

Notice of meeting and agenda



Midlothian Council

Venue: Council Chambers, Midlothian House, Dalkeith, EH22 1DN

Date: Tuesday, 27 March 2018

Time: 11:00 - 14:00

John Blair
Director, Resources

Contact:

Clerk Name: Verona MacDonald

Clerk Telephone: 0131 271 3161

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Further Information:

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

Recording Notice: Please note that this meeting will be recorded. The recording will be publicly available following the meeting. The Council will comply with its statutory obligations under the Data Protection Act 1998 and the Freedom of Information (Scotland) Act 2002.

1 Welcome, Introductions and Apologies

2 Order of Business

Including notice of new business submitted as urgent for consideration at the end of the meeting.

3 Declarations of Interest

Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest

4 Deputations

None received

5 Minutes of Previous Meeting

Minute of Meeting of Midlothian Council of 13 February 2018 submitted for approval as a correct record.

Minutes of Meetings for noting, information and consideration of any recommendations contained therein - Minute Volume attached

Minute Volume Index

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6 Questions to the Council Leader

None received

7 Motions

7.1 Notice of Motion by Councillor Milligan, seconded by Councillor Curran

7.2 Notice of Motion by Councillor Muirhead, seconded by Councillor Hackett

8 Public Reports

8.1 Election Return from Returning Officer for By-election held in Ward 1 (Penicuik) on Thursday 22 March 2018 (To Follow)

8.2 Declaration of Acceptance of Office of Councillor – Report by Chief Executive (To Follow)

8.3 Appointment of Provost - Report by Chief Executive

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9 Private Reports

THE COUNCIL IS INVITED (A) TO CONSIDER RESOLVING TO DEAL WITH THE UNDERNOTED BUSINESS IN PRIVATE IN TERMS OF PARAGRAPHS 5, 6, 9 and 14 OF PART 1 OF SCHEDULE 7A TO THE LOCAL GOVERNMENT (SCOTLAND) ACT 1973 – THE RELEVANT REPORTS ARE THEREFORE NOT FOR PUBLICATION; AND (B) TO NOTE THAT NOTWITHSTANDING ANY SUCH RESOLUTION, INFORMATION MAY STILL REQUIRE TO BE RELEASED UNDER THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002 OR THE ENVIRONMENTAL INFORMATION REGULATIONS 2004.

- 9.1** Update on the Limitation (Childhood Abuse) (Scotland) Act 2017 - Report by Director, Education, Communities and Economy
- 5. Information relating to the adoption, care, fostering or education of any particular child or relating to the supervision or residence of any particular child in accordance with a supervision requirement made in respect of that child under the Social Work (Scotland) Act 1968.
 - 14. Any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
- 9.2** Acquisition of 23 Properties for social rent at Danderhall - Report by Head of Property and Facilities Management
- 6. Information relating to the financial or business affairs of any particular person (other than the authority).
 - 9. Any terms proposed or to be proposed by or to the authority in the course of negotiations for a contract for the acquisition or disposal of property or the supply of goods or services.
- 9.3** Lothian Buses Pension Fund - Report by Head of Finance and Integrated Service Support
- 9. Any terms proposed or to be proposed by or to the authority in the course of negotiations for a contract for the acquisition or disposal of property or the supply of goods or services.

Minute Volume



Presented to the Meeting
of **Midlothian Council**
on **Tuesday, 27 March 2018**

Cabinet

Cabinet 16 January 2018

Planning

Planning Committee 9 January 2018

Local Review Body

Local Review Body 16 January 2018

Performance Review and Scrutiny

Performance Review and Scrutiny Committee 30 January
2018

Audit

Audit Committee 12 December 2017

Police, Fire and Rescue

Police, Fire and Rescue Board 13 November 2017

Item 7.1

Midlothian Council

Labour Group



Midlothian Council
Tuesday 27 March 2018

Notice of Motion

Midlothian Council records its enormous gratitude to our frontline staff who who worked tirelessly, battling against near impossible conditions, to maintain services during the recent red alert weather conditions. The Council's front line staff at times were having to do their day jobs then work into the evening and through the night trying to keep our transport routes open and the vulnerable in our society safe.

Council also records its heartfelt thanks to staff across all other sectors including care workers, nursing home staff, shop staff, nurses, social workers, police, ambulance crews, bus drivers and all other essential and emergency services for their work and dedication in the face of the worst of mother nature's forces.

In addition Council congratulates all those members of the public and community groups that mobilized to help each other and make sure their neighbours were safe and well.

Moved



Councillor Derek Milligan

Seconded



Councillor Stephen Curran

Motion to Midlothian Council

Item 7.2

That Council agrees to suspend standing orders in order that consideration can be given to the following matter, which was decided at the last Council meeting.

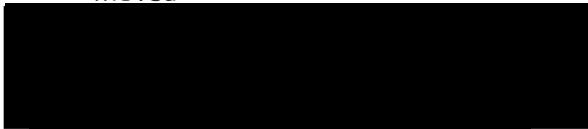
The Budget set by Midlothian Council at its last meeting contained a saving of £50k arising from the planned closure of a number of football pitches across Midlothian.

This included the closure of a pitch at the Gore Glen facility and another at Birkenside, both within the Gorebridge area, which is one of the three Council priority areas.

It is clear from subsequent discussions with Arncliffe Rangers Young People's Club that their use of these facilities, and the plans they have for expansion, would be severely hampered by the closure of these pitches.

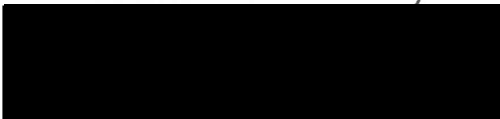
Council therefore agrees to reverse its previous decision and retain the aforementioned pitches within its maintenance programme.

Moved



Councillor Jim Muirhead

Seconded



Councillor John Hackett

Appointment of Provost**Report by Kenneth Lawrie, Chief Executive****1 Purpose of Report**

The purpose of this report is to invite the Council to fill the vacancy in the role of Provost.

2 Background

2.1 The Council at its meeting on 13 February 2018, having considered a report regarding the requirement for the Council, in terms of section 4 (6) of the Local Government etc. (Scotland) Act 1994, to fill a casual vacancy in the role of Provost as soon as practicable, agreed:-

- (a) to appoint Councillor Margot Russell to act as Provost until the Council meeting on 27 March 2018;
- (b) to leave the role of Depute Provost vacant meantime;
- (c) to note that Councillor Russell would revert to her role as Depute Provost on demitting the role of Provost at the commencement of the said meeting on 27 March 2018; and
- (d) to hold a further election to appoint a Provost on Councillor Russell demitting that office at the said meeting on 27 March 2018.

2.2 In accordance with that decision and following Councillor Russell having demitted office as Provost, in order to fulfil the requirements of the Local Government etc. (Scotland) Act 1994, the Council is invited to fill the vacancy in the role of Provost.

3 Report Implications**3.1 Resource**

There are no additional resource issues arising from this report.

3.2 Risk

The Council would be in contravention of the Local Government etc. (Scotland) Act 1994 should it fail to appoint a Provost at this meeting.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- X None of the above

3.4 Key Priorities within the Single Midlothian Plan

This report does not impact on the key priorities within the Single Midlothian Plan.

3.5 Impact on Performance and Outcomes

The report does not directly impact on Midlothian Council's performance and outcomes.

3.6 Adopting a Preventative Approach

The report does not directly impact on actions and plans in place to adopt a preventative approach.

3.7 Involving Communities and Other Stakeholders

The report does not directly relate to involving communities.

3.8 Ensuring Equalities

This report does not recommend any change to policy or practice and therefore does not require an Equalities Impact Assessment.

3.9 Supporting Sustainable Development

There are no sustainability issues arising from this report.

3.10 IT Issues

There are no IT issues arising from this report.

4 Recommendations

The Council is invited to appoint a Provost.

Date 8 March 2018

Report Contact:

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**Background Papers: Report to Midlothian Council on 13 February 2018
Minutes of Midlothian Council of 13 February 2018**

Committee and Related Appointments

Report by Kenneth Lawrie, Chief Executive

1 Purpose of Report

The purpose of this report is to invite the Council to fill the current Committee vacancies and related appointments to outside organisations resulting from the death of former Provost Adam Montgomery and the resultant Ward 1 – Penicuik By-Election on 22 March 2018.

2 Committees

2.1 The Scheme of Administration provides that all 18 Elected Members serve on the Council and the General Purposes and Planning Committees, therefore the newly elected Member for Ward 1 – Penicuik, will automatically be appointed to these Committees. In addition, the newly elected Member, not being a member of the Cabinet, will also serve on the Performance, Review and Scrutiny Committee.

2.2 The Scheme of Administration also provides that the:-

- Local Review Body comprise of 10 Elected Members, currently 4 Labour; 3 SNP; 3 Conservative Members. One position requires to be filled;
- Appeals Committee comprise of 9 Elected Members, currently 4 Labour; 3 SNP; 2 Conservative Members. One position requires to be filled.

3 Other Appointments

3.1 Council is requested to consider making one appointment to the following outside organisations/partnership bodies:-

- Edinburgh and Lothian Area Tourism Partnership
- Edinburgh, Leith and District Battalion of the Boys' Brigade
- Lothian Mineworkers Convalescent Home Trust
- Lowland Reserve Forces and Cadets Association
- Midlothian Access Forum Core Group
- Midlothian Voluntary Action
- Scout Association (Midlothian area)

3.2 Council is also requested to consider making one appointment to the following outside organisations/partnership bodies. It should be noted that appointments to these organisations are specific to Ward 1 – Penicuik:-

- Penicuik and District YMCA/YWCA
- Project Penicuik;
- Penicuik Citizens Advice Bureau

3.3 Council is also requested to consider making a third appointment to Penicuik First (BIDs) Ltd. Councillors Hardie and McCall currently hold the position of Directors of this organisation. The third Council appointment is a Member.

3.4 Council is further requested to consider an appointment to the following outside organisations, which appointments have been traditionally held by the Provost:-

- Midlothian Council Veterans Champion;
- Scottish Provosts' Association

4 Report Implications

4.1 Resource Implications

There are no resource implications in relation to this report.

4.2 Risk Implications

Failure to appoint to these vacant positions will in the instance of the Committees contravene Standing Orders and the Scheme of Administrative Arrangements.

4.3 Policy Implications

Strategy

There are no strategy implications arising from this report.

Consultation

No consultations have been undertaken in connection with this report.

Equalities

An equalities impact assessment is not required in connection with this report.

Sustainability

There are no sustainability implications arising from this report.

5 Recommendation

The Council is invited to:

- (a) Confirm the appointments to the Committee vacancies as set out in paragraph 2.2;

- (b) Confirm the appointments to the vacancies on outside organisations as set out in 3.1, 3.3 and 3.4 and;
- (c) Confirm that the newly elected Member for Ward 1 – Penicuik is appointed to the vacancies as set out in 3.2

13 March 2018

Report Contact:

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Council House Building Programme Phases 2, 3 and 4 Progress Update March 2018

Report by Garry Sheret, Head of Property and Facilities Management

1 Purpose of Report

To update the Council on the status of the approved sites and propose new sites for the Council building programme.

2 Housing Building Programme and Planned Works

2.1 Council housing programme – Phase 1

The first phase provided 864 additional houses within Midlothian over a period of 7 years with a total budget of £108,700,000 and is now complete.

2.2 Completed Sites Phase 2

Phase 2 targeted providing a further 412 additional homes within Midlothian with a budget of £63,663,000 funded from the Housing Revenue Capital Account and Scottish Government grant funding. A total of 264 units have been constructed to date at the following locations:

- Site 2; Woodburn Road; Dalkeith - 14 mainstream homes (and 1 Home for Young People)
- Site 37; Eastfield Drive; Penicuik - 32 extra care flats, 30 mainstream homes (and 1 Home for Young People).
- Site 9; Craigiebiel Crescent; Penicuik - 17 mainstream homes
- Site 18; Eastfield Drive; Penicuik - 17 mainstream homes.
- Site 42; Jackson Street; Penicuik - 14 mainstream homes
- Site 60; Edgefield Road; Loanhead - 41 mainstream homes
- Site 108; Polton St, Bonnyrigg - 18 mainstream homes
- Site 51a Stobhill Road; Gorebridge – 37 mainstream homes
- Site 51b Stobhill Road, Gorebridge – 32 mainstream homes.
- Teviot Court Complex Care, Eastfield Farm Road, Penicuik
12 new build one bed apartments for particular needs provision and a refurbished management block.

2.3 Phase 2 sites at Design Development Stage

The following phase 2 sites are at Design Development Stage

- Site 32/34; Newbyres Crescent / Gore Avenue, Gorebridge 75 homes. Contractor appointed. Site start pending environmental monitoring.
- Site 53 Morris Road, Newtongrange –79 homes awarded contractor appointed. Site start anticipated October 2018.
- Site 23 Woodburn Terrace, Dalkeith – 10 homes contractor appointed 2017. Site start anticipated August 2018, following approval of final consents.

This revised planned total of 419 homes exceeds the original target of 412 homes for Phase 2.

2.4 Phase 3

At the Council meeting of 15 December 2015 it was agreed that the Phase 3 Social Housing Programme would follow on from Phase 2. In September 2016 Council approved the list of sites and the procurement strategy for these sites.

Phase 3 is currently envisaged as being able to deliver in the region of 200 to 240 homes to be constructed from a budget of £36 million funded by the Housing Revenue Capital Account and is to be extended by the funding from Scottish Government Affordable housing subsidy allocation. The Procurement of contractors will continue using open tenders with the flexibility of tenderers able to bid for any combination of the builds.

Tenders are due back in April 2018 for the following sites:

- Site 109 Conifer Road in Mayfield (49 homes).
- Site 39 Crichton Drive in Pathead (12 homes)
- Site 115 Castlelaw Terrace in Bilston (6 homes)
- Site 110 Clerk St in Loanhead (30 homes)
- Site 47 Kirkhill Road in Penicuik (23 homes)

The following sites are still to be tendered and it is planned that site investigations for these tenders commence in April 2018.

- Site 120 Kirkhill Road in Penicuik (refurbishment 3 homes for Houses for Heroes)
- Site 117 Hopefield Yard in Bonnyrigg (23 homes)
- Site 116 Newmills Road (Former Dalkeith High School site), Dalkeith (55 homes and development of a new primary school)

2.5 Phase 4 – sites for development following Council building closures

Council owned sites highlighted in previous reports:

- Site 114 (St Mary's Primary School), Bonnyrigg (24 homes)
- Site 112 High St (Depot), Bonnyrigg (40 homes)
- Site 51C Stobhill Road, Gorebridge (25 homes)

Proposed new sites at the following locations

- Site 130 Newbattle High School, Newtongrange - (150 homes).
- Site 26 Buccleuch St, Dalkeith – (8 social homes plus refurbishment of retail).
- Site 121 Stobhill Depot affordable provision – (70 homes with potential increase to 100 homes).
- Site 122 at 83 High St, Bonnyrigg – (18 homes with Amenity/Learning Disability).
- Site 131 Hopefield Retail site - (20 homes in conjunction with a retail development).

2.6 Proposed Affordable Housing Provision from External Developers

In order to achieve the target provision of 1,000 homes by 2022 it will be necessary to acquire further land for development and/or develop on Council owned surplus open space.

In addition to this, it is proposed to purchase completed houses from external developers as an additional procurement route to achieve completed homes as soon as possible. A development agreement to purchase the affordable housing provision from Miller Homes as Council social housing at Shawfair is set out in a separate report on today's agenda.

Future proposed completed home purchases are located at:

- Site 119 Shawfair site – Miller Homes Ltd (23 homes)
- Site 118 Shawfair site – Bellway (47 homes)
- Site 128 Shawfair site - Mactaggart and Mickel (48 homes)

Further affordable housing may offer opportunities as Council social housing and delivery timescales are subject to applications by external developers and are being monitored.

- Site HS2/HS3 North/South Lasswade Road – Dandara Homes developer
- Site ref H46 – Wester Cowden – Bellway / Buccleuch Estates

2.7 Grant Funding

Council approved in June 2017 the use of the Scottish Government grant for future housing. Officers continue to pursue available grant monies to assist in land purchases/construction of Council housing in Midlothian.

3 Report Implications

3.1 Resource

All the costs of employing the necessary members of staff are included in the project budgets. Resources for the delivery of future sites will be outlined in a separate report.

3.2 Risk

The risk of failure to achieve the Council's target of 1,000 homes by March 2022 due to lack of available sites and availability timescales is being mitigated by the proposed purchase of sites and the purchase of Completed Houses from Developers. It is also proposed to continue the delivery of new homes as quickly as possible by inviting open tenders from a wider number of contractors than previously through the Framework.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- Adult Health Care and Housing
- Sustainable Growth

3.4 Impact on Performance and Outcomes

The proposed works support the Council's Local Housing Strategy and accord with Midlothian Council's Corporate Priorities.

3.5 Adopting a Preventative Approach

Reviewing and utilising different procurement options in order to promote early delivery.

3.6 Involving Communities and Other Stakeholders

Consultations internally and externally continue to be carried out with all appropriate stakeholders ensuring input/comment on the proposed layouts / house types and mix. This will be undertaken for the additional sites.

3.7 Ensuring Equalities

An Equalities Impact Assessment was completed for Midlothian Council's Strategic Housing Investment Plan 2018/19 – 2022/23. This document, which is updated annually, sets out all new affordable housing investment plans in Midlothian (including assessing need and demand for housing including specialist housing provision). This was reported to Council in November 2017.

3.8 Supporting Sustainable Development

The new build housing programme will comply with all current building regulations and follows best practice in line with the Council's policies on the environment.

3.9 IT Issues

Building Information Modelling is being utilised to deliver the projects. Models exist for the generic house types and flat types. It is proposed that these models will be used for the completion of Phase 2, 3 and 4.

4 Recommendations Council is recommended to:

- a) Note the content of this report and appended report and the progress made on Phases 1, 2 and 3.
- b) Note the new sites proposed to complete Phase 3 and commence Phase 4.
- c) Note the proposals to acquire houses from private developers.

19 March 2018

Report Contact: Garry Sheret, Tel No 0131 561 5249
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Danderhall Primary School**Report by Garry Sheret, Head of Property and Facilities Management****1 Purpose of Report**

The purpose of this report is to update the Council on the outcome of the Community Consultation in relation to the school and community facilities within the existing Danderhall Community. This report will seek governance covering the following key areas:-

- Provide Council with a summary of the Consultation process and outline the feedback from that process.
- Provide Council with an outline of the accommodation schedule that has developed as a result of the consultation process and seek approval from Council to progress on the basis of this accommodation schedule.
- Provide Council with the updated capital cost of an outline Budget for providing the accommodation facilities detailed contained within the accommodation schedule and seek governance to include this budget within the general services capital plan, allowing officers to progress the project in line with this budget.
- Provide Council with an outline of the procurement process which Officers intend to use for the Danderhall project and seek approval from Council to progress on the basis of this procurement strategy.
- Provide Council with an outline of the appropriate actions in respect of the demolition costs for the existing Danderhall Library and Leisure Centre facilities which would become redundant on completion of the new building and seek approval from Council to earmark these sites for social housing provision, but in the first instance record these assets on the surplus asset register and explore any community asset transfer requests before the services transfer to the new building. include these demolition costs within the capital plan and progress towards demolishing the existing buildings as soon as the new building has been occupied.
- Provide Council with a brief summary of the programme for delivery of the Danderhall Development.

2 Background

The report to Council on the 7 February 2017, sought approval of the three-stream model for primary education in Danderhall and noted that '*The final decision coming back to Council for approval*'.

The report proposed that officers bring a further report back to Council for approval, highlighting the following:-

- *Approval of Option 3 (School plus community facilities) if the town centre site is secured for the Shawfair secondary school.*
- *Approval of Option 2 (School only), if the Shawfair secondary school be located at Woolmet.*
- *Authorise officers to carry out a detailed feasibility study and to progress the project programme as detailed in section 3.6 of that report.*
- *Approve the inclusion of £15.317 million of Capital Costs within the General Services Capital Plan, to progress school Option 3 (School plus community facilities) and that this should be amended to a provision of £12.742 million of Capital Costs within the General Services Capital Plan, to progress Option 2 (School only), should the town centre site secondary school be located at Woolmet.*
- *Note that £6.491 million is expected to be recovered in the medium-long term from developers as part of the Shawfair Section 75 agreement and that £1.140 million is expected to be realised in capital receipts from the sale of the existing Danderhall Leisure and Danderhall Library sites.*

Council Facilities in Danderhall

The Council owns several facilities in the Danderhall area; these have been previously reported to Council and include:

- Danderhall Leisure Centre
- Danderhall Sports Pavilion
- Danderhall Library

In addition, there is a Medical centre not owned by the Council, but located off Newton Church Road.

2.1 The Consultation process

At the request of Council, Officers undertook a Consultation exercise in December to establish the wishes of the existing Danderhall Community in relation to the Primary School, Community facilities and location of the future High School Facility.

A drop in session was set up to facilitate the consultation process and this drop in session was advertised to the local community via the Council Website, Adverts in Newspapers, Black Diamond radio, Twitter, posters in local facilities, bag drops to all parents of the primary school. The result was a well-attended event with around 50 people in attendance. A copy of the questionnaire which was used for the consultation is included in [Appendix A](#)

In advance of the main drop in sessions key groups such as the local Community Council, parent council and pupils were invited to look around Lasswade and Paradykes to help inform them of the journey which other communities had taken. The consultation process was explained to these groups so that they had full transparency on how the process would progress moving forward.

The consultation process was split into two phases. The First phase which concluded on Friday the 15th of December 2017 asked the community to confirm whether they wanted:-

Option A: - School with Community Facilities on the site of the existing Danderhall Primary School Site with the high School in Shawfair Town Centre

Or

Option B:- School only located at Danderhall Primary School with the High School at Woolmet.

Out of a total of 62 Voter submissions, 42 were in favour of Option A and 20 were in favour of Option B.

It should be noted that a significant number of voters made it clear on their response that they were choosing Option A on the basis that the Council / Shawfair developers ensure that the route to the high school site in the town centre was secure, safe and provided a safe means of crossing the A6106 Millerhill Road. Voters also confirmed that they wanted the railway line along the route to the high school to be properly secured by means of a fence to prevent unauthorised access. This information has been passed to planners to allow them to make due consideration of this feedback in relation to future submissions by the developer.

The Second phase of the consultation was to ascertain what facilities the community would like to see co-located with the school. This phase of the consultation process completed on the 12th of January 2018. The results of the feedback from the community are included in the matrix in Appendix B.

During the consultation process, officers made it clear to the community that the extent of the co-located facilities would be limited to those services which are already located within their community.

Officers also made it clear that the provision of a swimming pool would be brought forward as part of the future development of the high School with Community facilities estimated to be in 2026.

In summary, there were 122 votes submitted for various facilities, which the community would like to see included in the new facility. The matrix attached in Appendix B provides a breakdown of these votes. In summary the key facilities which were requested were as follows:-

1. Café, 20 votes.
2. Sports halls 19 votes
3. Library, 21 votes
4. Meeting space (Various forms noted) 7 votes.
5. Activity space for children (Including breakfast and after school facilities 8 Votes.

The accommodation schedule outlined in Appendix C has been developed in direct response to the consultation responses provided during the second stage consultation.

2.3 NHS Involvement at Danderhall

The existing Medical practice in Danderhall is owned by the General Practice, and the current agreement with the Practice is that the service will remain on the site and expand to accommodate a growth in the practice from 3,000 to 6,000 patients. An additional practice will require to be built in Shawfair, (which is the subject of a separate Council report) and is planned to be built on or close to the school campus site within and to the northeast of the town centre.

The joint Director, Health and Social Care, has been and will be kept apprised of plans for Council facilities in Danderhall and Shawfair.

3 Programme

3.1 Programme

The current programme for development of the school is as shown below:-

Table 1: Project Programme

Event	Date
Initial brief	end 2017
Pre consultation	end 2017
Education Consultation (as required)	early 2018
Pre planning consultations	early 2018
Planning Application	mid 2018
Building Warrant	end 2018
Procurement	end 2018
D&B Tender	early 2019
Works on site	mid 2019

In order to achieve the required opening date of August 2020, officers require governance from Council to Progress the Danderhall development in line with the outcome of the consultation process and the accommodation schedule which has been developed as a result of the consultation process as contained within Appendix C of this report.

4 Procurement

The Danderhall Project will follow the same procurement route used on the Loanhead Centre and Roslin Primary School projects.

Following approval of this report the design team will be engaged by the Council through our competitively tendered Education design team framework agreement.

This design team will develop the design in consultation with Council officers and the ongoing Community Consultation process, to Royal Institute of British Architects Stage 3 prior to starting the tender process with Main Contractors.

RIBA Stage 3 has been chosen on the basis that this provides the council with a suitably developed design package. This will set a well-defined quality benchmark for the Design and Build tenders.

Once at Stage 3 the Project will be tendered to suitably qualify main contractors who have successfully passed the pre-contract qualification process.

The project will be tendered as design and build projects with the design team being novated to the successful contractor on project award.

5 Project Expenditure & Funding

5.1 Construction Costs

The accommodation schedule appended to this report has been cost checked by our external cost advisors. They advise that the cost of delivering this accommodation schedule is expected to be £16.956 million (at mid-point of construction 4th Quarter 2019). Included within this is an allowance of £1.091 million for the following site specific abnormals:-

1. Off site road works
2. Ground Stabilisation works
3. Gas Membrane works
4. Asbestos removal and demolition of existing primary school
5. Allowance for a new substation.

In addition, £0.178 million has been allowed for active IT and library equipment.

This equates to a total capital budget requirement of £17.134 million as shown in Table 1 below:-

Table 1: Capital Expenditure Forecast

Item	Cost £000's	Notes
School Accommodation	12,313	4,790m2 of accommodation
Community Accommodation	3,007	1,166m2 of accommodation
External Works/Car Parking	545	150 car parking spaces
Site specific abnormalities	1,091	See above
Active IT/Library equipment	178	
Total	17,134	

5.2 Developer Contributions

Developer contributions of £1.098 million have been received to date for new non-denominational primary provision in the Danderhall/Shawfair catchment area. A further £5.105 million of developer contributions from the Shawfair Section 75 agreement are expected to be recovered over the medium-long term and these can be utilised to reduce the borrowing costs incurred by the Council. This will give a total of £6.204 million of developer contributions that can be utilised by the Council to fund the construction costs of the new school.

5.3 Early Years Provision / Funding

The accommodation schedule includes the provision of space for Early Years based on Midlothian's Early Year's expansion financial template submitted to Scottish Government which states that 120 pre-school places providing 1,140 hours per place will be provided in the new school to be built at Danderhall. Space has been provided at 5.8 square metres per place, in line with national guidance, giving a total space allowance of 696 square metres. Of this, 406 square metres equating to a capital cost of £1.131 million can be funded from the Early Years Expansion programme through Scottish Government Early Years Capital Grant already allocated.

5.4 Existing Library and Community Centre

It is proposed that the existing library and community centre sites be earmark for social housing provision, but in the first instance record these assets on the surplus asset register and explore any community asset transfer requests before the services transfer to the new building.

Having exhausted the exploration of community interest the sites would transfer to the Housing Revenue Account which already has budget to support the redevelopment, including demolition, for social housing.

6 Report Implications

6.1 Resource

Capital

Based on the estimated construction costs and funding outlined in Section 5.1, the Developer Contributions outlined in Section 5.2 and the Early Years funding outlined in Section 5.3, the prudential borrowing requirement for the Council for this project would be £9.799 million, as shown in Table 2 below.

Table 2: Net Prudential Borrowing Requirement

Item	£000's	Notes
Construction Costs	17,134	Section 5.1
Developer Contributions	-6,204	Section 5.2
Early Years Capital Funding	-1,131	Section 5.3
Net Borrowing Requirement	9,799	

The revised expenditure and funding profiles outlined above require an increase in the net borrowing requirement by £0.973 million. This reflects an overall increase in accommodation from that estimated in the previous report and a downward revision to the level of Developer Contributions from the wider Shawfair area that can be allocated to this project.

The requirement for additional borrowing to fund the proposed development will further exacerbate the pressure on an already overcommitted General Services Capital Plan and in turn future years revenue budgets once the facility is completed as the overall level of loan charges will need to be increased with the potential for a corresponding cut in other parts of the revenue budget to compensate.

The expected phasing of this capital expenditure and income is shown in Table 3 below:-

Table 3: Phasing of Capital Expenditure and Income

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Years £000's	Total £000's
Construction Costs	2,696	9,167	5,017	254	0	17,134
Developer Contributions	-1,631	0	-562	-576	-3,435	-6,204
Early Years Capital Funding	-178	-605	-331	-17	0	-1,131
Net Borrowing Requirement	887	8,562	4,124	-338	-3,435	9,799

Revenue

The loan charges arising from the capital expenditure and income profiles as shown in Table 3 are shown in the table 4 below, along with the movement from the loan charges as reported to Council in February 2017 shown:-

Table 4: Loan Charges arising from Capital Investment

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Yrs* £000's
Loan Charges Feb 2017 Council Report	49	248	520	575	383
Loan Charges Mar 2018 Council Report	13	160	368	616	445
Movement	-36	-88	-152	+41	+62

** Later Years figure shown equates to annual loan charges once full developer contributions have been received with the £62,000 increase reflecting the additional £0.973 million borrowing required to fund the development.*

In addition, the additional premises costs over those already provided for the existing facilities have been forecast. Along with the movement in loan charges as outlined in Table 4, this will have the following annual impact on the Council's revenue budget, in addition to the projected budget shortfalls previously reported to Council in the Financial Strategy report on 07 February 2018:-

Table 5: Loan Charges arising from Capital Investment

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Yrs £000's
Premises Costs	0	0	163	267	274
Movement in Loan Charges (table 4)	-36	-88	-152	41	62
Net Additional Budget Impact	-36	-88	11	308	335

In the absence of any further external funding support, the additional costs outlined above will require further cuts in the revenue budget in the relevant years to offset them.

