

18 DECEMBER 2008

REPORT BY DIRECTORS OF EDUCATION & LIFELONG LEARNING AND SOCIAL WORK SERVICES

TRANSFORMING CHILDREN'S SERVICES

1 PURPOSE

1.1 The purpose of this report is to:-

- a. provide information on the Transforming Children's Services Review and its public engagement process, and**
- b. seeks approval to implement recommendations from the Review, some of which have been changed as a result of the engagement process.**

2 BACKGROUND

2.1 In March 2007, Council approved proposals for a comprehensive review of all services it provides to children through Education and Lifelong Learning (ELL) and Social Work Services (SW). This project is an integral element of the wider proposals to transform the Council as set out in its 'Business Transformation Programme' which was endorsed by the current Council in August 2007 with the adoption of the Council's 'Improvement Plan'.

2.2 The main objectives of the project were to:-

- Improve the services we deliver to children, young people and their families - placing the needs of children 'at the centre' of the restructured services.
- Relocate some services to provide easier access for pupils and families.
- Reshape the structure of these services to make them more effective, more cost efficient, and less bureaucratic.
- Strengthen the ability of these services to meet the challenges of huge national changes to Education and Social Work and the pressure on Local Authority funding.
- Protect services to children, young people and their families, while reducing the costs of central support services and 'back office' administrative services.

2.3 The project was led by ELL's Head of Schools Services who was seconded to manage the project. He was assisted by a small team comprising an Assistant Project Manager, seconded from his post as Group Manager within Social Work; an Administrative Assistant and a Finance Assistant. Research capacity and additional financial support were provided by the Business Improvement Unit and Corporate Finance. Governance and direction was provided by the TCS Project Board and SBC's Transformation Programme Board.

2.4 The Project was undertaken through five work packages:

- Work Package 1 – articulated the vision, values, outcomes and guiding principles that were used to develop the project and prepare the recommendations. It also comprised the project initiation document which guided the work of the Project Team. Work on this was undertaken by the Project Team with the support of the Management Teams from both ELL and SW and, for a short initial period, an external consultant.
- Work Package 2 – covered all aspects of the additional support offered to children, young people and at times their families by ELL, SW and, to a limited extent, partner agencies. This package was led by SW's Head of Children Services & Criminal Justice, with support from Education and Lifelong Learning's Additional Needs Manager, the Assistant Project Manager and the Project Manager. Other significant contributions were received from staff across both Departments and from partner agencies.
- Work Package 3 – reviewed services delivered to all children through Schools and comprised three distinct elements. Element one, led by ELL's Head of Quality Services, developed proposals for delivery of the Curriculum for Excellence and improving educational provision from 3 – 18; Element 2, led by the former Headteacher of Eyemouth HS, looked at 'curriculum architecture' to improve the way the curriculum is delivered in the Authority's secondary schools and Element 3 looked at improving pastoral care and guidance in schools. This Element was undertaken by a group of pastoral care staff and further developed by the Project Manager. A fourth Element was later added to this work package – 'School Week & School Year'. This examined changing the patterns for the school week and school holidays and was the subject of a separate consultation exercise, the outcome of which was approved by Council in September 2008.
- Work Package 4 – focused on the services for children and adults that are accessed voluntarily and was led by the Community Arts Manager. This package also encompassed work begun through the Transforming Community Services Project to improve all aspects of Community Services – including Community Learning and Development; Curricular and Community Arts and Sports; Libraries and Information Services, Museums and Archives; Public Halls and the Heart of Hawick.

The engagement process for this work package was halted towards the end of September to allow for extended discussions and further reports will be brought forward in due course. In the meantime, a small number of recommendations in respect of Community Services that directly impact upon schools or property are included for approval now in Appendix 1. It is intended that a separate WP4 report will be presented to the Council during 2009.

- Work Package 5 – built on the recommendations from the other work packages and presented proposals for the redesign of staffing and management structures, service delivery, funding, quality assurance, property and facilities management and pupil transport. An initial report on the need to review school catchment areas was later added to this work package. The work on this package was led by the Project Manager, with input from Officers across the Council.

2.5 For each work package, a number of reports were prepared, each containing options and recommendations for change. A series of appendices (up to 40 for some reports) provided supporting or comparative information and an outline of other options that had been considered and rejected.

