in Dundee 2017-2020 was developed jointly by the Children and Families Service, Health and Social Care Partnership (HSCP), Third Sector and Carers. Collectively, we have committed to a shared vision to achieve: *'A Caring Dundee in which all Carers feel listened to, valued and supported so that they feel well and are able to live a life alongside caring'*.
- 5.2 The Dundee Carers Partnership is co-chaired by HSCP and Carers Centre and draws membership from a range of statutory and third sector organisations, as well as including representatives of carers. It leads partnership work in relation to carers of all ages, including Young Carers. During late 2019 and early 2020 the Carers Partnership completed a review of 'A Caring Dundee' and concluded that a fully revised strategy should be prepared.
- 5.3 The Carers Partnership began the preparation of the revised strategy with the intention of presenting this to the Integration Joint Board and the Children and Families Committee for approval and publication prior to 31 October 2020. This work has been unable to progress due to the onset of the COVID-19 pandemic in March 2020 but as part of the staged approach towards recovery, partners are committed to presenting a revised plan by March 2021.
- 5.4 In Dundee the Young Carers Sub-Group, co-chaired by the Dundee Carers Centre and Children and Families Service, has oversight of the work with Young Carers. Our approach to Young Carers prioritises early identification and support through co-production work undertaken in our primary and secondary schools. A case study highlighting the benefits of an early intervention approach is attached as (Appendix 1). The Scottish Government are taking a keen interest in this approach.

6.0 DEVELOPMENTS OVER THE LAST 12 MONTHS

- 6.1 The emphasis on co-production, including with a Young Carers Voice group consisting of representatives of Young Carers, has continued to be at the heart of the approach. In order to promote a consistent approach within schools and cement learning from developments, a template partnership agreement was completed in February 2020 for use by the Carers Centre and all secondary schools, outlining minimum expectations on the contribution of the partners to identification and support. Within this framework, approaches include:
- Young Carer Ambassadors now act as volunteers to inform and contribute towards approaches in every secondary school, alongside Carers Centre and school staff.
 - A Young Carers Voice member hosted Virtual Hub (Facebook live) during Carers Week alongside the Minister for Public Health Joe Fitzpatrick MSP
 - Two Young Carer Ambassadors participated in Virtual Hub (Facebook live) broadcast in August 2020 to highlight supports available for Young Carers returning to school
 - The learning from a Young Carers Statement test is embedded and peer support groups for Young Carers are now run jointly by Ambassadors and staff in all secondary schools
- 6.2 In order to continue to promote awareness, sessions facilitated by Young Carers Voice and Young Carer Ambassadors were held in Harris Academy and a number of primary schools in January, reaching 400 young people. A series of roadshows by Young Carers Voice to highlight young carer's rights were also held in March 2020 but unfortunately cut short by COVID-19. These involved key partners such as Young Scot to publicise the Young Carer Entitlement Card. The roadshows reached a total of 1198 young people.
- 6.3 Further approaches towards awareness raising have included the development of an eLearning Young Carers Workforce Module to be embedded in the Dundee City Council Digital Learning and Support Resources and the Carers of Dundee Portal. A Carers of Dundee website has also been developed as a one stop shop for families, workers and agencies on information, advice, support, toolkits and other resources available for carers, young carers and their families.
- 6.4 Operational guidance (Appendix 2) in regards to Young Carer support and Young Carer Statements has been agreed, formalising the process for Young Carers to access additional support. Where the Young Carer's needs are critical or substantial and cannot

be met by existing resources, they are eligible for a funded statement. Where this is assessed as appropriate and agreed with the Young Carer, the completed Statement will be considered by a multi-agency panel. Support might, for instance, include funded breaks.