6.2 Risk

It is necessary to highlight to Council the following key risks:-

Risk of Planning Objections

At this stage there remains a risk of objections being received which may delay the planning process. This can be mitigated through:-

- Detailed pre-application discussions.
- Comprehensive community consultation.
- Good design and provision of new facilities.

House Building/Pupil Projections

The new school and community facilities will add 11 classes of capacity at Danderhall Primary School, given the substantial number of houses to be built in Shawfair and the surrounding areas there is minimal risk that developers will not construct sufficient houses to fully utilise this capacity.

Ground Conditions at Danderhall Primary School Site

There is a risk that the ground conditions are unsuitable for a new building. This risk will be quantified by carrying out a detailed site investigation.

Construction Inflation

A rise in construction activity has been noted throughout the central belt of Scotland and therefore there is a potential inflationary risk. The implications for this on the construction costs will be monitored throughout the delivery process.

Risk in Value of Residential Land at Danderhall

There remains a risk in terms of the residual value and that this may change. This can be monitored but cannot be mitigated.

5.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☒ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☒ Sustainable growth
- ☒ Business transformation and Best Value
- ☐ None of the above

5.4 Key Priorities within the Single Midlothian Plan

Providing fit for purpose schools and community facilities to present every child with the opportunity to attend the school which serves their community and supports improvement in pupil attainment and achievement along with enhancing the provision of early years' services supports the Single Midlothian Plan's key priority of reducing the gap in learning outcomes,

This in due course contributes to reducing gaps in economic circumstances and health.

This project supports the provision of suitable infrastructure for the efficient and effective delivery of services to meet the full range of community needs.

The co-location of facilities would ensure closer working relationships and assist in the delivery of strategic initiatives such as the Ageing Well, GIRFEC, Midlothian Active Choices and Get Going programmes involving key public sector partners.

5.5 Impact on Performance and Outcomes

This work is a part of the Single Midlothian Plan's key priority of reducing the gap in learning outcomes, providing fit for purpose community schools to present every child with the opportunity to attend the school which serves their community and supports improvement in pupil attainment and achievement.

5.6 Adopting a Preventative Approach

Providing fit for purpose community schools that provide every child the opportunity to attend the school which serves their community and enhancing the provision of early years' services supports the preventative approach by improving achievement and attainment of pupils, reducing the gap in learning outcomes and increasing their prospects of progressing onto positive destinations.

5.7 Involving Communities and Other Stakeholders

The position regarding community consultation are set out in section 2.2 of this report. Following this report the consultation process will continue with the community to tailor the project to meet community requirements. The process will follow the consultation template used on historical projects such as the Loanhead Centre.

5.8 Ensuring Equalities

An initial EIA was prepared for the February 2017 report to Council and was appended to that report.

5.9 Supporting Sustainable Development

The proposals take into account the need to deliver fit for purpose, sustainable services through the design and use of appropriate and sustainable facilities and infrastructure.

5.10 Digital Services Issues

Included within the capital expenditure estimates in Sections 4 and 5 above is an allowance of £178,000 for active IT and Library equipment for the new building.

6 Recommendations

It is recommended that Council:-

- Note the summary of the Consultation process and outline the feedback from both stages of the consultation process;
- Approve the outline of the school accommodation schedule as set out in Appendix C that has developed as a result of the consultation process and provide governance to the Director Resources to progress with the delivery of this accommodation schedule;
- Note the accommodation area/content for the community facilities which are to be developed through the design and reported back to Council at tender return stage;
- Approve an increase in the capital expenditure budget within the General Services Capital Plan for the project of £1.817 million, therefore revising the expenditure budget from £15.317 million to £17.134 million;
- Note the utilisation of Early Years Grant funding of £1.131 million towards the project, fully funding the construction costs associated with the provision of 120 places for 1140 hours at the new Danderhall Primary School;
- Note the impact the revised capital expenditure and income levels and profiles have on the Council's future years budgets;
- Note the increase in premises costs that will be required for the new building and the impact this has on the Council's future years budgets;
- Earmark the existing Library and Leisure Centre sites for social housing provision, and in the first instance record these assets on the surplus asset register to explore any community asset transfer requests;
- Agree a provision of £0.300 million in the General Services Capital Plan for demolition costs within the general services capital plan and progress towards demolishing the existing buildings as soon as the new building has been occupied if there is no community interest;
- Agree that the resultant sites would transfer to the Housing Revenue Account which already has budget to support the redevelopment, including demolition, for social housing;
- Approve the outline procurement process and outline programme for delivery of the project as outlined within this report.

Friday 09 March 2018

Report Contact: Maurice McCann

Tel No: 0131 561 5422

E-mail: maurice.mccann@midlothian.gov.uk

Background Papers:

Appendix A: Consultation Questionnaire

Appendix B: Matrix summarising facilities requested by the Community

Appendix C: Accommodation Schedule.

DANDERHALL SCHOOL REPLACEMENT

Name of Group

Facilities currently used by Group ie school, library etc

.....

Name of Individual Responding

Role in Group ie Chair etc

Section A – Response to this section is required by 15 DECEMBER 2017

In relation to the replacement school at Danderhall, would you like this to be stand alone ie school only, or would you like this to be part of a wider combined community facility which includes other public services within the Danderhall area. Please tick the preferred option of your Group.

Option A ☐

School with Community facilities on the site of the existing Danderhall Primary School Site with the High school site being located in Shawfair Town Centre.

Option B ☐

School only located at Danderhall Primary School with High School site being located at Woolmet.

Address: Midlothian Council, 40-46 Buccleuch Street, Midlothian DALKEITH EH22 1DN

Phone: 0131 561 5229

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Facebook: <http://www.facebook.com/MidlothianCouncil>

Website: <http://www.Midlothian.gov.uk>

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Name of Group

Facilities currently used by Group ie school, library etc

.....

Name of Individual Responding

Role in Group ie Chair etc

Section B – Response to this section is required by 12 JANURARY 2018

If you support the combined community approach, what type of facilities/services would you like the new building to offer? Please list out the facilities/services that you would like to see incorporated in any new building.

The feedback from user groups to this section will be fed into a central database as shown in Appendix A. This will be used to establish a list of priority facilities/services suggested as an outcome of this consultation process.

Example:

Cafe
Library
Sports halls
Etc

Address: Midlothian Council, 40-46 Buccleuch Street, Midlothian DALKEITH
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Neil Davidson
Midlothian Council

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REPLACEMENT OF DANDERHALL PRIMARY SCHOOL AND THE CREATION OF AN ASSOCIATED COMMUNITY HUB							
Type of Facility	Danderhall Drop-in Sessions	PTA	Danderhall Community Council	Danderhall Parish Church	Library staff		
School only							
Combined Community Facility		 5 votes		N/A			
<u>Combined Facility :</u>							
-							
Community Centre	3 Votes						
Library	21 Votes						
Meeting Room Facility	2 Votes						
Small and large Halls for rural afternoon teas and meetings	3 Votes						
Outdoor Play	1 Vote						
Indoor Play	2 Votes						
Cafe	20 Votes						

Breakfast / After school club	 2 Votes						
Teenager Facilities (Pool Tables / snooker / teen Hub / Football)	4 Votes						
Craft Hall	1 Vote						
Display area for Events	5 Votes						
Sports halls	19 Votes						
Soft play facilities	3 Votes						
Internet cafe	2 Votes						
Swimming Pool	8 Votes						
Trampolining Facilities	1 Vote						
Gymnastics	8 Votes						
Fitness	1 Vote						
Football	1 Vote						
Sauna	1 Vote						
Council Services Facility	1 Vote						
Astro Pitches	1 Vote						
Up to date modern facilities	1 Vote						
Relocated Medical Practice	1 Vote						

Dentist	1 Vote						
Doctors Surgery	2 Votes						
Cinema	1 Vote						
Conference meeting	1 Vote						
Activity Rooms with sinks for science Clubs/Craft s	1 Vote						
Music Practice Room	1 Vote						
safe walking/cyc ling paths	1 Vote						
Councillor's Surgery	1 Vote						
Space (meeting room) for CAB	1 Vote						

APPENDIX C

Three Stream School - Schedule of Accommodation

Area Schedule

	No	sqm	Total sqm	Notes
Early Level				
Nursery A (40 places) inc Kitchen + toilet Area	3	150	450	2.3m2/child plus kitchen/eating area, toilets, storage etc
Outdoor Play Area	1			
Toilets for Outdoor Play Area	3			3 additional toilets required for 24 places
Nursery Support Base and Office	1	20	20	
Entrance and Lobby (shared Early Years and P1)	1	20	20	
Early Years Family Parent room	3	21	63	
Adult Acc WC	1	6	6	
Visitors WC	1	3	3	
Plant etc	1	43	43	
Primary 1 Class Base	4	55	220	space per pupil
Atrium	4	23	92	
Nurture/Tutorial / Learning Support	1	20	20	
Level 1				
Primary 2 Class Base	3	65	195	space per pupil
Primary 3 Class Base	3	65	195	
Primary 4 Class Base	3	65	195	
Atrium	9	25	225	
Nurture/Tutorial / Learning Support	1	20	20	
Level 2				
Primary 5 Class Base	3	65	195	
Primary 6 Class Base	3	65	195	
Primary 7 Class Base	3	65	195	
Atrium	9	25	225	
Nurture/Tutorial / Learning Support	1	20	20	
Activity Hall & Changing Area (180+20)	2	200	400	
Activity Hall Store	10%	400	40	
Expressive Arts Hall	1	80	80	
Learning Centre	1	80	80	
Staff Room	1	80	80	
Staff Resources/Work Base	1	30	30	
Kitchen inc Stores, Changing (10 sqm) etc	1	120	120	
Dining/Cafeteria Area (210 seats)	1	175	175	see note above re 2nd activity hall
Headteachers Office	1	15	15	
Deputy Headteacher	2	12	24	
Meeting Room	1	20	20	
After School Space	0	60	0	see note above re 2nd activity hall
Medical Room	1	8	8	
Central Store	1	50	50	
School Office	1	40	40	
IT Hub Room	3	6	18	
Adult Toilets*	1	60	60	
Girls Toilets*	1	90	90	
Boys Toilets*	1	90	90	
Hygiene Room*	1	16	16	
Disabled Toilets*	1	20	20	
Equipment Store	1	16	16	
FM Office	1	8	8	
Cleaners Cupb'ds	2	4	8	
* may be several rooms to match floor area				
Plant	1	80	80	
			4,165	
Circulation	15%	4,165	625	
			4,790	



New Easthouses Primary School

Report by Garry Sheret, Head of Property and Facilities Management

1 Purpose of Report

The purpose of this report is to obtain governance from Council to progress with the development of a new Easthouses Primary School to be located on the site of the former Newbattle High School.

This report will outline to council the following aspects of this proposed development and seek governance to progress the project against these baseline parameters:-

1. The proposed Accommodation Schedule.
2. The Outline Budget.
3. The Anticipated Programme for the development.

2 Background

The learning estates strategy report which was presented to Council in September 2017 outlined that a new 2 stream primary school would be required by 2019 in Mayfield / Easthouses to address pupil capacity within the Newbattle learning Cluster.

Following review of the possible sites for this new primary school it is proposed that part of the site of the former Newbattle High School be used as a suitable location for this new primary school. An initial feasibility drawing has been developed to demonstrate that the site can accommodate a new primary school. A copy of this feasibility drawing is attached to this report as Appendix A.

As can be seen from Appendix A the primary school being located to the east of the site will allow the school to be located close to the existing Easthouses Community.

3.0 Accommodation Schedule and Programme

3.1 Accommodation Schedules

Further to the learning estates strategy Education colleagues have determined that although a two stream school will be required at some point in the future, at present the immediate need on site is for a single stream. The accommodation schedule that has been developed is therefore based on a single stream school being built at present. The core spaces such as Dining, sports halls offices etc will be built to suit the two stream model. This will ensure that when the extension to two stream is required the additional space required will be limited to teaching spaces. The land take for the school at this stage will be sized to suit the future two stream model.

Education Colleagues have provided the required accommodation schedule for the new primary School at Easthouses based on the projected pupil growth in the Newbattle Learning Community. A copy of this is attached to this report as Appendix B. The total accommodation area to be provided is 2,779m².

Early Years provision has also been provided within the accommodation schedule to support the provision of 1,140 hours in line with Midlothian's Early Year's expansion financial template submitted to Scottish Government on 5 March 2018.

3.2.1 Programme

Project Delivery Programme

Event	Date
Council Governance	March 2018
Pre Application consultation notice	March 2018
Public consultation events	April / May 2018
Planning Submission	Summer 2018
Planning Approval	Autumn 2018
Building Warrant Submission	Autumn 2018
Building Warrant Approval	Late 2018
Contractor Procurement	Early 2019
Contract Award	Spring 2019
Works Start on site	Spring 2019
Works complete	Late Spring 2020

Education Statutory Consultation

A catchment area for the new primary school in Easthouses will be established from the areas in closest proximity to the school site. This will be done by rezoning areas currently in the catchments of Lawfield and Mayfield Primary Schools so as to give an even distributeion of pupils, between the three schools including the additional pupils projected to arise from new housing, between the three schools in line with their capacities.

Statutory consultation will be undertaken in the autumn term of 2018/19 on the creation of the catchment area for the new school so that it is in place prior to commencement of pupil enrolment for August 2020.

Activity	Duration	Start	Finish
Consultation period (term time)	6 weeks	1 Sept '18	12 Oct '18
HMIE review and report	3 weeks	Oct '18	Nov '18
Publish Consultation Report		Nov '18	
Time for Further Consideration	3 weeks		Nov '18
Council meeting & decision			Dec '18

Advertise enrolment in November 2019 for Primary 1 Intake in August 2020.

4 Project Expenditure & Funding

4.1 Construction Costs

Based on the accommodation schedule attached under Appendix B it is estimated that the construction cost of building the new school on the east part of the Newbattle High School site will be £9.993 million. This budget cost includes for inflation up to 4th Quarter 2018. Included within this is an allowance of £0.850 million for the following site specific abnormalities:-

1. Ground Stabilisation.
2. Gas Membrane
3. Allowance for a new substation
4. Allowance for off-site road works outside the site boundary.

These figures have been developed using recognised metrics for primary school provided by the Scottish Futures Trust.

In addition, £0.083 million has been allowed for active IT equipment.

This equates to a total capital budget requirement of £10.076 million as shown in Table 1 below:-

Table 1: Capital Expenditure Forecast

Item	Cost £000's	Notes
School Accommodation	9,143	2,779m2 of accommodation
Site specific abnormalities	850	See above
Active IT equipment	83	
Total	10,076	

4.2 Developer Contributions

Developer contributions of £0.024 million have been received to date for new non-denominational primary provision in Mayfield/Easthouses. A further £0.158 million of Developer Contributions are anticipated to be received from sites where a Section 75 agreement has been signed. Should the full £0.158 million of developer contributions be received, this would provide a total of £0.182 million of Developer Contributions that would be able to be applied to part-fund the construction costs above.

A further £2.435 million of developer contributions, from sites that are allocated in the Local Plan but where a signed Section 75 agreement is yet

to be reached, may be available to fund the construction costs outlined above. Should these sites be brought forward from developers, planning permission agreed and the expected number of units completed, this would provide a total of £2.617 million of developer contribution funding.

4.3 Early Years Provision / Funding

The provision for space for Early Years is based on Midlothian's Early Year's expansion financial template which states that 80 pre-school places providing 1,140 hours per place will be provided in the new school to be built in Easthouses. Space has been provided at 5.8 square metres per place, in line with national guidance, giving a total space allowance of 464 square metres. Of this, 249 square metres equating to a capital cost of £0.903 million can be funded from the Early Years Expansion programme through Scottish Government Early Years Capital Grant.

There may be a requirement to review the Early years requirement upwards depending on the outcome of the Newtongrange Master Planning exercise. This would be reported to a future Council meeting'.

5 Report Implications

5.1 Resource

Capital

Based on the estimated capital expenditure outlined in Section 4.1, the Developer Contributions outlined in Section 4.2 and the Early Years funding outlined in Section 4.3, the net prudential borrowing requirement for the Council for this project would be £5.375 million, as shown in Table 2 below.

Table 2: Net Prudential Borrowing Requirement

Item	£000's	Notes
Capital Expenditure	10,076	Section 4.1
Developer Contributions	-2,617	Section 4.2
Early Years Capital Funding	-903	Section 4.3
Net Prudential Borrowing Requirement	6,556	

Accordingly although the need for the increased capacity is as a result of new housing development there is a significant funding gap of £6.556 million between the cost of providing the school and the developer contributions collected and expected which will fall to be funded by borrowing.

The expected phasing of this capital expenditure and income is shown in Table 3 below:-

Table 3: Phasing of Capital Expenditure and Income

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Years £000's	Total £000's
Capital Expenditure	1,818	5,255	2,959	44	0	10,076
Developer Contributions	-182	-790	-1,289	-356	0	-2,617
Early Years Capital Funding	-163	-471	-265	-4	0	-903
Net Borrowing Requirement	1,473	3,994	1,405	-316	0	6,556

Revenue

The loan charges arising from the capital expenditure and income profiles as shown in Table 3 are shown in Table 4 below, along with the forecast premises costs for the new building.

This will have the following annual impact on the Council's revenue budget, in addition to the projected budget shortfalls previously reported to Council in the Financial Strategy report on 07 February 2018:-

Table 4: Loan Charges arising from Capital Investment

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Years £000's
Premises Costs	0	0	167	273	280
Loan Charges	22	108	197	312	298
Net Additional Budget Impact	22	108	364	585	578

As table 5 demonstrates the net borrowing of £6.556 million will not only add pressure to an already over committed General Service Capital plan but , in the absence of any further external funding support, will result in additional pressures on future years revenue budgets which in turn will require cuts elsewhere in the budget to offset them.

4.2 Risk

It is necessary to highlight to Council the following key risks:-

Community Asset Transfer

Should any request come forward for a Community Asset Transfer of the existing Newbattle High School Site then this could impact upon the programme delivery.

Transportation alterations

Given the early stage in the design process the Council are not yet in a position to establish the transportation alterations associated with the site.

Construction Risk

The construction market is becoming buoyant and therefore there is always a risk that pricing may not be as keen as the Council have experienced in the past.

Planning Risk

Planning is not yet in place and all location plans shown in this report are subject to detailed public consultation and planning.

Failure of Council to meet Statutory Obligations

This school is required to comply with the Council's statutory obligations. Any delay to this project is likely to obstruct the Council from meeting these obligations.

4.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☒ Community safety
- ☒ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☒ Sustainable growth
- ☒ Business transformation and Best Value
- ☐ None of the above

4.4 Key Priorities within the Single Midlothian Plan

This project supports the provision of suitable infrastructure for the efficient and effective delivery of services to meet the full range of community needs. The co-location of facilities will ensure closer working relationships and assist in the delivery of strategic initiatives including Ageing Well, GIRFEC, Midlothian Active Choices and Get Going programmes which involve key public sector partners.

4.5 Impact on Performance and Outcomes

This work is a part of the Single Midlothian Plan's key priority of Early Years, providing fit for purpose community schools to present every child with the opportunity to attend the school which serves their community and supports improvement in pupil attainment and achievement.

4.6 Adopting a Preventative Approach

The aim of this paper supports the priority to reduce the inequalities in learning outcomes by improving the quality of learning and teaching, leading to raised levels of achievement and attainment, by providing every child with the opportunity to attend school in their local community.

4.7 Involving Communities and Other Stakeholders

Planning / Design / Delivery Consultation

This proposed project involves working with both schools and stakeholders within the community. Community engagement will commence once this report has been approved and the project has outline governance to progress.

Education Statutory Consultation

A catchment area for the new primary school in Easthouses will be established from the areas in closest proximity to the school site.

This will be done by rezoning areas currently in the catchments of Lawfield and Mayfield Primary Schools so as to give an even distribution of pupils between the three schools including the additional pupils projected to arise from new housing. Timeline for this consultation is noted within section 3.2 of this report.

4.8 Ensuring Equalities

An initial EQIA has been prepared as part of the August 2017 report and will be expanded during the construction phases. This is similar to the approach undertaken with other projects.

4.9 Supporting Sustainable Development

The proposals take into account the need to deliver fit for purpose, sustainable (for both now and the future) services including through the design and use of appropriate and sustainable facilities and infrastructure.

4.10 Digital Services Issues

Included within the capital expenditure estimates in Sections 4 and 5 above is an allowance of £83,180 for active IT equipment for the new building.

5 Recommendations

It is recommended that Council:-

- Approve the use of the East part of the Newbattle High School site for a new primary school to meet the needs of the learning estates strategy;
- Approve the Accommodation schedule contained within Appendix B of this report;
- Note the outline programme for the works;
- Approve a capital expenditure budget within the General Services Capital Plan for the project of £10.076 million;
- Approve the utilisation of Early Years Grant funding of £0.903 million towards the project, fully funding the construction costs associated with the provision of 90 places for 1140 hours at the new Easthouses Primary School;
- Note the estimated developer contributions of £2.617 million that can be applied to part fund the capital expenditure of the project;
- Approve the resultant borrowing requirement of £6.556 million and note the additional loan charges that will fall on future years revenue budgets as outlined in Section 5.1;

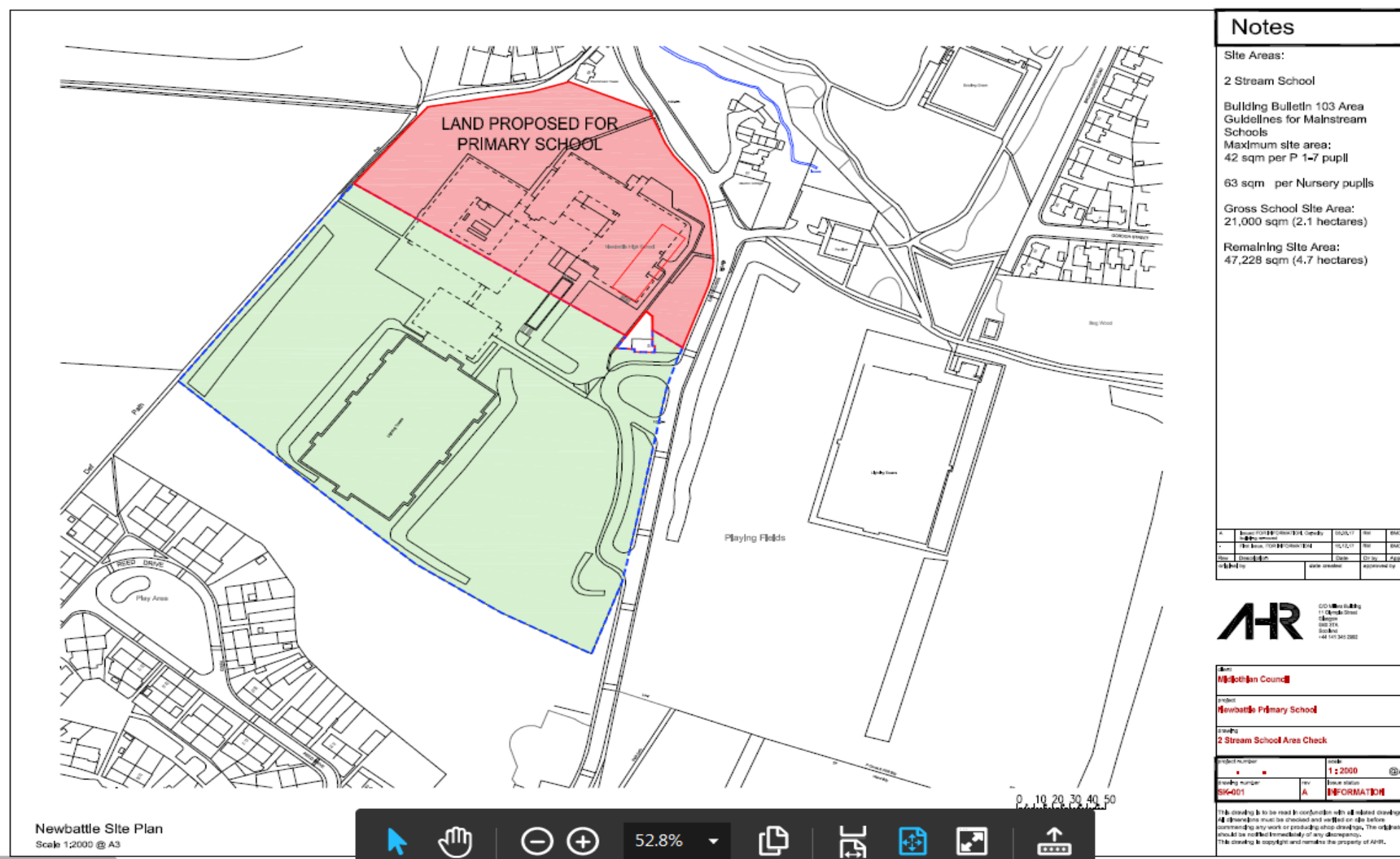
- Instruct the Director of Resources to commence the Planning / Design / Delivery consultation process and begin the design development for the project in line with the attached programme;
- Instruct the Director of Resources to engage the design team using the Midlothian Education design team framework to deliver this project;
- Instruct the Director of Resources to progress early procurement of any ground stabilisation required to facilitate the works;
- Instruct the Director of Resources to provide an update report on the project at planning stage and return a further report providing an update following the tender process to obtain governance to let the final construction contract;
- Instruct the Director of Education to undertake a Statutory catchment area review and bring a further report back to council.

March 2018

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E-mail Garry.Sheret@midlothian.gov.uk

Background Papers:



Easthouses Primary School					
Two Stream School with Enhanced Provision - design for primary class sizes of 25 pupils, 15 classes, 375 pupils					
	Area Schedule				
Places		No	sqm	Total sqm	Notes
	Early Level				
80	Nursery A (40 places) inc Kitchen + toilet Area	2	150	300	2.3m2/child plus kitchen/eating area, toilets, storage etc
16	Outdoor Play Area	1			
	Toilets for Outdoor Play Area	2			2 additional toilets required for 16 places
	Nursery Support Base and Office	1	20	20	
	Entrance and Lobby (shared Early Years and P1)	1	20	20	
	Early Years Family Parent room	2	21	42	
	Adult Acc WC	1	6	6	
	Visitors WC	1	3	3	
	Plant	1	12.5	13	
75	Primary 1 / Composite	3	60	180	space per pupil
	Atrium	3	20	60	3.2
	Level 1				
50	Primary 2 / Composite	2	60	120	space per pupil
50	Primary 3 / Composite	2	60	120	3.2
50	Primary 4 / Composite	2	60	120	
	Atrium	6	20	120	
	Nurture/Tutorial / Learning Support	1	20	20	
	Level 2				
50	Primary 5 / Composite	2	60	120	
50	Primary 6 / Composite	2	60	120	
50	Primary 7 / Composite	2	60	120	
	Atrium	6	20	120	
	Nurture/Tutorial / Learning Support	1	20	20	

	Enhanced Provision	1	130	130	
	Activity Hall & Changing Area (180+20)	1	200	200	
	Activity Hall Store	10%	200	20	
	Expressive Arts Hall	1	80	80	
	Learning Centre	1	80	80	
	Staff Room	1	55	55	
	Staff Resources/Work Base	1	30	30	
	Kitchen inc Stores, Changing (10 sqm) etc	1	120	120	
	Dining/Cafeteria Area (160 seats, 0.83 sqm/pupil)	1	130	130	
	Headteachers Office	1	15	15	
	Deputy Headteacher	2	12	24	
	Meeting Room	1	20	20	
	Community Space	1	60	60	
	Medical Room	1	8	8	
	Central Store	1	30	30	
	School Office	1	40	40	
	IT Hub Room	2	6	12	
	Adult Toilets*	1	40	40	
	Girls Toilets*	1	60	60	
	Boys Toilets*	1	60	60	
	Hygiene Room*	1	15	15	
	Disabled Toilets*	1	16	16	
	Equipment Store	1	12	12	
	FM Office	1	8	8	
	Cleaners Cupb'ds	2	4	8	
	* may be several rooms to match floor area				

	Plant	1	60	60	
471				2,977	
	Circulation	15%	2,977	446	
				3,423	
	Space Metric Allowance for School Building	Pupils	sqm	Total sqm	
96	Pre School	80	5.8	464	
375	Primary	375	7.5	2,813	
		455		3,277	
	Enhanced provision 130 sqm plus 15% circulation			150	
				3,426	

New Dalkeith Primary School

Report by Garry Sheret, Head of Property and Facilities Management

1 Purpose of Report

The purpose of this report is to obtain governance from Council to progress with the development of a new primary school to be located on the site of the former Dalkeith High School.

This report will outline to council the following aspects of this proposed development and seek governance to progress the project against these baseline parameters:-

1. The proposed Accommodation Schedule.
2. The Outline Budget.
3. The Anticipated Programme for the development.

2 Background

The learning estates strategy report which was presented to Council in September 2017 outlined that a new 2 stream primary school would be required by 2019 to address pupil capacity within the Dalkeith learning Community.

Following review of the possible sites for this new primary school it is proposed that the site of the former Dalkeith High School be used as a suitable location for this new primary school. An initial feasibility drawing has been developed to demonstrate that the site can accommodate a new primary school. A copy of this feasibility drawing is attached to this report as Appendix A.