- 2.6 To make this huge body of complex work more accessible a comprehensive overview report was prepared and made widely available to all staff and the public. To ensure transparency, all of the reports and appendices were also published on the Council website.
- 2.7 As with other Council transformation reviews, implementation of the TCS recommendations will require changes to management structures and staffing levels, particularly to the number of promoted posts in schools. To enable initial work to take place on implementation it was essential to have an indication of the number of staff in promoted posts who may be willing to accept early retirement or voluntary severance. To facilitate this, expressions of interest were sought from eligible staff. A separate report is being presented to Council that covers the principles for teaching staff on transfers and redeployment and a further report with recommendations for individual members of staff will be presented for approval in early 2009.

3 CHALLENGES FACED BY BOTH SERVICES

- 3.1 Both Education and Lifelong Learning and Social Work face significant challenges. The major challenges are identified below, with further information in the overview report. A copy of which can be obtained from www.scotborders.gov.uk/tcs
- 3.2 The strength and successes of our schools is recognised but there are a number of specific challenges for schools to address, including the need to:
- Develop and deliver the new national Curriculum for Excellence.
 - Work together more effectively as groups of schools rather than as individual schools.
 - Improve the pace and level of challenge for pupils - identified as an area of development by HMIe for most of our schools.
 - Improve pupils' learning experiences.
 - Be more ambitious for pupils - raising expectations and meeting pupils' needs.
 - Provide more effective transitions (moving from one learning stage to another).
 - Improve the equality of experience for pupils in respect of pastoral support.
 - Maintain and where possible extend subject choices, including more vocational choices for secondary pupils.
- 3.3 Specific challenges for Social Work include the following:
- Implementation of the Changing Lives review of Social Work in Scotland including changes to practice governance, staff development, performance improvement and increasing personalisation of services.
 - Implementation of Getting It Right For Every Child, the review of Children's Services including Children's Hearings Systems.
- 3.4 Specific challenges that need to be addressed by SW and ELL's Additional Needs team include the need to:-
- Remove duplication in the way Additional Needs services are delivered, which can result in confusion and a multiplicity of professional referrals for parents and pupils.
 - Move from services that are centrally managed and centrally located to a model that is more accessible and provides better links to local communities.
 - Create an overarching infrastructure across the Authority area to support integrated working - from low level early intervention to meeting the needs of children with the most complex needs.

- Reduce the number of children and young people who need to access education or care outwith the Borders and provide better outcomes for them within the Borders.

3.5 The challenges for Community Services set out in the original TCS Report remain. They will be addressed when a separate WP4 package is presented to Council in 2009.

4 ENGAGEMENT PROCESS

- 4.1 During the development of the project, each Work Package Leader consulted with colleagues through informal discussions, detailed briefings and development workshops. Work Package 2 was also able to build on the extensive information from consultations with parents undertaken through two recent projects: the Best Value Review of Additional Support Needs (ELL) and the Review and Redesign project (SW).
- 4.2 The initial proposals from each Work Package were presented to the Council's Transformation Programme Board in February 2008 and following detailed discussions with both Directors and the Executive Members for ELL and SW, these were refined and approval to begin the public engagement process was given in May 2008.
- 4.3 The engagement process began on 17 June 2008 and ran for 19 weeks. Meetings included 18 staff meetings; 13 public meetings, two meetings for Parent Councils with briefings to New Ways partners. In addition, meetings were held with Elected Members, both Administration and Opposition. Other meetings were arranged directly with individual schools by Elected Members.
- 4.4 To ensure maximum staff and public awareness of the project, steps were taken to generate a steady stream of media coverage to encourage participation in the engagement process. Letters outlining the project, with information on where information could be found and guidance on how to participate, were sent to all parents with children at schools or a pre-school setting in the Borders, and also to Parent Councils, Community Councils and staff in both Departments. The project was also advertised widely and information included in SBC publications.
- 4.5 Because of the number and complexity of the proposals for improvement, it was never envisaged that the dialogue with staff and public would form a 'standard' consultation. From the outset the intention was to create an open forum for genuine debate. Staff and parents and other interested bodies were invited to comment on the proposals and present their own ideas as to how services could be improved.
- 4.6 This process proved effective: around 1,300 staff and parents attended the meetings. There were 503 individual and group responses categorised as follows:
- 211 from individual teachers.
 - 60 from various groups of teachers.
 - 147 from individual parents.
 - 48 from various groups of parents.
 - 8 from Community Councils.
 - 29 other and unknown.