- 6.5 As a result of this and related work, the number of Young Carers identified and receiving support over the last 2 years since the Act was introduced has increased markedly, from 65 in September 2018, to 208 in August 2019 and 298 in August 2020. As existing and new Young Carers will need to be aware of and have access to support, it is likely that this will continue to increase but difficult to quantify. Last year, there were 11 Ambassadors in schools and there are now 22, with a target of 32 by the end of 2020.
- 6.6 Support has also involved helping identified Young Carers to gain full recognition and accreditation for the learning and skills they acquire in carrying out their caring role. In 2019-20, 50 Young Carers worked towards accreditation in Hi5, Dynamic Youth and Adult Achievement Awards (for 16+) and of these, 26 achieved awards during this period.

7.0 COVID-19

- 7.1 Like all services, the pandemic has significantly interrupted approaches towards Young Carers but partners have adapted to ensure they continue to be identified and receive support. At point of lockdown, the Carers Centre worked closely with schools to ensure as many Young Carers as possible who received informal support through school were referred to the Carers Centre to enable them to receive remote support via telephone and the NHS Near Me/Attend Anywhere platform.
- 7.2 As a result of this flexible approach, the Carers Centre has engaged with over 100 Young Carers each month since lockdown started. Where Young Carers were also being supported by Social Work teams, further face to face support was provided on either a weekly, fortnightly or monthly basis depending on assessed levels of risk and need. In addition, the Carers Centre received 14 new referrals from schools and 3 from Social Work teams between April and June 2020.
- 7.3 Early in the pandemic, Young Carers identified not being able to access supermarkets on their own for fear of being challenged by Police Scotland. Working with DVVA, local supermarkets, HOPE, Police Scotland and the NHS Pharmacy Service, the Carers Centre developed an E-Card for Young Carers to enable them to access protected shopping hours and pick up prescriptions. Since its launch at the beginning of April, over 50 cards were distributed. A similar card has been developed for adult carers and personal assistants.
- 7.4 The Carers Centre Developed a Virtual Hub which is a weekly broadcast via Facebook live. Whilst under 18s cannot watch live, families were encouraged to watch together on topics of interest. This included a session which was delivered by the Education Support Officer ASN, covering home schooling for Children with Additional Support Needs. The Carers Centre supported an additional 23 Young Carers and their families to work towards Hi5 and Dynamic Youth Awards as family projects, providing focused activities during this challenging period.
- 7.5 However, like all children and young people, Covid-19 has had a significant impact in curtailing normal activities and restricting the range of available support. Given their caring roles, this is likely to have been more pronounced for Young Carers than for others. Following the re-opening of schools on 11 August and as part of the broader recovery plan, work is therefore focused on fully re-connecting and re-engaging with Young Carers on a face-to-face basis; re-familiarising them with school; and reviewing individual support.

8.0 GOING FORWARD

- 8.1 As Young Carers return to school post- lockdown school coordinators are available to support as before. Adopting appropriate protocols for peripatetic school staff will allow Young Carer link workers to visit and offer additional support where required. The increased number of school ambassadors offers peer support adding to existing practice
- 8.2 While the Dundee Carers Strategic Partnership will continue to coordinate the implementation of the Act and related developments, the Young Carers sub group will be formally established as a group in its own right. To enhance support and ensure developments continue to be aligned with other approaches towards children, young people and families across the city, the group will report to Children and Families Executive

Board. Once established, the sub group will review the self-evaluation carried out pre-lockdown and in line with the Dundee Carers Partnership will report specifically on the revised Young Carers plan no later than March 2021.

9.0 POLICY IMPLICATIONS

9.1 This report has been subject to an assessment of any impacts on Equality and Diversity, Fairness and Poverty, Environment and Corporate Risk. There are no major issues.

10.0 CONSULTATIONS

10.1 The Council Management Team have been consulted in the preparation of this report.

11.0 BACKGROUND PAPERS

11.1 None.

Paul Clancy Executive Director
August 2020

Chris Wright, Acting Senior Manager

Appendix 1

Case Study - Example of early intervention, support and moving on to becoming a young volunteer:

T is a young carer for their single parent who has cancer. Through 1:1 support T applied for Short Breaks funding for a games console so they could pursue their gaming hobby. Initially T went home at lunchtime every day to check on their parent over time this reduced to 3 times per week.