As can be seen from Appendix A the primary school being located to the rear of the site will allow the school to be located well away from the main road.

3.0 Accommodation Schedule and Programme

3.1 Accommodation Schedules

Education colleagues have provided the required accommodation schedule for the new primary School at Dalkeith based on the projected pupil growth in the Dalkeith Learning Community.

A copy of this is attached to this report as Appendix B. The total accommodation area to be provided is 3,936m².

Early Years provision has also been provided within the accommodation schedule to support the provision of 1,140 hours in line with Midlothian's

Early Year's expansion financial template submitted to Scottish Government on 5 March 2018.

3.2 Programme

Project Delivery Programme

Event	Date
Council Governance	March 2018
Pre Application consultation notice	March 2018
Public consultation events	April / May 2018
Planning Submission	Summer 2018
Planning Approval	Autumn 2018
Building Warrant Submission	Autumn 2018
Building Warrant Approval	Late 2018
Contractor Procurement	Early 2019
Contract Award	Spring 2019
Works Start on site	Spring 2019
Works complete	Late Spring 2020

Education Statutory Consultation

A catchment area for the new primary school in Dalkeith will be established from the areas in closest proximity to the school site. This will be done by rezoning areas currently in the catchments of King's Park and Woodburn Primary Schools so as to distribute pupils, including the additional pupils projected to arise from new housing, between the three schools in line with their capacities.

Statutory consultation will be undertaken in the autumn term of 2018/19 on the creation of the catchment area for the new school so that it is in place prior to commencement of pupil enrolment for August 2020.

Statutory School Consultation Programme

Activity	Duration	Start	Finish
Consultation period (term time)	6 weeks	1 Sept '18	12 Oct '18
HMIE review and report	3 weeks	Oct '18	Nov '18
Publish Consultation Report		Nov '18	
Time for Further Consideration	3 weeks		Nov '18
Council meeting & decision			Dec '18

Advertise enrolment in November 2019 for Primary 1 Intake in August 2020.

4 Project Expenditure & Funding

4.1 Construction Costs

Based on the accommodation schedule attached as Appendix B it is estimated that the construction cost of building the new school on the rear of the Dalkeith high school site will be £14.202 million. This budget cost includes for inflation up to 4th Quarter 2018. Included within this is an allowance of £1.252 million for the following site specific abnormals:-

1. Ground Stabilisation.

2. Gas Membrane
3. Allowance for a new substation
4. Allowance for off-site road works out with the Dalkeith High school site boundary.
5. Allowance for creation of the new access road and associated footpaths within the site boundary to enable users of the new building to access the school.

These figures have been developed using recognised metrics for primary school provided by the Scottish Futures Trust.

The full Dalkeith High School site had previously been earmarked for Social Housing and transferred to the HRA account in 2016/17 accordingly. Part of the site will be required to transfer back to General Fund together at a book value of £0.188 million

In addition, £0.083 million has been allowed for active IT equipment.

This equates to a total capital budget requirement of £14.472 million as shown in Table 1 below:-

Table 1: Capital Expenditure Forecast

Item	Cost £000's	Notes
School Accommodation	12,949	3,936m2 of accommodation
Site specific abnormalities	1,252	See above
Active IT equipment	83	
Land Transfer	188	
Total	14,472	

4.2 Developer Contributions

Developer contributions of £2.977 million have been received to date for new non-denominational primary provision in Dalkeith. £0.196 million of developer contributions are now due from sites where planning obligation triggers have been hit. A further £1.964 million of Developer Contributions are anticipated to be received from sites where a Section 75 agreement has been signed. Should the full £1.964 million of developer contributions be received, this would provide a total of £5.137 million of Developer Contributions that would be able to be applied to part-fund the construction costs above.

A further £0.679 million of developer contributions, from sites that are allocated in the Local Plan but where a signed Section 75 agreement is yet to be reached, may be available to fund the construction costs outlined above. Should these sites be brought forward from developers, planning permission agreed and the expected number of units completed, this would provide a total of £5.816 million of developer contribution funding.

4.3 Early Years Provision / Funding

The provision for space for Early Years is based on Midlothian's Early Year's expansion financial template which states that 80 pre-school places

providing 1,140 hours per place will be provided in the new school to be built in Dalkeith. Space has been provided at 5.8 square metres per place, in line with national guidance, giving a total space allowance of 464 square metres. Of this, 249 square metres equating to a capital cost of £0.915 million can be funded from the Early Years Expansion programme through Scottish Government Early Years Capital Grant.

5 Report Implications

5.1 Resource

Capital

Based on the estimated capital expenditure outlined in Section 4.1, the Developer Contributions outlined in Section 4.2 and the Early Years funding outlined in Section 4.3, the net prudential borrowing requirement for the Council for this project would be £7.741 million, as shown in Table 2 below.

Table 2: Net Prudential Borrowing Requirement

Item	£000's	Notes
Capital Expenditure	14,472	Section 4.1
Developer Contributions	-5,816	Section 4.2
Early Years Capital Funding	-915	Section 4.3
Net Prudential Borrowing Requirement	7,741	

Accordingly although the need for the increased capacity is as a result of new housing development there is a significant funding gap of £7.741 million between the cost of providing the school and the developer contributions collected and expected, which will fall to be funded by borrowing.

The expected phasing of this capital expenditure and income is shown in Table 3 below:-

Table 3: Phasing of Capital Expenditure and Income

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Years £000's	Total £000's
Capital Expenditure	2,318	7,760	4,329	65	0	14,472
Developer Contributions	-2,171	-1,295	-844	-1,003	-503	-5,816
Early Years Capital Funding	-147	-491	-274	-4	0	-915
Net Borrowing Requirement	0	5,974	3,212	-942	-503	7,741

Revenue

The loan charges arising from the capital expenditure and income profiles as shown in Table 3 are shown in Table 4 below, along with the forecast premises costs for the new building.

This will have the following annual impact on the Council's revenue budget, in addition to the projected budget shortfalls previously reported to Council in the Financial Strategy report on 07 February 2018:-

Table 4: Loan Charges arising from Capital Investment

Financial Year	2018/19 £000's	2019/20 £000's	2020/21 £000's	2021/22 £000's	Later Yrs £000's
Premises Costs	0	0	243	399	409
Loan Charges	0	93	243	417	351
Net Additional Budget Impact	0	93	486	816	760

As table 5 demonstrates the net borrowing of £7.741 million will not only add pressure to an already over committed General Service Capital plan but, in the absence of any further external funding support, will result in additional pressures on future years revenue budgets which in turn will require cuts elsewhere in the the budget to offset them.

5.2 Risk

It is necessary to highlight to Council the following key risks:-

Transportation alterations

Given the early stage in the design process the Council are not yet in a position to establish the transportation alterations associated with the site.

Construction Risk

The construction market is becoming buoyant and therefore there is always a risk that pricing may not be as keen as the Council have experienced in the past.

Failure of Council to meet Statutory Obligations

This school is required to comply with the Councils statutory obligations. Any delay to this project is likely to obstruct the Council from meeting these obligations.

Planning Risk

Planning is not yet in place and all location plans shown in this report are subject to detailed public consultation and planning.

Change in scope

Members should be aware that any alterations to scope would have a negative impact upon our ability to meet our statutory requirements within the necessary timeline.

5.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☒ Community safety
- ☒ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☒ Sustainable growth

- ☒ Business transformation and Best Value
☐ None of the above

5.4 Key Priorities within the Single Midlothian Plan

This project supports the provision of suitable infrastructure for the efficient and effective delivery of services to meet the full range of community needs. The co-location of facilities will ensure closer working relationships and assist in the delivery of strategic initiatives including Ageing Well, GIRFEC, Midlothian Active Choices and Get Going programmes which involve key public sector partners.

5.5 Impact on Performance and Outcomes

This work is a part of the Single Midlothian Plan's key priority of Early Years, providing fit for purpose community schools to present every child with the opportunity to attend the school which serves their community and supports improvement in pupil attainment and achievement.

5.6 Adopting a Preventative Approach

The aim of this paper supports the priority to reduce the inequalities in learning outcomes by improving the quality of learning and teaching, leading to raised levels of achievement and attainment, by providing every child with the opportunity to attend school in their local community.

5.7 Involving Communities and Other Stakeholders

This proposed project involves working with both schools and stakeholders within the community. Community engagement will commence once this report has been approved and the project has outline governance to progress.

Education Catchment Review Statutory Consultation

A catchment area for the new primary school in Dalkeith will be established from the areas in closest proximity to the school site. This will be done by rezoning areas currently in the catchments of King's Park and Woodburn Primary Schools so as to distribute pupils, including the additional pupils projected to arise from new housing, between the three schools in line with their capacities. Timeline for this consultation is noted within section 3.2 of this report.

5.8 Ensuring Equalities

An initial EQIA has been prepared as part of the August 2017 report and will be expanded during the construction phases. This is similar to the approach undertaken with other projects.

5.9 Supporting Sustainable Development

The proposals take into account the need to deliver fit for purpose, sustainable (for both now and the future) services including through the design and use of appropriate and sustainable facilities and infrastructure.

5.10 Digital Services Issues

Included within the capital expenditure estimates in Sections 4 and 5 above is an allowance of £83,000 for active IT equipment for the new building.

6 Recommendations

It is recommended that Council:-

- Approve the use of part of the Dalkeith High School site for a new primary school to meet the needs of the learning estates strategy;
- Approve the Accommodation schedule contained within Appendix B of this report;
- Note the outline programme for the works;
- Approve a capital expenditure budget within the General Services Capital Plan for the project of £14.472 million;
- Note the utilisation of Early Years Grant funding of £0.915 million towards the project, fully funding the construction costs associated with the provision of 90 places for 1140 hours at the new Dalkeith primary school
- Note the estimated developer contributions of £5.816 million that can be applied to part fund the capital expenditure of the project;
- Approve the resultant borrowing requirement of £7.741 million and note the additional loan charges that will fall on future years revenue budgets as outlined in Section 5.1;
- Instruct the Director of Resources to commence the Planning / Design / Delivery consultation process and begin the design development for the project in line with the attached programme;
- Instruct the Director of Resources to engage the design team using the Midlothian Education design team framework to deliver this project;
- Instruct the Director of Resources to progress early procurement of any ground stabilisation / infrastructure works required to facilitate the works;
- Instruct the Director of Resources to provide an update report on the project at planning stage and return a further report providing an update following the tender process to obtain governance to let the final construction contract;
- Instruct the Director of Education to undertake a Statutory catchment area review and bring a further report back to Council.

09 March 2018

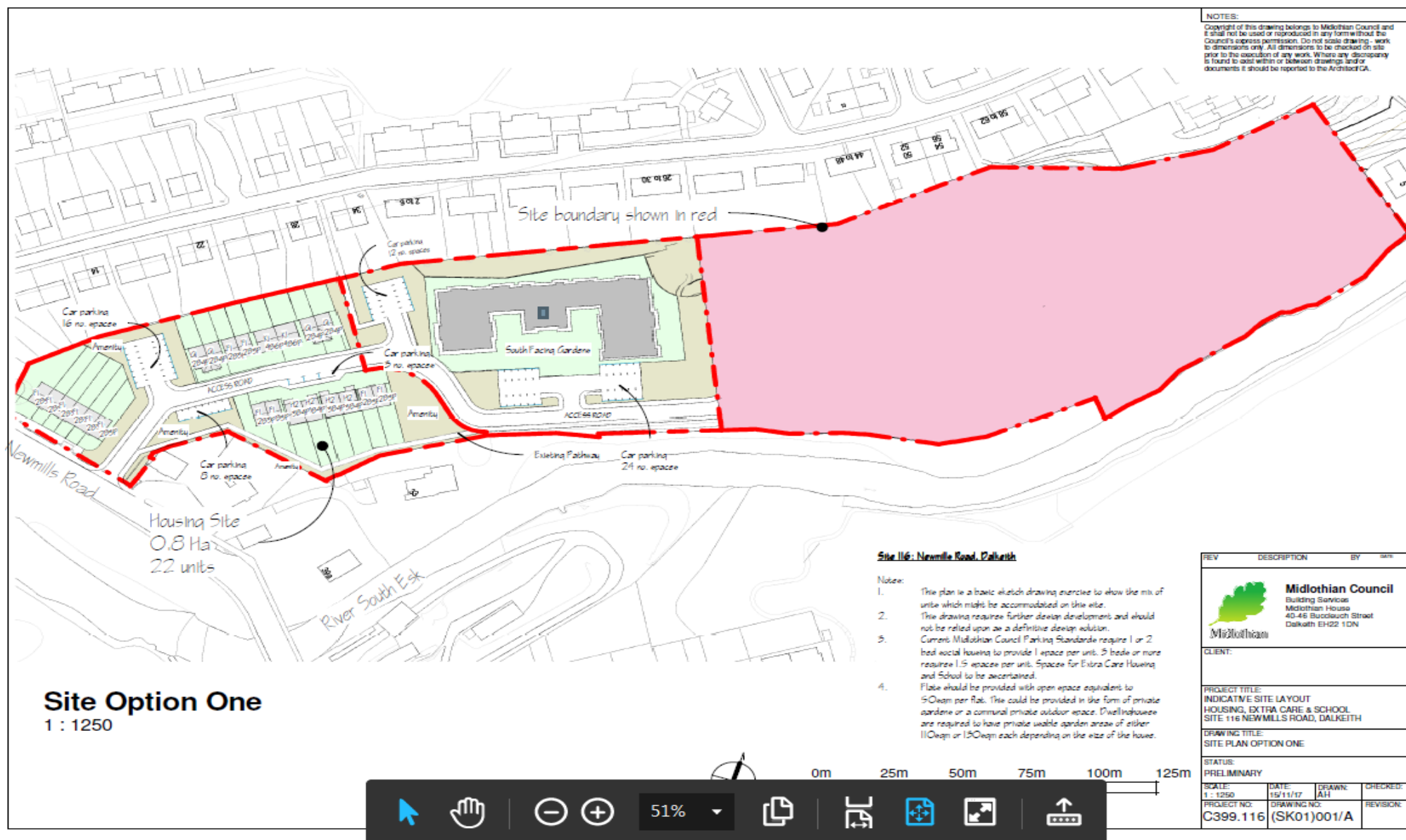
Report Contact: Garry Sheret Tel No 0131 561 5249

E-mail Garry.Sheret@midlothian.gov.uk

Background Papers:

Appendix A: Site Plan

Appendix B: Accommodation Schedule



Dalkeith Primary School				
Two Stream School with both Enhanced and Complex Provisions, 15 primary classes				
	Area Schedule			
Places		No	sqm	Total sqm
	Early Level			
80	Nursery A (40 places) inc Kitchen + toilet Area	2	150	300
16	Outdoor Play Area	1		
	Toilets for Outdoor Play Area	2		
	Nursery Support Base and Office	1	20	20
	Entrance and Lobby (shared Early Years and P1)	1	20	20
	Early Years Family Parent room	2	21	42
	Adult Acc WC	1	6	6
	Visitors WC	1	3	3
	Plant	1	12.5	13
60	Primary 1 Class Base	3	65	195
	Atrium	3	25	75
	Level 1			
60	Primary 2 Class Base	2	65	130
60	Primary 3 Class Base	2	65	130
60	Primary 4 Class Base	2	65	130
	Atrium	6	25	150
	Nurture/Tutorial / Learning Support	1	20	20
	Level 2			
60	Primary 5 Class Base	2	65	130
60	Primary 6 Class Base	2	65	130
60	Primary 7 Class Base	2	65	130
	Atrium	6	25	150
	Nurture/Tutorial / Learning Support	1	20	20
	Enhanced Provision	1	130	130
	Complex Provision	1	150	150
	Activity Hall & Changing Area (180+20)	2	200	400
	Activity Hall Store	10%	400	40
	Expressive Arts Hall	0	80	0
	Learning Centre	1	80	80
	Staff Room	1	55	55
	Staff Resources/Work Base	1	30	30
	Kitchen inc Stores, Changing (10 sqm) etc	1	120	120
	Dining/Cafeteria Area (140 seats)	1	130	130
	Headteachers Office	1	15	15
	Deputy Headteacher	2	12	24
	Meeting Room	1	26	26
	After School Space	1	60	60
	Medical Room	1	8	8
	Central Store	1	30	30
	School Office	1	40	40
	IT Hub Room	2	6	12
	Adult Toilets*	1	40	40
	Girls Toilets*	1	60	60
	Boys Toilets*	1	60	60
	Hygiene Room*	1	15	15
	Disabled Toilets*	1	16	16
	Equipment Store	1	12	12
	FM Office	1	8	8
	Cleaners Cupb'ds	2	4	8
	* may be several rooms to match floor area			
	Plant	1	60	60
516				3,423
	Circulation	15%	3,423	513
				3,936

Property Demolitions

Report by Garry Sheret, Head of Property and Facilities Management

1 Purpose of Report

This report has been prepared to advise the Council of the planned demolition of two premises:

- Newbattle High School
- Newbattle Pool

Following the opening of the Newbattle Community in May 2018.

2 Background

2.1 Council Meeting 25 June 2013

At its meeting on 19 December 2017 the Council considered a report on Services to Community Property Rationalisations.

At this meeting, the Council agreed to:

- a) Note the work of the Services to Communities business transformation work streams, as reported regularly to the Business Transformation Steering Group since 2014;*
- b) Confirm that closure of the Newbattle Pool and the Mayfield Leisure Centre will take place at the point of the opening of the pool at the new Newbattle Community Campus.*
- c) That, as part of the programme for the closure of these buildings, there is engagement with service users and community representatives to ensure that information and assurance are provided to assist in the smooth transfer of services to the new Campus,*
- d) That Council considers the future of the buildings that currently accommodate the Newtongrange Leisure Centre, the Newtongrange Library, and the Newbattle Community Learning Centre when it receives the final draft report on the proposed Newtongrange Town Centre masterplan and;*
- e) That all service users currently accommodated in the facilities which are to close, be accommodated in the new community campus at roughly the same times as present.*

2.2 Newbattle Pool

The Director Resources has confirmed the following indicative timetable as it relates to the closure of Newbattle Pool.

Week Ending	01 Apr	08 Apr	15 Apr	22 Apr	29 Apr	06 May	13 May	20 May	27 May	03 Jun	10 Jun	17 Jun	24 Jun	01 Jul	08 Jul	15 Jul	22 Jul
Newbattle Pool open																	
Transfer to Newbattle Community Campus																	
Newbattle Community Campus Open																	
Demolition of Newbattle Pool																	

Furthermore, the Councils Healthy Living Manager and his team has engaged with service users and Community Groups to ensure a smooth transition of classes to the new Newbattle Centre.

2.3 Mayfield Leisure Centre

The Director Resources has confirmed the following indicative timetable as it relates to the closure of Mayfield Leisure Centre and transfer of services to Newbattle Centre.

Week Ending	01 Apr	08 Apr	15 Apr	22 Apr	29 Apr	06 May	13 May	20 May	27 May	03 Jun	10 Jun	17 Jun	24 Jun	01 Jul	08 Jul	15 Jul	22 Jul
Mayfield Leisure Centre open																	
Transfer to Newbattle Community Campus																	
Newbattle Community Campus Open																	
Demolition of Mayfield Leisure Centre																	

Furthermore, the Councils Healthy Living Manager and his team has engaged with service users and Community Groups to ensure a smooth transition of classes to the new Newbattle Community Campus.

2.4 Newtongrange Town Centre Master Plan

As set out on the December 2017 Council report, it was agreed that the future of:

- Newbattle Leisure Centre
- Newtongrange Library
- Newbattle Community Learning Centre

be considered when the draft report on the Newtongrange Town Centre Masterplan is completed.

The Director Education, Communities and Economy advises that the Newtongrange Town Centre Masterplan will be presented to a future meeting of the Council.

3 Resource

As previously reported the closure of Newbattle Pool and Mayfield Leisure Centre in the spring upon the opening of the Newbattle Community Campus the realised savings for 2018/19 and thereafter will amount to:

Facility	2018/19 Impact	Full Year
Newbattle Pool	£294,000	£340,000
Mayfield Leisure Centre	£175,000	£202,000
TOTAL	£469,000	£542,000

Accordingly, based on the anticipated opening date, it is envisaged that additional costs of £73,000 will be incurred in 2018/19 and no financial impact thereafter as it is already in the base budget.

Demolition costs will be met from the contingent value in the existing Newbattle Community Campus budget.

The land of both sites could be subject to a Community Asset Transfer under part 5 of the Community Empowerment (Scotland) Act 2015. Any application would need to present a robust business case to the Community Management Assessment Group and seek formal council approval.

3.1 Risk

The major risk assessed with unoccupied buildings is that of possible vandalism and arson.

Accordingly, the demolition of Newbattle Pool and Mayfield Leisure Centre upon becoming vacant shall mitigate this risk.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☒ Business transformation and Best Value
- ☐ None of the above

3.4 Impact on Performance and Outcomes

The Financial Strategy facilitates decision making on how Council allocates and uses its available resources and as such has fundamental implications for service performance and outcomes in the community. The opening of the multipurpose site at Newbattle community Campus will provide facilities, which contribute, to the health wellbeing and education to the community.

3.5 Adopting a Preventative Approach

Whilst the proposals in this report do not directly impact on the adoption of a preventative approach, an effective Financial Strategy allows resources to be prioritised to support prevention.

3.6 Involving Communities and Other Stakeholders

A recommendation included in the previous report to Council is for engagement with service users and community representatives to provide information and assurance as part of the transfer of services from those current buildings to the new Newbattle Community Campus. The Council's Healthy Living Manager confirms that classes can be accommodated with the timetabling of the Newbattle Community Campus.

3.7 Ensuring Equalities

This was set out in the December report to Council.

3.8 Supporting Sustainable Development

There are no direct sustainability issues arising from this report.

3.9 IT Issues

There are no direct IT implications arising from this report.

4.0 Recommendations

The Council is instructed to:

- a) Note the timetable for the opening of the Newbattle Community Campus;
- b) Note the accommodation of user groups from the existing Mayfield Leisure Centre and Newbattle Pool to the Newbattle Community Campus;
- c) Note the intention of the Director Resources to demolish;
 - Newbattle Pool
 - Mayfield Leisure Centre

Upon the transfer of services and classes to the Newbattle Community Campus.

8 March 2018

Report Contact:

Garry Sheret Tel No 0131 561 5249

garry.sheret@midlothian.gov.uk

Background Papers:

Destination Hillend**Report by Garry Sheret, Head of Property Facilities Management,
Resources****1 Purpose of Report**

The purpose of this report is to recommend that the Council requests a seminar to be held in relation to the development entitled Destination Hillend.

2 Background**2.1 Further to the Council meeting on 13 February 2018 regarding the Revenue Budget and specifically Destination Hillend which stated;**

“The business plan to transform the Snowsports Centre into a year round tourist attraction is nearing completion. This proposal would require considerable initial capital investment. However, the independent adviser producing the business case has concluded this initiative will return a substantial surplus to the Council.

Presently the external consultant’s report is being reviewed by Council officers”.

3 Report Implications**3.1 Resource**

There are no direct Resource implications as a result of the recommendation contained within this report.

3.2 Risk

There are no risk implications arising directly from this report.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☒ None of the above

3.4 Key Priorities within the Single Midlothian Plan

Not applicable.

3.5 Impact on Performance and Outcomes

There is no impact on Performance Outcomes as a consequence of the recommendation contained within this report.

3.6 Adopting a Preventative Approach

Not applicable.

3.7 Involving Communities and Other Stakeholders

There are no Community or Other Stakeholder considerations as a consequence of the recommendation contained within this report.

3.8 Ensuring Equalities

There are no equalities issues as a consequence of the recommendation contained within this report.

3.9 Supporting Sustainable Development

There are no sustainability Development issues as a consequence of this report.

3.10 IT Issues

There are no IT issues as a result of the recommendation in this report.

4 Recommendations

Council is recommended to;

- a) Instruct the Director, Resources to progress and arrange a seminar of Elected Members in respect of the Destination Hillend.

9 March 2018

Report Contact: John Blair
john.blair@midlothian.gov.uk

Tel: 0131 271 3102

Background papers:

Service Plans 2018/19**Report by Kenneth Lawrie, Chief Executive****1 Purpose of Report**

This report seeks approval for the Council's Service Plans for 2018/19.

2 Background

2.1 Councils have a statutory duty, introduced in the Local Government (Scotland) Act 2003 to make arrangements to secure Best Value. Under this legislation each council is obliged to:

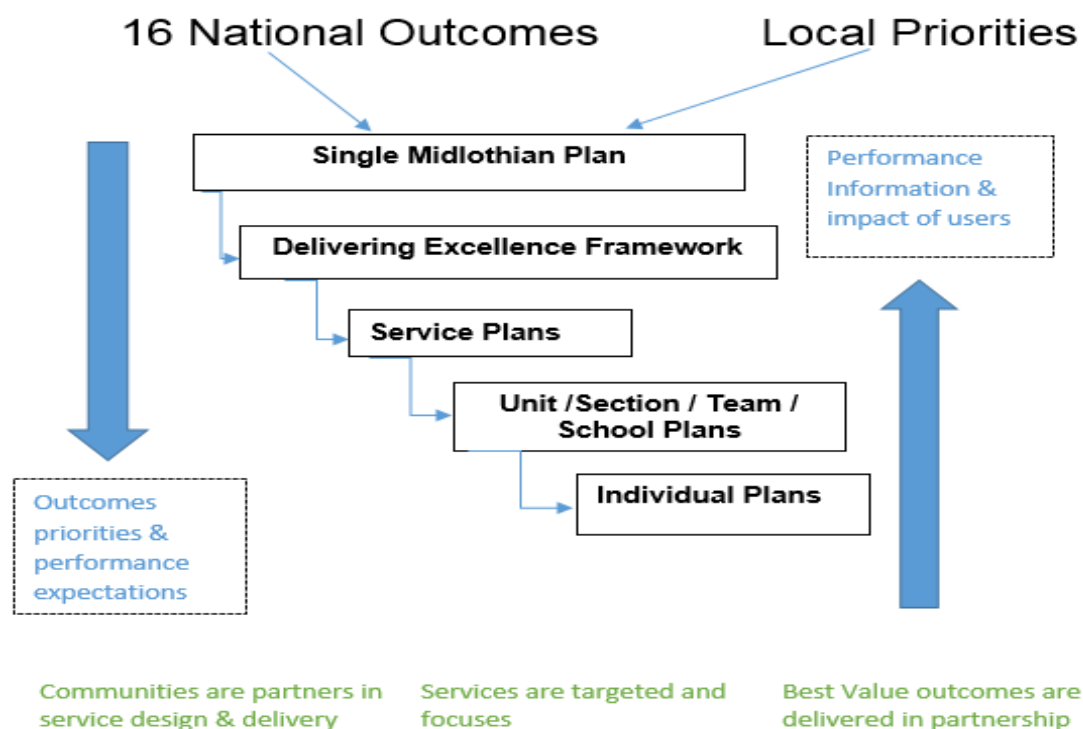
- Work with its partners to identify a clear set of priorities that respond to the needs of the local community and be organised to deliver those priorities.
- Meet and clearly demonstrate that it is meeting the community's needs.
- Operate in a way that drives continuous improvement in all of its activities.

2.2 The Council delivers its priorities through the Community Planning Partnership and the Single Midlothian Plan. Whilst the SMP will come to council in due course, a summary of the development day is included in Appendix 1 and has informed the service plans development.

The Council's previous Transformation programme which has recently transitioned to the wider Delivering Excellence Change Programme and individual Service Plans outline how Midlothian Council will deliver its contribution to the Single Midlothian Plan. Heads of Service have developed their service plans, managers and performance officers have been working together with community planning colleagues to ensure alignment between service priorities and SMP priorities.

2.3 Figure 1 demonstrates the approach to alignment of the Councils planning process and service plans with the Single Midlothian Plan agreed with Community Planning Partners.

Figure 1



- 2.4 The service plans will be available in the electronic Elected Members' Library within the Committee Management Information System (CMIS).

3 Report Implications

3.1 Resource

Resource implications have been considered and identified during individual Service Plan development.

3.2 Risk

This report seeks to ensure that the Council and partners have strategic and sustainable plans for future service delivery. Heads of Service will consider, on an ongoing basis possible risk exposures to the successful achievement of all priorities.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☒ Business transformation and Best Value
- ☐ None of the above

3.4 Key Priorities within the Single Midlothian Plan

As mentioned previously the Single Midlothian Plan informs all Service Plan activity with a key requirement that all plans demonstrate the services contribution to the SMP outcomes and priorities.

3.5 Impact on Performance and Outcomes

Service plans demonstrate the services contribution to the SMP outcomes and priorities and will provide the basis for ongoing performance management.

3.6 Adopting a Preventative Approach

All plans consider the adoption of a preventative approach to service delivery.

3.7 Involving Communities and Other Stakeholders

Service plans demonstrate the services contribution to the SMP outcomes and priorities and will provide the basis for ongoing performance management.

3.8 Ensuring Equalities

Each service plan is subject to an Integrated Impact Assessment (IIA) and are available within the electronic Members' Library within CMIS.

3.9 Supporting Sustainable Development

The development of the Single Midlothian Plan and service plans represents a robust approach to supporting sound planning of council services.

3.10 IT Issues

Specific IT issues are considered within individual Service Plans as appropriate.