The responses included both cogent opposition to the proposals and some very constructive comments and alternative proposals, all of which have been carefully considered.

- 4.7 To provide Elected Members with sufficient time to consider all of the comments made, responses were circulated to Members in batches beginning on 10 October, with all responses made available by 29 October 2008.

5 TAKING FORWARD THE PROJECT

- 5.1 From the outset of the engagement process detailed discussions were held with staff to modify and strengthen the proposals. This work continued after the engagement process ended and has resulted in positive changes to the recommendations that address many of the concerns raised and integrates constructive ideas from staff and parents.
- 5.2 Recommendations from the TCS project for which approval are sought are shown in a table attached as Appendix 1 and numbered from 1–136. This table details the final recommendations; includes comment on any changes following the engagement process and for ease of reference includes the number of the original recommendation. The table includes a small number of new recommendations which have come forward as a result of the engagement process. A list of all the original recommendations from the project (including WP4) has been placed in the Members Library.
- 5.3 Where further discussions with schools, staff and Parent Councils are required, Elected Members will be invited to participate in these discussions to help achieve effective local solutions.
- 5.4 The most significant issues from the engagement process, together with the revised proposals are outlined below. These issues have either the greatest impact on the project and/or generated the biggest concerns during the engagement process.

Work Package 1 - Introduction

a. Vision and Values

This recommendation received considerable support through the engagement process and its principles are unchanged but the language has been changed in places to make it clearer. This document is attached as Appendix 2.

Proposal

The Vision, Values, Outcomes and Operational Principles document will guide the formulation of future policies, procedures and guidelines which affect Children's Services. Our partner agencies in the provision of services to children and young people will be encouraged to adopt this document.

Work Package 2 – Additional Needs

b. Integrated assessment framework

This recommendation received considerable support through the engagement process and is central to the proposed procedures and structures from Work Package 2. It was also subject to an earlier consultation exercise and is currently being trialled in Berwickshire. While there are no changes proposed to the principles or main proposals there may be some procedural changes.

Proposal

The Single Integrated Assessment Framework is adopted.

c. New Integrated Service

It is still considered, following discussions during the engagement process, that the solution of the new integrated team being led by the Director of Social Work provides the most effective way to ensure optimum professional accountability and responsibility. This is particularly important in covering such critical issues as child protection. Both Directors remain confident that the concerns of parents and staff will diminish with experience of the new service.

Proposal

Establish a new service that brings together the Children Services Team within Social Work and the Additional Needs team within Education and Lifelong Learning. The service will report to the Director of Social Work Services and will be led by a Chief Officer with a social work qualification.

d. Management Structures for new Additional Needs service

There were some concerns raised by staff on the implementation of the new structure as they felt insufficient information was available. If approved, detailed work will be undertaken and shared with staff to address these concerns. The new senior posts will be balanced between Education and Lifelong Learning and Social Work to ensure parity. Staffing implications arising from this change are included in Appendix 2.

Proposal

A new management structure will be introduced that facilitates the integration of the two sections and the establishment of a new service.

e. Locality Teams

This was broadly welcomed in the engagement process but there were some questions as to the role and composition of the new teams. If approved, further work will be undertaken and shared with staff on the role and composition of the Locality Teams. There is no change to the principle of co-locating but the detailed work on this will be taken forward through the Corporate Asset Strategy and the Property Rationalisation Project, led by Technical Services.

Proposal

Establish five Locality Teams, based in Peebles, Galashiels, Hawick, Jedburgh and Eyemouth with staff from the new service (former SW Children Services; Children's Multi Agency Team and ELL's Additional Needs staff). Partner agencies will be encouraged to similarly realign their staff.

f. Central Teams

This was broadly welcomed in the engagement process but there was again some confusion as to the role and composition of the new teams. A priority for the next phase is to define the role and composition of the new teams and this will be shared with staff and parents.

In addition, the location of the Speech and Language Service was singled out in a number of consultation responses as a concern and as a consequence further work will be undertaken, in conjunction with NHS, to define the best location for this service and it might be that this becomes a part locality and part central service. Until this work is completed this service will retain its present structure.

Proposal

Establish five central teams, comprising Education Psychologists; Social, Emotional & Behavioural Needs; Complex Needs; Child Protection & Assessment Team and Transition to Adulthood team.

g. Funding for Additional Needs

In response to concerns raised during the engagement process the original proposals to allocate all additional needs funding based on the Borders Deprivation Index have been revised. A more appropriate name for the index is to be agreed.

