CLD Learning Community Partnership

Selkirk Learning Community

Plan 2015-2018

Contents

Purpose of this plan

This plan details how organisations and community groups will provide **community learning and development (CLD)** opportunities in Selkirk learning community over the next three years. The plan supports the Scottish Borders Community Planning Partnership aim of **reducing inequalities** by providing learning opportunities that result in:

- Improved life chances for people of all ages, through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities.

In Selkirk, people with an interest in CLD have been working towards this vision of Selkirk as a learning community:

"A learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development."
Learning in Scotland's Communities, 2011

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a 3 year plan for CLD.

The plan that follows details how the CLD Learning Community Partnership will work together to use CLD learning to reduce inequalities in Selkirk.

Summary of Selkirk Learning Community

Situated in central Borders, Selkirk Learning Community includes the town of Selkirk as well as the smaller settlements of the Ettrick and Yarrow Valleys, Ashkirk and Midlem. The A7 trunk road runs through the centre of Selkirk, providing good transport links north to Galashiels and beyond and south to Hawick and beyond. Selkirk Learning Community has a population of 5,640 people (2012). It has a higher proportion of people of a pensionable age and single elderly people than the Scottish Borders average.

There are widely varying levels of deprivation in Selkirk. The area of Bannerfield, located one mile from Selkirk town centre and the only community separated from the town centre by the Ettrick water, experiences multiple deprivation with poorer

health outcomes, higher levels of welfare dependancy, low income and poorer educational outcomes. The area of Hillside Terrace on the other hand, located 0.6 miles from the town centre, is ranked amongst the 15% least deprived in Scotland according to the Scottish Government's Scottish Index of Multiple Deprivation (SIMD). Health behaviours which are a concern for Selkirk learning community, include low breastfeeding rates, higher rates of smoking during pregnancy and the number of emergency hospital admissions. The rurality of the areas surrounding Selkirk result in them being ranked highly in terms of access deprivation. In Selkirk, the unemployment rate is slightly higher than the Scottish Borders average with older working-age men particularly affected.

With 420 secondary school pupils, Selkirk has a relatively small secondary school community. School attendance rates are above the Scottish Borders average but staying on rates have been below average, particularly in male pupils. S5 and S6 attainment levels are overall very good. There is however, more variation in attainment rates in S4. The proportion of school leavers going into a positive destination was described by HMIe as 'strong'.

Key strengths identified in the recent (2014) HMIe Inspection of CLD activity in Selkirk Learning Community included, creative learning opportunities leading to positive outcomes for young people, "good, targeted work" with families in need of support and an increase in community capacity through the work of a few community groups. The establishment of a Selkirk Learning Community Partnership (LCP) was described as supporting partners to work better together and contribute data that is informing CLD strategic priorities.

Areas for improvement identified in the HMIe inspection include increased joint evaluation by partners and closer collaboration of youth work partners to ensure joined up services.

Formation of Selkirk Learning Community Partnership (LCP)

During the latter stages of 2014, local services delivering CLD activity in Selkirk were invited to form the Selkirk LCP with a primary focus on planning future CLD activity according to local need. Services who have been able to attend regular LCP meetings include the CLDService, all primary schools and Selkirk High School, Healthy Living Network, SBC Library service and Rowlands. Other services have contributed to the work of the LCP via email correspondence and 1:1 meetings. Activity undertaken by Selkirk's LCP include mapping CLD activity of partners, profiling the Selkirk Learning Community, consulting with learners and identifying CLD activity priorities and actions. A representative from Selkirk's LCP has been attending Eildon East's Learning Community Board meetings to ensure Headteachers are kept informed of the progression of the work of the LCP. Selkirk LCP is an open group which will continue to welcome new partners.

Profile of Selkirk Learning Community

The Community Planning Partnership's Reducing Inequalities themes of Health and Well-being, Education, Attainment and Qualifications, Economic and Employment, Housing and Keeping People Safe provided the context to profiling Selkirk's learning community. These social inequalities impact on a person's life chances but are inequalities which CLD activity can help to address. Data has been sourced from SBC produced profiles, Scottish Neighbourhood Statistics (SNS) and the Scottish Government's Scottish Index of Multiple Deprivation (SIMD).

Community Datazones:

SELKIRK SIMD DATAZONES	2012 RANK	2004 RANK
Bannerfield	1305	1875
Selkirk Town Centre	2837	4388
Shawburn Road	2877	3796
Shawpark Road	4087	5002
Heatherlie	4179	5203
Hillside Terrace	5843	6181

SURROUNDING AREAS	2012 RANK	2004 RANK
Midlem, Lilliesleaf and Ashkirk	4707	4955
Yarrowford/ Yarrow Feus	3921	3562
Ettrick, Ettrick Bridge and around	4121	4302
Caddonfoot/Clovenfords	3756	4506

Key Health Inequalities:

10%-14% of people living in Bannerfield, Heatherlie and Town Centre provide unpaid care. 20-25% of Bannerfield, the Town Centre and Shawpark Road considered their day to day activity limited a little or a lot.

2011 Selkirk Town Centre	Respiratory Admissions	Digestive System Admissions
Males admitted (all ages)	19	8
Females admitted (all ages)	17	30
2012 Selkirk Town Centre		
Males admitted (all ages)	9	8
Females admitted (all ages)	15	21

In 2011, 30-35% of people living in rural Selkirk and Bannerfield had one or more long term health conditions. Rate was 35-42% in Shawpark Road

There are 6 areas in SB, inc Bannerfield, where over 170 per 1000 people were claiming a gateway health benefit

Selkirk is one of 7 intermediate zones where, male life expectancy is below Scottish life expectancy (74,5 years)

In 2011, Selkirk Town Centre had amongst the highest rates in SB for respiratory disease hospital admissions (asthma) and Digestive System hospital admissions. In 2011 the emergency admission rate to hospital (for those below age of 65 years) was on average 10.2 per 1000 people. In Selkirk town centre, the rate was above 20 per 1000 people.