4 Recommendations

Midlothian Council is asked to approve the 2018/19 Service Plans

Date: 2 March 2018

Report Contact: Elaine Johnston

Tel No: 0131 270 8926

elaine.johnston@midlothian.gov.uk

Background Papers:

- Service Plans 2018/19 including Integrated impact assessments (IIA's) (in the Members' Library within CMIS)
- Appendix 1: Summary Single Midlothian Plan 2018-19

Appendix 1



SINGLE MIDLOTHIAN PLAN 2018-19

The Local Outcomes Improvement Plan for Midlothian

THE PURPOSE OF COMMUNITY PLANNING

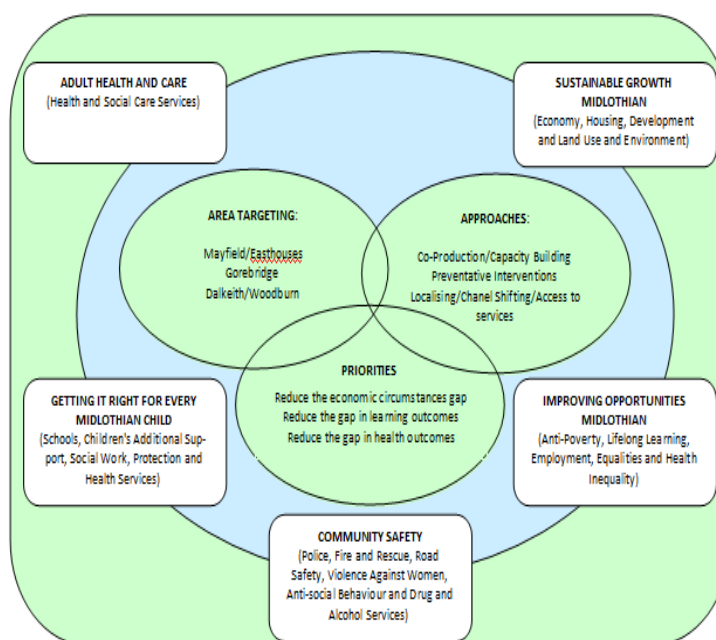
Community Planning Partnerships (CPPs) draw together public, voluntary and private sector bodies, and local communities to deliver a shared 'plan' to improve the lives of local people based on evidence. CPPs are set up by law (the 2015 Community Empowerment Act).

PROCESS

The Midlothian CPP gathers evidence about Midlothian and its people every year, bringing together all available information about the Midlothian area. The result, the [Midlothian Profile](#), is used by the CPP as the starting point for an annual "Strategic Assessment" of Midlothian.

A [Strategic Assessment](#) involves reviewing the political, social, economic, technological, environmental, and legal changes facing the area. It describes the level of impact that these changes are likely to have on the communities of Midlothian. The big ideas for areas of work that come from the Profile and the Strategic Assessment are then shared across a wide range of community groups, including neighbourhood planning groups and community councils. Discussions also take place with groups who help plan services for people facing certain issues, such as physical disability, learning disability, mental health issues, or caring for someone, and with older people and young people's forums.

MAP OF THE CPP AND ITS MAIN PRIORITIES



STRUCTURE

The current structure of the partnership can be found by following the link [Community planning web pages](#)

THE PLAN

The CPP undertook a review and engagement process during 2015/16 resulting in updated priorities for the next three financial years, 2016/17 to 2019/20. The top three priorities are:

- **REDUCE THE GAP IN LEARNING OUTCOMES**
- **REDUCE THE GAP IN HEALTH OUTCOMES**
- **REDUCE THE GAP IN ECONOMIC CIRCUMSTANCES**

In response to the three priorities, the five themes of Community Planning aim to achieve the following outcomes (an “outcome” is a statement of how conditions will be, at the end of a process, and is a way of describing the culmination of a number of actions that can be measured) over the 3 year period:

3 YEAR OUTCOMES 2016-19

Adult Health and Care

- People are able to look after and improve their own health and wellbeing, and live in good health for longer.
- People, including those with disabilities/long term conditions or are frail, are able to live independently and in their own home, wherever possible.
- Health and Social Care have contributed to reducing health inequalities.
- Unpaid carers are supported to look after their own health and wellbeing.

Community Safety

- Fewer people are victims of crime, abuse or harm.
- People feel safe in their neighbourhood and homes.
- Our communities take a positive role in shaping their future.

Getting it Right for Every Midlothian Child

- Children in their early years and their families are being supported to be healthy, to learn, and to be resilient.
- All Midlothian children and young people are being offered access to timely and appropriate support through the named person service.
- All care-experienced children and young people are being provided with quality services.
- Children and young people are supported to be healthy, happy and reach their potential.
- Inequalities in learning outcomes have reduced.

Improving Opportunities for the People of Midlothian

- Poverty levels in Midlothian are lower than the Scottish average.
- Midlothian residents are successful learners and young people go on to positive destinations when they leave learning.
- There is a reduction in inequality in health outcomes.
- Citizens are engaged with service development and delivery.

Sustainable Growth

- New jobs and businesses are located in Midlothian.
- Midlothian's economic growth rate consistently outperforms the Scottish average.
- Midlothian is an attractive place to live work and invest in.
- The gap between average earnings of those living and working in Midlothian and the Scottish average has decreased.
- Environmental limits are better respected in relation to waste, transport, climate change and biodiversity.
- More social housing has been provided taking account of local demand.
- Homelessness has reduced and people threatened with homelessness can access advice and support services.

ACTIVITIES IN 2018-19

Working towards these outcomes, there are a number of pieces of work (actions) each year that partners take forward, each of which has targets and ways of checking progress (indicators) which can be seen in the full plan available on the [Community planning web pages](#). In summary, for 2018/19 these pieces of work are:-

SUSTAINABLE GROWTH -Specific actions

Economic Land

- Increase “move in ready” premises in Midlothian.
- Make different types of premises to be available to provide a mix of economic uses.
- Explore how City Deal could help secure more land for economic development and economic development opportunities.

Town Centres

- Explore how to increase office space above retail units to increase footfall and vibrancy in town centres.
- Seek to increase footfall by widening uses of town centres,
- Press for new planning laws to be loosened to allow more of a variety of uses in town centres.
- Work to make Town Centres safe attractive, interesting places to visit.

- Create a town centres working group in the Community Planning Partnership to promote the value of town centres and use of town centres.

Skills

- Promote to Midlothian residents the variety of high skill jobs that are available in Midlothian, and that they are available to all.
- Build more links between schools and high tech employers and the Midlothian Science Zone.
- Chamber of Commerce to contact schools to promote awareness of employment opportunities offered by their members in Midlothian.
- Develop teacher awareness of what skills will be needed in the future –build into school curriculum.
- Strong focus on understanding and promoting employment growth areas of the future.
- Develop a Midlothian “hub”/go to location for this information.
- Inform new residents where employment areas in Midlothian are located, adding to active travel packs to go out to new houses.

Housing

- Seek to access land for affordable housing.
- Midlothian Council will deliver 1,000 new Council homes by 2022.
- Explore the potential of creating new villages for older people.

Climate Change

- Establish ways of measuring larger scale actions relating to climate change and carbon reduction, as well as measurable local actions.

Public Transport

- Place new development close to public transport routes.

Biodiversity

- Produce a new Midlothian Local Biodiversity Action Plan
- Establish a Midlothian Biodiversity Partnership
- Support good design of public and private open space to increase collection of water runoff and reduce flood risk.
- Plan and design for wildlife connectivity, creating attractive living environments.

IMPROVING OPPORTUNITIES FOR PEOPLE IN MIDLOTHIAN

Specific actions

Support people out of poverty and welfare dependency

- Provide high quality and localised welfare advice and support, targeted at the areas with the highest levels of poverty
- Provide short term support to people experiencing significant hardship. This will include practical interventions including access to food banks; travel vouchers and fuel energy vouchers for households experiencing fuel poverty.
- Provide training to front line workers on the Welfare Reform Act so they can provide high quality support to people experiencing poverty
- Increase the interventions and support to unemployed adults.
- Increase the interventions and support to workless households.
- Increase the number of people receiving support from the Lifelong Learning and Employability services job club.

Deliver a coordinated approach to reduce the number of children living in poverty

- Reduce barriers to learning by poverty proofing the school day with the Child Poverty Action Group in 11 primary schools in the priority areas. Extend this offer to all primary schools.
- Research in-school child poverty measures and interventions.

Reduce health inequalities

- Deliver programmes that will impact positively on physical activity.
- Deliver programmes that will impact positively on healthy eating.
- After training professionals that work with children and young people report an increase in knowledge, skills or confidence in order to provide preventative support for children with mental wellbeing issues.
- Support people to attract additional income through the AIM HI project
- Increase the uptake of benefits such as the Healthy Start vouchers.
- Provide support and direction to programmes and partnerships to ensure they undertake work to tackle health inequalities.
- Develop a Type 2 Diabetes/Obesity Prevention Strategy that involves the breadth of the Community Planning Partnership

Improve the destinations of young people

- Deliver the actions and targets in Developing Scotland's Young Workforce (DSYW) Plan.
- Increase the level of achievement in mainstream youth work
- Ensure there is a youth work offer in each geographical cluster for all young people P6 to S6.
- Target approach to increase engagement with care experienced young people.
- Ensure that transitional support is offered to young people from p7 to S1 and then for S4, 5, 6 who are at risk of leaving school without a destination

Increase skills and qualifications gained by adults of working age

- Deliver the actions identified in Employability and Learning Midlothian (previously Midlothian Adult Learning Partnership) so that qualification levels are improved at all levels (SVQ1-4)
- Midlothian Pipeline Project will engage and support clients through is operation to remove the barriers they face to employment and vocational training
- Volunteer Midlothian, LLE and Third Sector partners will develop new volunteering roles and recruit new volunteers in line with the Volunteer Charter
- Provide training and support to Third Sector organisations to improve the quality of their volunteer placements and volunteer management.
- Provide 1-1 support to Third Sector organisations and social enterprises to improve their sustainability, governance and practice.
- The Third sector Interface partnership will deliver an annual training programme, of 10 training events.

Increase access to digital services (improved digital engagement for life and work)

- Provide one-to-one or group ICT tuition to 95 older people and vulnerable adults over the age of 50 as part of the Connect Online Programme.
- Agree actions with CPP Partners to improve digital access across Midlothian as part of the Technology Steering Group

Increase public engagement in the design and delivery of services

- Update Neighbourhood Plans in all of the 16 Community Council areas.
Agree a schedule of Neighbourhood Plan reviews
- Provide support to Third Sector and community groups to increase their capacity.
- Undertake the Citizens Panel survey as a way of informing service development and delivery
- Test new approaches to funding that enable more community involvement in budgeting decisions.
- Manage clear processes for community groups to improve access the CPP decision making as part of the Community Empowerment Act, Including Participation Requests
- Manage a clear process for Asset Transfers.
- Provide bespoke and online training on the Community Empowerment Act

ADULT HEALTH AND SOCIAL CARE – Specific Actions

- Continue to strengthen both formal and informal approaches to addressing isolation.
- Promote Weight Management Programmes to help address and prevent obesity and type 2 diabetes
- Work with Ageing Well to support older people
- Work with Midlothian Council Active Choices to support people with longer term health needs including Mental Health
- Work with relevant education and employment agencies to develop a sustainable health and social care workforce
- Develop the recruitment and retention of young people in the 3rd and independent sector to provide a career pathway in social care
- Deliver Welfare Rights service to people with Health Care needs
- Work with the Royal Infirmary to develop a stronger pathway to local services and support for young adults attending the hospital regularly
- Extend the Wellbeing Service to support people with long term health conditions and mental health issues to all 12 GP Practices in Midlothian
- Work will progress to access additional housing (with support) for people who are receiving mental health rehabilitation support
- Work closely with local Libraries to provide a wide range on information
- Have a dialogue with community members around local services and approaches that support health and wellbeing – in particular
- Widely disseminate newsletters, directories and specific service information

COMMUNITY SAFETY Specific actions

Substance misuse

- Undertake a range of communication and engagement activity regarding responsible alcohol consumption.
- Develop substance misuse services to reduce immediate harm, future harm and promoting recovery.

Gender based harm

- Raise awareness of Violence against Women and Girls with services and communities and strengthen support for survivors in the “Safe and Together” model.

Crimes of dishonesty

- Raise public awareness of crime prevention through campaigns and crime prevention initiatives.

Serious Violent Crime

- Work with partner agencies to prevent violent behaviour, manage violent offenders and develop a programme of interventions to reduce levels of violent crime.

Antisocial behaviour

- Work in partnership to take early action to prevent young people from offending
- Work in partnership to decrease the number of victims of antisocial behaviour and hate crime in Midlothian
- Work with residents to build their resilience and help them resolve their own problems

Home safety & unintentional harm

- Improve partnership working to enhance home safety awareness, including referring residents for home safety visits as required
- Work as a partnership to reduce the likelihood of accidental injury in the home.

Death and injury on Midlothian's roads

- Work in partnership to deliver road safety preventative work and education

Reducing Re-offending (Community Justice)

- Reduce offending and re-offending through delivery of the Community Justice Outcomes Improvement Plan.
- Deliver the Midlothian Community Justice Partnership communication plan to help raise the profile of Community Justice

Community Involvement in setting and delivering outcomes & feeling safe

- Undertake a programme of targeted communication and engagement activity to raise awareness and keep people safe

Serious and Organised Crime and Counter Terrorism

- Enhance the partnerships approach to disrupt and prevent serious and organised crime and counter terrorism awareness raising

GETTING IT RIGHT FOR EVERY MIDLOTHIAN CHILD -Specific actions

- Reduce the number of young people referred to Child and Adolescent Mental Health Services (CAMHS) by providing alternative support
- Ensure Child and Adolescent mental health service meets HEAT targets for waiting times
- Develop mental health network in schools , and other settings
- Roll out improved mental health training for those who support young people in educational settings
- Increase our Midlothian-wide capacity for ongoing, sustainable programme of training across professions
- Ensure that there are robust policies and practice in areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health.
- Gather data and undertake research to analyse population level data, to really understand the mental health needs and service use of children and young people.
- Engage children, young people, parents/carers and families in genuine participation, together co-designing a better mental health support system
- Establish a baseline mental health and wellbeing measure for children and young people across Midlothian.
- Create a Children and Young People's Wellbeing and Mental Health Strategy for Midlothian that provides a roadmap of how we can move from a reactive to a proactive service, focusing on skills based programmes, preventive work, the identification of difficulties and targeted interventions.

- Implement appropriate learning pathways to promote healthy lifestyles in line with Education Scotland guidance
- Involve communities of place and interest in co- design and co-delivery of services for children and young people
- Establish where and how children and young people are engaged in planning for their own needs
- Support girls and young women to enable them to reach their full potential through teenage pregnancy pathways
- Work with CPP to challenge social norms and prevention/early intervention approaches to reduce smoking in women of child bearing age
- Work with partners to increase activity to promote breastfeeding as an option and to adjust cultural barriers to breastfeeding being considered as an option in priority areas
- Work with partners to increase dental registration of 0-2 yr. olds and 3-5 yr. olds
- Work with partners to decrease the percentage of those found to be clinically overweight or obese at P1 entry and to reduce the percentage of those at risk
- Monitor the ongoing implementation of the inclusion review
- Utilise data capture information across agencies relating to additional support needs to allow a baseline to be established and performance dashboard to give confidence that interventions are being offered in a timely and appropriate manner
- Reduce numbers of school exclusions
- Ensure children with additional support needs are offered timely and appropriate interventions
- Individualise approaches to attainment for targeted groups: Looked After Children ,Looked After at Home pupils, Social Emotional Mental Health needs pupils, Additional Support Needs (Saltersgate)
- Further develop pupil equity fund interventions
- Monitor proportion of children achieving expected levels by Primary 1
- Monitor proportion of children achieving expected levels by Primary 4
- Ensure pupils are secure at First level by end P4 in reading, writing, listening and talking, maths and numeracy
- Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap
- Ensure delivery of the 2018/19 actions in the 3 year Corporate Parent Plan
- Deliver core messages around harm reduction through Council briefing , undertaking awareness raising with Parents, staff in Children's Services, Education, Police Scotland , Health and Third sector partners
- Develop capacity and support structures for the Early Learning and Childcare expansion to 1140 hours with an unrelenting focus on ensuring high quality provision
- Progress towards opening the integrated Family Learning Centres in Gorebridge and Mayfield
- Establish a family learning approach to early years services that promotes a positive attitude to lifelong learning, encourages socio-economic resilience and challenges educational disadvantages
- Improve the attendance patterns of children in Early Learning and Childcare settings and take up of "entitled 2s"
- Improve reach of families accessing parenting programmes from priority areas
- Ensure that children in their early years receive appropriate services/timely interventions through wellbeing meetings and Team around the Child Process

NEIGHBOURHOOD PLANS

All sixteen community council areas have their own local profiles, either complete or in re-development in a rolling review process. From these, local residents and CPP partners have identified actions they want to work on together to improve what it is like to live in each community. These can be found at [Neighbourhood Plans & Profiles](#). These local plans can be found at [Community planning web pages](#). The three priority areas of Dalkeith /Woodburn, Mayfield /Easthouses and Gorebridge Neighbourhood Plans represent the Locality Outcome Improvement Plans required under the Community Empowerment Act 2015.

EQUALITIES

The Community Planning Partnership must make sure the Equality Act duties are met. The impact assessment of this plan is published on the Community Planning pages of the Council website. Actions that are intended to reduce inequalities affecting 'protected characteristics' groups are:

Getting it Right for Every Midlothian Child

Develop mental health network in schools, and other settings. Ensure that there are robust policies and practice in areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health. Gather data and undertake research to analyse population level data, to really understand the mental health needs and service use of children and young people. Engage children, young people, parents/carers and families in genuine participation, together co-designing a better mental health support system. Establish a baseline mental health and wellbeing measure for children and young people across Midlothian. Create a Children and Young People's Wellbeing and Mental Health Strategy for Midlothian that provides a roadmap of how we can move from a reactive to a proactive service, focusing on skills based programmes, preventive work, the identification of difficulties and targeted interventions. Involve communities of place and interest in co-design and co-delivery of services for children and young people. Establish where and how children and young people are engaged in planning for their own needs. Support girls and young women to enable them to reach their full potential through teenage pregnancy pathways. Work with partners to increase activity to promote breastfeeding as an option and to adjust cultural barriers to breastfeeding being considered as an option in priority areas. Monitor the ongoing implementation of the inclusion review. Ensure children with additional support needs are offered timely and appropriate interventions. Individualise approaches to attainment for targeted groups: Looked after Children, Looked After at Home pupils, Social Emotional Mental Health needs pupils, Additional Support Needs (Saltersgate). Further develop pupil equity fund interventions. Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap. Ensure delivery of the 2018/19 actions in the 3 year Corporate Parent Plan. Deliver core messages around harm reduction through Council briefing, undertaking awareness raising with Parents, staff in Children's Services, Education, Police Scotland, Health and Third sector partners. Establish a family learning approach to early year's services that promotes a positive attitude to lifelong learning, encourages socio-economic resilience and challenges educational disadvantages. Improve the attendance patterns of children in Early Learning and Childcare settings and take up of "entitled 2s". Improve reach of families accessing parenting programmes from priority areas. Ensure that children in their early years receive appropriate services/timely interventions through wellbeing meetings and Team around the Child Process.

Improving Opportunities

Mitigate impact of poverty through foodbanks, welfare advice. Improve employment progression

Undertake a geographical assessment of transport connections, to see if there are barriers to employment. Target 'In work' learning and development at certain groups. Deliver Income maximisation (budgeting making your money go further), including promoting healthy start vouchers. Mentor people (especially men) with long term conditions and other barriers, into appropriate employment. Free universal entitlement to reduce poverty of opportunity. Poverty proof the child's day including free time and provided a minimum free offer. Improve the Young Scot cards concessions package. Increase the family income maximisation model, providing support in schools/nursery from people that know the family. Seek to create dedicated staff for families experiencing poverty. Address barriers to information sharing affecting early identification, e.g. via food banks or welfare services but without the stigma – offer universal assessments. Focus on reducing the demands on low income families of the cost of the school day. Work to locate quality employment opportunities. Challenge employer and employee gender assumptions. Target mental health and prevention, early intervention, lower level intervention, enabling social interaction. Seek safe spaces for communities to meet. Consider unintentional consequences of interventions, i.e. undertake health inequality impact assessments. Involve people in planning to reduce health inequalities. Design health promoting communities. Public transport accessibility, good public space, encourage cycling etc. Training to give welfare advice, universal skills on health inequalities. Target men, around obesity and positive mental health. Promote mental health awareness amongst employers. Improve young people's access to transport, further education – physical access. Make better use of technology, distant learning using IT. Invest in mental health of young people who don't get to achieve a positive destination. Promote good mental health without the stigma, a culture that affects all ages. Improve access to leisure activities and out of school activities. Review welfare advice terminology, widen the definition, signposting, outreach into communities, digital access, digital literacy, longer appointments, and study users journey. Provide better support to complete claims, one stop shop for all provision. Make use of young people's expertise re IT literacy – upskill older people. Support people in work. Improve digital literacy of young people – often only app/phone based

Adult Health & Care

Continue to strengthen both formal and informal approaches to addressing isolation. Work with Ageing Well to support older people. Work with Midlothian Council Active Choices to support people with longer term health needs including Mental Health. Develop the recruitment and retention of young people in the 3rd and independent sector to provide a career pathway in social care. Deliver Welfare Rights service to people with Health Care needs. Work with the Royal Infirmary to develop a stronger pathway to local services and support for young adults attending the hospital regularly. Extend the Wellbeing Service to support people with long term health conditions and mental health issues to all 12 GP Practices in Midlothian. Work will progress to access additional housing (with support) for people who are receiving mental health rehabilitation support. Have a dialogue with community members around local services and approaches that support health and wellbeing.

Sustainable Growth

Midlothian Council will deliver 1,000 new Council homes by 2022, Explore the potential of creating new villages for older people, Place new development close to public transport routes, Promote to Midlothian residents the variety of high skill jobs that are available in Midlothian, and that they are available to all, build more links between schools and high tech employers and the Midlothian Science Zone.

Safer Communities.

Develop substance misuse services to reduce immediate harm, future harm and promoting recovery. Raise awareness of Violence against Women and Girls with services and communities and strengthen support for survivors in the “Safe and Together” model. Work with partner agencies to prevent violent behaviour, manage violent offenders and develop a programme of interventions to reduce levels of violent crime. Work in partnership to take early action to prevent young people from offending Work in partnership to decrease the number of victims of antisocial behaviour and hate crime in Midlothian. Improve partnership working to enhance home safety awareness, including referring residents for home safety visits as required

Work as a partnership to reduce the likelihood of accidental injury in the home. Undertake a programme of targeted communication and engagement activity to raise awareness and keep people safe

A small number of other equality specific actions have been identified:

- Address Lesbian, Gay, Bisexual, Transgender prejudiced based bullying/discrimination/inappropriate behaviour in our schools and colleges, continuing to support LGBTI and friends groups in our secondary schools
- Develop the role of Neighbourhood Planning groups in creating and sustaining inclusive communities.
- Find opportunities for equalities characteristics groups to maximise influence by working together.

COMMUNICATING CLEARLY

We are happy to translate on request and provide information and publications in other formats, including Braille, tape or large print.

如有需要我們樂意提供翻譯本，和其他版本的資訊與刊物，包括盲人點字、錄音帶或大字體。

Zapewnimy tłumaczenie na żądanie oraz dostarczymy informacje i publikacje w innych formatach, w tym Braillem, na kasecie magnetofonowej lub dużym drukiem.

ਅਸੀਂ ਮੰਗ ਕਰਨ ਤੇ ਖੁਸ਼ੀ ਨਾਲ ਅਨੁਵਾਦ ਅਤੇ ਜਾਣਕਾਰੀ ਤੇ ਹੋਰ ਰੂਪਾਂ ਵਿੱਚ ਪ੍ਰਕਾਸ਼ਨ ਪ੍ਰਦਾਨ ਕਰਾਂਗੇ, ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਬਰੇਲ, ਟੇਪ ਜਾਂ ਵੱਡੀ ਛਪਾਈ ਸ਼ਾਮਲ ਹਨ।

Körler için kabartma yazılar, kaset ve büyük nüshalar da dahil olmak üzere, istenilen bilgileri sağlamak ve tercüme etmekten memnuniyet duyuyoruz.

اگر آپ چاہیں تو ہم خوشی سے آپ کو ترجمہ فراہم کر سکتے ہیں اور معلومات اور دستاویزات دیگر شکلوں میں مثلاً بریل (بڑا پڑا افراد کے لیے) سمجھنے کے لیے بڑے حروف کی لکھائی) میں، ٹیپ پر یا بڑے حروف کی لکھائی میں فراہم کر سکتے ہیں۔

Contact 0131 270 7500 or email: enquiries@midlothian.gov.uk



Carers (Scotland) Act 2016

Report by Allister Short, Joint Director Health and Social Care

1 Purpose of Report

The report seeks approval from the Council for the establishment of Eligibility Criteria for unpaid young and adult carers in Midlothian.

2 Background

- 2.1** The Carers Bill was passed as law on 4th February 2016 and the Act will be implemented on 1st April 2018.
- 2.2** The new Act will require local authorities and health boards to prepare for implementation by addressing the new duties and responsibilities placed upon them, including a “duty” to provide support to carers of all ages where identified needs meet agreed local eligibility criteria thresholds. The local authority also has a “power” to provide support to meet other identified needs. There is a requirement upon the local authority to produce, consult, and publish local carer’s eligibility criteria.
- 2.3** In respect of the Carers (Scotland) Act 2016 the Scottish Government have produced near-final draft guidance on carers eligibility criteria, which proposes that all local authorities use the same suite of indicators as the basis of their eligibility criteria, though the threshold for support will be agreed and set locally. The model was developed by National Carer Organisations and prevention and a reduction in the impact of caring form the foundation of it. In Midlothian these indicators closely link to the outcomes which form the basis of Midlothian’s Adult Carer Support Plan (ACSP) and the wellbeing indicators for young carers.
- 2.4** Using the suite of indicators that were provided by the Scottish Government, and adopting the scale of measuring impact of caring/risk, these have been broadly applied to the outcome areas that form the basis of the Adult Carer Support Plan, and the wellbeing indicators for young carers. In Midlothian it has been possible to align existing outcomes focused assessments with the eligibility criteria for support.

As a result it is possible to identify

Universal services - those accessed without referral, available to members of the public,

Targeted services - those universal services which might need additional referral or screening, and

Individualised budgets for support for carers whose levels of need warrant such intervention

Within the eligibility criteria document there are tables containing examples of services which may relate to each of these levels, e.g. universal services – access to GP support and guidance, targeted services – counselling support at VOCAL, individualised budgets – individual respite budget to facilitate breaks from caring and sustain caring relationship.

2.5 Thresholds

The indicators and scale of impact/risk were provided by the Scottish Government: it was threshold levels that required to be established at a local level. Within adult services in Midlothian, eligibility for individualised budgets requires needs to be assessed at a substantial or critical level before an individualised budget would be considered. This eligibility threshold is also the level at which the local authority decides that it has a “duty” to provide support, as opposed to a “power”. As referenced in the Eligibility Criteria for Carers document, the carer will participate in the development of an Adult Carer Support Plan or a Young Carer Statement. Outcomes and needs will be identified and the worker and carer will look to see how these will be achieved. In the first instance universal and targeted supports will be considered. It is only after investigating these sources of support would any remaining needs (which also meets the threshold of eligibility) be considered for individualised support.

The Council continues to demonstrate its “power” to provide support by committing funding to services which may be considered universal or targeted, and may be provided or delivered by voluntary sector partners through for example the contract with VOCAL for Carer Support Services and Children 1st for support for young carers.

3 Report Implications

3.1 Resource

Funding is being provided by Scottish Government to support the implementation of the Act. At this point in time it is uncertain whether this funding will cover the additional costs associated with the implementation of the Act. This will be dependent upon:

- The level of increase in demand for carers support services resulting from the introduction of the Act and new duties placed upon local authorities and health boards
- Local interpretation and application of emerging detailed guidance from the Scottish Government on the waiving of charges for carers

3.2 Risk

The most significant risk associated with the implementation of the Act is the financial risk to the Midlothian Council if the funding provided to support the implementation of the Act is insufficient to meet the increased demand.

3.3 Policy

Consultation

The Eligibility Criteria for Carers document was available for public consultation from late December 2017 until 5th February 2018. The document was available on the Midlothian Council website and social media channels, and was also shared with voluntary sector partners such as: VOCAL Midlothian; Children 1st; Grassy Riggs; and Alzheimer Scotland. During the consultation period there were two consultation events at VOCAL Carer Centre – it was hoped that similar events would be facilitated for young carers in contact with Children 1st, however due to the timing of the consultation period within the service cycle there were no young carer groups operating and the service could not identify young carers available to participate. There were 3 consultation sessions for Health and Social Care staff and there was feedback from members of the public and voluntary sector partners. The feedback has been incorporated into the final document.

Equalities

The consultation was open to the public and information was available from Midlothian Council and voluntary sector partners in providing support to carers.

Sustainability

3.4 IT Issues

There are no IT issues associated with this report.

4 Summary

The care system has always been heavily dependent on the input of family and informal carers and this will continue as we continue to shift the balance of care. New legislation places a “duty” to provide support to carers of all ages where identified needs meet agreed local eligibility criteria thresholds, and a “power” to support carer needs below that level. We have adopted the suite of indicators provided by the Scottish Government, set a local threshold for eligibility where we have a duty to support, and have produced information to assist interpret how this may look locally. The requirement to consult on this document has been completed, and amendments incorporated. The IJB have considered the proposed criteria and approval for adoption and publication is now sought from Council.