Proposal

Additional Needs Assistants (ANA's) for both the primary and secondary school sectors and Additional Needs Teachers for secondary schools will continue to be allocated based upon current practice. Work continues on the development of an acceptable allocation formula. Elected Members will be asked to consider the process of allocation funding in the future after extensive modelling (year 1) and a pilot exercise (year 2).

It is proposed, however, that the renamed BDI will be used to allocate the following groups of staff to locality teams:

- *Locality Social Work staff.*
- *ELL Primary Learning Support Teachers.*
- *Behavioural Support Teachers (and their associated ANA's.)*
- *Children's Multi Agency Team .*

This is necessary as there is not currently a consistent methodology used to allocate staffing to localities.

Work Package 3 - schools

h. Curriculum for Excellence

This recommendation is unchanged as it is the major vehicle for future curriculum developments in Scottish Education.

Proposal

The Curriculum for Excellence (CfE) will be implemented in all SBC's schools and nursery classes.

i. Learning Communities

This recommendation received broad support through the engagement process. There was some concern as to the composition of the Eildon West learning community. This has been examined and the conclusion is that the original recommendation provides the best solution. Amended proposals regarding the allocation of management staff in primary schools will now take into account the size of the Eildon West learning community.

Proposal

Establish six learning communities comprising Tweeddale; Eildon East; Eildon West, Teviot & Liddesdale; Cheviot and Berwickshire.

j. Primary Headteachers will be non Class Committed

The principle of Headteachers being non-class committed was supported by almost all Headteachers and was welcomed by most parents. There was concern regarding the method proposed to achieve this principle through an increase in the current number of shared headships. There was also concern about some of the proposed school pairings.

After further consideration, it is proposed to retain the principle of shared headships. Some adjustments have been made to the original pairings of schools and these are set out in Appendix 3.

In addition, the term 'satellite school' will not be used. Instead there will be two categories single and shared headships.

Proposal

All Primary Headteachers in the Borders will be 'non class committed' in that they will not have responsibility for a specific class thus increasing their ability to focus on the quality of teaching and learning in all classes, leadership, school improvement and management. This will be achieved through an increase in shared headships.

- k. Reduce the number of Primary Principal Teachers (PTs) to nine for each Learning Community and align them to individual Curriculum for Excellence themes.**

In response to concerns the original proposals have been revised.

A replacement model has been developed in discussion with Primary Headteachers, that provides time for PT's to undertake management duties in their own school(s); fulfils their Leaders of Learning role within their school(s) and across their learning community and contributes to the development of Curriculum for Excellence. This will enable Headteachers within schools and across learning communities to deliver specific outcomes which will be agreed with the Director.

This will be achieved through a more proportionate allocation of PT's to schools in the various Learning Communities as shown in Appendix 3.

The development capacity of schools will be increased through the ability of PT's to work together and develop materials within their learning communities and across the Authority.

Proposals

The number of PT's will be reduced to 54 and these will be designated Learning and Teaching PT's. The allocation will be 1 PT to each of the 42 Headteachers. The remaining 12 PT's will be allocated to schools as decided by the Director of Education and Lifelong Learning. The allocation of PT's will be reviewed after a full year's operation.

A Depute Headteacher will be allocated to all schools (or two schools in the case of Shared Headships) where the roll is more than 200 pupils. Schools with more than 290 pupils will have a second depute.

- l. Reduce numbers of Secondary Deputes and Principal Teachers (Curriculum)**

In response to concerns the original proposals have been revised.

A replacement model has been developed with Secondary Headteachers that provides flexibility for Headteachers to determine their own management structure. Their chosen structure must fit within their revised Devolved School Management (DSM) funding and also deliver specific outcomes which will be agreed with the Director.

Proposal

Proposals for the management structure for each secondary school are being prepared and will be published as part of implementation proposals. The new management structures will be reviewed after a full year's operation. Each Headteacher will be allowed to determine their own management structure from within their revised DSM funding.

Work Package 4 – Community Services

- m. Changes in Curricular Arts**
This proposal has been revised.

Proposal

It is proposed to discontinue the Curricular Arts team as a specific service. The peripatetic teachers that support the delivery of the Arts curriculum in primary schools will move from Community Services to the Schools Service. The responsibility for Arts Curriculum Development across the Authority will be one of the roles of the CfE Team.