T spoke to their Guidance Teacher, so the school could understand the extent of their caring role and support their attendance. Through accessing day trips through the Carers Centre summer programme, T made friends and developed confidence in group settings, taking on a leadership role in some groups.

T then went on residential with the Carers Centre which was a big milestone in feeling able to leave their parent overnight. T accesses group support in school and is a Young Carer Ambassador in school, taking a leadership role in raising awareness of and supporting young carers in their school as well as feeding into decision making processes for young carers.

T makes newly identified young carers in their school feel at ease in the group and also contributes to supporting citywide events for young carers – T feels proud to undertake this role and make a difference.

Appendix 2

Operational Guidelines - Young Carer Support

These guidelines are to provide you with practical instructions in regards to young carer support and young carer statements. These should be used in conjunction with the attached framework which outlines the national eligibility for young carer support against the SHANARRI outcomes. The leaflet, support for carers in schools, will also provide practical advice and guidance.

The Young Carer Co-ordinator has responsibility within the school for developing work, alongside the Link Worker from the Carers Centre, to increase the number of young carers identified and ensure there are opportunities for support.

The named person is ensuring co-ordination and implementation of a young carer statement where required.

Identified Young Carer

Where a young carer is identified you (named person) must ensure that the member of staff with the best relationship with this young person (young carer co-ordinator, guidance teacher, school & family development worker), has a conversation to understand to what level the caring role has an impact on their day to day life and ability to participate in education.

The level of impact identified during this conversation will determine the next stages of intervention:

Level 1 (Green – low or no impact)

- Tick the box on the authority tab on SEEMIS to indicate this young person is a young carer
- Record any relevant details in the pastoral notes including any reasonable adjustments made to support the young carer in school (eg agreed a later start time/alternative homework arrangements)
- Provide the young carer and their family with a copy of the young carer in schools policy, leaflet and information on any drop in or group opportunities available in school for young carers including details of the Carers Centre link worker, and when they are in school

Level 2 (Amber – moderate impact)

- Complete all the actions at level 1, move to level 2 if the young person needs additional support from more than one agency
- Support the young carer to complete a young carer statement workbook with the support of the worker they have the best relationship with (eg Young Carer Co-ordinator, Dundee Carers Centre Link Worker, Guidance Teacher, School & Family Development Worker)
- Hold an informal meeting with those people the young carer has identified as important to their support – this may include family members, friends, Dundee Carers Centre, other agencies providing support to the young person/family – but should be co-ordinated and chaired by the named person.
- In addition to the young carers in school's policy a range of information about the supports and resources available to support young carers are available on the Carers of Dundee website
- Record this meeting on the (Wellbeing Plan – Education) – on Mosaic. This form has been adapted to include all the legal requirements of a young carer statement.
- Ensure you tick the box on SEEMIS to indicate this young person has a young carer statement
- Set a date and time to review the impact of the plan with the young carer and their family. This should at a minimum be before the end of the current school year.
- The young carer workbook should be stored securely in the PPR

Level 3 (Critical/Substantial Impact)

It is likely that those young carers at level 3 are involved in more complex TATC processes which are around wider issues than solely the impact of being a young carer. In this context:

- The lead professional should ensure that a young carer statement is completed as part of the Level 3 process
- The lead professional should delegate the preparation of the statement to a person with whom the young carer has an established relationship
- The process of preparing the statement should follow the processes in Level 2
- The young carer statement should be noted as an action point on a wider agenda, but there is no requirement to go into full details at the wider meeting
- The lead professional should ensure the elements of the (Wellbeing Plan) relating to young carers are filled out to ensure it meets all the legal requirements of a young carer statements

- The named person should ensure that the box on SEEMIS is ticked to indicate this young person also has a young carer statement
- The young carer workbook should be stored securely in the PPR
- A range of resources and information on supports available for young carers can be found on the Carers of Dundee website
- Where the young carer's needs are critical or substantial and cannot be met by the existing resources of the Children & Families Dept they are eligible for a funded statement (and the following process should be followed)
- The young carer statement should be regularly reviewed as part of the ongoing Level 3