5 Recommendations

Council is asked to:

Approve the Midlothian Carers Eligibility Criteria

Date: 28 February 2018
Report Contact: Shelagh Swithenbank
Tel No: 0131 271 3645
E-mail: shelagh.swithenbank@midlothian.gov.uk



MIDLOTHIAN COUNCIL
HEALTH & SOCIAL CARE DIRECTORATE
EDUCATION COMMUNITIES and ECONOMY DIRECTORATE

Carers Eligibility Criteria

POLICY & PROCEDURES

This Policy is authorised by: DRAFT

This Policy was issued on: DRAFT

This Policy supersedes: DRAFT

This Policy was circulated to: All Adult Social Care Staff & Children's Services Staff

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2 Background

The Carers (Scotland) Act 2016, implemented from 1 April 2018 is designed to support carers' health and wellbeing. It places a duty on the Midlothian Health & Social Care Partnership and Midlothian Council to provide support to carers of all ages, where identified needs meet agreed local eligibility criteria. The local authority also has a power to provide support to meet other identified needs as laid out in this document.

The statutory guidance proposes that all local authorities use the same suite of indicators set out by the Scottish Government as the basis of their eligibility criteria but that there be local discretion in establishing the threshold for support. In Midlothian these indicators have been set within a local context and closely linked to the Outcomes which form the basis of Midlothian's Adult Carer Support Plan (ACSP) and Young Carer Statement (YCS) and the wellbeing indicators for young carers.

In the case of young carers, they are entitled to be children first and foremost, and should be aware of GIRFEC the national approach to improving outcomes and supporting the wellbeing of our children and young people.

To achieve this, a framework of eligibility criteria has been developed which sets out:

- The definition of levels and types of need for support.
- The thresholds that must be met to be eligible for support.

3 Definitions

The full definition of 'Carer', 'Young Carer' and 'Adult Carer' are contained in the Carers (Scotland) Act 2016 but in general terms are summarised below:

Carer

- *An individual who provides or intends to provide care for another individual (the "cared-for person") except*
 - *Where the cared for person is under 18 and is receiving care proportionate to their age*
 - *The carer is paid to provide care or the care is provided through voluntary work¹*

Young Carer

- A carer who is under 18 or over 18 but still attending school

Adult Carer

- A carer who is at least 18 years old and is not attending school

¹ The Local Authority does have the discretion to consider this person a carer if it deems appropriate.

4 Assessment and Support Planning

The Adult Carer Support Plan or Young Carers Statement is designed to be accessible and available to all carers regardless of the severity of the impact of the caring role. This is in recognition of the importance of investing in early intervention and prevention. The ACSP/YCS are also at the core of the eligibility decision making process.

The 2016 Act sets out a process to be worked through before it is concluded whether or not a local authority has a duty to provide support to a carer to meet their identified needs. The duty (as opposed to the power) to provide support to a carer depends on the extent to which a carer's need for support meets the local eligibility criteria. This can be broken down into five main steps:

Step One

A carer wishing to access support requests an Adult Carer Support Plan or Young Carers Statement. This will involve conversations between the appropriate professional/practitioner and the carer to jointly assess their caring situation and needs. The conversation aims to identify personal outcomes (what is important to the carer) and what needs to happen to help them achieve these outcomes.

Step Two

Once this is complete the carer's needs, outcomes and actions are recorded in an Adult Carer Support Plan or Young Carers Statement and the carer receives a copy.

Step Three

Consideration is given to whether the identified needs can be met wholly or partially through informal supports, generally available services or through services or assistance to the cared-for person². If this does not fully meet the carer's needs the eligibility criteria is applied to the 'remaining' needs.

Step Four

If the 'remaining' needs meet the eligibility criteria threshold whereby there is a duty to provide support the carer decides how they would prefer to arrange their support. They do this by choosing from one of the four self-directed support options³. Carers are involved in each stage of the process and in all decision making. If the 'remaining' needs do not meet this threshold it must be decided whether the discretionary power to provide support should be used.

Step Five

Once the Adult Carer Support Plan or Young Carers Statement has been completed and the supports have been agreed an initial review date is set. The purpose of this is to review how supports are enabling/have enabled carers to achieve their personal outcomes.

5 Overview of Eligibility

² other than 'replacement care' to provide a break from caring.

³ unless ineligible to receive direct payments (*Social Care (Self-directed Support) (Scotland) Act 2013*)

The eligibility criteria focuses on the impact of caring on the carer and the associated risks if that impact is not reduced. The impact of the caring role on the carer need only meet the threshold for one indicator in order that Midlothian Council have a duty to provide support appropriate to that indicator.

Future planning is the one nationally recognised exception to this. It will be considered alongside other indicators rather than on its own. Locally Midlothian Council's ACSP/YCS consider the relationship (partnership) between the carer and services. The impact of this will, likewise, be considered alongside the other national indicators.

The following questions should be considered when assessing the impact of caring:

- Is the caring role sustainable?**
- How great is the risk of the caring role becoming unsustainable?**

Local Eligibility Threshold

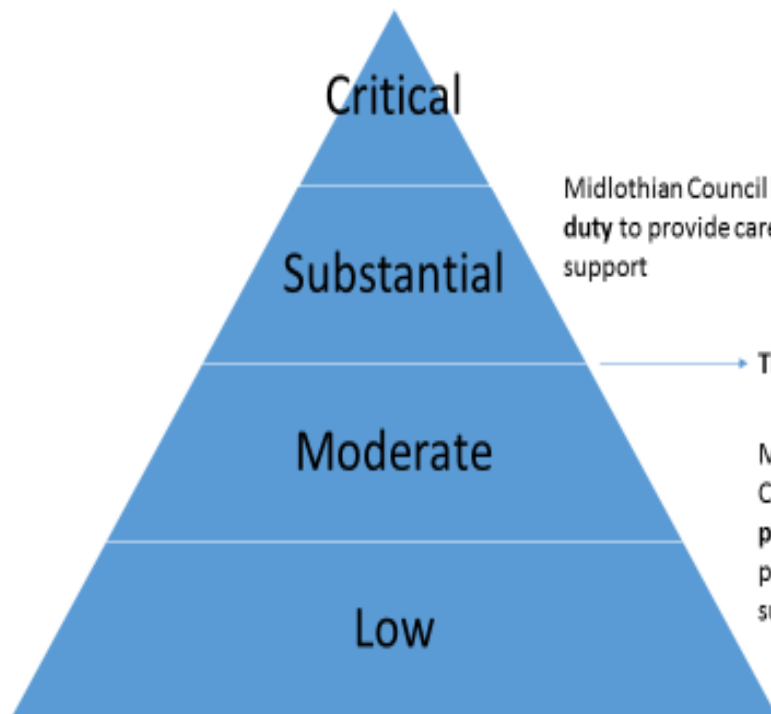
In Midlothian there is a duty to provide support when the level of impact/risk is 'Critical' or 'Substantial'. The purpose is to reduce this to a manageable level. Carers can request a new ACSP or or YCS where they believe their circumstances have changed.

Midlothian Council recognises the importance of preventative support and have a power to provide support at all other levels of impact. Midlothian Council uses this power to fund third-sector and charitable organisations that provide universal and/or targeted supports to carers. Midlothian Council can also use this power to consider individualised support when the substantial threshold has not been met but where there is clear evidence that without individualised support the impact of caring would reach a critical level within a short space of time (normally considered to be within 6 months).

6 Illustrative threshold for carer support

Eligibility Criteria

The impact caring is having on the carer



Midlothian Council has a **duty** to provide carer support

→ **Threshold**

Midlothian Council has a **power** to provide carer support

Application of Eligibility Criteria



6 Midlothian Indicators of Carer's Eligibility (Eligibility Criteria)

The term carer in the table below should be read to include both adult and young carers.

National Indicator	Outcome (Adults) Wellbeing Indicators (young people) (what the national indicators relate to locally)	Caring has no impact on the carer NO RISK (no impact means zero risk of harm/danger to themselves or others)	Caring has low impact on the carer LOW RISK (low impact means a potential risk of harm/ danger to themselves or others)	Caring has moderate impact on the carer MODERATE RISK (moderate impact means a likely risk of harm/danger to themselves or others)	Caring has substantial impact on the carer SUBSTANTIAL RISK (substantial impact means serious risk of harm/danger to the person or others)	Caring has critical impact on the carer CRITICAL RISK (critical impact means life threatening risk of harm/danger to the person or others)
Health and wellbeing	Maintaining my health and wellbeing Healthy	Carer has no health/ emotional wellbeing or development difficulties as a result of their caring role.	Carer's health/ emotional wellbeing/ development is beginning to be affected as a result of their caring role.	Carer's health/ emotional wellbeing/ development is at risk as a result of their caring role.	Carer has or is at risk of developing significant health/ emotional wellbeing/ development difficulties as a result of their caring role.	Carer has or is at risk of developing severe health/ emotional wellbeing/ development difficulties due to the impact of their caring role.
Relationships	A positive relationship with the person I care for	Carer has a healthy relationship with the person they care for and is	Due to their caring role, the carer has some concerns about their relationship	Due to their caring role, the carer has identified issues with their relationship with	Due to their caring role, the carer's relationship with the person they care for is in danger of	Due to their caring role, the carer's relationship with the person they care for has broken down and their caring

National Indicator	Outcome (Adults) Wellbeing Indicators (young people)	Caring has no impact on the carer NO RISK	Caring has low impact on the carer LOW RISK	Caring has moderate impact on the carer MODERATE RISK	Caring has substantial impact on the carer SUBSTANTIAL RISK	Caring has critical impact on the carer CRITICAL RISK
	Healthy, Safe and Nurtured	able to maintain relationships with other key people in their life.	with the person they care for and/or their ability to maintain relationships with other key people in their life.	the person they care for that need to be addressed and/or they find it difficult to maintain relationships with other key people in their life.	breaking down and/or they no longer are able to maintain relationships with other key people in their life.	role is no longer sustainable and/or their relationship with other key people in their life has broken down.
Living Environment	A life of my own Maintaining my health and wellbeing Feeling informed/skilled/equipped in my caring role Safe	Carer's living environment is suitable in relation to their caring role. It poses no risk to the physical health and safety of the carer.	Carer's living environment is mostly suitable in relation to their caring role but could pose a risk to the health and safety of the carer in the longer term.	Carer's living environment is unsuitable in relation to their caring role but no identifiable immediate risks to the carer.	Carer's living environment is unsuitable in relation to their caring role and poses an immediate risk to the health and safety of the carer.	Carer's living environment is unsuitable in relation to their caring role and there are immediate and severe risks to the health and safety of the carer.

National Indicator	Outcome (Adults) Wellbeing Indicators (young people)	Caring has no impact on the carer NO RISK	Caring has low impact on the carer LOW RISK	Caring has moderate impact on the carer MODERATE RISK	Caring has substantial impact on the carer SUBSTANTIAL RISK	Caring has critical impact on the carer CRITICAL RISK
Employment and Training (caring role specific)	Feeling informed/skilled/equipped in my caring role A life of my own Achieving and Responsible	Carer has no difficulty in managing caring and employment and/or education. Carer does not want to be in paid work or education (to be applied appropriate to age).	Carer has some difficulty managing caring and employment and there is a risk to sustaining employment and/or education in the long term. Carer is not in paid work or education but would like to be in the long term (to be applied appropriate to age).	Carer has difficulty managing caring and employment and there is a risk to sustaining employment and/or education in the medium term. Carer is not in paid work or education but wants to be in the medium/short term (to be applied appropriate to age).	Carer has significantly difficulty managing caring and employment and there is a risk to sustaining employment and/or education in the short term. Carer is not in paid work or education but wants to be in the short term (to be applied appropriate to age).	Carer has significant difficulty managing caring and employment and/or education and there is an imminent risk of giving up work or education. Carer is not in paid work or education but wants to be now (to be applied appropriate to age).
Finances	Feeling financially secure Included	Caring is not causing financial hardship e.g. carer can afford housing cost and utilities.	Caring is causing a risk of financial hardship e.g. some difficulty meeting housing costs and utilities.	Caring is causing some detrimental impact on finances e.g. difficulty meeting either housing	Caring is having a significant financial impact on the carer e.g. unable to meet housing costs AND utilities.	Caring is causing severe financial hardship e.g. carer cannot afford household essentials and/or to make housing payments and utility

National Indicator	Outcome (Adults) Wellbeing Indicators (young people)	Caring has no impact on the carer NO RISK	Caring has low impact on the carer LOW RISK	Caring has moderate impact on the carer MODERATE RISK	Caring has substantial impact on the carer SUBSTANTIAL RISK	Caring has critical impact on the carer CRITICAL RISK
				costs OR utilities.		payments.
Life Balance	<p>A life of my own</p> <p>My choices in caring, including the limits of caring</p> <p>My satisfaction in caring</p> <p>Active, Achieving and Included</p>	Carer has regular opportunities to achieve the balance they want in their life. This includes their ability to engage in activities which are meaningful to them, maintain social links or to meet other obligations they may have.	Carer has some opportunities to achieve the balance they want in their life. This includes their ability to engage in activities which are meaningful to them, maintain social links or to meet other obligations they may have.	Due to their caring role, the carer has limited opportunities to achieve the balance they want in their life. This includes their ability to engage in activities which are meaningful to them, maintain social links or to meet other obligations they may have.	Due to their caring role, the carer has few and irregular opportunities to achieve the balance they want in their life. This includes their ability to engage in activities which are meaningful to them, maintain social links or to meet other obligations they may have.	Due to their caring role, the carer has no opportunities to achieve the balance they want in their life. This includes their ability to engage in activities which are meaningful to them, maintain social links or to meet other obligations they may have.
Future planning	Plans for the future care of the	Carer is confident about planning	Carer is largely confident about	Carer is not confident about	Carer is anxious about planning for the	Carer is very anxious about planning for the

National Indicator	Outcome (Adults) Wellbeing Indicators (young people)	Caring has no impact on the carer NO RISK	Caring has low impact on the carer LOW RISK	Caring has moderate impact on the carer MODERATE RISK	Caring has substantial impact on the carer SUBSTANTIAL RISK	Caring has critical impact on the carer CRITICAL RISK
	<p>person I care for</p> <p>My satisfaction in caring</p> <p>My choices in caring, including the limits of caring</p> <p>Achieving</p>	for the future and has no concerns about managing caring.	planning for the future but has minor concerns about managing caring.	planning for the future and has some concerns about managing caring.	future and has significant concerns about managing caring.	future and has severe concerns about managing caring/is clear they cannot manage caring.
No national Indicator	Partnership between services and Carer	<p>The carer feels their knowledge and expertise is valued by services/professionals involved in the life of the person they care for.</p> <p>They feel they are treated as a key</p>	<p>The carer feels their knowledge and expertise is generally valued by services/professionals involved in the life of the person they care for.</p> <p>They feel they</p>	<p>The carer feels their knowledge and expertise is not regularly valued by services/professionals involved in the life of the person they care for.</p> <p>They feel that</p>	<p>The carer feels there has been a significant break-down in the relationship between themselves and services/professionals involved in the life of the person they care for.</p> <p>They do not feel that their knowledge or</p>	<p>The carer feels there has been a complete break-down in the relationship between themselves and services/professionals involved in the life of the person they care for.</p> <p>They do not feel that their knowledge or expertise is valued by</p>

National Indicator	Outcome (Adults) Wellbeing Indicators (young people)	Caring has no impact on the carer NO RISK	Caring has low impact on the carer LOW RISK	Caring has moderate impact on the carer MODERATE RISK	Caring has substantial impact on the carer SUBSTANTIAL RISK	Caring has critical impact on the carer CRITICAL RISK
		partner.	are, on the whole, treated as a key partner.	they are often not treated as a key partner.	expertise is valued by key partners.	key partners. .

7 Application of Eligibility Criteria

The right type and level of support will be shaped by the identified needs and outcomes which if achieved would reduce the impact of caring and the associated risks thus enable a carer to provide, or continue to provide, care for the cared for person. There are 3 broad categories of support which are detailed below with examples⁴:

7.1 Universal/preventative & existing support

Identifying and making best use of existing strengths, capabilities and supports alongside generally accessible services will be the norm across all levels of impact and risk.

Examples of Universal Supports

Adult Carers	Young Carers
<ul style="list-style-type: none">• Preventative and community support e.g. GP services• Access to local carer centre• Peer support• Advocacy• Community groups• Training• Supported self-care• Signposting to social and leisure opportunities• Income maximisation• Emergency plan	<ul style="list-style-type: none">• Preventative and community support (e.g. GP services, School, community groups).• Signposting to social and leisure opportunities and for• Signposting to information and support from local support groups, libraries etc.• Emergency plan

7.2 Targeted supports

If a carer's needs are either not met, or not fully met through universal and or informal supports then full consideration should be given to more targeted sources of support. This includes generally commissioned services for which there is often a referral and or screening process prior to accessing support.

Table 2 Examples of Targeted Supports

⁴ Please note the examples do not provide an exhaustive list. Individual need and desired outcome will determine the most appropriate support.

Adult Carers	Young Carers
<ul style="list-style-type: none"> • Referral via GP for Midlothian Active Choices Card for access to gym • Referral via GP for the Wellbeing Service • Mediation services i.e. family group conferencing (dementia specific) • Specialised support programmes i.e. New Beginnings/ SPRING • Support to access opportunities to further career studies i.e. grants bursaries • More targeted support through local carers centre i.e. counselling • Financial support via a Crisis Grant, Budgeting Loan or Community Care Grant 	<ul style="list-style-type: none"> • Referral to Young Carer's support group. • Referral via GP for Midlothian Active Choices Card for access to gym – age appropriate • Access to breakfast club at school. • Soft start at school to allow young person to be flexible with start time • Support to have time to “be a child” out with the caring role and have access to opportunities other young people have • Referral to careers advisor or LLE worker, support from school with job/college or university applications

7.3 Individualised supports

Individualised supports introduces personalised funding under self-directed support. This applies to the ‘remaining’ needs where there is legal duty to provide support. If the ‘remaining’ needs do not meet the eligibility threshold it must be decided whether the discretionary power to provide support should be used.

The purpose of individualised support is to reduce the impact of caring and the associated risks to below the threshold (moderate). Funding is agreed on a case by case basis and in line with what would be considered a reasonable cost to reduce the risk(s).

Examples of Individualised Supports (the National Indicators have been included to illustrate the types of support available in Midlothian under each indicator).

There is a large degree of flexibility in the individualised supports that can be provided however, to be agreed, this support must reduce the risks that result in the eligibility thresholds being met. The examples below are for illustrative purposes only.

National Indicator	Adult Carers	Young Carers
Health and wellbeing	<ul style="list-style-type: none"> • Respite/ a ‘break from caring’ • Support to pursue a particular hobby/interest • Membership of a group/activity 	<ul style="list-style-type: none"> • Respite/ a ‘break from caring’ • Support to pursue a particular hobby/interest • Membership of a group/activity
Relationships	<ul style="list-style-type: none"> • Replacement care to allow a break from caring. • Support to reduce carer stress 	<ul style="list-style-type: none"> • Replacement care to allow a break from caring. • Support to reduce carer stress for

National Indicator	Adult Carers	Young Carers
	for example funding to enable the carer to pursue an interest which reduces the impact of caring on their relationships.	example funding to enable the carer to pursue an interest which reduces the impact of caring on their relationships.
Living Environment	<ul style="list-style-type: none"> • Individualised funding in most circumstances would fall within the remit of an assessment relating to the needs of the cared for person. • Individualised support may be appropriate specific to the carer i.e. to create a 'safe/calm space' in the carer's home providing either a break from caring or reducing the impact of caring. 	<ul style="list-style-type: none"> • Individualised funding in most circumstances would fall within the remit of an assessment relating to the needs of the cared for person. • Individualised support may be appropriate specific to the carer i.e. to create a 'safe/calm/fun space' at home providing either a break from caring or reducing the impact of caring.
Employment and Training	<ul style="list-style-type: none"> • Training specific to the caring role i.e. manual handling, condition specific training. • Individualised funding is not generally available to assist with the payment of further education. This is the responsibility of educational services. 	<ul style="list-style-type: none"> • Individualised funding is not generally available to assist with the payment of further education. This is the responsibility of school/ educational services. • Training specific to the caring role i.e. manual handling, condition specific training (age appropriate). • Individualised support may be appropriate specific to the young carer i.e. to purchase a laptop to ensure they are able to stay on top of school work
Finances	<ul style="list-style-type: none"> • Individualised funding is not generally available to assist with the payment of household/utility bills. • Individualised support may be appropriate specific to the carer such as paying for a bus pass to alleviate the financial impact of travel to and from the cared for person's house. 	<ul style="list-style-type: none"> • Individualised funding is not generally available to assist with the payment of household/utility bills and this would generally not be a responsibility for most young carers, although may be relevant to those aged 16-18. • Individualised support may be appropriate specific to the carer such as paying for a bus pass to alleviate the financial impact of travel required as part of caring role.
Life Balance	<ul style="list-style-type: none"> • Respite/ a 'break from caring'. • Funding to pursue a particular hobby/interest. • Membership of a group/activity. 	<ul style="list-style-type: none"> • Respite/ a 'break from caring'. • Funding to pursue a particular hobby/interest. • Membership of a group/activity.

National Indicator	Adult Carers	Young Carers
	<ul style="list-style-type: none"> • Equipment to enable a carer to continue with an interest. 	<ul style="list-style-type: none"> • Equipment to enable a carer to continue with an interest.
Future planning	<ul style="list-style-type: none"> • Individualised funding for Future Planning for the care of the cared for person would usually fall within the remit of an assessment relating to the needs of the cared for person. • Circumstances may exist whereby future planning may be considered in relation to other indicators with regards to individualised funding for the carer. 	<ul style="list-style-type: none"> • Individualised funding for Future Planning for the care of the cared for person would usually fall within the remit of an assessment relating to the needs of the cared for person i.e. if the young carer decides to move away from home or reduces their caring role. • Circumstances may exist whereby future planning may be considered in relation to other indicators with regards to individualised funding for the carer.

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Regional Education Improvement Collaborative: Update on the South East Improvement Collaborative

Report by Dr Grace Vickers, Head of Education

1. Purpose of the Report

Further to the Cabinet report presented in November 2017 which gave officers from Midlothian the authority to develop an action plan for the South East Improvement Collaborative with colleagues from the South East Improvement Collaborative (East Lothian, Edinburgh, Fife, Midlothian and Scottish Borders), the purpose of this report is to present the draft phase 1 action plan.

2. Background

In June 2017, the Scottish Government published the outcome of the national consultation in their report entitled Education Governance: Next Steps. This publication is in five main sections:

- Chapter 1: Introduction
- Chapter 2: The Case for Change
- Chapter 3: A school and teacher-led system - Empowering teachers, parents and communities
- Chapter 4: Educational improvement services to support a school and teacher-led system .
- Chapter 5: Delivering an empowered system: next steps

A number of the changes outlined will require legislative change and the Scottish Government will consult on a new Education Bill in autumn 2017.

One of the specific priorities in the short term was to [work](#) in partnership with local authorities and partners to develop the shape and composition of the regional improvement collaboratives. Following the announcement of the agreed position between Cosla and the Scottish Government on the implementation of the Regional Improvement Collaboratives on Friday 28th September, this report sets out the progress made to establish the South East Improvement Collaborative.

The South East Directors of Education/Heads of Education and Chief Executives have been meeting regularly since August 2017 to ensure that the South East Improvement Collaborative has a clear focus on adding value and keeps its work manageable to deliver better outcomes for children and young people. The two areas of work identified as the initial focus of the South East Improvement Collaborative are to improve attainment and achievement, including closing the attainment gap; and quality Improvement in schools and Early Years settings.

The paper attached as Appendix 1 details the draft phase 1 plan. This plans scopes out the work expected to be undertaken and the governance arrangements to oversee the work of the South East Improvement Collaborative. It is important to note that the work of each local education authority will continue to be overseen through existing governance arrangements at the local level.

3 Report Implications

3.1 Resource

The resource to deliver the pace of change within the Regional Improvement Collaboratives will be challenging. It is important to note that the report recognises the need for bespoke models, within a nationally agreed set of core functions, to be developed to reflect each region's particular context. Education Scotland has also announced that most of their education staff will be contributing to the collaboratives, working alongside staff from local authorities and schools to support and drive improvement. Discussions should now be taken forward in regions in the first instance, including officials from both Education Scotland and the Scottish Government so that work can continue in close partnership.

We have already experienced an increased resource demand through the number of on-going consultations, response to a number of requests for data and data checking exercises for the upload of pupil level data. The most significant resource implications of the actions required are contained within section 5. In September, the results of the Financial Review of the Early Learning and Childcare sector were published and this review explored the expenditure on funded childcare to enable us to better predict the cost implications of different delivery models as we move towards the forthcoming expansion to 1140 hours by 2020. Further submissions are required by September 2017. In addition, the launch of the Fair Funding Review in June 2017 alongside this Education Governance report will examine the system changes required to deliver future funding to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions and will implement any proposals arising from the Governance and Parental Involvement reviews at the earliest opportunity. In particular the Scottish Government will support the development and expansion of school clusters and increased regional working throughout 2017-18.

3.2 Risk

The previous Cabinet report dated 11 October 2016, highlighted the following risks: we welcome the relentless focus on closing the attainment gap in Education but we recognise that this requires a total Midlothian approach; although the delivery plan clearly states in the opening ambition statement that in order to close the attainment gap "our efforts must also extend beyond the classroom and across our communities and wider public services if we are to succeed in our ambition" (2016: 4); the delivery plan then continues with a narrow focus on the school level leavers without recognition of the critical role that other services including the Community Planning Partnerships and the third sector play in supporting education to close the poverty related attainment gap.

It is also important to note that there is currently no legislation in place in terms of a duty to collaborate.

If we are all to focus on the national endeavour to close the poverty related attainment gap then we should be focussing on what delivers improved outcomes rather than a review of structural governance arrangements. Caution should also be applied to the reference of funding directly to schools with an enhanced role for central government related to the attainment challenge, the role of Education Scotland, standardised testing and the transparency of attainment data proposed to be published on a school by school basis on Parent Zone similar to what is in place at present for the Senior Phase qualifications through Insight.

3.3 Single Midlothian Plan and Business Transformation

The ambition in the delivery plan is already clearly embedded in the Single Midlothian Plan – reducing inequalities. Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

3.4 Key Priorities within the Single Midlothian Plan

GIRFEC 5: Our people will be successful learners, confident individuals, effective contributors and responsible citizens.

3.5 Impact on Performance and Outcomes

To close the gap by improving ‘attainment versus deprivation’ and ‘attainment for all’ outcomes for children and young people.

3.5 Adopting a Preventative Approach

This report aims to ensure that we continue to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities.

3.7 Involving Communities and Other Stakeholders

This report presents an update on progress with Regional Improvement Collaboratives following the publication of the Governance Review: Next Steps.

3.8 Ensuring Equalities

The recommendations in this report should be centred around the promotion of equity of attainment for disadvantaged children and support the steps being taken towards narrowing the attainment gap by imposing duties on education authorities and the Scottish Ministers in relation to reducing pupils’ inequalities of educational outcome together with a duty to report on progress.

3.9 Supporting Sustainable Development

There are no impacts arising directly from this report.

3.10 IT Issues

There are no IT issues to consider within this report at this time

4 Recommendations

Cabinet are requested to approve the following:

- Endorse the draft plan as outlined in appendix 1
- Give authority to officers from Midlothian to develop the second phase of the plan which is due to be submitted to Education Scotland in September.
- Ask officers to bring a further report prior to September presenting the second phase of the plan

Supporting Papers for on-going reviews in Scottish Education:

Standards in Scotland's Schools Act (2000):

http://www.legislation.gov.uk/asp/2000/6/pdfs/asp_20000006_en.pdf

Statutory Guidance: Standards in Scotland's Schools etc. Act 2000: Scottish

Government Consultation: <https://consult.scotland.gov.uk/strategy-and-performance-unit/statutory-guidance>

Education (Scotland) Act 2016:

http://www.legislation.gov.uk/asp/2016/8/pdfs/asp_20160008_en.pdf

Updated guidance on Chapter 3 of the Standards in Scotland Schools Act, August 2016: <http://www.gov.scot/Publications/2016/08/5386/4>

Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland: <http://www.gov.scot/Resource/Doc/148166/0039411.pdf>

Financial Review of Early Learning and Childcare in Scotland: the current landscape (Scottish Government; September 2016):

<http://www.gov.scot/Resource/0050/00506148.pdf>

Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review: <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>

Education Governance Review: Next Steps:

<http://www.gov.scot/Publications/2017/06/2941>

27 February 2018

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South East Improvement Collaborative Regional Improvement Plan



This draft South East Improvement Collaborative Plan has been noted by the Oversight Group (Conveners and Chief Executives) on 25 January 2018 but is still subject to political approval in each of the constituent local authorities.

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Note:

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.

Please note:

This plan has been created at pace for this first phase in order to be completed by end of January 2018.

To fully meet the guiding principles, as outlined in the steering group paper, further work is required in phase 2 to ensure that we clearly add value across our 5 local authorities and allow for both regional and local accountability for outcomes.

The work of the SEIC will have a clear focus on additionality ensuring no displacement of existing governance and service delivery.

The SEIC plan is an iterative plan that currently takes account of existing legislation and guidance and will evolve according to further analysis of data, plans, staff views and the views of partners and any further agreed guidance or legislation.

To implement the SEIC Plan we would propose to bid for additional support from Education Scotland or the Scottish Government to help establish the initial stages of our work and ensure we meet the functions required for phase 2 of the SEIC Plan in the timescales set.

1. Introduction

Our Vision for the South East Region

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows.



Local Authority	Rural areas		
	settlements of <1,000 people	1,000-10,000	>10,000 people
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	10.8%	14.3%	74.9%

The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high and persistent concentrations of worklessness and unemployment. These issues are a particular challenge for the regions most disadvantaged and vulnerable individuals, for whom access to good jobs is effectively closed off.