The St Andrew's Art Centre will close at the end of June 2009. Other venues, including the 3 new PPP High Schools will be available for Arts based activities. Staffing implications arising from this change are included in Appendix 2. Further consideration will be given to how we develop community arts for young people within existing resources.

n. Music Instruction Service

In response to concerns raised during the engagement process and to the changes in curricular arts management structure, this proposal has changed.

Proposal

The Music Instruction Service and all of its staff will transfer from Community Services to the Schools Service.

o. Changes to the Curricular Sports Team

This proposal has been revised as a result of recommendations from Sportscotland .

Proposal

Responsibility for the Active Schools and School Sports Co-ordinators initiatives should remain with the Community Services Section but with some changes to the existing management structure. Staffing implications arising from this change are included in Appendix 2.

Work packages 5a and 5b – Property, Facilities Management and Staffing/Structures

p. Changes to the Quality Services Team – including development of Curriculum for Excellence

This proposal is being revised in light of engagement responses, budget pressures and changes required as part of the Support Services Review.

Proposal

The Director of Education and Lifelong Learning will review the detailed composition of Quality Services within a team framework of Quality Improvement; Curriculum Development and a Planning, Policy and Performance team. Proposals will be presented to the Education Executive in early 2009.

q. Changes in Senior Management Structures within Education

This proposal has been revised. The proposed 'new' ELL Senior Management structure is included as Appendix 4.

Proposal

Two senior officer posts will be removed (Head of Schools Services and Communications and Policy Manager). As a consequence of the Support Services Review, the post of Head of Business Services will be removed from the ELL structure. Four ICT posts originally proposed to remain in ELL will now transfer to corporate roles.

6 IMPLEMENTATION

6.1 For recommendations that are approved, initial work on the detailed implementation proposals will be accelerated with the aim of publishing a comprehensive implementation plan including timescales and staffing implications early in 2009.

6.2 Implementation of the changes to staffing will be managed through a number of measures:

- Job matching.
- Temporary positions (acting-up) and secondments will be reviewed.
- Redeployment (transfer) of existing staff.

- Voluntary Severance.
- Early retirement.
- General staff turnover.
- Compulsory redundancy will only be used as a last resort.

Depending on available resources it is likely that some of the changes will be on a phased basis.

- 6.3 A new Human Resources policy “Managing Transfer of Employees on Teaching Conditions to New Structures” is currently being under consultation with the Teacher Unions. A draft of this consultation document is attached as Appendix 5 for information. The final document will be presented to Council once the consultation process has been completed.
- 6.4 Discussions are still underway on the most effective route to manage the implementation phase. Options include the temporary appointment (or secondment of a manager) or to ‘buy-in’ additional support for the process from Legal and Human Resources.
- 6.5 Further reports will be presented to Council in early 2009 seeking approval for staffing changes and in December 2010 to provide an update on implementation.

7 CONSULTATION

- 7.1 The Heads of Corporate Administration; Corporate Finance; Legal Services; Financial Administration and Human Resources have been consulted on the content of this Council Report and their comments taken into account.
- 7.2 Details regarding the staff and public engagement process are included in paragraph 4.

8 FINANCIAL IMPLICATIONS

- 8.1 The financial implications resulting from acceptance of the recommendations tabled today are shown in Appendix 6 until such time as the staffing implications are fully resolved this can only be indicative, although great care has been taken on preparation and validation of the figures to provide members with a realistic understanding of the position.
- 8.2 The following table summarises the projected savings identified in relation to the recommendations:

	2008/09 £000s	2009/10 £000s	2010/11 £000s	Beyond 2010/11 £000s	Total £000s
Work Package 2	264	498	123	350	1,235
Work Package 3	168	698	175	149	1,190
Work Package 5	1,106	419	80	0	1,605
Total	1,538	1,615	378	499	4,030

- 8.3 The following table provides a current estimate of the implementation costs related to achieving these savings:

	2009/10 £000s	Recurring Costs £000s
Work Package 2:		
Redundancy	347	21
3 yr Salary Conservation	53	85
Work Package 3		
Redundancy	1,754	89
3 yr Salary Conservation	0	431
Work Package 5	411	16
Total	2,565	642

It should be noted that these costs are only indicative and will not be fully quantifiable until the details of the implementation have been fully established.