Smoking rates during pregnancy are high in Selkirk compared to Scottish levels. The highest rates were found in:

Area	No. women booked 2010-12	No. smoking at time of booking	No. women booked 2011-13	No. smoking at time of booking
Bannerfield	43	15 (35%)	44	11 (25%)
Shawburn Road	26	8 (31%)	25	8 (32%)
Heatherlie	49	10 (20%)	49	10 (20%)
Ettrick	13	4 (31%)	8	3 (37.5%)

Breastfeeding rates are lower in Selkirk than national levels. The lowest rates were found in:

Area	No. of First Visit Review 2012/13	No. babies breastfed	No. 6-8 week reviews 2012/13	No. babies breastfed
Bannerfield	22	8 (36%)	19	4 (21%)
Shawburn Road	5	3 (60%)	6	2 (33%)
Shawpark Road	4	1 (25%)	4	1 (25%)
Hillside Terrace	3	1 (33%)	3	1 (33%)
Heatherlie	9	5 (55%)	11	4 (36%)

Education, Qualification and Attainment Inequalities:

DATAZONE	S4 pupils with 5 awards Level 3 and above	S4 pupils with 5 awards Level 5 and above
Bannerfield	13	2
Heatherlie	8	6
Hillside Terrace	18	10
Shawburn Road	14	4
Shawpark Road	7	4
Town Centre	13	6
Ettrick	3	1
Yarrow	12	7
Midlem	21	16

Attainment levels of those from the most deprived areas are lower than those from the least deprived areas. Staying on rates of pupils from the most deprived areas are also low compared to pupils from the least deprived areas. In 2012, Bannerfield was one of four areas in Scottish Borders with between 50-63% of pupils with Additional Support Needs.

Income and Employment Inequalities:

The group in Selkirk most affected by unemployment levels (which remain above the average rate for Scottish Borders) is working, older age men.

Yarrow has considerable geographical access deprivation to services and inevitably higher transport costs, home fuel costs and IT/Communication costs accessing services that others take for granted.

In 2011, 15-20% of Bannerfield and Town Centre's population were considered 'income deprived' (4% in Hillside Terrace)

In 2011, 15-20% of Bannerfield and Shawburn Road's population of working age were considered 'employment deprived' (6% in Hillside Terrace)

In 2011, Bannerfield was one of 9 areas where 7.5%-15% of economically active people aged 16-74 were unemployed

In 2012, 20% of 16-24 year olds and 25% of 25-49 and 50-64 year olds living in Bannerfield were claiming key benefits

In 2012, 20-25% of those aged 60+, living in the town centre, were claiming Pension Credit

12.8% of children in SB live in poverty. End Child Poverty Campaign identified that 18% of children in SB live in poverty once household costs have been met. In 2010, 20-30% of children were identified as living in poverty in Bannerfield

38.5% of Selkirk households are 1 person households, 34.9% are 2 person households – issues with isolation?
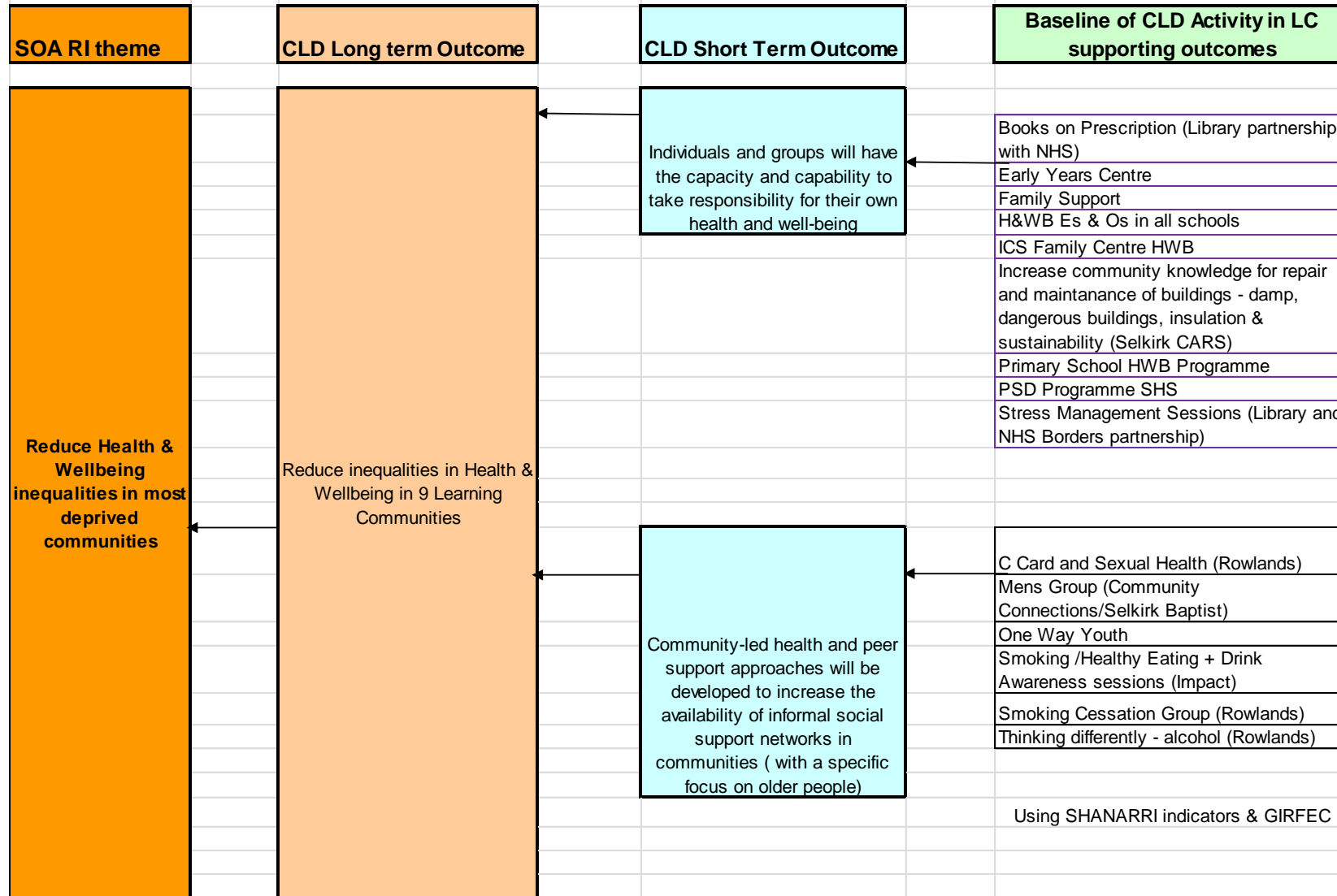
10-21% of households in Bannerfield are lone parent with dependent children

Mapping of learning activity currently delivered by Selkirk LCP partners, to CLD short term outcomes

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

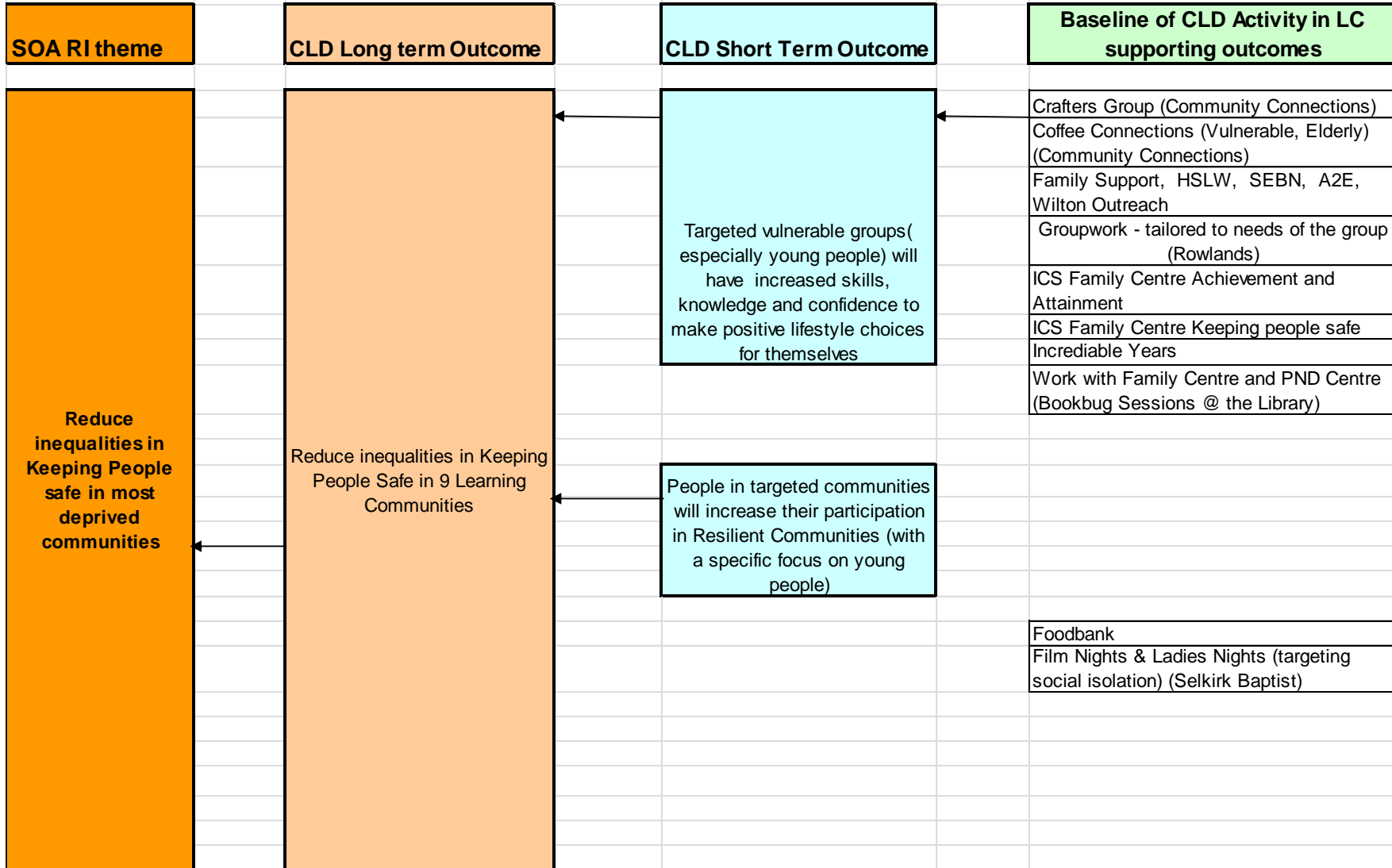| SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Economic inequalities in most deprived communities	Reduce inequalities in employment and income in 9 Learning Communities	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work	Computer classes for beginners @ Selkirk library (free internet access and a variety of online resources)
			Driving Theory Group (Rowlands)
			Homework Club, with literacies (Rowlands)
			Increasing participation in sports - developing leadership and team work skills (Impact)
			Literacy recovery programme
			Partnership work with Borders College. Students with additional learning needs running café in Rowlands on a Tue/Wed
			Pen Pals with Malowi Youth Group - literacy, confidence etc (Rowlands)
			School Committees - Eco, Social, Charities etc
			Traditional Workshops for High School (in development) and local contractors and professionals (Selkirk CARS)
			Youth Awards - Saltire, Dynamic Youth Awards, Youth Achievement Awards, Duke of Edinburgh etc
			Adult Literacy and Numeracy (CLD)
		Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Future Options Groups
			Democracy Certificate (SHS)
			Curriculumn projects involving local businesses
			Mock Interviews with all S5 pupils carried out by Rotary Member
			Numeracy Recovery Programme
			Schools Plus (working with Borders College)
			Skills for Life Programme SQA Employability Units
			Skills for Success programme
			Work Experience Programmes
			Work Experience Pupils (Library)
			Broad General Education Certificate and Achievement certificate
		More people will engage in volunteering opportunities (with a specific focus on young people)	Youth Committee, Focus Group (Rowlands)
			Volunteers aged 16+ (Impact)

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Health & Wellbeing inequalities in most deprived communities	Reduce inequalities in Health & Wellbeing in 9 Learning Communities	Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being	Books on Prescription (Library partnership with NHS)
			Early Years Centre
			Family Support
			H&WB Es & Os in all schools
			ICS Family Centre HWB
			Increase community knowledge for repair and maintanance of buildings - damp, dangerous buildings, insulation & sustainability (Selkirk CARS)
			Primary School HWB Programme
			PSD Programme SHS
			Stress Management Sessions (Library and NHS Borders partnership)
		Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)	C Card and Sexual Health (Rowlands)
			Mens Group (Community Connections/Selkirk Baptist)
			One Way Youth
			Smoking /Healthy Eating + Drink Awareness sessions (Impact)
			Smoking Cessation Group (Rowlands)
			Thinking differently - alcohol (Rowlands)
			Using SHANARRI indicators & GIRFEC

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

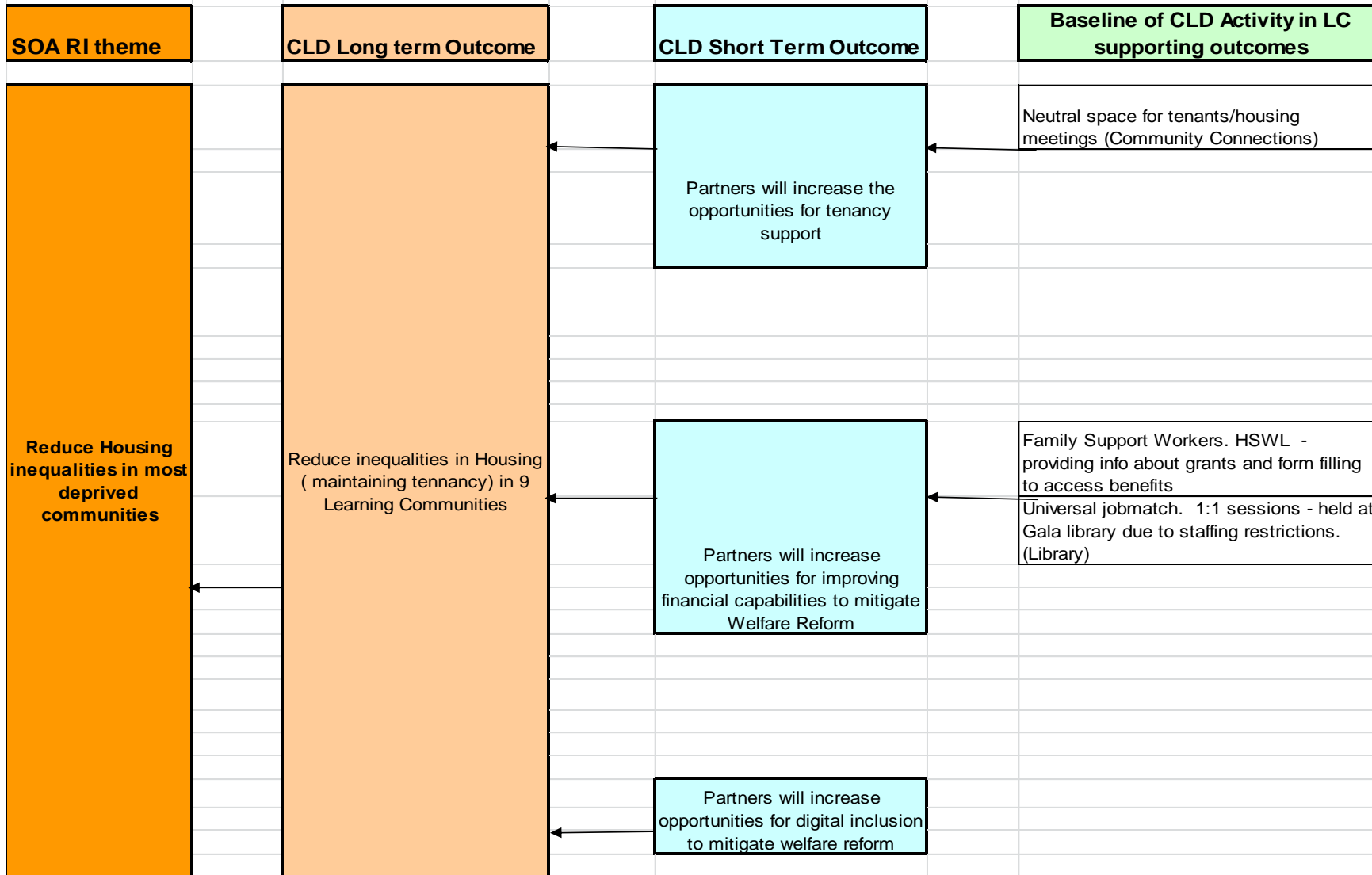| SOA RI theme		CLD Long term Outcome		CLD Short Term Outcome		Baseline of CLD Activity in LC supporting outcomes
Reduce inequalities in Keeping People safe in most deprived communities		Reduce inequalities in Keeping People Safe in 9 Learning Communities		Targeted vulnerable groups(especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves		Crafters Group (Community Connections)
						Coffee Connections (Vulnerable, Elderly) (Community Connections)
						Family Support, HSLW, SEBN, A2E, Wilton Outreach
						Groupwork - tailored to needs of the group (Rowlands)
						ICS Family Centre Achievement and Attainment
						ICS Family Centre Keeping people safe
						Incrediable Years
						Work with Family Centre and PND Centre (Bookbug Sessions @ the Library)
				People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)		
						Foodbank
						Film Nights & Ladies Nights (targeting social isolation) (Selkirk Baptist)

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Attainment inequalities in most deprived communities	Reduce inequalities in skills and attainment in 9 Learning Communities	Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations	VOMO film projects
			Arts Team provides opportunities for YP. VOMO & Performing Arts Partnership
			Bookbug Sessions (Library and Connections)
			Core Work (Rowlands)
			Improved transition between schools
			Performing Arts - Bronze, silver + Gold
			Moving Up' work with Philiphaugh/ Knowepark and Lilliesleaf in a 6 week transitions programme to support P7s move to high school
			School Visits
			Skills Development Scotland
			Summer Reading Challenge
			Youth Music Initiaitve offers new musical experiences in primary schools - scottish opera and Kakatitsu
			Youth Music Initiative - gives all P6 children experience of music and supports new aspirations
		More Looked after Children and Vulnerable Young people from areas of deprivation will be supported through positive transitions at all stages of their learning	Creative Learning - supports music sessions with Looked After Children
			Developing and supporting delivery of new projects such as Waverly & Walter Scott. Food Project 2015
			GIRFEC/S31/SLGs/JAATS
			Joint agency work of Team around the Child/YP
			Joint working through GIRFEC
			Joint working through SHANARRI and Section 31 meetings
			Supporting elements of CARS education project - extend aspiration
			Transitions Team
		Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations	Bookbug Library Challenge
			Host One Stop Shop & Rhyme Time (Community Connections)
			Regular - 3 montly LAAC Reviews/ MACS
			Successful corporate parenting
			PEEP (CLD/PPS)
			Flying Start (CLD/PPS & KPS)
			Introduction to ECL (CLD)
			Mums Learning Group at Philiphaugh
			Incredible Years at Philiphaugh (CLD)

CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
Reduce Housing inequalities in most deprived communities	Reduce inequalities in Housing (maintaining tennancy) in 9 Learning Communities	Partners will increase the opportunities for tenancy support	Neutral space for tenants/housing meetings (Community Connections)
		Partners will increase opportunities for improving financial capabilities to mitigate Welfare Reform	Family Support Workers. HSWL - providing info about grants and form filling to access benefits Universal jobmatch. 1:1 sessions - held at Gala library due to staffing restrictions. (Library)
		Partners will increase opportunities for digital inclusion to mitigate welfare reform	

CLD Key Objective 1:

CLD Key Objective 2:Build the capacity and resilience of our 9 Learning Communities and the voluntary sector

SOA RI theme		CLD Long term Outcome		CLD Short Term Outcome		Baseline of CLD Activity in LC supporting outcomes
Reduce Inequalities		Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing		Partners will increase the capacity of organisations and community groups to support more volunteering opportunities		Board of Directors - all volunteers and volunteer youth workers. Volunteer Friendly Award (Rowlands) Rural Touring Network - enables village and communities to take touring drama, music and dance performances including productions for young people (Arts) Various projects with schools & community in relation to the town, its history and heritage (Selkirk CARS)
				Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages		Brownies - Booklover Badge (Library) Church service each Sunday. Alternative monthly evening service - Revolution (Selkirk Baptist) Internet Safety (Rowlands) Readers Group (library Weekly Toddler Group based in St Joseph's PS Porter Cabin
				Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion		
				Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)		
				All Learning Communities have an increased awareness of the resources and opportunities provided by local partners		Publication of 'What's On' Guide (Arts)
				Effective networks will support referral of targeted groups to CLD LC opportunities and community groups		

Selkirk LCP partners current CLD Activity by age group and theme

	0-3yrs	3-8yrs	8-11yrs	12-18yrs
Networks and Forums	6	6	3	12
Learning Programmes	10	9	11	31
Health Imporvement	0	0	0	3
Sport and Leisure	4	7	9	14
Early Years Centre	1	1	1	0

Chart Title

	19-25yrs	26-49yrs	50-65yrs	65+
Networks and Forums	10	10	10	10
Learning Programmes	8	7	7	7
Health Imporvement	4	4	4	4
Sport and Leisure	8	8	8	8
Early Years Centre	0	0	0	0

Chart Title

*Some CLD activity could be counted under more than one heading so whilst it appears there is very little health improvement activity being delivered it would be more accurate to say health improvement is one of a number of outcomes being delivered by different networks and learning programmes

- **Learning Activity Statistics**

  - See appendix 1 p28

- **Data from partners**

  - See appendix 2 p 37

What is the need for CLD?

Learners tell us:
- Education is a priority
- More childcare is needed
- Concern around feeling safe in the community (amongst younger residents)

Learning providers tell us:
- Need increased partnership work
- It would be beneficial to be aware of partners' yearly CLD activity to help plan CLD activity overall
- CLD helps learners to reflect on barriers to progression and helps learners develop the confidence to achieve goals
- There are concerns some young people are taking risks with their health. There are also concerns about young people's mental health and well being
- Some of the most vulnerable need more support, ie some new mums are using the foodbank and dementia sufferers and their carers aren't receiving enough support

The CLD Learning Community Partnership has agreed that the local priorities for reducing inequalities through CLD are:

- Employability
- Family learning/parenting support
- Improved health and well-being (particularly in the Bannerfield area)

These link to CLD Short term outcomes:
- People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work
- Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being
- Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations

Plans for 2015-18: Key actions

Selkirk Learning Community Action Plan Summary 2015-18

Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)						
CP2 SOA2	**Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.**						
Reducing Inequalities Strand	**EMPLOYMENT and INCOME**						
CLDS & CLD partners Business plans	**CLD short term outcomes** • People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work • Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work • More people will engage in volunteering opportunities (with a specific focus on young people)						
High Level Generic Key Performance Indicators							
Tbc							
				By whom?		**By when?**	
Action	**How we will achieve our objective? (Action Plan)**	**KPI ref**	**Owner**	**Partners involved in delivery**	**Resources**	15/16	16/17	17/18
	Shared approach by primary schools, SHS and community services to help prepare young people for their transition to employment		Schools/CLD	Primary and secondary school, SDS, CLD, Rowlands		Baseline	X	X
	Deliver Introduction to IT courses at Philiphaugh and Selkirk Library with a particular focus on engaging older, working age men living in the community		CLD IT tutor & Libraries	CLD & Libraries	Digital Inclusion funding for CLD	X		
	Introduction of Opportunities for All school group, termly meetings to compliment Transitions meetings		Emma Fairley, SHS	CLD, SDS, SHS, local partners relevant to post 16		X	X	X
	Activity Agreements (pre/post school)		Emma Fairley	SDS. SHS		X	X	X

Reducing Inequalities Strand	**HEALTH and WELLBEING**							
CLDS & CLD partners Business plans	**CLD short term outcomes** • Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being • Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)							

High Level Generic Key Performance Indicators

Tbc

				By whom?			**By when?**	
Action No	**How we will achieve our objective? (Action Plan)**	**KPI ref**	**Owner**	**Partners involved in delivery**	**Resources**	**15/16**	**16/17**	**17/18**
	Increase breastfeeding rates through a supported learning programme		NHS JHIT	Wider NHS Services	Baseline	**X**		
	Establish a Dad's group at Philiphaugh Community Centre		CLD	HLN				

Reducing Inequalities Strand	**KEEPING PEOPLE SAFE**							
CLDS & CLD partners Business plans	**CLD short term outcomes** • People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves • People in targeted communities will increase participation in Resilient Communities (with a specific focus on young people)							

High Level Generic Key Performance Indicators

Tbc

				By whom?			**By when?**	
Action	**How we will achieve our objective? (Action Plan)**	**KPI**	**Owner**	**Partners involved in**	**Resour**	**15/16**	**16/17**	**17/18**

No			ref		delivery	ces			
	Deliver a Selkirk Resilient Communities project in SHS with senior pupils			CLD Graham Easton/ Gillian Jardine	Community Council, SHS	SBC Resilient Communities support	X		
CP 8	**CLD Key Objective 3: Improve partnership working**								
CLDS & CLD partners Business plans	**CLD Short Term Outcomes** • Learning Community CLD plan evidences impact of achievement of the CLD Key Objectives and uses evidenced based evaluation to support improvements for the Learning Community • More partners confident in use of frameworks and tools that support implementation of CLD Strategic Guidance through joint planning and self evaluation								
High Level Generic Key Performance Indicators									
					By whom?			**By when?**	
Action No	**How we will achieve our objective? (Action Plan)**		**KPI ref**	**Owner**	**Partners involved in delivery**	**Resour ces**	**15/16**	**16/17**	**17/18**
	Shared LCP calendar to document planned CLD activity and increase opportunities for shared planning and delivery			Libraries	All LCP	Researc h IT access	X		
	Research what employability skills local employers are highlighting as key to helping young people and adults enter the workplace			CLD Emma Fairley	SDS/SBHA/CLD	Focus Group/Q uestionn aire	X		
	Agree working definition of soft employability skills and attribute and how they will be evaluated in learning programmes			CLD Emma Fairley	LCP Partners		X		
	Consultation to be carried out with individuals not already engaging in CLD/Older people			LCP	LCP Partners		X		

*Gaps: what are the priorities for CLD that will not be met by this plan? (**in relation to your prioritisation work**)*

Gap	Rationale for not addressing in plan
Improving mental health of adults and young people	Increasing employability skills may have a positive impact on mental health and well being of some adults and young people. Introduction to IT courses will upskill adults and increase their ability to communicate with both services and personal contacts, reducing social isolation and making help and support more accessible.
Reducing levels of drug and alcohol misuse of adults	Increasing employability skills may have an impact on drug and alcohol misuse levels of adults. No drug and alcohol support group is a member of Selkirk LCP.

Consultation: who has been consulted and how

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic where known?
Mums Learning Group (Philiphaugh)	5	Lack of amenities Education and welfare of children – need more childcare Little affordable housing Issues of isolation	Female, adults
SHS S1 Pupils	18	Feeling safe where I live and reducing crime in Selkirk Feeling respected Learning how to budget money Learning how to manage household bills, household chores etc Helping people to stop smoking	Female pupils
School	1	H&WB concerns of children and	

		young people in Selkirk:	
Nurse Selkirk		Level of cannabis use (more of an issue than alcohol). Yp are using cannabis by themselves – not always a group activity. Little concern about short term and long term consequences

Risky sexual behaviour. Links with low self-esteem and low self-worth of females involved

Seeing many yp affected by mental health issues – anxiety, stress, depression

Levels of self harm are also an issue | |
| Philiphaugh Primary School assembly | P1-P7 pupils | Most like living in Selkirk and think it is a 'beautiful place to live'. Their perception was that there are less young people than older people and more men than women. They knew Selkirk is smaller than Gala but couldn't name all the areas in Selkirk. The things that made them feel unsafe are drinkers, dogs, smoking and fast cars. Wanted a Tesco, Asda and KFC in Selkirk as well as more foodbanks and a larger care home for older people. | Female pupils |
| Young people involved in Activity Agreements | 2 | CLD activity looks at the wider influences on an individual's day to day life and has links to services who can provide additional support | |
| Parish Church | 4 | Concern over level of debt some people are experiencing

Concern over the number of families using the foodbank in Selkirk though single people are the highest user group. The foodbank has been receiving referrals from midwives. Issues with benefits is a common reason behind a person's use of the foodbank. | 3 female, one male adults |

		Church believes more needs to be done to acknowledge and respond to dementia amongst older people in the town (though it was highlighted that people are developing dementia at a younger age now)	
CLD Survey Monkey consultation	1	Sense of community and services being accessible but paperwork is seen as causing barriers to things happening. Parking is an issue	Male, 65 years plus

*(EIA: The groups listed relate to the new statutory requirements of the legislation i.e. the protected characteristics of **age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation,** together with equality and diversity themes particularly relevant to The Scottish Borders – **health, human rights, rurality and deprivation.***

Improvement Planning: *How will we know what we are doing is making a difference and how can we improve?*

Progress on plans will be reported regularly to the Partnership using the logic model format.
The Partnership will carry out an annual self evaluation to see how the Plan is working and what needs to happen next.

CLD partners who have contributed to this Plan:

Organisation	Name
Borders Carers Centre	Andrea Beavon
CARS	Colin Gilmour
Ettrick and Yarrow Valley Trust	Dave McDougall
Kirkhope / Yarrow Primary School	Russell Williams
Knowepark Primary School	Maria McGinley
Police Scotland	Karen Ballantyne
NHS Borders Health Improvement	Barbara Jessop
Philiphaugh Primary School	Hilary Broatch
Rowlands	Avril McIntyre
SBC Arts	Susan Garnsworthy
SBC CLD	Emma Fairley
SBC CLD	Graham Easton
SBC CLD	Lyndsey Middlemiss
SBC Libraries	Morag Cockburn
SBC People department	Max Arthur
SBC People department	Christine Brown
SBC	Cllr Vicky Davidson
SBHA	Susan Falconer
Selkirk Baptist Church	Christine Pettie
Selkirk Baptist Church	Jan Gordon
Selkirk High School	Wilma Burgon
Skills Development Scotland	Stuart Clark
St Joseph's Primary School	Catriona Finn
The Bridge	Jan Laing

For more information about this plan contact:

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Appendix 1: CLD Activity: quantitative data 2013/14 academic year

CLD STRATEGIC PLANNING PRIORITIES – LC6 SELKIRK HIGH SCHOOL CATCHMENT AREA

			CLDS (adult)	Activity Agreement	CLDS (youth)	SBC Libraries	Argus Community Centre	ESOL (BC)	Borders College	Adult Literacies	Org 9	Org 10	Org 11	Org 12	Org 13	Org 14	TOTALS
	TOTAL NUMBER OF LEARNERS		134	2	191	1915	0	2	67	0	0	0	0	0	0	0	2311
	NUMBER OF YOUNG PEOPLE (16-25YRS)		0	2	191	0	0	0	0	0	0	0	0	0	0	0	193
	NUMBER OF PARENTS		73	0	0	860	0	0	0	0	0	0	0	0	0	0	933
	NUMBER OF LOOKED AFTER CHILDREN		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduce Inequalities in Employment and Income in 9 Learning Communities	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work	Participation															0
		Achievement	4	0	40	0	0	2	6	0	0	0	0	0	0	0	52
		Progression	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Participation															0
		Achievement		0	40	0	0	0	0	0	0	0	0	0	0	0	40
		Progression		0	0	0	0	0	0	0	0	0	0	0	0	0	0
	More people will engage in volunteering opportunities (with a specific focus on young people)	Participation															0
		Achievement															0
		Progression	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3

Reduce inequalities in Health and Wellbeing in 9 Learning Communities	Individuals and groups will have the capacity and capability to take responsibility for their own health and well being	Participation															0
		Achievement	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
		Progression	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
	Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)	Participation															0
		Achievement	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
		Progression															0
Reduce inequalities in Keeping People Safe in 9 Learning Communities	Targeted vulnerable groups (especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	Participation															0
		Achievement															0
		Progression															0
	People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Participation															0
		Achievement															0
		Progression															0
Reduce inequaliti	Partners will increase their commitment to promote and	Participation															0

es in Skills and Attainment in 9 Learning Communities	deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations	Achievement															0
		Progression	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Children and vulnerable young people from areas of deprivation will be supported through positive transitions at all stages of their	Participation															0
		Achievement															0
		Progression															0
	Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations	Participation	73	0	0	860	0	0	0	0	0	0	0	0	0	0	933
		Achievement	134	0	0	0	0	0	0	0	0	0	0	0	0	0	134
		Progression															0
Reduce inequalities in Housing in 9 Learning Communities	Partners will increase the opportunity for tenancy support	Participation															0
		Achievement															0
		Progression															0
	Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform	Participation															0
		Achievement	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
		Progression															0
	Partners will increase opportunities for digital inclusion to mitigate Welfare Reform	Participation															0
		Achievement	13	0	0	0	0	0	8	0	0	0	0	0	0	0	21

			Progress ion																0

BUILD THE CAPACITY AND RESILIENCE OF OUR 9 LEARNING COMMUNITIES AND THE VOLUNTARY SECTOR

			CL DS (ad ult)	Activi ty Agree ment	CL DS (yo uth)	SBC Libr arie s	Argus Com munit y Centr e	ES OL (B C)	Bor der s Coll ege	Adul t Liter acie s	O r g 9	O r g 1 0	O r g 1 1	O r g 1 2	O r g 1 3	O r g 1 4	TOT ALS
Reduce inequaliti es in Employm ent, Income, Health and Well Being, Keeping People Safe, Attainme nt, Housing	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Number of people involved in running of communi ty groups (voluntee rs)	0	0	0	0	11	0	0	0	0	0	0	0	0	0	11
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	Number of Commun ity Groups	0	0	0	0	11	0	0	0	0	0	0	0	0	0	11
		Number of Commun ity Groups with confident skilled	0	0	0	0	11	0	0	0	0	0	0	0	0	0	11

		and active members															
		Number of Community Groups delivering services	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12
		Number of Community Groups delivering Learning	0	0	0	0	11	0	0	0	0	0	0	0	0	0	11
		Number of Community Groups supporting Health & Wellbeing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Number of Community	0	0	0	0	5	0	0	0	0	0	0	0	0	0	5

Outcome	Measure															Total
	Groups supporting Family Outcomes															
Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	Number of Community Groups supporting Digital Inclusion and/or mitigating Welfare Reform	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)	Number of Community Groups with active and influencial roles	0	0	0	0	11	0	0	0	0	0	0	0	0	0	11
All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	?															0
Effective networks will support referral of targeted	Number of	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1

groups to CLD LC opportunities and community groups	productive networks							

Borders College

Course code	Course title	SCQF Level of Course	Catchment	Number enrolled	Number Successful	Number Partial success	Number Early withdrawal	Number Further withdrawal
13AMZTC3	Train to Care - SDS	none	Selkirk	1	1	0	0	0
13BEFNBESL8	Basic English for Speakers of other Languages (ESOL)	3	Selkirk	1	1	0	0	0
13BEFNBESL9	Basic English for Speakers of other Languages (ESOL)	3	Selkirk	1	1	0	0	0
13CAFZPC2	Prepare to Care	4	Selkirk	4	4	0	0	0
13GCNHB1	Higher Human Biology	6	Selkirk	1	1	0	0	0
13GCNIP1	Introduction to Counselling	5	Selkirk	1	1	0	0	0
13GCNSI1	Spanish Intermediate 1	4	Selkirk	1	1	0	0	0
13GCQEEH1	Higher English	6	Selkirk	3	1	0	1	1
13GLLBB	Basic Baking	none	Selkirk	2	2	0	0	0
13GLLBB2	Basic Baking	none	Selkirk	1	1	0	0	0
13GLLBM1	Body Massage	none	Selkirk	1	0	0	1	0
13GLLCS1	Computing Stage 1	none	Selkirk	1	1	0	0	0
13GLLFFB1	French for Beginners	none	Selkirk	1	1	0	0	0
13GLLFLTM2	Felt Making	none	Selkirk	1	1	0	0	0
13GLLFS2	French Stage 2	none	Selkirk	1	1	0	0	0
13GLLGB1	German for Beginners	none	Selkirk	2	1	0	0	1

13GLLGF3	Glass Fusito make Jewellery or Window Art	none	Selkirk	1	1	0	0	0
13GLLJB	Japanese for Beginners	none	Selkirk	2	2	0	0	0
13GLLLED	Life Drawing	none	Selkirk	1	1	0	0	0
13GLLLED2	Life Drawing	none	Selkirk	4	4	0	0	0
13GLLLED3	Life Drawing	none	Selkirk	3	2	0	0	1
13GLLPDIYB	Practical DIY - The Basics	none	Selkirk	1	1	0	0	0
13GLLPP1	Painting for Pleasure	none	Selkirk	2	0	0	2	0
13GLLPP2	Painting for Pleasure	none	Selkirk	2	2	0	0	0
13GLLSB2	Spanish for Beginners	none	Selkirk	1	1	0	0	0
13GLLSS4	Spanish Stage 4	none	Selkirk	1	1	0	0	0
13GLLWA	Wine Appreciation	none	Selkirk	1	1	0	0	0
13HLLCD1	Cake Decorating	none	Selkirk	1	1	0	0	0
13HLLCD2	Cake Decorating	none	Selkirk	1	1	0	0	0
13HLLFF	Fun with Fabric	none	Selkirk	1	1	0	0	0
13HLLFF3	Fun with Fabric	none	Selkirk	3	3	0	0	0
13HLLFF4	Fun with Fabric	none	Selkirk	1	1	0	0	0
13HLLMBW1	Mind and Body Workout	none	Selkirk	1	1	0	0	0
13HLLMBW2	Mind and Body Workout	none	Selkirk	1	1	0	0	0
13HLLMBW3	Mind and Body Workout	none	Selkirk	1	1	0	0	0
13HLLTMUP	Theatrical Makeup	none	Selkirk	1	1	0	0	0
13NLLPG1	Pet Grooming	none	Selkirk	1	1	0	0	0
13NLLPG3	Pet Grooming	none	Selkirk	2	2	0	0	0
13PLLSH1	Scottish History	none	Selkirk	2	2	0	0	0
13SHZTC1	Train to Care - SDS	none	Selkirk	1	1	0	0	0
13WJLCAB1	Computing for Absolute Beginners	none	Selkirk	1	1	0	0	0
13WJLCS1	Computing Stage 1	none	Selkirk	1	1	0	0	0
13WJLCS22	Computing Stage 2	none	Selkirk	1	1	0	0	0
13WJLCWEB	Create your own Website	none	Selkirk	1	1	0	0	0
13WJLDPS4	Digital Photography Stage 4	none	Selkirk	1	1	0	0	0

13WJLEBAY	EBAY-Buying and Selling on	none	Selkirk	1	1	0	0	0
13WJNAECDL5	Advanced ECDL - One Unit (Wed)	6	Selkirk	1	0	1	0	0
13WJNECDL1	European Computer Driving Licence - (Mon)	5	Selkirk	1	1	0	0	0
13WKLCFB3	Computing for Beginners 3	none	Selkirk	1	1	0	0	0
13WKLDP2	SLR Digital Photography	none	Selkirk	1	1	0	0	0
		TOTALS		**69**	**61**	**1**	**4**	**3**

Appendix 2: Data from partners

Organisation	Project	Day (s)	Venue (s)	Description	No. people participating	main achievements	barriers	gaps
Opps for All /AA		Ad hoc	Ad hoc	Provision for disengaged young people	2	increased from 33% positive destinations to 73% in 18 months	Grant runs out March 2015	None
Selkirk Rugby Minis								
S1/S2/Under 15s Rugby					63/115		Need 50% + of male pupils to play	
Under 16 Selkirk RFC/SHS					38/101		Need 50% + of male pupils to play	
Semi Junior - Selkirk YC						Over 75% of SJ players make the transitions to SRFC		
Library Services	Bookbug Sessions	Mon/Wed	Selkirk Library	Free for babies, toddlers, pre-schoolers and their families. Sessions involves 30-40 minutes of songs, stories and rhymes. Benefits to children include increased confidence and social skills as well as a boost to language and development	1602 (804 adults)	High attendance figures, high number of returning attendees, postive evaluations from attendees and partners, good community links est, increase in library membership	Resources and staffing - rely on volunteer from Connections, SBC website and social media constraints, perception of libraries	Offering more community based events and joint working opps

Version Number: 1   30.06.15   36

Library Services	Borders Science Festival 2014	5th June	Selkirk Library	Animation Workshop		31	Partership working, new contacts, developed links with schools, free workshops, raised profile of libraries, positive feedback	time, staffing,venue space, no social media advertising, short notice of event, geography	lack of knowledge, working with science/cultural ambassadors in schools
Library Services	Children and Family events	Various	Selkirk Library	varied events including craft sessions, story times and the popular animal handling workshops Zoolab.	77 (34 parents)	New members, increase in issues, positive feeback,increase mailing list, raise library profile	staff,time,budgets, lack of social media, building space, geograhy	lack of partnership working
Library Services	Class visits	Various	Selkirk Library	Class visits often involve an activity to build library skills or linked into class topics. Children can borrow books, there is usually a story time and occasional author visits for classes.	144 (14 adults)	Project with Philiphaugh PS to build a Harry Potter scarecrow for the Scarecrow comp at Bowhill. Working with Tweedbank P3 on the Scottish Children's Book Awards. Two secondary school groups visited Library during their Literacy Week to research their chosen topics	Schools plan their year before libraries do their plans. Schools unaware of what libraries can offer. Libraries limited by part time hours, staff etc	Schools and libraries could work closer together as they do in other towns, eg Hawick
Library Services	Get Clicking	Various	Selkirk Library	Get Clicking : short sessions covering basic computer skills. Get Surfing: step up from Get Clicking.	17	Numbers attending, positive feedback, routes for progression	Staffing and financial resources, reliability of Corporate network, varying skills levels within the group	

Library Services	Readers Group	Various	Selkirk Library	There are a number of readers' groups throughout the region. These are informal groups that meet to discuss titles they have read recently.	55	Social aspect of meeting new people, reader development, open discussions	reader groups are open to all but it is difficult to attract reluctant readers	
Library Services	Stressed Out	Various	Selkirk Library	NHS Borders offer free classes in stress management in libraries across the Borders.	10		This hasn't worked well in Selkirk – feedback indicated that it was perhaps due to the lay out of the library which offers no privacy. They are great, informative sessions which tie in well to our Books on Prescription service.	More events with joint parnters would be good
Library Services	Summer reading challenge	June - august	Selkirk Library	Annual Summer Reading Challenge. This hugely popular challenge is free and aimed at PS Children aged 4-12. Children build reading skills and develop a love of books and libraries.	83 (12 parents)	Brings children and families into library. New memberships, Tesco funding,, v positive funding, team work to roll out programme	staff, time, budgets, building space, lack of social media advertising, geography	lack of partnership working

Library Services	Adult Events	Various	Selkirk Library	These are events not linked to a specific programme (e.g Get Clicking) - they are varied, including author talks and workshops.	40	V positive feedback, attracted new members, people learn new skills	sometimes difficult to get event timing correct,staff and budget, sometimes turnout has been low, ard to identify ideas, speakers etc. Better partnership work would help this.	
CLD	Skills for Life S3	3 x times per week over 3 terms	SHS	S3 Project based work in partnership with the school DYA and SQA Personal Development Unit used to accediate learning	14	Over all programmes delivered, all bar one particiapant achieved one or more SQA award	none	I feel there is an issue with joint working across all organisations this was recognised by the HMi visit
CLD	S4 Skills for Life	3 x per week over 3 terms	SHS	S4 Project based work replacing the Princess Trust. Enterprise project. SQA employability awards used as accreditiation.	12			
CLD	Future Options Group		SHS	Bespoke small group senior phase work supporting positive destinations. Employability Unit used to acceditate learning	8			

CLD	Senior Phase Supported Learning Group		SHS	Bespoke targeted small group senior phase work supporting positive destinations and transitions work.	7			
Rowlands	Drop In sessions				825 opps	Partnership work, fundraising, Saturday evening provision, new youth committee, 3 year strategic plan developed, Saltire Awards achieved	street work not required since opening of Pringle Park	
	2 x street work sessions				14			
	3 x focus group meetings				13			
	6 x homework club sessions				24			
	8 x c card service sessions				24			
	10 x Saturday provision				92			
	Health Week workshops				69			

	6 x 'Moving Up' sessions				25		
	P7 day				55		
	2 x Malawi Pen Pal sessions				9		
	Saltire Awards achieved				5		
	Halloween in Edinburgh				11		
	4 x geochasing sessions/activites				18		
SBC Community Services	Support to Argos Community Centre	N/A	N/A	Community Centre Management Committee exists to support the community centre. Community groups provide various social acitivites	11 people involved in the MC. 11 community groups currently operating		

SBC CLD	Support to Philiphaugh Community Centre	N/A	N/A	Community Centre Management Committee exists to support the community centre. Community groups provide various social acitivites	10 people involved in the MC. 8 community groups currently operating	Joint planning with Philiphaugh Primary School. Funding secured to provide creche service and IT classes in 2015/16	Maintaining active membership of management committee. CLD not always present in community centre	
Ettrick and Yarrow Resilient Community Group		Every day		E&Y resilient community group provides the capability for a community based emergency response on a permanent basis.	40	Consolidating the resilient communities group in E&Y valleys and helping them develop response to the specific risk assessment needs in their area		School curriculum has made accessing schools difficult. Schools who have been approached so far have reacted positively