The region's low supply and high demand labour market is also driving growing skill shortages that could have a significant and adverse impact on the regional economy, if unaddressed.

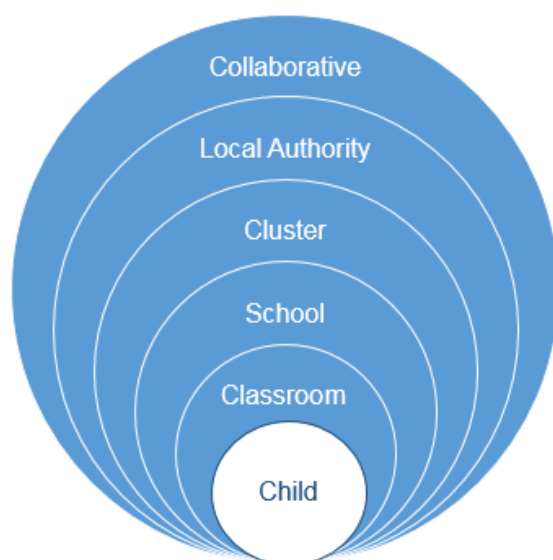
There is need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region's most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.

By working collaboratively, the partners within the South East Improvement Collaborative, will achieve **our shared vision:**

“to improve outcomes for all learners within the context of GIRFEC, ensuring excellence and equity in our schools and increasing life chances through the skills agenda.”

How we will achieve our vision

As a South East Improvement Collaborative we see our work taking account of how we improve outcomes and close the attainment gap by looking at how we can add value and have impact at 5 levels.

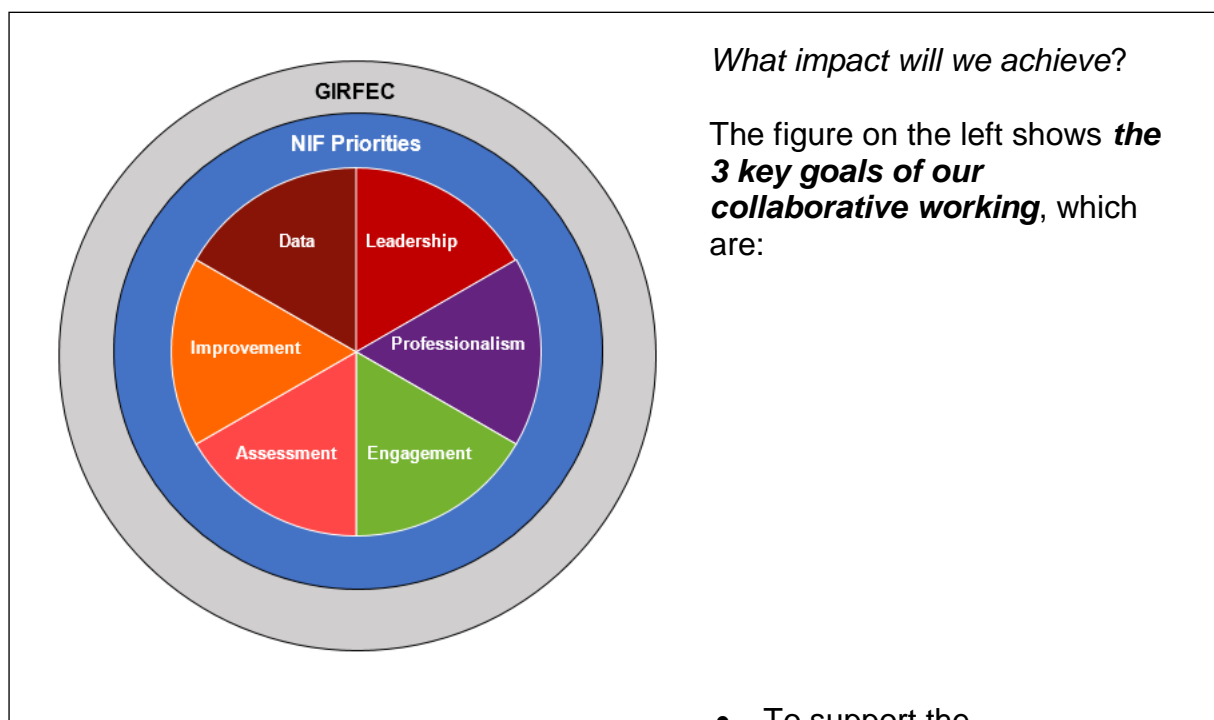


Where will we make an impact for children and young people?

The figure on the left shows the **5 levels of impact**, where our collaborative working aims make a significant difference to outcomes. These are:

- At classroom level.
- At school level.
- At cluster level.
- At local authority level.
- At the level of the Regional Improvement Collaborative itself.

The South East Improvement Collaborative Plan is built on the National Improvement Framework set firmly in the context of GIRFEC.



- To support the implementation of *GIRFEC*.
- To deliver the National Improvement Framework Priority Outcomes (i.e. the *Key Priorities of the NIF*).
- To develop the six *Drivers for Improvement* of schools and local authorities within the Collaborative.

The South East Improvement Collaborative is a new grouping and is committed to getting to know each other's contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and focus going forward.

This South East Improvement Collaborative Plan outlines how we have started to develop our shared vision and agreed activities in phase 1. The plan also provides an overview of work to be undertaken in phase 2 – during which further analysis will be undertaken to inform a review of the Collaborative's Improvement Plan, with more specific actions and SMART measures to track the Collaborative's progress in improving outcomes.

Our plan has a focus on the key areas that we have identified from our initial analysis of Children's Services Plans, local authority education plans, school plans, a data set

built on the National Improvement Framework outcomes and what our staff are telling us.

The two areas of our focus are described as:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Both are set within the context of GIRFEC.

2. The National Context

Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's strategy for making Scotland the best place to grow up. It is underpinned by the Scottish Government's continued commitment to the UN Convention on the Rights of the Child and the GIRFEC approach.

The Act aims to ensure that the planning and delivery of services is: integrated across partners; focused on securing quality and value; based on a preventative approach; and dedicated to promoting, supporting and safeguarding children's wellbeing. In order to achieve this, the Children and Young People (Scotland) Act 2014 requires:

- The publication of a three-year strategic Children's Services Plan in each area of Scotland, in April 2017, setting out how outcomes are to be improved for children and young people.
- The publication of an annual report on progress towards improving outcomes for children and young people, achieved through delivery of the Children's Services Plan.
- The publication of a report every three years to describe the steps taken to better secure, or give further effect to, rights of children and young people.

Governance Review

In June 2017 the Deputy First Minister, John Swinney, announced how the Scottish Government intends to take forward its review of Education Governance. The Next Steps paper has a clear message that headteachers and teachers should have more power over decisions on learning and teaching, staff selection and management structures. The Next Steps paper also outlined a move towards Regional Improvement Collaboratives, comprised of local authority staff from the regional grouping and staff from Education Scotland.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. Our Regional Improvement Collaborative covers City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners

and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. The Regional Improvement Collaborative will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers.

The initial Regional Improvement Plans are to be developed by 30 January 2018 and should set out regional priorities for improvement. These regional priorities will be informed by existing school and local authority priorities as well as the National Improvement Framework. In the first phase of the plan there should also be an indication of how the Regional Improvement Collaborative will take forward work to develop the plan further through additional analysis, consultation and engagement. A further iteration of the Regional Improvement Plan will be produced in Autumn 2018.

The consultation on the forthcoming Education Bill may require amendments to the plan in the future but due to being in the consultation phase has not been considered in the current SEIC Plan.

3. Our Local Context

City of Edinburgh



Geography

- Population: 498,810 (9.3% of Scotland)
- Area: 102 square miles

Social Context

- Poverty: 17.0% of children living in poverty (17th highest level in Scotland)
- SIMD: 20.5% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 13.1% (19th highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare

- 8,895 Funded registrations for ELC

Schools

- Pupils: 49,637 (7% of Scotland)
- Schools: 123 schools
- Teachers: 3,281 (6% of Scotland)

City of Edinburgh is one of the fastest growing local authorities in the UK with a rate of population growth exceeding 12% over the last 10 years which is more than double the national rate.

Driven by a birth rate and increased investment in housing, one of the main contributors to this growth has been a child (0-15) population which has expanded by 11.4% since 2006. This has attributed to increased demand for Early Years provision and school places across the city.

The local authority maintains a unique partnership with the large number of independent sector where almost a quarter of young people of secondary age attend independent schools. However, there remains significant pressure on the Secondary sector with the 12-17 aged population projected to grow by around 23% by 2024. With one dedicated Gaelic primary school in the city already popularity for GME at both primary and secondary levels continues to increase.

Although Edinburgh attracts significant investment and is home to the most successful and vibrant economy in Scotland, the map of poverty demonstrates a picture of inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Some 21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes. These pockets of poverty and deprivation are as severe as those recorded in any part of Scotland.

Geography

- Population: 103,050 (1.9% of Scotland)
- Area: 262.2 square miles

Social context

- Poverty: 14.1% of children living in poverty (22nd highest in Scotland)
- SIMD: 4.1% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 9.9% (25th highest rate in Scotland)
- FMR Secondary: 8.1% (25th highest rate in Scotland)

Early Learning & Childcare

- 1,885 Funded registrations for ELC

Schools

- Pupils: 14,104 pupils (2% of Scotland)
- Schools: 41 schools
- Teachers: 935 (2% of Scotland)

East Lothian is the 21st largest area out of Scotland's 32 local authorities in terms of population. Western areas of East Lothian tend to have a higher proportion of 0-15 year olds. Rural and coastal areas are more likely to include a higher proportion of pensionable age. East Lothian's population is projected to grow by about 1% a year over the next 20 years from just over 100,000 to over 125,000 by 2037. Significant growth is projected across all age groups but particularly among children and older people: the 0-16 year age group is projected to grow by almost a third.

The SIMD data shows the persistently high levels of income related benefits in parts of East Lothian but does not show the full picture of the impact of the recession and changes to welfare benefits over the last six years. *Reducing inequalities within and across our communities* continues to be the overarching objective of the Council's Plan.

East Lothian is divided into 6 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools and 35 primary schools. Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools.

Overall, there is high level out-commuting to employment and lower local jobs density. A higher proportion of the population is employed in professional and managerial occupations than the Scottish average.

Key facts

- Population: 368,080 (6.9% of Scotland)
- Area: 512 square miles

Social Context

- Poverty: 19.8% of children living in poverty (9th highest in Scotland)
- SIMD: 22.6% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 20.7% (7th highest rate in Scotland)
- FMR Secondary: 17% (7th highest rate in Scotland)

Early Learning & Childcare

- 6,866 Funded registrations for ELC

Schools

- Pupils: 49,155 (7% of Scotland)
- Schools: 162 schools
- Teachers: 3,498 (7% of Scotland)

Fife's population is distributed through a diverse range of communities and – in terms of its mix of urban areas, small towns and rural areas – Fife broadly resembles Scotland as a whole.

Beyond the major towns of Kirkcaldy, Dunfermline, and Glenrothes there are rural communities founded on agriculture and settlements in former mining areas. The range of coastal communities owe their existence to tourism or, to a lesser degree now, fishing. While Glenrothes is an established product of the “New Town” approach, St Andrew's is one of Scotland's oldest settlements underpinned by an ancient University.

Fife has 18 clusters, each with a high school and a number of associated primary schools (16 non-denominational and 2 Roman Catholic). There are 5 special schools in Fife and a range of Fife-wide services for the most vulnerable and those with significant support needs, including: the Pupil Support Service (supporting vulnerable young people) and the Supporting Learners Service (for those with additional support needs).

Across a range of measures, child poverty is relatively high in Fife compared with the national average and has been generally increasing over recent years.

The Education and Children's Services Directorate in Fife comprises early learning and childcare, primary schools, secondary schools, special schools, Supporting Learners Service, Pupil Support Service, Educational Psychology Service, Out of School provision, Children and Families Social Work and Criminal Justice.

Midlothian



Geography

- Population: 88,610 (1.6% of Scotland)
- Area: 136.6 square miles

Social Context

- Poverty: 18.7% of children living in poverty (12th highest in Scotland)
- SIMD: 10.9% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 16.2% (16th highest rate in Scotland)
- FMR Secondary: 12.9% (13th highest rate in Scotland)

Early Learning & Childcare

- 2,040 Funded registrations for ELC

Schools

- Pupils: 12,378 (2% of Scotland)
- Schools: 40 schools
- Teachers: 892 (2% of Scotland)

Midlothian, covering an area to the south of the City of Edinburgh bounded by the Pentland hills on one side and the Moorfoot hills on the other, bisected by the valleys of the north and South Esk rivers which join at Dalkeith before flowing into the Forth Estuary. Midlothian's population (2017) is 88,610, an increase of 5,423 on the Census 2011 estimate of 83,187. Midlothian's population is growing very rapidly. The most recent population projection predicts a population of 99,090 by 2027 but planned housing development means this is likely to be an underestimate. Midlothian's current population can be characterised by a population swell between the ages of 30 and 59 and the 0-15 year age bands. The area was formerly the home of heavy industries, chiefly mills and mines, but has experienced significant redevelopment in the past 30 years to become an attractive rural setting for small commuter towns serving the City of Edinburgh, and home to major innovation centres of animal science and biotechnology at the Midlothian Science Zone adjacent to Penicuik, food manufacturing excellence at the Bilston Glen industrial park, including McSween's haggis makers and Stewarts Brewers. Tourism centres have developed at the National mining museum of Scotland in Newtongrange, Roslin Chapel, Penicuik and Arniston Houses. Situated on the City bypass and with a new railway line crossing the east of the County, the area has rapid transport links to nearby Edinburgh Airport, Rosyth ferry port and main trunk routes south to England along the A1, A7, A68 and A702.

For catchment purposes, Midlothian is divided into 6 learning communities each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools, 32 primary schools and 1 special school. There are 7 Roman Catholic primary schools and 1 Roman Catholic secondary school. The Education service manages early learning and childcare, primary schools, secondary schools, special schools, Additional Support Needs, After School Provision,

Educational Psychology Service, Arts and Culture, Digital Learning, Lifelong Learning and Employability and the Resources service.

Geography

- Population: 114,030 (2.1% of Scotland)
- Area: 1,827 square miles

Social context

- Poverty: 14.4% children living in poverty (19th highest in Scotland)
- SIMD: 7.4% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 11.9% (23rd highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare

- 1,926 Funded registrations for ELC

Schools

- Pupils: 14,563 (2% of Scotland)
- Schools: 72 schools
- Teachers: 1,055 (2% of Scotland)

Scottish Borders is a rural local authority where 30% of the population lives in settlements of under 500 people or in isolated hamlets. The largest town is Hawick followed by Galashiels. The only other towns with a population of over 5,000 people are Peebles, Kelso and Selkirk. Almost half the population in Scottish Borders have been resident in their locality for over 10 years, which is higher than the Scottish average.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 9 secondary schools and 64 primary schools. There are 4 Roman Catholic schools situated in Peebles, Galashiels, Selkirk and Hawick. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to cater for children with autism. In addition there are 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

Despite interventions by partners since the Scottish Index of Multiple Deprivation (SIMD) was first published, the same areas within the Scottish Borders are still showing as some of the most deprived in Scotland.

Overall there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with low or no qualifications compared to Scotland.

4. Our Regional Improvement Plan

As the South East Improvement Collaborative we have agreed to ensure a collaborative approach that has the function to:

- Raise attainment and achievement
- Help to deliver excellence and equity
- Develop work related to GIRFEC and tackling attainment inequity
- Share expertise across the Collaborative to effect change
- Maintain local democratic accountability
- Contribute to the growth of the regional economy
- Contribute to relevant Edinburgh City Deal outcomes

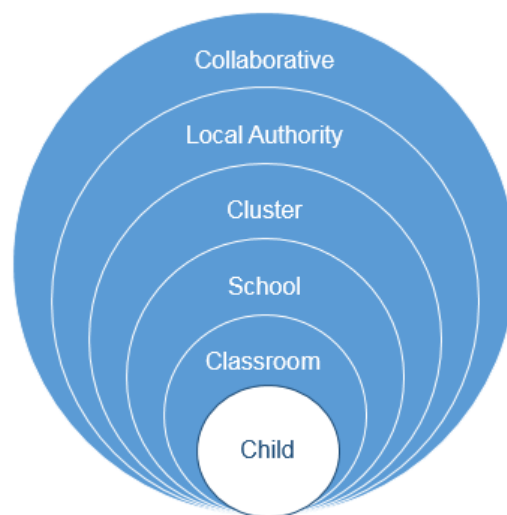
The South East Improvement Collaborative Plan is based on robust analysis of available data leading to prioritisation of our initial two areas of focus:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Work on these priorities is underpinned by further work to improve the implementation of GIRFEC across the Collaborative ensuring that key children's services partners are contributing to the improvement in outcomes.

The South East Improvement Collaborative Improvement Plan has been informed by evidence from across *the 5 levels of impact*, including:

- Current *local authority* strategic priorities for improvement (as described section 5).
- Current priorities for *schools* and *clusters* across the collaborative region (as described in section 6).
- A review of the current performance of *schools* and *local authorities* within the region and of the *collaborative* itself (as described in section 7).
- The views of *classroom* stakeholders, including staff, children and young people (as described in section 8).



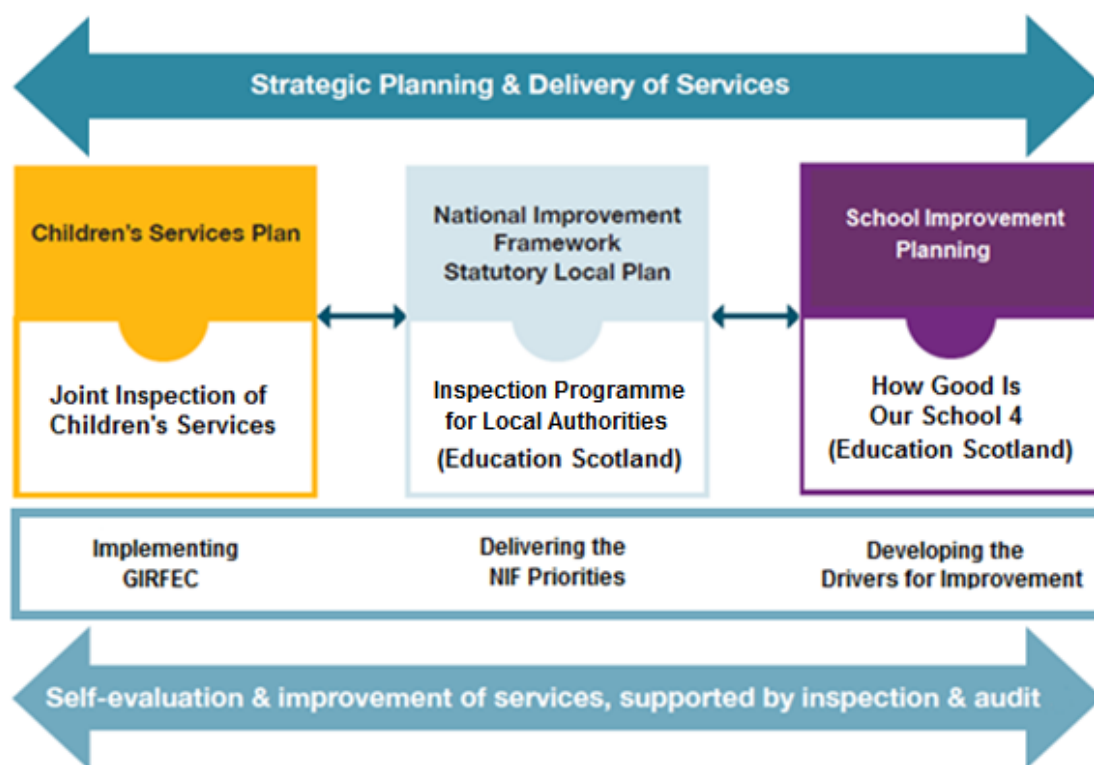
This initial plan outlines:

- The actions that will be taken in the first phase of our plan (section 9).
- A workforce plan for delivering phase 1 and developing phase 2 of our collaborative workplan (section 10).
- The risk assessment that we have undertaken in developing the plan (section 11).
- How we will manage the implementation of the Regional Improvement Plan and how we will evaluate its impact (section 12).

The plan also details how we will undertake additional analysis and consultation to develop a further iteration of our plan by Autumn 2018 (as described in section 13).

This Regional Improvement Plan will help the South East Improvement Collaborative to improve outcomes for children, young people and families. It will also fulfil a range of duties and legislative responsibilities, including:

- Leading local authority contributions to the implementation of GIRFEC and the delivery of Children's Services Plans.
- Delivering the National Improvement Framework, to help ensure a continued improvement in attainment and a further closing of the attainment gap.
- Supporting local systems for school improvement planning.
- Enabling the ongoing self-evaluation and improvement of schools and wider children's services, supported by inspection by Education Scotland and other national agencies and scrutiny bodies.



5. Current Strategic Priorities

An analysis has been undertaken of the key strategic priorities (appendix 1) within each of the strategic plans for education of the five local authorities within the South East Region. The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.

- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

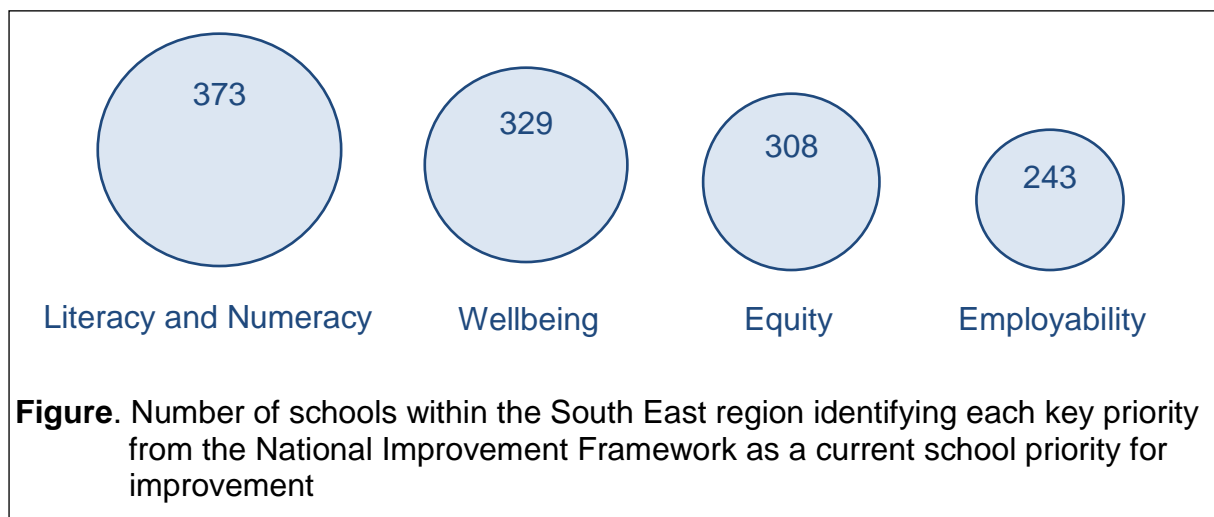
In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

The analysis has allowed us to explore the further analysis of data relating to the areas identified. This has helped to identify and confirm the focus for our initial workstreams (as described in section 9) and other collaborative activity across the South East Alliance.

It also gives us an opportunity to explore work in phase 2 that would allow identification of evidence based best practice to share across the South East Improvement Collaborative.

6. Current School Priorities

Work has been undertaken to identify the current key priorities of schools across the South East region, as identified within current School Improvement Plans and by headteachers at engagement events. The figure and table below show the results of schools' key priorities.



Driver for Improvement	No of Schools
Assessment of Children's Progress <i>including moderation, etc</i>	229
Parental Engagement <i>including family learning, parental engagement, etc</i>	195
School Improvement <i>including improvement methodologies</i>	233
Leadership <i>including partnership working, etc</i>	203
Teacher professionalism <i>including particular aspects of practice and pedagogy</i>	239
Performance information <i>including use of data, etc</i>	207

Table. Number of schools within the South East region identifying each Driver of Improvement as a current school priority for improvement

Schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

In phase 2 of the South East Improvement Collaborative plan it is our intention to take account of schools' new priorities for 2018/19.

7. Current Performance

Analysis Undertaken

An initial review of current performance within the South East Improvement Collaborative has been undertaken during the preparation of the initial Improvement Plan, as part of the work within the Data and Analysis workstream.

This workstream has looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes have been benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes).

The analysis has included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old
- Positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and measures of wider attainment
- Achievement of CfE levels for reading, writing, listening & talking and numeracy across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that have been reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular:

- Outcomes from school inspections for 2016-17

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and

(particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.

- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as experimental statistics. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during phase 2 will focus on:

- Validating the key strengths and areas for improvement within the region – at regional, local authority and school levels.
- Identifying the key cohorts within the region for which outcomes particularly need improved.
- Assuring the quality of data available (particularly at school level).
- Investigating the potential of additional, local data sources (e.g. local authority stakeholder surveys of children and young people, parents and staff and local data on aspects of wellbeing)
- Agreeing an appropriate range of high-level measures to provide a strategic overview of the Collaborative's progress in achieving excellence and equity for the region's schools and early learning and childcare settings.
- Developing a performance pack, to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.
- A baseline of measures for each of the workstreams will be developed to identify success and inform further planning.

8. Stakeholders' Views

The Views of Our Staff

A staff survey has been undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and was conducted via Survey Monkey during December 2017. In total, more than 1,300 responses were received from across the five Collaborative authorities, which were broadly representative of the proportion of staff working within each sector across the Collaborative region (see table below).

Sector	Number of responses by sector	Proportion of responses by sector (%)
Central Support Staff	17	1.3
Early Years	123	9.3
Primary	587	44.3
Secondary	531	40.1
Special / ASN	67	5.1
Total	1325	100.0

Table. Number and proportion of staff completing the staff survey by sector

The results of the survey suggest that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

The 5 local authorities involved in the South East Improvement Collaborative each establish feedback from staff as part of their established planning processes. This feedback comes from a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities described in section 4.

The strategic priorities identified through this local planning process (as outlined in appendix 1) are also in line with the survey feedback, as summarised above.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers.* Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People.* Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners.* Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

These sources of feedback have informed the development of the local strategic priorities identified in appendix 1, which have been used to help shape this initial action plan.

A more detailed analysis of the feedback from these stakeholders will be undertaken during phase 2 of the action plan. This will help to inform an updated version of the Collaborative's action plan.

Work will also be undertaken to scope the approaches needed by SEIC to gather feedback from all key stakeholders over the medium to long term.

9. Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Work that had already begun to support the embedding of GIRFEC across the Regional Improvement Collaborative will be included in phase 2 of the plan.

Improving Attainment and Achievement, including closing the attainment gap

Two initial workstreams have been identified within this key theme. They are:

- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Quality Improvement in Schools and Early Years settings

Three initial workstreams have been identified within this key theme. They are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Embedding GIRFEC in Schools and Early Years Settings

Two further workstreams, already in existence will be included in the plan, to support the embedding of GIRFEC. They are:

- *Early Learning and Childcare*
- *Additional Support Needs*

The following pages provide an overview of these seven initial workstreams with 4 detailed in full and 3 in preparation. The overview includes a summary of:

- The **context**: why this workstream has been identified as an initial priority for working across the Collaborative, including the objectives of the work involved.
- The **aims** of the work: the expected outcomes from the workstream, including measures of success.
- The **actions** planned: a summary of key activity planned over the short, medium and longer term, with timescales for progressing this work.
- The **measures of success**: how the impact of the work will be identified and evaluated.

Key theme: Improving Attainment and Achievement, including closing the attainment gap
Workstream: Mathematics and Numeracy

Context

Improvement in attainment in numeracy is a key priority in the National Improvement Framework. All 5 collaborative authorities have identified raising attainment in numeracy within their local service plans and have a history of working collaboratively on Mathematics and Numeracy through the national numeracy hub, shared staff development opportunities and work on moderation through the QAMSO network. There is scope to build on this practice with a strategic focus through the collaborative on strategies to address the attainment gap, improving attainment for school leavers and building capacity through staff development and moderation.

Aims

- To raise attainment in mathematics and numeracy 3-18.
- To promote packages for achievement in numeracy to ensure meaningful qualifications for all and to improve attainment in numeracy for school leavers.
- Continue to improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development across all 5 LAs, building capacity and ensuring greater consistency.
- Build confidence and expertise in assessment and moderation of mathematics.
- To share and develop targeted strategies to support schools to address the poverty related attainment gap.

Actions

Short term (February – June)

- Identify leads from each authority to develop a network of practitioners to promote and support best practice in improving attainment in numeracy for school leavers
- Share professional learning materials on National Numeracy & Mathematics Hub tile for SERC.
- Identify representatives from each authority to meet to share practice in moderation.
- Work with the data and analysis SEIC workstream and individual LA MIS teams to share identified gaps within and across LAs in relation to numeracy and mathematics.
- Identify good practice where schools and LAs are successfully closing the gap.

Medium term (during 2018-19)

- Identify and share effective practice in delivering courses and tracking pupil progress.
- Share/create resources and training as required, including online materials.
- Build opportunities for shared staff development opportunities into collegiate calendars.
- Moderation of assessment evidence from each authority/all levels of numeracy and of mathematics.
- Develop and share materials for moderation through the development of a support pack for each authority
- Plan and develop shared approaches to targeted support with a focus on closing the attainment gap.

Longer term (2018-19 onwards)

- Analyse data to track progress and identify improvements and areas for further development.
- Evaluate the effectiveness of staff development approaches
- Continue to review and develop shared moderation opportunities
- Use learning to continue to plan and develop approaches 2019-20.
- Looking at ways to promote teaching of mathematics as positive career pathway.