- 8.4 The assumptions underpinning the projected financial implications are also included in Appendix 6. It should be noted that these assumptions, especially in relation to costs have, have been made to get to a projected position to inform decision making in relation to the principles of the individual recommendations. Once details of implementation have been fully established these may change.
- 8.5 At this time the full budget to meet the projected implementation costs has not yet been identified. Following the implementation planning work it will be possible to identify the costs as these affect specific individuals and at this stage the options for funding the implementation proposals will be reported to Committee.
- 8.6 There are a number of recommendations within Appendix 1 which have overall no material financial implications. These are assumed to be met from within existing resources.
- 8.7 There are also a number of property recommendations which will require further option appraisal work and which will have capital and revenue implications. As and when these have been undertaken they will be reported as appropriate.
- 8.8 The Head of Corporate Finance has agreed these financial implications.

9 RISK COMMENTARY

- 9.1 The most significant risk is opposition by the teaching (and other) Trade Unions bodies to staff changes in particular. To mitigate this risk dialogue will continue with Union representatives.
- 9.2 There is a risk that the reduction and changes to Education and Lifelong Learning's central staff will diminish the ability of the Department to support schools and parents at a time when schools will be undertaking very significant changes themselves. This risk will be monitored and reviewed and may be mitigated through the appointment of an Implementation Manager.
- 9.3 There is a risk to the continuity of children's services during the transition period from the current structure. Staff and schools will be very alert to this possibility and will work to mitigate any negative impact on pupils. Implementation plans will also focus on mitigating the impact through the transition period.

- 9.4 The proposals to deliver many services locally may cut down on car journeys for both staff and parents and this could have a positive impact on the environment. No other environmental risks have been identified.
- 9.5 The delay in implementing Work Package 4 recommendations will mean that Community Services will not be part of the overall TCS changes. In particular, the delay may result in Community Services being unable to play a full role in the development of the learning communities and the Additional Needs Localities Teams. This will be mitigated by ensuring involvement of appropriate Community Services staff in the ongoing development of the learning communities and Locality Teams.

10 EQUALITIES AND RURAL PROOFING

- 10.1 An equality impact assessment has been completed and as a consequence of this work it is anticipated that there will be no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals contained within this report.
- 10.2 An assessment of the proposals on rural communities has been completed and as a consequence of this work it is anticipated there will be no adverse impact on rural areas and indeed there will be a positive impact arising from the more local delivery of some services and the commitment to support rural schools.

11 SUMMARY

- 11.1 As part of the Council's wider transformation programme to improve services and become more efficient, a review was undertaken of all services to children and a number of proposals for change were put forward by the Project Team.
- 11.2 These proposals were the subject of a 19 week public engagement process that generated high levels of involvement and responses.
- 11.3 Following the engagement process, responses were considered and further detailed discussions undertaken with all Headteachers. The revised recommendations address the most significant concerns – without compromising on the need to deliver improvements in services or the need to strengthen the sustainability of the services.
- 11.4 The financial implications of implementing the recommendations will result in an ongoing efficiency saving of approximately £4m (prior to implementation costs) although until the staffing implications are fully resolved this figure is indicative.
- 11.5 A range of actions will be used to implement the staffing changes.
- 11.6 Detailed implementation plans will be prepared and published to enable the first phase to begin in May 2009 for the 2009/10 school year.
- 11.7 Further reports will be presented to Council in early 2009 on the early retirement/voluntary severance scheme and an update will be provided in December 2009, which will also seek consent for unresolved issues.

12 RECOMMENDATION

12.1 We have to recommend that:-

- a. All the recommendations in Appendix 1 be approved.
- b. The allocation of Primary Headteachers, PTs and Deputes contained in Appendix 3 be approved.
- c. The financial implications detailed in Appendix 6 be approved and that the options in relation to the source of funding for the implementation costs to deliver the recommendations will be reported following the detailed implementation planning work.
- d. That property recommendations from the TCS Project are now taken forward as part of the Corporate Asset Strategy.

Approved by

Name	Designation
Glenn Rodger	Director of Education and Lifelong Learning
Andrew Lowe	Director of Social Work Services

Author(s)

Name	Designation
Leona Bendall	Communication & Policy Manager

Background Papers: Council reports in March and August 2007 – and TCS documentation

Previous Minute Reference: [insert last Minute reference (if any)]

Note – You can get this document on tape, in large print and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an Officer to meet with you to explain any areas of the publication that you would like clarified.

Contact us at Communications Unit, Education & Lifelong Learning, Council HQ, Newtown St Boswells, TD6 0SA, Tel: 01835 826592