Measures of success

- Increase in mathematics attainment

- Closing of the gap in numeracy

Key theme: Improving Attainment and Achievement, including closing the attainment gap

Workstream: Improve the outcomes for children living in poverty

Context

Nationally and locally, there is a much greater understanding of the impact of poverty on attainment.

The introduction of the Pupil Equity Fund has been largely successful in raising awareness across the profession of the need to target resources to improve outcomes for children in poverty.

The use of data to target and measure the effectiveness of interventions is developing well, particularly in those schools who were already Scottish Attainment Challenge schools.

There is significant research available to support staff on which interventions are most appropriate.

While schools are creative about how best to deploy funds and resources, support for headteachers is essential to ensure that their capacity is maximised, not diminished.

Aims

- To provide clear strategic guidance for headteachers on ensuring equity and raising attainment for all, in line with national frameworks and improvement advice.
- To develop professional learning opportunities on the use of QI 3.1 to determine the impact in each school on chosen cohorts for closing the gap.
- To share good practice of effective strategies, use of improvement methodology and the way we measure impact.

Actions

Short term (February – June)

- Actions and measures identified to develop Equity Theme: Families and Communities
- Identification of schools/projects demonstrating impact in delivery of service/intervention to enhance approaches to family learning
- Guidance produced around 6 sub-themes of Involvement (School, Family, Community & Partnerships – SPTC) using pilots ongoing across the Collaborative
- Review of each LA guidance on PEF: production of Collaborative PEF Guidance
- Scoping of actions that measures subsequent themes for Equity:
 - Leadership (PEF)
 - Learning & Teaching (PEF)

Medium term (during 2018-19)

- Professional Learning Networks/Leadership Learning Communities for F&C
- Development of 'Toolkit' to assess and plan for interventions for F&C (or implementation of Education Scotland Toolkit)
- Identification of School Improvement Partnerships to develop approaches: Families and Communities
- Links with other workstreams
 - Data & Analysis
 - Quality Improvement

Longer term (2018-19 onwards)

- Development of 'Toolkit' to assess and plan for interventions for:
 - Leadership (PEF)
 - Learning & Teaching (PEF) (or implementation/revision of E Scotland toolkit)

<p>Measures of success</p> <ul style="list-style-type: none"> • Use of effective strategies to close attainment gap • Improved confidence in measuring the impact of PEF
<p>Key theme: Quality Improvement in Schools and Early Years settings Workstream: Data and Analysis</p>
<p>Context</p> <p>Effective use of data and analysis are key to identifying the right outcomes for improvement and enabling the drivers for improvement.</p> <p>At present, data and analysis processes vary widely across the 5 Collaborative authorities, as do approaches to performance reporting at school level.</p> <p>However, the key education datasets are common across the authorities, as is use of the SEEMIS management information system.</p> <p>There is significant scope for the Collaborative authorities to improve the impact of their data and analysis on school improvement.</p>
<p>Aims</p> <ul style="list-style-type: none"> • To improve the recognition of strengths and areas for improvement across the collaborative (identifying the right focus on outcomes for improvement). • To improve the quality assurance (QA) of data and to improve its capacity to support more effective moderation (enabling key drivers for improvement to have a greater impact).
<p>Actions</p> <p><i>Short term (February – June 2018)</i></p> <ul style="list-style-type: none"> • Completion of analysis to support the delivery and ongoing development of the Collaborative's action plan, based on data for the 2016/17 leaver cohort. • Identification of cohorts for targeted interventions. • Quality assurance of school level data (e.g. comparing NIF QI data/ACEL with social context, etc) to help inform moderation processes and to better identify strengths and areas for improvement at school and Collaborative level <p><i>Medium term (during 2018-19)</i></p> <ul style="list-style-type: none"> • Development of quality assurance processes across the Collaborative (e.g. to support moderation of teacher judgements) <p><i>Longer term (2018-19 onwards)</i></p> <ul style="list-style-type: none"> • Development of performance reporting that provides useful information for assessing the impact of interventions (e.g. linking ACEL/Insight outcomes measures and other summary measures of performance to individual pupils) • Development of value-added reporting to support improved learning journeys / pathways (e.g. linking social context and SNSA prior attainment data to attainment and destination outcomes, better understanding how the participation measure reflects pathways to improved life opportunities across the regional economy) • Investigating the potential opportunities to achieve a more unified approach to managing, analysing and using data across the Collaborative. • Develop comparator school groupings across SEIC in conjunction with the BGE dashboard to be able to make contact and learn from each other.
<p>Measures of success</p> <ul style="list-style-type: none"> • An improved evidence-base for decision making at authority and school levels (assessed by self-evaluation); greater confidence in conclusions reached (assessed by staff feedback);

evidence of improved attainment for low attaining groups.

- Development of a cross-collaborative approach to the quality assurance of data to support and inform moderation in schools; improved consistency in teacher judgement.

Key theme: Quality Improvement in Schools and Early Years settings

Workstream: Professional Learning / Leadership

Context

The Scottish Government's National Improvement Framework identifies School Leadership and Teacher Professionalism as key drivers of improvement and key factors in improving children's learning and the outcomes that they achieve.

School leadership is second only to classroom teaching as an influence on pupil learning. The OECD report on CfE emphasises the importance of developing the skills and knowledge of middle leaders in particular in order to bring about sustained change for positive outcomes in learning for our young people.

The Regional Improvement Collaborative recognises the need to develop and maintain the professional skills and competences of all staff and the impact of this on children's progress and achievement. Leadership is recognised as one of the most important aspects of the success of any organisation and is key to ensuring the highest standards and expectations are delivered across the Regional Improvement Collaborative's services and schools to achieve excellence for all.

Aims

- To create a collaborative culture throughout our learning communities and build collaborative networks across the regional collaborative
- To improve the quality and impact of leadership at all levels
- Recruitment and retention of quality leadership staff
- To develop leadership capacity and develop a collaborative leadership pathway

Actions

Short term (February – June)

- Analysis of stakeholder feedback on current and future professional learning opportunities
- Audit of existing professional learning opportunities and collation of CLPL opportunities across the collaborative
- Evaluation of leadership programmes and further development of leadership programmes
- Delivery of the Leadership Matters course for experienced deputy headteachers

Medium term (during 2018-19)

- Development of professional learning opportunities and leadership programmes across the collaborative
- Build a comprehensive leadership pathway using GTCS Standard for Leadership and Management and the SCEL Framework for Educational Leadership

Longer term (2018-19 onwards)

- Development of CLPL calendar of activities and specialist support directory

Measures of success

- Increase in number of schools evaluated as good or better QI Leadership of change
- Increase in number of teachers completing leadership programmes, including Into Headship
- Regional Improvement Collaborative stakeholder survey responses indicate staff can access high-quality professional learning and leadership development opportunities ensuring staff have the range of skills to do their current and future jobs as effectively

as possible.

These workstream descriptions require further work for phase 2 of the South East Improvement Collaborative Plan but groups are already meeting and working together.

Key theme: Quality Improvement in Schools and Early Years settings

Workstream: Quality Improvement Approaches

The work needs to add value and lead to processes and outcomes which are better than what it replaces. It will lead to improved outcomes in attainment and achievement – at a classroom level and have an impact on leadership and management and the way schools approach improvement. The group is determined to be both ambitious and realistic in its goals with any output being seen as useful and credible. The work needs to have integrity, be focused and proportionate and in this way should help us foster and develop professional trust across the five local authorities.

This workstream aims to work collaboratively and productively as a group, sharing practice across the five local authorities and learning from each other. The workstream will endeavour to influence and improve practice across the SEIC supporting tangible improvement in outcomes.

The principal vehicle for us will be our work with, and impact upon, the leadership and management of improvement.

Key theme: Embedding GIRFEC in Schools and Early Years Settings

Workstream: Additional Support Needs

ASN remains a key priority in every LA, with policies and development of existing policies it is vital that the Alliance work together to create shared values around inclusion and exclusion policies. It has been recognised that a collaborative approach may also help enhance policy development and that there may be significant benefits in shared commissioning of services which each LA already use.

To provide clear strategic guidance for headteachers on ensuring equity of provision for all, in line with national legislation and government updates. Develop core principles for policies, and work together to write and update following on from legislation changes.

Key theme: Embedding GIRFEC in Schools and Early Years Settings

Workstream: Early Learning & Childcare

The South East Early Years group was established at the beginning of 2017 and meets regularly to discuss key issues within the early years' sector.

The main focus for the group has been the expansion of funded early learning and childcare from 600 hours to 1140 hours by 2020. The group has explored key aspects of the expansion plan including sharing learning from the 1140 trials in Edinburgh and Scottish Borders. Other aspects of this collaboration have enabled the local authorities to share approaches to working in partnership with private providers and childminders as well as solutions to addressing the challenges of implementing the increased hours e.g. delivering lunches to large numbers of children.

Following submission of the expansion plans, the South East Early Years group is exploring opportunities to address workforce related matters including combined training for existing staff and implementation of the Additional Graduate programme.

10. A Workforce Plan to Support Delivery

Section 9 outlined the seven initial workstreams that are being developed, to support school improvement across the South East Improvement Collaborative region. The following staff have been identified to develop this work:

Workstream Title	Workstream Participants
Improving Attainment and Achievement, including closing the attainment gap	
Improve the outcomes for children living in poverty	Edinburgh: Service Manager East Lothian: Service Manager (ASN) Fife: Education Officer Midlothian: School Group Manager Borders: Attainment Officer <i>NB: Additional support will be provided by the Principal Educational Psychologists, Improvement Advisors and Attainment Advisers for the local authorities within the Collaborative</i>
Mathematics and Numeracy	Edinburgh: Quality Improvement Officer East Lothian: Quality Improvement Officer Fife: Development Officer Midlothian: Education Support Officer Borders: Quality Improvement Officer
Quality Improvement in Schools and Early Years settings	
Quality Improvement Approaches	Edinburgh: Quality Improvement Manager East Lothian: Quality Improvement Manager Fife: Head of Education & Children's Services Midlothian: Senior Education Manager Borders: Quality Improvement Manager
Data and Analysis	Edinburgh: Quality Improvement Officer East Lothian: Principal Officer Fife: Executive Support Officer Midlothian: Performance Group Leader Borders: Business Services Officer <i>NB: Additional support will be provided by the Attainment Advisers for the local authorities within the Collaborative, as appropriate.</i>
Professional Learning / Development & Leadership	Edinburgh: Quality Improvement Manager East Lothian: Principal Officer Fife: Education Officer Midlothian: School Group Manager Borders: Quality Improvement Officer
Embedding GIRFEC in Schools and Early Years Settings	
Additional Support Needs	Edinburgh: Quality Improvement Manager East Lothian: Service Manager Fife: Education Officer (ASN) Midlothian: School Group Manager (ASN) Borders: Quality Improvement Manager

Early Learning and Childcare	Edinburgh: Senior Education Manager East Lothian: 1140 Hours Lead Officer Quality Improvement Manager Fife: Acting Education Officer Midlothian: School Group Manager (Early Years) Borders: Quality Improvement Officer
Group Title	Group Participants
SEIC Oversight Group	Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener Fife: Chief Executive Executive Director of Education and Children's Services Education Convener Education Vice Convener Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener
SEIC Board	Edinburgh: Head of Schools & Lifelong Learning East Lothian: Head of Education Fife: Executive Director of Education and Children's Services Midlothian: Head of Education Borders: Chief Officer – Education Education Scotland: Regional Adviser Skills Development Scotland: Area Manager
Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children's Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

A more detailed workforce plan will be developed during phase 2 of the Improvement Plan and will outline where support from Scottish Government, Education Scotland and Care Inspectorate would be requested.

11. Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

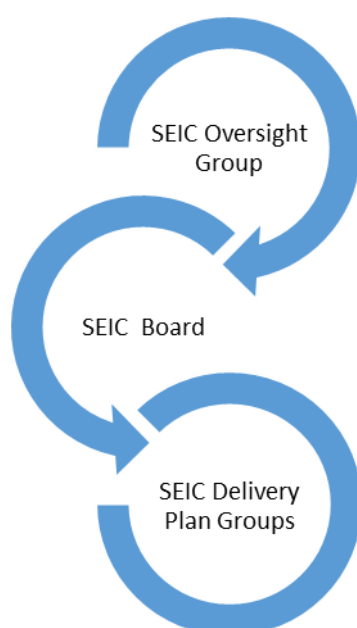
Key Risks	Mitigating Actions
<ul style="list-style-type: none">• Differing political views and understanding of SEIC at local level	<ul style="list-style-type: none">• Ensuring effective communication• Input locally and regionally for elected members
<ul style="list-style-type: none">• Sharing data sets	<ul style="list-style-type: none">• Data sharing agreement• Use of data already publicly available
<ul style="list-style-type: none">• Data on CfE still experimental	<ul style="list-style-type: none">• Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none">• Capacity of workforce across SEIC to deliver actions in SEIC Plan	<ul style="list-style-type: none">• Agree equitable resource allocation relative to scale of local authority• Ensure clarity of roles and responsibilities
<ul style="list-style-type: none">• Trade Union agreements – LNCT/SNCT and working time agreements	<ul style="list-style-type: none">• Develop an agreed way of working across SEIC
<ul style="list-style-type: none">• Further legislative changes through the Education Act	<ul style="list-style-type: none">• Flexibility in SEIC plan to allow for any required changes• Clarity on communication regarding changes required
<ul style="list-style-type: none">• Accountability at local authority and SEIC levels	<ul style="list-style-type: none">• Clear governance structures agreed for SEIC• Clear reporting mechanisms in place at a local level

12. Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groups have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland and Skills Development Scotland. The SEIC Board meets quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads. The first meeting in each new financial year will consider progress and set new priorities for the coming academic session, as well as overseeing the formulation of the SEIC Plan.

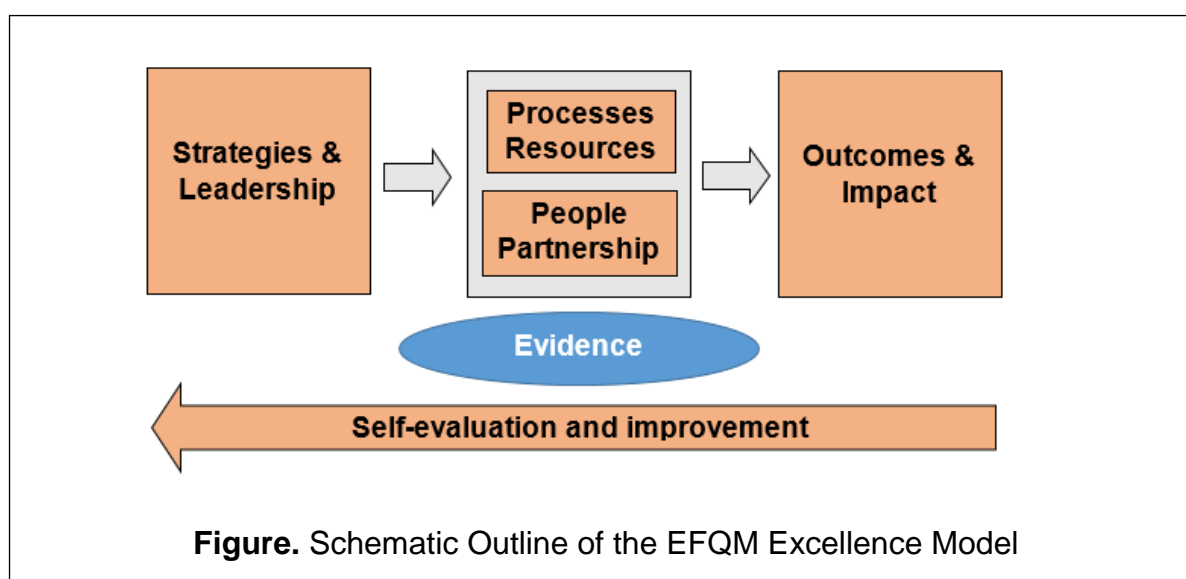
SEIC Delivery Plan Groups accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate to levels of expertise and need.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children's services in Scotland.

These underpin the approaches to inspection taken by national agencies, including: How Good is Our Early Learning & Childcare (HGIOELC), How Good is Our School (HGIOS 4), How Good is the Learning and Development in Our Community (HGILDIOC), How Well are We Improving Learning, Raising Attainment and Closing the Poverty Related Attainment Gap (INPLA), and How Well are We Improving the Lives of Children, Young People and Families (Joint Inspection of Children's Services).

The Framework is based on the EFQM Excellence Model, an internationally recognised and widely used framework for improving organisational performance.



During phase 2 of the SEIC Plan, work will be undertaken to develop a framework for evaluating the work of the Collaborative. This will enable SEIC to:

- Evaluate the impact of its work and the progress that is being made against the objectives of the Improvement Plan.
- Support improved self-evaluation and improvement within each local authority area.
- Better meet the demands of the inspection frameworks for education and wider children's services that support schools and local authorities within the South East region.

-

13. Next Steps

Learning from Phase 1

As a new Regional Improvement Collaborative we will continue to build relationships across our local authorities and learn from the feedback on phase 1 of our plan. All learning from phase 1 will help to inform phase 2 of our plan not just from our SEIC plan but the learning from across the other 5 Regional Collaboratives.

Phase 2 – SEIC Plan

Consultation / Engagement

The timeframe for phase 1 allowed an element of time for consultation and engagement with elected members, staff and other relevant stakeholders. However, in phase 1, we as a Collaborative felt we needed time to consult more widely with our key stakeholders. This further engagement will take place prior to the next iteration of the plan and will take account of views of the following groups:

- Children and Young People;
- Parents;
- Staff / Schools;
- City Deal Consultation;
- Politicians;
- Other relevant stakeholders.

Some of this will include looking at the outcomes of consultations already carried out but will also include new engagement with key groups.

Analysis of Data, Plans and Consultation

In phase 1 there was an analysis at a high level of our plans, data and consultation outcomes. It is our intention in phase 2 of the SEIC plans to spend time through the data workstream to undertake more detailed analysis of the following:

- CfE and SQA data to identify cohorts requiring intervention/support
- New school priorities 2018/2019
- New local authority plans 2018/2019
- Existing local authority / Community Planning Partnership surveys
- NIF evaluations at school level
- Education Scotland reports on local authority performance

A high level performance report card will be developed as a way to measure impact.

Workforce Plan

Further scoping work is required beyond the staff roles identified in each workstream for phase 1 of the SEIC plan.

Areas of Expertise

The South East Improvement Collaborative local authorities are aware that each local authority has its own areas of expertise. It is our intention to work on identifying expertise and evidence based good practice to be able to be communicated to schools and partners as part of phase 2.

In partnership with our University colleagues we would hope to be able to identify evidence based good practice.

Inclusion of Further Partners

In phase 1 preliminary discussions have taken place regarding the inclusion of the City Deal 'skills and innovation' workstream to develop this work within the context of the SEIC. Similarly early discussions with our CLD colleagues have identified a desire for us to see how we include CLD in our SEIC Plan. Currently our CLD groupings do not match the Regional Improvement Collaborative groupings. Phase 2 will detail work in this area.

Communication

The pace of the development of the plan did not allow for as much consultation and engagement as we would have liked. We recognise a need for better communication about the developing work of the SEIC and in phase 2 we intend to work with our schools and partners to help us create the best ways to communicate the work of the SEIC.



Appendix 1. Current strategic priorities – evidence

The tables below and on the following page map the current local priorities to the NIF.

Local Authority	Literacy / Numeracy	Health & Wellbeing	Equity
City of Edinburgh	<ul style="list-style-type: none"> Analysis of Data Tracking & Monitoring Literacy Strategy Close vocabulary gap Numeracy Strategy 	<ul style="list-style-type: none"> Mental health and wellbeing interventions Training on ACEs Anti-bullying 	<ul style="list-style-type: none"> Use of data to provide equity of access Attendance Pilot of 1140hrs Poverty proof the school day Engaging parents in Learning Review Exclusion policy Equity strategy
East Lothian	<ul style="list-style-type: none"> Improve attainment and achievement Implement curriculum frameworks Continue to improve tracking and monitoring 	<ul style="list-style-type: none"> Continue to improve inclusion Implement H&WB Framework P1 obesity Mental Health Child's Planning 	<ul style="list-style-type: none"> Improve attendance and reduce exclusions Inclusion policy and support for children with ASN Readiness to learn Closing attainment gap
Fife	<ul style="list-style-type: none"> Effective learning & teaching Quality of learning environment Professional Learning matched to need Using evidence based approaches to L&T 	<ul style="list-style-type: none"> Supporting families Child's Plan Improving physical health and reducing obesity Opportunities for play and physical activity Our Minds Matter – emotional wellbeing Framework 	<ul style="list-style-type: none"> Closing the gap in the BGE Responding to families in need Pupil and Parental Participation Supporting Learners Strategy Use of PEF/SAC Greater equity in health outcomes Improve attendance
Midlothian	<ul style="list-style-type: none"> Improve attainment EY focus on L&N Planning, tracking, monitoring Work of QAMSOs Data analysis, measure with meaning 	<ul style="list-style-type: none"> Improvement in H&WB Inclusion review Teenage pregnancy Mental health & wellbeing Promote Healthy Lifestyles 	<ul style="list-style-type: none"> Closing gap Family Learning Models SAC / PEF monitoring
Scottish Borders	<ul style="list-style-type: none"> Improving attainment CfE, National Qualifications Improved L&T 	<ul style="list-style-type: none"> Improve inclusive practices Mental wellbeing strategy Parenting programmes CP/neglect 	<ul style="list-style-type: none"> Closing gap School engagement Included & engaged
Universal themes across all SEIC authority plans (5)	<ul style="list-style-type: none"> Improving attainment, including literacy & numeracy 	<ul style="list-style-type: none"> Mental health and emotional wellbeing 	<ul style="list-style-type: none"> Attendance / exclusion / inclusive approaches Closing the gap
Common themes across most SEIC plans (3-4)		<ul style="list-style-type: none"> Physical health and activity 	

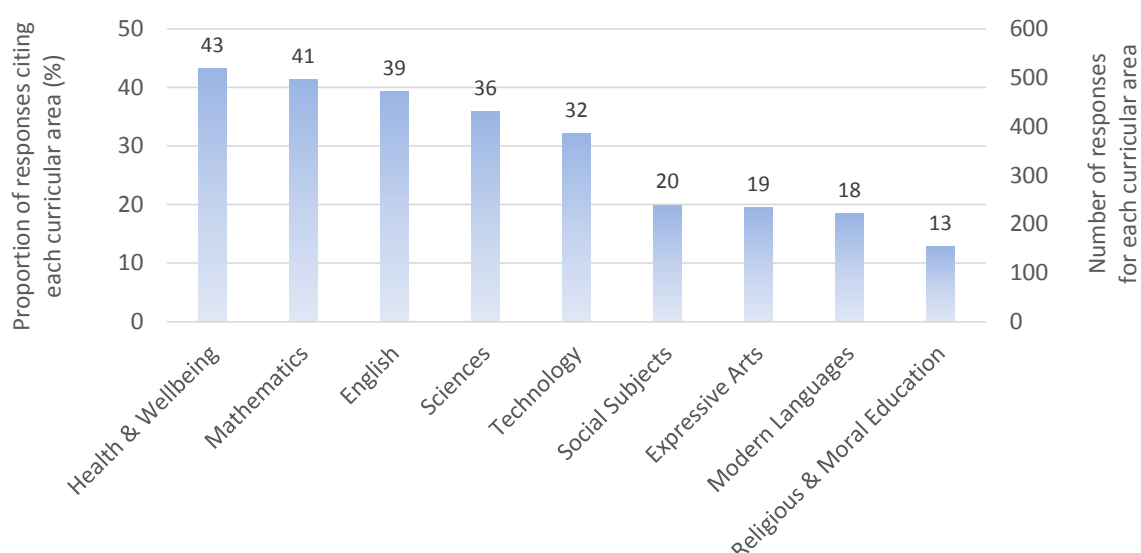
Local Authority	Employability	NIF Drivers	GIRFEC	Other
City of Edinburgh	<ul style="list-style-type: none"> • STEM • Digital Learning • Audit Careers progression • Deliver DYW Plan • Career pathways for ELC 	<ul style="list-style-type: none"> • Teaching & Learning Strategy • Self-evaluation/VSE • Leadership • Review assessment policy 	<ul style="list-style-type: none"> • LAC Plan • Corporate Parenting Plan • Parental engagement strategy 	<ul style="list-style-type: none"> • Needs of Syrian refugees • Gaelic Medium education
East Lothian	<ul style="list-style-type: none"> • Access to vocational qualifications • Improving employability skills 	<ul style="list-style-type: none"> • Leadership • Moderation • School Reviews and VSE • Family Learning 	<ul style="list-style-type: none"> • Family Learning 	<ul style="list-style-type: none"> • School Estate Resources
Fife	<ul style="list-style-type: none"> • Senior phase attainment • DYW Strategy • Key worker for those at risk of negative destinations • School leaver destinations • Increasing attainment of key qualification sets • Improve school leaver destinations 	<ul style="list-style-type: none"> • Self-evaluation • Progression across nursery/P1 • Increase pupil and parental participation • Improve assessments 	<ul style="list-style-type: none"> • 1140hrs ELC • GIRFEC • Prevention & early intervention • ACEs • Better parenting skills through family engagement 	<ul style="list-style-type: none"> • Person-centred & collaborative services
Midlothian	<ul style="list-style-type: none"> • Improvement in employability skills and PSD • Promote Midlothian employability skills • DYW 9 priorities • Centres of Excellence 	<ul style="list-style-type: none"> • Transitions • Moderation 	<ul style="list-style-type: none"> • Referral Processes • Focus on 3.1 	<ul style="list-style-type: none"> • Visible learning
Scottish Borders	<ul style="list-style-type: none"> • Embrace DYW • Improve positive destinations • Increased partnership working 	<ul style="list-style-type: none"> • Leadership • Partnership with families 	<ul style="list-style-type: none"> • Partnership with families 	
Universal themes across all SEIC authority plans (5)	<ul style="list-style-type: none"> • DYW / employability 	<ul style="list-style-type: none"> • Self-evaluation and evidence-based approaches to quality improvement 	<ul style="list-style-type: none"> • Family engagement / parenting skills • Vulnerable children / children with needs 	
Common themes across most SEIC plans (3-4)		<ul style="list-style-type: none"> • Effective use of data and evidence to inform improvement • Leadership 	<ul style="list-style-type: none"> • Early intervention & prevention 	

Appendix 2. The views of our staff

This appendix provides a summary overview of the results from the SEIC staff survey. There were 1,325 responses to the survey across all sectors.

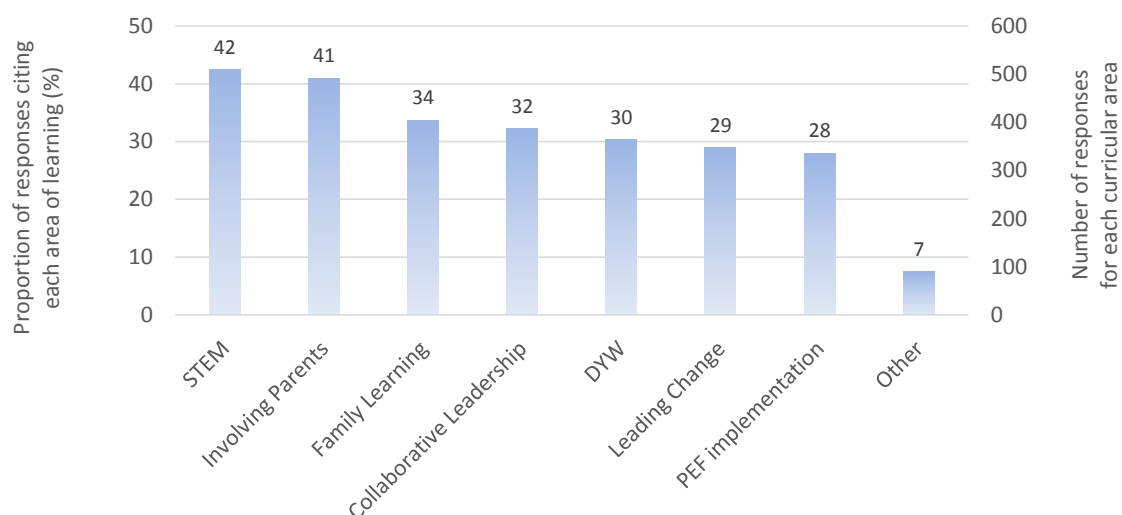
Responses to question 1

What curricular area(s) would you hope to access support for from the South East Improvement Collaborative?



Responses to question 2

Please indicate the areas of professional learning that you would hope to seek support for from the South East Improvement Collaborative.



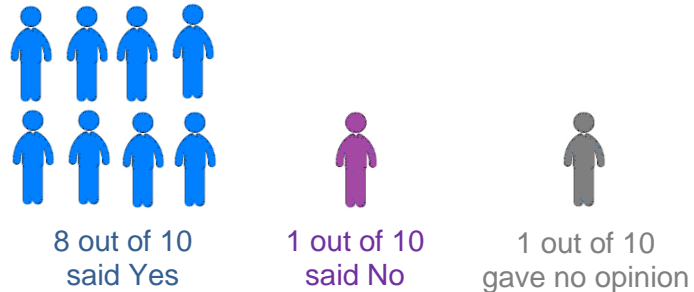
A range of suggestions for other areas of professional learning that required support were also made. These included a number of responses in each of the following areas:

- Early years
- Inclusion / inclusive practice / nurturing approaches

- Support for learners with particular needs (e.g. autism, dyslexia, complex ASN, etc)
- Mental health awareness and support
- Curriculum design and IDL

Responses to question 3

The initial 4 workstreams identified are looking to focus on Maths, Pupil Equity Fund, Use of Data and Quality Improvement approaches. Do these seem an appropriate focus to start planning our work?

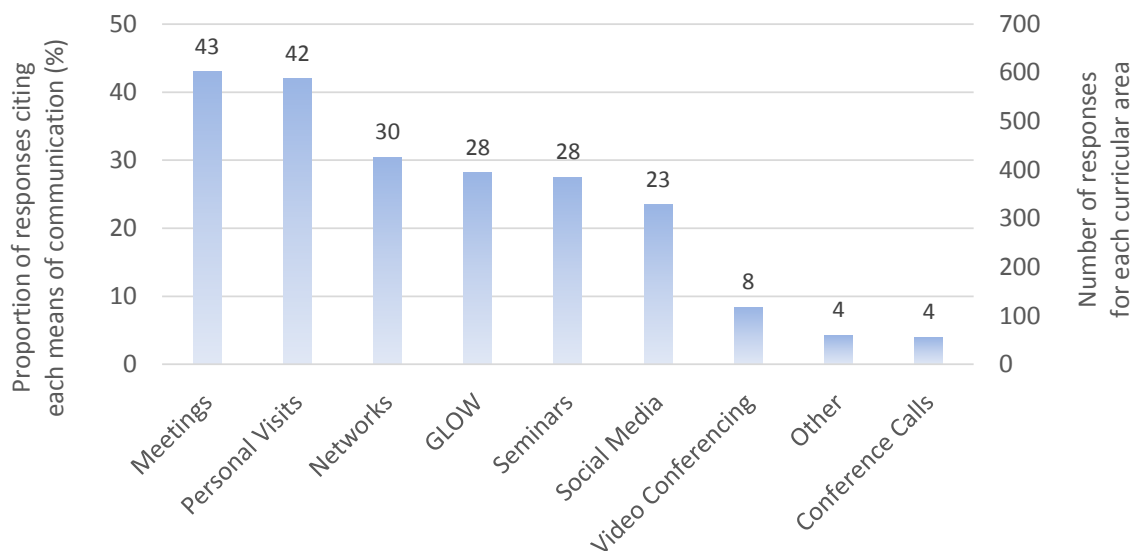


Comments received highlighted the need to ensure that the following aspects were not neglected:

- Health and wellbeing
- Literacy
- Early years
- Family learning and family engagement
- STEM

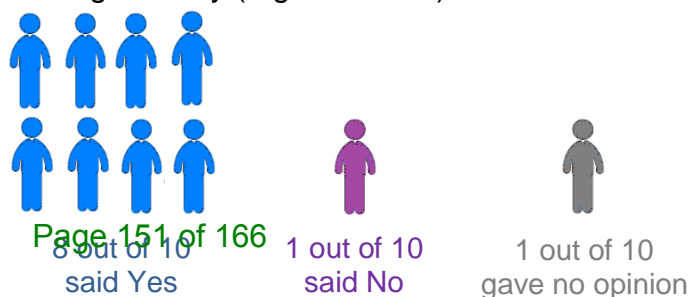
Responses to question 4

What would be your preferred means of communication to engage with to communicate with other schools and staff across the South East Improvement Collaborative?



Comments under the category of “other” highlighted the importance of online communication (e.g. email) and training delivery (e.g. webinars).

Responses to question 5

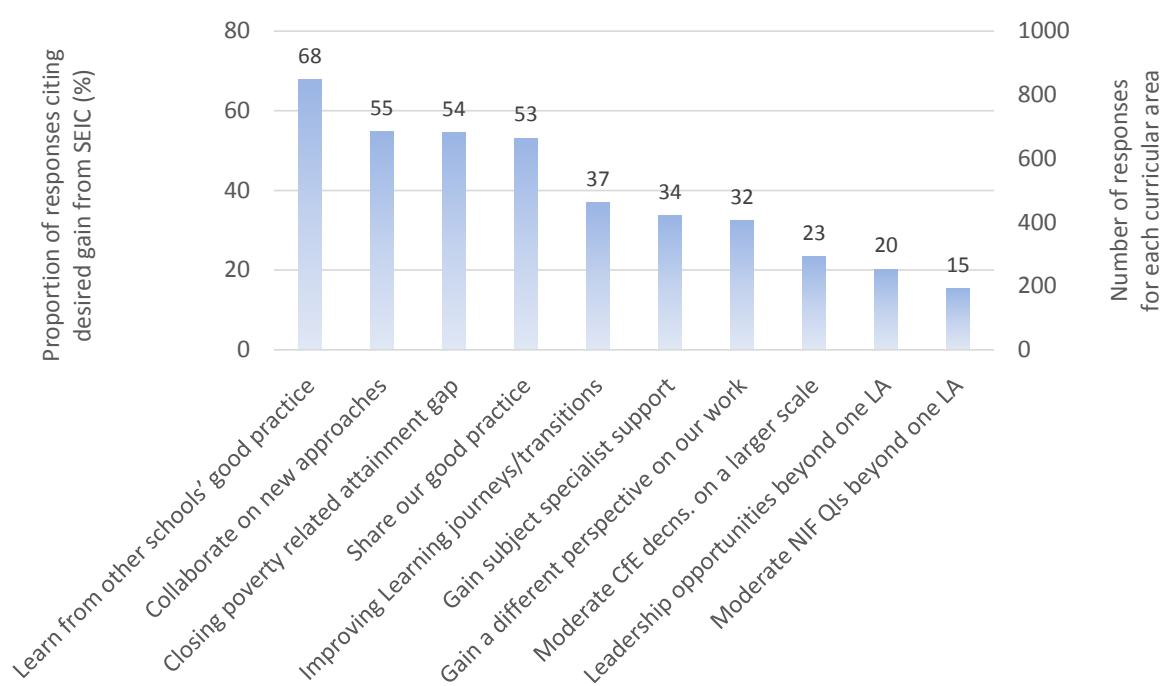


Should early learning and childcare be included in the work we develop across the South East Improvement Collaborative?

The overwhelming majority of comments offered on this question were strongly supportive of the inclusion of early learning and childcare within the work of SEIC. For example, typical comments highlighted: the 3-18 nature of the curriculum, the importance of the early years as a foundation for later educational and life outcomes, the need for early intervention to improve outcomes, etc.

Responses to question 6

What would you want your school to gain from being part of the South East Improvement Collaborative?



Jarnac Court Dalkeith – Proposed Homeless Accommodation

**Report by Garry Sheret, Head of Property and Facilities Management
and Kevin Anderson, Head of Customer and Housing Services**

1 Purpose of Report

This report is to advise Council of the proposal to convert the upper floor offices at Jarnac Court Dalkeith to provide emergency homeless accommodation for up to twenty households.

2 Background

- 2.1** Midlothian Council currently own and occupy the upper floor offices at Jarnac Court. These offices are soon to become vacant when works to the ground floor of Midlothian House are completed and the Council's Contact Centre is relocated.

The space will then be vacant and whilst it may be possible to relet the offices, issues regarding Disability Discrimination Act accessibility requirements in relation to offices, will make the space less attractive and depress possible rental levels.

- 2.2** Midlothian Council has significantly reduced the use of bed and breakfast accommodation, from 80 households in 2016 to 45 households in December 2017. This has been facilitated by the reuse of existing Council-owned buildings which were converted for use as Houses of Multiple Occupation (HMO) (Pentland House in Penicuik and the Polton Centre in Poltonhall). This has significantly reduced Council expenditure on bed and breakfast accommodation.

- 2.3** Appendix 8 of the Financial Strategy 2018/19 – 2021/22 Report which was agreed by Council in February 2018 notes the intention to reduce spend in the homeless service and that it will:

“Continue to meet the Council’s statutory homelessness duties through withdrawing from all B&B provision by the reuse of suitable vacant or vacated council buildings as an alternative option that provides a more supportive and productive environment to homeless households and is also cost effective to the local authority.”

A saving of £260,000 has been identified as a result of reduced spend on bed and breakfast accommodation. Table 1, below details the current provision of temporary accommodation units in Midlothian. There are currently 320 properties used for temporary accommodation (mainly council-owned homes but also some (RSL) Registered Social Land Lords and private lets). There are currently 100 HMO bed spaces.

With over 1,000 homeless households currently on the Housing List Increased use of HMO bedspaces is required in order to provide an alternative to bed and breakfast accommodation.

Table 1: Temporary Accommodation Provision in Midlothian

Area	No. of Temporary Properties	No of HMO Bedspaces	Total Temporary accommodation Available	% of Total Households in Temp Accomodation	Homeless Applicants Area Preferences
BONNYRIGG	49	15	64	15%	18%
DALKEITH	87	19	106	25%	10%
DANDERHALL	5	0	5	1%	5%
GOREBRIDGE	37	1	38	9%	10%
LOANHEAD	21	9	30	7%	7%
MAYFIELD	47	0	47	11%	7%
NEWTONGRANGE	15	0	15	4%	8%
PENICUIK	50	56	106	25%	15%
ROSEWELL	5	0	5	1%	5%
ROSLIN	4	0	4	1%	10%
PATHHEAD	0	0	0	0%	3%
Total	320	100	420	100%	100%

2.4 Current Accommodation

The upper floor offices at Jarnac Court provide reasonable, if dated, office accommodation. The space is a mixture of cellular and small open plan office design which to accommodate the current users. In this respect, re-letting the space as currently laid out is likely to prove difficult. The lack of flexibility of layout and perimeter mounted ITC provision will hinder letting of the space resulting in the need to offer significant discounts to any prospective commercial tenants. It is also likely that this process would be fragmented with time delays and extend the vacant period whilst suitable tenants are found and works undertaken. Depending on the extent of the adaptive works required the impact and the return on investment made would be difficult to establish.

2.5 To establish the capacity of the building to provide Homeless accommodation plans have been prepared in conjunction with Housing Services and in consultation with Environmental Health and Building Control Service.

This has established that 20 individual rooms with shared lounge/cooking areas; together with an office can be provided within the building. This is detailed in the attached plan at Appendix A. The proposals would involve building partition walls, bathrooms, upgrading of insulation levels, minor changes to the existing windows and installation of a sprinkler system.

- 2.6** Irrespective of whether the Council decided to seek to relet the property as office space or seeks to provide temporary residential accommodation it is clear that expenditure on remodelling of the vacant space will be required.

The proposal to remodel for Homeless provision has a clearly established scope of works enabling a construction budget and delivery timeframe to be set and achieved.

- 2.7** The option of office re-let considered is much less attractive in terms of scope of likely works timescales and the return on investment.

The alternative of seeking to re-let the space for office use is likely to mean that a proportion of the space will be vacant for a significant length of time. The adjacent Soutra Point provides a similar standard of accommodation (but with lift access to all floors) and has had a number of vacant suites on the market. A similar situation at Jarnac Court would mean that the Council's General Fund would carry the burden and risk of empty rates, security and on-going maintenance whilst income levels would be unlikely to cover these at least in the short to medium term. Any incentives or works required by incoming tenants would exacerbate this position.

3 Report Implications

3.1 Resource

Based on the layout proposals set out in Appendix A the estimated cost of undertaking the refurbishment and development of 20 homeless accommodation units is estimated to be £443,000 as detailed in Appendix B. Refurbishment works will be funded by the Council's Housing Revenue Account. Provision of funding for the development of additional temporary accommodation was approved by Council in February 2018 as part of proposals set out in the Housing Revenue Account – Rent Setting Strategy 2019/20 – 2021/22 Report.

This work will take approximately 12 months to complete including obtaining necessary consents and approvals. Once complete the accommodation would be immediately available and result in an annual reduction in spend on bed and breakfast accommodation of £277,400.

Should proposals for Dalkeith Town Centre be approved the phasing of the development will mean that Jarnac Court would be in the later phases of the development which are estimated to be at least 5 years from commencement of initial works. The proposal for temporary residential accommodation at Jarnac Court would therefore result in a minimum 5 years saving of £1,387,000 on bed and breakfast costs.

Operating Costs

On site Housing Support, staff will be required to support the 20 homeless households. It is anticipated that single person households will mainly use the accommodation with a small number of couples.

Homeless families with children will not be housed in this building. Some homeless households may have chaotic backgrounds or vulnerabilities that require support to ensure they sustain their accommodation.

A high level of staff support will mitigate the risk of anti-social behaviour within, or in the vicinity, of the building and will ensure the safety of occupants. In the event that tenants do not abide by the terms of their occupancy agreement they can be removed from the accommodation within 24 hours. Households subject to MAPPA (Multi Agency Public Protection Arrangements) would not be accommodated in the property. Table 1 indicates that operating the building will generate a small surplus for the Housing Revenue Account.

Table 1: Jarnac Court HMO Operating Costs

Item	Total
Operating Costs	
Staffing Cost	£257,000
Reactive Maintenance Costs	£13,000
Void Repair Costs	£20,000
Utility Costs	£14,000
Debt Charges	£25,000
Void Income Loss	£24,000
Furnishings	£8,000
Miscellaneous	£4,000
Total Operating Costs	£365,000
Revenues Generated	
Rental Income	£125,000
Service Charges	£237,000
Power and Heat Charge	£5,000
Total Revenues Generated	£367,000
Total	(£2,000)

3.2 Risk

Retaining the property in its current use as an office represents the highest risk in terms of financial liability.

Proposals to convert the accommodation to provide residential homeless accommodation carries a risk of objections from adjacent owners and tenants. This risk will be mitigated through ensuring effective management staff and procedures are in place.

It should be noted that there are already homeless units within Midlothian and these function effectively on a day-to-day basis without disruption to adjacent neighbouring occupiers.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report are:

- ☒ Community safety
- ☒ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☒ Sustainable growth
- ☒ Business transformation and Best Value
- ☐ None of the above

3.4 Key Priorities within the Single Midlothian Plan

Midlothian Council and its Community Planning Partners have made a commitment to treat the following areas as key priorities under the Single Midlothian Plan:

- Reducing inequalities in the health of our population
- Reducing inequalities in the outcomes of learning in our population
- Reducing inequalities in the economic circumstances of our population

The themes addressed in this report impact on the delivery of the Single Midlothian Plan outcome particularly in terms of priorities in relation to the delivery of affordable housing, homelessness and health and social care outcomes.

3.5 Impact on Performance and Outcomes

The redevelopment of Jarnac Court for the provision of Homeless accommodation not only impacts positively on the Councils need to provide such accommodation, but also reduces the financial cost that such provision makes on the General Fund whilst also removing the burden of business rates security costs and essential maintenance costs from the General Fund.

3.6 Adopting a Preventative Approach

Provision of increased supported accommodation ensures that homeless households are accommodated in higher quality and more appropriate accommodation than bed and breakfast provision. Addressing the needs of homeless clients will assist in moving the balance of services and resources into preventing the need for longer term or crisis support

3.7 Involving Communities and Other Stakeholders

Internal consultation has taken place with Finance, Planning Environmental Health and Building Control services. A consultation exercise will be undertaken involving the local community prior to agreement on progressing with works and obtaining an HMO License.

3.8 Ensuring Equalities

An Equality Impact Assessment has not been undertaken in regard to this specific report. However, the development of the Local Housing Strategy has taken account of the needs of equality groups in relation to homelessness.

3.9 Supporting Sustainable Development

The proposed use of Jarnac Court upper floor for Homeless Accommodation during at least the next 5 years reduces the financial burden on the Council; and ensures that effective use of a soon to be vacant building is ensured resulting in a sustainable use of Council assets. This is achieved whilst not precluding the potential to redevelop the town centre to provide further permanent affordable accommodation including

3.10 IT Issues

The provision of management accommodation with the proposed residential Homeless unit will require ongoing IT connectivity. CCTV would be installed in the building, which is the same arrangement for most HMOs used for temporary accommodation.

4 Recommendations

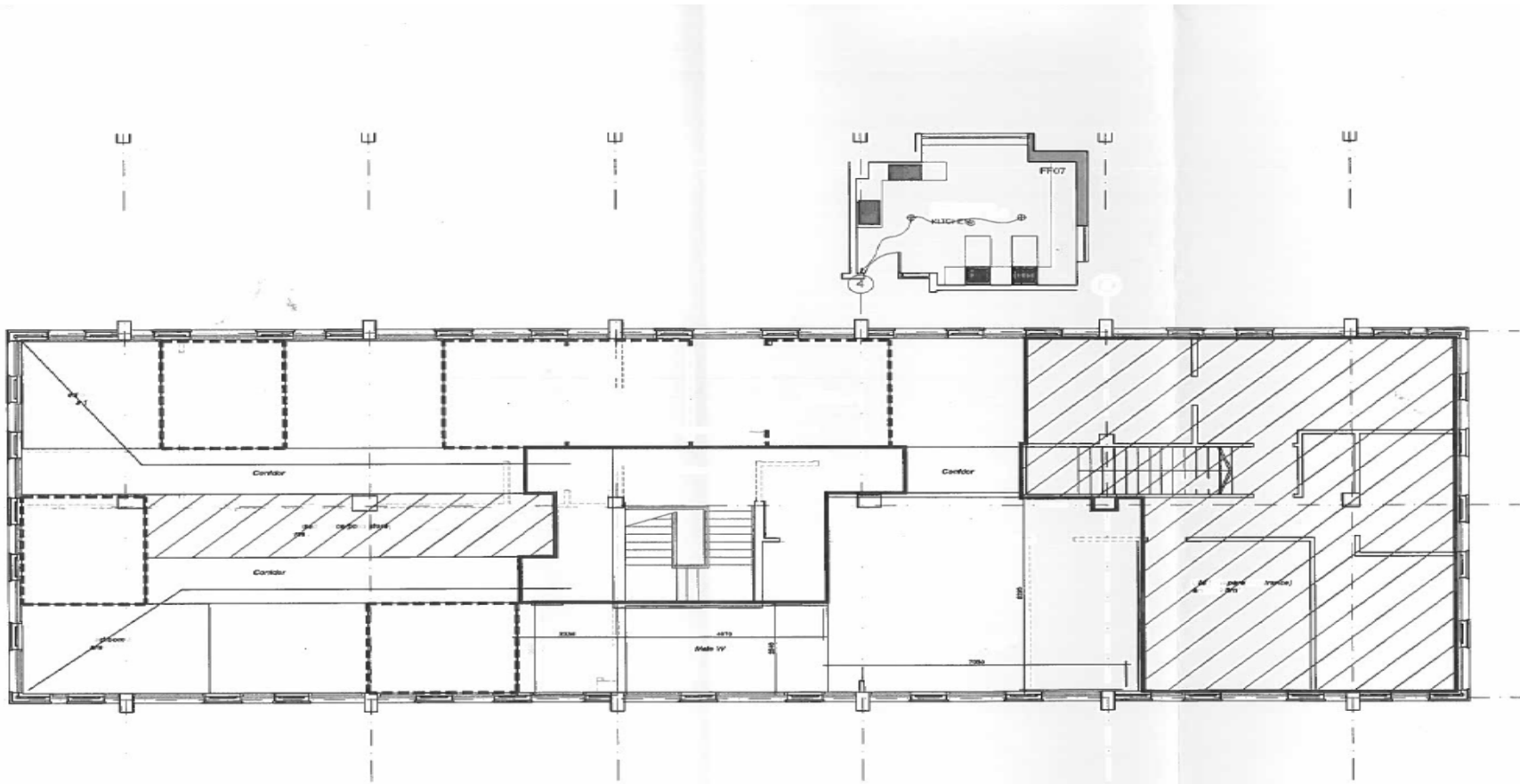
It is recommended that the Council:

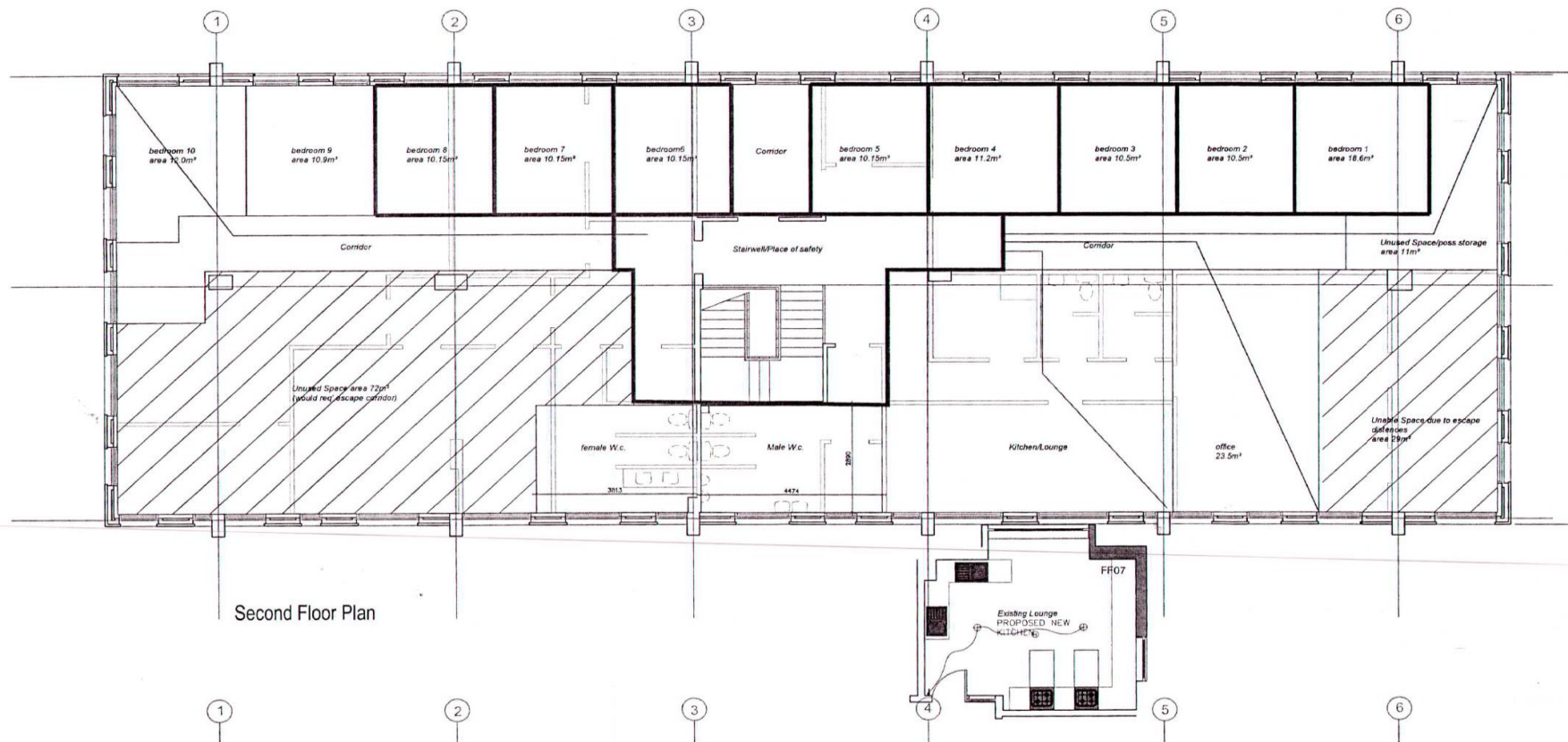
- a) Note the alternative potential uses for Jarnac Court and the implications of these;
- b) Note the proposed use of the upper two floors of Jarnac Court as Homeless Accommodation for a minimum of 5 years from date of initial occupation.
- c) Approve the housing service commencing the process of obtaining an HMO Licence. This will detail the full design proposals. Development works and the submission of full planning and building warrant applications will only commence if an HMO licence is granted for the building;
- d) Note that a consultation exercise will be carried out with the local community and Tenant Groups prior to an application for an HMO licence being made and the outcome of the consultation exercise will be reported as part of the application.

Date 05 March 2017

Report Contact: Darren Imrie
[darren.imrie @midlothian.gov.uk](mailto:darren.imrie@midlothian.gov.uk)

Background Papers:





Scottish Government Regeneration Capital Grant Fund – Regenerating Rosewell

Report by Garry Sheret, Head of Property and Facilities Management

1 Purpose of Report

The purpose of this report is to advise Council of the outcome of the Regenerating Rosewell funding bid submitted by Midlothian Council to the Scottish Government Regeneration Capital Grant Fund in partnership with Rosewell Community Development Trust.

2 Background

2.1 Capital Grant

The Regeneration Capital Grant Fund forms one element of the financial support package provided by the Scottish Government as part of achieving a sustainable future: The Regeneration Strategy, which was published in December 2011 by the Government.

The Regeneration Capital Grant Fund has been developed in partnership with COSLA and Scottish local authorities. The annual budget of £25 million is available to provide financial support to projects that will help to deliver large-scale improvements to deprived areas across the country.

The fund supports regeneration projects across Scotland and is available on a competitive basis to eligible organisations.

The fund is primarily aimed at providing new and/or improved infrastructure which improves the economic, social, and physical environment of communities.

The focus of the fund relates to:-

- Projects that primarily focus on areas which suffer from high levels of deprivation and disadvantage.
- Projects that will deliver transformational change with strong regeneration outcomes.
- Projects and programmes which have the potential to lever in private sector investment and address long term market failure.
- Projects that demonstrate clear community involvement.

3.0 Application Submitted – Regenerated Rosewell

3.1 Council Meeting

At its meeting on 27 June 2017 the Council considered an update on the Scottish Government Regeneration Capital Grant Fund by the Director Resources.

At the meeting the Council agreed to:

- a) *Note the timescales for Regeneration Capital Grant funding bids announced by the Government in May 2017.*
- b) *Note the intention of the Director, Resources on behalf of the Council to submit the Regenerating Rosewell bid application as set out in Section 3.0.*
- c) *Instruct the Director, Resources to report in 2018 on the outcome of the bid.*
- d) *Instruct the Director, Resources to review and validate the revised cost plan provided by the Trust.*

Since the June 2017 Council, the Director Resources supported by relevant officers has continued to meet with the Rosewell Development Trust to refine, progress and assist with the updated and revised application to the 2018/19 Regeneration Capital Grant Fund.

3.2 Project Summary

The background and rationale for the Regenerating Rosewell Project is set out below:

- Rosewell has no fit for purpose community facilities. Previously a thriving mining village with a strong sense of both community spirit and wellbeing, over the past fifteen years, due to the demise of the mining industry in the area, it has seen the loss of local amenities and business which led to an increase in unemployment levels. Owing to the lack of inward investment the economy, the wellbeing and spirit of the community has been impacted.
- In October 2010, a group of residents formed the Rosewell Development Trust to tackle the economic, social wellbeing and lack of community facilities within the Rosewell Community.
- With funding support from People in Communities, The Robertson Trust, Midlothian Council, Big Lottery and other partners over the past five years Rosewell Development Trust has achieved significant success.

3.3 Project Funding

The revised overall capital costs of the project have been estimated to be £2,276,000 based on a stage 2 report provided by the Trust's advisers Cooper Cromar. The anticipated funding contributions that the Trust aim to secure which were forecast prior to the outcome of the Regeneration Capital Grant Fund application are outlined in table 1 below:

Table 1: Capital Expenditure and Funding Position

Funding Organisation	Revised Funding £000's	
Construction Costs	£2,276	
Proposed Funding:		
Big Lottery	£980	(a)
Regeneration Capital Grant Funding	£884	
The Robertson Trust	£227	(b)
Midlothian Council – Developer contributions	£135	
Midlothian Council – Environmental Funds	£50	
Total Proposed Funding	£2,276	

Notes

(a) Passed to stage one and awaiting outcome of stage two.

(b) Trust in negotiations to secure funding.

Regeneration Capital Grant Funding

On 12 March 2018 the Council received confirmation of the successful outcome of the £884,000 Regeneration Capital Grant Funding Bid in respect of Regenerating Rosewell.

4 Report Implications

4.1 Resource

The revised project costs associated with the Regeneration Rosewell Project are as detailed in section 3.3

Presently officers from a range of Council services continue to work closely with the Rosewell Community Development Trust. The Director, Resources continues to monitor the Council Officer resources assigned to the project.

4.2 Risk

It is necessary to ensure that the appropriate specialist resources are available to the Trust to progress the project. A robust legal agreement

will require to be in place before any funding is released from the Council to the Trust. Furthermore, it is imperative that all external funding is secured and is in place prior to committing contracts to demonstrate the viability of the project progressing in 2018/19.

4.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☒ Community safety
- ☒ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☒ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

4.4 Key Priorities within the Single Midlothian Plan

In terms of the key priorities of the Community Planning Partnership through the Single Midlothian Plan, the proposal set out in this report will deliver significant benefits in relation to business growth.

4.5 Impact on Performance and Outcomes

The Rosewell Hub will contribute to meet the priority of improving Midlothian's infrastructure and working with communities.

4.6 Adopting a Preventative Approach

The proposal outlined improves the prospects to make Rosewell more economically viable and more attractive for those who live, visit and work in area.

4.7 Involving Communities and Other Stakeholders

Further consultation and information events will be held with the community before work commences on site.

4.8 Ensuring Equalities

The Regenerating Rosewell Project will have a number of positive impacts on equality groups.

4.9 Supporting Sustainable Development

This proposal outlined in this report is specifically targeted at Rosewell and surrounding area.

4.10 Digital Issues

There are no digital issues arising from this report.

5 Recommendations

It is recommended that Council:-

- a) Note the successful outcome of the £884,000 Regeneration Capital Grant Funding Bid in respect of Regenerating Rosewell.
- b) Instruct the Director Resources to provide update reports to Council as required on progress with the Rosewell Hub.

12 March 2018

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Background Papers:

