

CABINET: THURSDAY, 21 MARCH 2024 at 2.00 PM

A Cabinet Meeting will be held in the CR 4, County Hall - Multi Location Meeting on at 2.00 pm

A G E N D A

- 1 Minutes of the Cabinet Meeting of 29 February 2024

Leader

- 2 Corporate Joint Committee Update
3 Trusts - Governance Arrangements

Climate Change

- 4 One Planet Cardiff - Annual Review

Education

- 5 School Admission Arrangements 2025/26
6 School Organisation Planning: Provision for Children & Young People with Additional Learning Needs (ALN)

Housing & Communities

- 7 Housing Revenue Account (HRA) Business Plan 2024/25
8 Overcladding Nelson House / Loudoun House

Investment & Development

- 9 Land Matters

Transport & Strategic Planning

- 10 Bus Priority Strategy
11 Cardiff Crossrail Phase 1

12 Updated Highway Maintenance Policy Document Part A (2024)

Finance, Modernisation & Performance

13 Microsoft 3 year license agreement renewal

14 Pay Policy Statement 2024/25

PAUL ORDERS

Chief Executive

**CARDIFF COUNCIL
CYNGOR CAERDYDD**MINUTES

CABINET MEETING: 29 FEBRUARY 2024

Present

Councillor Huw Thomas (Leader)
Councillors Peter Bradbury / Julie Sangani (job share)
Councillor Jen Burke
Councillor Dan De'Ath
Councillor Russell Goodway
Councillors Norma Mackie / Ash Lister (job share)
Councillor Sarah Merry
Councillor Lynda Thorne
Councillor Chris Weaver
Councillor Caro Wild

Observers:

Councillor John Lancaster
Councillor Rodney Berman

Also:

Officers:

Paul Orders, Chief Executive
Sarah McGill, Corporate Director
Chris Lee, Section 151 Officer
Debbie Marles, Monitoring Officer
Claire Deguara, Cabinet Office

Apologies:

12 MINUTES OF THE CABINET MEETING OF 18 JANUARY 2024

The minutes of the Cabinet meeting of 18 January were approved as an accurate record.

13 CORPORATE PLAN 2024-27

Scrutiny letters and responses were circulated.

The Corporate Plan sets out how the administration will continue to make Cardiff a stronger, fairer, and greener city. The Plan outlines how the economy will be supported, with ambitious plans for regeneration in order to create and sustain well-paid jobs. It outlines how education in Cardiff will help young people reach their full potential by investing in schools buildings and support teachers. In addition, the Plan

outlines the continuation of the delivery of high-quality affordable housing across the city.

It was noted that the Performance Panel's six recommendations have either been accepted in full (5) or partially accepted (1), and the Plan has been strengthened as a result. Furthermore, each of the Council's five Scrutiny Committees considered the Corporate Plan, and copies of letters received from the Scrutiny Committee Chairs following those meetings were circulated alongside the proposed responses to any recommendations.

The report will progress to Council.

RESOLVED that:

1. the draft Corporate Plan 2024-27 (Appendix A), subject to any amendments authorised under recommendation 3, be approved for consideration by Council on 7 March 2024;
2. the response to any recommendations made by any of the Scrutiny Committees (Appendix C) in relation to the draft Corporate Plan 2024-27 be considered and agreed;
3. authority be delegated to the Chief Executive, in consultation with the Leader of the Council, to make any consequential amendments to the draft Corporate Plan 2024-27 required to reflect the response to Scrutiny Committee recommendations (agreed under recommendation 2), prior to consideration by Council on 7 March 2024;
4. Council be recommended to delegate authority to the Chief Executive, in consultation with the Leader of the Council, to make any minor amendments as necessary to the Corporate Plan 2024-27, following consideration by the Council on 7 March 2024 and prior to publication by 1 April 2024.

14 CARDIFF EDUCATION: COLLABORATION AND FEDERATION STRATEGY

Appendix 2 to this report has been redacted to remove personal information which is exempt from publication pursuant to paragraphs 12 and 13 of Schedule 12A, Part 4 of the Local Government Act 1972.

A letter from the Children & Young People's Scrutiny Committee was circulated.

Cabinet considered a report outlining the proposal to adopt a Collaboration and Federation Strategy. The report highlights the significant progress made in a number of schools in relation to the delivery of high-quality education and also outlines the significant challenges currently faced by schools.

It was highlighted that the challenges faced by schools means that school leaders in partnership with the Local Authority will need to think differently, to build leadership capacity, and reduce bureaucracy.

It was noted that collaboration and federation has been in place for some time, beginning in 2016. Since that time, a number of successful collaborations and federations have taken place.

The Cabinet Member highlighted that meetings have taken place with local and national union representatives, and Headteachers to share the benefits and challenges experienced with existing collaborations and federations.

Furthermore, it was highlighted that the strategy is not a mandate, but a school led process. The strategy aims to enable transparent conversations and enable schools to be supported through their considerations.

RESOLVED: that

- (i) the Cardiff Education: Collaboration and Federation Strategy be approved and adopted.
- (ii) responsibility for the development and implementation of operational plans to deliver the success measures set out in the strategy be delegated to the Director of Education and Lifelong Learning

15 **BUDGET MONITORING MONTH 9**

The letter from the Scrutiny committee was circulated.

The projected 2023/24 financial monitoring position as at the end of December 2023 (Month 9) adjusted for any significant amendments since that date, against the budget approved by Council on 9 March 2023, was received.

The overall monitoring position, as at Month 9, reflected a total projected net annual Council overspend of £2.732 million in comparison to the £5.388 million overspend at Month 6. The report details the specific areas of overspends and underspends.

It was noted that work was ongoing across Directorates to achieve a balance position by the end of the financial year.

RESOLVED: that

1. the revenue financial outturn based on the projected position at Month 9 2023/24 be noted.
2. the capital spend and projected position at Month 9 2023/24 be noted.

16 **COUNCIL TAX PREMIUMS**

Cabinet considered a report on the use of discretionary power to charge higher amounts of Council Tax (Premiums) on long-term empty dwellings provided by the Housing (Wales) Act 2014.

The report proposed that, in order to continue the Council's commitment to minimise the number of empty properties in the city, that the premium rate for long-term empty dwellings that have been unoccupied and substantially unfurnished for more than 24 months is increased from 100% to 200% and for more 36 months is increased from 100% to 300%. It is proposed that this change is effective from 1st April 2024.

This report will progress to Council.

RESOLVED: that Council be recommended to agree that, with effect from 1st April 2024, the premium charge of 100% on long-term empty dwellings is increased to 200% for dwellings that have been unoccupied and substantially unfurnished for more than 24 months, and to 300% for dwellings that have been unoccupied and substantially unfurnished for more than 36 months.

17 BUDGET REPORT 2024/25

Appendix 4 (b) is exempt from publication because it contains information of the kind described in paragraphs 14 and 21 of parts 4 and 5 of Schedule 12A to the Local Government Act 1972.

Letters from the Scrutiny Committees, together with the responses from Cabinet, were circulated.

Cabinet considered the Budget Report for 2024/2025. This was developed alongside the Corporate Plan, which underpins the delivery of the ambitions of Stronger, Fairer, Greener.

The report contains the Capital Strategy, Medium Term Financial Plan, Housing Revenue Account Medium Term Financial Plan, and the Treasury Management Strategy.

The final settlement from Welsh Government confirms an uplift of 4.3%, equating to £27m. It was highlighted that, in order to maintain services as currently delivered, an additional £57m would be required. This is largely due to rising costs and pressures being experienced across Education, Children's Services, and Adult Services. It was noted that these three areas will receive significant budget growth in the proposed budget.

It was further highlighted that, in order to close the budget gap, the report details the use of reserves (£3.5m) and savings to the back office – including driving efficiencies, the use of technology, and identifying alternative funding. It was also noted that, in order to close a gap of the scale identified within the report, some service changes proposals contained within the report will affect services that are currently delivered.

Public consultation has been undertaken on a range of proposals and as a result, some proposals have been modified in light of feedback received.

The report highlights an increase of 6% in Council Tax raising £10m, and it was noted that this is below the average and one the lowest in Wales.

The Capital Strategy and Capital Programme were highlighted, noting that a large proportion of Capital spend is attributed to the Housing Revenue Account for new housing developments, in addition the school building programme and arena funding strategy were also highlighted. It was noted that there has been an additional funding allocation to asset management for schools, disabled adaptation grants, and an additional contribution to the school building programme.

The report will go on to Council.

RESOLVED: that having taken account of the comments of the Section 151 Officer in respect of the robustness of the budget and the adequacy of the reserves as required under Section 25 of the Local Government Act 2003, and having considered the responses to the Budget Consultation, Council be recommended to:

- 1.0 Approve the Revenue, Capital, and Housing Revenue Account budgets, including all associated proposals and assumptions as set out in this report and increasing the Council Tax by 6.0%, and that the Council resolve the following terms.
- 2.0 Note that at its meeting on 14 December 2023, Cabinet calculated the following amounts for the year 2024/25, in accordance with the regulations made under Section 33(5) of the Local Government Finance Act 1992:
 - a) 151,372 being the amount calculated in accordance with Regulation 3 of the Local Authorities (Calculation of Council Tax Base) (Wales) Regulations 1995, as amended, as its Council Tax base for the year.

Lisvane	3,068
Pentyrch	3,709
Radyr	4,090
St. Fagans	2,006
Old St. Mellons	2,512
Tongwynlais	830

being the amounts calculated in accordance with Regulation 6 of the Regulations as the amounts of its Council Tax base for the year for dwellings in those parts of its area to which special items relate.

- 2.1 Agree that the following amounts be now calculated by the County Council of the City and County of Cardiff for the year 2024/25 in accordance with Sections 32 to 36 of the Local Government Finance Act 1992:-
 - a) Aggregate of the amounts which the Council estimates for the items set out in Section 32(2)(a) to (d) (including Community Council precepts totalling £568,735). £1,326,949,735
 - b) Aggregate of the amounts which the Council estimates for items set out in Section 32(3)(a) and (c).

£480,997,000

- c) Amount by which the aggregate at 2.1(a) above exceeds the aggregate at 2.1(b) above, calculated in accordance with Section 32(4), as the budget requirement for the year. £845,952,735
- d) Aggregate of the sums which the Council estimates will be payable for the year into its Council Fund in respect of Revenue Support Grant, its council tax reduction scheme, and redistributed Non-Domestic Rates. £623,157,566
- e) The amount at 2.1(c) above less the amount at 2.1(d) (net of the amount for discretionary relief of £400,000), all divided by the amount at 2.0(a) above, calculated in accordance with Section 33(1) as the basic amount of Council Tax for the year. £1,474.48
- f) Aggregate amount of all special items referred to in Section 34(1). £568,735
- g) Amount at 2.1(e) above less the result given by dividing the amount at 2.1(f) above by the amount at 2.0(a) above, in accordance with Section 34(2) of the Act, as the basic amount of Council Tax for the year for dwellings in those parts of the area to which no special items relate. £1,470.72
- h) The amounts given by adding to the amount at 2.1(g) above the amounts of special items relating to dwellings in those parts of the Council's area mentioned below, divided in each case by the amount at 2.0(b) above, calculated in accordance with Section 34(3) as the basic amounts of Council Tax for the year for dwellings in those parts of the area to which special items relate.
- | | |
|---------------------|----------|
| Lisvane | 1,494.35 |
| Pentyrch | 1,523.32 |
| Radyr & Morganstown | 1,511.13 |
| St Fagans | 1,496.49 |
| St Mellons | 1,492.72 |
| Tongwynlais | 1,505.54 |
- i) The amounts given by multiplying the amounts at 2.1(g) and 2.1(h) above by the number which in the proportion set out in the Council Tax (Valuation Bands) (Wales) Order 2003 is applicable to dwellings listed in a particular valuation band divided by the number which in that proportion is applicable to dwellings listed in valuation band D calculated in accordance with Section 36(1) of the Act as the amounts to be taken into account for the year in respect of categories of dwellings listed in different valuation bands.

	A	B	C	D	E	F	G	H	I
	£	£	£	£	£	£	£	£	£
Area									
Lisvane	996.23	1,162.27	1,328.31	1,494.35	1,826.43	2,158.50	2,490.58	2,988.70	3,486.82
Pentyrch	1,015.55	1,184.80	1,354.07	1,523.32	1,861.84	2,200.35	2,538.87	3,046.64	3,554.41
Radyr	1,007.42	1,175.32	1,343.23	1,511.13	1,846.94	2,182.74	2,518.55	3,022.26	3,525.97
St. Fagans Old St.	997.66	1,163.93	1,330.22	1,496.49	1,829.05	2,161.59	2,494.15	2,992.98	3,491.81
Mellons	995.15	1,161.00	1,326.87	1,492.72	1,824.44	2,156.15	2,487.87	2,985.44	3,483.01
Tongwynlais	1,003.69	1,170.97	1,338.26	1,505.54	1,840.11	2,174.67	2,509.23	3,011.08	3,512.93
All other parts of the Council's Area	980.48	1,143.89	1,307.31	1,470.72	1,797.55	2,124.37	2,451.20	2,941.44	3,431.68

2.2 Note that for the year 2024/25, the Police and Crime Commissioner for South Wales has stated the following amounts in precepts issued to the Council, in accordance with Section 40 of the Local Government Finance Act 1992 for each of the categories of dwelling shown below:

VALUATION BANDS

A	B	C	D	E	F	G	H	I
£	£	£	£	£	£	£	£	£
235.11	274.30	313.48	352.67	431.04	509.41	587.78	705.34	822.90

2.3 Having calculated the aggregate in each case of the amounts at 2.1(i) and 2.2 above, the County Council of the City and County of Cardiff in accordance with Section 30(2) of the Local Government Finance Act 1992 hereby sets the following amounts as the amounts of Council Tax for the year 2024/25 for each of the categories of dwellings shown below:

Part of Council's Area VALUATION BANDS

	A	B	C	D	E	F	G	H	I
	£	£	£	£	£	£	£	£	£
Area									
Lisvane	1,231.34	1,436.57	1,641.79	1,847.02	2,257.47	2,667.91	3,078.36	3,694.04	4,309.72
Pentyrch	1,250.66	1,459.10	1,667.55	1,875.99	2,292.88	2,709.76	3,126.65	3,751.98	4,377.31
Radyr	1,242.53	1,449.62	1,656.71	1,863.80	2,277.98	2,692.15	3,106.33	3,727.60	4,348.87
St. Fagans Old St.	1,232.77	1,438.23	1,643.70	1,849.16	2,260.09	2,671.00	3,081.93	3,698.32	4,314.71
Mellons	1,230.26	1,435.30	1,640.35	1,845.39	2,255.48	2,665.56	3,075.65	3,690.78	4,305.91
Tongwynlais	1,238.80	1,445.27	1,651.74	1,858.21	2,271.15	2,684.08	3,097.01	3,716.42	4,335.83
All other parts of the Council's Area	1,215.59	1,418.19	1,620.79	1,823.39	2,228.59	2,633.78	3,038.98	3,646.78	4,254.58

- 2.4 Authorise the Corporate Director Resources to make payments under Section 38 of the Local Government (Wales) Act 1994 from the Council Fund by equal instalments on the last working day of each month from April 2024 to March 2025 in respect of the precept levied by the Police and Crime Commissioner for South Wales in the sum of £53,384,363.
- 2.5 Agree that the Common Seal be affixed to the said Council Tax.
- 2.6 Agree that the Common Seal be affixed to precepts for Port Health Expenses for the period 1 April 2024 to 31 March 2025, namely:
- | | £ |
|--|---------|
| County Council of the City and County of Cardiff | 155,460 |
| Vale of Glamorgan County Borough Council | 17,620 |
- 2.7 Agree that notices of the making of the said Council Taxes, signed by the Chief Executive, be given by advertisement in the local press under Section 38(2) of the Local Government Finance Act 1992.
- 3.0 In accordance with the Local Government Act 2003, the Local Authority (Capital Finance and Accounting) (Wales) Regulations 2003 and subsequent amendments and the CIPFA Prudential Code and Treasury Management Codes of Practice:
- (a) Approve the Capital Strategy 2024/25.
 - (b) Approve the Treasury Management Strategy 2024/25 and authorise the Section 151 Officer to raise such funds as may be required to finance capital expenditure by temporary or long-term borrowing.
 - (c) Approve the Prudential Indicators for 2024/25 – 2028/29 including the affordable borrowing limit.
 - (d) Delegate to the Section 151 Officer the ability to effect movement between the limits for borrowing and long-term liabilities, within the limit for any year, and to bring forward or delay schemes in the Capital Programme.
 - (e) Approve the Minimum Revenue Provision Policy for 2024/25.
- 4.0 To approve the Budgetary Framework outlined in this report.
- 5.0 To maintain the current Council Tax Reduction Scheme as set out in this report.

The Cabinet, having taken account of the comments of the Section 151 Officer in respect of the robustness of the budget and the adequacy of the reserves as required under Section 25 of the Local Government Act and having considered the responses to the Budget Consultation, is recommended to:

- 6.0 the changes to fees and charges as set out in Appendix 4 (a) and 4 (b) to this report be approved.
- 7.0 authority be delegated to the appropriate Director, in consultation with the appropriate Cabinet Member, the Section 151 Officer, and the Cabinet Member for Finance, Modernisation, & Performance, to amend or introduce new fees and charges during the year, subject (having regard to the proposed change) to an Equality Impact Assessment and public consultation being undertaken if necessary and the results thereof being duly considered before the delegated authority is exercised.
- 8.0 the financial challenges facing the Council as set out in the Medium-Term Financial Plan be recognised.
- 9.0 in the event that the final settlement differs from the Provisional Settlement (as set out in paragraph 35 of the report), there will be a proportionate adjustment to or from earmarked reserves, and that the Section 151 Officer be authorised to prepare an addendum to the 2024/25 Budget to reflect the requisite changes.

18 CARDIFF COUNCIL'S RESPONSE TO THE CONSULTATION ON THE WELSH GOVERNMENT WHITE PAPER 'ENDING HOMELESSNESS IN WALES'

Cabinet received a report providing a response to the Welsh Government White paper entitled "Ending Homelessness in Wales".

It was noted that whilst many of the principles and ambitions contained within the White Paper were agreed with, given current pressures, the proposed changes would have a negative impact on homelessness in Cardiff.

It was highlighted that the response makes clear that no additional duties should be placed on Local Authorities without appropriate funding to support this and until the national shortage of affordable housing has been addressed.

RESOLVED: that

- 1) the Welsh Government White Paper and its proposals to change policy and law, to end homelessness in Wales be noted.
- 2) the Council's response to the Welsh Government consultation response to the 'Ending Homelessness in Wales' White Paper (Appendix A) be approved.

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 21 MARCH 2024

CORPORATE JOINT COMMITTEE UPDATE

LEADER (COUNCILLOR HUW THOMAS)

AGENDA ITEM: 2

Reason for this Report

1. To update Cabinet on the establishment of Corporate Joint Committees in Wales.
2. To outline the implications of the transition from the Cardiff Capital Region City Deal to the Corporate Joint Committee for Cardiff Council's role as Accountable Body for the City Deal.
3. To note the transfer of Cardiff Council employees to the Corporate Joint Committee.
4. To note the novation of any relevant agreements for the City Deal from the Accountable Body to the new Corporate Joint Committee.

Background

5. In 2017 a Joint Working Agreement (JWA) was signed by the ten local authorities of South East Wales that established the governance model for the Cardiff Capital Region City Deal. As part of these arrangements Cardiff Council was appointed as the Accountable Body.
6. The City Deal established a resourced city-region partnership for the Cardiff Capital Region (CCR), based upon the Joint Working Agreement. Building on these arrangements, which were replicated to a greater or lesser degree elsewhere in Wales, Welsh Government has progressed legislation to establish Corporate Joint Committees to further strengthen regional working across Wales. In 2021, the Senedd Cymru passed the following legislation:
 - Local Government and Elections (Wales) Act 2021, Part 5 (Collaborative Working by Principal Councils) of which provides the Welsh Ministers with the ability to establish a Corporate Joint Committee; and
 - The South East Wales Corporate Joint Committee Regulations 2021, Part 1 (Establishment and area) of which establishes a body corporate

to be known as the South East Wales Corporate Joint Committee for the region (“the CJC”).

7. The Local Government and Elections (Wales) Act 2021 provides the legislative basis for these new structures. The establishment of CJCs creates in law distinct corporate bodies and legal entities, which can directly employ staff, hold assets and budgets, and be directly responsible for exercising specific functions. This differs from the City Deal arrangements where the Accountable Body is required to hold responsibility on behalf of CCR for directly employing staff and holding assets and budgets. The City Deal is also restricted to activities that fall within the remit of the JWA.
8. Cardiff sits within the South East Wales CJC arrangements, whose boundary is commensurate with the Cardiff Capital Region City Deal and includes its ten constituent local authorities, and the Bannau Brycheiniog National Park Authority for matters relating to strategic planning. The South East Wales Corporate Joint Committee Regulations 2021 (the Establishment Regulations) were approved and published by the Welsh Government on 17 March 2021 and came into force on 1 April 2021.
9. Building on the City Deal arrangements, CJCs have the potential to strengthen the regional ability to coordinate and implement strategic responses to key challenges. While the City Deal arrangements served to galvanise collaboration among the ten partner local authorities, the scope of partnership working has necessarily been circumscribed by the content of the JWA and the City Deal agreement. The creation of the new corporate entity, with its own statutory basis, opens up wider possibilities for local government to pursue regional strategies over and above the City Deal.
10. The Accountable Body model has enabled the efficient administration of the Cardiff Capital Region City Deal since its inception, with Cardiff Council successfully discharging the Councils’ obligations acting as the primary interface with the Welsh Government and UK Government and providing the necessary support services to allow delivery of the CCR objectives. This has included Section 151 and Monitoring Officer services, human resources, finance, ICT and legal support as well as the treasury management function, VAT advice and returns, information and governance services and liaison with Audit Wales. In addition, all contract standing orders, financial procedure rules, codes of conduct and policies required to discharge CCR obligations under the JWA have been adopted from the Accountable Body’s prevailing policies and procedures.
11. Conversely, the current Accountable Body model does not allow for the Cardiff Capital Region City Deal (CCRCD) Joint Committee (the Regional Cabinet) to employ staff, maintain its own balance sheet, or borrow money – in contrast to the powers that have been provided to the new CJCs, albeit within an affordability context determined, and underwritten, by the constituent local authorities themselves.

12. The initial functions of the South East Wales CJC, as prescribed by the Establishment Regulations, relate to preparation of a Regional Transport Plan, a Strategic Development Plan and the exercise of economic wellbeing powers. In the case of the Regional Transport Plan and Strategic Development Plan, these represent statutory duties of the South East Wales CJC. In the case of the economic wellbeing powers, the CJC has the ability to undertake activities that promote and support economic development within the region.
13. The Establishment Regulations contain key provisions in respect of the South East Wales CJC, including its membership and how it makes decisions. Under the Regulations, the CJC's membership comprises councillors, one for each constituent council which constitute the existing City Deal arrangements. The Regulations also provide that the CJC member from each constituent Council shall be the Leader – reflecting the composition of the City Deal Regional Cabinet.
14. Provision is also made for a member from Bannau Brycheiniog National Park Authority, who will only be permitted to vote on matters relating to the strategic planning function.
15. While the CJC will be a decision-making body in its own right, its budget must be agreed on a unanimous basis by constituent Councils of the CJC, with Welsh Government determining contributions in any scenario where a budget cannot be agreed (as set out in the regulations).

'Lift and Shift'

16. Since the CJC builds on the current City Deal arrangements, the CCR Regional Cabinet has been the focal point of discussions to establish the new arrangements.
17. These have proceeded on the basis that local authorities needed to meet the statutory requirement to establish CJCs while also ensuring that the new governance arrangements resulted in a model that was complementary to, rather than in competition with, concurrent local government arrangements. It was also agreed that the proposed CJC should seek to secure the devolution of resources from Welsh Government to support regional working.
18. A CCR Regional Cabinet report, of 20th September 2021, subsequently outlined a proposed governance, delivery and transition model for the CJC. This made clear that the ability of councils to determine their own policy and to deliver functions would remain. In particular the report agreed the following principles:
 - “A positive-sum game. The uniqueness of the model of LA democratic legitimacy and localism sits at the heart of the CJC which will be owned, controlled and led by LAs. The CJC & LAs are one and the same – with CJC being developed for, with and by LAs.

- “There is no threat to LA services with the assumption that functions, services and resourcing are being pulled from the centre not local authorities. No local power, functions, services or resources will be lost or displaced – unless a case is made and supported by all LAs - and LAs will also deal directly with UK Government and Welsh Government and continue to deliver large-scale projects including those of regional, national and international significance and supported by both governments. This will emphasise absolute concurrence and compatibility with local arrangements.
 - “CCR CJC is capable of adopting Welsh Government’s policy position and ambitions for a system of regional economic governance – and is equally able to respond in the face of the growing presence of UK Government in Wales. CCR is able to act as a neutral space in the middle, working positively with both bodies to ensure the region is positioned optimally to see challenges and opportunities through the prism of ‘place’ and adopt a sense of enlightened self-interest. With regional investment and ‘localism’ central to developing policy, CCR must deliver for the region, Wales & UK.”
19. The September report considered a number of governance and delivery model options that would bring together, or at least align, the City Deal and the South East Wales CJC. In sum:
- Do nothing – this would not meet the requirements of the legislation and would therefore be unlawful.
 - Like for like - the CJC acts as the decision maker (in place of the Regional Cabinet) and the Accountable Body continues to act as the conduit for project delivery.
 - Lift and Shift – The CJC acts as the decision maker (in place of the Regional Cabinet) and acts as the conduit for project delivery (in place of the Accountable Body).
 - Holding Company - This would see the CJC act as the decision maker and hold-co/strategic anchor of wholly owned subsidiaries.
20. The Regional Cabinet agreed to pursue the option of ‘lift and shift.’ In effect, this would see the transition of the City Deal operational and delivery arrangements into the South East Wales CJC, creating a single corporate body and an integrated model of regional public investment.
21. On this basis, the Regional Cabinet agreed to establish a Transition Plan and Transition Board to oversee the change, based on a critical path for achieving key milestone dates in accordance with the legislation. However, several live “risks and issues” were also noted. In particular, these related to a series of unresolved matters concerning the CJC’s tax status that has since been resolved via secondary legislation.
22. The first statutory duty of the CJC for South East Wales was to set a budget on or before 31 January 2022. Subsequently a report was considered by the South East Wales Corporate Joint Committee on 31st January 2022 that considered an annual business plan for 2022/23 and the CJC’s General Budget for the financial years 2021/22 and 2022/23.

23. The report noted that “The costs of the Transition Plan will be met from the Cardiff Capital Region City Deal revenue budget. However, future CJC budget reports will need to consider the evolution and associated costs of the CJC moving from the proposed Bare Minimum approach to a fully integrated Lift & Shift model, along with increasing requirements of the CJC.”
24. The report also noted that financial contributions towards the running of the ‘Bare Minimum’ approach would be taken from the CCR General Reserve. This approach was replicated for the 2023/24 and 2024/25 budget as outlined in the 30th January 2023 and 29th January 2024 South East Wales Corporate Joint Committee reports.

Implications of Regional Arrangements for Cardiff

25. The City Deal has already made some significant investments since its inception. This includes:
 - Approved projects to the value of c.£420M, a proportion of which will generate recycled funds for future investment.
 - High impact funds established, including the £50m Strategic Premises Fund and the £50m Innovation Investment Capital.
 - Equity investment in major evergreen schemes – CCR Energy Ltd (former Aberthaw Power Station), CS Foundry Ltd and other businesses in South East Wales.
 - £160m Investment Zone awarded to South East Wales to spur indigenous business growth and inward investment.
 - CCR also re-defining the role of the public sector as a driver of innovation through Challenge Fund and InFuse programmes.
 - Outcomes to date for the region are 3,474 jobs and c£300m+ in additional leveraged funds.
26. CCR, alongside Cardiff University, Cardiff Metropolitan and USW, has been at the vanguard of innovation-led growth and cluster development. This includes becoming the only UK Region with two UKRI Strength in Places Fund awards – CSCConnected & Media Cymru - and establishing the Cyber Innovation Hub.
27. The economic focus of the City Deal also fits with Cardiff’s economic ambitions, notably the focus on sectors such as the creative industries, cyber, fin-tech, renewable energy and advanced manufacturing. To that end, a number of key investments aligning with these sectors and the city’s economic strategy has already taken place, including:
 - Metro Central: £40m has been allocated to invest in Cardiff Central to modernise the station as part of a wider investment supported by both the Welsh Government and UK Government.
 - Media.Cymru: £3m contribution towards a £50m project to establish the CCR as a global hub for media innovation and production, as part of the UK Research and Innovation’s (UKRI’s) Strength in Places programme.

- CSC Foundry: A £38m investment that has established a new compound semi-conductor foundry as part of an agreement with the Cardiff company IQE. Strength in Places funding has also been secured to support the wider advanced semiconductor cluster, including £25m from the UK Government.
 - Direct support for businesses within the key sectors identified above, including equity investments in Cardiff businesses such as Human Data Sciences, Amplyfi and Jellagen.
 - Direct support for Fintech Wales, a Cardiff based organisation that supports a key sector for the city.
28. Cardiff has also benefitted from accessing the range of infrastructure funds operated by the Cardiff Capital Region City Deal. This includes:
- Metro Plus & Electric Vehicle Points
 - Housing Viability Gap Fund
 - Strategic Premises Fund
29. All of these schemes have directly invested in Cardiff. The Cardiff East Bus Priority project has been part funded by Metro Plus. The scheme started on site in 2021 with the Metro Plus programme funded element commenced in late Nov 2021. The scheme saw the introduction of a series of sustainable and active travel packages that will enable improved bus connections, improved active travel infrastructure and pedestrian safety improvements.
30. The Housing Viability Gap Fund is a targeted housing programme aimed at bringing forward residential sites which have stalled due to a financial viability gap and there are no other means available to unlock these sites. The fund has twelve schemes in contract and is expected to deliver 2,800 new homes across the region's ten local authority areas.
31. Cardiff has benefited from funding allocated to two projects, Waungron Road, Fairwater and the Gasworks on Ferry Road. Collectively over £3.5m has been allocated to these projects, with the £3m allocated to the Gasworks project fully drawn down.
32. Via the Strategic Premises Fund a £12m loan has been agreed to finance the acquisition and future development of studio space for Great Point in Cardiff, envisaged to become one of Europe's leading centres for film and TV production.
33. The investment will see further upgrading to the studio to create a self-sustaining, world-class studio facility that will not only support increased production demand but also support growth in the wider supply chain and a collaborative training facility will help build the supply of local skill and talent.
34. The Cyber Cluster investment also links directly with the city's economic agenda. The project is a co-investment alongside Welsh Government in Cyber Innovation Hub (CIH), a £20m Cardiff-based initiative focused on new venture creation, innovation, and skills development. It provides fully

- funded places for an MSc in Cyber Security and Technology developed by Cardiff University in partnership with PwC. In addition, via the Cardiff Commitment Programme, the Cyber Innovation Hub is delivering cyber security training to teachers.
35. Cardiff also benefits from a range of skills programmes delivered by the City Deal, including the Venture Graduate Recruitment Programme, Shared Apprenticeships and Skills Academies.
 36. In addition, the city also benefits from the SPF-led regional programmes being delivered by the CCR. These include:
 - Digital Skills Programme
 - Net Zero & Advanced Manufacturing Skills Programme
 - Academic-Industry Partnerships
 - Business Growth Programme
 37. There are also a range of issues where regional working will support the development of Cardiff's economy. The benefits of city-region working are generally accepted from an economic development perspective, enabling consideration of issues on the level of the functioning economic area. There are also areas where the scale of regional working offers economies of scale.
 38. Notwithstanding this, Cardiff Council's Cabinet did outline concerns in its report of 17th December 2020, which outlined its response to the Welsh Government consultation on the draft regulations for Corporate Joint Committees. As part of the response, it was noted that the current regulations diluted the voice of Cardiff residents as a result of a 'One Authority, One Vote' approach. This means that whilst current arrangements as part of the CCR City Deal are viewed positively and can be characterised as collaborative and evidence-led, there remains a risk that future regional strategy could be determined by a relatively small proportion of the regional population and distort an evidence-led city-region approach.
 39. Under the current City Deal arrangements, Cardiff Council is also contributing to the running costs on a pro-rata basis, equating to almost a quarter of the total costs.
 40. The principle of not having proportionate representation is also particularly relevant given the unequal distribution of different demographic groups, with urban areas having a predominately younger group with a broader ethnic profile. This in practice means that the representation of different demographic and ethnic groups is diluted by the CJC arrangements.
 41. The report also noted that, as there is no power for the electorate to directly elect those represented on the CJC, elements of the democratic process are being further removed from the electorate, local councillors and the local scrutiny function.

Transition Plan

42. In implementing the Transition Plan for the City Deal to be taken into the governance arrangements of the CJC, on 4 December 2023 Regional Cabinet made the following key decisions:
- Consent to novate (transfer) the Cardiff Capital Region City Deal Funding Agreement and all other incoming funding agreements held by Cardiff Council as Accountable Body on behalf of CCR to the CJC;
 - Consent to transfer the portfolio of projects funded by CCR, together with any ancillary agreements, from Cardiff Council as Accountable Body on behalf of CCR to the CJC;
 - Provide a direction to Cardiff Council acting in its capacity as Accountable Body for CCR to take all necessary actions to implement the transfers referred to at paragraphs (1) and (2) [in the aforementioned report]; and
 - Agree to transfer responsibility for decision making and implementation of the Cardiff Capital Region City Deal to the CJC (including that Council Contributions be made to the CJC), subject to novation of the City Deal Funding Agreement and approval by the CJC of additional standing orders incorporating the key terms of the JWA between the 10 Constituent Councils.
43. Also on 4 December 2023, Regional Cabinet considered the proposed governance structure of the CJC, which includes the following sub-committees and advisory boards:
- Appointments Committee
 - Governance and Audit
 - Investment Board
 - Joint Overview and Scrutiny
 - Regional Growth Board
 - Regional Transport Committee
 - Shareholders Committee
 - Standards Committee
 - Strategic Development
44. In essence this provided the formal approval for the ‘Lift and Shift’ proposal outlined in the transition plan. In parallel, to support the transition Cardiff Council considered a report on 21st September 2023 that approved the CJC’s request for:
- Cardiff’s Standards and Ethics Committee to be utilised as the Standards Sub-Committee for the CJC on an initial basis (via a Service Level Agreement); and
 - The existing CCRCJ Joint Overview and Scrutiny Committee hosted by Rhondda Cynon Taf County Borough Council to be appointed to discharge the scrutiny functions in relation to the CJC.
45. The CJC will establish the remaining committees and boards, and nominations for appointments to outside bodies will be sought in the usual way at Annual Council in May 2024. The CJC’s Draft Constitution is also

due to be considered by CCRCD's Joint Overview and Scrutiny Committee on 7 March 2024, prior to consideration by the CJC at its meeting on 18 March 2024.

The Future CJC

46. The future working of the CJC can be broadly split into three areas, the economic wellbeing powers, the Regional Transport Plan, and the Strategic Development Plan.

Economic Wellbeing Powers

47. The Economic Wellbeing Power will provide a wider ability for the CJC to undertake economic development activity. Generally, the City Deal has been restricted to activity associated with managing its investment fund. The economic wellbeing powers will allow it to work outside of these restrictions and co-ordinate regional economic development activity. It is very much intended that this power will work alongside local authorities, as well as Welsh Government and UK Government. A CJC will have the ability to borrow for any purpose relevant to its functions or for the purposes of the prudent management of its financial affairs.
48. The CCR is working with local authorities to better understand the challenges and opportunities the economic wellbeing powers will bring as part of an economic review. In doing so, the CCR intends to explore how it can support, collaborate and add value to local authority activity. This would build on extensive ongoing work between the CCR and Cardiff Council economic development teams across a range of projects and initiatives.
49. Via its work with the City Deal, the CCR has shown its ability to support Cardiff Council's economic agenda. The intention of the use of the economic wellbeing powers will build on this and work alongside local authority partners to supplement their economic ambitions.

Regional Transport Plan

50. A duty established in the Corporate Joint Committee legislation requires the production of Regional Transport Plans for the four parts of Wales which they cover. The planning process for the plans will bring together local authorities, Transport for Wales, and other key partners in the development and delivery of transport services for the region. Regional Transport Plans aim to support local partners to work at a strategic level and ensure that transport planning is co-ordinated at the level at which people use transport on a day-to-day basis.
51. The duty lies with CJCs to develop the RTP itself, and with Local Authorities (LAs) to deliver the RTPs, with this being set out in a strategic level delivery plan contained within the RTP. The RTPs must include Regional Transport Delivery Plans (RTDPs) setting out how local authorities in Wales will deliver the policies set out in the RTPs.

52. RTPs must be approved by the Welsh Ministers. This approval will form part of the assessment process for local authorities to access Welsh Government grant funding for both local and regional transport schemes.
53. Within the Guidance, Welsh Government has identified six key milestones that they consider are required to produce the RTP by end June 2025. The first milestone was the submission of an Implementation Plan by 31 October 2023, which triggered the release of funding from Welsh Government to support development. CCR has negotiated movement on some of the other interim milestones with Welsh Government. TfW resources and data will be made available to CJsCs to support in the delivery of the RTP. The CCR Infrastructure team will be charged with delivery of the RTP, working closely with the RTA and local authority officers.

Strategic Development Plan

54. A further statutory duty for the CJC is the production of a strategic development plan (SDP), which must set out an overall vision and strategy, and identify a clear settlement hierarchy and strategic locations/places for future growth and change. A key purpose for SDPs is to plan across local authority boundaries, reflecting how people live and work.
55. As a long-term plan (with a minimum range of 25 years), it is intended that the SDP will, ultimately, enable a more consistent, efficient approach to land-use planning. The SDP will offer the opportunity to better plan and deliver regionally important, strategic growth in a coordinated, cross-border manner, aligned with the Regional Transport Plan.
56. The governance arrangements of the Strategic Development Sub-Committee are still to be determined, with a number of options that could be considered.
57. It is not anticipated that the SDP will be adopted until 2029 earliest, and Local Development Plans (LDPs) must be kept up to date. Alongside this, Cardiff Council will have an extant LDP in place until 2036. To that end the CCR are working with local authorities to understand how the SDP can be delivered in alignment with LDPs and support local authorities.
58. The first milestone is the submission of a Delivery Agreement (DA), and that the CJC demonstrate the commencement of technical work on plan preparation. This is likely to be supported by the secondment of an officer to lead CCR's work in this area through to the first milestone.

Transition Implications for Cardiff

59. As part of the transition process, novation agreements are being drafted to effectively transfer all rights and obligations in the original agreements from Cardiff Council (as Accountable Body) to the CJC. The legal novation agreements will also release Cardiff Council from its obligations and liabilities under the various funding agreements on the basis that the CJC

assumes those obligations and liabilities. In addition, they also include provisions regarding the process for transferring funding from Cardiff to the CJC, as well as an indemnity from the CJC in relation to the particular agreement.

60. The novation of the above agreements has been approved by Regional Cabinet, and agreed by Welsh Government, and do not require a separate decision of Cardiff Council. Certain operational contracts, for example the engagement of Fund Managers and advisors, will also be assigned. Again, this will be approved by CCR under delegated powers and do not require a separate decision of Cardiff Council.
61. The effective date for that transfer is 00.01 hours on 1 April 2024 (subject to completion of the above agreements) from which point Cardiff Council will in effect cease to act as the Accountable Body for CCRCD and the CJC will assume that responsibility.
62. Regional Council has also agreed that the portfolio of projects onwardly funded by Cardiff Council on behalf of CCR will also be transferred to the CJC on 1 April 2024. Cardiff Council, in its capacity as Accountable Body for CCR, funds projects in a variety of ways. These include traditional grant agreements, commercial loan agreements and equity investments - meaning that Cardiff Council holds shares in private limited companies it has invested in on behalf of CCR. In each case, the CJC will assume CCR's rights and liabilities in those investments and any shares or securities currently held by Cardiff Council on behalf of CCR will be transferred to the CJC.
63. In addition to the third-party investments Cardiff Council has made on behalf of CCR, Cardiff Council currently is the sole shareholder of the special purpose vehicle company, CCR Energy Ltd, which in turn owns Aberthaw Power Station. As part of the transition, it is intended that CJC will become the sole shareholder of CCR Energy Ltd in place of Cardiff Council.
64. Each of the ten constituent councils, including Cardiff Council, also hold equal shares in CCR's other wholly owned company, CSC Foundry Ltd, and Cardiff Council (in common with the other nine councils) will be asked in due course to transfer those shares to the CJC.
65. The new constitution of the CJC will be considered at its meeting of 18th March 2024. This will include procedures for nominations for the sub-committees of the CJC. Depending on the sub committee arrangements, Cardiff Council may need to agree its nominations for the sub-committees at its Annual Council.

Practical Considerations

66. As part of that transfer of responsibility, it will be necessary for Cardiff Council to make arrangements in respect of the following:

Finance and Commercial Services

67. Cardiff Council will need to transfer the cash balance of approximately £40m it currently holds on behalf of CCR to the CJC.
68. Cardiff Council will cease providing CCR's treasury management, accountancy, transactional and other financial services, and responsibility for these will pass to the CJC (some of which will be discharged by Rhondda Cynon Taf County Borough Council via service level agreements with the CJC). As will related services including internal audit, risk management and insurance.
69. It will be necessary for Cardiff Council to agree transitional arrangements with the CJC during which it continues to maintain access to the Council's financial system (SAP) – anticipated until 1 April 2025 - for the purposes of CCR's statutory accounts and audit arrangements, and to provide some limited services related to debtors and creditors, accounting for VAT and final banking reconciliations.
70. Cardiff Council will also need to continue to hold CCR's accounting books and records in respect of transactions since its creation to 31 March 2024, and provide information related to these, as and when required by HMRC.

S151 Officer

71. Cardiff Council's Director of Resources currently fulfils the statutory s.151 Officer function for CCR. This responsibility will transfer to the CJC's new s.151 Officer as of 1 April 2024, save that Cardiff's Director of Resources will finalise CCR's 2022/23 audited accounts and associated papers.

People

72. Staff currently employed by Cardiff Council and undertaking CCR work for either all or a significant amount of their time will transfer to the CJC under the provisions of the Transfer of Undertaking (Protection of Employment) Regulations 2006. This will also necessitate the transfer of the relevant HR information, including payroll records, and pension funds. HR Services currently undertaken by Cardiff Council will transfer to the CJC, some of which will be discharged by Rhondda Cynon Taf County Borough Council via service level agreements with the CJC.

Legal Services and Monitoring Officer

73. Cardiff Council will cease to provide Legal Services and to discharge the statutory Monitoring Officer function on behalf of CCR as of 1 April 2024, and this responsibility will transfer to the CJC. Arrangements will need to be made for the transfer and/or retention of legal files held by Cardiff Council on behalf CCR.

ICT

74. Cardiff Council currently provides information and communications technology services to CCR, which it will cease to provide following the

transition, and arrangements for data migration and equipment are in the process of being agreed.

Procurement

75. Cardiff Council will also cease to provide CCR's procurement services on 1 April 2024, and arrangements are being made to transfer this function to Rhondda Cynon Taf CBC.

Joint Working Agreement (JWA)

76. The intention is that, following the transfer to the new public body, the joint working agreement between the ten councils will cease to be necessary, save for provisions relating to Council Contributions and the overall Affordability Envelope. This will first require discussions at senior management level (Finance, HR, Legal etc) to ensure that the operational transfer requirements have been met - including the TUPE of staff, data migration etc – and provision made for any necessary legacy arrangements.
77. Any future decision to terminate the JWA will be brought back to Cabinet and then full Council. This is expected to be brought later in 2024.

Council Contributions

78. To date, and as noted above, financial contributions towards the running of the 'Bare Minimum' approach would be taken from the CCR General Reserve. This approach was replicated for the 2023/24 and 2024/25 budget as outlined in the 30th January 2023 and 29th January 2024 South East Wales Corporate Joint Committee reports. Following the termination of the JWA, the constituent councils will continue to contribute to the cost of delivering City Deal as previously agreed, with these contributions now being made to the CJC.
79. The CJC must agree its budget requirement and the amounts payable by each constituent local authority at a meeting before 31 January immediately preceding the beginning of a funding period. Any additional future contributions to the CJC budget will need to be agreed unanimously by all ten Council representatives on the Joint Committee.
80. The legislation outlines that the CJC is required to calculate its budget requirements for each financial year to include the amounts required to exercise its functions, and expenditure associated with administrative costs and overheads, as well as an amount for contingencies, a reserve, and an amount to cover any outstanding liabilities.
81. In calculating its budget, the CJC must also include any estimated funding it anticipates receiving from other funding sources including Welsh Government, UK Government, private sector bodies, third sector and voluntary bodies.

82. Whilst the funding of the budgetary requirement must be agreed by unanimous decision, if an agreement is not reached the amounts payable by the constituent councils will be directed by Welsh Ministers.

Reason for Recommendations

83. To update Cabinet on the establishment of Corporate Joint Committees in Wales.
84. To outline the implications of the transition from the Cardiff Capital Region City Deal to the Corporate Joint Committee on Cardiff Council's role as Accountable Body for the City Deal.
85. To note the transfer of Cardiff Council employees to the Corporate Joint Committee.
86. To note the novation of any relevant agreements for the City Deal from the Accountable Body to the new Corporate Joint Committee.

Financial Implications

87. This report sets out the approach and actions to be taken in order to facilitate the planned transition of the Cardiff Capital Region City Deal (CCRCD) to the South East Wales Corporate Joint Committee (CJC).
88. Cardiff Council, as one of the ten local authorities of South East Wales, signed up to a Joint Working Agreement (JWA) in 2017 which established governance arrangements for the CCRCD and which also appointed Cardiff as the Accountable Body.
89. This meant that since this date, Cardiff Council has acted as the legal entity responsible for discharging the obligations of the ten Councils and providing the necessary support to allow delivery of CCRCD objectives.
90. In line with the new legislation passed by the Senedd in 2021, the CJC has been established as a distinct corporate and legal body which can employ staff, hold assets and have direct responsibility for exercising the specific functions previously carried out by the Accountable Body.
91. The report to Regional Cabinet in September 2021 also approved the option to 'lift and shift' the CCRCD into the CJC which would result in all operational and delivery arrangements of the CCRCD transitioning to the CJC along with the TUPE of staff where appropriate.
92. For Cardiff Council, as Accountable Body, this will require making the necessary arrangements to implement the transfers/novation to the CJC of the CCRCD HMT Funding Agreement, all other funding agreements and the portfolio of projects funded by and held on behalf of CCRCD. This will also mean that any shares currently held in private limited companies invested in on behalf of CCRCD will also transfer to the CJC.

93. Cardiff Council is currently liaising with CCRCD to put in place appropriate arrangements to facilitate this novation, including cash and banking arrangements and finalisation of statutory accounting and audit processes. As part of this process, Regional Cabinet will agree to transfer responsibility for decision making and implementation of the CCRCD to the CJC, subject to approval by the CJC of additional standing orders incorporating the key terms of the JWA between the ten Councils.
94. Cardiff Council as Accountable Body will cease to provide all transactional and other support services to the CJC, including accountancy and treasury management and other financial services, with some responsibilities planned to be discharged by Rhondda Cynon Taff County Borough Council via new service level agreements with the CJC.
95. Subject to all legal processes being completed, the effective date for the planned novation of all funding agreements and projects is the 1st April 2024. It should be noted that Cardiff Council is also in the process of concluding discussions with HMRC in order to confirm that there are no tax implications for the authority as a result of the proposed novation to the CJC of all rights, liabilities and obligations in the relevant agreements for all investments, projects and funding agreements.
96. Cardiff Council's Director of Resources has previously fulfilled the statutory S151 Officer function for CCRCD and this function effectively ceases on the establishment of the CJC. The CJC also approved the appointment of an interim S151 Officer at its meeting of 29th January 2024 whilst the permanent recruitment is underway.
97. Following the establishment of the CJC and conclusion of all novation processes, the ten Councils will continue to form the constituent Councils of the CJC with responsibility for agreeing a budget and making agreed contributions to that budget in line with the existing pro rata basis of the agreement.
98. To date, running costs of the CJC have been agreed to be met from earmarked reserves set aside for this purpose. Post 2024/25, prior to each financial year and before 31st January, the CJC will be required to agree its budget requirement. Any additional amounts payable by each constituent Council of the CJC will need to be agreed unanimously by all ten Council representatives on the Joint Committee and as part of the overall budget setting processes for each Council. If an agreement is not reached, the amounts payable by the constituent councils will be directed by Welsh Ministers.

Legal Implications (including Equality Impact Assessment where appropriate)

99. The report sets out the various processes that are proposed to be undertaken in relation to the transition to the CJC. The key implications are as follows:

100. As set out in the report, it is intended that there will be various novation agreements to transfer rights and obligations from Cardiff Council (as Accountable Body) to the CJC. Legal Services has had sight of the draft template agreement in relation to incoming funding agreements. The key provisions are as follows:
- Cardiff Council will novate all rights and obligations in the relevant agreement to CJC;
 - CJC and remaining parties will be bound by the terms of the original agreement;
 - Cardiff Council and remaining party will release each other from obligations to the other upon novation. Cardiff Council should be satisfied that there are no outstanding issues with regards the obligations;
 - Cardiff Council to undertake that it has made or will make all the necessary arrangements to transfer the funding etc;
 - (subject to certain conditions) CJC will indemnify Cardiff Council from claims, losses etc in relation to the agreement novated. It should be noted that this indemnity will cover the relevant novated agreement and general indemnities from the various Councils in relation to CCR will be caught by the JWA.
101. Further legal advice should be sought as and when required in relation to next steps.
102. In relation to the future report terminating the current JWA and implementation a new one, further legal advice should be sought and any legal implications will be set out in that report.

Equality Duty

103. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of religion or belief.

Well Being of Future Generations (Wales) Act 2015

104. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving seven national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
105. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in

Cardiff's Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.

106. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle.' This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met **without** compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the seven national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

107. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

108. The decision maker should be satisfied that the decision is in accordance within the financial and budgetary policy and represents value for money for the council.

109. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

HR Implications

110. The HR implications are set out in the body of the report and involve the transfer of employees to the CJC. The trade unions and affected employees have been consulted on this transfer. The Council will carry out its legal responsibilities under the TUPE Regulations.

RECOMMENDATIONS

Cabinet is recommended to:

- a) Note the update on the Corporate Joint Committee as outlined in this report.

- b) Delegate authority to the Chief Executive in consultation with the Section 151 Officer and Monitoring Officer to address any residual financial and legal issues respectively (including concluding any arrangements), arising as part of the transition (as necessary) and authorise legal services to execute all necessary documents associated with the novation and transition to the Corporate Joint Committee.
- c) Note the novation of the relevant agreements for the City Deal from the Accountable Body to the new Corporate Joint Committee.
- d) Note that Cardiff Council will cease to be the accountable body from 1st April 2024.
- e) Note a future report will be brought to Cabinet and full Council regarding termination of the JWA and implementation of any new arrangements.

SENIOR RESPONSIBLE OFFICER	Paul Orders Chief Executive
	15 March 2024

TRUSTS – GOVERNANCE ARRANGEMENTS**LEADER (COUNCILLOR HUW THOMAS)****AGENDA ITEM: 3**

Reason for this Report

1. For Cabinet to agree governance arrangements to be adopted for discharging the Council's role as corporate trustee going forward.

Background

2. Many local authorities hold assets that are subject to a trust, often a charitable trust (that is, a trust created for charitable purposes prescribed by law). A trust is a legal relationship created when assets are placed under the control of a trustee for the benefit of a beneficiary, or for a specified purpose. They often arise when a donor has gifted or transferred land or property to the Council on condition it is used for a public purpose, such as a museum, art gallery or recreation ground, but may also be financial investments or other funds, often for the purpose of awarding grants to the community.
3. Trustees hold a fiduciary position that demands high standards of trust and confidence. A trustee is responsible for the affairs of the trust and must act in the best interests of the trust to ensure that its assets are used for the trust's purposes (or objectives) for the benefit of the trust's beneficiaries, as set out in its governing documents, and in accordance with the law.
4. Where the Council is a corporate trustee, it must ensure that trust assets are held separately from the Council's own estate and property and are used strictly in accordance with the trust's particular purpose and not generally for Council functions. In some cases, such as recreation grounds, the Council also has statutory power to provide these as a local authority function, so it may be difficult to distinguish whether the Council is holding such land upon trust or for statutory purposes. All decisions made by the Council as trustee must be made in the best interests of the trust, and not influenced by Council or political objectives or priorities.
5. In March 2023, the Cabinet, considered a report in its capacity as sole corporate trustee of Maindy Park Trust, a registered charity with the objects to use land at Maindy Park for recreation, playground and open space. One of the approved recommendations arising from that report

was that a review of the governance and financial management arrangements of all trusts of which the Council is a trustee would be carried out by the Council's Corporate Director Resources and the Director of Governance and Legal Services under their delegated authority, to identify any necessary improvements to be agreed and put in place. This report provides Cabinet with an update on that review and proposed improvements to the Council's governance arrangements.

6. A multi-disciplinary team of officers from the Council's Estates, Finance and Legal departments has been working on a review of all trusts where the Council is a corporate trustee. In many cases, this has involved reviewing and collating information held within different departments of the Council, as well as information held by the Land Registry and Charity Commission to check whether property is held on charitable or other trusts, confirm the identity of all trustees, the trust's objectives and all dealings with the trust's assets.
7. This work is ongoing and will be kept under continual review. In the case of land, it can be difficult to determine whether land is held upon charitable trust or for statutory purposes. This is common in the case of public recreation grounds which can be acquired for the purposes of a specific Act of Parliament, such as the Public Health Acts, which provide a local authority with power to acquire land for public recreation; or may be acquired to be held on 'charitable' trust for the purposes of public recreation, which is governed by charitable law and imposes different considerations, that must be in the best interests of the charity rather than the local authority. The capacity in which the Council holds land is not always clear in the charity's deeds or governing document, which is a common issue for many local authorities.
8. The outcome of this review will allow all departments that deal with trust property to have knowledge and easy access to relevant trust information, before any detailed discussions are commenced concerning trust assets. This will also include mapping details of trust property on the Council's GIS mapping system, so that trust land can be easily identified. Whilst in most cases specific legal advice should be sought on a proposal, it will enable officers to be aware of the potential for trust implications at an earlier stage and help identify potential conflicts of interest.
9. In reviewing the financial management arrangements, some work will be required in order to ensure the value of assets held in trust are clearly set out in Trust Accounts going forward and are reflected appropriately within the Council's own statement of accounts. This work can only be fully concluded once the responsibilities of each trust are fully understood.
10. In addition, where trusts hold land or assets, there are cases where costs incurred by the Council for maintaining the Trust asset are currently captured within the Council's own accounts because they are subsidised by the Council, but they are neither separated from each trust asset nor from the maintenance of other assets owned by the Council. Currently, there are no charges made by the Council to the Trust thus the Charities

Commission guidance referenced in para 14 (V) is currently adhered to as the Trust does not currently pass any of its funds to the Council for those activities. However, further consideration needs to be given as to whether or not it is useful for the purposes of transparency to separately identify the costs incurred by the Council in maintaining the trust assets.

Issues

11. For some trusts, the Council has the right to appoint trustees (who may be Councillors or officers or third parties), but it is then the individual, rather than the Council as a corporate body, that is the trustee. In such cases, the individually appointed trustees have a duty to act in the best interests of the trust and are provided with guidance about their duties in this regard, for example, within the WLGA's Guidance for Councillors on Outside Bodies: [Outside Bodies | WLGA Councillors Website Guide \(wlgacouncillorsguide.wales\)](#) and the Charity Commission's Essential Trustee guidance: [The essential trustee: what you need to know, what you need to do \(CC3\) - GOV.UK \(www.gov.uk\)](#)
12. However, where the Council as a corporate body is the trustee, then arrangements need to be made to discharge that role. Under executive arrangements, the function of the Council as charity trustee is an executive function (pursuant to s 13(2) of the 2000 Act), which may be discharged by the full Cabinet, a Committee of the Cabinet or delegated to an officer (or another local authority or a joint committee).
13. The following relevant provisions are set out under the Council's Scheme of Delegations (in Part 3 of the Constitution):
 - (i) The Corporate Director Resources is authorised to manage trust funds, including charitable trust funds, where the Council or its officers are trustees (delegation reference FS5 in Section 4E of the Scheme of Delegations); and
 - (ii) The Cabinet has a reserved power to perform any Executive Function where arrangements have not been made for an officer to discharge the function under delegated authority (Cabinet's reserved power number 43 in Section 2 of the Scheme of Delegations).

This means that, except for the Corporate Director Resources' delegation to manage trust funds (under delegation reference FS5), all other decisions of the Council as corporate trustee currently fall within the reserved powers of the Cabinet.

The Council's role as trustee

14. Guidance issued jointly by the Local Government Association and the Charity Commission (Councillors' guide to a Council's role as charity trustee) recognises that:

'Local authorities are well suited to being charity trustees; in particular, councils are:

- Rooted in the local community;
- Open and transparent in their dealings;
- Highly accountable for their actions; and
- Have the high standards of public conduct embedded in the way they work.

Further, 'Local authorities have the skills, public knowledge and professionalism to manage charitable trusts very effectively, but care needs to be taken to ensure that unnecessary problems do not arise.'

15. The guidance goes on to set out a number of key principles to assist Councils to manage charitable trusts safely, including:
- (i) The charity must be independent and operate solely for charitable purposes, and not used as a means of carrying out the policies or directions of the local authority.
 - (ii) Where a local authority is a trustee of a charity, it is the corporate body, acting in accordance with its usual procedures, which is the trustee; and while ongoing management may be delegated to officers, responsibility for decision-making and oversight rests with the Councillors (i.e. the Cabinet).
 - (iii) The terms of the charity must be clearly understood and appropriate advice should be sought as necessary.
 - (iv) Management of the charity should be kept separate, as far as possible, from the business of the local authority; and it may make sense for a committee of Councillors to be allocated this task.
 - (v) Finances of the trust must be kept separate from those of the Council. The assets must be accounted for separately and income and expenditure should be channelled through discrete cost centres. The LA may top up the finances of the trust, but no funds should pass from the trust into the Council's own accounts, although the Council may in certain circumstances recover the costs of administration.

Specific issues for local authorities which are charity trustees include:

Conflicts of Interest

16. Local authorities have to manage the conflicts of interest that can arise because of the different 'hats' they may be wearing – for example, as land-holding charity trustees, as the provider of statutory amenities, and as planning authorities.
17. The Charity Commission has published guidance on 'Managing conflicts of interest in a charity', which explains the need for trustees to:
- (i) Identify conflicts of interest – A conflict of interest is defined as any situation in which a trustee's personal interests or loyalties could, or could be seen to, prevent the trustee from making a decision only in the best interests of the charity. Conflicts of interest usually arise where either there is a potential financial or measurable benefit

directly or indirectly to a trustee (Benefits to trustees); or a trustee's duty to the charity may compete with a duty or loyalty they owe to another organisation or person, such as the Council (Conflicts of loyalty). The guidance indicates that it is good practice for a trust's governing document to include provisions dealing with conflicts of interest and for the trust to have a written conflicts of interests policy and register of interests.

- (ii) Prevent conflicts of interest from affecting decision making – any conflicts of interest must be declared and the trustee body must go on to consider how to prevent the conflict from affecting the trust's decision making, which will depend on the circumstances. The trustees must consider whether the conflict can be removed, for example, by changing the course of action so that the conflict does not arise. This is particularly important where there is a serious conflict, which will arise, for example, in situations where the Council is the sole corporate trustee and has a commercial interest in the charity decision. In such cases, the guidance advises that consideration should be given to appointing additional trustees who are not affected by the conflict, taking legal advice and or seeking authority from the Charity Commission.
- (iii) Where there is a conflict of loyalty without any trustee benefit, for example, where Cabinet, as trustee, is considering a proposed trust transaction with a third party (and the only conflict arises in relation to Cabinet members' loyalty to the Council), the trustees must give careful consideration to whether or not the conflicted trustee (Cabinet) should participate in the decision or withdraw from it and whether they will be able to demonstrate that the decision was made only in the best interests of the charity. It is anticipated that most trust decisions will not present any potential financial or other measurable benefit for the Council, so it is a conflict of loyalty which will be most likely to arise. Legal advice on the nature and extent of the potential conflict and how to manage this will be provided to inform any proposed decision in any such case.
- (iv) Any conflict relating to benefits to trustees, for example in a case where it is proposed that the trust enters a transaction with the Council (even if the transaction is for market value), must be authorised, either under the governing document, by legislation (for example, the power in the Charities Act which allows charities, in some circumstances, to pay trustees for additional goods or services they provide to the charity over and above normal trustee duties) or by the Charity Commission or the court. Legal advice should be sought before proceeding and if Council officers may be conflicted because of their duties to the Council, then independent advice would be procured from external advisors.
- (v) Record conflicts of interest – a written record should be kept of any conflicts of interest, both in a register of interests and in the minutes of the trustees meeting. The records should include the nature of the conflict, which trustee/s were affected, whether the conflicts

were declared in advance, whether anyone withdrew from the discussion, what advice the trustees were given and who provided it and how the trustees took the decision in the best interests of the charity. Any benefits received by trustees should be disclosed in the charity's accounts.

Consultation

18. Where a local authority is the trustee of charity land, there is often another important factor to take into account – the voice of local inhabitants. This is because in some cases of trust property the land may be a facility intended for local community use (e.g. a recreation ground or public building). Proposals for a major change in the way that such land is used, or for the sale or lease, where permitted under charity law, of a significant part, or all, of the land, will have an impact on its use by the public. For this type of trust land, there may be strong local views that may need to be taken into account as part of a decision-making process.
19. Public consultation may sometimes be required by law and at other times is a matter of good practice. The extent and breadth of the consultation should be considered on a case-by-case basis depending on the charity's objective and the beneficiaries that were intended to benefit from it.
20. Where consultation is undertaken, it must comply with the Gunning principles, i.e. the consultation process should:
 - (i) be undertaken when proposals are still at a formative stage;
 - (ii) include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
 - (iii) provide adequate time for consideration and response; and
 - (iv) ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.
21. Any consultation requirements applicable to specific trust decisions will be set out within the accompanying decision report.

Proposed Governance Arrangements

(summarised in the Flowchart which is attached as **Appendix A** to this report)

Trusts Cabinet Committee

22. As noted in paragraph 12 above, the function of the Council as charity trustee is an executive function, which may be discharged by the full Cabinet, a Committee of the Cabinet or delegated to an officer (or another local authority or a joint committee). It is recommended that a Cabinet Committee, 'the Trusts Cabinet Committee', be appointed, comprised of 5 Cabinet members, with delegated powers to consider and deal with all matters in which the Council acts as Trustee, with the exception of any matters lawfully delegated to officers. The establishment of a separate Committee of Cabinet is intended to facilitate a clear separation of the Council's role as corporate trustee from its

ordinary statutory functions. It is recommended that the terms of reference for the Committee include express provision that 'All Members of the Committee will be required to undertake relevant training to enable them to properly discharge their duties.' This is to ensure that Committee members receive appropriate training to ensure they understand their legal duties as trustee; and it reflects the term included in many of the Council's other decision-making Committees. It should be noted that the Committee may decide to delegate certain powers to officers (under section 15(7) of the Local Government Act 2000) – for example, for more routine decisions relating to the repair, maintenance and management of trust property. A report may be presented to the Trusts Cabinet Committee setting out the precise terms of any proposed officer delegations, with supporting reasons and any appropriate limitations. However, overall responsibility for all trusts decisions will rest with the full Cabinet.

23. Committees of Cabinet are subject to the same public access to information rules as Cabinet meetings, requiring public access to meetings and documents, save for any exempt information. Their meetings are governed by the Cabinet Procedure Rules (in Part 4 of the Constitution [Cabinet Procedure Rules.pdf \(modern.gov.co.uk\)](http://modern.gov.co.uk)). Quorum of a Cabinet Committee requires a minimum of 3 Cabinet members.
24. Matters for decision by the Cabinet Committee would be submitted within decision reports, with all relevant information and professional advice contained therein, including legal and financial implications of recommended decisions. Members would be required to disclose any personal interests or conflicts of interest in accordance with the Members' Code of Conduct and legal advice in relation to their duties as trustee.
25. In accordance with the Members' Code of Conduct, no Cabinet Member who has a personal and prejudicial interest in any trust decision shall take any part in that decision (the Cabinet member will be required to declare their conflict of interests and withdraw from the Cabinet Committee meeting). This may arise, for example, where a Cabinet member may have an involvement in a third party organisation which may benefit from a proposed trust decision. [Cabinet members who are members of the Trusts Cabinet Committee will also need to consider and declare any personal interests in Cabinet business which may arise from decisions taken, as Corporate Trustee, in relation to specific Trusts. The Monitoring Officer can provide advice in this regard, upon request.]
26. In considering appointments to the Trusts Cabinet Committee, potential conflicts of individual Cabinet Members should be considered in order to reduce the risk of conflicts and quorum difficulties arising.

Conflicts of Interest Policy and Register of Interests

27. It is recommended that the Trusts Cabinet Committee, if established, should receive a report at its first meeting giving further consideration to provisions for conflicts of interest, including the potential adoption of a

Conflicts of Interests Policy for Trusts where the Council is a Corporate Trustee and an associated separate Register of Interests for Trusts decisions. Members will, of course, be aware of the regulation of their personal interests in relation to Council business within the statutory Members' Code of Conduct, including the requirement for publication of the Members' Registers of Interests. However, it is recommended that further consideration should be given to arrangements for disclosing and managing conflicts of interest in relation to managing the business of each trust of which the Council is a corporate trustee, which means considering conflicts from the perspective of each trust and its objectives, rather than the Council. The arrangements to be adopted for each trust will need to reflect the specific nature and governing documents of the respective trust, but it may be possible to develop a single conflicts policy setting out guidelines for managing conflicts in different types of trusts. It is recommended that the issues and options in this regard should be explored further, with relevant legal advice, and presented in a report to the Trusts Cabinet Committee for consideration and decision.

Serious Conflicts of Interest

28. In cases where the Council, as corporate trustee, has a serious conflict of interest, for example, where the Council is the sole corporate trustee and has a commercial interest in a trust decision, the Charity Commission guidance advises that trustees must consider whether the conflict can be removed or managed by appointing additional trustees who are not affected by the conflict, taking independent legal advice and or seeking authority from the Charity Commission (as explained in paragraph 17 (above)).

Appointment of Additional Trustees

29. The appointment of additional trustees would require appropriate trustees to be sourced, with the relevant knowledge and skills and commensurate remuneration, which may be covered by the trust's own funds, subject to compliance with its governing documents and trust / charity law. The effect of this would be to pass responsibility for the charity assets to the individual managing trustees who would become responsible for the charity separately from the Council. Members will also note that the Charity Commission guidance recognises that local authorities have a number of advantages which make them well suited to being charity trustees, as long as care is taken in setting up appropriate arrangements to manage trusts safely (see paragraphs 14 and 15 above). Further, if the proposed transaction would be regarded as a 'connected person transaction' under charity law (specifically, Part 7 of the Charities Act 2011 and Charities Act 2022, which is partially in force), then unless the Council resigns as trustee removing the conflict, the consent of the Charity Commission would be required in any event. The requirement for Charity Commission consent would provide independent assurance that the transaction is made taking into account the best interests of the trust and may be regarded as obviating the need for appointing additional trustees.

30. It is recommended that the option of appointing additional trustees in any case where the Council has a serious conflict of interest should be considered on a case-by-case basis and addressed within the relevant decision report.
31. Members will recall that, in the case of Maindy Park Trust (referenced in paragraph 5 above), the Council was faced with a serious conflict of interests between its proposed development projects and acting, as sole corporate trustee, in the best interests of the Maindy Park Trust. In line with the Charity Commission's guidance, the Council sought advice from Counsel in relation to how the Council should manage its conflict of interests and ensure its trustee decision was taken properly in the best interests of the trust.

Distinguishing between more and less serious conflicts

32. Counsel's advice in the Maindy Park Trust matter was that any Member who had voted on the Council's development proposals or was directly involved or interested in those proposals should declare a 'serious conflict of interests' and refrain from taking any part in the trustee decision on the proposed land exchange. However, Counsel advised that for practical purposes, the Council could demonstrate that it has managed conflicts as far as possible by distinguishing between more and less serious levels of conflict of interest. Accordingly, other Cabinet members who had no 'serious conflict of interests' could be regarded as having a 'technical conflict', which would not necessarily preclude them from participating in the trust decision, as long as their interest was properly declared and the trustees could demonstrate that the decision was in the best interests of the trust. (It should be noted that Counsel's use of the term 'serious conflict of interests' is not the same as in the Charity Commission's guidance, as referred to in paragraph 17 above, so the two uses should not be conflated.)

Independent Advisory Committee

33. Given the fact that there were no wholly unconflicted Councillors in view of all individual Cabinet members having a duty to the Council as well as their corporate trustee duty as part of the Cabinet, Counsel advised that it would be sensible to set up an Advisory Committee (under section 102(4) of the Local Government Act 1972), consisting of non-Councillors who could consider and advise on the proposed transaction. It was suggested that the Advisory Committee may be comprised of independent members of the Standards and Ethics Committee or the Governance and Audit Committee. An Advisory Committee was duly appointed by Council, comprised of 3 independent members of the Standards & Ethics Committee, with responsibility to consider the Maindy Park proposed land exchange, having regard to all relevant evidence and advice, including independent valuation advice, and make a recommendation to Cabinet, in its capacity as sole corporate trustee, on whether or not the proposal should be agreed, in the best interests of the charity, subject to Charity Commission approval (or the Court). As a further safeguard, the Advisory Committee and the Cabinet, sitting as

trustee of Maindy Park Trust, were both advised by independent external solicitors with expertise in charity law. As mentioned earlier in the report, such conflicts of interest even where properly managed will still require the approval of the Court or the Charity Commission as an additional 'safety net'.

34. It is recommended that the independent Advisory Committee structure may be utilised again to consider and make a recommendation to the Trusts Cabinet Committee in relation to any trust decision where the Council has a serious conflict of interests. Based on the ongoing review of trusts where the Council is corporate trustee (referenced in paragraph 6 above), it is understood that a serious conflict of interest is expected to arise in very few cases.
35. An advisory committee may be appointed (under section 102(4) of the Local Government Act 1972) to advise the Cabinet or a Cabinet Committee in relation to the discharge of executive functions. An advisory committee may consist of such persons (whether members of the Council or not), appointed for such term as may be determined by the Council (but may not include Council employees or anyone who is disqualified from being an elected Member of the Authority, for example, those declared bankrupt).
36. The appointment of an advisory committee, its membership and terms of reference, may be recommended by the Cabinet, but requires the approval of full Council (pursuant to Regulation 3(9) of the Local Authorities (Executive Arrangements) (Functions and Responsibilities) Wales Regulations 2007).
37. Meetings of an advisory committee are governed by the Committee Meeting Procedure Rules; and the Access to Information Procedure Rules apply in relation to public access to meetings, agendas and reports (Local Government Act 1972, section 100E(3)(a)).
38. An advisory committee may only advise the Cabinet or a Cabinet Committee in relation to trust decisions (taken as corporate trustee), but the trust decisions remain the responsibility of the Cabinet Committee, to be taken having regard to the recommendations of the advisory committee.

Charity Commission

39. As noted in paragraph 29 above, any proposed dealings with Charity assets, including land transactions to 'connected persons' will require the consent of the Court or the Charity Commission. As the requirements may differ between different charities for which the Council is trustee, further detailed legal advice will need to be sought at an early stage to confirm whether any consent requirements apply. If applicable, the Court or Charity Commission's consent will provide further independent assurance that the decision has been taken lawfully and properly.

40. An application to the Charity Commission is currently pending concerning the proposed land exchange at Maindy Park. In the event that any general governance recommendations arise from that Charity Commission decision, these will need to be reported and considered for implementation.

Reason for Recommendations

41. To improve governance arrangements in respect of trusts where the Council is corporate trustee and ensure trust decisions are taken lawfully and properly in the best interests of the relevant trust.

Financial Implications

42. The primary financial implications of this report are set out in paragraphs nine and ten. Consideration needs to be given to the treatment of these Trust assets in the respective Accounts of the Council and the individual trusts going forward. Where the assets are land and / or property further work will need to be undertaken in order to establish the benefits of separating out each asset to provide a cost of maintenance. It should be noted that currently no Trust funds pass to the Council for payments of any work undertaken.

Legal Implications

43. Many local authorities hold assets for charitable purposes, which often arises from the assets being gifted or transferred to the Council on the condition that it is to be used for charitable purposes for a public benefit such as funds provided for educational purposes or the land used for a public recreation ground. The Council has power to receive and hold gifts on charitable trusts pursuant to Section 139 of the Local Government Act 1972.
44. Where the Council is the trustee, it holds this position as a body corporate, and in most cases will be sole corporate trustee. In other cases, it may not be a trustee at all but has the right to nominate or appoint trustees to a charitable organisation, which may be a Council Member or Officer employed by the Council by virtue of their position within the Council. In those cases, those particular individuals will be an individual trustee and decision maker along with any co-trustee identified under the trust's governing document. The list of charities annexed to this report identifies the Council's role with regard to those charities. This report largely deals with future decisions for trust matters, particularly where the Council is Sole Corporate trustee.
45. Many of the Council's trusts were established many years ago and do not contain detailed or specific governance arrangements for decision making and most trust decisions are undertaken under existing Council processes. As indicated in the body of the report, Section 13(2) of the Local Government Act 2000 and the Local Authorities (Executive Arrangements)(Functions and Responsibilities)(Wales) Regulations 2007 do not specifically deal with the Council's function as a trustee and in

relation to this function therefore, the default position is that trust decisions rest with the Council's Cabinet. It is noted that there is an existing officer delegation in connection with the administration of trust funds, which would usually be exercised in the case of payments of awards and bursaries.

46. It is recognised that the majority of trust decisions resting with Cabinet as the main decision maker can raise potential issues and matters of conflicts of interest, particularly where there is a perceived benefit to the Council in its capacity as a local authority, rather than as trustee. Charity Commission guidance suggests that whilst local authorities are well placed to manage charities effectively, it is important that its function as charity trustee is kept separate to its other local authority business. The proposal of establishing a Cabinet committee seeks to address that and provide a separate committee of councillors whose role will be to focus its consideration solely on trust matters. As explained in the body of the report, it is noted that there may still be a requirement for greater independence in some cases where there is a serious conflict of interests. The use of an independent advisory committee can provide an independent analysis, in conjunction with independent advice.
47. Decisions in relation to governance and decision making for charities are a matter for the charities' trustees. When making a decision as a charity trustee, the Council is required to:
- act within your powers
 - act in good faith, and only in the interests of your charity
 - make sure you are sufficiently informed, taking any advice you need
 - take account of all relevant factors you are aware of
 - ignore any irrelevant factors
 - deal with conflicts of interest and loyalty
 - make decisions that are within the range of decisions that a reasonable trustee body could make in the circumstances.
48. It is anticipated that specific and detailed legal advice will need to be provided on any specific issues relating to any of the Council's trusts and charities, particularly for dealings with land. Such matters are not the subject of this report, and if this proposal is approved, will need to be reported to the new Cabinet committee at a future date, setting out the issues in detail to be considered.

General Advice

Equalities & Welsh Language

49. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected

characteristics are: (a) Age, (b) Gender reassignment, (c) Sex, (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation, (i) Religion or belief – including lack of religion or belief.

50. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers ([WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 \(gov.wales\)](#)) and must be able to demonstrate how it has discharged its duty.
51. The decision maker should be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

The Well-being of Future Generations (Wales) Act 2015

52. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales – a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in the Council's Corporate Plan 2023-26.
53. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
54. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions

- Involve people from all sections of the community in the decisions which affect them

The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible on line using the link below:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

55. Other relevant legal implications are set out in the body of the report.

Property Implications

56. This report proposes revised management processes and governance relating to land and property assets held in trust. Aligned to the work undertaken to prepare this report, records relating to trust assets have been centralised into a shared resource. Estates team will work with finance colleagues to review the existing basis for Trust assets and either undertake or procure additional valuations as and when required. It will be important for the relevant Council teams involved in trust management and related transactions (Property, Finance and Legal) to continue to work closely together in any revised governance.

HR Implications

57. There are no HR implications arising directly from this report.

RECOMMENDATIONS

Cabinet is recommended to:

1. Approve the establishment of a Cabinet Committee(s), 'the Trusts Cabinet Committee', comprised of 5 Cabinet members, with the following Terms of Reference:
 - '(a) In relation to any Trust of which the Council is a Corporate Trustee, to exercise all functions of the Council as Corporate Trustee, having regard to all relevant issues and appropriate professional advice, and acting always in the best interests of the Trust.'*
 - '(b) To adopt any appropriate policies and procedures to govern the discharge of its functions, including but without limitation to a Trusts Conflicts of Interest Policy and Procedure.'*
 - '(c) All Members of the Cabinet Committee will be required to undertake relevant training to enable them to properly discharge their duties.'*
2. Subject to approval of recommendation 1, appoint 5 Cabinet members to the Trusts Cabinet Committee(s) with advice from the Monitoring Officer particularly should more than one committee be required at any given time; and

3. Recommend to Council the establishment of an Advisory Committee, ‘the Trusts Advisory Committee’, comprised of 3 independent members of the Standards and Ethics Committee, with the following Terms of Reference:

‘In relation to any Trust of which the Council is a Corporate Trustee and any proposal in respect of which the Council has a serious conflict of interests, in line with Charity Commission guidance and or legal advice, to make a recommendation/s to the Trusts Cabinet Committee or the Cabinet on whether or not the proposal should be agreed, with or without modification/s, in the best interests of the Trust, having regard to all relevant issues and advice.’

SENIOR RESPONSIBLE OFFICER	Debbie Marles Interim Monitoring Officer
	15 March 2024

The following appendix is attached:

Appendix A – Trusts Decision Making - Flowchart

Background papers

Maindy Park Trust – Governance Arrangements, report to Council Sept 2022
Maindy Park Trust, Cabinet decision as Trustee, March 2023

Counsel’s advice in the matter of Maindy Park Trust dated 12th September 2022 (Exempt from publication under the Local Government Act 1972, Schedule 12A, Part 4, paragraph 16)

Councillors’ guide to a Council’s role as charity trustee:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/351608/council_as_charity_trustee_overview.pdf (LGA and Charity Commission)

Charity Commission guidance, ‘Managing conflicts of interest in a charity’:

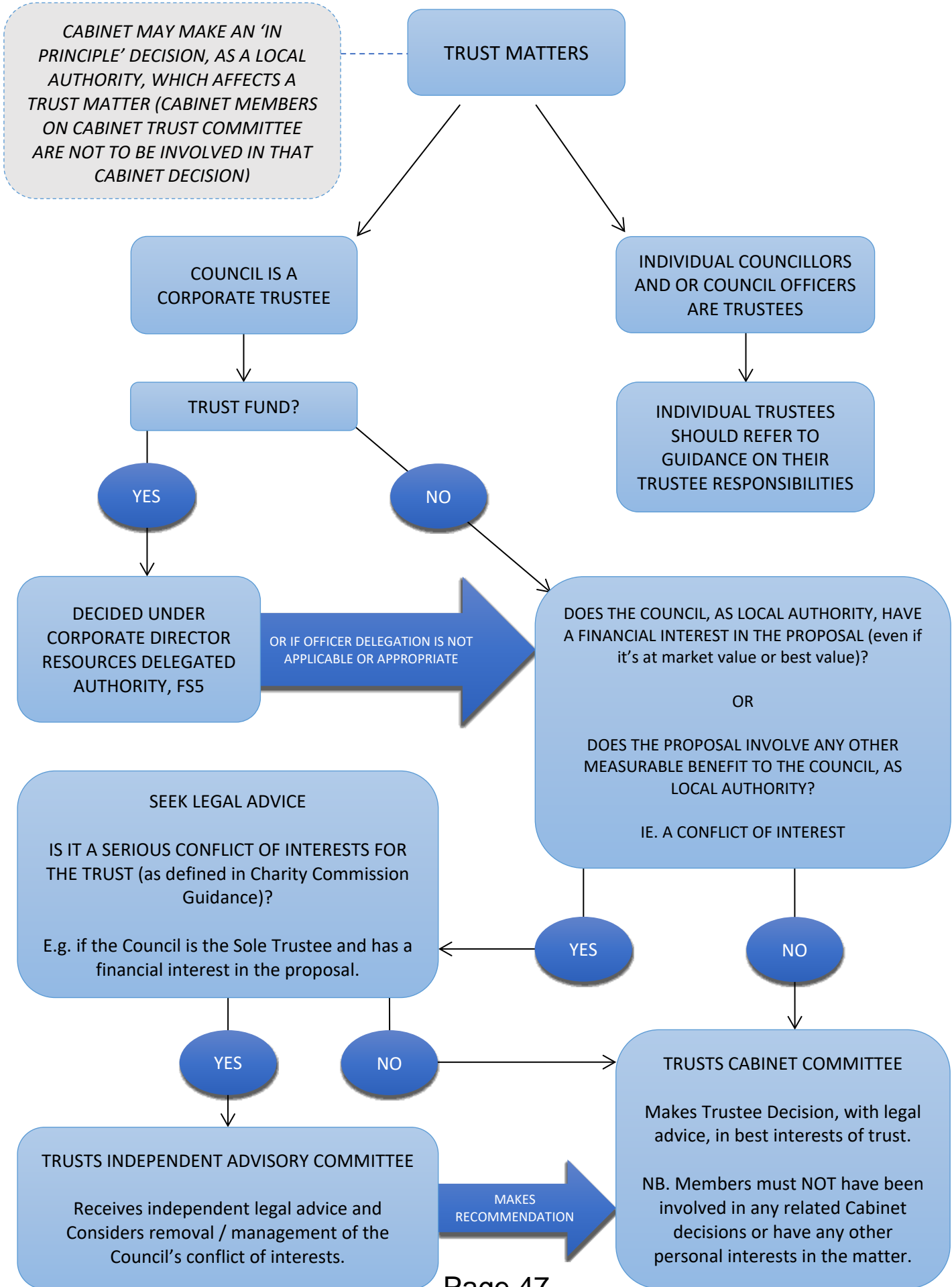
<https://www.gov.uk/guidance/managing-conflicts-of-interest-in-a-charity> (summary)

Conflicts of Interest: a guide for charity trustees:

<https://www.gov.uk/government/publications/conflicts-of-interest-a-guide-for-charity-trustees-cc29/conflicts-of-interest-a-guide-for-charity-trustees>

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**Trusts Decision Making – Flowchart
Appendix A**



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ONE PLANET CARDIFF UPDATE

CLIMATE CHANGE (COUNCILLOR CARO WILD)

AGENDA ITEM:

Reason for this Report

1. To report on the Carbon Emission analysis for 2022-23.
2. To note progress on key One Planet Cardiff Programmes and Projects
3. To note implications of new and emerging policy and innovations at local regional and national level
4. To note the funding gap risk in delivering Carbon neutral ambitions and to trigger a One Planet Cardiff review and Green Paper consultation into the investment opportunities and delivery challenges around the green energy transition.

Background

5. We are in the advancing stages of a man-made climate crisis, with severe consequences for humanity and future generations around the world, including Cardiff. The over-heating of the planet's atmosphere has been caused by the unsustainable use of the earth's resources, and particularly by the associated carbon emissions from the use of fossil fuels.
6. As in many other cities and developed nations, Cardiff's businesses and citizens emit more carbon than the world's average and this has been part of an entrenched pattern of behaviour that has created today's environmentally unsustainable global economy.
7. The current and future risks to humanity from these threats are clear. Without significant action:
 - Rising sea levels will submerge currently inhabited land and increase the likelihood of flooding.
 - The climate will get progressively more unstable with storms and heatwaves increasing in regularity and intensity.
 - Global heating will make some parts of the world uninhabitable, leading to the displacement of millions of people.

- Drought, storms and changes to the weather seasons will impact farming and global food production, leading to food shortages and price increases.
8. It remains the case that the wealthier regions of the planet cause disproportionately more harmful emissions, whilst the poorest have experienced the worst effects of climate change to date. However, as a globally connected city, Cardiff and other western regions have also felt these effects both directly and indirectly. This has been underlined even more starkly in recent times with the emergence of the energy and cost of living crises, and floods and fires across Europe, North America and Australia.
 9. The Council declared a climate emergency in 2018 and then published its strategic response to this in the One Planet Cardiff (OPC) Strategy in 2021. One Planet Cardiff established two overarching goals:
 - for the Council to be Carbon Neutral in its activities by 2030, and
 - to work in partnership with stakeholders to develop a pathway for a Carbon Neutral City by 2030.
 10. Since then, significant progress has been made by the Council and key partner organisations in identifying the high impact priorities for action, developing a robust programme for change, and starting to make tangible and bold steps towards carbon reduction improvements.
 11. The Council's internal policy position has also strengthened over the intervening period, and the approval of the new Administration's "Stronger, Fairer, Greener" strategy placed Climate Change at the centre of the Council's agenda.
 12. Full Council debated and passed a Motion in September 2022 around climate justice and the impact of climate change on nations around the world. The motion calls on the Council to commit to being a 'globally responsible city' and also reinforced the commitment to acknowledge and tackle the global consequences of climate change.
 13. This report is the second review of the OPC Strategy since its approval in 2021. It records the progress that the Council has made so far, both in striving to reduce the climate implications of our actions and in understanding the scale of the challenge and the collective resources needed to address them.
 14. In response to the Welsh Government's ambition for a Carbon Neutral public sector in Wales by 2030 the Council's operational emissions are calculated annually and submitted to WG. The findings of the second annual Operational Carbon Analysis are discussed below, along with carbon statistics produced by Central Government relating to the city as a whole. This reporting provides the basis for the monitoring of our progress against the One Planet Cardiff 2030 target.

15. It should be noted that this report does not cover the entirety of the council's response to the climate emergency. Actions around climate change are now linked to every part of the council. Because of the cross-portfolio nature of our One Planet Cardiff plan, strong Governance arrangements have been put in place. A climate change board of senior officers meets regularly to monitor progress and this group is chaired by the CEX. An OPC Steering Board also meets quarterly, with relevant Cabinet members and senior officers in attendance, to be briefed on progress and emerging issues.
16. The Council has recently been successful in securing grant funding from Innovate UK to support an internal project to further strengthen and embed carbon and climate change considerations into our core governance and decision making processes. A senior officer has been recruited to steer this project and is based with the council's central policy team. Their task is to develop a set of recommendations and actions to centralise carbon and climate issues in our policy and decision making structures, in consultation with internal stakeholders, and based on a national and international best practice review by mid-2025.

Issues

Flood Risk

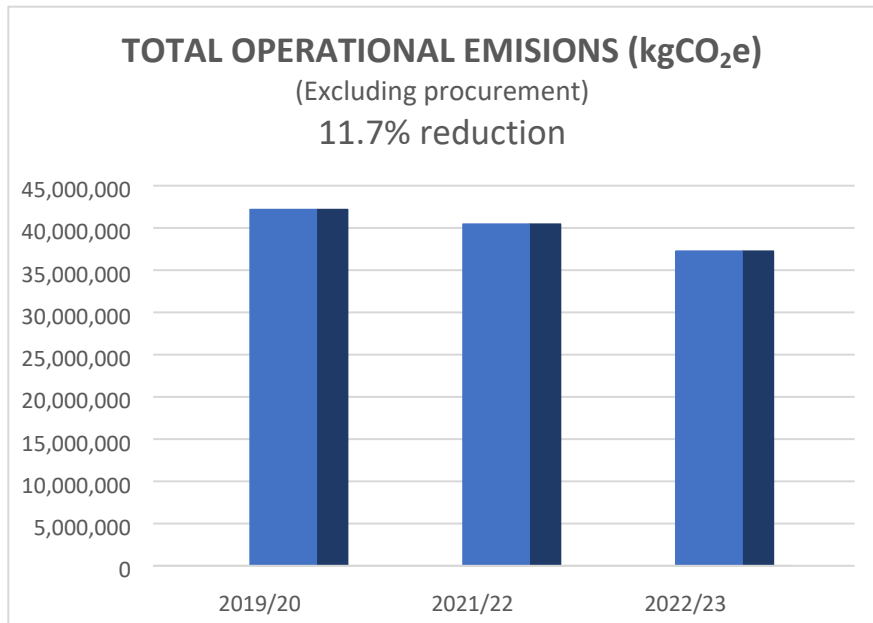
17. Whilst this report is focused the steps required to meet our net-zero ambitions, the council is aware of the very real flood risk that climate change brings. Our flood risk responsibilities and policies are set out in the Cardiff Local Flood Risk Management Strategy due to be updated and published in the summer of 2024.
18. We are in the process of developing various flood prevention schemes utilising a risk-based approach and prioritisation process in partnership with WG and NRW. The following is a list, which is not exhaustive, of projects at various stages of development:
 - Cardiff Coastal Protection Project – a circa £37M investment to protect the South of the city from the risk of flooding from the sea.
 - Greener Whitchurch – A flood alleviation scheme to reduce flood risk in the Whitchurch area through the introduction of sustainable drainage features and other innovative solutions.
 - Roath Dam – Parks not Highways
 - Rumney – a combined flood risk alleviation scheme with WG, DC/WW and Cardiff Council to reduce the flood risk to areas of Rumney.
 - Nant Y Wedal Brook – investigations and assessments are ongoing with the development for an outline business case to design a flood alleviation scheme that will protect affected areas of the Heath ward.
19. We will have an updated local flood risk management strategy by summer 2024. This updated policy will outline how we assess the flood risks across

the city and our policy for investment, including more localised risks and opportunities for advancing sustainable drainage solutions.

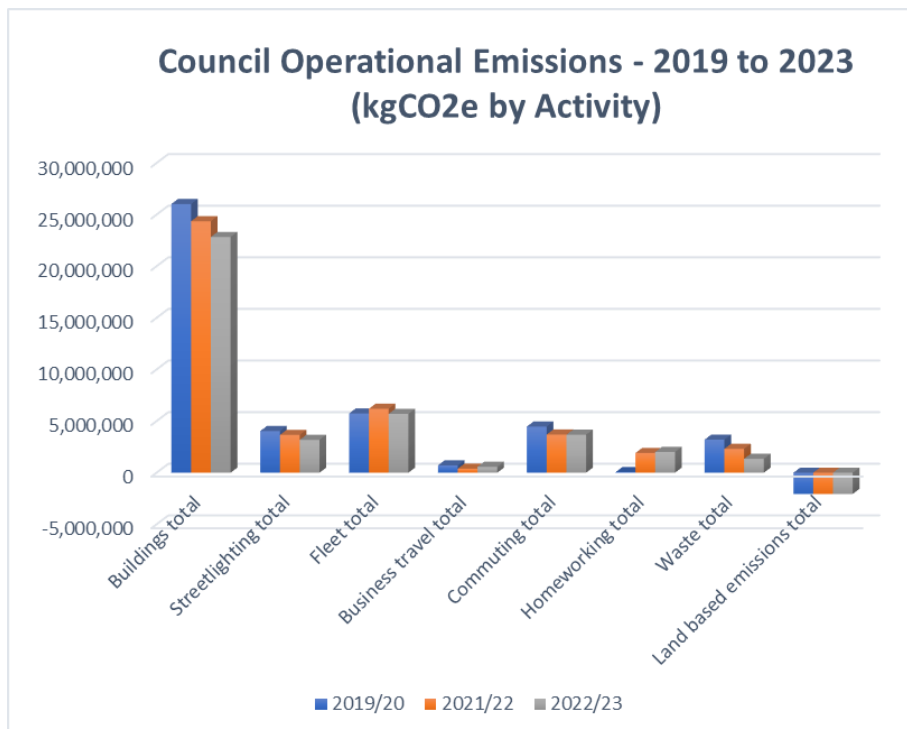
Analysis of the Council's Annual Operational Carbon Emissions

20. The initial 2021 One Planet Cardiff Strategy reported the Council's estimated carbon emissions at a 2019/20 baseline year, alongside an analysis for 2020/21. This was to ensure that the One Planet Cardiff carbon baseline related to "normal" pre-pandemic activities, so as not to be skewed by the various implications of the Covid lockdowns.
21. The key recognition from that analysis was that the carbon emissions "caused" by the Council's Procurement activities dwarfed all other types of more direct emissions, i.e., those from heating and powering buildings and from our travel and mobility activities.
22. The Council has now adopted the Welsh Government carbon reporting framework methodology to record its emissions in a consistent way that aligns with other public sector organisation across Wales. This framework requires us to use "activity" based reporting under the following headings.
 - Buildings
 - Streetlighting
 - Fleet
 - Business travel
 - Commuting
 - Homeworking
 - Waste
 - Land based emissions and sequestration (carbon capture)
 - Supply chain (emissions arising from Procurement spend)
23. Welsh Government continues to make methodological and scope adjustments and improvements to this framework following feedback on the system in operation. For example, estimates of carbon impacts arising from homeworking, and the attribution of initial processing emissions to non-landfill waste collected in Council vehicles are now included. Whilst these improvements are welcomed, it means that the latest analysis for the 22/23 operational year doesn't now fully align with the published 2019/20 baseline data. We have therefore gone back to our 2019/20 data and recalculated a baseline to align as closely as possible to the new methodology to ensure that we can reflect a more accurate picture of the changes. This has had the effect of increasing our baseline emissions, though it should be made clear that this is the result of the wider scope and accuracy of the calculation and additional items included rather than an increase per-se.
24. Excluding Procurement emissions this analysis showed that the Council's direct operational emissions between 2019/20 and 2022/23. reduced from 42,211 tonnes CO₂e to 37,284 tonnes. This represented an 11.7%

reduction since the start of the OPC strategy. The chart below gives further details.



25. The more detailed analysis that now follows is based on Welsh Governments 'activities'-based carbon accounting reporting methodology. Overall, it is important to understand the current data in the light of the highly abnormal circumstances associated with the Covid Pandemic. In particular, some of the figures show a "bounce-back" from the pandemic years as activities resumed.
26. The chart below shows how emissions (calculated with the new WG methodology) changed over the last three years and compared to the baseline on an "activity" basis.



27. **Building emissions** reduced by 12.3% from the baseline of 2019/20 and by 6.3% between 2021/22 and 2022/23. The majority of the decrease was observed in electricity consumption with gas consumption (largely associated with heating) still proving difficult to tackle. The downward trend identified is attributable to a number of influences including hybrid working initiatives, the installation of energy conservation and insulation measures, removal and replacement of heating oil systems, local energy improvement projects such as LED upgrades, and new build schools' programmes and other asset renewal. In addition, behavioural change and awareness of the need to reduce consumption is starting to filter through particularly across the school's estate. However, it should be recognised that the largest share of the change is still attributable to the national and local decarbonisation of electricity supplies in the grid.
28. **Street Lighting** emissions reduced by 21% from the baseline year of 2019/20 and by 13% from 2021/22 to 2022/23. This is mostly due to the ongoing roll out of LED street lighting across the city, which still shows a reduction in emissions despite the increase in the electricity emissions factor for 2022/23. Cardiff Council has recently completed the installation of over 23,500 residential led street lights so will consequently expect to see a further reduction in energy use and emissions in 2023/24.
29. Diesel and petrol emissions from the **Council's Fleet** decreased at the start of Covid but then subsequently rebounded to higher than the baseline post Covid. This was due to an increased number of individual vehicles being used to enable social distancing, combined with street maintenance services moving from a contracted-out service (counted in "Caused/Procurement" emissions categories previously) to being delivered in-house. There was also an unexpected increase in the use of older hired vehicles resulting from long lead times for new electric vehicles (EV's), delaying our planned purchase of new, more efficient fleet.
30. The last year, however, saw a new reduction in fleet emissions. This was the result of the addition of some EV's during that period, alongside initiatives from our Central Transport Service working with Directorates to encourage wider use of these electric vehicles. 10% of our smaller vehicles (under 3.5 tonnes) are now fully electric along with 8% of our larger vehicles.
31. Progress on the additional purchase/hire of electric fleet vehicles remains slower than anticipated due to a global semiconductor shortage and very high demand for electric vehicles. This situation appears to be easing and, working with Welsh Government Energy Service, we've managed to secure access to an all-Wales procurement framework whose aim is to help speed up delivery and, where possible, manage costs through grouping together LA purchasing into larger requests making them more attractive to the market.

32. The Council's **commuting emissions** reduced by 17.7% since the baseline year. This calculation is now based on a broad assumption that 25% of staff work from home (information generated by HR). It is the intention in early 2024 to conduct a staff survey to develop better statistics around this area of Council emissions for future reporting and policy formulation.
33. **Business travel** (i.e., travel in private cars and public transport trips for the purposes of conducting Council business during the working day) decreased by 19% from the baseline year due to private car mileage and public transport usage significantly decreasing during the Covid period and the subsequent move to online meetings. However, post Covid business mileage claims for staff personal cars (grey fleet) have increased significantly, with a 47.7% increase between 21/22 and 22/23. This "bounce back" is suspected to be amplified further due to less car sharing post covid, with many journeys starting from home rather than office locations, as well as increased demand from areas of the Council responding to increased social service demands. In response the Communities directorate has instigated a successful electric bike scheme which has resulted in some staff diverting from cars to bikes for their business travel needs.
34. All **waste** is collected in Council waste vehicles and the fuel used accounted for in the fleet footprint calculation. However, since 2021/22 the WG methodology has required us to record emissions attributed to the additional offloading and initial processing of all non-landfill waste including recycling, composting and energy recovery. To allow comparability across years we have used the 2021/22 emissions factors to recalibrate 2019/20 in this area.
35. In percentage terms this represents one of the most significant reductions over the period since 2019/20 with an overall decrease of 57.9%. This decrease is thought to be attributable to an increased diversion of "rejected" waste now being sent to the local energy reclamation facility (Viridor) rather than as landfill. The 2021/22 figure was also abnormally high due to a prolonged outage at the City's energy from waste plant in that year resulting in some waste being diverted to landfill.
36. The figures for **Land Based Emissions** give an indication of the positive effects that trees and green infrastructure on the Council's land have in capturing, or "sequestering" carbon thus having a positive impact on carbon reduction. The "Coed Caerdydd" initiative is seeking to protect and extend this biodiversity asset.
37. Since its inception the project has planted 58,000 trees with plans for an additional 22,000 in the current planting season. This planting will soon have covered approximately 24Ha of land. The project has also secured a new Tree Nursery, extensive volunteering and schools' engagement to help plant, and a system of "Tree Guardians" to look after the assets in the longer term.

38. The static figures reported for land based emissions therefore disguise some very positive progress made in extending our tree canopy. This is because the true effects of new planting aren't captured until the trees start to mature. A new "iTree" survey planned for 2026 will produce a more detailed assessment of achieved and forecast progress.
39. Supply chain or **Procurement emissions** still account for the huge majority of the Council's operational carbon footprint – around 78% in total. As noted in previous OPC reports, the methodology used for assessing this complex area had some significant limitations. Welsh Government instigated several pieces of work aimed at improving the analysis framework, and the Council's Procurement team have also made good progress in work to understand the Council's supply chain footprint and to identify the highest carbon spend areas. Cabinet has also approved a new "Socially Responsible Procurement Strategy" which has carbon, climate change and circular economy as central themes.
40. One of the key changes since the last OPC report is that UK Government has reviewed the "carbon factors" that they publish and which attribute carbon emissions to pounds spent across all purchasing categories. This has both improved accuracy and updated areas where progress has been made nationally.
41. We can therefore report that procurement related emissions reduced by 25.5% between 2021/22 and 2022/23 despite actual Procurement spend increasing by around 17%. This is because many of the carbon emission factors provided by UK Government, notably construction and social care where we have significant spend, reduced greatly, reflecting grid decarbonisation and other modernising delivery practices. Although this result is positive, Procurement remains the largest element of the Council's operational carbon footprint by far, and one that remains a very challenging area, requiring engagement and change throughout our supply chain.

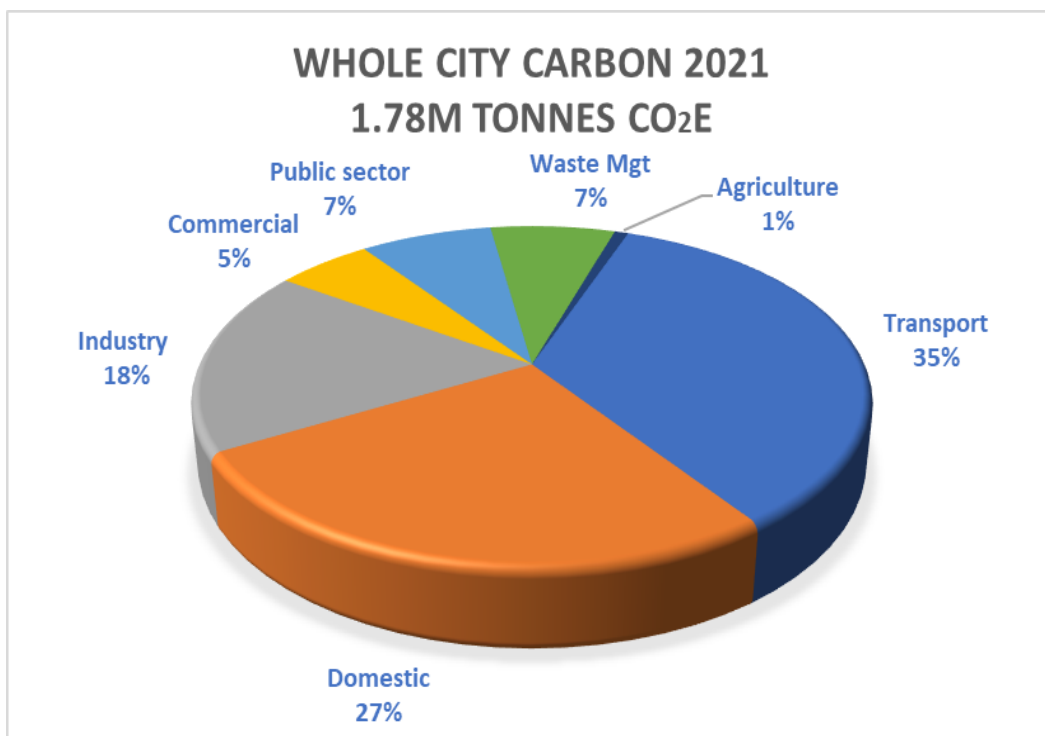
Council Operational Emissions – Summary

42. Across all of the Council's operations there has been a recognisable decrease in carbon emissions, despite the context of the Covid lockdown which brought a larger initial decrease in emissions followed by a "bounce back effect" as services resumed normal practice and other Council demands, particularly around levels of social care, increased. More positively the change in the last year, between 2021/22 and 22/23, indicates a significant downward trend (-22%) albeit that some of that is attributable to national trends in grid decarbonisation and supply chain emissions calculated in our Procurement analysis.
43. The Council's operational emissions attributable to all activities excluding Procurement also show a positive position. Over the period since 2019/20 there has been an 11.7% reduction with a 7.9% fall in the last year (21/22 - 22/23)

44. Overall, the above analysis shows that the Councils major areas of challenge remain in its buildings, fleet and procurement spend emissions. Another key observation is that, though the downward trend is positive, the pace of change will need to accelerate considerably as we move towards 2030 if we are to meet our carbon neutral targets as an organisation.

Analysis of Cardiff's City-wide Emissions

45. In monitoring the progress of the wider City's decarbonisation, we rely on Central Government's Department for Energy Security and Net Zero (DESNZ) estimates. They publish carbon emissions at a local authority boundary level annually. These figures relate to calendar years and the latest data relates to 2021, i.e. the year prior to those reported for the Council activities above. The published City-wide figures showed that emissions across the entire City boundary (i.e., relating to all citizens, organizations and visitors in the city) stood at 1.79 million tonnes, representing a very modest decrease of 0.9% since the 2019 base year.
46. Recognising the 1-year time difference between this data and that shown above for the Council's performance, it should be remembered that the City-wide data is particularly highlighting the effects of the Covid lockdown and subsequent return to business-as usual. We will need to wait until the publication of data for 2022 (due next summer) to get a clearer picture of post-covid trends. Nevertheless, the data shown here gives useful insight, identifying the key areas of focus for future decarbonisation action.
47. The chart below shows how the City's emissions were distributed amongst the key sectors in the city.



48. Transport remains the highest emitting sector for the city, contributing 617,400 tonnes, or 35% of city emissions in 2021. This decreased by 8.9% from 677,800 tonnes CO₂ e in 2019, no doubt assisted by a slow increase in the number of electric vehicles and the utilization of some of the Council led active travel initiatives now progressing throughout the city. However, this sector is still the highest carbon emitter and remains one of the key target areas for focussed and ongoing decarbonisation action.
49. Domestic emissions were the second highest, accounting for 472,500 tonnes CO₂ e, or 27% of city emissions in 2021, with only a very small change since the baseline year. This underlines the need for intensified action, at the local, regional and national levels, to mobilise and kick start progress on this important and complex area of challenge.
50. The increase in public sector emissions of 43.9% since 2019 is also notable. This covers *all* public sector activity including health, emergency services and government. This trend is consistent across UK core cities, although Cardiff is showing a higher-than-average increase. We understand that the increase results from a number of factors, including higher than average cremation following increased mortality rates, more hospital wards being open and busy during the Covid period, and Covid rules requiring public buildings to both heat and ventilate (usually by keeping windows open and heating at maximum). There has also been a marked increase in the demands placed on public services following the pandemic and cost of living crisis.
51. The increase in waste emissions is also something of an anomaly, but this is thought to be explained by the temporary increase in waste tonnage sent to landfill due to the city's energy from waste plant being closed for part of 2021.
52. The table below gives details of the changes in emissions by key sector and illustrate clearly that the key challenges, and target areas for action in the city remain as transportation decarbonisation and domestic building retrofit.

Cardiff city-wide % change in emissions 2019-21 Kt CO ₂ e (DESNZ)										
	Transport	Domestic	Industry	Public Sector	Waste Management	Commercial	Agriculture	LULUCF Net Emissions	Grand total	Per capita
2019	677.8	472.3	351.9	93.5	80.1	103.5	14.7	9.8	1803.8	5.0
2021	617.4	472.5	315.4	134.5	127.2	97.5	14.0	8.6	1787.2	5.0
% change	-8.9%	0.0%	-10.4%	43.9%	58.8%	-5.8%	-4.8%	-12.2%	-0.9%	0.0%

One Planet Cardiff Programme Review and Highlights 2022/23

53. Since the first approval of One Planet Cardiff Strategy and Action Plan, a very large number of actions, projects and investigations have been successfully instigated. Together these have helped to move the decarbonisation agenda forwards considerably, and the work has also helped to develop an ever more detailed understanding of the scale and

complexity of the challenge both for the Council itself and for our city partners and funders.

54. Highlights from the past year include:

- A successful **Climate Summit** event, bringing together private and community sector organisations in the city to share climate actions, best practice and challenges.
- The formal launch of our **One Planet Schools Pledge** in a two-day event where schools and pupils were introduced to a wide range of resources to help them plan their own school climate action plans and to integrate associated learning into the curriculum.
- Significant progress to develop a **Local Area Energy Plan** for the city, aiming to identify and quantify the future energy demands, matching these with opportunities for efficiency and local clean energy generation. This study will become a central resource for the Council and partners over the next decade, and the work is supported and funded by Welsh Government who will also use collective findings from across Wales to develop a national energy position.
- The roll out of a **Carbon Literacy** training module for Council staff.
- Securing Innovate UK funding to support a new Operational Manager and apprentice posts whose work will focus on researching and proposing a methodology to **embed carbon and climate considerations** into the Council's governance and decision-making systems.
- Significant progress on the construction of the **Cardiff Heat Network**, which will deliver low carbon heat to major buildings and development in the Bay. Completion is anticipated in summer 2024.
- Completion of a major study to understand and investigate the potential costs and challenges of reaching Net-Zero in the Council's **built estate**.
- Completion of a "**Refit**" **energy retrofit tender** to secure the next phase of our building decarbonisation focussing on a first tranche of around 15 Council buildings to commence in early 2024.
- The installation of extensive **sensors and data collectors** throughout our estate to develop a closely monitored understanding of energy use and opportunities for savings.
- Development of a new **domestic retrofit initiative**, called "LA Flex" linking Energy Company Obligation funding with home occupiers in fuel poverty to install energy efficiency measures. This launched in February 2024.
- Progress on further energy improvements to the Council's housing stock through low-rise flats retrofit initiative and a Welsh Government Grant for works to **hard-to-treat steel framed houses**.
- Progress on **new Council House** partnership delivering low carbon affordable homes.
- Successful hosting and expansion of the "**Climate Emergency Board**" which brings together public sector, academic and utility organisations in the city to share best practice on decarbonisation and to develop collaborative decarbonisation and behaviour change actions.

- Detailed designs for the construction of a **low carbon new-build high school** as a pathfinder for future builds.
- Successful grant funding to pilot and install **air source heat pumps** in some council buildings.
- Securing over £2m of grant funding from the Cardiff Capital Region Challenge Fund, in partnership with Monmouth Council, to investigate and sponsor innovative new ways to deliver local, **low carbon and healthy food solutions**.
- Planting of 58,000 trees so far, as part of the **Coed Caerdydd** initiative,
- Lamby Way Solar Farm performance levels above expectations for the year

Emerging Challenges

55. Though the above list is impressive, and clearly demonstrates the commitment of the Council and partners to the Climate Emergency response, the work has also begun to shine a light on the scale of the challenge ahead of us. Alongside these key achievements there have also been a number of blockages, issues and clarifications that will need close attention moving forward.
56. In particular, the study to quantify the resources needed to decarbonise our own buildings shows that the sheer scale of funding required to fully each of our 240 council buildings is likely to be beyond our reach between now and 2030. Early pilot work is also starting to indicate potential shortages in the local workforce and supply chain needed to deliver at the scale and pace required, though this is also acknowledged to be a significant economic opportunity if addressed well.
57. Efforts to secure more renewable energy generation schemes on Council land have also been challenging with two key schemes having encountered external barriers that have dramatically slowed down, and potentially halted progress.
58. The uptake of domestic retrofit initiatives in the wider city, beyond the directly funded Council initiatives, appears to be very much slower than the rate needed for major impact.
59. Notwithstanding the Council's new Socially Sustainable Procurement Strategy and good progress made, the feedback is that our suppliers are not yet ready to provide dramatically lower carbon goods and services. It is likely that considerable national support, incentivisation and regulation will be needed alongside local policy to fully address this challenge.
60. The National grid decarbonisation progress is also not yet of sufficient scale and pace to help us meet a 2030 deadline in advance of the national 2050 goal.
61. From analysis of this data examining the areas where a further acceleration of change is required, it is clear that the fundamental issue remains the

limitation on major capital funding from central government to fund such transformation.

62. Indeed, we know through our various networks that many other Welsh Public Sector organisations, and UK core cities have identified similar challenges and there are many active and constructive discussions at all levels on these issues. Together these are starting to bring clarity and agreement around the key challenges and barriers that we collectively face.
63. Alongside this, major national initiatives such as the Welsh Government's Draft Heat Strategy consultation, Climate Engagement Strategy, the all-Wales Local Area Energy Plan project and emerging Climate Adaptation Risk Assessments are all bringing greater clarity and policy direction to the agenda. Together this work is helping to develop a much better understanding of the challenges and costs of decarbonisation, as well as the costs of doing nothing.
64. In this respect, our One Planet Cardiff annual review has also highlighted the need to draw an even closer relationship between our carbon reduction or "climate change mitigation" plans and those that address "adaptation" around known climate change risks. In particular our flood defence work, which has delivered significant increased resilience in lower lying areas of the city needs to continue. Robust assessments of the "worst case" risks around this will help develop a better picture of what balance we need to strike between prevention and protection. Similarly a better understanding of the potential effects of other climate change risks, such as overheating, food chain disruption and climate related migration is needed to inform strategies moving forward and to provide a better sense of the local "cost of doing nothing" to slow and prevent climate change.

Conclusion

65. Even with the impressive progress and action across the Council's portfolios and amongst our partners it is becoming clear that, for some of our key action areas, reaching a net-zero carbon position by 2030 looks to be challenging, and will almost certainly not happen without significant government investment. We are proud that our actions to date have brought a very strong focus to the need for urgent climate action, have delivered significant progress towards our goals, and brought invaluable pathfinder intelligence to the debate. We are determined to carry on with this work and to ensure that the groundwork we've put into the early years of the OPC strategy is mobilised. It is also clear that these activities need to accelerate and that we need co-ordinated partnership and Government support to achieve our goals.
66. We also need to assess how the varied national targets and action plans fit with and influence our own. Whilst the Welsh Government ambition for public sector decarbonisation by 2030 has been a vital driver for us so far, it is apparent that the levels of funding required to achieve this are not available. We are also mindful there is not a settled position from the UK Government on key target dates, levels of investment and phase-out dates for gas boilers and petrol/diesel cars.

67. Other global initiatives, such as the “Race to Zero” with its 50% carbon removal by 2030, warrant further investigation and we plan to do this in consultation with partners and policy makers over the coming months.
68. What is also very clear are the potential economic development and wellbeing benefits that could be delivered if there is a strong and focussed effort on resolving the above issues productively and accelerating out implementation plans.
69. Taking all of this learning and evidence building into consideration we now believe it is pertinent to being forward a wide review to look into the latest situation with regards the financing required to get to net zero, including what the economic opportunities are with the green energy transition.
70. We are therefore proposing to commence work on a “Green Paper” that will help us better-understand the latest financial situation with regard meeting carbon-neutral targets and how this aligns to associated government targets. The Green Paper will also provide a clearer understanding of the investment opportunities for the city and region of a green energy transition. This will set out a much clearer picture of goals and targets as well as engaging the public in changes the transition will bring. This work will be based on:
- Findings from the forthcoming Local Area Energy Plan work;
 - Analysis of the funding and partnerships required to get to net zero – Council and City - including a collaborative focus on building retrofit and transport modal shift;
 - Analysis of opportunities for renewable energy on our own estate and consultation on how these could be best delivered;
 - Analysis of options of investment models for the green energy transition and economic growth, including opportunities for joint work with the CCR into regional ‘green city deal’ type opportunities; and
 - Consultation with the public on steps required to reduce emissions, including uptake of Electric Vehicles and home green energy measures.
71. This Green Paper work will commence immediately with the aim of reporting back to Cabinet during the 24/25 financial year.

Reason for Recommendations

72. To ensure that the progress and momentum of our Climate Emergency response is recorded and to agree a course of action to review this in light of experience and intelligence gathered to date.

Financial Implications

73. This report and recommendations do not result in any additional financial implications but record progress and actions taken to date as part of the

One Planet Cardiff Strategy and the Cardiff Council Climate Emergency response.

74. It should be noted that the very challenging targets set out in this report will require additional capital and revenue budgets that have not been assumed in the current budgetary framework. Any proposed actions and strategies that continue or are developed must consider financial implications alongside other Council financial commitments and pressures to ensure the budget framework for 2025/26 and future years includes the full approved commitments for the Council in the medium to long term.
75. It will be necessary to work closely with Welsh Government and other partners to understand key requirements, targets, delivery methods and costs associated along with any financial penalties for non-compliance with carbon reduction targets. Prior to entering into any commitments, decision makers must ensure that funding is at a sufficient level to fully cover the capital programme and revenue costs implications of those commitments.
76. The report proposes an interim review of the Council's One Planet Cardiff strategy based on experience and information gathered to date, prior to the development of a review for consultation and to establish a future plan of action. It is essential that a full understanding of the financial issues, risks and deliverability of any proposed strategy and actions is made available as proposals are considered and before being taken forward.
77. Where data is being used to inform decision making and prioritisation, the source of that data needs to be robust, to ensure interventions and scarce resources are allocated to priority areas and requirements for sustainability reporting can be complied with.

Legal Implications

78. The report also seeks to undertake a review of progress on the One Planet Cardiff Strategy. Detailed legal advice will need to be taken on each of the proposed action plan as the same is developed. To the extent that any of the proposed actions, measures or projects require any changes to be made to any of the documents, which comprise the Council's Policy Framework, then such matters will be subject to decision of Council. To the extent that the action plan provides, without caveat, that specified actions will be undertaken, then the adoption of the plan and strategy will serve to create a legitimate expectation that such actions will be undertaken by the Council. The report refers to consultation which it is understood will be undertaken at a later point. It should be noted that consultation gives rise to the legitimate expectation that the outcome of the consultation will be taken into account when developing and determining to adopt the strategy and action plan.

Equality Duty.

79. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to

(1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of religion or belief.

80. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers ([WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 \(gov.wales\)](#)) and must be able to demonstrate how it has discharged its duty.

Well Being of Future Generations (Wales) Act 2015

81. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
82. In discharging its duties under the Act, the Council has set and published well being objectives designed to maximise its contribution to achieving the national well being goals. The well being objectives are set out in Cardiff's Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its well being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
83. The well being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions
 - Involve people from all sections of the community in the decisions which affect them
84. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

85. The decision maker should be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to the Council. All decisions taken by or on behalf the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Council Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances
86. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

HR Implications

87. There are no HR implications arising from this report.

Property Implications

88. There are no direct Property Implications arising from this report. Detail relating to Carbon reduction within the Built Environment is covered in the Annual Property Plan and other associated governance.

RECOMMENDATIONS

Cabinet is recommended to:

- 1) Note the progress made on carbon reduction over the period of the One Planet Cardiff Strategy
- 2) Approve the commencement of work on of a Climate Change Response "Green Paper" to include a clear picture of challenges, goals and potential investment opportunities associated with them.

SENIOR RESPONSIBLE OFFICER	Andrew Gregory Director Planning, Transport & Environment
	15 March 2024

*The following background papers have been taken into account.
One Planet Cardiff Strategy*

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 21 MARCH 2024

SCHOOL ADMISSION ARRANGEMENTS 2025/2026

EDUCATION (CLLR SARAH MERRY)

AGENDA ITEM: 5

Reason for this Report

1. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
2. This report is to inform the Cabinet of responses received following public consultation on the Council's School Admission Arrangements 2025/2026.

Background

3. In order to comply with the legislation above, School Admission arrangements for implementation in the 2025/2026 academic year (i.e., from September 2025) must be determined on or before 15 April 2024.
4. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15 April in the school year beginning two years before the school year which the arrangements will be for.

Issues

Summary of the Council's School Admission Arrangements 2025/2026 Consultation

5. The Council's draft School Admissions Policy 2025/2026 (see Appendix 1) was issued for consultation on 04 December 2023 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors,

neighbouring Local Education Authorities). The consultation closed on 19 January 2024.

6. The proposed changes to the arrangements for 2025/2026 compared to the arrangements for 2024/2025, relate to the following:
 - Deletion of the section on children in receipt of a statement of Special Educational Needs (SEN)
 - Clarification on coordinated school admission arrangements
 - Clarification on changing school during the academic year
 - Information on admission arrangements for Ysgol Gynradd Groeswen Primary School
 - Clarification on compelling medical/compelling social grounds
 - Addition of paragraph on siblings in the same school year who are not multiple birth siblings
 - Clarification on submission of documents relating to a Child's Home Address
 - Changes to Published Admission Numbers, where applicable.
7. The policy was published on the Council website with details of how responses could be submitted which provided an opportunity for any interested parties to comment. Responses were requested to be returned by 19 January 2024.
8. Details of the consultation were promoted via social media and schools.
9. Proposed oversubscription criteria for 2025/2026 are set out on pages 10, 13 and 15 of Appendix 1. The oversubscription criteria remain unchanged, but changes have been made to how applications are assessed against them.

Responses received in respect of the draft admissions policy during the consultation period

10. Prior to the annual consultation, the Council works closely with the Admissions Forum to consider how well existing and proposed admission arrangements serve the interests of children and parents city-wide. The Cardiff Admissions Forum includes Diocesan representatives, representatives of community, voluntary controlled, foundation and voluntary aided schools, parent governors and local community representatives.
11. The role of admission forums is to provide a vehicle for admission authorities and other key interested parties to discuss the effectiveness of local admission arrangements. This includes raising any particular issues that they may be privy to and consider how to deal with difficult admission issues and advise admission authorities on ways in which their arrangements can be improved and whether this would represent issues that should be included in the wider consultation.

12. The points of view raised in the responses received in relation to the issues consulted upon are set out in *italics* below. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed".
13. A total of three responses were received.

Formal Responses

14. One formal response was received from Cllr. Robert Hopkins, Liberal Democrat Education spokesperson.
15. The response included the following points:
 - In relation to section 1.4 *Community School Catchment Areas* I wish to make a request for a local consultation to review and redesignate the catchment area for numbers 1-7 Werngoch Road, Cyncoed from the English medium schools Springwood Primary School and Llanishen High School to Lakeside Primary School and Cardiff High School. On the catchment area map these properties are in the catchment area of Springwood Primary School and Llanishen High School. I believe this to be inappropriate.
 - Section 2.7 *Changing school during academic year* refers to a child being placed on a waiting list where there is no place available in the relevant year group. Would it not be helpful to make clear that parents wishing to remain on a waiting list beyond the end of the school term would need to make further applications.
 - Section 4.6 *Ysgol Gynradd Groes-Wen* refers to the lower admission number of 15 per stream in 2025/2026. Would it be helpful to clarify that the admission number from 2026/2027 will increase year on year in line with the admission numbers in reception, year 1 and year 2 as pupils move through the school.
16. A copy of the full response can be seen at Appendix 2.

Appraisal of views expressed

17. The Council acknowledges the views expressed.
18. The consultation response on section 1.4 does not comment on the changes proposed within the draft Admissions Policy 2025/26. There were no changes to school catchment areas proposed as part of these arrangements.
19. There is no error in the catchment area for the houses in Werngoch Road. Catchment boundaries often intersect a postcode resulting in some

properties falling on one side of the catchment boundary while other properties with the same postcode fall on the other side of the boundary. The Council's website includes a facility to check school catchment areas for each address at <https://ishare.cardiff.gov.uk/mycardiff.aspx>.

20. Distances to schools are calculated as the shortest, safe walking routes using the Council's Geographical Information System (GIS) which operates in line with the Welsh Government's guidance relating to safe walking routes to school. Distances based on driving routes are only considered in circumstances where there is no safe walking route. Springwood Primary School is the closest primary school to the addresses in Werngoch Road at less than 0.3 miles walking distance. Lakeside Primary School is approximately 0.65 miles from the addresses on Werngoch Road.
21. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan to support and encourage active travel to school. Most journeys to education in Cardiff are within 3km / 1.9 miles of people's homes.
22. Llanishen High School is approximately 2.1 miles walking distance from the addresses in Werngoch Road. This is within the statutory walking distance for secondary school pupils. In accordance with the Welsh Government's Learner Travel (Wales) Measure 2008, free transport is provided to pupils who reside over the statutory walking distance of 3 miles for a secondary school pupil in Years 7 -11. There are many addresses within the Llanishen High School catchment that are closer to Cardiff High School than to Llanishen High School, reflecting the relative locations and sizes of the schools compared to the population they serve.
23. Catchment areas reflect a traditional boundary relative to the location and capacity of a school, and the distribution of demand for admission from its local community at the time of establishment. Although the Council no longer holds records that confirm how or when the catchment area boundary at Werngoch Road was last amended, the establishment of each individual school catchment area requires the Council to undertake a formal consultation and any changes made to catchment areas take account of pupil populations and projected demand, and align with planned places.
24. Members of the Children and Young People's Scrutiny Committee have put forward a recommendation that a catchment area review be undertaken.
25. Officers have agreed to work with members of the Children and Young People's Scrutiny Committee to consider the issues associated with catchment area arrangements and to support development of principles to underpin the necessary future changes.

26. Area based projections, the demand for school places, and catchment areas are kept under continual review and careful consideration has been given to when a full consultation on primary and secondary school catchment areas may be brought forward in accordance with the requirements of the School Admissions Code.
27. The Council has consulted on a number of changes to its admission arrangements in recent years, including to oversubscription criteria and secondary school catchment areas, in order to better support parents and to promote equality of opportunity.
28. Further consultation on changes to English-medium community secondary school catchment areas would be brought forward at the appropriate time, as proposals to change capacities of secondary school provision are progressed, in order to provide a suitable balance in the supply of and take-up of places. Any consultation on school catchment areas would include a wide range of stakeholders, including local members, schools, and parents of children who may be affected by any changes.
29. The need to submit a further application to remain on a waiting list is addressed in section 9.5 *Waiting lists*. This will also be included in section 2.7 of the draft Admissions Policy 2025/26. An updated copy of the draft policy can be seen at Appendix 3.
30. Section 4.6 states that a phased increase in the Admission Number will apply to admissions into Ysgol Gynradd Groes-wen Primary School.
31. The changes proposed within the draft Admissions Policy 2025/26 apply to school admissions in that academic year. For 2025/26 admissions to Reception, Year 1 and Year 2 at Ysgol Gynradd Groes-wen Primary School will be up to 30 pupils per stream with Years 3 and 4 operating a lower Admission Number of 15.
32. Whilst it is expected that the lower admission number of 15 places per stream will remain for those two year groups as pupils move through the school, the Council will monitor the take up of places each year and consider whether an increase to 30 places would be appropriate.
33. The demand for school places is under continual review and admission numbers, particularly for new schools with phased intakes to a limited number of year groups, can be subject to change. Therefore it would not be appropriate to state admission numbers for following years in the 2025/26 policy.

Other responses received

34. Two responses were received via email. Points raised in the responses are summarised below:

Disagreement over applications where there is shared parental responsibility

35. *I do have a concern regarding the school admission arrangements. As a single parent and in possession of a court ordered Child Arrangements Order it is unclear to me on the application for a child progressing to year 7. Should both parents make applications? Can you clarify the procedure around applications if both parents are to make applications to different schools in different counties? For example if one lives in Cardiff and one lives in the Vale of Glamorgan.*

Appraisal of views expressed

36. In circumstances where parents are separated and both have parental responsibility, the process for making an application is covered in Cardiff Council's Admissions Policy under section 2.3 'The Applicant'. Where parental responsibility is shared, all parents should be in agreement about the preferences listed in the application before the application is submitted.
37. Where an agreement cannot be reached, one of the parents can make an application to Court for a Specific Issue Order to determine which school preferences are listed in the application. Ideally, any Court proceedings should be resolved prior to the school application process deadline.
38. Whether agreement is reached between the parents or ordered by the Court, it is the parents' responsibility to come to this agreement. The Council is unable to make decisions about which parent's preferences take priority. However, if more than one application is received, with no further legal instruction, the first application submitted will be processed so as not to disadvantage the child in obtaining a school place.
39. Cardiff Council does not have a coordinated admissions arrangement with the Vale of Glamorgan Council and, as such, does not have oversight of applications made to schools within the Vale of Glamorgan. If two applications have been made, each to a separate Admissions Authority then the child may be offered more than one school place. Again, in this situation, the parents would need to come to an agreement on which place to accept or apply to Court to resolve the matter.

Proposal to delete the section on children in receipt of a Statement of Special Educational Needs

40. *It is only fair to delete the section on children in receipt of a Special Educational Needs statement if a section is added on children in receipt of an IDP, as students with additional learning needs should not be disadvantaged.*
41. *More schools should have a specialist resource base so that students with additional learning needs are not denied the option to attend a local school in their community. This would also save on transport costs.*

Appraisal of views expressed

42. The draft Admissions Policy includes section 1.5 *Children with ALN who have an IDP (Individual Development Plan)*.
43. From September 2025 all children previously in receipt of a Statement of SEN will have been transferred to an Individual Development Plan, therefore there is no longer a need to include a section on children with statements of SEN in the Admissions Policy.
44. A consultation on proposals to increase the number of specialist resource base places across Cardiff began on 20 November 2023 and ran until 19 January 2024. The consultation sought the views of stakeholders on proposals to formally establish ten specialist resources bases for autism/complex learning needs and for emotional health and wellbeing needs, located in different areas of the city.

Coordinated school admission arrangements

45. *The application process for the coordinated admissions should be simplified by having just one place to submit applications for all schools rather than having to fill in additional forms for voluntary aided schools. A separate application form for St Teilo's was not received by the school, however the school's own website implied that the application had been successful.*

Appraisal of views expressed

46. All faith-based schools in Cardiff are Voluntary Aided schools, with the exception of St Mellons Church in Wales Primary School, which is a Voluntary Controlled school. The Governing Body of a Voluntary Aided school is the Admission Authority for the school and is, therefore, able to set the admission criteria for the school, independent of the Local Authority, including how applications for a school place are submitted.
47. All applications for faith primary schools within the co-ordinated admission arrangements are submitted only via a Common Application Form on the Council website. However, some secondary schools have opted to retain a supplementary form, which is submitted directly to the school, as well as completing the form on the Council website. Parents/carers applying for a secondary place would have to complete separate applications if that is the preferred process of the relevant school Governing Body.
48. Submitting only one application for secondary schools via the Common Application Form would simplify the application process, as only one form would need to be completed. Council officers continue to work with the Voluntary Aided secondary schools to review application forms with the aim of developing a single Common Application Form that suits the requirements of all schools within the secondary co-ordinated admissions.

49. The “Notes For Parents and Carers” provided on the admissions page of the St Teilo’s Church in Wales High School website states “Receipt of your application will be acknowledged automatically by email... If you do not receive an email acknowledgement, you have not submitted your application correctly”. In addition, point five in the school’s Admissions Checklist is to “ensure that you regularly check the email address you have provided on your application form. This is how the school will confirm your submissions...”
50. Following submission of a completed online application via the Council’s website, applicants receive an automated email which reminds them to supply any additional evidence or information that is required for the schools they have expressed preferences for e.g. medical/baptism certificates or supplementary forms.
51. It is the responsibility of parents and carers to ensure that all applications submitted have been received by the relevant Admission Authority before the application deadline.

Submission of documents relating to a Child’s Home Address

52. *Secondary catchments should be changed to move Penylan into the catchment for Cathays High School or Willows High School. Both of these are closer to Penylan than Cardiff High School. Llanedeyrn, Pentwyn and Pontprennau should be in the catchment for Cardiff High School so that students have less distance to travel.*
53. *Some parents are renting properties near Cardiff High School for the secondary application and moving back when the application has been submitted without updating the council. Cardiff Council is unable to spot-check where parents live and so clarifying the submission of documents to confirm the child's current address will have no effect.*

Appraisal of views expressed

54. Penylan sits mostly within the catchment area of Cardiff High School, with some parts in the catchments of Willows High School, Llanishen High School and Eastern High. However there is no guarantee of an offer of a place at a child’s catchment area school. Other English-medium schools serve the south and central parts of Cardiff including Cathays High School and Willows High School.
55. Whilst children who are resident in the catchment area of a school have priority for admission to that school over those who are not, children outside the catchment area cannot be refused a place if there are sufficient places available.
56. Applicants for secondary schools can apply for five schools in the coordinated admissions scheme, in order of preference. It is recommended that all applicants apply for the maximum number of

schools in order to secure a place for their child at secondary school in the first round of allocations, as some schools will have all places allocated at this stage, meaning that there is a reduced choice of schools in later rounds.

57. Proposals to expand Cathays High School to a Published Admission Number of 240 places to increase capacity and to replace the existing buildings with new build accommodation and to replace the existing Willows High School buildings with a new build school on the basis of its Category D condition were approved by Cabinet in 2021. This would provide sufficient capacity to accommodate all pupils within the catchment areas of the two schools whilst also providing additional capacity to manage excess demand in other areas, including the Cardiff High School catchment
58. The points raised around changes to catchment areas are addressed at paragraphs 24 – 28.
59. As stated in the Admissions Policy section 8.2 *Submission of documents relating to a Child's Home Address*, the Council undertakes checks of records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies for applications made for a place at a school that is expected to be fully subscribed.
60. Where there is any concern regarding the consistency of information held, documentation is requested from the applicant. A list of documents accepted as proof of residency is provided in section 8.2 of the Admissions Policy.
61. If the Council is not satisfied with the evidence provided, the claimed address will not be accepted for the purposes of the admission request.
62. Checks continue to be carried out on admission addresses for fully subscribed schools until the start of the school term in September. If it is found, prior to a child taking up a place at a school, that an application was made in fraudulent circumstances, the offer of a place may be withdrawn. The Council cannot withdraw a child's place should they change address following admission to the school.

Local Member consultation

63. All members were consulted on the draft Admissions Arrangements 2025/2026.

Scrutiny Consideration

64. The Children and Young People's Scrutiny Committee will consider these proposals on 12 March 2024.

Reason for Recommendation

65. The Council is required to review its school admission arrangements annually and to agree the arrangements following appropriate consultation.

Financial Implications

66. There are no direct financial implications arising from the recommendations of this report.

Legal Implications

67. The Council has a statutory obligation under the Education Act 1996 to promote high standards of education for primary and secondary schools in its local authority area. Section 89 of the School standards and Framework Act 1998 as amended by the Education Act 2002 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply. The report shows that consultation has been conducted.
68. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admissions Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. In particular, the Admission Authority must determine arrangements in the school year beginning two years before the school year which the arrangements will be for, take all steps necessary to ensure that they will have completed the consultation required by Section 89(2) before 1st March and determine the admission arrangements by 15th April. The arrangements must then be published within 14 days of the determination and appropriate bodies must be notified. The report shows the consultation was conducted before 1st March.
69. The Welsh Government has issued the School Admissions Code, which sets out the process for Local Authorities To follow when determining their admission arrangements. The School Admissions Code requires that no prohibited criteria (as set out on page 12 of the Code) are included in the admission arrangements and gives guidance on using various types of oversubscription criteria. This report reflects the requirements.
70. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of religion or belief.

71. The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decision upon the Welsh Language
72. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.
73. An Equalities Impact Assessment aims to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment

HR Implications

74. There are no HR implications arising from the recommendations in this report.

Transport Implications

75. No significant transport implications are anticipated.
76. Within-catchment applications having a higher priority for admission generally supports the Council's commitment to local schools serving local children, and to promoting active travel.

Property Implications

77. There are no property implications arising from the recommendations contained in this report.

Impact on the Welsh Language

78. The Council is committed to developing a Bilingual Cardiff. The Council's Welsh in Education Strategy (WESP) 2022 – 2031 will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.
79. The WESP is an integral part of the Council's 5-year Bilingual Strategy. The Council recognise that a strong and inclusive Welsh-medium education sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.

- 80. The Bilingual Strategy aims to increase the number of Welsh speakers within Cardiff and promote the use of the language throughout the city. The Council recognise that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.
- 81. Officers will continue to monitor birth rates, the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to being forward appropriate plans to meet any increased demand.
- 82. The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

Wellbeing of Future Generations

- 83. The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies to make sure their decisions take into account the impact they could have on people living in Wales in the future. The Council has done so in relation to its proposed school admission arrangements. All Admission Authorities in Wales are legally bound to Section 84 of the Schools Standards and Framework Act (1998) (the Welsh Government’s School Admission Code) and the Council has also complied with that legislation. Account is also taken of the Council’s responsibility to provide and promote high standards of Education under the Education Action 1996.

Single Impact Assessment

- 84. A Single Impact Assessment has been carried out and is attached as Appendix 4. This includes an Equality Impact Assessment, Child’s Rights Impact Assessment and Welsh Language Impact Assessment.

RECOMMENDATIONS

- 85. Cabinet is recommended to determine the attached Council’s draft School Admission Arrangements 2025/2026 as set out in the Admission Policy 2025/2026.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	15 March 2024

The following appendices are attached:

- Appendix 1 – Draft School Admissions Policy 2025/26
- Appendix 2 – Formal Responses

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**School
Admissions
Policy**
2025/2026

CARDIFF COUNCIL

**EDUCATION & LIFELONG
LEARNING**

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Contents

- 1. Introduction**
 - 1.1 School Admissions
 - 1.2 Relevant Area for Consultation
 - 1.3 Published Admission Number
 - 1.4 Community School Catchment Areas
 - 1.5 Children with ALN (additional learning needs) who have an IDP (Individual Development Plan) that names a school
 - 1.6 Out of Chronological Age Applications
 - 1.7 School Managed Transfers
 - 1.8 Fair Access Protocol
 - 1.9 Co-ordinated School Admission Arrangements
 - 1.10 Data Protection and the EU General Data Protection Regulation
- 2. Submitting an application**
 - 2.1 How to apply
 - 2.2 Prior to Application
 - 2.3 The Applicant
 - 2.4 On-time Applications (considered during the 'normal admissions round')
 - 2.5 Late Applications (considered outside the 'normal admissions round')
 - 2.6 Information the Council does not consider when allocating places
 - 2.7 Changing School During The Academic Year
- 3. Admissions to community nursery schools and nursery classes**
 - 3.1 Oversubscription Criteria
 - 3.2 Late Applications
 - 3.3 No Right to Statutory Appeal
 - 3.4 Early Years Funding (EYF)
- 4. Admissions to community primary schools and voluntary controlled primary schools**
 - 4.1 Oversubscription Criteria
 - 4.2 Late Applications
 - 4.3 Statutory Appeals
 - 4.4 Deferred Entry
 - 4.5 St Mellons Church in Wales Voluntary Controlled Primary School
- 5. Admissions to community secondary schools**
 - 5.1 Oversubscription Criteria
 - 5.2 Late Applications
 - 5.3 Statutory Appeals
- 6. Admissions to sixth forms**
- 7. Explanation of oversubscription criteria**
 - 7.1 Child's Details – Address
 - 7.2 Change of Address
 - 7.3 Looked After Children (LAC)/previously Looked After Children (pLAC)
 - 7.4 Residence in a defined catchment area
 - 7.5 Compelling Medical/Compelling Social Grounds
 - 7.6 Siblings
 - 7.7 Multiple Birth Siblings
 - 7.8 Siblings in the same school year who are not multiple birth siblings
 - 7.9 Proximity
- 8. Documentary evidence that may be required from applicants**
 - 8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants
 - 8.2 Submission of documents relating to a Child's Home Address
 - 8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds
- 9. Offers process**
 - 9.1 School Offers
 - 9.2 No School Offers
 - 9.3 Changes of circumstances
 - 9.4 Withdrawal of School Offers
 - 9.5 Waiting Lists

Appendix 1 – School Admission Numbers 2025/26

1 Introduction

1.1 School Admissions

The Council is committed to providing local schools for local children where possible.

Parents (also referred to as 'applicants' in this policy document) have the right to express a preference for their preferred school(s) which will be considered individually and complied with wherever possible.

Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability / disability or religious / non-religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

All admissions to community classes and community schools are approved by the Cardiff Council's Director of Education & Lifelong Learning.

1.2 Relevant Area for Consultation

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council).

1.3 Published Admission Number

In the normal admissions round, all maintained schools must admit pupils up to their Published Admission Number. An admission request may not be refused to any school until the Published Admission Number has been reached (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]). The Published Admission Number has been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales" circular no. 021/2011. As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

1.4 Community School Catchment Areas

Catchment area information is available on the Council's website. The majority of catchment areas of maintained community primary schools are grouped together to form the catchment areas of maintained community secondary schools in Cardiff.

Catchment areas are subject to change with any changes being consulted upon prior to implementation. There is no guarantee of an offer of a place at a child's catchment area school.

1.5 Children with ALN who have an IDP (Individual Development Plan)

The Council may decide to name a maintained school in the IDP for the purposes of securing admission of the child to a particular school. The ALN Code specifies that the Council must not exercise this power unless:

- (a) the local authority is satisfied that the child's interest requires ALP (additional learning provision) identified in his or her IDP to be made at the school named, and
- (b) it is appropriate for the child to be provided with education or training at the school.

In most cases, children with ALN (Additional Learning Needs) will be able to receive the support they need in any maintained school and the Council will therefore not name a school in the IDP. The child will be admitted to a school through the admissions process that applies to all pupils.

In considering whether to name a school in an IDP for the purpose of securing admission the Council will consider the following factors:

- Whether specific characteristics of the school make it especially good at making the required ALP (additional learning provision) compared to other maintained schools the child could attend- for example, the school's physical characteristics;
- Whether the school has members of staff with specialist expertise or training, or specialism in a low incidence need such as hearing or visual impairment (for example, if the school has a specialist resource base);
- It would be unreasonable for a more local school to provide the child's ALP (additional learning provision);
- Any other factors the local authority considers to be relevant to the particular case.

When a school is named in an IDP for the purpose of securing admission, the child must be admitted to the school.

1.6 Out of Chronological Age Applications

Cardiff Council operates a separate policy on Out of Chronological Age applications.

If a parent requests to place their child in a year group that is outside of their chronological age and the request is at the point of admissions, the Local Authority will review each request based on their individual circumstances. Contact: outofyeargroup@cardiff.gov.uk.

1.7 School Managed Transfers

Cardiff Council operates a separate policy on School Managed Moves.

Schools are able to undertake managed moves of pupils. These will be treated differently to regular admissions and the child will remain on roll at the school from which they are applying to transfer until the end of their managed move period.

At the end of the managed move period, if successful, the child will be added to the roll of the receiving school. If the managed move is not successful, the child will return to attend the school from which they were applying to transfer. All managed moves should be negotiated between the schools with a representative from the Council.

1.8 Fair Access Protocol

Cardiff Council maintains Fair Access Protocols for vulnerable children in accordance with the School Admissions Code Annex D Paragraph 5.

The role of the Fair Access Panel is to ensure that vulnerable and 'hard to place' children are able to access education and are placed fairly within the city. The Fair Access Panel will assess all pupils and schools according to their vulnerability and will, (in participation with all high schools via the subsequent Fresh Start panel), place these children in schools that can meet their needs in the most efficient manner that will have the least negative impact on the effectiveness of education within Cardiff.

The panel members will review outcomes annually to monitor compliance and will ensure that schools are adhering to the procedures.

1.9 Co-ordinated School Admission Arrangements

Coordinated admission arrangements are intended to simplify the admission process for applicants by allowing them to apply for voluntary aided schools, foundation schools and community schools using one application form via the council's online application service. Pupils are offered only the highest preference school place that they are eligible for.

Applicants can state their order of preference when applying and all preferences listed on the application are considered under the admission rules for each school. Where a pupil can be offered a place at more than one school they will receive a single offer for the one ranked highest on the application.

The Council will continue to co-ordinate primary school admission arrangements, which applies to:

- All community primary schools
- All Saints C.W Primary School
- Bishop Childs C.W Primary School
- Christ The King R.C Primary School
- Holy Family R.C Primary School
- St Alban's R.C Primary School
- St Bernadette's R.C Primary School
- St Cadoc's Catholic Primary School
- St Cuthbert's R.C Primary School
- St David's C.W Primary School
- St Fagan's C.W Primary School
- St Francis RC Primary School
- St Joseph's R.C Primary School
- St Mary The Virgin C.W Primary School
- St Mary's Catholic Primary School
- St Mellons C.I.W Primary School
- St Monica's C.W Primary School
- St Paul's C.W Primary School
- St Peter's R.C Primary School
- St Philip Evans R.C Primary School
- Tredegarville C.W Primary School

St Patrick's R.C Primary School is consulting on joining the primary school co-ordinated admission arrangements.

The Council will continue to co-ordinate secondary school admission arrangements, which applies to:

- All community secondary schools
- Corpus Christi RC High School
- Mary Immaculate High School
- St. Teilo's CW High School
- The Bishop of Llandaff CW High School
- Whitchurch High (Foundation) School.

1.10 Data Protection and the EU General Data Protection Regulation

All personal data will be processed in accordance with the General Data Protection Regulations (GDPR) 2018 and the Data Protection Act 2018.

2. Submitting An Application

2.1 How to apply

An application must be submitted for a school that a parent wishes their child to attend. The Council accepts applications via the Council's Online Application Service or by a completed preference form submitted at a Council Hub, emailed to schooladmissions@cardiff.gov.uk or posted to School Admissions, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW. The Council takes no responsibility for any loss of data as a result of the method chosen by the applicant to deliver the information.

2.2 Prior to Application

There is a facility on the Cardiff Council website for parents to provide their child's details and receive information on how to apply for a school place at the appropriate time in accordance with the Council's admissions timetable.

Parents who have registered their pre-nursery-aged child's details with the Council, will be advised to apply for a community nursery place by using the Council's Online Application Service or by completing a preference form.

Parents who have registered their nursery-aged or younger child's details with the Council, will be advised to apply for a reception place in their preferred community primary school(s) during the Autumn Term prior to admission, by using the Council's Online Application Service or by completing a preference form.

In the Autumn Term prior to admission, parents of children in the Year 6 age group are invited to nominate their preferred secondary school(s) by using the Council's Online Application Service or by completing a preference form.

Any parent who has not pre-registered their child can still apply for a school place.

2.3 The Applicant

Only applications submitted by the 'parent' of the child (as defined by Section 576 of the Education Act 1996) will be considered by the Council. This includes any person who is not a parent of the child or young person but who has parental responsibility for them or who has care of them.

In advance of submitting an application, parents should discuss which school they wish their child to attend, and attempt to reach agreement, especially where more than one person has parental responsibility.

Applications are only accepted from a person with parental responsibility for the child. Where there is shared parental responsibility, all parents should be in agreement about the preferences listed in the application. It is the parents' responsibility to reach agreement in respect of any application made.

If you cannot agree which school your child should attend, you should immediately take your own legal advice regarding making an urgent application to the Court. If more than one application from parents with shared parental responsibility is received, the first application submitted will be administered in order to minimise any delay in the child's admission to school.

2.4 On-time Applications (considered during the 'normal admissions round')

Admission to Nursery from the beginning of Term:

Parents who submit an application by the published closing date will be notified of the result of their application by the issue of an email or letter by the published notification date. See paragraphs 3.1.1, 3.1.2 and 3.1.3 for details on the published dates.

Admission to Reception from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 13 January 2025 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Wednesday, 16 April 2025.

Transfer to Year 7 from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 18 November 2024 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Monday, 03 March 2025.

2.5 Late Applications (considered outside the 'normal admissions round')

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

After the initial round closing dates, the next are:

- Admission to Nursery Education – last day of each month
- Admission to Primary Education (Reception from September) – 30 April 2025
- Transfer to Secondary Education (Year 7 from September) – 17 March 2025

The dates for subsequent rounds will be the last day of each month.

Refused applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

2.6 Information the Council does not consider when allocating places

For the purposes of admission to a Community Nursery:

- The particular primary school the child is likely to attend;
- The length of time the nursery has been aware of the parental intention to apply for a place at the nursery;
- An invitation to or attendance by a child at a taster day.

For the purposes of admission to a Community Primary School or Voluntary Controlled School:

- The particular secondary school the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- Attendance at a Nursery Class which is at the same school – a separate application must be made for transfer from the nursery to the primary school;
- An invitation to or attendance by a child at a taster/transition day.

For the purposes of admission to a Community Secondary School:

- The particular sixth form the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- An invitation to or attendance by a child at a taster/transition day.

2.7 Changing School During Academic Year

Applying outside the normal admissions round (also referred to as an 'in-year transfer') is for any child already attending school who

- is moving into Cardiff from another Local Authority or country, or
- is living in Cardiff and wishes to transfer from one school to another

Parents can express a preference for more than one school. Where a place is available in the age group at the requested school the application will be processed in accordance with the oversubscription criteria for the annual admissions process set out in the admissions policy.

If the school is already full in the required year group, the application will be refused and the child will be placed on a waiting list until the end of the school term.

If a child has been refused admission to a community primary or secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel. There is no statutory right of appeal if a child has been refused a nursery place.

Parents applying outside the normal admissions round are encouraged to apply up to a half term in advance of taking up a place.

3. Admissions To Community Nursery Schools And Nursery Classes

Cardiff Council is the admissions authority for all maintained community nursery schools and nursery classes in community schools and voluntary controlled schools in the City and County of Cardiff. Cardiff Council is not the admissions authority for nursery classes in voluntary aided schools in Cardiff.

Children are entitled to a part-time nursery place from the start of the term following their third (3rd) birthday. Regulation 4 of the Wales Education Regulations (Nursery Education and Early Years Development and Childcare Plans) states that:

- Children born between 01 April and the end of the Summer term can take up a school place at the start of the Autumn term
- Children born between 01 September and the end of the Autumn term can take up a school place at the start of the Spring term
- Children born between 01 January and the end of the Spring term can take up a school place at the start of the Summer term

Though nursery education is non-statutory provision, children must attend for five half days if the offer of a community or voluntary controlled nursery place has been accepted.

Children can be admitted or transferred to a community or voluntary controlled nursery throughout the academic year subject to availability.

Where a community or voluntary controlled nursery school is undersubscribed, all applicants can be offered a nursery place.

3.1 Oversubscription Criteria

Where a community or voluntary controlled nursery is oversubscribed, applications received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1.(a) being the highest] up to the approved capacity:

1. For applications received by the published closing date of Monday, 24 February 2025 for children born between 01 September 2021 and 31 August 2022 (inclusive):
 - (a) Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales.*
 - (b) Children subject to an Individual Development Plan (IDP) in which a specific school is named.*
 - (c) Children who have a sibling (in any age group between Reception to Year 6 inclusive) who will be on register at the school at which the nursery class is at the same school when they are admitted.*
 - (d) Children in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular nursery school/class.*

(e) Children living nearest the nursery school/class, as measured by the shortest safe available route.

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

2. For applications received by the published closing date of Monday 30 June 2025 for children born between 01 September 2022 and 31 December 2022 (inclusive), criteria (a) to (e) [as above] are applied.
3. For applications received by the published closing date of Monday 30 June 2025 for children born between 01 January 2023 and 31 March 2023 (inclusive), criteria (a) to (e) [as above] are applied.
4. Where a community primary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

3.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community or voluntary controlled nursery and apply the oversubscription criteria set by the Council (as above).

3.3 No Right to Statutory Appeal

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act 1998 if unsuccessful in gaining a nursery place.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

3.4 Early Years Funding (EYF)

Where nursery education places are not available in local community or voluntary controlled nursery schools or nursery classes within two (2) miles of a child's home address, parents may apply for nursery education place funding (also referred to as 'EYF') with a recognised childcare provider designated by the Council. The two (2) mile radius is measured by the Council as the shortest safe available route.

The Council will only approve applications for EYF with a recognised childcare provider designated by the Cardiff Council. If a place is offered in a community or voluntary controlled nursery school and a parent refuses the offer, the Council will not approve applications for EYF. The Council will only approve funding if there are no places available within two (2) miles of the child's home and the application was submitted on time (see below for deadlines).

When to apply:

- EYF applications should be submitted in the term prior to your child starting nursery education

- If your child starts in nursery education with a recognised childcare provider at a later date, applications should be submitted in the term when the admission takes place

Eligibility Requirements:

Your child is eligible,

- If they are resident within Cardiff **and**,
- Residency can be proven, **and**,
- You have proof of parental responsibility **and**,
- There is no place available in a local community or voluntary controlled nursery school or nursery class within two (2) miles of your home **or**,
- There are compelling medical or compelling social grounds which prevent the child from attending the community or voluntary controlled nursery provision available

Making an application: To make an application,

- Parents need to complete an Early Years Funding Application
- Parents need to confirm proof of residency, as indicated through Cardiff Council Tax/other Council records
- Parents need to provide proof of parental responsibility, through providing a birth certificate, court order or passport that lists both the child and the parent.

Applying on compelling medical/social grounds:

- Parents need to provide documentary evidence from a professional. This may include but is not limited to:
 - Written recommendation from a social worker
 - Written recommendation from a medical consultant
- Written recommendations must be dated no more than three (3) months prior to the application submission
- Written recommendations must give detailed reasons explaining why the child cannot attend any of the available community or voluntary controlled nurseries.

The Childcare Offer

If eligible, parents may also be entitled to 30 hours of combined funded early education and childcare through the Childcare Offer for Wales (“the Offer”). During term time the 30 hours will consist of a combination of the existing Foundation Learning provision available to all 3 and 4 year olds, (in Cardiff this is 12.5 hours per week) and the additional funded childcare (up to 17.5 hours per week). For 9 weeks of the year, outside of term time, parents will be able to access the full 30 hours of childcare funded through the Childcare Offer.

If a child does not access their Foundation Learning provision, then they will still be entitled to the childcare element of the Offer during school term time (up to 17.5 hours per week for 39 weeks of the year) and up to 30 hours of government-funded childcare for the remaining 9 weeks.

Eligible children will be able to access the Offer from the beginning of the term after the term in which they turn 3 up until the September following their fourth birthday, when they will be offered a full-time education place.

For more information on the Offer, please visit Government-funded Childcare and Early Education (cardiff.gov.uk).

4. Admissions To Community Primary Schools And Voluntary Controlled Primary Schools

Cardiff Council is the admissions authority for all maintained community primary schools and the voluntary controlled primary school in the City and County of Cardiff. Cardiff Council is not the admissions authority for voluntary aided primary schools in Cardiff.

Children are admitted into Reception (also referred to as 'Year 0') in the September following their fourth (4th) birthday during the normal admissions round.

Children can be admitted or transferred to a community or voluntary controlled primary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community or voluntary controlled primary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

4.1 Community Primary Schools Oversubscription Criteria

Where a community primary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales.*
2. Children subject to an Individual Development Plan (IDP), in which a specific school is named.*
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted.*

5. Children who have a brother or sister attending the school, admitted before catchment area change
 - a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school for the home address of the family at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to the former catchment school.*
 - b) Where an older sibling was admitted to and continues to attend a community school, and a catchment area was not established at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to this school.*
6. Pupils who are resident within the defined catchment area of the school.*
7. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
8. Pupils who have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted.*
9. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.*
10. Where a community primary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

4.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community or voluntary controlled primary school and apply the oversubscription criteria set by the Council (as above).

4.3 Statutory Appeals

If a child has been refused admission to a community or voluntary controlled primary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

4.4 Deferred Entry

A child is not required to start primary school until the beginning of the term following their fifth (5th) birthday however, their start cannot be deferred beyond the beginning of the term after their fifth (5th) birthday. The deferred place is held for the child and not made available to another. It is recommended that any consideration to defer is discussed with the Headteacher of the allocated primary school.

4.5 St Mellons Church in Wales Voluntary Controlled Primary School

Applications for admission should be submitted to the Council.

In the event of oversubscription at the closing date for receipt of applications, the Council will consider all applications in accordance with the oversubscription criteria set by the Council.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

4.6 Ysgol Gynradd Groes-wen Primary School

A phased increase in the Admission Number will apply to admission into Ysgol Gynradd Groes-wen Primary School.

The school is a two form entry primary school, with two language streams, organised as:

- One form of entry Welsh-medium
- One form of entry dual language stream

Admission into the Reception year, Year 1 and Year 2 in 2025/26 will be up to 30 pupils per stream.

Years 3 – 4 will operate a lower Admission Number of 15 pupils per stream in 2025/26.

5. Oversubscription Criteria Admissions To Community Secondary Schools

Cardiff Council is the admissions authority for all maintained community secondary schools in the City and County of Cardiff. Cardiff Council is not the admissions authority for foundation or voluntary aided secondary schools in Cardiff.

Children transfer into Year 7 in the September following their eleventh (11th) birthday during the normal admissions round.

Children can be admitted or transferred to a community secondary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community secondary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.48 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

5.1 Oversubscription Criteria

Where a community secondary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the

highest] up to the approved capacity and will not normally exceed the school's Published Admission Number:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales.*
2. Children subject to an Individual Development Plan (IDP), in which a specific school is named.
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted.*
5. Pupils who are resident within the defined catchment area of the school.*
6. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
7. Pupils who have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted.*
8. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.
9. Where a community secondary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

5.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community secondary school and apply the oversubscription criteria set by the Council (as above).

5.3 Statutory Appeals

If a child has been refused admission to a community secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

Attendance at a community or voluntary controlled primary school located in the catchment area of a community secondary school does not automatically entitle a child to a place at the school. A new application must be made for transfer from the primary school to the secondary school.

6. Admissions To Sixth Forms

The Council has agreed to delegate to the Governing Body of Community Secondary Schools, the responsibility for the determination of admission arrangements for sixth forms. Applications for admission should be submitted to the school.

7. Explanation Of Oversubscription Criteria

7.1 Child's Details - Address

The child's home address must be used on the application, this is where the child lives for all or the majority of the school week. Please see 'Submission of documents relating to a Child's Home Address' (8.2). The Council may not accept an address given if there is no evidence that a parent for the child lives at the property.

In order to qualify as a 'child's home address,' for the purposes of admission, the child must be resident on the application submission date. If the child moves address after applying and before the date to which the child would start school, the parent must inform the Council in writing (e-mail or letter) stating the new address otherwise any school offer made may be withdrawn and a new application may be required.

7.2 Changes of Address

If an applicant moves address at any point between submission of an application and the pupil attending an offered school, any offer based on the original address will be subject to re-assessment.

Preferences will be assessed on the basis of the home address outlined in the application and which is valid at the time of the closing date for applications. Any changes of address after the closing date cannot be considered until the next round of admissions.

Places allocated on the basis of an address which is valid on the closing date, but is no longer the home address, will be reassessed on the basis of their new address in the next application round. This change of address will mean that the application will be considered as a new application in the next round.

Offers of places will be reassessed and:

- If the new address meets higher oversubscription criteria (or the same oversubscription criteria but in closer proximity) than in the initial or previous application then the offer will not be withdrawn
- If the new address meets lower oversubscription criteria (or the same oversubscription criteria but in further proximity) than in the initial or previous application round then the offer will be reassessed and would be offered to the applicant in that application round who meets the highest oversubscription criteria.

A change of address would be considered by the Council in the application round immediately following the occupancy of a property, where evidence has

been provided of this change of address and this evidence has been accepted and verified as sufficient by the Council.

7.3 Looked After Children (LAC) / previously Looked After Children (pLAC)

In the case of a child looked after by a Local Authority in England or Wales (as defined by Section 22 of the Children Act 1989 and Section 74 of the Social Services and Wellbeing [Wales] Act 2014), the relevant Local Authority (corporate parent) must apply and supporting evidence (a Care Order or Interim Care Order) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to admit** the child to the school and give highest priority in the oversubscription criteria.

In the case of a child previously looked after by a Local Authority in England or Wales (as defined by the Welsh Government School Admissions Code document no. 005/2013), supporting evidence (a letter from the relevant Local Authority [former corporate parent]) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to give highest priority** in the oversubscription criteria.

7.4 Residence within the defined catchment area of a school

The defined catchment areas of community primary and secondary schools can be viewed on the Council's website (www.cardiff.gov.uk).

7.5 Compelling medical/compelling social grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

The recommendation must explain:

- The exceptional social or medical needs the child has
- How the child requires the support of the preferred school to meet those needs
- Why only the preferred school can provide this support, and why other schools would not be able to provide this support, to meet the child's needs.

The Council will review the information provided and consider the support available within the preferred school and alternative schools to confirm whether this criterion is met.

7.6 Siblings

An application will be considered under the sibling criterion if the sibling, and the applicant at the time of enrolment, would be attending the same school at the same time.

The Council will only consider compulsory school-aged siblings (for nursery and primary school applications this refers to Reception to Year 6 and for secondary school applications this refers to Year 7 to Year 11):

- Clearly named on the application **and**

- Resident at the same address as the child subject to the application **and**
- Attending the preferred primary school (not nursery) **or**
- Attending the preferred secondary school (not sixth form).

Sibling, for the purposes of admission, is defined as: brother/sister; half-brother/half-sister (children who share one common parent); step brother/step sister (where children are related by virtue of their parents being married, co-habiting or in a civil partnership); adopted or fostered child.

7.7 Multiple Birth Siblings

Separate applications are required for each child. Each application will be considered on the basis of the oversubscription criteria met by the individual child.

7.8 Siblings in the same school year who are not multiple birth siblings

Where siblings fall into the same school year because they are born less than 12 months apart, are a step brother/step sister or an adopted or fostered child the same process will be followed as for multiple birth siblings.

7.9 Proximity

*This criterion is the last to be applied in all oversubscription criteria. Where the number of preferences exceed the number of places available in any higher criterion, proximity is used as a tie breaker to determine which pupils are admitted.

The Council has developed a Geographical Information System (GIS), referred to as an 'Integrated Transport Network' (ITN), configured in compliance with the Learner Travel (Wales) Measure 2008 and the Learner Travel Statutory Provision and Operational Guidance 2014 route determination criteria. The shortest safe available route (as defined by the Welsh Government's 'Learner Travel Statutory Provision and Operational Guidance June 2014') is calculated (to 4 decimal places) from the co-ordinates of an applicant's home address (determined using the Local Land and Property Gazetteer [LLPG] address point data), to the nearest open school gate using Ordnance Survey (OS) route data.

- a) Where there is no safe route available, the nearest point on the ITN to the applicant's home address will be used to calculate the shortest driving route to the nearest open school gate.
- b) Tie-breaker: Where flats use the same LLPG address point co-ordinates, the route assessment is determined from the front entrance to each flat.

For applications for pupils residing within mainland UK but outside of the area covered by the integrated transport network (ITN), residence to school distances are calculated as the shortest driving distance as evaluated using google maps.

Where applicants reside outside of mainland Britain, route distances are determined as the shortest route as determined using google maps utilising available transport types.

8. Documentary Evidence That May Be Required From Applicants

The Council may ask applicants to provide **clear** and **legible** documentation (e-mail: schooladmissions@cardiff.gov.uk) to prove their claim to qualify for one or more admission criteria. Where satisfactory documentary evidence is not received, a place at an oversubscribed school will not be offered based on the claimed admission grounds.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants

Children of UK service personnel (UK Armed Forces) or other Crown Servants will be treated as resident at a future address if their application is accompanied by an official Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) letter declaring a definite address occupation date and confirmation of the new home or unit postal address.

Applications for children of former UK service personnel or other former Crown Servants will be treated as all other applications.

Where applications outside of the normal for Children of UK service personnel or other Crown Servants are unsuccessful, parents may appeal against this decision and any appeal hearing convened would be heard as a normal prejudice appeal.

8.2 Submission of documents relating to a Child's Home Address

Where an application is made for a place at a school or in a year group that is expected to be fully subscribed, and subject to the applicant's consent upon submission of the application, the Council will undertake checks of records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies.

Parents may need to provide proof of parental responsibility, through providing a birth certificate, court order or passport that lists both the child and the parent.

Where there is any concern regarding the consistency of information held, further evidence may be required.

To prove residency at a claimed 'Child's Home Address,' the following documentation may be requested.

Proof of Residency at Current Address

Tenancy Agreement:

- Tenancy Start Date must be on or before the application submission date **and** Tenancy End Date must be on or after the date to which the child would start school.

Mortgage Statement:

- Date of statement must be no more than 6 (six) months prior to the application submission date.

Council Tax Correspondence (bill/letter/statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address.

Utility Supplier Correspondence (electricity/gas/water bill /letter / statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address;
- Electricity and Gas (or Dual Fuel) bills must be dated no more than 6 (six) months prior to the application submission date.

Child Benefit Correspondence:

- Date of correspondence must be no more than 6 (six) months prior to the application submission date.

Proof of Residency at New Address

If a child will be moving to a new address after the application submission date and before the date to which the child would start school:

Leased Property:

- A new tenancy agreement will be required which must state an end date on or after the date to which the child would start school;

Owned Property:

- An exchange of contracts document will be required which must be dated no more than 6 (six) months prior to the application submission date.

If the Council is not satisfied with the evidence provided, the claimed 'child's home address' will not be accepted for the purposes of the admission request.

8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

9. Offers Process

9.1 School Offers

If more than one place could be offered to a child, the applicant's highest available preference school will be offered. Any other school place that could be offered, will be offered to another child.

Decisions and responses will not be relayed over the telephone. Written confirmation (e-mail or letter) will be supplied.

Any offer not accepted by the date stated on the decision notice may be withdrawn and offered to another child.

If an offer to a higher community or voluntary controlled school preference is rejected by the applicant on the basis of the applicant declaring a former lower community or voluntary controlled school preference has become their preferred school, applicants must submit a new application for this community or voluntary controlled school preference to be re-considered.

9.2 No School Offers

Applicants that receive written confirmation (e-mail or letter) advising their child has not been offered any of their school preferences, will be provided with an alternative preference form, details of community and voluntary controlled schools with vacancies and (for requests for admission to an age group of compulsory school age) information regarding their right to appeal against the Council's decision.

9.3 Changes of circumstances

The Council will consider an applicant's circumstances to have changed, and that the application is considered as a new application, if:

- The applicant has changed address, or
- The applicant meets a higher oversubscription criteria than considered in their previous application.

This change of circumstances would be considered by the Council to have been from the date at which sufficient evidence of the change is received by the Council. Such evidence may be proof of residence at the new address, confirmation of the enrolment of a sibling at the school to which an applicant has stated the preference, or receipt of a letter meeting the 'compelling medical and/or compelling social grounds' criterion.

9.4 Withdrawal of School Offers

Prior to the date to which the child would start school, any place approved may be withdrawn if it is found that the child's circumstances no longer meet the grounds for admission to which they were offered the school place, if the application was found to have been made in fraudulent circumstances or if the school place offer was made in error. A new written decision (e-mail or letter) will be released.

Any offer of a place at entry to Reception Year in a community primary school will be withdrawn by the Council if the child does not attend the school within 20 school days after the start of the school term following the child's fifth birthday.

Any offer of a place at entry to Year 7 in a community secondary school will be withdrawn by the Council if the child does not attend the school within 20 school days after the start of the autumn term.

The Council may withdraw the offer of a school place from a pupil transferring between schools within the school year if the child does not attend the school within 20 school days of the place being offered.

However, if no reason has been provided for the child's failure to start, the school must notify the council's Education Welfare Service immediately so that Children Missing Education (CME) enquires to establish the whereabouts of the child can be undertaken. Once these have been completed, the place will be re-allocated.

9.5 Waiting Lists

Where an applicant has been refused admission to a community or voluntary controlled nursery, primary or secondary school, the applicant will be placed on the waiting list for the preference school unless the applicant informs the Council to remove their child from the waiting list.

Unsuccessful applicants for admission into Nursery to start from the beginning of the term following their third (3rd) birthday, will remain on the waiting list until the end of the Summer Term.

Unsuccessful 'on-time' applicants for admission into Reception or Year 7 to start from the beginning of the academic year (also referred to as 'normal admissions round'), will remain on the waiting list until 30th September.

Unsuccessful applicants for admission into Reception to Year 11 (inclusive) whose application was received outside the normal admissions round (also referred to as an 'in-year application'), will remain on the waiting list until the end of the term to which the child would start school.

Places are not prioritised on the basis of how long a child has been on a waiting list. Priority is determined in accordance with the oversubscription criteria. Applications are considered in line with the criteria and any places that become available will be allocated on that basis. A child's position on the waiting list may change as applications may be received that have a higher degree of priority under the oversubscription criteria.

Should a child be allocated from the waiting list, the applicant will be contacted by the Council and requested to confirm if they accept the place. Acceptance of a place must be via the Admissions Online Portal, or in writing or by email. Upon acceptance, any other school place to which the child may already be allocated will be released and reallocated to another child.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

There is no guarantee of an offer of a place at a child's catchment area school nor the school at which a sibling attends.

Appendix 1

School Admission Numbers 2025/26

Community Primary Schools	Admission Number
Adamsdown Primary School	60
Albany Primary School	60
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30
Creigiau Primary School (English-medium stream)	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Glan Yr Afon Primary School	30
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Ysgol Gynradd Groes-wen Primary School (dual language stream)	30 (Rec, Years 1 and 2 15 (Years 3 and 4))
Ysgol Gynradd Gwaelod Y Garth Primary School (English-medium stream)	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30

**CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2025/2026**

Community Primary Schools	Admission Number
Moorland Primary School	60
Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	30
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
New English-medium primary school	60*
Ysgol Bro Eirwg	60
Ysgol Gymraeg Coed-y-Gof	60
Creigiau Primary School (Welsh-medium stream)	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gynradd Groes-wen Primary School (Welsh-medium stream)	30 (Rec and Year 1 15 (Years 2 and 3))
Ysgol Gynradd Gwaelod Y Garth Primary School (Welsh-medium stream)	26
Ysgol Hamadryad	60

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SCHOOL ADMISSIONS POLICY: 2025/2026

Community Primary Schools	Admission Number
Ysgol Gymraeg Melin Gruffydd	60
Ysgol Mynydd Bychan	60**
Ysgol Pencae	30
Ysgol Gynradd Gymraeg Pen-Y-Groes	30
Ysgol Gymraeg Pwll Coch	60
Ysgol Gymraeg Treganna	90
Ysgol y Berllan Deg	60
Ysgol Y Wern	90
Ysgol Gymraeg Nant Caerau	30
Ysgol Pen Y Pil	30
Voluntary Controlled Primary Schools	Admission Number
St Mellons C.W. Primary School	30
Voluntary Aided Primary Schools	Admission Number
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	30***
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	30
St Monica's C.W. Primary School	20***
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30
St Peter's R.C. Primary School	60
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30
Community Secondary Schools	Admission Number
Cantonian High School	210

CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2025/2026

Community Secondary Schools	Admission Number
Cardiff High School	240
Cardiff West Community High School	240
Cathays High School	240
Eastern High	270
Fitzalan High School	300
Llanishen High School	300
Radyr Comprehensive School	240
Willows High School	180
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	210
Ysgol Gyfun Gymraeg Bro Edern	180
Foundation Secondary Schools	Admission Number
Whitchurch High School	390
Voluntary Aided Secondary Schools	Admission Number
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	215
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

* Subject to approval by the Council's Cabinet of the proposal to make changes to the organisation of English-medium community primary schools.

** Subject to approval by the Council's Cabinet of the proposal to increase the capacity of the school to 60 places.

*** Admission Number subject to review and consultation and determination of the admission arrangements.

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Response from Cllr. Robert Hopkins, Liberal Democrat Education spokesperson

Response to consultation on draft School Admissions Policy

Please find below comments in relation to the consultation.

Section 1.4 Community School Catchment Areas

I wish to make a request for a local consultation to review and redesignate the catchment area for numbers 1-7 Werngoch Road, Cyncoed from the English medium schools Springwood Primary School and Llanishen High School to Lakeside Primary School and Cardiff High School.

On the catchment area map these properties are in the catchment area of Springwood Primary School and Llanishen High School. I believe this to be inappropriate for the following reasons:

- All the properties on the opposite side of the same Werngoch Road are in the catchment area of Lakeside Primary School and Cardiff High School.
- There are only seven properties on Werngoch Road affected by an historic anomaly.
- There is no road/ vehicular access from Werngoch Road to Hillrise in the Springwood Primary catchment area.
- All other roads leading off Cyncoed Road are within the catchment areas of either Lakeside or Rhydypenau Primary Schools and, in some instances, are further away from Lakeside Primary School than Werngoch Road.
- Llanishen High School is significantly further from Werngoch Road than is Cardiff High School.
- While there are some addresses in the Cyncoed ward designated as within other catchment areas – for example Glyncoed Primary School or Llanedeyrn Primary - these properties are in a different location being located on the north-eastern edge of the Cyncoed electoral ward.
- Numbers 1-7 Werngoch Road have been designated as within the catchment of the English medium catchments of Springwood and Llanishen High since electronic records began in 2000. In previous correspondence, it has been confirmed that there is no record or rationale showing how the catchment area for these seven properties were determined prior to this. This would seem, therefore, to strengthen the case for a review as requested.

Section 2.7 Changing school during academic year

This section refers to a child being placed on a waiting list where there is no place available in the relevant year group. Would it not be helpful to make clear that parents wishing to remain on a waiting list beyond the end of the school term would need to make further applications.

Section 4.6 Ysgol Gynradd Groes-Wen

This section refers to the lower admission number of 15 per stream in 2025/2026. Would it be helpful to clarify that the admission number from 2026/2027 will increase year on year in line with the admission numbers in reception, year 1 and year 2 as pupils move through the school.

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**School
Admissions
Policy**
2025/2026

CARDIFF COUNCIL

**EDUCATION & LIFELONG
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Contents

- 1. Introduction**
 - 1.1 School Admissions
 - 1.2 Relevant Area for Consultation
 - 1.3 Published Admission Number
 - 1.4 Community School Catchment Areas
 - 1.5 Children with ALN (additional learning needs) who have an IDP (Individual Development Plan) that names a school
 - 1.6 Out of Chronological Age Applications
 - 1.7 School Managed Transfers
 - 1.8 Fair Access Protocol
 - 1.9 Co-ordinated School Admission Arrangements
 - 1.10 Data Protection and the EU General Data Protection Regulation
- 2. Submitting an application**
 - 2.1 How to apply
 - 2.2 Prior to Application
 - 2.3 The Applicant
 - 2.4 On-time Applications (considered during the 'normal admissions round')
 - 2.5 Late Applications (considered outside the 'normal admissions round')
 - 2.6 Information the Council does not consider when allocating places
 - 2.7 Changing School During The Academic Year
- 3. Admissions to community nursery schools and nursery classes**
 - 3.1 Oversubscription Criteria
 - 3.2 Late Applications
 - 3.3 No Right to Statutory Appeal
 - 3.4 Early Years Funding (EYF)
- 4. Admissions to community primary schools and voluntary controlled primary schools**
 - 4.1 Oversubscription Criteria
 - 4.2 Late Applications
 - 4.3 Statutory Appeals
 - 4.4 Deferred Entry
 - 4.5 St Mellons Church in Wales Voluntary Controlled Primary School
- 5. Admissions to community secondary schools**
 - 5.1 Oversubscription Criteria
 - 5.2 Late Applications
 - 5.3 Statutory Appeals
- 6. Admissions to sixth forms**
- 7. Explanation of oversubscription criteria**
 - 7.1 Child's Details – Address
 - 7.2 Change of Address
 - 7.3 Looked After Children (LAC)/previously Looked After Children (pLAC)
 - 7.4 Residence in a defined catchment area
 - 7.5 Compelling Medical/Compelling Social Grounds
 - 7.6 Siblings
 - 7.7 Multiple Birth Siblings
 - 7.8 Siblings in the same school year who are not multiple birth siblings
 - 7.9 Proximity
- 8. Documentary evidence that may be required from applicants**
 - 8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants
 - 8.2 Submission of documents relating to a Child's Home Address
 - 8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds
- 9. Offers process**
 - 9.1 School Offers
 - 9.2 No School Offers
 - 9.3 Changes of circumstances
 - 9.4 Withdrawal of School Offers
 - 9.5 Waiting Lists

Appendix 1 – School Admission Numbers 2025/26

1 Introduction

1.1 School Admissions

The Council is committed to providing local schools for local children where possible.

Parents (also referred to as ‘applicants’ in this policy document) have the right to express a preference for their preferred school(s) which will be considered individually and complied with wherever possible.

Cardiff Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability / disability or religious / non-religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

All admissions to community classes and community schools are approved by the Cardiff Council’s Director of Education & Lifelong Learning.

1.2 Relevant Area for Consultation

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council).

1.3 Published Admission Number

In the normal admissions round, all maintained schools must admit pupils up to their Published Admission Number. An admission request may not be refused to any school until the Published Admission Number has been reached (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government’s School Admissions Code document no. 005/2013]). The Published Admission Number has been calculated in accordance with the Welsh Government’s school capacity calculation methodology “Measuring the Capacity of Schools in Wales” circular no. 021/2011. As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

1.4 Community School Catchment Areas

Catchment area information is available on the Council’s website. The majority of catchment areas of maintained community primary schools are grouped together to form the catchment areas of maintained community secondary schools in Cardiff.

Catchment areas are subject to change with any changes being consulted upon prior to implementation. There is no guarantee of an offer of a place at a child’s catchment area school.

1.5 Children with ALN who have an IDP (Individual Development Plan)

The Council may decide to name a maintained school in the IDP for the purposes of securing admission of the child to a particular school. The ALN Code specifies that the Council must not exercise this power unless:

- (a) the local authority is satisfied that the child's interest requires ALP (additional learning provision) identified in his or her IDP to be made at the school named, and
- (b) it is appropriate for the child to be provided with education or training at the school.

In most cases, children with ALN (Additional Learning Needs) will be able to receive the support they need in any maintained school and the Council will therefore not name a school in the IDP. The child will be admitted to a school through the admissions process that applies to all pupils.

In considering whether to name a school in an IDP for the purpose of securing admission the Council will consider the following factors:

- Whether specific characteristics of the school make it especially good at making the required ALP (additional learning provision) compared to other maintained schools the child could attend- for example, the school's physical characteristics;
- Whether the school has members of staff with specialist expertise or training, or specialism in a low incidence need such as hearing or visual impairment (for example, if the school has a specialist resource base);
- It would be unreasonable for a more local school to provide the child's ALP (additional learning provision);
- Any other factors the local authority considers to be relevant to the particular case.

When a school is named in an IDP for the purpose of securing admission, the child must be admitted to the school.

1.6 Out of Chronological Age Applications

Cardiff Council operates a separate policy on Out of Chronological Age applications.

If a parent requests to place their child in a year group that is outside of their chronological age and the request is at the point of admissions, the Local Authority will review each request based on their individual circumstances. Contact: outofyeargroup@cardiff.gov.uk.

1.7 School Managed Transfers

Cardiff Council operates a separate policy on School Managed Moves.

Schools are able to undertake managed moves of pupils. These will be treated differently to regular admissions and the child will remain on roll at the school from which they are applying to transfer until the end of their managed move period.

At the end of the managed move period, if successful, the child will be added to the roll of the receiving school. If the managed move is not successful, the child will return to attend the school from which they were applying to transfer. All managed moves should be negotiated between the schools with a representative from the Council.

1.8 Fair Access Protocol

Cardiff Council maintains Fair Access Protocols for vulnerable children in accordance with the School Admissions Code Annex D Paragraph 5.

The role of the Fair Access Panel is to ensure that vulnerable and 'hard to place' children are able to access education and are placed fairly within the city. The Fair Access Panel will assess all pupils and schools according to their vulnerability and will, (in participation with all high schools via the subsequent Fresh Start panel), place these children in schools that can meet their needs in the most efficient manner that will have the least negative impact on the effectiveness of education within Cardiff.

The panel members will review outcomes annually to monitor compliance and will ensure that schools are adhering to the procedures.

1.9 Co-ordinated School Admission Arrangements

Coordinated admission arrangements are intended to simplify the admission process for applicants by allowing them to apply for voluntary aided schools, foundation schools and community schools using one application form via the council's online application service. Pupils are offered only the highest preference school place that they are eligible for.

Applicants can state their order of preference when applying and all preferences listed on the application are considered under the admission rules for each school. Where a pupil can be offered a place at more than one school they will receive a single offer for the one ranked highest on the application.

The Council will continue to co-ordinate primary school admission arrangements, which applies to:

- All community primary schools
- All Saints C.W Primary School
- Bishop Childs C.W Primary School
- Christ The King R.C Primary School
- Holy Family R.C Primary School
- St Alban's R.C Primary School
- St Bernadette's R.C Primary School
- St Cadoc's Catholic Primary School
- St Cuthbert's R.C Primary School
- St David's C.W Primary School
- St Fagan's C.W Primary School
- St Francis RC Primary School
- St Joseph's R.C Primary School
- St Mary The Virgin C.W Primary School
- St Mary's Catholic Primary School
- St Mellons C.I.W Primary School
- St Monica's C.W Primary School
- St Paul's C.W Primary School
- St Peter's R.C Primary School
- St Philip Evans R.C Primary School
- Tredegarville C.W Primary School

St Patrick's R.C Primary School is consulting on joining the primary school co-ordinated admission arrangements.

The Council will continue to co-ordinate secondary school admission arrangements, which applies to:

- All community secondary schools
- Corpus Christi RC High School
- Mary Immaculate High School
- St. Teilo's CW High School
- The Bishop of Llandaff CW High School
- Whitchurch High (Foundation) School.

1.10 Data Protection and the EU General Data Protection Regulation

All personal data will be processed in accordance with the General Data Protection Regulations (GDPR) 2018 and the Data Protection Act 2018.

2. Submitting An Application

2.1 How to apply

An application must be submitted for a school that a parent wishes their child to attend. The Council accepts applications via the Council's Online Application Service or by a completed preference form submitted at a Council Hub, emailed to schooladmissions@cardiff.gov.uk or posted to School Admissions, Room 401, County Hall, Atlantic Wharf, Cardiff, CF10 4UW. The Council takes no responsibility for any loss of data as a result of the method chosen by the applicant to deliver the information.

2.2 Prior to Application

There is a facility on the Cardiff Council website for parents to provide their child's details and receive information on how to apply for a school place at the appropriate time in accordance with the Council's admissions timetable.

Parents who have registered their pre-nursery-aged child's details with the Council, will be advised to apply for a community nursery place by using the Council's Online Application Service or by completing a preference form.

Parents who have registered their nursery-aged or younger child's details with the Council, will be advised to apply for a reception place in their preferred community primary school(s) during the Autumn Term prior to admission, by using the Council's Online Application Service or by completing a preference form.

In the Autumn Term prior to admission, parents of children in the Year 6 age group are invited to nominate their preferred secondary school(s) by using the Council's Online Application Service or by completing a preference form.

Any parent who has not pre-registered their child can still apply for a school place.

2.3 The Applicant

Only applications submitted by the 'parent' of the child (as defined by Section 576 of the Education Act 1996) will be considered by the Council. This includes any person who is not a parent of the child or young person but who has parental responsibility for them or who has care of them.

In advance of submitting an application, parents should discuss which school they wish their child to attend, and attempt to reach agreement, especially where more than one person has parental responsibility.

Applications are only accepted from a person with parental responsibility for the child. Where there is shared parental responsibility, all parents should be in agreement about the preferences listed in the application. It is the parents' responsibility to reach agreement in respect of any application made.

If you cannot agree which school your child should attend, you should immediately take your own legal advice regarding making an urgent application to the Court. If more than one application from parents with shared parental responsibility is received, the first application submitted will be administered in order to minimise any delay in the child's admission to school.

2.4 On-time Applications (considered during the 'normal admissions round')

Admission to Nursery from the beginning of Term:

Parents who submit an application by the published closing date will be notified of the result of their application by the issue of an email or letter by the published notification date. See paragraphs 3.1.1, 3.1.2 and 3.1.3 for details on the published dates.

Admission to Reception from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 13 January 2025 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Wednesday, 16 April 2025.

Transfer to Year 7 from the beginning of the Academic Year:

Only applications received by the relevant published closing date of Monday, 18 November 2024 for receipt of preference forms will be considered in the initial round of allocation of places. Decisions will be issued by email or letter to notify applicants of the result of their application on Monday, 03 March 2025.

2.5 Late Applications (considered outside the 'normal admissions round')

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

After the initial round closing dates, the next are:

- Admission to Nursery Education – last day of each month
- Admission to Primary Education (Reception from September) – 30 April 2025
- Transfer to Secondary Education (Year 7 from September) – 17 March 2025

The dates for subsequent rounds will be the last day of each month.

Refused applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

2.6 Information the Council does not consider when allocating places

For the purposes of admission to a Community Nursery:

- The particular primary school the child is likely to attend;
- The length of time the nursery has been aware of the parental intention to apply for a place at the nursery;
- An invitation to or attendance by a child at a taster day.

For the purposes of admission to a Community Primary School or Voluntary Controlled School:

- The particular secondary school the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- Attendance at a Nursery Class which is at the same school – a separate application must be made for transfer from the nursery to the primary school;
- An invitation to or attendance by a child at a taster/transition day.

For the purposes of admission to a Community Secondary School:

- The particular sixth form the child is likely to attend;
- The length of time the school has been aware of the parental intention to apply for a place at the school;
- An invitation to or attendance by a child at a taster/transition day.

2.7 Changing School During Academic Year

Applying outside the normal admissions round (also referred to as an 'in-year transfer') is for any child already attending school who

- is moving into Cardiff from another Local Authority or country, or
- is living in Cardiff and wishes to transfer from one school to another

Parents can express a preference for more than one school. Where a place is available in the age group at the requested school the application will be processed in accordance with the oversubscription criteria for the annual admissions process set out in the admissions policy.

If the school is already full in the required year group, the application will be refused and the child will be placed on a waiting list until the end of the school term. Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

If a child has been refused admission to a community primary or secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel. There is no statutory right of appeal if a child has been refused a nursery place.

Parents applying outside the normal admissions round are encouraged to apply up to a half term in advance of taking up a place.

3. Admissions To Community Nursery Schools And Nursery Classes

Cardiff Council is the admissions authority for all maintained community nursery schools and nursery classes in community schools and voluntary controlled schools in the City and County of Cardiff. Cardiff Council is not the admissions authority for nursery classes in voluntary aided schools in Cardiff.

Children are entitled to a part-time nursery place from the start of the term following their third (3rd) birthday. Regulation 4 of the Wales Education Regulations (Nursery Education and Early Years Development and Childcare Plans) states that:

- Children born between 01 April and the end of the Summer term can take up a school place at the start of the Autumn term
- Children born between 01 September and the end of the Autumn term can take up a school place at the start of the Spring term
- Children born between 01 January and the end of the Spring term can take up a school place at the start of the Summer term

Though nursery education is non-statutory provision, children must attend for five half days if the offer of a community or voluntary controlled nursery place has been accepted.

Children can be admitted or transferred to a community or voluntary controlled nursery throughout the academic year subject to availability.

Where a community or voluntary controlled nursery school is undersubscribed, all applicants can be offered a nursery place.

3.1 Oversubscription Criteria

Where a community or voluntary controlled nursery is oversubscribed, applications received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1.(a) being the highest] up to the approved capacity:

1. For applications received by the published closing date of Monday, 24 February 2025 for children born between 01 September 2021 and 31 August 2022 (inclusive):
 - (a) Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales.*
 - (b) Children subject to an Individual Development Plan (IDP) in which a specific school is named.*
 - (c) Children who have a sibling (in any age group between Reception to Year 6 inclusive) who will be on register at the school at which the nursery class is at the same school when they are admitted.*
 - (d) Children in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular nursery school/class.*

(e) Children living nearest the nursery school/class, as measured by the shortest safe available route.

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

2. For applications received by the published closing date of Monday 30 June 2025 for children born between 01 September 2022 and 31 December 2022 (inclusive), criteria (a) to (e) [as above] are applied.
3. For applications received by the published closing date of Monday 30 June 2025 for children born between 01 January 2023 and 31 March 2023 (inclusive), criteria (a) to (e) [as above] are applied.
4. Where a community primary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

3.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community or voluntary controlled nursery and apply the oversubscription criteria set by the Council (as above).

3.3 No Right to Statutory Appeal

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act 1998 if unsuccessful in gaining a nursery place.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

3.4 Early Years Funding (EYF)

Where nursery education places are not available in local community or voluntary controlled nursery schools or nursery classes within two (2) miles of a child's home address, parents may apply for nursery education place funding (also referred to as 'EYF') with a recognised childcare provider designated by the Council. The two (2) mile radius is measured by the Council as the shortest safe available route.

The Council will only approve applications for EYF with a recognised childcare provider designated by the Cardiff Council. If a place is offered in a community or voluntary controlled nursery school and a parent refuses the offer, the Council will not approve applications for EYF. The Council will only approve funding if there are no places available within two (2) miles of the child's home and the application was submitted on time (see below for deadlines).

When to apply:

- EYF applications should be submitted in the term prior to your child starting nursery education

- If your child starts in nursery education with a recognised childcare provider at a later date, applications should be submitted in the term when the admission takes place

Eligibility Requirements:

Your child is eligible,

- If they are resident within Cardiff **and**,
- Residency can be proven, **and**,
- You have proof of parental responsibility **and**,
- There is no place available in a local community or voluntary controlled nursery school or nursery class within two (2) miles of your home **or**,
- There are compelling medical or compelling social grounds which prevent the child from attending the community or voluntary controlled nursery provision available

Making an application: To make an application,

- Parents need to complete an Early Years Funding Application
- Parents need to confirm proof of residency, as indicated through Cardiff Council Tax/other Council records
- Parents need to provide proof of parental responsibility, through providing a birth certificate, court order or passport that lists both the child and the parent.

Applying on compelling medical/social grounds:

- Parents need to provide documentary evidence from a professional. This may include but is not limited to:
 - Written recommendation from a social worker
 - Written recommendation from a medical consultant
- Written recommendations must be dated no more than three (3) months prior to the application submission
- Written recommendations must give detailed reasons explaining why the child cannot attend any of the available community or voluntary controlled nurseries.

The Childcare Offer

If eligible, parents may also be entitled to 30 hours of combined funded early education and childcare through the Childcare Offer for Wales (“the Offer”). During term time the 30 hours will consist of a combination of the existing Foundation Learning provision available to all 3 and 4 year olds, (in Cardiff this is 12.5 hours per week) and the additional funded childcare (up to 17.5 hours per week). For 9 weeks of the year, outside of term time, parents will be able to access the full 30 hours of childcare funded through the Childcare Offer.

If a child does not access their Foundation Learning provision, then they will still be entitled to the childcare element of the Offer during school term time (up to 17.5 hours per week for 39 weeks of the year) and up to 30 hours of government-funded childcare for the remaining 9 weeks.

Eligible children will be able to access the Offer from the beginning of the term after the term in which they turn 3 up until the September following their fourth birthday, when they will be offered a full-time education place.

For more information on the Offer, please visit Government-funded Childcare and Early Education (cardiff.gov.uk).

4. Admissions To Community Primary Schools And Voluntary Controlled Primary Schools

Cardiff Council is the admissions authority for all maintained community primary schools and the voluntary controlled primary school in the City and County of Cardiff. Cardiff Council is not the admissions authority for voluntary aided primary schools in Cardiff.

Children are admitted into Reception (also referred to as 'Year 0') in the September following their fourth (4th) birthday during the normal admissions round.

Children can be admitted or transferred to a community or voluntary controlled primary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community or voluntary controlled primary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

4.1 Community Primary Schools Oversubscription Criteria

Where a community primary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the highest] up to the approved capacity and will not normally exceed the school's Published Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales.*
2. Children subject to an Individual Development Plan (IDP), in which a specific school is named.*
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted.*

5. Children who have a brother or sister attending the school, admitted before catchment area change
 - a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school for the home address of the family at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to the former catchment school.*
 - b) Where an older sibling was admitted to and continues to attend a community school, and a catchment area was not established at the time of the older sibling's admission, if the parent applies, the Council will give priority to younger siblings to this school.*
6. Pupils who are resident within the defined catchment area of the school.*
7. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
8. Pupils who have a sibling enrolled in Reception or Years 1 to 6 who will be on register at the school when they are admitted.*
9. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.*
10. Where a community primary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

4.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community or voluntary controlled primary school and apply the oversubscription criteria set by the Council (as above).

4.3 Statutory Appeals

If a child has been refused admission to a community or voluntary controlled primary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

4.4 Deferred Entry

A child is not required to start primary school until the beginning of the term following their fifth (5th) birthday however, their start cannot be deferred beyond the beginning of the term after their fifth (5th) birthday. The deferred place is held for the child and not made available to another. It is recommended that any consideration to defer is discussed with the Headteacher of the allocated primary school.

4.5 St Mellons Church in Wales Voluntary Controlled Primary School

Applications for admission should be submitted to the Council.

In the event of oversubscription at the closing date for receipt of applications, the Council will consider all applications in accordance with the oversubscription criteria set by the Council.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school. A new application must be made for a reception class place.

4.6 Ysgol Gynradd Groes-wen Primary School

A phased increase in the Admission Number will apply to admission into Ysgol Gynradd Groes-wen Primary School.

The school is a two form entry primary school, with two language streams, organised as:

- One form of entry Welsh-medium
- One form of entry dual language stream

Admission into the Reception year, Year 1 and Year 2 in 2025/26 will be up to 30 pupils per stream.

Years 3 – 4 will operate a lower Admission Number of 15 pupils per stream in 2025/26.

5. Oversubscription Criteria Admissions To Community Secondary Schools

Cardiff Council is the admissions authority for all maintained community secondary schools in the City and County of Cardiff. Cardiff Council is not the admissions authority for foundation or voluntary aided secondary schools in Cardiff.

Children transfer into Year 7 in the September following their eleventh (11th) birthday during the normal admissions round.

Children can be admitted or transferred to a community secondary school outside the normal admissions round subject to availability (with exception to twice excluded pupils [refer to 3.58 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]).

Where a community secondary school is undersubscribed, all applicants (with exception to twice excluded pupils [refer to 3.48 – 3.60 of the Welsh Government's School Admissions Code document no. 005/2013]) can be offered a school place. Cardiff Council also maintains Fair Access Protocols for the placement of vulnerable children who are transferring outside of the normal admissions round. These protocols seek to ensure that vulnerable and hard to place children are able to access education and are placed fairly within the city.

5.1 Oversubscription Criteria

Where a community secondary school is oversubscribed, preferences received by the published closing date will be considered in accordance with the oversubscription criteria set by the Council in order of priority [1. being the

highest] up to the approved capacity and will not normally exceed the school's Published Admission Number:

1. Children who are looked after by a Local Authority in England or Wales **or** children who were previously looked after by a Local Authority in England or Wales.*
2. Children subject to an Individual Development Plan (IDP), in which a specific school is named.
3. Pupils who are resident within the defined catchment area of the school **and** in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
4. Pupils who are resident within the defined catchment area of the school **and** have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted.*
5. Pupils who are resident within the defined catchment area of the school.*
6. Pupils in respect of whom the Council judges there are compelling medical grounds or compelling social grounds for their admission to a particular school.*
7. Pupils who have a sibling enrolled in Years 7 to 11 who will be on register at the school when they are admitted.*
8. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest safe available route.
9. Where a community secondary school is oversubscribed, and one (or more) of multiple birth siblings would be allocated a place but one (or more) of the multiple birth siblings would not be offered a place as the Published Admission Number has been met, the Council will admit the remaining multiple birth sibling(s).

*Where the number of preferences exceed the number of places available, see paragraph '7.9 Proximity'.

5.2 Late applications

The Council will consider late applicants with unsuccessful 'on-time' applicants where vacancies arise in an oversubscribed community secondary school and apply the oversubscription criteria set by the Council (as above).

5.3 Statutory Appeals

If a child has been refused admission to a community secondary school, an appeal may be submitted to the Independent Statutory School Admission Appeal Panel.

Attendance at a community or voluntary controlled primary school located in the catchment area of a community secondary school does not automatically entitle a child to a place at the school. A new application must be made for transfer from the primary school to the secondary school.

6. Admissions To Sixth Forms

The Council has agreed to delegate to the Governing Body of Community Secondary Schools, the responsibility for the determination of admission arrangements for sixth forms. Applications for admission should be submitted to the school.

7. Explanation Of Oversubscription Criteria

7.1 Child's Details - Address

The child's home address must be used on the application, this is where the child lives for all or the majority of the school week. Please see 'Submission of documents relating to a Child's Home Address' (8.2). The Council may not accept an address given if there is no evidence that a parent for the child lives at the property.

In order to qualify as a 'child's home address,' for the purposes of admission, the child must be resident on the application submission date. If the child moves address after applying and before the date to which the child would start school, the parent must inform the Council in writing (e-mail or letter) stating the new address otherwise any school offer made may be withdrawn and a new application may be required.

7.2 Changes of Address

If an applicant moves address at any point between submission of an application and the pupil attending an offered school, any offer based on the original address will be subject to re-assessment.

Preferences will be assessed on the basis of the home address outlined in the application and which is valid at the time of the closing date for applications. Any changes of address after the closing date cannot be considered until the next round of admissions.

Places allocated on the basis of an address which is valid on the closing date, but is no longer the home address, will be reassessed on the basis of their new address in the next application round. This change of address will mean that the application will be considered as a new application in the next round.

Offers of places will be reassessed and:

- If the new address meets higher oversubscription criteria (or the same oversubscription criteria but in closer proximity) than in the initial or previous application then the offer will not be withdrawn
- If the new address meets lower oversubscription criteria (or the same oversubscription criteria but in further proximity) than in the initial or previous application round then the offer will be reassessed and would be offered to the applicant in that application round who meets the highest oversubscription criteria.

A change of address would be considered by the Council in the application round immediately following the occupancy of a property, where evidence has

been provided of this change of address and this evidence has been accepted and verified as sufficient by the Council.

7.3 Looked After Children (LAC) / previously Looked After Children (pLAC)

In the case of a child looked after by a Local Authority in England or Wales (as defined by Section 22 of the Children Act 1989 and Section 74 of the Social Services and Wellbeing [Wales] Act 2014), the relevant Local Authority (corporate parent) must apply and supporting evidence (a Care Order or Interim Care Order) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to admit** the child to the school and give highest priority in the oversubscription criteria.

In the case of a child previously looked after by a Local Authority in England or Wales (as defined by the Welsh Government School Admissions Code document no. 005/2013), supporting evidence (a letter from the relevant Local Authority [former corporate parent]) must be provided with the application. Following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a **duty to give highest priority** in the oversubscription criteria.

7.4 Residence within the defined catchment area of a school

The defined catchment areas of community primary and secondary schools can be viewed on the Council's website (www.cardiff.gov.uk).

7.5 Compelling medical/compelling social grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

The recommendation must explain:

- The exceptional social or medical needs the child has
- How the child requires the support of the preferred school to meet those needs
- Why only the preferred school can provide this support, and why other schools would not be able to provide this support, to meet the child's needs.

The Council will review the information provided and consider the support available within the preferred school and alternative schools to confirm whether this criterion is met.

7.6 Siblings

An application will be considered under the sibling criterion if the sibling, and the applicant at the time of enrolment, would be attending the same school at the same time.

The Council will only consider compulsory school-aged siblings (for nursery and primary school applications this refers to Reception to Year 6 and for secondary school applications this refers to Year 7 to Year 11):

- Clearly named on the application **and**

- Resident at the same address as the child subject to the application **and**
- Attending the preferred primary school (not nursery) **or**
- Attending the preferred secondary school (not sixth form).

Sibling, for the purposes of admission, is defined as: brother/sister; half-brother/half-sister (children who share one common parent); step brother/step sister (where children are related by virtue of their parents being married, co-habiting or in a civil partnership); adopted or fostered child.

7.7 Multiple Birth Siblings

Separate applications are required for each child. Each application will be considered on the basis of the oversubscription criteria met by the individual child.

7.8 Siblings in the same school year who are not multiple birth siblings

Where siblings fall into the same school year because they are born less than 12 months apart, are a step brother/step sister or an adopted or fostered child the same process will be followed as for multiple birth siblings.

7.9 Proximity

*This criterion is the last to be applied in all oversubscription criteria. Where the number of preferences exceed the number of places available in any higher criterion, proximity is used as a tie breaker to determine which pupils are admitted.

The Council has developed a Geographical Information System (GIS), referred to as an 'Integrated Transport Network' (ITN), configured in compliance with the Learner Travel (Wales) Measure 2008 and the Learner Travel Statutory Provision and Operational Guidance 2014 route determination criteria. The shortest safe available route (as defined by the Welsh Government's 'Learner Travel Statutory Provision and Operational Guidance June 2014') is calculated (to 4 decimal places) from the co-ordinates of an applicant's home address (determined using the Local Land and Property Gazetteer [LLPG] address point data), to the nearest open school gate using Ordnance Survey (OS) route data.

- a) Where there is no safe route available, the nearest point on the ITN to the applicant's home address will be used to calculate the shortest driving route to the nearest open school gate.
- b) Tie-breaker: Where flats use the same LLPG address point co-ordinates, the route assessment is determined from the front entrance to each flat.

For applications for pupils residing within mainland UK but outside of the area covered by the integrated transport network (ITN), residence to school distances are calculated as the shortest driving distance as evaluated using google maps.

Where applicants reside outside of mainland Britain, route distances are determined as the shortest route as determined using google maps utilising available transport types.

8. Documentary Evidence That May Be Required From Applicants

The Council may ask applicants to provide **clear** and **legible** documentation (e-mail: schooladmissions@cardiff.gov.uk) to prove their claim to qualify for one or more admission criteria. Where satisfactory documentary evidence is not received, a place at an oversubscribed school will not be offered based on the claimed admission grounds.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

8.1 Submission of documents relating to a child of UK Service Personnel or other Crown Servants

Children of UK service personnel (UK Armed Forces) or other Crown Servants will be treated as resident at a future address if their application is accompanied by an official Ministry of Defence (MOD) or Foreign and Commonwealth Office (FCO) letter declaring a definite address occupation date and confirmation of the new home or unit postal address.

Applications for children of former UK service personnel or other former Crown Servants will be treated as all other applications.

Where applications outside of the normal for Children of UK service personnel or other Crown Servants are unsuccessful, parents may appeal against this decision and any appeal hearing convened would be heard as a normal prejudice appeal.

8.2 Submission of documents relating to a Child's Home Address

Where an application is made for a place at a school or in a year group that is expected to be fully subscribed, and subject to the applicant's consent upon submission of the application, the Council will undertake checks of records held by Council Tax, Electoral Register, the child's school (if appropriate) and external organisations including credit reference agencies.

Parents may need to provide proof of parental responsibility, through providing a birth certificate, court order or passport that lists both the child and the parent.

Where there is any concern regarding the consistency of information held, further evidence may be required.

To prove residency at a claimed 'Child's Home Address,' the following documentation may be requested.

Proof of Residency at Current Address

Tenancy Agreement:

- Tenancy Start Date must be on or before the application submission date **and** Tenancy End Date must be on or after the date to which the child would start school.

Mortgage Statement:

- Date of statement must be no more than 6 (six) months prior to the application submission date.

Council Tax Correspondence (bill/letter/statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address.

Utility Supplier Correspondence (electricity/gas/water bill /letter / statement):

- Referring to payments made in the current financial year for the property claimed as the child's home address;
- Electricity and Gas (or Dual Fuel) bills must be dated no more than 6 (six) months prior to the application submission date.

Child Benefit Correspondence:

- Date of correspondence must be no more than 6 (six) months prior to the application submission date.

Proof of Residency at New Address

If a child will be moving to a new address after the application submission date and before the date to which the child would start school:

Leased Property:

- A new tenancy agreement will be required which must state an end date on or after the date to which the child would start school;

Owned Property:

- An exchange of contracts document will be required which must be dated no more than 6 (six) months prior to the application submission date.

If the Council is not satisfied with the evidence provided, the claimed 'child's home address' will not be accepted for the purposes of the admission request.

8.3 Submission of documents relating to Compelling Medical Grounds or Compelling Social Grounds

To qualify for compelling medical or compelling social grounds, a written recommendation from a medical consultant or a social worker dated no more than 6 (six) months prior to the application submission date, must give detailed reasons for the child's admission to a particular school.

Subject to applicant's consent upon submission of the application, the evidence provided may be checked with other government agencies including (if appropriate) the child's current school.

9. Offers Process

9.1 School Offers

If more than one place could be offered to a child, the applicant's highest available preference school will be offered. Any other school place that could be offered, will be offered to another child.

Decisions and responses will not be relayed over the telephone. Written confirmation (e-mail or letter) will be supplied.

Any offer not accepted by the date stated on the decision notice may be withdrawn and offered to another child.

If an offer to a higher community or voluntary controlled school preference is rejected by the applicant on the basis of the applicant declaring a former lower community or voluntary controlled school preference has become their preferred school, applicants must submit a new application for this community or voluntary controlled school preference to be re-considered.

9.2 No School Offers

Applicants that receive written confirmation (e-mail or letter) advising their child has not been offered any of their school preferences, will be provided with an alternative preference form, details of community and voluntary controlled schools with vacancies and (for requests for admission to an age group of compulsory school age) information regarding their right to appeal against the Council's decision.

9.3 Changes of circumstances

The Council will consider an applicant's circumstances to have changed, and that the application is considered as a new application, if:

- The applicant has changed address, or
- The applicant meets a higher oversubscription criteria than considered in their previous application.

This change of circumstances would be considered by the Council to have been from the date at which sufficient evidence of the change is received by the Council. Such evidence may be proof of residence at the new address, confirmation of the enrolment of a sibling at the school to which an applicant has stated the preference, or receipt of a letter meeting the 'compelling medical and/or compelling social grounds' criterion.

9.4 Withdrawal of School Offers

Prior to the date to which the child would start school, any place approved may be withdrawn if it is found that the child's circumstances no longer meet the grounds for admission to which they were offered the school place, if the application was found to have been made in fraudulent circumstances or if the school place offer was made in error. A new written decision (e-mail or letter) will be released.

Any offer of a place at entry to Reception Year in a community primary school will be withdrawn by the Council if the child does not attend the school within 20 school days after the start of the school term following the child's fifth birthday.

Any offer of a place at entry to Year 7 in a community secondary school will be withdrawn by the Council if the child does not attend the school within 20 school days after the start of the autumn term.

The Council may withdraw the offer of a school place from a pupil transferring between schools within the school year if the child does not attend the school within 20 school days of the place being offered.

However, if no reason has been provided for the child's failure to start, the school must notify the council's Education Welfare Service immediately so that Children Missing Education (CME) enquires to establish the whereabouts of the child can be undertaken. Once these have been completed, the place will be re-allocated.

9.5 Waiting Lists

Where an applicant has been refused admission to a community or voluntary controlled nursery, primary or secondary school, the applicant will be placed on the waiting list for the preference school unless the applicant informs the Council to remove their child from the waiting list.

Unsuccessful applicants for admission into Nursery to start from the beginning of the term following their third (3rd) birthday, will remain on the waiting list until the end of the Summer Term.

Unsuccessful 'on-time' applicants for admission into Reception or Year 7 to start from the beginning of the academic year (also referred to as 'normal admissions round'), will remain on the waiting list until 30th September.

Unsuccessful applicants for admission into Reception to Year 11 (inclusive) whose application was received outside the normal admissions round (also referred to as an 'in-year application'), will remain on the waiting list until the end of the term to which the child would start school.

Places are not prioritised on the basis of how long a child has been on a waiting list. Priority is determined in accordance with the oversubscription criteria. Applications are considered in line with the criteria and any places that become available will be allocated on that basis. A child's position on the waiting list may change as applications may be received that have a higher degree of priority under the oversubscription criteria.

Should a child be allocated from the waiting list, the applicant will be contacted by the Council and requested to confirm if they accept the place. Acceptance of a place must be via the Admissions Online Portal, or in writing or by email. Upon acceptance, any other school place to which the child may already be allocated will be released and reallocated to another child.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

There is no guarantee of an offer of a place at a child's catchment area school nor the school at which a sibling attends.

Appendix 1

School Admission Numbers 2025/26

Community Primary Schools	Admission Number
Adamsdown Primary School	60
Albany Primary School	60
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30
Creigiau Primary School (English-medium stream)	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Glan Yr Afon Primary School	30
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Ysgol Gynradd Groes-wen Primary School (dual language stream)	30 (Rec, Years 1 and 2 15 (Years 3 and 4)
Ysgol Gynradd Gwaelod Y Garth Primary School (English-medium stream)	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30

**CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2025/2026**

Community Primary Schools	Admission Number
Moorland Primary School	60
Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	30
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
New English-medium primary school	60
Ysgol Bro Eirwg	60
Ysgol Gymraeg Coed-y-Gof	60
Creigiau Primary School (Welsh-medium stream)	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gynradd Groes-wen Primary School (Welsh-medium stream)	30 (Rec and Year 1 15 (Years 2 and 3))
Ysgol Gynradd Gwaelod Y Garth Primary School (Welsh-medium stream)	26
Ysgol Hamadryad	60

CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2025/2026

Community Primary Schools	Admission Number
Ysgol Gymraeg Melin Gruffydd	60
Ysgol Mynydd Bychan	60
Ysgol Pencae	30
Ysgol Gynradd Gymraeg Pen-Y-Groes	30
Ysgol Gymraeg Pwll Coch	60
Ysgol Gymraeg Treganna	90
Ysgol y Berllan Deg	60
Ysgol Y Wern	90
Ysgol Gymraeg Nant Caerau	30
Ysgol Pen Y Pil	30
Voluntary Controlled Primary Schools	Admission Number
St Mellons C.W. Primary School	30
Voluntary Aided Primary Schools	Admission Number
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	30*
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	30
St Monica's C.W. Primary School	26*
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30
St Peter's R.C. Primary School	60
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30
Community Secondary Schools	Admission Number
Cantonian High School	240

**CARDIFF COUNCIL: EDUCATION & LIFELONG LEARNING
SCHOOL ADMISSIONS POLICY: 2025/2026**

Community Secondary Schools	Admission Number
Cardiff High School	240
Cardiff West Community High School	240
Cathays High School	240
Eastern High	270
Fitzalan High School	300
Llanishen High School	300
Radyr Comprehensive School	240
Willows High School	180
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	210
Ysgol Gyfun Gymraeg Bro Edern	180
Foundation Secondary Schools	Admission Number
Whitchurch High School	390
Voluntary Aided Secondary Schools	Admission Number
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	215
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

* Admission Number subject to consultation and determination of the admission arrangements.

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Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: **SCHOOL ADMISSION ARRANGEMENTS 2025/2026**

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New

Existing

Directorate/Service Area:

Education

Who is developing the proposal?

Name: Richard Portas

Job Title: Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for

Caerdydd
Ddwyieithog



One Planet
Cardiff



completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Jo Phillips	Project Officer- School Organisation Planning	04/12/2023
2	Jo Phillips	Project Officer- School Organisation Planning	01/02/2024

2. Overview of the Proposal

What action is the Council considering and why?

Please provide an outline of the proposal.

In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.

The regulations and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15 April in the school year beginning two years before the school year which the arrangements will be for.

The Council has consulted on the draft School Admission Arrangements 2025-2026. The consultation ran from 04 December 2023 until 19 January 2024.

The changes to the policy include:

- Deletion of the section on children in receipt of a statement of Special Educational Needs (SEN)
- Clarification on coordinated school admission arrangements
- Clarification on changing school during the academic year
- Information on admission arrangements for Ysgol Gynradd Groeswen Primary School
- Clarification on compelling medical/compelling social grounds
- Addition of paragraph on siblings in the same school year who are not multiple birth siblings
- Clarification on submission of documents relating to a Child's Home Address

Details of the consultation are available to view on the Council website via the following link: www.cardiff.gov.uk/admissionarrangements

What are the costs and/or savings?*What will the proposal cost and how will it be funded?**How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?**Are there savings and how will these be realised?*

There are no requirements for additional funding, or direct cost implications, arising from this report.

The funding provided to individual schools, including external grant funding, is largely predicated on the basis of pupil numbers. Therefore, any proposal that results in changes to the number of pupils admitted to an individual school will result in an increase or decrease in the budget for that school.

3. Impact Assessments**Which impact assessments do you need to complete to support your proposal?**

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out.

Impact Assessment	Page	To be completed: Y/N
A. Equality Impact Assessment	5	Y
B. Child Rights Impact Assessment	14	Y
C. Welsh Language Impact Assessment	18	Y
D. Habitats Regulations Assessment	23	N
E. Strategic Environmental Assessment	24	N
F. Data Protection Impact Assessment	25	N
G. Health Impact Assessment	26	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
Up to 18 years	x		
18 - 65 years		x	
Over 65 years		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The nature of the policy is such that it will inherently apply to the 3 - 16 years age group as it targets school and nursery aged children and young adults.

Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this educational place provision process.

The Equality Act states that the discrimination provisions on age do not extend to anything an LA does in relation to school admissions, so approaches in which admissions and transition between schools are determined by a child's age will not be open to challenge.

What action(s) can you take to address the differential impact?

N/A

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	x		
Physical Impairment	x		
Visual Impairment	x		
Learning Disability	x		
Long-Standing Illness or Health Condition	x		
Mental Health	x		
Substance Misuse	x		
Other	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of **disability**; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants where the legislation and protection prescribe the inclusion of specific criteria in relation to Additional Learning Needs which support pupils with disabilities that are also learning difficulties.

Similarly differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

The LA are required under the Public Sector Requirements to make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.

The Council's admission arrangements already give preferential admission to pupils who have an IDP where a maintained school is named in the IDP. Priority within the oversubscription criteria for pupils with compelling medical grounds would remain unchanged by this proposal.

All schools have a statutory duty under the Equality Act 2010 to make provisions for pupils with both physical, mental and learning disabilities within their ALN provision. The Council devolves funding to schools to enable them to comply with this obligation 11 and provides additional county-wide provision in other areas.

What action(s) can you take to address the differential impact?

Make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; **gender reassignment**; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admissions Policy would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

No differential impact would occur as the implementation of the Admissions Policy would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; **pregnancy and maternity**; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Admissions Policy would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			x
Mixed / Multiple Ethnic Groups			x
Asian / Asian British			x
Black / African / Caribbean / Black British			x
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; **race**; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Admissions Policy would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		X	
Christian	X		
Hindu		X	
Humanist		X	
Jewish		X	
Muslim		X	
Sikh		X	
Other		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

The Equality Act allows for exceptions in certain cases. Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed – schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.

Faith Schools are their own admissions authority and will not be impacted by implementation of the Local Authority’s Schools Admission Policy.

The Schools Admission Policy does not differentiate between applicants of differing belief systems who apply to attend Community funded Schools. The implementation of, and expansion of, coordinated admission arrangements with faith-based partner schools may support learners of the relevant faith to be allocated a school place in an earlier admission round than if the arrangements were not in place.

What action(s) can you take to address the differential impact?
<p>The Council will remain sensitive to the needs of religious communities seeking faith place provision.</p> <p>The communication strategy would be emphasised in Church in Wales and Roman Catholic Nursery Schools to ensure that applicants to Church in Wales and Roman Catholic Primary Schools are not disadvantaged.</p>

Sex

Will this proposal have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			x
Women			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:</p> <p>“An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; <u>sex</u>; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>All schools to which the Schools Admission Policy applies are non-sex specific in relation to their admissions criteria.</p> <p>No differential impact would occur as implementation of the Schools Admissions Policy would not affect this protected characteristic.</p>
What action(s) can you take to address the differential impact?
N/A

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual			x
Gay Men			x
Gay Women/Lesbians			x
Heterosexual/Straight			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or **sexual orientation**, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admission Policy would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas)

	Yes	No	N/A
Socio-economic impact		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposed changes, compared to the 2024/25 arrangements, are not expected to have an impact on the Socioeconomic Duty.

The admissions policy is predicated on endeavouring to make provision for pupils in their local community where possible, and hence priority is given to within-catchment applications over out-of-catchment applications. Schools which are more popular can attract inward migration to their catchment areas. This could result in families who would choose a particular school, being less able to move into an area. This could in turn have a differential impact on choice between different socioeconomic groups. However, applicants retain the right to a suitable offer of a school places all schools must provide an effective nurturing and learning environment.

The School Admissions Code states that Authorities must ensure oversubscription criteria are reasonable, clear, objective, procedurally fair, and comply with current legislation. Furthermore, The Code also states catchment-based oversubscription criteria are a lawful means of place allocation differentiation, and that distance between home and school is a clear and objective oversubscription criterion and is useful as a tiebreaker.

The Council regards catchment and distance oversubscription criteria a legitimate and the fairest practicable means of achieving the desired outcome of equitable place allocation in community schools.

The Council does not expect the proposal to have any negative impact on the quality of standards of education for primary age pupils in Cardiff.

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals.

All schools in Cardiff would receive funding for these pupils. There is no information available that suggests that the proposed changes would have a negative effect on pupils who receive Free School Meals.

What action(s) can you take to address the differential impact?

N/A

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are sufficient school places to meet the demand for Welsh medium education.

What action(s) can you take to address the differential impact?

N/A

Consultation and Engagement

What arrangements have been made to consult/engage with the various equalities groups?

The consultation re: School Admission Policy includes engagement with the following stakeholders, as required by the Admissions Code:

- All Community; Foundation; Voluntary Controlled and Voluntary Aided School Governing Bodies in Cardiff.
- Neighbouring Local Authorities.
- Cardiff Admissions Forum.
- Members of the Senedd.
- Local Members of Parliament.

- Any other interested parties who wish to respond

Consultation on the 2025/26 Cardiff Council's School Admission Policy ran from 04/12/23 to 19/01/2024.

Details of the Schools Admission Policy will be made available on the Council's website:

www.cardiff.gov.uk/admissionarrangements

The views expressed through the appropriate channels, will be recorded.

Summary of Actions (Listed in the sections above)

	Actions
Age	None
Disability	Make reasonable adjustments.
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	A clear communication strategy.
Sex	None
Sexual Orientation	None
Socio-economic Impact	None
Welsh Language	None
Generic/ Over-Arching (applicable to all the above groups)	None

Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

On completion of this Assessment, please ensure that the form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council
EqualityTeam@cardiff.gov.uk

B: Child Rights Impact Assessment

Guidance for Local Government prepared from Unicef is available here:

[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

STAGE 1: PURPOSE/ SCOPE

What is the policy/ strategy/ project/ procedure/ service? Summarise/ describe its overall aims and any aims specific to children.

In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.

The regulations and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15 April in the school year beginning two years before the school year which the arrangements will be for.

The Council consulted on the draft School Admission Arrangements 2025-2026. The consultation period ran from 04 December 2023 until 19 January 2024.

The changes to the policy include:

- Deletion of the section on children in receipt of a statement of Special Educational Needs (SEN)
- Clarification on coordinated school admission arrangements
- Clarification on changing school during the academic year
- Information on admission arrangements for Ysgol Gynradd Groeswen Primary School
- Clarification on compelling medical/compelling social grounds
- Addition of paragraph on siblings in the same school year who are not multiple birth siblings
- Clarification on submission of documents relating to a Child's Home Address

Details of the consultation are available to view on the Council website via the following link: www.cardiff.gov.uk/admissionarrangements

Will the policy/ strategy/ project/ procedure/ service affect children and young people? Please think about which groups of children and young people it will affect.

The policy will apply to the 3 - 16 years age group as it targets school and nursery aged children and young adults.

STAGE 2: BUILD AND ASSESS

Which UNCRC (United Nations Convention on the Rights of the Child) articles are relevant to the policy/ strategy/ project/ procedure/ service? Read the articles [here](#) and add any relevant ones to the table below.

The articles which form the four General Principles of the UNCRC are pre-populated in the table.

For further information or assistance on UNCRC Articles, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

What is the likely/ actual impact of the proposal on children's rights? Is it positive, negative or neutral?

(If a negative impact is assessed for any area of rights or any group of children and young people, you must list and recommend options to modify the proposal or mitigate the impact.)

The impact on children's rights is expected to be neutral.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

STAGE 3: VOICE AND EVIDENCE

Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal?

The views of children and young people have not been sought as, due to the nature of this policy, consultation would provide a limited response.

The School Admissions Code states that where a significant change is proposed, parents of children likely to be affected must be consulted. The changes to the 2025/26 policy are not significant changes. However, if the changes had been significant, the views and experiences of children and young people would have been sought.

How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights?

Please provide an outline of the monitoring and review process for the implementation and/or delivery of the proposal and how children and young people will be included in this process.

Consultation on the 2025/26 Cardiff Council's School Admission Policy ran from 04/12/23 to 19/01/2024. Details of the Schools Admission Policy were made available on the Council's website.

The section on children in receipt of a statement of Special Educational Needs (SEN) has been removed from the policy in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018. The ALNET has already been consulted on, including consultation with children and young people.

The admission arrangements for Ysgol Gynradd Groes-wen Primary School are set out as part of the admissions policy. Consultation was undertaken on the establishment of Ysgol Gynradd Groes-wen Primary School. The consultation included consultation with children.

STAGE 4: BUDGET

What is the budget for this proposal? Are any parts of it specifically allocated to children and young people?

N/A

STAGE 5: IDENTIFIED ACTIONS

What actions have been identified or changes made to the proposal as a result of this assessment?
Views received during the consultation period will be given full consideration as part of the decision-making process.

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff for any assistance with completing this assessment
Bilingualcardiff@cardiff.gov.uk

Welsh Language Standards 88-97

Standard 88

Will this proposal have a **differential impact [positive/negative]** on:

	Yes	No	N/A
The opportunities for persons to use the Welsh language?		x	
Treating the Welsh language no less favourably than the English language?		x	

Please give details/ consequences of the differential impact, and provide supporting evidence, if any.

The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are sufficient school places to meet the demand for Welsh medium education.

Standard 89

Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The School Admissions code states that local authorities should provide parents or carers with easy access to helpful admissions information. The council produces a school admissions booklet each year that has a section on Welsh-medium education to encourage parents to consider choosing a Welsh-medium school and also signposts learning resources for parents.

Treating the Welsh language no less favourably than the English language?

The Admissions Policy does not treat places in either Welsh-medium or English-medium schools more favourably. Information relating to Admissions is available in both English and Welsh.

Standard 90

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect, on:

The opportunities for persons to use the Welsh language?

The School Admissions code states that local authorities should provide parents or carers with easy access to helpful admissions information. The council produces a school admissions booklet each year that has a section on Welsh-medium education to encourage parents to consider choosing a Welsh-medium school and also signposts learning resources for parents.

Treating the Welsh language no less favourably than the English language?

The Admissions Policy does not treat places in either Welsh-medium or English-medium schools more favourably. Information relating to Admissions is available in both English and Welsh.

Standard 91

When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on:

The opportunities for persons to use the Welsh language?

The views expressed during the public consultation have been given due consideration.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 92

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The views expressed during the public consultation have been given due consideration.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 93

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?

The views expressed during the public consultation have been given due consideration.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 94

If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to:

The opportunities for persons to use the Welsh language?

N/A

Treating the Welsh language no less favourably than the English language?

N/A

Standard 95

If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on:

The opportunities for persons to use the Welsh language?

N/A

Treating the Welsh language no less favourably than the English language?
N/A

Standard 96

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects, on:

The opportunities for persons to use the Welsh language?
N/A

Treating the Welsh language no less favourably than the English language?
N/A

Standard 97

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?
N/A

Treating the Welsh language no less favourably than the English language?
N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

These include (please click on the hyperlinks to view detailed information about the requirements under the Welsh Language Standards):

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Telephone](#) – receiving and answering calls.

- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Public Messages – electronic – video](#)
- [Signs, Notices & Display Material](#)
- [Publicity & Advertising](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Producing Forms](#)
- [Reception Services](#)
- [Websites, Apps and Online Services](#)
- [Social Media](#)
- [Self Service Machines](#)
- [Education Training Courses](#)
- [Public Address Announcements](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards?

All supporting material and services are compliant with the requirements of the Welsh Language Standards.

Cardiff Council’s Welsh Language Skills Strategy

This strategy may be viewed here and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

There are sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards.

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to Bilingual Cardiff Bilingualcardiff@cardiff.gov.uk

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk

**PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN)**

EDUCATION (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 6

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following public consultation on proposals to extend and realign additional learning needs provision.

Background

2. At its meeting on 13 July 2023 the Cabinet authorised officers to consult on proposals to increase the number of places for learners with emotional health and wellbeing needs as set out below:
 - establish a new 8 place Specialist Resource Base for Emotional Health and Wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
 - establish an 8 place Specialist Resource Base for Emotional Health and Wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a new 16 place Specialist Resource Base for Emotional Health and Wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.
 - establish a 16 place Specialist Resource Base for Emotional Health and Wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish an 8 place Specialist Resource Base for Emotional Health and Wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish an 8 place Specialist Resource Base for Emotional Health and Wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing Wellbeing Class.

- establish a 20-place Specialist Resource Base for Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.
3. The Cabinet also authorised officers to consult on proposals to increase the numbers of places for learners with Complex Learning Needs / Autism Spectrum Condition as set out below:
- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Greenway Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Severn Primary School from September 2024, within the existing buildings.

Issues

4. The consultation period for proposals to increase the number of Emotional Health and Wellbeing Specialist Resource Base places and for proposals to increase the number of Complex Learning Needs/Autism Spectrum Condition Specialist Resource Base places ran from 20 November 2023 to 19 January 2024.
5. The consultation process for all proposals involved:
- publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
 - publication of bilingual summary documents setting out the main points of the consultation documents. These were made available in Arabic, Polish and Bengali. (a copy of the summary documents can be seen at Appendix 2);
 - publication of information in further community languages upon request;
 - consultation meetings offered to all Governing Bodies via Microsoft Teams/in person. Meetings were held with full Governing Bodies or groups of governors at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School (notes from the meetings can be seen at Appendix 3);
 - consultation meetings offered via Microsoft Teams/in person with staff, where requested by the school. Meetings with staff were requested by Fairwater Primary School and Coed Glas Primary School (notes from the meetings can be seen at Appendix 4).

- consultation meetings offered to all schools via Microsoft Teams/in person with pupil representatives at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School (notes from these meetings can be seen at Appendix 5);
 - public consultation meetings were offered in person and via Microsoft Teams at which the proposals were explained and questions answered. Meetings took place where attendance had been pre-booked (notes from the meeting can be seen at Appendix 6);
 - drop-in sessions in person and via Microsoft Teams where officers were available to answer questions (records of sessions held can be seen at appendix 7);
 - letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
 - a communication campaign via social media;
 - a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
 - online response forms at www.cardiff.gov.uk/ALNsSchoolproposals
The response form was also available in Arabic, Polish and Bengali.
6. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
 7. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
 8. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
 9. The details presented in this report represent the views expressed during the consultation process. These include the wider stakeholder surveys, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and pupil consultation meetings.
 10. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Responses received to the consultation on the proposals to increase the number of Emotional Health & Wellbeing Specialist Resource Base places

11. In total there were 20 responses including 9 online responses and 11 e-mail responses.
12. Formal responses were received from:
 - Estyn
 - Albany Primary School Governing Body

- Baden Powell Primary School Governing Body
 - Baden Powell Primary School Headteacher
 - Fairwater Primary School Headteacher
 - Herbert Thompson Primary School Governing Body
 - Lakeside Primary School Governing Body
 - Springwood Primary School Governing Body
 - Ysgol Gymraeg Pwll Coch Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr Headteacher
 - RhAG - Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education)
13. The response from Estyn set out its view that the proposal is likely to at least maintain the standard of education provision in the area.
 14. Full copies of the formal responses can be seen at Appendix 8.
 15. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
 16. Of the nine responses to the wider stakeholder survey, three were received from stakeholders who identified themselves as current parents/guardians, three were from members of staff and three from governors.
 17. A summary of the responses received from all stakeholders, and an appraisal of views expressed, can be seen at Appendix 9.

Views expressed

Wider Stakeholder Survey

18. Views were sought from stakeholders on the proposed changes set out at paragraph 2 and submitted to the online response form on the Council's website, consultation response forms and via e-mail.
19. Of the nine online responses received all supported the proposals put forward to improve the provision for Children and Young People with additional learning needs.
20. All of the nine on-line survey responses supported the proposed changes for each individual school or had no opinion either way.
21. Reasons for supporting the proposed changes included:
 - the need for additional emotional health and wellbeing provision to meet demand across the city.
 - the lack of emotional health and wellbeing provision impacts on how schools use space, staff welfare and retention and pupil wellbeing.
 - early intervention allows for the needs of these most vulnerable learners to be met before their challenges increase significantly.

22. Whilst there was overall support for the establishment of emotional health and wellbeing specialist resource base provision, concerns raised during the consultation included:

- consideration needs to be given to the detail in establishing and running a specialist provision within a mainstream school and the implications for all learners, staff and their parents.
- how staff will be supported.
- the proposed changes will not be sufficient to meet demand for places across the city.
- there is a risk of a further increase in demand due to school budget pressures and the freeze on ALN funding, with schools being unable to apply for additional funding resulting in lower levels of staffing to manage complex needs.
- provision must be fit for purpose and able to meet the needs of both boys and girls.
- there needs to be a better understanding of the impact of emotional health and wellbeing needs on learning to ensure consistent positive practice across all schools.
- insufficient staffing levels at the Fairwater wellbeing class which impacts on safeguarding, the ability of staff to deliver proactive interventions to support both emotional and academic development, issues at drop off and pick up times with children dysregulating, children joining the class when time is needed to establish trust and routines, the need for intensive support in all areas of the curriculum, the need to protect children who are dysregulating and the other children in the class at the same time, the time needed to liaise with external professionals, Children's Services, Medical Services and parents and the time needed to prepare/review Individual Development Plans (IDPs).
- pupils should remain dual-registered throughout their time in specialist provision.
- the number of children proposed to be admitted to the specialist resource base provision at Lakeside Primary School. At present the school hosts a wellbeing class with an admission number of 16, however the maximum number of children admitted to date has been 12. Any increase in the number of children over 12 will impact on staffing ratios, safeguarding, accommodation, logistics and wider school involvement.
- the need for investment in the specialist resource base accommodation to ensure that the facilities are fit for purpose including access to secure outdoor space.
- The view of the Governing Body of Ysgol Gymraeg Pwll Coch that it cannot support the formalising of, or continuation of, the existing wellbeing class at the school.
- how prepared schools are in practice or how schools are going to acquire the expertise to be able to meet the needs of learners.
- the need for specialist ongoing training for the Welsh language sector.
- Welsh language education must become a real choice with parents being able to see clearly what the offer is for their child whatever the need. Detailing the level of support available is essential.

- the impact on the Welsh-medium sector, e.g., children having to travel further to their nearest Welsh language school, the potential for children to be lost to English-medium education, potential lack of transport, potential lack of specialist training in the wide range of areas in Welsh to allow for provision to be effectively maintained.

Pupil representation

23. Officers met with pupils at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr on-line/in person to seek their views on the proposed changes.
24. The sessions were run using an interactive programme 'Mentimeter' which allowed the pupils to provide their thoughts/views using live polls, word clouds, questions etc. Notes from the sessions can be seen at Appendix 5.

Baden Powell Primary School

25. Officers met with a group of 11 pupils from Baden Powell Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
26. The points raised by the pupils included the following:
 - *The proposal was a good idea as it would provide areas for children with additional learning needs to learn in a calm environment.*
 - *The proposal will help children with additional learning needs.*
 - *There were some concerns that the pupils in the specialist resource base may have some conflict with each other.*
27. Overall, 10 pupils liked the proposal, and one did not.

Fairwater Primary School

28. Officers met with a group of 10 pupils from Fairwater Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
29. The points raised by the pupils included the following:
 - *The proposal would be good as it would help children with additional learning needs.*
 - *It was good to support other children.*
 - *There were some concerns about there being more traffic in and around the school site. Other concerns related to the time it would take for the provision to develop.*

30. Overall, six pupils liked the proposal, two did not and two partly liked it.
31. Officers also met with a small group of pupils from the Fairwater Primary School Wellbeing Class and talked about things they like about their class.
32. The following points were noted:
- *The children liked everything about their class.*
 - *Being in the class allowed them to come to school every day.*
 - *They had friends.*
 - *They were doing well with their schoolwork.*
 - *They liked their teachers.*
 - *Watching movies was their favourite activity.*
 - *They liked coming to school now.*
 - *They liked their classroom but would like their own outdoor space.*
 - *Being in the class made it easier to do work.*
 - *They would like some more staff and a quiet space.*
 - *Their learning had improved since being in the class.*

Herbert Thompson Primary School

33. Officers met with a group of 27 pupils from Herbert Thompson Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
34. The points raised by the pupils included the following:
- *The proposal was a good idea as it would help children with additional learning needs to get the help they needed.*
 - *For children living in the local area, they wouldn't have as far to travel and wouldn't be scared going far away.*
 - *It would support children's learning.*
 - *There were concerns about there being more traffic and that the work would need to be done to the boxing gym to allow for this to be used.*
35. Overall, 18 pupils liked the proposal, three had no opinion and four partly liked it.

Lakeside Primary School

36. Officers met with a group of 16 pupils from Lakeside Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
37. The points raised included the following:
- *Pupils were in support, citing that it would make children with additional learning need feel safe and able to learn in an environment with tailored facilities.*
 - *The pupils were incredibly proud of their existing wellbeing class.*
 - *More provision across the city could help save carbon emissions.*
 - *The proposals would reduce travel times for some children.*
 - *There were concerns about there not being enough places, provision for older children, the difficulties some children may have with change and taxis accessing the school site.*
38. Overall, 13 pupils liked the proposal and three partly liked it.

Springwood Primary School

39. Officers met with a group of 14 pupils from Springwood Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
40. The points raised included the following:
- *It was a good idea to have more spaces for pupils with additional learning needs as all pupils should have an equal education.*
 - *Some children have a hard time managing their emotions and sometimes they just need a quiet place.*
 - *It was a good idea that some children could come and have more fun in school and feel safe.*
 - *There were concerns that there might not be enough space at lunchtime to play, it would cost a lot of money and could cause some pupils extra anxiety by having to travel further for this provision.*
41. Overall, 11 pupils liked the proposal, two had no opinion and one partly liked it.

Ysgol Gyfun Gymraeg Plasmawr

42. Officers met with a group of 22 pupils from Ysgol Gyfun Gymraeg Plasmawr to discuss the proposal for their school and gather their views; not all pupils answered every question.
43. The points raised by the pupils included the following:
 - *The proposal proves equal opportunity for education for people with additional learning needs.*
 - *It allows for everyone to learn without feeling uncomfortable.*
 - *Everyone receives an education in the best way for them.*
 - *It is good for the health of young people in Cardiff and helps people to get a full education.*
 - *It provides more opportunities for people who need extra support to be educated through the medium of Welsh.*
 - *Will 20 places be enough?*
 - *The school site is already busy.*
 - *There will be additional traffic.*
 - *It will continue to separate pupils with additional learning needs from other pupils.*
44. Overall, 13 pupils liked the proposal, three had no opinion and six partly liked it.

Responses to views expressed during the consultation

45. The Council welcomes the expressions of support for the establishment of Emotional Health and Wellbeing Specialist Resource Base provision.
46. The Council's Inclusion Service works closely with schools hosting specialist provision, supporting and advising on appointments, the learning environment and the management of the learning day.
47. Schools new to hosting provision are encouraged and supported to visit existing provision, and to join professional learning forums with specialist staff working in other schools.
48. The consensus from schools currently hosting resource bases is that the experience enhances learning for all pupils, and further strengthens the inclusive ethos of the school and the community.
49. The Council provides a range of specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.
50. The Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream

school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or specialist resource base.

51. However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs require access to the specialist environments and expertise of a special school or specialist resource base.
52. The number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.
53. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
54. The proposed changes in the primary age phase would increase the overall number of placements for emotional health and wellbeing from 90 places to 114 places from September 2024.
55. The proposed change in the secondary age phase would increase the number of placements for emotional health and wellbeing places by 20 from September 2024.
56. Demand for places continues to be kept under review and further proposals will be brought forward as required.
57. The proposals have been brought forward to address the need for increased specialist provision, both to meet the needs of children and to reduce the pressures on schools.
58. Cardiff schools are highly inclusive, with excellent practice to meet the needs of the vast majority of children, but it is essential to increase capacity to cater for the small but growing number of children who require access to a more specialist setting.
59. Every school has an indicative Additional Learning Needs support budget to meet the needs of children in the mainstream school. There is a statutory duty on schools to ensure every learner with an additional learning need is identified, and to identify and provide the additional learning provision required in order for them to learn and thrive.
60. Each of the proposed Specialist Resource Bases will cater for both boys and girls. The development of new and expanded primary special school provision will ensure appropriate facilities to allow for equitable provision for boys and girls.
61. There is a wide range of excellent practice established or developing in Cardiff schools as part of the Welsh Government initiative to promote 'a whole school approach to emotional health and wellbeing'.

62. Staff ratios, skills and experience are kept under review in all settings and a range of specialist services work closely with schools to ensure all learners' needs can be effectively met.
63. The proposals allow for dual registration where this is considered to be the most appropriate option. There will also be the option for pupils to be placed on the roll of the school hosting the specialist resource base provision.
64. The accommodation requirements to allow for the establishment of specialist resource base provision have been agreed in principle with the relevant governing bodies. The Council has developed a specification for resource bases that can be adapted for various settings and will work with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that facilities are fit for purpose.
65. The proposed Specialist Resource Base on the Herbert Thompson Primary School site may be accommodated within the building formerly used as a boxing club, following investment to convert the building. Alternatively, pending the outcome of feasibility works currently underway, the base may be accommodated within a new build facility replacing this building. It is acknowledged that significant work would be required to develop or replace this accommodation, and in recognition of this it is proposed that the start date for the Specialist Resource Base provision at Herbert Thompson Primary School should be from September 2025.
66. The concerns raised by the Lakeside Governing Body are noted. It is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school hosts a two-class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at the Ysgol Cynefin (formerly known as The Court Special School).
67. The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.
68. The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard of provision is maintained including consideration of the needs of learners, places, funding, staffing and resources.
69. The support of the Headteacher and Governing Body of Ysgol Gymraeg Pwll Coch in setting up and hosting a Wellbeing Class for primary-age learners in Welsh-medium is welcomed. The provision has supported several children to continue in Welsh medium education whose needs required this specific provision.

70. It is however acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.
71. The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.
72. The points raised by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.
73. The development of a specialist workforce is embedded in the development of additional learning needs knowledge and skills for the whole Welsh-medium workforce in schools, and opportunities for further development for staff working in additional learning needs support roles. The Council provides a wide range of professional learning opportunities in relation to additional learning needs, ensuring this is accessible to staff from both English and Welsh medium sectors. Educational Psychologist and specialist teachers work closely with classroom and staff in schools, advising, coaching and supporting. They provide a range of courses that can be delivered to the whole school, to groups of staff and to individuals.
74. Details of how the Council proposes to increase the number of teaching/support staff able to teach Welsh (as a subject) and teach through the medium of Welsh are outlined in the adopted Welsh in Education Strategic Plan (WESP) (Outcome 7). The Council has established a sub-committee of its Welsh Education Forum to ensure progress is made against Outcome 7 action plans and targets. A copy of the Welsh in Education Strategic Plan can be viewed at www.cardiff.gov.uk
75. The Council's Inclusion Team continue to work alongside school Admissions Team officers and families to ensure parents and carers are aware of the provision and support through the medium of Welsh. This includes regular review of the information provided in the admissions booklet, options for support set out on the Council's website and through the establishment of Individual Development Plans. The Council has established Welsh Education Forum sub-committees focusing on Promotion and Marketing of Welsh-medium education, and on retention within the sector, which seek to ensure parents are aware of opportunities and support for all needs.
76. It is acknowledged that some children accessing Welsh-medium provision may have to travel further to a Welsh-medium school than to an English-medium school as there are currently fewer Welsh-medium schools than English-medium schools.
77. Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the

long-term approach to reaching a target of a million Welsh speakers by 2050.

78. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
79. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.
80. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
81. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.
82. The approved WESP commits to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition.
83. Outcome 6 of the WESP commits to an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
84. The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
85. The Council Inclusion Service works closing with parents/carers regarding appropriate provision for their child. The child's school and specialists working with the school will explain the options to parents, support them to visit the settings, so they can offer an informed opinion as to the best next step for their child.
86. It is acknowledged that children accessing Welsh-medium provision may have to travel further as there are currently fewer Welsh-medium schools than English-medium schools.

87. As set out in the WESP, the Council is committed to increasing the number and distribution of additional learning needs places across the sector, monitoring requests for transfer from Welsh-medium into the English and developing an improved understanding of concerns, appropriate reassurance and support with a view to reconsideration to remain.
88. The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting.
89. Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.
90. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.
91. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk
92. The Council provides free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured by the shortest available walking route.
93. The Council provides home to school transport to qualifying pupils enrolled at specialist resource bases. Each school location with new or increased demand for Learner Transport vehicles will require changes to facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. For these proposals, this would approximate to between three and seven car spaces although minibuses may be suitable dependent on individual pupil needs, home locations and co-ordination of routes.

Responses received to the consultation on the proposals to increase the number of Complex Learning Needs and/or Autism Specialist Resource Base places

94. In total, there were 63 responses to the consultation. Six formal responses were received, including five by email and one via the Council's online

Wider Stakeholder Survey. The Council received 56 further Wider Stakeholder Survey responses, and one further email response.

95. Formal responses were received from:
- Estyn
 - Albany Primary School Governing Body
 - Coed Glas Primary School Governing Body
 - Coed Glas Primary School Headteacher
 - Greenway Primary School Governing Body and Headteacher
 - Joint response from Severn Primary School Governing Body, Headteacher, Deputy Headteacher and Additional Learning Needs Coordinator
96. The response from Estyn set out its view that the proposal is likely to at least maintain the standard of education provision in the area.
97. Full copies of the formal responses can be seen at Appendix 8.
98. Views were sought from interest stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
99. The majority of responses received to the wider stakeholder survey were from stakeholders who identified as current parents/guardians (27) and members of staff (21). Of the six responses received by email, five were formal responses and one was from a stakeholder who identified as a parent.
100. A summary of the responses received from all stakeholders, and an appraisal of views expressed, can be seen at Appendix 9.
101. A summary analysis of the responses received is included at Appendix 10.

Views expressed

Wider Stakeholder Survey

102. Views were sought from stakeholders on the proposed changes set out at paragraph 3 and submitted to the online response form on the Council's website, consultation response forms and e-mail.
103. Of the 57 responses who responded via the Wider Stakeholder Survey, 49 were in support of the plans put forward to improve the provision for Children and Young People with additional learning needs, six were not in favour and two had no opinion either way.
104. The proposal to establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings was supported by 47 respondents, four were not in favour and six had no opinion either way.

105. The proposal to establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Greenway Primary School from September 2024, within the existing buildings was supported by 44 respondents, two were not in favour and 11 had no opinion either way.
106. The proposal to establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Severn Primary School from September 2024, within the existing buildings was supported by 49 respondents and eight had no opinion either way.
107. Reasons for supporting the proposed changes included:
- The need for additional Complex Learning Needs an/or Autism provision to meet demand across the city.
 - Locating provision closer to where children live will help to reduce travel distances for learners with additional learning needs.
 - A more even distribution of places will allow for children to be educated within their own community/area which is important for families who are less comfortable engaging with specialist services in an unfamiliar area.
 - It is important for neurodivergent children to have appropriate education places to support growth and development.
108. Whilst there was overall support for the establishment of Complex Learning Needs and/or Autism Specialist Resource Base provision, concerns raised during the consultation included:
- consideration needs to be given to the detail in establishing and running a specialist provision within a mainstream school and the implications for all learners, staff and their parents.
 - proposed staffing arrangements and how staff will be supported.
 - curriculum arrangements.
 - the proposed changes will not be sufficient to meet demand for places across the city.
 - all schools need additional resources for additional learning needs.
 - concerns over the funding of additional learning needs provision for children in mainstream.
 - how additional resources would be allocated.
 - the provision of suitable accommodation including quiet spaces and appropriate outdoor space.
 - appropriate staffing levels and suitably experienced/trained staff who understand and are able to support children with complex learning needs and/or autism.
 - sufficiency of pupil/staff ratios to meet the needs of pupils.
 - the need to ensure there are sufficient places at secondary places in line with increasing demand at primary level.
 - Coed Glas Primary School should host an Autism base as the school did not have the facilities to meet the needs of children with complex learning needs.

- a reduction in the Coed Glas Primary School Published Admission Number (PAN) from 75 to 60 is crucial to the success of the new base at the school and the school community as a whole.
 - the need to expand staff parking provision at Coed Glas Primary School.
 - the need to ensure sufficient funding for resources for any new specialist resource base provision.
 - ongoing school buildings and maintenance issues.
 - the need for appropriate provision to meet a range of neurodivergent needs.
 - the need for additional provision within Welsh-medium schools.
 - how will the learning opportunities for current pupils be safeguarded.
109. A number of alternative suggestions for the provision of additional learning needs places for learners with complex learning needs and/or autism were put forward.
110. These included:
- St Paul's Church in Wales Primary School would be suitable to host provision.
 - consideration should be given to establishing provision at Ton yr Ywen Primary School.
 - build a school for children with autism on the east side of the city, similar to Ysgol y Deri.
 - consideration should be given to establishing provision within faith schools.

Pupil representation

111. Officers met with pupils at Coed Glas Primary School, Greenway Primary School and Seven Primary School on-line/in person to seek their views on the proposed changes.
112. The sessions were facilitated using an interactive programme 'Mentimeter' which allowed the pupils to provide their thoughts and views using live polls, word clouds and questions. Notes from the sessions can be seen at Appendix 5.

Coed Glas Primary School

113. Officers met with a group of 9 pupils from Coed Glas Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.
114. The points raised included the following:
- *It was a good idea so that children who have additional learning needs can get the help they need.*

- *More children people with additional learning needs will have a better way to learn.*
- *It would be nice to see new children at school and make more friends.*
- *There would be more adults to help everyone.*
- *It is good that we are thinking of other people; it is a nice thing to do and that is what our school does.*
- *There were concerns about how the pupils would cope with change; they may be scared and take some time to settle, they may feel different and find it hard to make friends, they might be nervous and not know anyone.*

115. Overall, eight pupils liked the proposal, and one partly liked it.

Greenway Primary School

116. Officers met with a group of 22 pupils from Greenway Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.

117. The points raised included the following:

- *It was good that children with additional learning needs would get the support the need to learn.*
- *There would be opportunities to make new friends.*
- *Without suitable places, children with additional learning needs would have a hard time.*
- *Want to welcome as many children as possible; It may be a bit more crowded in school, but this was not a big problem.*
- *There were concerns around increased traffic and a busier school.*

118. Overall, 14 pupils liked the proposal, one did not like it, four had no opinion and three partly liked it.

Severn Primary School

119. Officers met with a group of 13 pupils from Severn Primary School to discuss the proposal for their school and gather their views; not all pupils answered every question.

120. The points raised included the following:

- *It was good that pupils with additional learning needs have a calm space to learn in if they had anger issues or felt if they felt they weren't doing well enough in class.*

- *It will be helpful because there will be places for children to learn, it will also give them their right to an of education and if it is closer it will let them get fresh air.*
- *Children can be educated while they are comfortable in the school. They can share their feeling when they want to without having to hesitate. They can make friends with children who are like them.*
- *Living further away may mean that children are late for school.*
- *There were concerns that some pupils may find change difficult, lack of specialist teaching staff and more traffic.*

121. Overall, eight pupils liked the proposal, one had not opinion and two partly liked it.

Response to the views expressed during the consultation

122. The Council welcomes the expressions of support for the establishment of Complex Learning Needs and/or Autism Specialist Resource Base provision.
123. The Council's Inclusion Service works closely with schools hosting specialist provision, supporting and advising on appointments, the learning environment and the management of the learning day.
124. Schools new to hosting provision are encouraged and supported to visit existing provision, and to join professional learning forums with specialist staff working in other schools.
125. The consensus from schools currently hosting resource bases is that the experience enhances learning for all pupils, and further strengthens the inclusive ethos of the school and the community.
126. Staff ratios, skills and experience are kept under review in all settings and a range of specialist services work closely with schools to ensure all learners' needs can be effectively met.
127. The Council provides a range of specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.
128. Complex Learning Needs bases cater for children with severe learning difficulties and provide a specialist curriculum. Autism specific bases cater for children whose learning is low, average to high ability, and the aim is to enable learners to access the mainstream curriculum as far as possible, complemented by more specialist interventions and support as required.

The Council facilitates school to school sharing of practice to inform the development of appropriate curricula.

129. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
130. The proposed changes would provide 60 additional permanent primary age complex learning needs and/or autism specialist places from September 2024.
131. Demand for places continues to be kept under review and further proposals will be brought forward as required.
132. Demand for additional needs places are kept under review and there are ongoing discussions with schools regarding the needs of pupils and how these can best be met.
133. Every school has an indicative Additional Learning Needs support budget to meet the needs of children in the mainstream school. There is a statutory duty on schools to ensure every learner with an additional learning need is identified, and to identify and provide the additional learning provision required in order for them to learn and thrive.
134. The Council will continue to work with schools in relation to the current pressures on school budgets, in relation to additional learning needs and the wider budget.
135. The accommodation requirements to allow for the establishment of specialist resource base provision have been agreed in principle with the relevant governing bodies. The Council has developed a specification for resource bases that can be adapted for various settings and will work with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that the facilities are fit for purpose.
136. Staff ratios, skills and experience are kept under review in all settings and a range of specialist services work closely with schools to ensure all learners' needs can be effectively met.
137. Due consideration is given to the required balance between primary and secondary provision and proposals for additional places at secondary level will be brought forward as required.
138. The view of the Coed Glas Governing Body and Headteacher, that the establishment of an Autism base would be the preferred option for the school, is acknowledged.
139. A school's Published Admission Number is calculated in accordance with the Measuring Capacity of Schools in Wales guidance and is directly related to the accommodation available and the way in which this is being used. In the event of the proposal for the establishment of a second

specialist resource base at the school being progressed an updated capacity assessment would be undertaken. This would include consideration of the accommodation requirements of the new base and the future use of the available accommodation for mainstream school activities. This would allow for discussions with the school regarding an appropriate admission number.

140. Many neurodivergent children are successfully included in their local school and are able to learn and thrive in this environment. However, the Council acknowledges the importance of ensuring there are sufficient places to meet the needs of the small number of neurodivergent learners with more complex needs, who may require a more specialist placement in order to learn and thrive.
141. Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
142. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
143. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.
144. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
145. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.
146. The approved WESP commits to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition.
147. Outcome 6 of the WESP commits to an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in

accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

148. The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
149. The Council and all Cardiff schools are committed to ensuring that learning opportunities for all learners are a priority consideration.
150. The Council works closely with governing bodies and Headteachers to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong.
151. Standards at the schools included in the proposals are good and it is not expected that the establishment of specialist resource base provision will impact negatively on the schools.
152. The Council would continue to work with the leadership of the schools to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the schools to have a good relationship with parents and other partners so that pupils receive a high-quality education.
153. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.
154. The Council will continue to keep Additional Learning Needs provision under review and to consider all options for developing new settings as required.
155. The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting.
156. Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.
157. As outlined in paragraph 93, each school location with new or increased demand for Learner Transport vehicles will require changes to facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to

one taxi for a typical average of 3 pupils. For these proposals, this would approximate to between three and seven car spaces although minibuses may be suitable dependent on individual pupil needs, home locations and co-ordination of routes

158. At Coed Glas Primary School, a drop-off and pick-up area for school transport to accommodate an anticipated 7 taxis would be needed at a convenient and safe location close to the building entrance. The required space is available on site with reconfiguration of existing facilities.
159. Selected traffic restrictions would be required on adjacent roads to Coed Glas Primary School to improve the current road safety issues including inappropriate parking. Pedestrian safety measures including new crossing provision would further improve the situation. Staff parking would also be reviewed and the Council's Active Travel Plan officers would work with the school to incorporate this into a revised Travel Plan for the school.

Admission Arrangements

160. There are no planned changes to the Council's policy on the admission of children to schools as a result of these proposals.
161. The Governing Body of Coed Glas Primary School has requested that consideration be given to a reduction in its Published Admission Number from 75 to 60 places. A reassessment of the capacity of the school, and the calculated Published Admission Number, would be undertaken when the changes to accommodation used by mainstream learners are confirmed. Any change to this number would be subject to further consultation.
162. Detailed information about admission arrangements is published in the Council's Admission to School booklet on the Council's website at www.cardiff.gov.uk
163. Admissions to specialist provision are managed by the Council, in accordance with the ALN Code. Placements are decided by a specialist provision placement panel. The panel aim to place children as close to their home address as possible, however each provision offers places to pupils from across the city to ensure maximum flexibility.

Learner Travel Arrangements

164. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.
165. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk
166. There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the

nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured as measured by the shortest available walking route.

167. When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Local Member consultation

168. Additional Learning Needs provision is city-wide and members were consulted as part of the public consultation.

Scrutiny Consideration

169. The Children and Young People's Scrutiny Committee will consider these proposals on 12 March 2024.

Reason for Recommendations

170. To meet increasing demand for specialist resource base places for learners with Emotional Health and Wellbeing Needs and Complex Learning Needs and/Autism.

Impact of the proposals on the Welsh Language

171. In 2017, the Welsh Government published its Welsh language strategy Cymraeg 2050: A Million Welsh Speakers in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long-term aim is for Wales to have one million Welsh speakers by 2050.
172. The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (Cymraeg 2050: A Million Welsh Speakers, pg21). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.
173. The national target is to:
- increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.
174. There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

175. The Council is committed to a 'truly bilingual Cardiff' including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.
176. Underpinning this vision are the following principles:
- applying the principles of the '15-minute neighbourhoods' to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.
 - every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
 - learners with additional learning needs (ALN) will receive equal linguistic opportunity.
177. To achieve this vision the Council will deliver:
- more nursery children/ three-year olds receiving their education through the medium of Welsh.
 - more reception class children/ five-year olds receiving their education through the medium of Welsh.
 - an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
178. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.
179. The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
180. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
181. The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

Wellbeing of Future Generations

182. In line with the Well-being of Future Generations Act, the Council is committed to providing local schools for local children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling.
183. Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.
184. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

Financial Implications

185. This report outlines the consultation responses on a wide range of changes to, and realignment of ALN provision across Cardiff and does not, in itself commit the Authority to future expenditure so there are no capital financial implications directly arising from this report. However, once a final options paper is provided it will be necessary for a full financial evaluation to be undertaken.
186. During a period of prioritising future schemes, the schemes identified in this paper need to remain within strategic scope, be affordable within the greater school investment context and ensure there is an identifiable funding source to fund the programme. Against a backdrop of increasing needs and demands all decisions need to be made with an understanding that this is the best use of a finite resource to ensure maximum impact on educational outcomes.

Legal Implications

187. Under the Education Act 1996, the Council has a statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age, including appropriate provision for pupils with special education needs (or additional learning needs).
188. A local authority can make school organisation proposals, including making "regulated alterations" to a community school or a community special school, under sections 42-44 of the School Standards and Organisation (Wales) Act 2013. The proposals set out in the report constitute "regulated alterations" and must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out the factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.
189. Where an increase in a school's capacity is proposed, the council must have regard to the evidence of current or future need/demand in that area

for additional places, with reference to the school's language category (and religious character/gender intake if applicable). Cabinet will need to be satisfied that all relevant factors are properly considered in relation to the proposals.

190. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of the Act and the School Organisation Code 2018. Following the public consultation, the Council is required to publish and circulate to all interested parties (listed in the code) a consultation report:
 - Summarising each of the issues raised by the consultees;
 - Responding to these by means of clarification, amendment to the proposal or rejection of the concerns with supporting reasons;
 - Setting out Estyn's response to the consultation in full; and
 - Responding to Estyn's response by means of clarification, amendment to the proposal, or rejection of the concerns, with supporting reasons.
191. The consultation report may also make recommendations to the Cabinet about how to proceed, i.e. to publish the proposals as consultation on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recase the proposal and re-consult.
192. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of religion or belief.
193. The Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its decision upon the Welsh Language
194. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.

HR Implications

195. Any proposed increases in pupil numbers will require Governing Bodies to plan for the workforce requirements in readiness for the expansions. The Governing Bodies will be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

196. HR People Services will provide advice, support and guidance to the Governing Bodies for the workforce planning and consequential recruitment processes, where these are required.
197. Where the Governing Bodies have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll will provide opportunities for school-based staff on the school redeployment register.
198. HR People Services will work with the Governing Bodies to address any HR implications arising from the establishment of Specialist Resource Bases for emotional health and wellbeing and complex needs/autism and whether there is a need for staff resources.

Property Implications

199. Each of the school sites subject to the proposed changes are owned by the Council and no additional land purchases are required to facilitate the establishment of Specialist Resource Bases for learners with Emotional Health and Wellbeing Needs, nor for the Specialist Resource Base for Complex Learning Needs and/or Autism from September 2024. These are planned to be provided within the existing buildings.
200. Where there are any relevant property management matters, property transactions or valuations required to be undertaken by the Council to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Traffic and Transport Implications

201. The individual needs of pupils at special schools and SRBs, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.
202. The Council applies the statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to special schools and SRBs. Additionally, some learners who live within two / three miles of the school may be provided with free transport due to their individual learning needs and social issues.
203. The increased provision of places at special schools and SRBs across the city means out-of-county transport spending is not expected to increase, and the transport cost per individual learner is likely to decrease. However due to the increasing numbers of eligible learners there is still expected to be a risk of high transport costs.
204. Numbers of pupils who continue to use Learner Transport for their journey to school will be likely to increase in line with the trend for increasing numbers of pupils requiring places at specialist resource bases.

205. Each school location with new or increased demand for Learner Transport vehicles will require suitable new, improved and / or expanded facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. For these proposals, this would approximate to between three and seven car spaces to be available at school drop-off and pick-up times. In some cases, minibuses may be suitable but this is also dependent on individual pupil needs, home locations and co-ordination of routes.
206. At Lakeside Primary School, assessment of the existing car park facilities and current arrangements would enable feasibility and identification of potential options for suitable drop-off and pick-up facilities for the dedicated school transport (an anticipated 6 taxis) and for any authorised parent/carer vehicles, at an appropriate, convenient and safe location.
207. At Coed Glas Primary School, a drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed at a convenient and safe location close to the building entrance. The required space is available on site with reconfiguration of existing facilities.
208. Selected traffic restrictions would be required on adjacent roads to improve current road safety issues including inappropriate parking. Pedestrian safety measures including new crossing provision would further improve the situation. Staff parking would also be reviewed and the Council's Active Travel Plan officers would work with the school to incorporate this into a revised Travel Plan for the school.
209. At Severn Primary School, facilities are required for an anticipated 7 taxis which could be provided either on site with reallocation of existing staff car parking provision or utilising off-street parking in close proximity if appropriate viable for the safe provision of the necessary school transport. A feasibility exercise is underway to appraise potential options.

Impact Assessments

210. An initial Single Impact Assessment was carried out. This has been updated following the consultation and is attached as Appendix 11. This includes an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment.

Community Impact

211. When considering the potential for impact on the wider community as a result of the proposed changes, the following are taken into account: Public Open space, parkland, the current use of the school facilities by the community, noise and traffic congestion.
212. The schools that might be affected by the proposals are existing schools. They offer a range of school activities, and some have community organisations offering services from the school. The views of the schools and the wider community on any potential impacts were sought as part of

the consultation and any issues raised have been considered as part of the post consultation analysis process.

RECOMMENDATIONS

Cabinet is recommended to:

1. Authorise officers to proceed to publish proposals in accordance with the section 48 of The Schools Standards and Organisation (Wales) Act 2013 to:
 - establish a new 8 place Specialist Resource Base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
 - establish an 8 place Specialist Resource Base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a new 16 place Specialist Resource Base for emotional health and wellbeing at Herbert Thompson Primary School from September 2025, within existing buildings or new building.
 - establish a 16 place Specialist Resource Base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish an 8 place Specialist Resource Base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
 - establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Autism at Coed Glas Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs and /or Autism at Greenway Primary School from September 2024, within the existing buildings.
 - establish a 20 place Specialist Resource Base for Complex Learning Needs and/or Autism at Severn Primary School from September 2024, within the existing buildings.
2. Not progress the proposal to establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch.

3. Note that prior to implementation of the proposals a further report will be provided to Cabinet providing details of any objections received, the response to those objections and recommendations for implementation or otherwise of the proposals.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director Education & Lifelong Learning
	15 March 2024

Background papers:

School Organisation Code 2013

The following appendices are attached:

- Appendix 1 – Consultation Documents
- Appendix 2 – Summary Consultation Documents
- Appendix 3 – Record of Consultation Meetings with School Governing Bodies
- Appendix 4 – Record of Consultation Meetings held with School Staff
- Appendix 5 – Record of Consultation Meetings held with Pupil Representatives
- Appendix 6 – Record of Public Meetings
- Appendix 7 – Record of in person and online Drop-in Sessions
- Appendix 8 – Formal Consultation Responses
- Appendix 9 - Summary of responses received and appraisal of views expressed
- Appendix 10 – Summary Analysis of responses received
- Appendix 11 – Single Impact Assessment

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Appendix 1 – Consultation Documents

The following consultation documents were prepared setting out details of the proposed changes:

- Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs
- Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

21st Century Schools Consultation Document 2023

SPECIALIST PROVISION FOR PRIMARY AND SECONDARY AGED LEARNERS WITH EMOTIONAL HEALTH AND WELLBEING NEEDS

20 NOVEMBER 2023 – 19 JANUARY 2024



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Your views are important to us

Explanation of terms used in this document

Background

The Approach to Supporting Additional Learning Needs in Cardiff

Sufficiency in the Special Sector

Specialist Resource Bases

Emotional Health and Wellbeing Needs provision (age 4 - 11)

Current provision

Emotional Health and Wellbeing Needs provision (age 11 – 19)

Current provision

Geographical distribution of Specialist Provision

Demand for places

- Demand for places
- Increasing Provision for learners with Emotional Health and Wellbeing Needs

BADEN POWELL PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Baden Powell Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

FAIRWATER PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Fairwater Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

HERBERT THOMPSON PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Herbert Thompson Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

LAKESIDE PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Lakeside Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

SPRINGWOOD PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Springwood Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

YSGOL GYMRAEG PWLL COCH

Proposal for Additional Specialist Resource Base places at Ysgol Gymraeg Pwll Coch

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

YSGOL GYFUN GYMRAEG PLASMAWR

Proposal for Additional Specialist Resource Base places at Ysgol Gyfun Gymraeg Plasmawr

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

Information relevant to all proposals

Additional support for pupils

- Impact on pupils with Additional Learning Needs (ALN)
- How would support for learners with English as an Additional Language be affected?
- How would learners receiving Free School Meals be affected?
- How would Minority Ethnic learners be affected?

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

Next steps, how to make your views known and feedback form

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Determination of the proposals
- Decision Notification

Have your say

- Consultation response form

About You

INTRODUCTION

What is this booklet about?

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff. It will be of particular interest to parents/ carers of children and young people attending or expecting to attend specialist resource bases (SRBs) and those that have or currently work with children and young people with emotional health and wellbeing needs (EHW).

Children and young people with emotional health and wellbeing needs have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others and the choices they make. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

The Council wants to make changes to the provision for primary and secondary aged learners with emotional health and wellbeing needs.

This booklet sets out a range of proposals to increase the number of specialist resource base places for primary and secondary aged learners with emotional health and wellbeing needs and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist provision for primary and secondary aged learners with emotional health and wellbeing needs it is proposed to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
- establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.
- establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.
- establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.
- establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.
- establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.
- establish a 20 place specialist resource base for learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layout changes, if necessary, would be considered at a later date. If such changes are necessary, there would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for primary aged learners with complex learning needs (CLN) and/or autism at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNschoolproposals

Consultation

Who are we consulting with?

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

As part of this we are asking people what they think about the changes we are proposing. There are a number of ways people can tell us their views.

Table 1: Groups the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations
Local businesses/organisations	Traffic Commissioner for Wales

Views of children and young people on the proposed changes

Cardiff is a Child Friendly City, and the views of children and young people are key to the way education is delivered. It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

How you can find out more and let us know your views?

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

As part of the consultation, we will be holding a series of meetings where the proposed changes will be explained and there will be an opportunity to ask questions.

Public Meetings (in person / online)

We will hold public meetings for anybody to attend where the changes we are proposing will be explained. There will be a presentation setting out details of the proposed changes and you will have the opportunity to ask questions as part of these meetings. The date, time and venue of the in-person public meeting is in the table below.

We are offering an online meeting via Microsoft Teams. This will be similar to the in person public meeting with a presentation setting out details of the proposed changes and an opportunity to ask questions. If you would like to attend an in person/online public meeting, you will need to book this in advance. Please contact us via e-mail to schoolresponses@cardiff.gov.uk and we will provide details/a link and instructions on how you can attend.

Drop-in sessions (in person / online)

We will also hold in-person drop-in sessions at the times/venues detailed in the table below. The drop-in sessions are for anybody to attend and are an opportunity to talk with officers about the proposals and ask any questions you may have. There is no need to book for an in-person drop-in session, just attend the venue at some point during the time when officers will be available.

We are offering online drop-in sessions via Microsoft Teams. These are similar to the in-person drop-in sessions in that they are an informal opportunity to talk with officers about the proposals and ask any questions you may have. Slots for the on-line drop-in sessions would need to be booked in advance. If you would like to attend an online drop-in session, please contact us via e-mail to schoolresponses@cardiff.gov.uk indicating which session you would like to attend, and we will provide a link and instructions on how you can access this meeting.

Council officers will also meet with the governing bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

The dates of the public consultation meetings are set out below:

Table 2: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Drop-in session	Wed 29 Nov 2023 9am - 11am	Ely and Caerau Hub
Drop-in session	Tues 5 Dec 2023 9am - 11am	Llanedeyrn Powerhouse Hub
Drop-in session	Mon 8 Jan 2024 2pm - 4pm	Rumney Partnership Hub
On-line drop-in session	Tues 12 Dec 2023 10am - 12 noon	Microsoft Teams
On-line drop-in session	Fri 12 Jan 2024 2pm - 4pm	Microsoft Teams
Public meeting	Thurs 11 Jan 2024 5pm - 7pm	Central Library Hub (The Hayes)
On-line public meeting (through the medium of Welsh)	Mon 15 Jan 2024 5:30pm - 7pm	Microsoft Teams
On-line public meeting (through the medium of English)	Tues 16 Jan 2024 5:30pm - 7pm	Microsoft Teams

Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- Attending one of the meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 86. The consultation form is available in English, Welsh and a range of community languages on our website. Once filled in, you can scan the form and email it to us at schoolresponses@cardiff.gov.uk. If you don't have access to a scanner, you can visit your local hub and ask them to scan the form and email it to us on your behalf.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 or by post to Room 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you would like further information about.

The closing date for responses to this consultation is 19 January 2024.

The Council is not able to consider any consultation responses received after this date.

Explanation of terms used in this document

Please note the following terms used throughout this document:

Admission Number - all maintained schools admit pupils up to at least their Published Admission Number. The admission number is the number of pupil places available in each year group.

ALN - Additional Learning Needs. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

Autism - Autism is a lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum. This means everybody with autism is different. Some autistic people need little or no support. Others may need help from a parent or carer every day.

Community Schools – a primary or secondary school where the Council arranges school admissions.

Complex Learning Needs - children and young people with a range of issues and combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Emotional Health and Wellbeing Needs – children and young people who have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others, the choices they make. This is sometimes as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

Emotional Literacy Support Assistant (ELSA) – the Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs.

In-County Provision – Council maintained and funded places at schools or specialist resource bases within Cardiff.

Individual Development Plan (IDP) – all children and young people with an identified need that requires an additional learning provision will have a mandatory Individual Development Plan (IDP). The plan sets out a child's or young person's additional learning needs and actions needed to support them. IDPs replaced statements of SEN. Every child in a special school or a specialist resource base has an IDP. IDPs will be the responsibility of either schools or a local authority.

Mainstream - a mainstream school is a school run by the Council which is not a special school. Council maintained mainstream/special schools are not selective and do not require students to pay fees.

Number on Roll (NOR) data - the number of pupils at a school (not including nursery pupils).

Out of County provision – where the Council does not have suitable provision for pupils requiring a specialist place, places may have to be funded in a school or specialist resource base in another local authority or in provision run by an independent organisation.

PLASC - Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals.

School Action - when a class or subject teacher gives extra support to a pupil with additional learning needs.

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with additional learning needs. This is different or additional to the support provided through School Action.

Special School – a school for children with an additional learning need or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base (SRB) - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending an SRB have a statement of SEN or an Individual Development Plan (IDP) and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Statement of SEN - a document that describes in detail the needs of children and young people with significant additional learning needs and specifies the provision being made to support them. These are now being replaced by Individual Development Plans (IDPs).

Thrive – a therapeutic approach to help support children with their emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

Wellbeing Classes - Cardiff funds several wellbeing classes which provide short term intensive support for children and young people displaying emotional health and wellbeing needs, to support their continued placement in their local mainstream school. Placement in a Wellbeing Class is temporary for up to one year. The pupils attending the Wellbeing Class are not placed on the roll of the school hosting the Wellbeing Class. The pupil remains on roll at their local school, and they are supported to return full time to their local school by the end of the programme.

Background

Cardiff's 2030 vision for education and learning in Cardiff sets a goal of '*A Learning Entitlement*', in which all children and young people are able to:

- access appropriate routes into education and learning opportunities
- thrive and fulfil their potential
- realise their individual dreams and ambitions

In order to improve outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning, addressing inequality is key.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs in Cardiff includes the following principles:

- Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning, emotional health and wellbeing.
- Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs wherever possible.
- High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning.
- Strong partnerships to ensure a holistic, collaborative response to a child or young person's additional learning needs (including health, children and adult services, early years and Further Education providers).
- Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay.

The number of children and young people requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or specialist resource base.

However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs require access to the specialist environments and expertise of a special school or specialist resource base.

The number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and specialist resource bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

As in all Local Authorities, the medium to long-term impact on learners of the Covid-19 lockdown is uncertain. Cardiff's schools have reported concerns in respect of behavioural, emotional and social development of learners that are at present supported in mainstream provision and it is noted that there has been a further increase in the number of children presenting with emotional health and wellbeing needs which have required appropriate support/ more specialist placements. Permanent exclusion and anxiety-based non-attendance have increased significantly since 2019/20. Although this may be a short-term impact of the pandemic, this may be part of a new longer- term trend.

Specialist Resource Bases

A specialist resource base is a small class in a mainstream school, taught by specialist staff.

At present, both primary and secondary schools in Cardiff host specialist resource base provision. These are designated to support children with complex learning needs and/or autism who require a specialist curriculum taught in a small class environment and some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

The purpose of a specialist resource base is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school. Where appropriate pupils can access lessons and activities alongside pupils who do not attend the specialist resource base.

Emotional Health and Wellbeing Needs provision (age 4 - 11)

Current provision

Cardiff currently maintains one special school and five wellbeing classes hosted by primary schools for learners with emotional health and wellbeing needs.

Special school places for 42 primary-age learners with emotional health and wellbeing needs are currently provided at The Court Special School.

The Council also provides 48 temporary placements for primary-age learners with emotional health and wellbeing needs at five wellbeing classes hosted within mainstream schools city-wide, at the following schools:

- Fairwater Primary School
- Fitzalan High School
- Lakeside Primary School
- Springwood Primary School
- Ysgol Gymraeg Pwll Coch

Learners attend wellbeing classes for a time-limited therapeutic intervention to support continued inclusion in their local mainstream school at the end of the period. Some learners whose needs cannot be met in their local mainstream school transfer to specialist provision such as The Court Special School.

The wellbeing class placements have historically been for a pre-determined period of 6 months or a year. An increasing number of children who require placement are presenting with needs that require a longer intervention, suggesting the Council should adopt a more flexible approach going forward, including the option for the time period in placement to be determined by individual children's progress.

The Council is committed to further developing and increasing provision for primary age learners with emotional health and wellbeing needs. This could be in temporary wellbeing provision supporting learners to continue in mainstream schools, and in specialist provision where permanent placements are appropriate.

Table 3 sets out emotional health and wellbeing needs provision for primary age learners currently available in Cardiff.

Table 3: Primary Emotional Health and Wellbeing Needs places in Cardiff 2023/24	
Establishment	Current primary Emotional Health and Wellbeing Needs capacity 2023/24
The Court Special School	42
Fitzalan High School (Wellbeing Class)	8
Fairwater Primary School (Wellbeing Class)	8
Springwood Primary School (Wellbeing Class)	8
Lakeside Primary School (Wellbeing Class)	16
Ysgol Pwll Coch (Wellbeing Class)	8
Total places	90

To address the need for additional places, the Council approved proposals in 2022 to expand The Court Special School from 42 places to 72 places across two sites, with effect from September 2025. This will add capacity to the primary phase, addressing the need for more places. The existing building will be replaced with two new purpose-built schools of 36 places each in the east and the west of the city.

As part of the development of the new provision, the school's name will be changing from The Court Special School to Ysgol Cynefin from September 2025.

There is no specialist resource base provision for primary aged pupils with emotional health and wellbeing needs in Cardiff at present.

Emotional Health and Wellbeing Needs provision (age 11 – 19)

Current provision

In September 2023 there was a total of 284 secondary age (11 – 19) specialist emotional health and wellbeing needs places in Cardiff maintained provision.

Table 4 sets out the secondary phase Emotional Health and Wellbeing provision currently available in Cardiff categorised by age range.

Establishment	Age 11-16	Age 11-19	Total
Greenhill School		64	64
Cardiff West Community High School (SRB)		20	20
Eastern High (SRB)	20		20
The Carnegie Centre		90	90
Bryn y Deryn		90	90
Total places	20	264	284

These establishments are all English-medium. They are mixed sex and provide for pupils with needs that cannot be met in mainstream provision.

Greenhill School caters for learners from age 11-19 with significant emotional health and wellbeing needs.

The Cardiff West Community High School Specialist Resource Base was established in 2022 and provides for learners from age 11-19 with significant emotional health and wellbeing needs.

The Eastern High Specialist Resource Base was established in 2023 and provides for learners from age 11 – 16 with significant emotional health and wellbeing needs.

The Carnegie Centre has provision for learners from age 11-19 with anxiety and mental health needs that prevent them from attending mainstream school.

Bryn y Deryn is a Pupil Referral Unit for learners from age 11-19. All the learners have significant emotional health and wellbeing needs.

At present, each of the three Welsh-medium secondary schools supports learners with emotional health and wellbeing needs within their existing mainstream provision.

The proposals in this document seek to establish new specialist resource base provision for primary and secondary aged pupils with emotional health and wellbeing needs, expanding provision for learners with these needs.

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place has increased in recent years and is projected to increase further over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other council areas or in independent schools. The total spend on these places was £8.9m in 2022/23. The budget for 2023/24 for these types of places is currently set at £10.3m.

Overall, an expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.

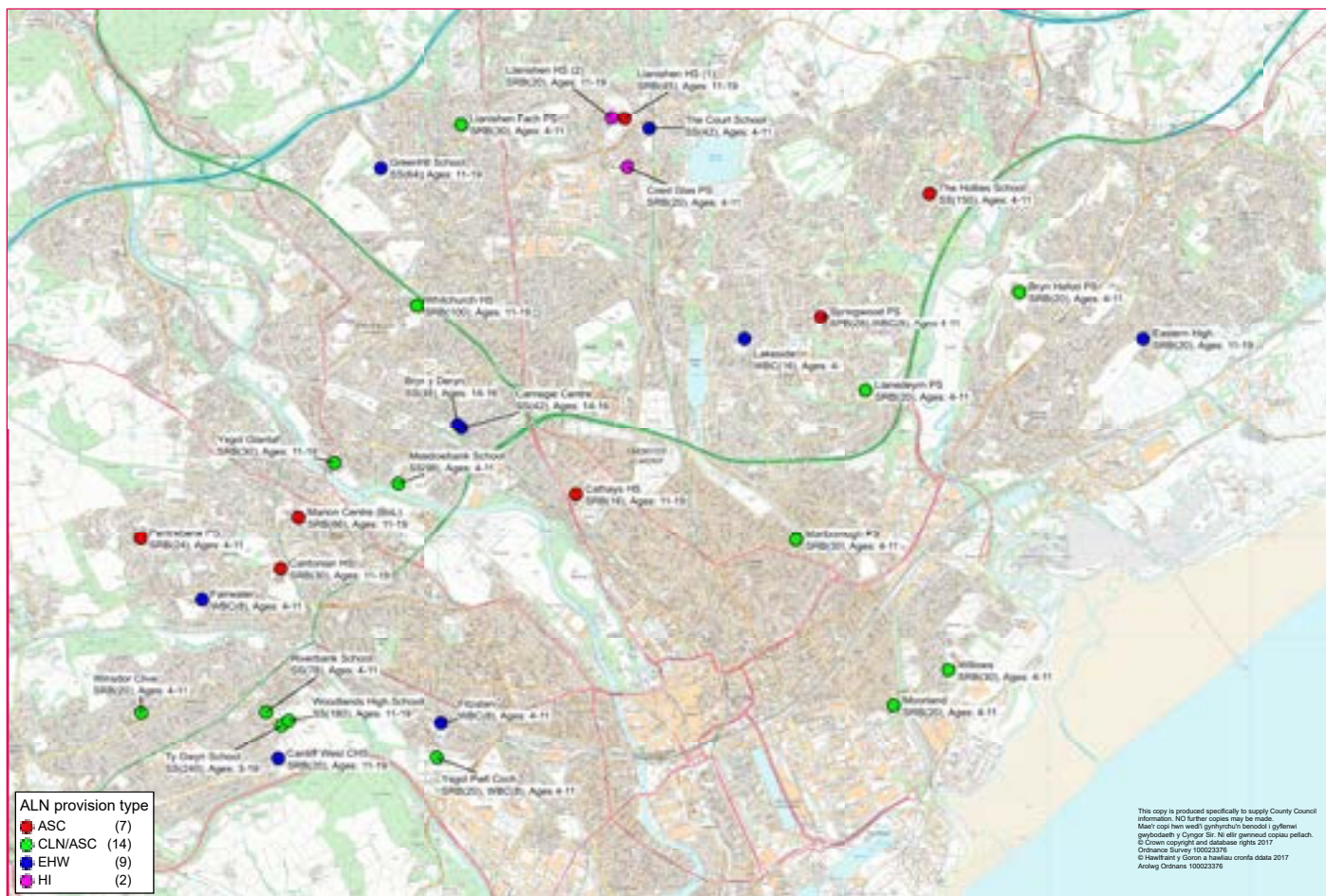
The Council is therefore prioritising the development of proposals to expand the Council's maintained provision which would support a greater number of Cardiff's learners to access education in the city and in their local community and would have a positive impact on the Council's distribution of financial resources to schools city-wide.

Geographical distribution of specialist provision

A map showing the location of existing specialist provision can be seen at page 17.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.



Demand for places

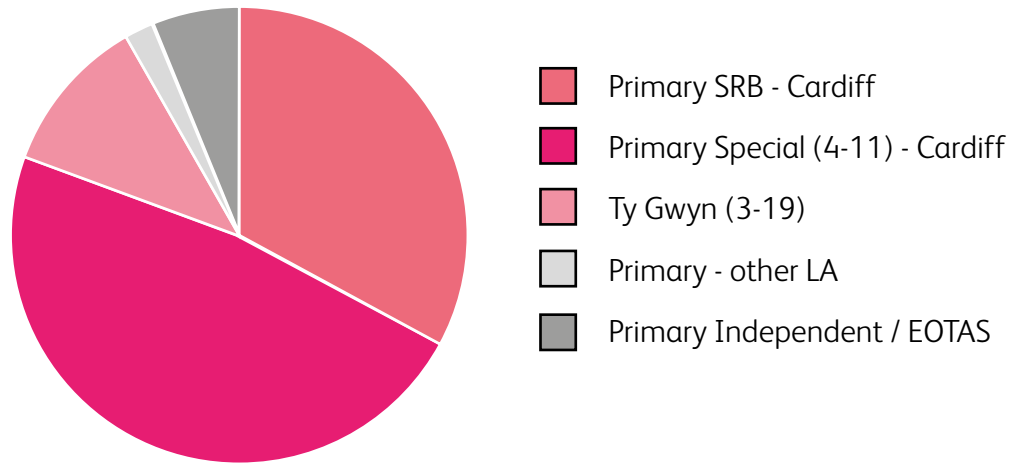
The Council’s continuous monitoring of individual needs of learners, and how each learner’s needs evolve, allows for data trends to be identified which inform the planning of places and learner support.

Table 5 below sets out the growth in the number of learners accessing specialist provision in recent years:

Table 5: Cardiff pupils accessing specialist placement, 2017/18 to 2022/2023

Cardiff maintained provision	17-18	18-19	19-20	20-21	21-22	22-23
Primary age Specialist Resource Base	174	192	192	192	213	204
Secondary age Specialist Resource Base	219	274	274	294	341	365
Primary Special (4-11)	204	216	240	254	282	299
Secondary Special (11-19)	186	196	205	208	210	227
Ty Gwyn Special School (3-19)	184	177	190	198	208	222
Pupil Referral Unit (single-registered to Pupil Referral Unit)	38	51	57	64	72	68
Sub-total - Cardiff special school, Specialist Resource Base & Pupil Referral Unit	1005	1106	1158	1210	1326	1385
Primary - placed in other Local Authority area	17	14	14	13	11	13
Secondary – placed in other Local Authority area	68	55	59	59	51	40
Primary Independent / Education Other Than at School	3	4	9	9	15	37
Secondary Independent / Education Other Than at School	312	279	267	228	257	272
Sub-total - other	400	352	349	309	334	362
Total Placements	1405	1458	1507	1519	1660	1747

PRIMARY AGE CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS



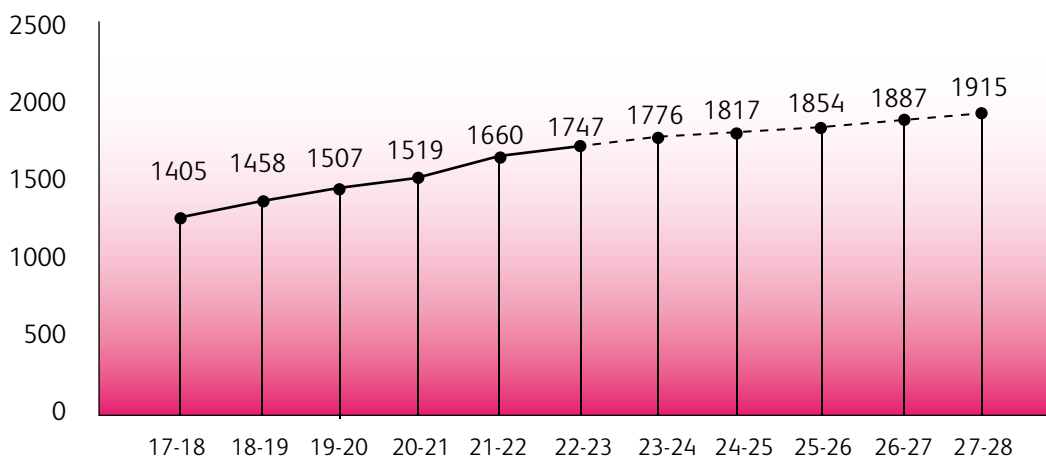
When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified.

Table 6 represents a continuation of this trend projection in the requirement for specialist placements against the projected pupil populations in the primary, secondary and post-16 age phases.

Table 6: Continuation of recent trend in Cardiff pupils accessing specialist placement

	22-23	23-24	24-25	25-26	26-27	27-28
Continued growth projection	1747	1776	1817	1854	1887	1915
Continued growth projection - % of population	3.4%	3.4%	3.5%	3.6%	3.7%	3.8%

CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS AND CONTINUATION OF TREND



The identified trend of growth from approximately 2.9% in 2017/18 to approximately 3.4% in 2022/23, if continued, would reach 3.8% (1,915 pupils) by 2027/28. However, whilst this consolidates the need for proposals to expand specialist provision to date, such growth trends cannot be modelled to continue indefinitely above 3.8% of the overall school population.

It is not anticipated that such a high proportion of learners should be placed in specialist provision, such as special schools, specialist resource bases and pupil referral units. Support in mainstream schools should, where appropriate, allow for learners to remain within their home school community. The Council is investigating opportunities to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.

Increasing provision for learners with Emotional Health and Wellbeing Needs

The Council is committed to further developing and increasing provision for learners with emotional health and wellbeing needs in both temporary wellbeing provision supporting learners to continue in mainstream schools, and in specialist provision where permanent placements are appropriate.

The proposed changes in the primary age phase would increase the overall number of placements for emotional health and wellbeing from 90 places to 114 places from September 2024, increasing to 144 in September 2025 following expansion of The Court Special School.

Converting the existing wellbeing classes to specialist resource base status would bring the model into line with the new bases proposed at Baden Powell Primary School and Herbert Thompson Primary School. All wellbeing specialist resource bases would continue to provide time limited early intervention places, the scope for the duration of placement to vary according to the needs and progress of the child.

The wellbeing class provision at Fitzalan High School would be unchanged.

The proposed change in the secondary age phase would increase the number of placements for emotional health and wellbeing places by 20 from September 2024.

The range of proposals focuses on supporting pupils in mainstream schools, where this is appropriate, and on sustainable growth of established and successful specialist provision. This would reduce the Council's reliance on out of county and independent places in coming years.

The overall increase in provision, to more closely match the projected need for places, would allow a greater number of learners to be placed in provision that is within or closer to their local community and would reduce travel time.



Baden Powell Primary School

Proposal for Additional Specialist Resource Base places at Baden Powell Primary School

Baden Powell Primary School is an English-medium community primary school with nursery provision located at Muirton Road, Tremorfa, Cardiff, CF24 2SJ.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.



Information specific to this proposal is set out at pages 21-27.

The number of places at the school

Table 7 below sets out details of recent and projected numbers on roll at Baden Powell Primary School.

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Baden Powell Primary School	420	60	48	English-medium community primary school

The current capacity of Baden Powell Primary School is 403 places and the school had 288 pupils on roll in January 2023.

Demand for places at the school

Table 8 below sets out details of recent and projected numbers on roll at Baden Powell Primary School.

Table 8 : Recent and projected numbers on roll at Baden Powell Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Baden Powell Primary School mainstream places	358	370	330	307	288	267	251	237	224	222

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 9 Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Baden Powell Primary School was most recently rated C- for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Baden Powell Primary School in Tremorfa extends to approximately 2.6 acres. No additional land is required to facilitate the establishment of an 8 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Baden Powell Primary School.

- Self-evaluation processes are increasingly rigorous and accurate, enabling senior leaders to quickly identify the school's strengths and areas for improvement.
- In recent years, the school has developed a strong track record of acting successfully upon its areas for improvement.
- Distributed leadership has become a feature of the school, with an increasingly beneficial range of staff influencing the quality of the school's work.
- Work to adopt the requirements of curriculum for Wales has been proactive and bespoke to the needs of the whole school community.
- The school actively engages with all stakeholders and works collaboratively with a wide range of external providers, networks and organisations.
- The school's work in relation to the requirements of Additional Learning Needs reform is strong.
- Across the school, support and provision for pupils' wellbeing is robust and effective.

The most recent Estyn inspection of the school in July 2017 judged the school's standards, wellbeing and attitudes to learning, learning experiences and care support and guidance as good. It judged the school's teaching and leadership and management as adequate.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Baden Powell Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Baden Powell Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Baden Powell Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of additional learning needs provision at Baden Powell Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Baden Powell Primary School would require the governing body to consider the workforce requirements in readiness for the expansion. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Baden Powell Primary School would serve pupils in the south of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Baden Powell Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 3 taxis would be needed. There is no space available on-site and further feasibility is required. The potential use of The STAR Hub car park opposite with staff to escort pupils is under consideration.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Fairwater Primary School

Proposal for Additional Specialist Resource Base places at Fairwater Primary School

Fairwater Primary School is an English-medium community primary school located at Wellwright Road, Fairwater, Cardiff, CF5 3ED.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.



Information specific to this proposal is set out at pages 29-35.

The number of places at the school

Table 10 below provides details of places available at Fairwater Primary School.

Table 10: Places at Fairwater Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Fairwater Primary School (mainstream places)	256	40	-	English-medium community primary school
Fairwater Primary School (wellbeing class places)	8	N/A	N/A	

The current capacity of Fairwater Primary School is 256 places and the school had 175 pupils on roll in January 2023.

Demand for places at the school

Table 11 below sets out details of recent and projected numbers on roll at Fairwater Primary School.

Table 11 : Recent and projected numbers on roll at Fairwater Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Fairwater Primary School mainstream places	243	224	209	198	175	172	169	154	157	154

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 12: Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Fairwater Primary School was most recently rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Fairwater Primary School in Fairwater extends to approximately 12.1 acres. Part of the site is planned to be occupied by The Court Special School (Ysgol Cynefin) from September 2025.

No additional land is required to facilitate the establishment of an 8 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets. This is already in place for the existing Wellbeing Class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Fairwater Primary School.

- The school knows its strengths and areas for development. This knowledge is informed by a range of monitoring activities over the course of the academic year, many of which the improvement partner has been involved in.
- School improvement priorities are monitored closely and evaluated to secure a positive impact on pupils' wellbeing and standards of learning.
- The school is continuing to develop their curriculum in line with guidance and in collaboration with Central South Consortium lead practitioners.
- The school has responded to the requirements of the Additional Learning Needs reform and fulfils its statutory duties in this respect.
- Grant funding is utilised to provide intervention and support to identified pupils. Many of these interventions seek to meet the wellbeing and emotional needs of learners.
- The school continues to develop parental involvement and refers to Welsh Government's "Family and Community Engagement" document to further enhance this.
- The newly appointed headteacher and school leaders support all pupils, and their families, to reach their full potential.

The most recent Estyn inspection of the school in February 2020 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- Co-locating the specialist resource base with the new Court School (Ysgol Cynefin) provision would allow staff to share best practice, strengthen relationships with special school provision, allow for professional

learning opportunities and for multi-agency working.

- The proposal would mean that pupils living in the western area of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the Wellbeing Class there is likely to be no differential impact. The Council would work with the Fairwater Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Fairwater Primary School Base could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Fairwater Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Fairwater Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Fairwater Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Fairwater Primary School would serve pupils in the west of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Fairwater Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 3 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Herbert Thompson Primary School

Proposal for Additional Specialist Resource Base places at Herbert Thompson Primary School

Herbert Thompson Primary School is an English-medium community primary school with nursery provision located at Plymouth Wood Road, Ely, Cardiff, CF5 4XD.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.



Information specific to this proposal is set out at pages 37-43.

The number of places at the school

Table 13 below provides details of places available at Herbert Thompson Primary School.

Table 13: Places at Herbert Thompson Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Herbert Thompson School	420	60	80	English-medium community primary school

The current capacity of Herbert Thompson Primary School is 420 places and the school had 406 pupils on roll in January 2023.

Demand for places at the school

Table 14 below sets out details of recent and projected numbers on roll at Herbert Thompson Primary School.

Table 14 : Recent and projected numbers on roll at Herbert Thompson Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Herbert Thompson Primary School mainstream places	440	443	431	423	406	400	387	389	384	378

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 15 Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Herbert Thompson Primary School was most recently rated B for condition and C for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Herbert Thompson Primary School in Ely extends to approximately 3.0 acres. No additional land is required to facilitate the establishment of a 16 place Specialist Resource Base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Herbert Thompson Primary School.

- The headteacher provides strong and effective leadership and is well supported by all senior staff.
- The school has a clear and bespoke vision which encompasses all of its provision, curriculum and community. As a result, most pupils develop well as they move through the school.
- There is a rigorous approach to self-evaluation which involves all members of staff. Using a wide range of first-hand evidence, the school is effective in identifying its strengths and areas for improvement.
- The school has a longstanding record of addressing its areas for improvement successfully.
- The school works constructively with outside agencies and has provided support to a range of schools. There is an outward looking culture which enables staff to share their practice and learn from others on a regular basis.
- The school has worked diligently to ensure that it is fully compliant with the ongoing Additional Learning Needs reform agenda.
- Provision for pupils' wellbeing is a strength of the school. The school deploys good range of programmes, which enables the needs of vulnerable pupils to be met well.

Following the school's most recent inspection in October 2022, the headteacher was asked to provide a best practice case study to share and exemplify the effectiveness of the school's leadership.

The most recent Estyn inspection of the school in October 2022 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure

staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south west of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Herbert Thompson Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Herbert Thompson Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Herbert Thompson Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Herbert Thompson Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Herbert Thompson Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Herbert Thompson Primary School would serve pupils in the west of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Herbert Thompson Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 16 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 6 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Lakeside Primary School

Proposal for Additional Specialist Resource Base places at Lakeside Primary School

Lakeside Primary School is an English-medium community primary school with nursery provision located at Ontario Way, Lakeside, Cardiff, CF23 6HB.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

Information specific to this proposal is set out at pages 45-51.



The number of places at the school

Table 16 below provides details of places available at Lakeside Primary School.

Table 16: Places at Lakeside Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Lakeside Primary School (mainstream places)	420	60	80	English-medium community primary school
Lakeside Primary School (wellbeing class places)	16	N/A	N/A	

The current capacity of Lakeside Primary School is 420 places and the school had 418 pupils on roll in January 2023.

Demand for places at the school

Table 17 below sets out details of recent and projected numbers on roll at Lakeside Primary School.

School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Lakeside Primary School mainstream places	446	412	414	415	418	399	389	371	355	339

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 18: Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Lakeside Primary School was most recently rated C- for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Lakeside Primary School in Lakeside extends to approximately 6.9 acres. No additional land is required to facilitate the establishment of a 16 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area. This is already in place for the existing wellbeing class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Lakeside Primary School.

- Leadership in the school continues to be highly effective. An exciting learning culture permeates the school and pupil voice sits at the heart of a highly creative approach to curriculum design and pedagogy.
- There is a clear strategy for improvement, and this has resulted in sustained outcomes in nearly all areas of learning. All staff have clear roles and responsibilities and work together effectively. The Senior Leadership Team are effectively supporting the development of the strategic vision for the school.
- Improvement planning gives good attention to addressing national priorities concerning literacy, numeracy, and e-FSM pupils' achievement. As a result, the school improvement plan (SIP) provides an effective strategy which has brought about sustained improvement in outcomes for nearly all learners.
- The SIP identifies the outcomes the school expects to achieve, and senior leaders and governors use it effectively to monitor progress against targets, success criteria and milestones.
- The school has effective procedures for self-evaluation and the self-evaluation report (SER) provides an accurate picture of the school's strengths and areas for improvement.
- Assessment and tracking of pupils' progress and intervention to support improvement is strong and, as a result, nearly all pupils make at least good progress.
- The Additional Learning Needs Coordinator (ALNCO) attends training and cluster meetings and provides feedback to staff and governors. Detailed one-page profiles are developed for all pupils and staff to develop specific targets for learners who need additional support above what's available in universal provision.

The most recent Estyn inspection of the school in November 2014 judged the school's standards, and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good. It judged the school's wellbeing as adequate.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the north/central area of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the wellbeing class there is likely to be no differential impact. The Council would work with the Lakeside Primary School Governing Body to develop a Travel Plan to minimise any potential disruption

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Lakeside Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Lakeside Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Lakeside Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Lakeside Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Lakeside Primary School would serve pupils in the north/central area of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Lakeside Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities

As there would be a maximum of 16 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals .

A drop-off and pick-up area for school transport for an anticipated 6 taxis would be needed. The required space is available on site with reconfiguration of the existing facilities.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Springwood Primary School

Proposal for Additional Specialist Resource Base places at Springwood Primary School

Springwood Primary School is an English-medium community primary school with nursery provision located at Pennsylvania, Llanedeyrn, Cardiff, CF23 9LS.

The school hosts a specialist resource base for children with autism. No changes are proposed to the school's specialist resource base for learners with autism.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

Information specific to this proposal is set out at pages 53-59.



The number of places at the school

Table 19 below provides details of places available at Springwood Primary School.

Table 19: Places at Springwood Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Springwood Primary School (mainstream places)	420	60	48	English-medium community primary school
Springwood Primary School (Autism SRB)	28	N/A	N/A	
Springwood Primary School (wellbeing class places)	8	N/A	N/A	

The current capacity of Springwood Primary School is 420 places and the school had 234 pupils on roll in January 2023.

Demand for places at the school

Table 20 below sets out details of recent and projected numbers on roll at Springwood Primary School.

Table 20 : Recent and projected numbers on roll at Springwood Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Springwood Primary School mainstream places	207	212	217	235	234	238	250	251	245	237

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 21 Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Springwood Primary School was most recently rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Springwood Primary School in Llanedeyrn extends to approximately 6.8 acres. No additional land is required to facilitate the establishment of an 8 place Specialist Resource Base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets. This is already in place for the existing Wellbeing Class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Springwood Primary School.

- The school's self-evaluation practices are well-established, robust and effective. Senior leaders work collaboratively with colleagues from other local schools to support this work, ensuring that there is useful quality assurance.
- The school acts swiftly and successfully when areas for improvement are identified. Work to improve pupils' writing skills has been particularly effective in recent times.
- The headteacher is well supported by the deputy headteacher and the senior leadership team. Distributed leadership is effective, and all staff have the opportunity to influence the school's practice.
- Professional learning opportunities for all staff have ensured that the school's practice is constantly held under review and enabled to evolve, according to the needs of the pupils.
- The school has developed a creative approach to its new curriculum which focusses on the skills, knowledge and experiences that its pupils specifically need.
- Work to ensure that the school is compliant with Additional Learning Needs reform is well-established.
- The school has a strong track record of providing effective provision for pupils with a wide range of additional learning need.

The most recent Estyn inspection of the school in March 2018 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences and leadership and management as good. It judged the school's care support and guidance as excellent.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the north east area of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the wellbeing class there is likely to be no differential impact. The Council would work with the Springwood Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Springwood Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of provision for learners with emotional health and wellbeing needs in this area of the city. Standards at Springwood Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Springwood Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Springwood Primary School would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Springwood Primary School would serve pupils in the northeast of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Springwood Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base , it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 3 taxis would be needed. The required space is available on site with reconfiguration of the existing facilities.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.

A photograph of a classroom scene with a pink overlay. A teacher with curly hair is smiling and leaning over a table. Several young students are seated at the table, looking at educational cards. One card clearly shows the equation $2 \times 5 = 10$.

Ysgol Gymraeg Pwll Coch

Proposal for Additional Specialist Resource Base places at Ysgol Gymraeg Pwll Coch

Ysgol Gymraeg Pwll Coch is a Welsh-medium community primary school with nursery provision located at Lawrenny Avenue, Leckwith, Cardiff, CF11 8BR.

The school hosts a specialist resource base for children with complex learning needs. No changes are proposed to the school’s specialist resource base for learners with complex learning needs.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.



Information specific to this proposal is set out at pages 61-67.

The number of places at the school

Table 22 below provides details of places available at Ysgol Gymraeg Pwll Coch.

Table 22: Places at Ysgol Gymraeg Pwll Coch

Name of school	Current Published Capacity (age 4 - 11)	Places per year group (age 4 - 11)	Nursery Places	Language medium and Category of School
Ysgol Gymraeg Pwll Coch (mainstream places)	420	60	80	Welsh-medium community primary school
Ysgol Gymraeg Pwll Coch (CLN/ASC SRB)	20	N/A	N/A	
Ysgol Gymraeg Pwll Coch (wellbeing class places)	8	N/A	N/A	

The current capacity of Ysgol Gymraeg Pwll Coch is 420 places and the school had 272 pupils on roll in January 2023.

Demand for places at the school

Table 23 below sets out details of recent and projected numbers on roll at Ysgol Gymraeg Pwll Coch.

Table 23 : Recent and projected numbers on roll at Ysgol Gymraeg Pwll Coch										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Ysgol Gymraeg Pwll Coch mainstream places	383	340	321	284	272	260	242	235	231	221

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 24: Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Ysgol Gymraeg Pwll Coch was most recently rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

Ysgol Gymraeg Pwll Coch in Leckwith extends to approximately 3.6 acres. No additional land is required to facilitate the establishment of an 8 place specialist resource base for emotional health and wellbeing at the school from September 2024.

The specialist resource base would require a classroom set up to provide a nurturing environment, including a withdrawal room for children to self-regulate and with access to a secure outside learning area and toilets. This is already in place for the existing Wellbeing Class provision.

It is proposed that the base would be accommodated within the existing buildings and would replace the existing wellbeing class.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Ysgol Gymraeg Pwll Coch.

- The school is developing a range of self-evaluation activities, enabling accurate identification of strengths and areas for development. This information feeds into an appropriate school development plan with priorities accurately reflecting findings of self-evaluation.
- Curriculum planning and assessment is developing appropriately with positive momentum driving further development, working in collaboration with all stakeholders, the cluster, and other partners.
- The school has responded well to the requirements of Additional Learning Needs reform and fulfils its statutory duties in this respect.
- Grant funding is utilised appropriately providing intervention and support to identified pupils, focussed on improving literacy, numeracy, and wellbeing.
- The school has developed effective links with all stakeholders and wider community. This includes working closely with the LA during the development of two recent Specialist Resource Bases located on site.
- The Headteacher and senior leaders are working on developing a culture of distributed leadership, in effective partnership with the Governing Body, meeting the needs of all pupils, in a safe and nurturing environment.

The most recent Estyn inspection in February 2018 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE.

The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south west of the city who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. However, as the number of learners accessing the base would be unchanged from the number currently attending the wellbeing class there is likely to be no differential impact. The Council would work with the Ysgol Gymraeg Pwll Coch Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Ysgol Gymraeg Pwll Coch could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is no other provision for learners with emotional health and wellbeing needs in Welsh-medium primary education in the city. Standards at Ysgol Gymraeg Pwll Coch are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Ysgol Gymraeg Pwll Coch is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Ysgol Gymraeg Pwll Coch would require the governing body to consider the workforce requirements in readiness for the expansions. The governing body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the governing body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Ysgol Gymraeg Pwll Coch would serve Welsh-medium pupils and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who may currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Ysgol Gymraeg Pwll Coch who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 8 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick up area for school transport for an anticipated 3 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Ysgol Gyfun Gymraeg Plasmawr

Proposal for Additional Specialist Resource Base places at Ysgol Gyfun Gymraeg Plasmawr

Ysgol Gyfun Gymraeg Plasmawr is a Welsh-medium community high school located at Pentrebane Road, Fairwater, Cardiff, CF5 3PZ.

To meet the demand for secondary age specialist provision the Council is proposing to:

- establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings.

Information specific to this proposal is set out at pages 69-75.



The number of places at the school

Table 25 below provides details of places available at Ysgol Gyfun Gymraeg Plasmawr.

Table 25: Places at Ysgol Gyfun Gymraeg Plasmawr

Name of school	Current Published Capacity (age 11– 16)	Places per year group (age 11 – 16)	Sixth Form Places	Language medium and Category of School
Ysgol Gymraeg Plasmawr	1050	210	195	Welsh-medium community secondary school

The current capacity of Ysgol Gyfun Gymraeg Plasmawr is 1050 places and the school had 963 pupils on roll in January 2023.

Demand for places at the school

Table 26 below sets out details of recent and projected numbers on roll at Ysgol Gyfun Gymraeg Plasmawr.

Table 26 : Recent and projected numbers on roll at Ysgol Gyfun Gymraeg Plasmawr										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2023/26	2026/27	2027/28
Ysgol Gyfun Gymraeg Plasmawr	1099	1136	1146	1155	1156	1232	1246	1262	1264	1245

*school pupil numbers based on local catchment population projections and historical patterns of demand.

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 27: Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Ysgol Gyfun Gymraeg Plasmawr is rated C+ for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of special school provision.

Proposed Specialist Resource Base Accommodation

It is proposed that the newly established based would be accommodated within the existing school buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Ysgol Gyfun Gymraeg Plasmawr:

- Vulnerable learners are very well supported, and standards are monitored through a range of effective interventions. The provision for the well-being of such learners is a notable strength of the school and reinforces the senior leaders' knowledge of the local demographic and needs of individual pupils.
- There are a small number of learners who have behavioural needs, and the school is developing processes to deal with these additional needs effectively.
- The school continues to develop an inclusive curriculum and design learning activities that promote equitable access to experiences for all vulnerable pupils.
- Pupil progress is tracked effectively, and most make expected progress. There remains a difference in the attainment between some vulnerable groups and this remains highlighted since the pandemic. The school is adopting the RADY programme as one initiative to address this.
- The school identifies its strengths and areas for development through a wide range of self-evaluation processes.
- The school has responded to the ALN reform and fulfils its statutory obligations in this respect.
- The SLT have fostered positive working relationships with the cluster schools as they work collaboratively to further develop their curriculum to achieve a continuum of learning for all.

The most recent Estyn inspection in January 2023 noted the care and support the school offered all pupils was a notable strength. Leaders across the school offered high levels of support to staff in respect of ALN and well-being. Sixth form pupils were commended for demonstrating a very mature attitude and excellent leadership skills for their running of various school forums, all of which are impactful, and which address a number of issues affecting all young people in today's society e.g., Merched Mentrus (enterprising girls) Bechgyn Bonheddig (noble boys) Balch (pride) Digon (enough) and the Eco Council.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at Ysgol Gyfun Gymraeg Plasmawr are good, and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Special schools, wellbeing classes and specialist resource bases for learners experiencing emotional health and wellbeing needs are organised to provide a range of therapeutic and nurturing interventions and support. Many of the learners will experience a range of associated difficulties such as delayed literacy and numeracy, speech language and communication, sensory and emotional regulation. Schools

ensure staff employed in the setting have appropriate skills and experience to plan and implement interventions including ELSA and THRIVE. The settings provide small class learning tailored to the learning needs of the pupils, including interventions to support literacy and numeracy, speech language and communication. The wellbeing classes have a focus on supporting reintegration and a return to mainstream learning at an appropriate point: the process is planned to take account of the learner's progress and needs.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for Welsh-medium secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils resident in Cardiff who need a Welsh-medium secondary place at an emotional health and wellbeing specialist resource base are able to access this provision within Cardiff.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Ysgol Gyfun Gymraeg Plasmawr Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

There is currently no specialist Welsh-medium secondary age city-wide provision.

At present, each of the three Welsh-medium secondary schools support learners with emotional health and wellbeing needs within their existing mainstream provision.

Alternative options to establishing a specialist resource base for children with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr could include:

- Do nothing. There are not enough specialist places in Cardiff. Establishment of in-County provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites.

However, there is no other provision for learners with emotional health and wellbeing needs in Welsh-medium secondary education in the city. Standards at Ysgol Gyfun Gymraeg Plasmawr are good, and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of secondary emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of additional learning needs provision at Ysgol Gyfun Gymraeg Plasmawr is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Ysgol Gyfun Gymraeg Plasmawr would require the Governing Body to consider the workforce requirements in readiness for the expansions. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Ysgol Gyfun Gymraeg Plasmawr could reduce the distance travelled to school for children in the western area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the three-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to secondary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Ysgol Gyfun Gymraeg Plasmawr who live within three miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be provided as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Information Relevant to all Proposals

Additional Support for Pupils

Table 28 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of SEN	% of Pupils with school IDP	% of Pupils with LA IDP	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Baden Powell Primary School	*	4.9%	4.5%	3.4%	*	50.5%	13.5%	33.1%
Fairwater Primary School	*	*	4.4%	*	*	41.7%	11.1%	25%
Herbert Thompson Primary School	8.8%	10.2%	2.2%	3.6%	*	60.6%	17.4%	36.9%
Lakeside Primary School	*	*	2%	*	*	8%	18.3%	52.4%
Springwood Primary School	5.4%	4.4%	14.6%	*	*	42.4%	18.5%	38%
Ysgol Gymraeg Pwll Coch	3.6%	*	2.4%	*	*	16.3%	2.4%	24.2%
Ysgol Gyfun Gymraeg Plasmawr	*	1.4%	2.5%	*	*	12.1%	*	10.7%

Source: mylocalschool.wales.gov.uk

*This data item is disclosive, not sufficiently robust for publication, not applicable or is otherwise unavailable.

Further information can be found on the website: mylocalschool.wales.gov.uk. My Local School is a website designed to open up access to school data for parents and all others with an interest in their local school.

Impact on pupils with Additional Learning Needs (ALN)

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force on 1 September 2021 to ensure children and young people can access additional support to meet their needs that is properly planned for and protected, with learners at the heart of the process.

Children are moving from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over a 3-year period from September 2021, to ensure enough time for schools and local authorities to discuss the support needed and to prepare plans.

The current expertise at the schools would be maintained. The establishment of specialist resource base provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting. Cardiff schools have well-established processes for planning and supporting transition between settings. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

How would support for learners with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

The standards at the schools included in the proposed changes are good.

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported.

All schools would continue to provide support that is appropriate to the individual needs of each pupil.

How would learners receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive free school meals. All schools in Cardiff receive funding for these pupils.

The standards at the schools where changes are proposed are good.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive free school meals.

How would Minority Ethnic learners be affected?

The standards at the schools included in the proposed changes are good.

The needs of individual pupils are assessed and provided for as appropriate.

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

How would the changes affect other schools?

Special schools / specialist resources bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in a specialist resource base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

There are no planned changes to the Council's policy on the admission of children to schools as a result of these proposals.

Detailed information about admission arrangements is in the Council's Admission to School booklet. You can find this information on the Council's website at www.cardiff.gov.uk

Admissions to specialist provision are managed by the Council, in accordance with the ALN Code. Placements are decided by a specialist provision placement panel. The panel aim to place children as close to their home address as possible, however each provision offers places to pupils from across the city to ensure maximum flexibility.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

Any building/adaptation works required to accommodate increased pupil numbers will require full financial evaluation and an identified funding source. Should the Council be required to make a contribution towards these costs, these will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme.

These proposals do not form part of the Council's Sustainable Communities for Learning Programme and any costs would need to be identified from Council resources unless other funding sources are identified. Additional funding may be available from the Welsh Government for specific schemes or general capital Additional Learning Needs use but these are yet to be identified or confirmed.

The revenue costs for these additional places will need to be funded from the existing delegated schools budget.

It will be necessary to ensure that the annual budgets allocated to schools reflect each school's size and structure. School budgets are for the most part based on pupil numbers and, therefore, it will be necessary to increase the school budget in line with the Additional Learning Needs places.

Schools transport costs will also need to be considered for each proposal.

Health provision

Some of the pupils who attend Cardiff's schools have additional health needs which require schools to work with the health board.

There have been a broad range of collaborative projects undertaken by education and health services, to enhance the skill-base of education staff in special and mainstream school settings, increasing their capacity to implement advice from health services, to benefit individuals and groups. For example, as part of the Whole School Approach to emotional health and wellbeing, a single point of contact for advice and support regarding mental health has been established, and there are mental health teams working directly with schools to enhance early support and intervention.

The health board has recently appointed a project officer to lead on a local project: 'Special School Growth Project', which is looking at creating a model of multi-agency working in order to best support the health needs of children in Cardiff and Vale of Glamorgan schools. Officers will be working with health colleagues in order to help move this project forward. The Act 2018 will be implemented over a three-year period, beginning in September 2020.

In order to address these challenges together, the Council and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral units. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

Governance Arrangements

The proposed establishment of specialist resource base provision at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gymraeg Pwll Coch and Ysgol Gyfun Gymraeg Plasmawr would not require any changes to the existing governance arrangements.

Impact of the proposals on the Welsh Language

In 2017, the Welsh Government published its Welsh language strategy Cymraeg 2050: A Million Welsh Speakers in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long-term aim is for Wales to have one million Welsh speakers by 2050.

The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (Cymraeg 2050: A Million Welsh Speakers, pg21). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.

The national target is to:

- increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.

There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

The Council is committed to a 'truly bilingual Cardiff' including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.

Underpinning this vision are the following principles:

- applying the principles of the '15-minute neighbourhoods' to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.
- every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
- learners with additional learning needs (ALN) will receive equal linguistic opportunity.

To achieve this vision the Council will deliver:

- more nursery children/ three-year olds receiving their education through the medium of Welsh.
- more reception class children/ five-year olds receiving their education through the medium of Welsh.
- an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. 189.

It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.

The proposals directly respond to the following WESP Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

A 20-place specialist resource base for learners aged 4 – 11 with complex learning needs and autism spectrum conditions was established at Ysgol Gymraeg Pwll Coch in September 2018.

A specialist resource base for learners with Autism Spectrum Condition aged 11 – 19 was established at Ysgol Gyfun Gymraeg Glantaf in September 2023. The school also has a specialist resource base for learners with complex learning needs.

The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy, project or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/ belief, sex, sexual orientation).

An initial combined Single Impact Assessment including an Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

This assessment will be reviewed after the consultation and at key points if the proposals were to proceed. If the proposal goes ahead, another equality impact assessment would be carried out at the design stage. This would identify accessibility to the new provision. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

Community Impact

When considering the potential for impact on the wider community as a result of the proposed changes, the following are taken into account: Public Open space, parkland, the current use of the school facilities by the community, noise and traffic congestion.

The schools that might be affected by the proposals are existing schools. They offer a range of school activities, and some have community organisations offering services from the school. The views of the schools and the wider community on any potential impacts will be sought as part of the consultation and considered as part of the post consultation analysis process.

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act, the Council is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling.

Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

Potential Disruption to Pupils

The Council has significant experience in the successful delivery of building projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme.

In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of workstreams to support the project.

Any building work carried out would be managed effectively in consultation with the schools included in these proposals to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained.

Wherever possible any adaptations would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

Cardiff schools have well-established processes for planning and supporting transition between settings. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

Next steps, how to make your views known and feedback form

What happens next?

Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet to report stakeholder views to elected members and to inform decision making. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation, there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 29 below:

Table 29: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	20 November – 19 January 2024
Consultation report considered by the Council Cabinet and published on the Council website	March 2024
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	April 2024
Expected date for end of Objection Period	May 2024
Final decision (determination) by the Council's Cabinet	July 2024
Objection report published on the Council website and notification of Cabinet's decision	July 2024

Consultation period

The consultation period for these proposals starts 20 November 2023 and ends on 19 January 2024.

See page 86 for further details of how to respond and make your views known.

The Council will publish a consultation report on its website. The report must be published at least two weeks prior to the publication of a statutory notice.

You can also ask for a hard copy of the report.

The report will set out the issues raised during the consultation period and give the Council's response to these issues. The report will contain Estyn's view of the proposals and any formal responses received from elected members, school governing bodies, headteachers and any representative bodies. The points raised in individual responses will be summarised and considered but not published in full.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

Statutory Notice

A statutory notice is the formal publication of a finalised proposal. The approval to publish a statutory notice must be given by the Council's Cabinet. This would only be considered after the Cabinet have received a report on all the consultation responses. This is a legal requirement as outlined in the School Organisation Code 2018.

The Council would publish the statutory notice(s) on its website. It would also put copies of the notice(s) at or near the main entrance to the school(s)/site(s) affected by the notice. Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

Determination of the proposals

Cardiff Council Cabinet would determine the proposals. This means they will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposals, or they may approve the proposals with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

Decision Notification

After determination, Cardiff Council would let everyone affected by the proposal know what the decision was. It will also be published on the Council's website.

Have Your Say!

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 19 January 2024.

Unfortunately, no responses received after that date can be considered.

Which of the following are you responding as?

- | | |
|--|---|
| <input type="checkbox"/> Current Parent or Guardian* | <input type="checkbox"/> Governor* |
| <input type="checkbox"/> Future Parent or Guardian* | <input type="checkbox"/> Local Resident |
| <input type="checkbox"/> Pupil* | <input type="checkbox"/> Elected Member |
| <input type="checkbox"/> Member of staff* | <input type="checkbox"/> Other (please specify) _____ |

*Please confirm which school(s) you are affiliated with

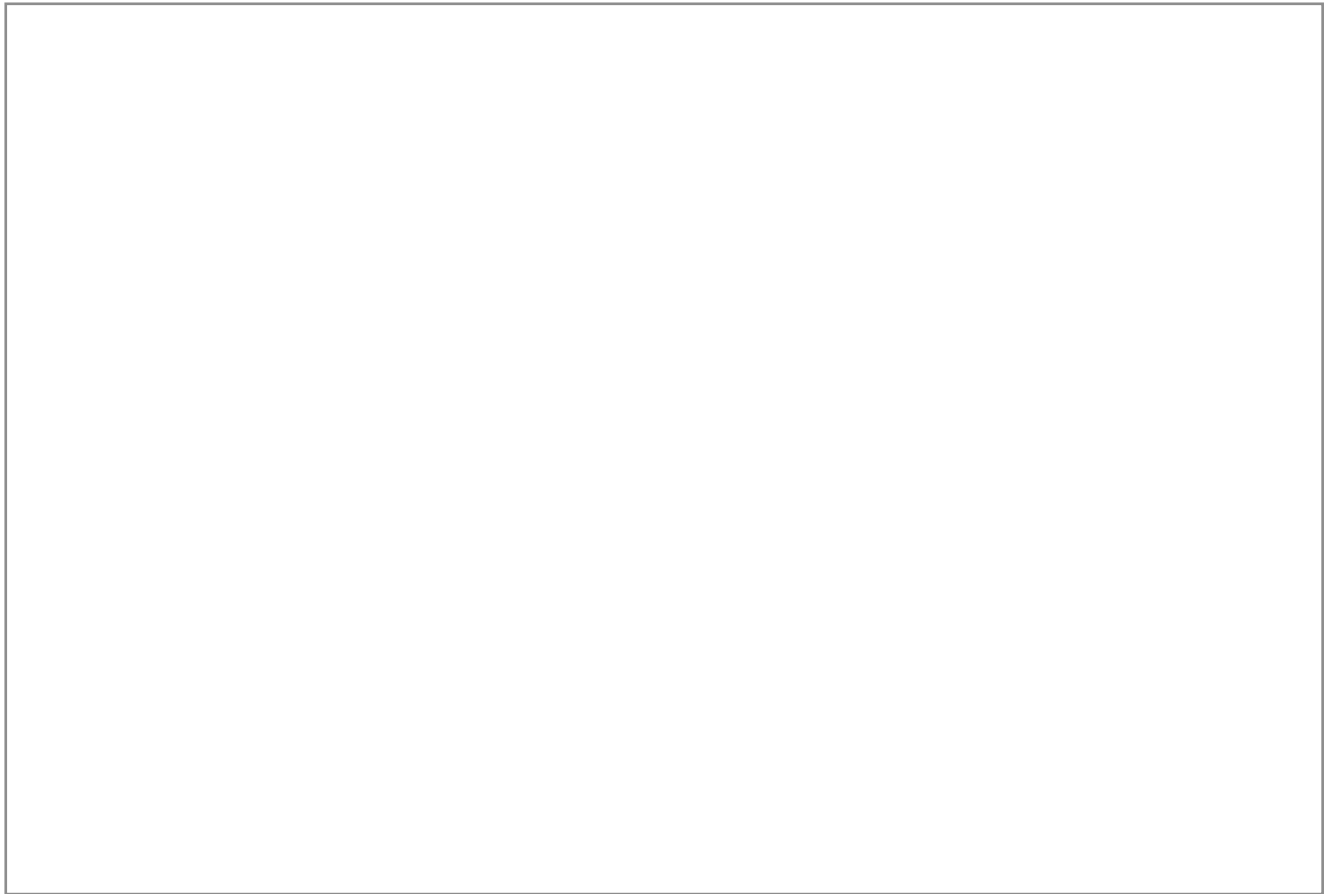
1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

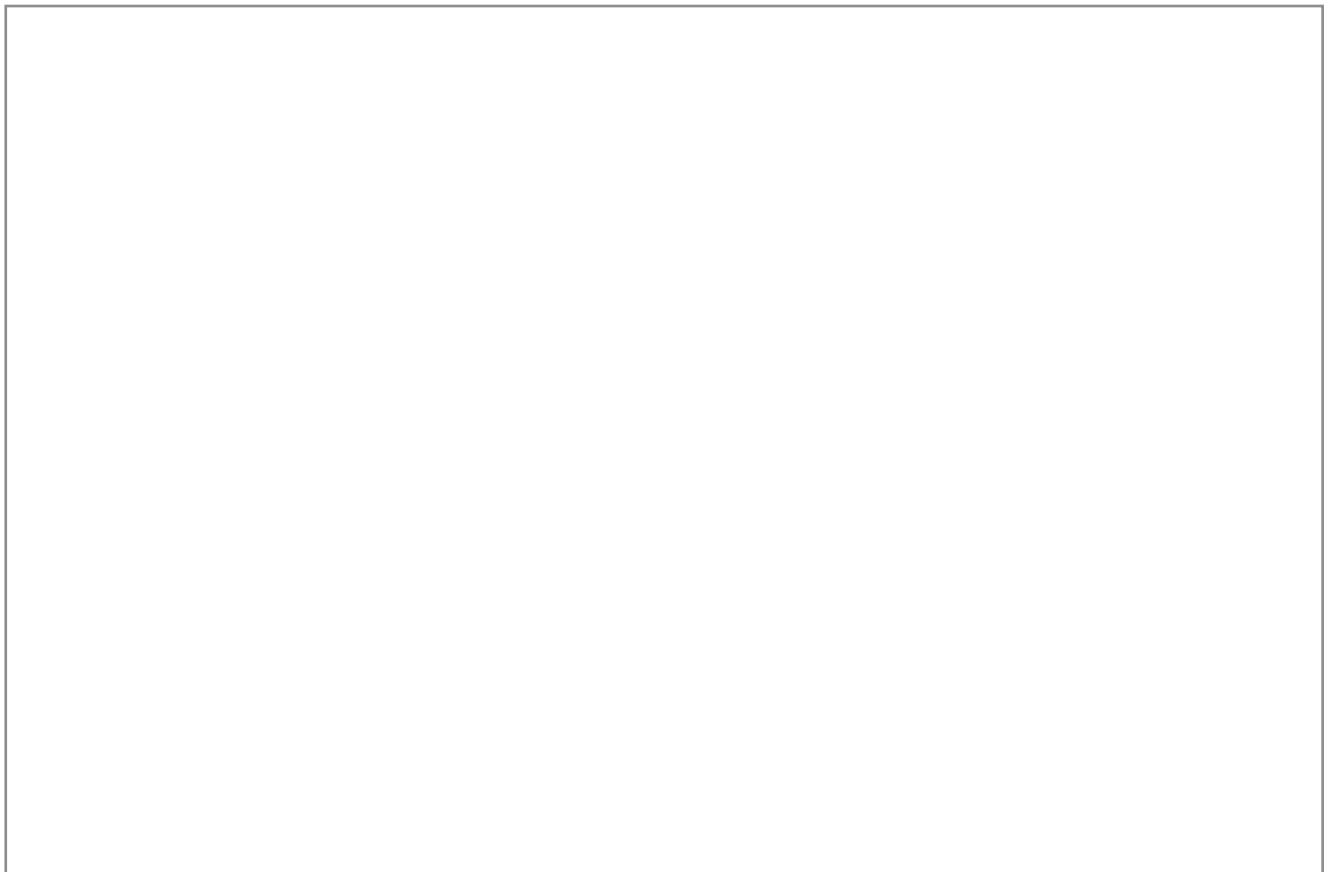
2. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
<p>Baden Powell Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings. 			
<p>Fairwater Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class. 			
<p>Herbert Thompson Primary School</p> <ul style="list-style-type: none"> establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings 			
<p>Lakeside Primary School</p> <ul style="list-style-type: none"> establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class. 			
<p>Springwood Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class. 			
<p>Ysgol Gymraeg Pwll Coch</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class. 			
<p>Ysgol Gyfun Gymraeg Plasmawr</p> <ul style="list-style-type: none"> establish a 20 place specialist resource base for learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings. 			

3. If you do or not support the proposed changes, please explain



4. Would you like to suggest any changes or alternatives to the proposed changes?



5. Do you wish to make any additional comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **19 January 2024**

The Council is **not able** to consider any consultation responses received after this date.

Consultation responses will **not** be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments.

Please return this form to the School Organisation Planning Team, Room 463, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 19 January 2024.

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk

For further information on how we process your personal data please refer to our Privacy Policy - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- Under 16 25-34 45-54 65-74 Prefer not to say
 16-24 35-44 55-64 75+

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment Other

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website

https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

21st Century Schools Consultation Document 2023

SPECIALIST PROVISION FOR PRIMARY AGED LEARNERS
WITH COMPLEX LEARNING NEEDS AND / OR AUTISM

20 NOVEMBER 2023 – 19 JANUARY 2024



This document can be made available in Braille.
A summary version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



Table of Contents

Introduction

- What is this booklet about?
- What are we proposing to do?

Consultation

- Who are we consulting with?
- Views of children on the proposed changes
- How can you find out more and let us know your views?
- Public meetings (in person /online)
- Drop-in sessions (in person /online)
- Your views are important to us

Explanation of terms used in this document

Background

The Approach to Supporting Additional Learning Needs in Cardiff

Sufficiency in the Special Sector

Complex Learning Needs / Autism Specialist Resource Bases

Complex Learning Needs / Autism Places

- Current provision
- Geographical distribution of Specialist Provision

Demand for places

- Demand for places
- Increasing provision for primary age learners with Complex Learning Needs and / or Autism

COED GLAS PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Coed Glas Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

GREENWAY PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Greenway Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

SEVERN PRIMARY SCHOOL

Proposal for Additional Specialist Resource Base places at Severn Primary School

- The number of places at the school
- Demand for places at the school
- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

- How would standards at the school be affected by the proposed change?
- Teaching and learning experiences
- Care support and guidance
- Leadership and management

What are the benefits of the proposed change?

Potential disadvantages of the proposed change

Risks

Alternative options

Human Resources Matters

Transport Matters

Have your say

Information relevant to all proposals

Additional support for pupils

- How would support for learners with additional learning needs be affected?
- How would support for learners with English as an Additional Language be affected?
- How would learners receiving Free School Meals be affected?
- How would Minority Ethnic learners be affected?

How would the changes affect other schools?

Admission arrangements

Learner Travel Arrangements

Financial Matters

Health Provision

Governance Arrangements

Impact of the proposals on the Welsh Language

Equalities

Community Impact

Wellbeing of Future Generations

Potential Disruption to Pupils

Next steps, how to make your views known and feedback form

- What happens next?
- Key Dates
- Consultation period
- Statutory Notice
- Determination of the proposals
- Decision Notification

Have your say

- Consultation response form

About You

INTRODUCTION

What is this booklet about?

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff. It will be of particular interest to parents/ carers of children and young people attending or expecting to attend specialist resource bases (SRBs) and those that have or currently work with children and young people with complex learning needs (CLN) and/or Autism.

Children and young people with complex learning needs have a range of issues and a combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

The Council wants to make changes to the provision for primary aged learners with complex learning needs.

This booklet sets out a range of proposals to increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism and the reasons for these proposed changes.

What are we proposing to do?

To meet the demand for specialist provision for primary aged learners with complex learning needs and/or autism it is proposed to:

- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Greenway Primary School from September 2024, within the existing buildings.
- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Severn Primary School from September 2024, within the existing buildings.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layout changes, if necessary, would be considered at a later date. If such changes are necessary, there would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for primary and secondary aged learners with emotional health and wellbeing needs at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNSchoolproposals

Consultation

Who are we consulting with?

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

As part of this we are asking people what they think about the changes we are proposing. There are a number of ways people can tell us their views.

Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Community Councils	Trade Unions
Local Members/Constituency and Regional Members of the Senedd (MS) /Members of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Welsh Education Forum
Cardiff and Vale Health Board	Voluntary Sector Organisations
Local businesses/organisations	Traffic Commissioner for Wales

Views of children and young people on the proposed changes

Cardiff is a Child Friendly City, and the views of children and young people are key to the way education is delivered. It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in the schools included as part of these proposals and the information gathered in these sessions will be included in the final consultation report.

How you can find out more and let us know your views?

This consultation document and a consultation response form are available on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We will advise families with children at the associated schools on how they can access a copy of the document.

Information will also be provided to residents and businesses in close proximity to the school sites included in the proposals.

As part of the consultation, we will be holding a series of meetings where the proposed changes will be explained and there will be an opportunity to ask questions.

Public Meetings (in person / online)

We will hold public meetings for anybody to attend where the changes we are proposing will be explained. There will be a presentation setting out details of the proposed changes and you will have the opportunity to ask questions as part of these meetings. The date, time and venue of the in-person public meeting is in the table below.

We are offering an online meeting via Microsoft Teams. This will be similar to the in person public meeting with a presentation setting out details of the proposed changes and an opportunity to ask questions. If you would like to attend an in person/online public meeting, you will need to book this in advance. Please contact us via e-mail to schoolresponses@cardiff.gov.uk, and we will provide details/a link and instructions on how you can attend.

Drop-in sessions (in person / online)

We will also hold in-person drop-in sessions at the times/venues detailed in the table below. The drop-in sessions are for anybody to attend and are an opportunity to talk with officers about the proposals and ask any questions you may have. There is no need to book for an in-person drop-in session, just attend the venue at some point during the time when officers will be available.

We are offering online drop-in sessions via Microsoft Teams. These are similar to the in-person drop-in sessions in that they are an informal opportunity to talk with officers about the proposals and ask any questions you may have. Slots for the on-line drop-in sessions would need to be booked in advance. If you would like to attend an online drop-in session, please contact us via e-mail to schoolresponses@cardiff.gov.uk indicating which session you would like to attend, and we will provide a link and instructions on how you can access this meeting.

Council officers will also meet with the governing bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

The dates of the public consultation meetings are set out below:

Table 2: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Drop-in session	Wed 29 Nov 2023 9am - 11am	Ely and Caerau Hub
Drop-in session	Tues 5 Dec 2023 9am - 11am	Llanedeyrn Powerhouse Hub
Drop-in session	Mon 8 Jan 2024 2pm - 4pm	Rumney Partnership Hub
On-line drop-in session	Tues 12 Dec 2023 10am - 12 noon	Microsoft Teams
On-line drop-in session	Fri 12 Jan 2024 2pm - 4pm	Microsoft Teams
Public meeting	Thurs 11 Jan 2024 5pm - 7pm	Central Library Hub (The Hayes)
On-line public meeting (through the medium of Welsh)	Mon 15 Jan 2024 5:30pm - 7pm	Microsoft Teams
On-line public meeting (through the medium of English)	Tues 16 Jan 2024 5:30pm - 7pm	Microsoft Teams

Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- Attending one of the meetings or drop-in sessions listed above.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Completing the consultation response form, which you can find on page 50. The consultation form is available in English, Welsh and a range of community languages on our website. Once filled in, you can scan the form and email it to us at schoolresponses@cardiff.gov.uk. If you don't have access to a scanner, you can visit your local hub and ask them to scan the form and email it to us on your behalf.
- Contacting the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 or by post to Room 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you would like further information about.

The closing date for responses to this consultation is 19 January 2024.

The Council is not able to consider any consultation responses received after this date.

Explanation of terms used in this document

Please note the following terms used throughout this document:

Admission Number - all maintained schools admit pupils up to at least their Published Admission Number. The admission number is the number of pupil places available in each year group.

ALN - Additional Learning Needs. A child or young person is considered to have Additional Learning Needs if they have difficulties that have a significant long-term impact on their learning. Difficulties may be related to learning; communication and interaction; a physical or sensory disability; or behavioural emotional and social development. (ALN is sometimes referred to as Special Educational Needs).

Autism - Autism is a lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum. This means everybody with autism is different. Some autistic people need little or no support. Others may need help from a parent or carer every day.

Community Schools – a primary or secondary school where the Council arranges school admissions.

Complex Learning Needs - children and young people with a range of issues and combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

Emotional Health and Wellbeing Needs – children and young people who have issues with thinking, feeling and behaving. This impacts on managing how life affects them, how they cope, how they engage with others and the choices they make. This is sometimes as a result of trauma. Children and young people may display anxiety, low self-esteem, school phobia, or behavioural difficulties.

Education Other Than at School (EOTAS) - education provision to meet specific needs of pupils who, for various reasons, cannot attend a mainstream or special school. EOTAS refers to education provided by the local authority and does not encompass elective home education.

In-County Provision – Council maintained and funded places at schools or specialist resource bases within Cardiff.

Individual Development Plan (IDP) – all children and young people with an identified need that requires an additional learning provision will have a mandatory Individual Development Plan (IDP). The plan sets out a child's or young person's additional learning needs and actions needed to support them. IDPs replaced statements of SEN. Every child in a special school or a specialist resource base has an IDP. IDPs will be the responsibility of either schools or a local authority.

Mainstream - a mainstream school is a school run by the Council which is not a special school. Council maintained mainstream/special schools are not selective and do not require students to pay fees.

Number on Roll (NOR) data - the number of pupils at a school (not including nursery pupils).

Out of County provision – where the Council does not have suitable provision for pupils requiring a specialist place, places may have to be funded in a school or specialist resource base in another local authority or in provision run by an independent organisation.

PLASC - Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals.

School Action - when a class or subject teacher gives extra support to a pupil with additional learning needs.

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with additional learning needs. This is different or additional to the support provided through School Action.

Special School – a school for children with an additional learning needs or disability, whose needs cannot be met in a mainstream school. The pupils at a special school have a statement of SEN, or an Individual Development Plan (IDP).

Specialist Resource Base (SRB) - A small class in a mainstream school for pupils with significant additional learning needs. All pupils attending an SRB have a statement of SEN or an Individual Development Plan (IDP) and are taught by specialist teachers and learning support assistants, and have opportunities to learn, play or socialise with other mainstream pupils.

Statement of SEN - a document that describes in detail the needs of children and young people with significant additional learning needs and specifies the provision being made to support them. These are now being replaced by Individual Development Plans (IDPs).

Background

Cardiff's 2030 vision for education and learning in Cardiff sets a goal of 'A Learning Entitlement', in which all children and young people are able to:

- access appropriate routes into education and learning opportunities
- thrive and fulfil their potential
- realise their individual dreams and ambitions

In order to improve outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning, addressing inequality is key.

Cardiff's 2030 vision is available to view at cardiff.gov.uk/cardiff2030

The Approach to Supporting Additional Learning Needs in Cardiff

An effective, inclusive approach to supporting additional learning needs in Cardiff includes the following principles:

- Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning, emotional health and wellbeing.
- Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of additional learning needs.
- Effective early identification and research-based intervention to prevent the escalation of additional learning needs wherever possible.
- High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning.
- Strong partnerships to ensure a holistic, collaborative response to a child or young person's additional learning needs (including health, children and adult services, early years and Further Education providers).
- Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay.

The number of children and young people requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.

The proposals set out in this consultation document seek to improve access to education in line with the above principles of inclusion.

Sufficiency in the Special Sector

Cardiff Council is committed to the principles of inclusion. The majority of learners with Additional Learning Needs (ALN) attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP). These learners do not need to attend a special school or specialist resource base.

However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional learning needs require access to the specialist environments and expertise of a special school or specialist resource base

The number of pupils with severe and complex needs, who need a place in a special school or specialist resource base has continued to grow.

This is because of:

- Improved survival rates for children born with significant disabilities, resulting in a higher number of pupils with severe and complex disabilities.
- Increased complexity in needs, which has meant that the demand for specialist provision has continued to grow. The range of expertise, specialist support and facilities required in special schools and specialist resource bases has also increased.
- Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
- More children and young people with emotional health and wellbeing needs. This was a trend before COVID 19 but has been exacerbated by school closures and other measures to manage the pandemic.

Complex Learning Needs and/or Autism Specialist Resource Bases

A specialist resource base is a small class in a mainstream school, taught by specialist staff.

At present, both primary and secondary schools in Cardiff host specialist resource base provision. Some are designated to support children with complex learning needs who require a specialist curriculum taught in a small class environment; some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

The purpose of a specialist resource base is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school. Where appropriate pupils can access lessons and activities alongside pupils who do not attend the specialist resource base.

Complex Learning Needs / Autism Places

Current provision

Cardiff currently maintains four special schools and nine specialist resource bases for primary age children with complex learning needs and/or autism.

Table 3 sets out primary complex learning needs and/or autism provision currently available in Cardiff.

Table 3: Complex Learning Needs and / or Autism places for primary age learners in Cardiff 2023/24	
Establishment	Current Primary Complex Learning Needs/ Autism capacity 2023/2024
Meadowbank Special School	98
Riverbank Special School	78
The Hollies Special School	150
Ty Gwyn Special School	80**
Bryn Hafod Primary School (Specialist Resource Base)	20
Llanedeyrn Primary School (Specialist Resource Base)	20
Llanishen Fach Primary School (Specialist Resource Base)	30
Marlborough Primary School (Specialist Resource Base)	30
Moorland Primary School (Specialist Resource Base)	20
Pentrebane Primary School (Specialist Resource Base)	24
Springwood Primary School (Specialist Resource Base)	28
Windsor Clive Primary School (Specialist Resource Base)	20
Ysgol Pwll Coch (Specialist Resource Base)	20
Subtotal Special School	406
Subtotal Specialist Resource Base	212
Total places	618

*The total capacity of Ty Gwyn School is 240 places, of which approximately 80 serve primary age learners and the remaining 160 places serves learners aged 11-19.

Proposals previously agreed to extend and rebuild Riverbank Special School, will increase the total to 652 places from 2026.

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place has increased in recent years and is projected to increase further over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other council areas or in independent schools. The Council has incurred increasing costs of placements in independent schools to meet the shortfall of in-county provision and to ensure learners' need are fully met.

The total spend on these places for learners of all ages was £8.9m in 2022/23. The budget for 2023/24 for these types of places is currently set at £10.3m.

Overall, an expansion of in-county provision would provide a more efficient and effective use of the Council’s financial resources than reliance on places in independent schools.

The Council is therefore prioritising the development of proposals to expand the Council’s maintained provision which would support a greater number of Cardiff’s learners to access education in the city and in their local community and would have a positive impact on the Council’s distribution of financial resources to schools city-wide.

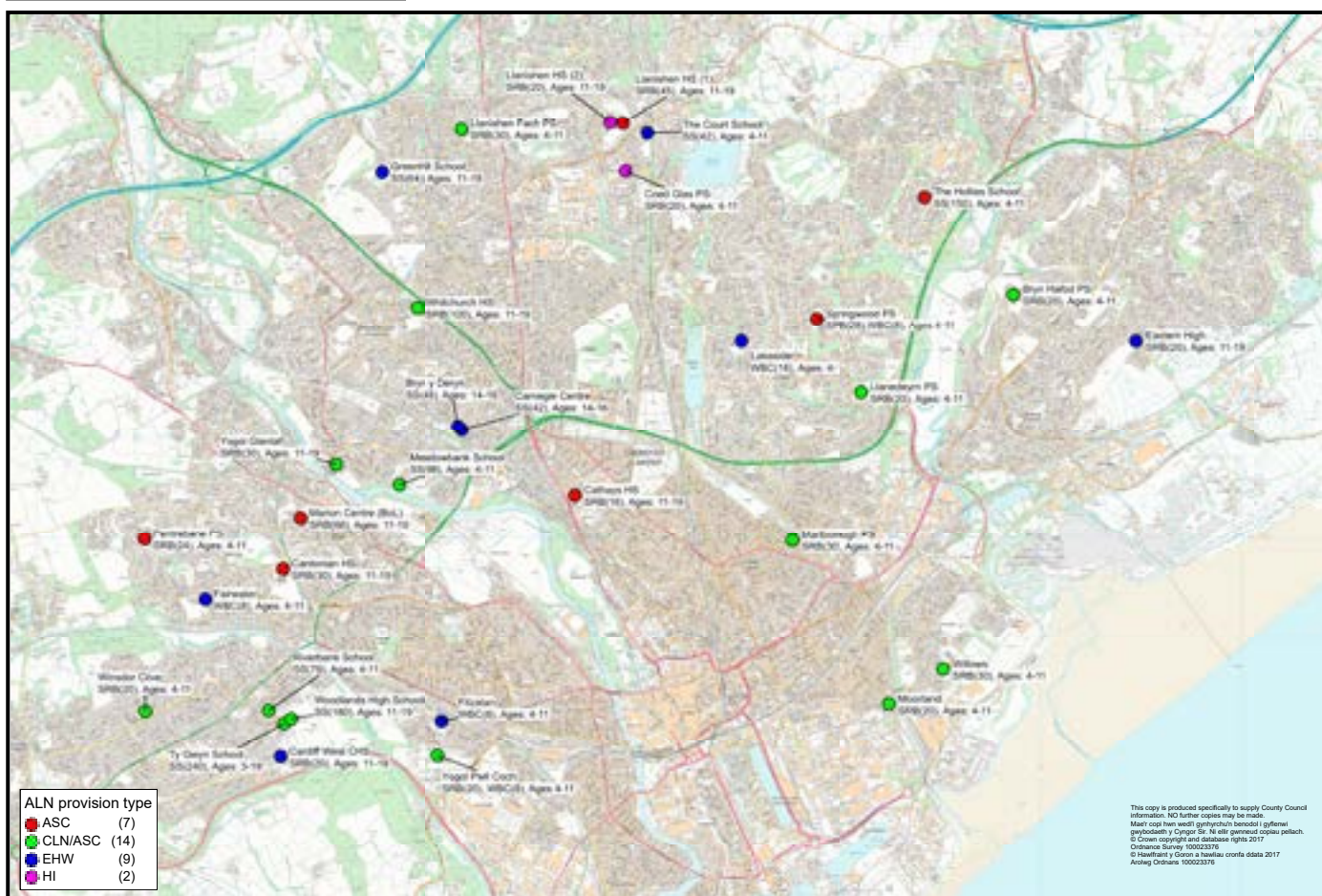
Geographical distribution of specialist provision

The location of specialist resource bases is not well distributed across the city.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Cardiff specialist ALN provision 2022/23



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Demand for places

Demand for places

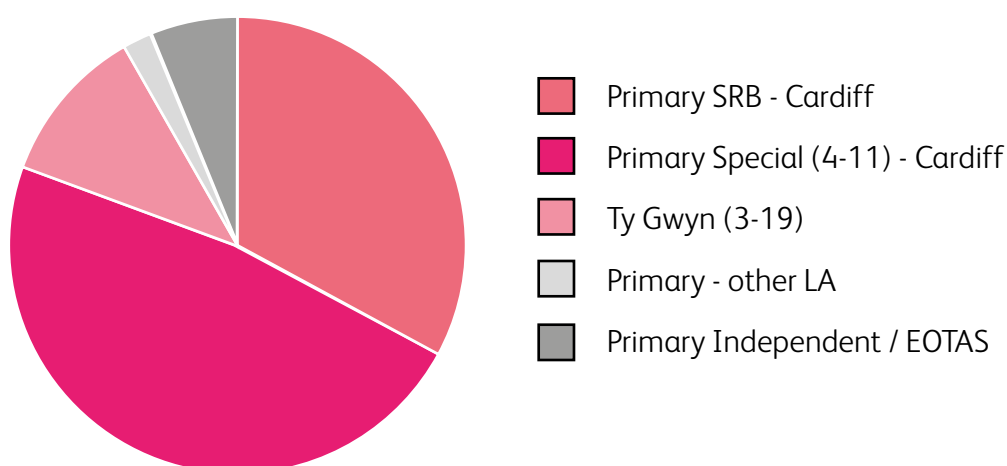
The Council's continuous monitoring of individual needs of learners, and how each learner's needs evolve, allows for data trends to be identified which inform the planning of places and learner support.

Table 4 below sets out the growth in the number of learners accessing specialist provision in recent years.

Table 4: Cardiff pupils accessing specialist placement, 2017/18 to 2022/2023

Cardiff maintained provision	17-18	18-19	19-20	20-21	21-22	22-23
Primary age Specialist Resource Base	174	192	192	192	213	204
Secondary age Specialist Resource Base	219	274	274	294	341	365
Primary Special (4-11)	204	216	240	254	282	299
Secondary Special (11-19)	186	196	205	208	210	227
Ty Gwyn Special School (3-19)	184	177	190	198	208	222
Pupil Referral Unit (single-registered to Pupil Referral Unit)	38	51	57	64	72	68
Sub-total - Cardiff special school, Specialist Resource Base & Pupil Referral Unit	1005	1106	1158	1210	1326	1385
Primary - placed in other Local Authority area	17	14	14	13	11	13
Secondary – placed in other Local Authority area	68	55	59	59	51	40
Primary Independent / Education Other Than at School	3	4	9	9	15	37
Secondary Independent / Education Other Than at School	312	279	267	228	257	272
Sub-total - other	400	352	349	309	334	362
Total Placements	1405	1458	1507	1519	1660	1747

PRIMARY AGE CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS



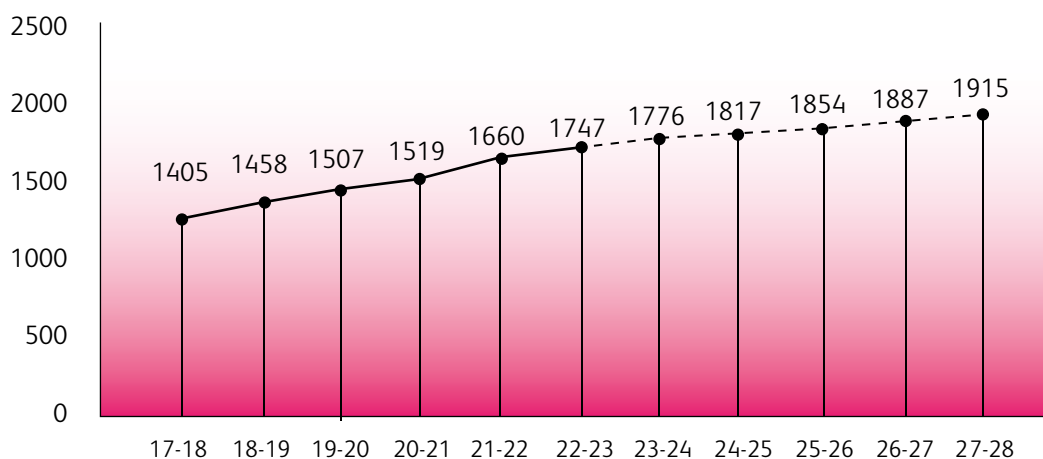
When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified.

Table 5 represents a continuation of this trend projection in the requirement for specialist placements, against the projected pupil populations in the primary, secondary and post-16 age phases.

Table 5: Continuation of recent trend in Cardiff pupils accessing specialist placement

	22-23	23-24	24-25	25-26	26-27	27-28
Continued growth projection	1747	1776	1817	1854	1887	1915
Continued growth projection - % of population	3.4%	3.4%	3.5%	3.6%	3.7%	3.8%

CARDIFF PUPILS ACCESSING SPECIALIST PLACEMENTS AND CONTINUATION OF TREND



The identified trend of growth from approximately 2.9% in 2017/18 to approximately 3.4% in 2022/23, if continued, would reach 3.8% (1,915 pupils) by 2027/28. However, whilst this consolidates the need for proposals to expand specialist provision to date, such growth trends cannot be modelled to continue indefinitely above 3.8% of the overall school population.

It is not anticipated that such a high proportion of learners should be placed in specialist provision, such as special schools, specialist resource bases and pupil referral units. Support in mainstream schools should, where appropriate, allow for learners to remain within their home school community. The Council is investigating opportunities to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.

Increasing provision for primary age learners with Complex Learning Needs and/or Autism

The Council is committed to further developing and increasing provision for primary age learners with complex learning needs and/or autism in specialist provision where permanent placements are appropriate.

These proposals would provide 60 additional permanent primary age complex learning needs and/or autism specialist places.

The range of proposals focuses on supporting pupils in mainstream schools, where this is appropriate, and on sustainable growth of established and successful specialist provision. This would reduce the Council's reliance on out of county and independent places in coming years.

The overall increase in provision, to more closely match the projected need for places, would enable a greater number of learners to be placed in provision that is within or closer to their local community and would reduce travel times.



Coed Glas Primary School

Proposal for Additional Specialist Resource Base places at Coed Glas Primary School

Coed Glas Primary School is an English-medium community primary school with nursery provision located at Ty Glas Avenue, Llanishen, Cardiff, CF14 5DW.

The school hosts a specialist resource base for children with a hearing impairment. No changes are proposed to the school's specialist resource base for learners with a hearing impairment.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024.

Information specific to this proposal is set out at pages 17-23.

The number of places at the school

Table 6 below provides details of places available at Coed Glas Primary School.

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Coed Glas Primary School (mainstream places)	525	75	112	English-medium community primary school
Coed Glas Primary School (HI Specialist Resource Base places)	15	N/A	N/A	

The current capacity of Coed Glas Primary School is 525 places and the school had 471 pupils on roll in January 2023.

The school has sufficient accommodation for up to 112 learners to access nursery education and is currently funded for up to 80 learners to attend.

Demand for places at the school

Table 7 below sets out details of recent and projected numbers on roll at Coed Glas Primary School.

Table 7 : Recent and projected numbers on roll at Ty Gwyn										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2017/18	2018/19	2019/20	2020/21	2021/22	2023/24	2024/25	2023/26	2026/27	2027/28
Coed Glas Primary School mainstream places	484	474	478	475	471	444	436	427	412	412

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure)

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).



Table 8 Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Coed Glas Primary School was most recently rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of specialist resource base provision.

Proposed Specialist Resource Base Accommodation

Coed Glas Primary School in Llanishen extends to approximately 6 acres. No additional land is required to facilitate the establishment of a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a small group room and with access to a secure outside learning area and accessible toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Coed Glas Primary School.

- The school knows its strengths and areas for development, and these are reflected in the school improvement plan. Recent priorities have included planning for the implementation of the new curriculum, ensuring authentic and purposeful experiences for early years' pupils and ensuring learners with additional needs receive effective support and make progress.
- Leaders have developed a clear vision for learning and well-being. They have high aspirations for pupils and their families and as a result, the school is an integral part of its diverse community.
- Leaders have created a caring and inclusive environment where everyone feels a sense of belonging. The inclusion of learners from the Hearing-Impaired Resource Base in school life is a strong feature. The school community is proud of its Rights Respecting Schools Gold status.
- A strong focus on developing pupils' physical, mental, and emotional health and wellbeing reflects the needs of many learners. Effective and bespoke nurture support is provided within the 'The Nest' provision.
- Many pupils help shape key areas of school life and take on a variety of responsibilities enthusiastically. For example, they organise activities for their peers as part of a mental health week and promote sign language. These worthwhile activities ensure that pupils' views and ideas make a positive difference to school practice and make a notable contribution to pupils' social and life skills.
- The school builds strong relationships with parents and families. Communication between home and school is very good and as a result, parents keep abreast with current initiatives and about the progress their children are making.

The most recent Estyn inspection of the school in January 2023 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Complex learning needs (including autism) settings provide a specialist curriculum in a small class setting suitable for learners with severe general learning disabilities. Some pupils may also have associated difficulties including autism, physical or medical needs, speech and language difficulties. Schools ensure that staff employed in the setting have appropriate skills and experience to plan and deliver a specialist curriculum, and to plan and implement appropriate strategies to support language and communication development, social communication and interaction, sensory and emotional regulation.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care, support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the north of the city who need a place at a complex learning needs and/or autism specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Coed Glas Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with complex learning needs and/or autism at Coed Glas Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of complex learning needs provision in this area of the city. Standards at Coed Glas Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary complex learning needs and/or autism places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Coed Glas Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Coed Glas Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Coed Glas Primary School would serve pupils in the north of Cardiff and could reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Coed Glas Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Greenway Primary School

Proposal for Additional Specialist Resource Base places at Greenway Primary School

Greenway Primary School is an English-medium community primary school with nursery provision located at Llanstephan Road, Rumney, CF3 3JG.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Greenway Primary School from September 2024.

Information specific to this proposal is set out at pages 25-31.

The number of places at the school

Table 9 below provides details of places available at Greenway Primary School.

Table 9: Places at Greenway Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Greenway Primary School	210	30	48	English-medium community primary school

The current capacity of Greenway Primary School is 210 places and the school had 209 pupils on roll in January 2023.

Demand for places at the school

Table 10 below sets out details of recent and projected numbers on roll at Greenway Primary School.

Table 10 : Recent and projected numbers on roll at Greenway Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2017/18	2018/19	2019/20	2020/21	2021/22	2023/24	2024/25	2023/26	2026/27	2027/28
Greenway Primary School mainstream places	191	203	201	205	204	209	200	194	190	190

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity

Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).



Table 11 Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Greenway Primary School is most recently rated B for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of specialist resource base provision.

Proposed Specialist Resource Base Accommodation

Greenway Primary School in Rumney extends to approximately 8 acres. No additional land is required to facilitate the establishment of a 20 place specialist resource base for complex learning needs and/or autism at Greenway Primary School from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a small group room and with access to a secure outside learning area and accessible toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Greenway Primary School.

- The school knows its strengths and areas for developments as it has a detailed calendar of monitoring activities, which take place over the course of the academic year. The information gathered from these activities is used to inform the school improvement plan, which accurately reflects the needs of the school.
- As part of the Federation's work, the school has engaged effectively with curriculum design and continues to develop a curriculum to reflect the school's community. Developments are based on informed decisions through visits to other schools, personal professional reading and action research. Considerable work has taken place at a cluster level to map progression over time.
- The school has worked effectively to develop a new system for tracking the progress of pupils over time that reflects the new curriculum it has developed.
- The school has engaged highly effectively in Additional Learning Needs reform and has responded to the statutory requirements.
- School leaders work hard to meet the needs of its community and have established a positive supportive ethos in the school. An investment in ELSA has helped to provide emotional support for pupils and their families. The school has achieved its Silver Rights Respecting award.
- The headteacher, supported by a highly effective senior leadership team, works tirelessly to support all pupils and their families to ensure that no pupil is left behind either academically or pastorally.
- As the school is part of the Oaks Federation, it works closely with Trowbridge Primary School. The school is also an active member of the Eastern High Cluster group.

The most recent Estyn inspection of Greenway Primary school in October 2022 judged the school's learning, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good as well as recognising the progress made by pupils over time, especially those in key groups.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life www.cardiffcommitment.co.uk

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Complex learning needs (including autism) settings provide a specialist curriculum in a small class setting suitable for learners with severe general learning disabilities. Some pupils may also have associated difficulties including autism, physical or medical needs, speech and language difficulties. Schools ensure that staff employed in the setting have appropriate skills and experience to plan and deliver a specialist curriculum, and to plan and implement appropriate strategies to support language and communication development, social communication and interaction, sensory and emotional regulation.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the east of the city who need a place at a complex learning needs and/or autism specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Greenway Primary School Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with complex learning needs and/or autism at Greenway Primary School Base could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of complex learning needs provision in this area of the city. Standards at Greenway Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary complex needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Greenway Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Greenway Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Greenway Primary School would serve pupils in the east of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Greenway Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed. The required space is available on site with reconfiguration of existing facilities.

The existing vehicle access is currently congested so this would need improvement.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Severn Primary School

Proposal for Additional Specialist Resource Base places at Severn Primary School

Severn Primary School is an English-medium community primary school with nursery provision located at Severn Road, Canton, Cardiff, CF11 9DZ.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024.

Information specific to this proposal is set out at pages 33-39.

The number of places at the school

Table 12 below provides details of places available at Severn Primary School.

Table 12: Places at Severn Primary School

Name of school	Current Published Capacity (age 4 – 11)	Places per year group (age 4 – 11)	Nursery Places	Language medium and Category of School
Severn Primary School (mainstream places)	420	60	128	English-medium community primary school

The current capacity of Severn Primary School is 420 places and the school had 377 pupils on roll in January 2023.

In addition to this, the school’s site hosts the Community Teaching provision which provides for young people who have learning needs related to health or exceptional circumstances and for whom mainstream, specialist or even group Education Other Than at School provision is unsuitable.

The school has sufficient accommodation for up to 144 learners to access nursery education and is currently funded for up to 128 learners to attend.

Demand for places at the school

Table 13 below sets out details of recent and projected numbers on roll at Severn Primary School.

Table 13 : Recent and projected numbers on roll at Severn Primary School										
School	Numbers on Roll (PLASC)					Pupil projections*				
	2017/18	2018/19	2019/20	2020/21	2021/22	2023/24	2024/25	2023/26	2026/27	2027/28
Severn Primary School mainstream places	396	386	379	381	377	370	362	364	358	358

*Future school pupil demand based on population projections and/or ALN trend data capped to school capacity



Condition and Suitability of School Buildings

All schools in Cardiff are given a Condition rating from A (performing as intended / operating efficiently) to D (life expired / risk of imminent failure).

Schools in Cardiff are also given a Suitability rating from A (good – facilities suitable for teaching, learning & wellbeing) to D (bad – building seriously inhibit the staff’s ability to deliver the curriculum).

Table 14 Condition and suitability gradings

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff’s ability to deliver the curriculum

Severn Primary School was most recently rated C for condition and B for suitability.

The site, and local infrastructure off-site, would support the development of specialist resource base provision.

Proposed Specialist Resource Base Accommodation

Severn Primary School in Canton extends to circa 2.3 acres. No additional land is required to facilitate the establishment of a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024.

The specialist resource base would require two classrooms set up to provide a nurturing environment, including a small group room and with access to a secure outside learning area and accessible toilets.

It is proposed that the base would be accommodated within the existing buildings.

Quality and Standards

The following information has been provided by the Central South Consortium regarding quality and standards at Severn Primary School.

- The school knows its strengths and areas for developments as it has a detailed calendar of monitoring activities, which take place over the course of the academic year. The information gathered from these activities is used to inform the school improvement plan, which accurately reflects the needs of the school.
- The school has engaged effectively with curriculum design and continues to develop a curriculum to reflect the school's diverse community. Two senior leaders have taken the lead with this work and ensured developments are based on informed decisions through visits to other schools: personal professional reading and action research. The school has engaged with the local cluster to map progression in all AOEs as well as developing a bespoke RSE curriculum.
- The school has worked effectively to develop a new system for tracking the progress of pupils over time that reflects the new curriculum it has developed.
- The school has engaged highly effectively in Additional Learning Needs reform and has responded to the statutory requirements. The needs of pupils with additional learning needs are well catered for with provision and progress carefully monitored over time.
- School leaders work hard to meet the needs of its diverse community and have established a positive supportive ethos in the school. There has been considerable work linked to promoting equity and equality with investment in a range of emotional support for pupils and their families. The school has achieved its Silver Rights Respecting award.
- The headteacher, supported by a highly effective senior leadership team, works tirelessly to support all pupils and their families to ensure that no pupil is left behind either academically or pastorally.
- The school is an active member of the Fitzalan High Cluster group, benefitting from working with schools with similar needs and challenges.

The most recent Estyn inspection of the school in May 2016 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as excellent.

How would standards at the school be affected by the proposed change?

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life www.cardiffcommitment.co.uk

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

Standards at the school are good and it is not expected that the establishment of specialist resource base provision at the school will impact negatively on the school.

The proposal is not expected to have any negative impact on the quality of standards of education at the school as a result of the proposed changes.

Teaching and learning experiences

The proposal is not expected to have any negative impact on teaching and learning experiences at the school.

Complex learning needs (including autism) settings provide a specialist curriculum in a small class setting suitable for learners with severe general learning disabilities. Some pupils may also have associated difficulties including autism, physical or medical needs, speech and language difficulties. Schools ensure that staff employed in the setting have appropriate skills and experience to plan and deliver a specialist curriculum, and to plan and implement appropriate strategies to support language and communication development, social communication and interaction, sensory and emotional regulation.

The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.

Care support and guidance

All schools have an appropriate range of policies and provision in place to promote pupils' health and wellbeing.

The school is committed to providing an environment in which learning is valued and pupils achieve their potential in a happy, safe environment in which they show respect and tolerance for each other.

The Council manages admissions to the special schools and specialist resource bases. Every learner will have an Individual Development Plan which is a statutory document identifying what is 'important to' and 'important for' the child or young person, the desired outcomes and the additional learning provision to be implemented in order to achieve the outcomes.

The Council would work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The specialist resource bases are delegated to schools. Governing Bodies determine the most appropriate management model for the setting, in line with the whole school leadership and management approach and the goal of ensuring the base is a fully integrated part of the school. The local authority can provide advice and support in relation to specialist appointments.

New settings do not usually open to full capacity in the first year. As far as possible, admissions are staggered over 3-5 years, enabling the setting to establish practice in phases.

The Council would continue to work with the leadership of the school to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the school to have a good relationship with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.

What are the benefits of the proposed change?

- The proposal would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism and would contribute towards meeting projected demand;
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's inclusive teaching. This would benefit all pupils in the school;
- The proposal would mean that pupils living in the south of the city who need a place at a complex learning needs and/or autism specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.

Potential disadvantages of the proposed change

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school site at the start and end of the day. The Council would work with the Severn Primary Governing Body to develop a Travel Plan to minimise any potential disruption.

Risks

- Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Alternative options

Alternative options to establishing a specialist resource base for children with complex learning needs and/or autism at Severn Primary School could include:

- Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.

However, there is a shortage of complex learning needs provision in this area of the city. Standards at Severn Primary School are good and the school has a proven track record of high-quality support for learners with Additional Learning Needs. The location of the school also supports the distribution of primary complex needs places across the city and there is scope to develop the required accommodation within the existing buildings.

The establishment of a specialist resource base at Severn Primary School is therefore considered to be a preferred option.

Human Resources Matters

The proposal to establish a specialist resource base at Severn Primary School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework.

HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a specialist resource base at the school and the resulting need for additional staffing.

Where the governing body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

Transport matters

The proposed specialist resource base on the site of Severn Primary School would serve pupils in the south of Cardiff and would reduce the distance travelled to school for children in this area of the city who require placement in a specialist resource base and who currently travel to other areas of the city.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Pupils attending the specialist resource base at Severn Primary School who live within two miles of the school would not qualify for free transport unless this is necessary to meet their individual learning needs.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream school pupils.

A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the Additional Learning Needs cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.

Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites. These could include appropriate road safety improvements such as crossings, cycling facilities, secure cycle parking, and improvements to bus waiting facilities.

As there would be a maximum of 20 children attending the specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

A drop-off and pick-up area for school transport for an anticipated 7 taxis would be needed for the specialist resource base. There is limited space available on-site and further feasibility work would be required.

The site is centrally located with good public transport links.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Have your say

At the end of the booklet is a questionnaire. This is your chance to let the Council know what you think about the proposals. You can give a response to all of the questions, or just respond to some of them, as you prefer.

Alternatively, you can send us your views in one of the following ways:

- Complete the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Email your views to schoolresponses@cardiff.gov.uk
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The Council will consider everyone's views before deciding whether to go ahead with the proposed changes.

The closing date for responses to this proposal is 19 January 2024.



Information Relevant to all Proposals

Additional Support for Pupils

Table 15 below show the percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Pupils with school IDP	% of Pupils with LA IDP	% of Free School Meals Pupils- 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Coed Glas Primary School	2.8 %	*	5.5 %	2.8 %	*	28.7 %	23.7 %	37.7 %
Greenway Primary School	*	*	3.4 %	*	*	63.2 %	8.5 %	47.2 %
Severn Primary School	*	6.7 %	3.4 %	*	*	28.3 %	53.2 %	84.9 %

Source:mylocalschool.wales.gov.uk

*This data item is disclosive, not sufficiently robust for publication, not applicable or is otherwise unavailable.

Further information can be found on the website: mylocalschool.wales.gov.uk. My Local School is a website designed to open up access to school data for parents and all others with an interest in their local school.

How would support for learners with additional learning needs be affected?

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force on 1 September 2021 to ensure children and young people can access additional support to meet their needs that is properly planned for and protected, with learners at the heart of the process.

Children are moving from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over a 3-year period from September 2021, to ensure enough time for schools and local authorities to discuss the support needed and to prepare plans.

The current expertise at the schools would be maintained. The establishment of specialist resource base provision would provide opportunities for staff development and for enhancing pupils' learning.

The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting. Cardiff schools have well-established processes for planning and supporting transition between settings. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

How would support for learners with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

The standards at the three schools included in the proposed changes are good.

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported.

All schools would continue to provide support that is appropriate to the individual needs of each pupil.

How would learners receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive free school meals. All schools in Cardiff receive funding for these pupils.

The standards at the three schools where changes are proposed are good.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive free school meals.

How would Minority Ethnic learners be affected?

The standards at the three schools included in the proposed changes are good.

The needs of individual pupils are assessed and provided for as appropriate.

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

How would the changes affect other schools?

Special schools and specialist resources bases in Cardiff provide specialist provision for the whole of the City and County of Cardiff. There are not enough places to meet demand in maintained provision. This has an impact on existing schools where in some cases there may be a greater number of pupils on roll than the Published Admission Number (PAN) or desired number in a specialist resource base.

Cardiff currently has to rely on purchasing some places in out of county provision and independent schools to fulfil its statutory duties. There could be a longer-term impact on out of county providers and on independent schools as there is likely to be a reduction in the number of places purchased by the Council.

Admission arrangements

There are no planned changes to the Council's policy on the admission of children to schools as a result of these proposals.

Detailed information about admission arrangements is in the Council's Admission to School booklet. You can find this information on the Council's website at www.cardiff.gov.uk

Admissions to specialist provision are managed by the Council, in accordance with the ALN Code. Placements are decided by a specialist provision placement panel. The panel aim to place children as close to their home address as possible, however each provision offers places to pupils from across the city to ensure maximum flexibility.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

Any pupils affected by these proposals would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school, as measured by the shortest available walking route.

When deciding which is the nearest suitable school, the Council must consider any disability a child has and any special educational needs (SEN).

Financial Matters

Some of the proposed changes set out in this document would incur capital costs for the Council, for building works and / or adaptation of buildings. They would also incur revenue costs for the Council, in employing staff.

At this stage of the consultation there are no financial commitments. Based on the consultation outcome a range of options will be developed. A full financial evaluation will then take place. This will ensure affordability and limit budgetary pressures on the Council.

Any building/ adaptation works required to accommodate increased pupil numbers will require full financial evaluation and an identified funding source. Should the Council be required to make a contribution towards these costs, these will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme.

These proposals do not form part of Council's Sustainable Communities for Learning Programme and any costs would need to be identified from Council resources unless other funding sources are identified. Additional funding may be available from the Welsh Government for specific schemes or general capital Additional Learning Needs use but these are yet to be identified or confirmed.

The revenue costs for these additional places will need to be funded from the existing delegated schools budget.

It will be necessary to ensure that the annual budgets allocated to schools reflect each school's size and structure. School budgets are for the most part based on pupil numbers and, therefore, it will be necessary to increase the school budget in line with the Additional Learning Needs places.

Schools transport costs will also need to be considered for each proposal.

Health provision

Some of the pupils who attend Cardiff's schools have additional health needs which require schools to work with the health board.

There have been a broad range of collaborative projects undertaken by Education and health services, to enhance the skill-base of education staff in special and mainstream school settings, increasing their capacity to implement advice from health services, to benefit individuals and groups. For example, as part of the Whole School Approach to emotional health and wellbeing, a single point of contact for advice and support regarding mental health has been established, and there are mental health teams working directly with schools to enhance early support and intervention.

The health board has recently appointed a project officer to lead on a local project: 'Special School Growth Project', which is looking at creating a model of multi-agency working in order to best support the health needs of children in Cardiff and Vale of Glamorgan schools. Officers will be working with health colleagues in order to help move this project forward. The Act 2018 will be implemented over a three-year period, beginning in September 2020.

In order to address these challenges together, the Council and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral units. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

Governance Arrangements

The proposed establishment of specialist resource base provision at Coed Glas Primary School, Greenway Primary School and Severn Primary School would not require any changes to the existing governance arrangements.

Impact of the proposals on the Welsh Language

In 2017, the Welsh Government published its Welsh language strategy Cymraeg 2050: A Million Welsh Speakers in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long-term aim is for Wales to have one million Welsh speakers by 2050.

The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (Cymraeg 2050: A Million Welsh Speakers, pg21). Therefore, the availability of Welsh-medium education will be key to meeting the target of one million Welsh speakers.

The national target is to:

- increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.

There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

The Council is committed to a 'truly bilingual Cardiff' including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.

Underpinning this vision are the following principles:

- applying the principles of the '15-minute neighbourhoods' to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.
- every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
- learners with additional learning needs (ALN) will receive equal linguistic opportunity.

To achieve this vision the Council will deliver:

- more nursery children/ three-year olds receiving their education through the medium of Welsh.
- more reception class children/ five-year olds receiving their education through the medium of Welsh.
- an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. 189.

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

A 20-place specialist resource base for learners aged 4 – 11 with complex learning needs and/or autism was established at Ysgol Gymraeg Pwll Coch in September 2018.

A specialist resource base for learners with Autism aged 11 – 19 was established at Ysgol Gyfun Gymraeg Glantaf in September 2023. The school also has a specialist resource based for learners with complex learning needs.

The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy, project or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

An initial combined Single Impact Assessment including an Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

This assessment will be reviewed after the consultation and at key points if the proposals were to proceed. If the proposal goes ahead, another equality impact assessment would be carried out at the design stage. This would identify accessibility to the new provision. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

Community Impact

When considering the potential for impact on the wider community as a result of the proposed changes, the following are taken into account: Public Open space, parkland, the current use of the school facilities by the community, noise and traffic congestion.

The schools that might be affected by the proposals are existing schools. They offer a range of school activities, and some have community organisations offering services from the school. The views of the schools and the wider community on any potential impacts will be sought as part of the consultation and considered as part of the post consultation analysis process.

Wellbeing of Future Generations

In line with the Well-being of Future Generations Act the Council is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling.

Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

Potential Disruption to Pupils

The Council has significant experience in the successful delivery of building, adaptation and refurbishment projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme.

In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of workstreams to support the project.

Any works carried out would be managed effectively in consultation with the schools included in these proposals to ensure that the curriculum continues to be delivered and that high education standards and safety standards are maintained.

Wherever possible any adaptations would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

Cardiff schools have well-established processes for planning and supporting transition between settings. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

Next steps, how to make your views known and feedback form

What happens next?

Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet to report stakeholder views to elected members and to inform decision making. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation, there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 16 below:

Table 16: Future stages (This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	20 November – 19 January 2024
Consultation report considered by the Council Cabinet and published on the Council website	March 2024
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	April 2024
Expected date for end of Objection Period	May 2024
Final decision (determination) by the Council's Cabinet	July 2024
Objection report published on the Council website and notification of Cabinet's decision	July 2024

Consultation period

The consultation period for these proposals starts 20 November 2023 and ends on 19 January 2024.

See page 50 for further details of how to respond and make your views known.

The Council will publish a consultation report on its website. The report must be published at least two weeks prior to the publication of a statutory notice.

You can also ask for a hard copy of the report.

The report will set out the issues raised during the consultation period and give the Council's response to these issues. The report will contain Estyn's view of the proposals and any formal responses received from elected members, school governing bodies, headteachers and any representative bodies. The points raised in individual responses will be summarised and considered but not published in full.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

Statutory Notice

A statutory notice is the formal publication of a finalised proposal. The approval to publish a statutory notice must be given by the Council's Cabinet. This would only be considered after the Cabinet have received a report on all the consultation responses. This is a legal requirement as outlined in the School Organisation Code 2018.

The Council would publish the statutory notice(s) on its website. It would also put copies of the notice(s) at or near the main entrance to the school(s)/site(s) affected by the notice. Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

Determination of the proposals

Cardiff Council Cabinet would determine the proposals. This means they will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposals, or they may approve the proposals with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

Decision Notification

After determination, Cardiff Council would let everyone affected by the proposal know what the decision was. It will also be published on the Council's website.

Have Your Say!

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Write to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 19 January 2024.

Unfortunately, no responses received after that date can be considered.

Which of the following are you responding as?

- | | |
|--|---|
| <input type="checkbox"/> Current Parent or Guardian* | <input type="checkbox"/> Governor* |
| <input type="checkbox"/> Future Parent or Guardian* | <input type="checkbox"/> Local Resident |
| <input type="checkbox"/> Pupil* | <input type="checkbox"/> Elected Member |
| <input type="checkbox"/> Member of staff* | <input type="checkbox"/> Other (please specify) _____ |

*Please confirm which school(s) you are affiliated with

1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

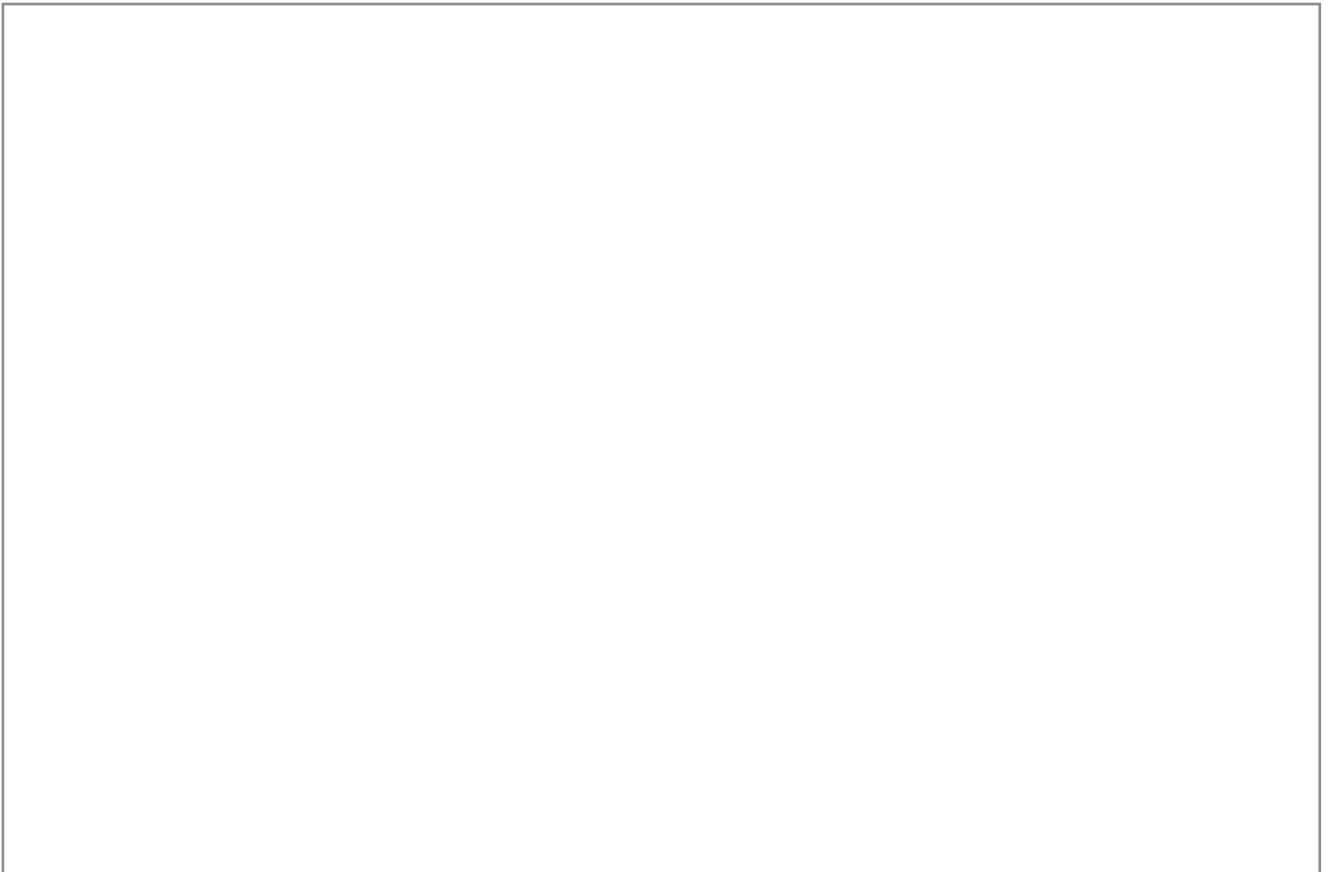
2. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
Coed Glas Primary School <ul style="list-style-type: none"> • establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024, within the existing buildings. 			
Greenway Primary School <ul style="list-style-type: none"> • establish a 20 place specialist resource base for complex learning needs and/or autism at Greenway Primary School from September 2024, within the existing buildings. 			
Severn Primary School <ul style="list-style-type: none"> • establish a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024, within the existing buildings. 			

3. If you do or not support the proposed changes, please explain



4. Would you like to suggest any changes or alternatives to the proposed changes?



5. Do you wish to make any additional comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **19 January 2024**

The Council is **not able** to consider any consultation responses received after this date.

Consultation responses will **not** be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments.

Please return this form to the School Organisation Planning Team, Room 463, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 19 January 2024.

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk

For further information on how we process your personal data please refer to our Privacy Policy - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- | | | | | |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| <input type="checkbox"/> Under 16 | <input type="checkbox"/> 25-34 | <input type="checkbox"/> 45-54 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> 16-24 | <input type="checkbox"/> 35-44 | <input type="checkbox"/> 55-64 | <input type="checkbox"/> 75+ | |

Are you...?

- | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Male | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say |
|---------------------------------|-------------------------------|--------------------------------|--|

Do you identify as a disabled person?

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
|------------------------------|-----------------------------|--|

Please tick any of the following that apply to you:

- | | | |
|---|--|---|
| <input type="checkbox"/> Deaf/ Deafened/ Hard of hearing | <input type="checkbox"/> Visual impairment | <input type="checkbox"/> Long-standing illness or health condition (e.g. cancer, diabetes, or asthma) |
| <input type="checkbox"/> Mental health difficulties | <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Learning impairment / difficulties | <input type="checkbox"/> Mobility impairment | <input type="checkbox"/> Other |

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website

https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

Appendix 2 – Summary Consultation Documents

The following summary consultation documents were prepared setting out details of the proposed changes:

- Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs
- Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

21st Century Schools Summary Document 2023

SPECIALIST PROVISION FOR PRIMARY AND SECONDARY
AGED LEARNERS WITH EMOTIONAL HEALTH AND
WELLBEING NEEDS

20 NOVEMBER 2023 – 19 JANUARY 2024



This document can be made available in Braille.
A full version of the consultation document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



INTRODUCTION

What is this booklet about?

The Council wants to make changes to the provision for primary and secondary aged learners with emotional health and wellbeing needs.

We are proposing to increase the number of specialist resource base places for primary and secondary aged learners with emotional health and wellbeing needs at a range of schools across Cardiff.

We want everyone to understand what is being proposed, so you can tell us what you think of the changes.

This booklet is a summary version of the consultation document on these changes. You can find the consultation document at www.cardiff.gov.uk/ALNschoollproposals

What are we proposing to do?

To meet the demand for specialist provision for learners with emotional health and wellbeing needs it is proposed to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
- establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.
- establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.
- establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.
- establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.
- establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.
- establish a 20 place specialist resource base for learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layouts, if necessary, would be considered at a later date. If such changes are necessary, there would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for primary aged learners with complex learning needs and/or autism at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNschoollproposals

Where can I find more information?

Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing

schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We have organised in person and on-line meetings and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting/drop-in session, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting/drop-in session you would like to attend. We will then provide a link and instructions for attending the meeting/drop-in session.

Public Meetings (in person / online)

We will hold public meetings for anybody to attend where the changes we are proposing will be explained. There will be a presentation setting out details of the proposed changes and you will have the opportunity to ask questions as part of these meetings. The date, time and venue of the in-person public meeting is in the table below.

We are offering an online meeting via Microsoft Teams. This will be similar to the in person public meeting with a presentation setting out details of the proposed changes and an opportunity to ask questions. If you would like to attend an in person/online public meeting you will need to book this in advance. Please contact us via e-mail to schoolresponses@cardiff.gov.uk and we will provide details/a link and instructions on how you can attend.

Drop-in sessions (in person / online)

We will also hold in-person drop-in sessions at the times/venues detailed in the table below. The drop-in sessions are for anybody to attend and are an opportunity to talk with officers about the proposals and ask any questions you may have. There is no need to book for a drop-in session, just attend the venue at some point during the time when officers will be available.

We are offering online drop-in sessions via Microsoft Teams. These are similar to the in-person drop-in sessions in that they are an informal opportunity to talk with officers about the proposals and ask any questions you may have. Slots for the on-line drop-in sessions would need to be booked in advance. If you would like to attend an online drop-in session, please contact us via e-mail to schoolresponses@cardiff.gov.uk indicating which session you would like to attend, and we will provide a link and instructions on how you can access this meeting.

Council officers will also meet with the governing bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

The dates of the public consultation meeting and drop-in sessions are set out below:

Table 2: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Drop-in session	Wed 29 Nov 2023 9am - 11am	Ely and Caerau Hub
Drop-in session	Tues 5 Dec 2023 9am - 11am	Llanedeyrn Powerhouse Hub
Drop-in session	Mon 8 Jan 2024 2pm - 4pm	Rumney Partnership Hub
On-line drop-in session	Tues 12 Dec 2023 10am - 12 noon	Microsoft Teams
On-line drop-in session	Fri 12 Jan 2024 2pm - 4pm	Microsoft Teams
Public meeting	Thurs 11 Jan 2024 5pm - 7pm	Central Library Hub (The Hayes)
On-line public meeting (through the medium of Welsh)	Mon 15 Jan 2024 5:30pm - 7pm	Microsoft Teams
On-line public meeting (through the medium of English)	Tues 16 Jan 2024 5:30pm - 7pm	Microsoft Teams

How can I give my views?

- You can attend one of the meetings or drop-in sessions listed above.
- You can fill in the online response form at www.cardiff.gov.uk/ALNschoollproposals. The consultation form is available in English, Welsh and a range of community languages on our website.
- You can fill in the consultation response form, which you can find on page 12 of this booklet. Once filled in, you can scan the form and email it to us at schoolresponses@cardiff.gov.uk. If you don't have access to a scanner, you can visit your local hub and ask them to scan the form and email it to us on your behalf.
- You can contact the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 or by post to Room 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you would like further information about.

The closing date for responses to this consultation is 19 January 2024.

Why are we proposing these changes?

School places

All councils in Wales must provide enough school places for pupils of all ages. School places must meet the needs of all pupils and must be suitable for any additional learning needs.

Sufficiency in the Special Sector

Most learners with Additional Learning Needs (ALN) attend a local mainstream school and have extra support there. Learners who have more severe or complex needs attend a special school or specialist

resource base. The number of pupils who need a place in a special school or specialist resource base has continued to grow.

A specialist resource base is a small class in a mainstream school, taught by specialist staff. It enables learners with learning difficulties to succeed in a mainstream school environment.

Pupils benefit from a specialist curriculum and from the full range of education opportunities available to all pupils at the school.

At present, primary and secondary schools in Cardiff host specialist resource base provision. The specialist resource bases designated for complex learning needs and/or autism spectrum conditions in primary schools each provide two classes of up to 10 pupils; a class at Foundation Phase for children aged 4 – 7 and a class at Key Stage 2 for children aged 7 – 11.

The number of children and young people requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years, and steps have been taken since 2018 to increase the number of specialist places available.

Converting the existing wellbeing classes to specialist resource base status, would bring the model into line with the new classes proposed at Baden Powell Primary School and Herbert Thompson Primary School. All wellbeing specialist resource bases would provide time limited early intervention places, the scope for the duration of placement to vary according to the needs and progress of the child.

The wellbeing class provision at Fitzalan High School would be unchanged.

Demand for places

Cardiff currently maintains 90 places for primary age learners, and 284 places for secondary age learners with emotional health and wellbeing needs.

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other council areas or in independent schools. The cost of these placements has increased to meet the shortfall of in-county provision and to ensure learners' needs are fully met.

The total spend on these places was £8.9m in 2022/23. The budget for 2023/24 for these types of places is currently set at £10.3m.

Overall, an expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.

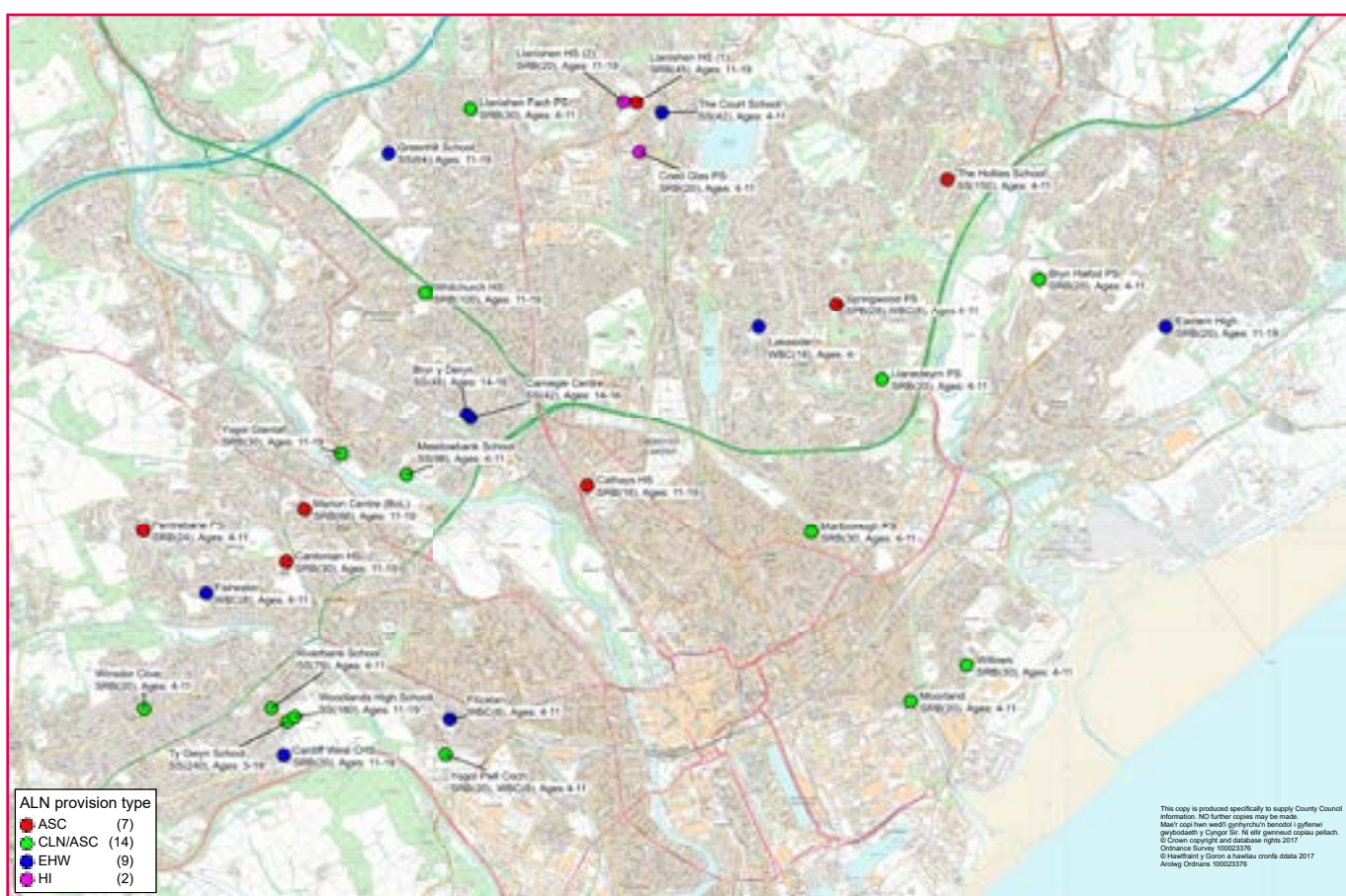
Geographical distribution of specialist provision

A map showing the location of existing specialist provision can be seen below.

The lack of specialist resource bases in some localities can disadvantage learners living in those areas. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

Map of existing special school and specialist resource base provision 2023-24



Proposal for Additional Specialist Resource Base places at Baden Powell Primary School

Baden Powell Primary School is an English-medium community primary school with nursery provision located at Muirton Road, Tremorfa, Cardiff, CF24 2SJ.

The school admits up to 60 pupils per year group and has 48 nursery places.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.

Proposal for Additional Specialist Resource Base places at Fairwater Primary School

Fairwater Primary School is an English-medium community primary school located at Wellwright Road, Fairwater, Cardiff, CF5 3ED.

The school admits up to 40 pupils per year group.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

Proposal for Additional Specialist Resource Base places at Herbert Thompson Primary School

Herbert Thompson Primary School is an English-medium community primary school with nursery provision located at Plymouth Wood Road, Ely, Cardiff, CF5 4XD.

The school admits up to 60 pupils per year group and has 80 nursery places.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.

Proposal for Additional Specialist Resource Base places at Lakeside Primary School

Lakeside Primary School is an English-medium community primary school with nursery provision located at Ontario Way, Lakeside, Cardiff, CF23 6HB.

The school admits up to 60 pupils per year group and has 80 nursery places.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

Proposal for Additional Specialist Resource Base places at Springwood Primary School

Springwood Primary School is an English-medium community primary school with nursery provision located at Pennsylvania, Llanedeyrn, Cardiff, CF23 9LS.

The school admits up to 60 pupils per year group and has 48 nursery places.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

Proposal for Additional Specialist Resource Base places at Ysgol Gymraeg Pwll Coch

Ysgol Gymraeg Pwll Coch is a Welsh-medium community primary school with nursery provision located at Lawrenny Avenue, Leckwith, Cardiff, CF11 8BR.

The school admits up to 60 pupils per year group and has 64 nursery places.

The school hosts a wellbeing class for pupils with emotional health and wellbeing needs.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.

Proposal for Additional Specialist Resource Base places at Ysgol Gyfun Gymraeg Plasmawr

Ysgol Gyfun Gymraeg Plasmawr is a Welsh-medium community high school located at Pentrebane Road, Fairwater, Cardiff, CF5 3PZ.

The school admits up to 210 pupils per year group plus sixth form.

To meet the demand for secondary age specialist provision the Council is proposing to:

- establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings.

Transport matters

The proposed specialist resource bases could reduce the distance travelled to school for children who require placement in a specialist resource base and who currently travel to other areas of the city from the area where they live.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools and the three-mile statutory qualifying walking distance

criteria for pupils to qualify for free home to school transport to secondary schools, including special schools and specialist resource base facilities. Some learners who live within these distances may be provided with free transport due to their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled mean the scope for high rates of active travel is limited compared with mainstream school pupils.

Some pupils in the Additional Learning Needs cohort are able to travel independently or with parent/ carers. Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites.

As there would be a maximum of either 8, 16 or 20 children attending each specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This Learner Transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

As the Council is seeking to provide a better distribution of specialist resource base provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Further information regarding transport matters at each school can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

Quality and Standards

The Council works with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

The standards at the seven schools included in the proposed changes are good.

Details of standards at each school, as set out their most recent Estyn report are outlined in the table below.

School	Inspection Date	Standards	Progress
Baden Powell Primary School	July 2017	Good / Adequate	N/a
Fairwater Primary School	February 2020	Good	N/a
Herbert Thompson Primary School	October 2022	Good	N/a
Lakeside Primary School	November 2014	Good / Adequate	N/a
Springwood Primary School	March 2018	Good / Excellent	N/a
Ysgol Gymraeg Pwll Coch	February 2018	Good	N/a
Ysgol Gyfun Gymraeg Plasmawr	January 2023	Good	N/a

Further information regarding quality and standards at each school can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposal

How would support for pupils be affected?

The school would continue to provide support that is appropriate to the individual needs of each pupil.

There is no information to suggest that the needs of any of the below groups would be negatively affected by the proposed changes:

- pupils with Additional Learning Needs
- pupils with English as an Additional Language
- pupils receiving Free School Meals
- Minority Ethnic pupils

Further information regarding support for pupils at each school can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

How would the changes affect school staff?

HR People Services will work with the Governing Body of each school to address the HR implications arising from the establishment of a specialist resource base at the school. There may be a need for additional staffing.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

What are the benefits of the proposed changes?

- The proposals would increase the number of specialist resource base places for primary and secondary aged learners with emotional health and wellbeing needs and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the schools' inclusive teaching. This would benefit all pupils in the schools.
- The proposals would mean that some pupils who need a place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.
- Pupils who need a Welsh-medium place at an emotional health and wellbeing specialist resource base could have suitable provision closer to home, and therefore travel shorter distances to access specialist provision.
- Co-locating the specialist resource base at Fairwater Primary School with the new Court School provision would allow staff to share best practice, strengthen relationships with special school provision, allow for professional learning opportunities and for multi-agency working.

Potential disadvantages of the proposed changes

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the governing bodies of the schools to develop a Travel Plan to minimise any potential disruption.

Potential risks of the proposed changes

Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Further information regarding benefits, potential disadvantaged and potential risks can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This will help the elected members understand stakeholders' views and will give them information to help make their decision.

If the Cabinet decides to continue with the proposals, it must publish a document called a 'statutory notice'. The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

Have Your Say!

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Writing to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 19 January 2024.

Unfortunately, no responses received after that date can be considered.

Which of the following are you responding as?

- | | |
|--|---|
| <input type="checkbox"/> Current Parent or Guardian* | <input type="checkbox"/> Governor* |
| <input type="checkbox"/> Future Parent or Guardian* | <input type="checkbox"/> Local Resident |
| <input type="checkbox"/> Pupil* | <input type="checkbox"/> Elected Member |
| <input type="checkbox"/> Member of staff* | <input type="checkbox"/> Other (please specify) _____ |

*Please confirm which school(s) you are affiliated with

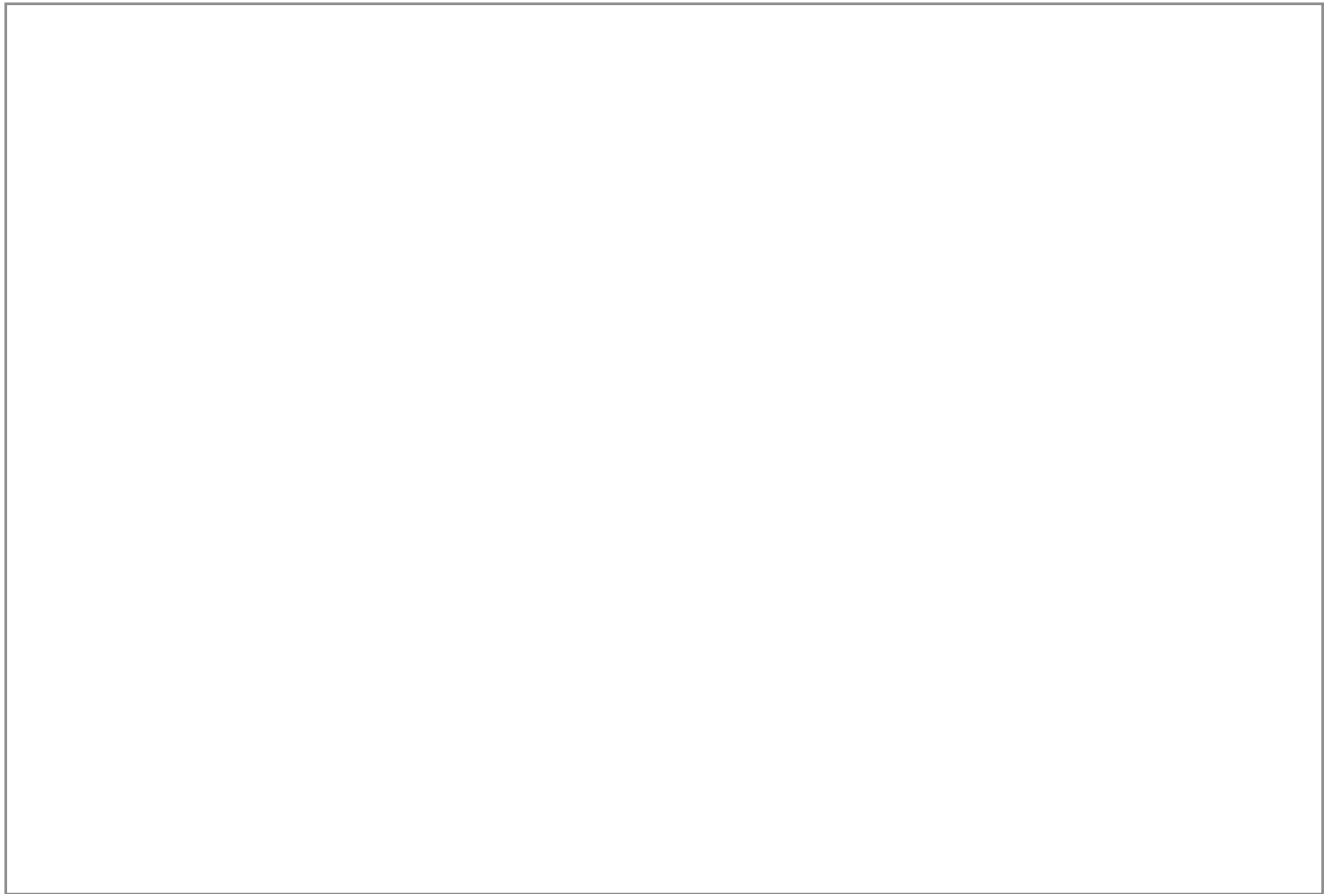
1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

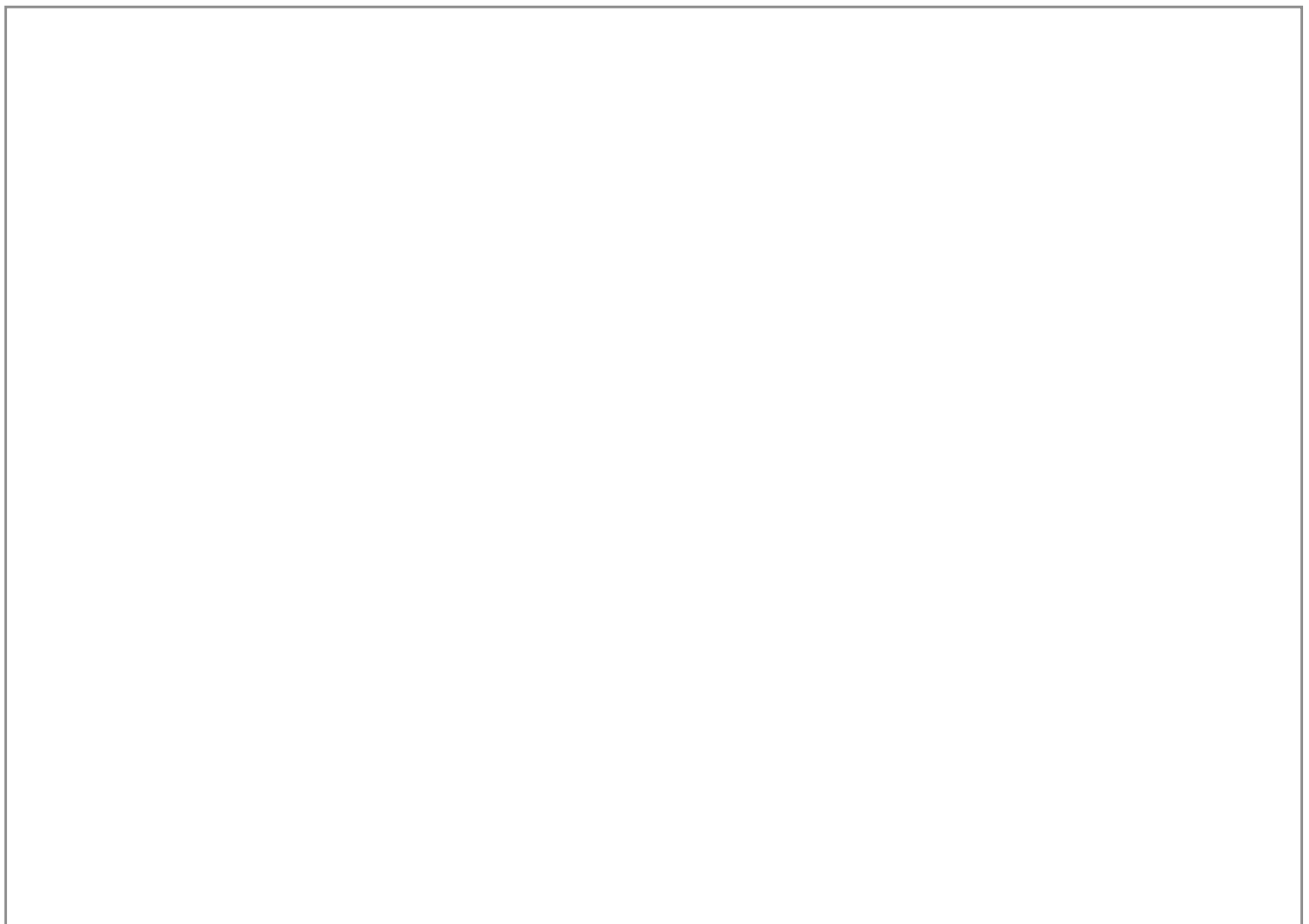
2. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
<p>Baden Powell Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings. 			
<p>Fairwater Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class. 			
<p>Herbert Thompson Primary School</p> <ul style="list-style-type: none"> establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings 			
<p>Lakeside Primary School</p> <ul style="list-style-type: none"> establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class. 			
<p>Springwood Primary School</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class. 			
<p>Ysgol Gymraeg Pwll Coch</p> <ul style="list-style-type: none"> establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class. 			
<p>Ysgol Gyfun Gymraeg Plasmawr</p> <ul style="list-style-type: none"> establish a 20 place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings. 			

3. If you do or not support the proposed changes, please explain why



4. Would you like to suggest any changes or alternatives?



5. Do you wish to make any additional comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **19 January 2024**

The Council is **not able** to consider any consultation responses received after this date.

Consultation responses will **not** be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments.

Please return this form to the School Organisation Planning Team, Room 463, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 19 January 2024.

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk

For further information on how we process your personal data please refer to our Privacy Policy - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- Under 16 25-34 45-54 65-74 Prefer not to say
 16-24 35-44 55-64 75+

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment Other

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website

https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

21st Century Schools Summary Document 2023

SPECIALIST PROVISION FOR PRIMARY AGED LEARNERS
WITH COMPLEX LEARNING NEEDS AND/OR AUTISM

20 NOVEMBER 2023 – 19 JANUARY 2024



This document can be made available in Braille.
A full version of this document is available at www.cardiff.gov.uk/ALNSchoolproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



INTRODUCTION

What is this booklet about?

The Council wants to make changes to the provision for primary aged learners with complex learning needs and/or autism.

We are proposing to increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism at a range of schools across Cardiff.

We want everyone to understand what is being proposed, so you can tell us what you think of the changes.

This booklet is a summary version of the consultation document on these changes. You can find the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

What are we proposing to do?

To meet the demand for specialist provision for primary aged learners with complex learning needs and/or autism it is proposed to:

- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Greenway Primary School from September 2024, within the existing buildings.
- establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Severn Primary School from September 2024, within the existing buildings.

Please note that the development of these proposals is at an early stage. Any detailed school design or site layout changes, if necessary, would be considered at a later date. If such changes are necessary, there would be opportunities to comment on detailed plans at the pre-planning and planning application stages, should the proposals be progressed.

We are also consulting on separate proposals to increase provision for primary and secondary aged learners with emotional health and wellbeing needs at a range of schools across Cardiff.

You can find details of these proposals at www.cardiff.gov.uk/ALNSchoolproposals

Where can I find more information?

Full details can be found in the Consultation Document on the Council website at www.cardiff.gov.uk/ALNSchoolproposals

If you are unable to access the documents online, printed copies will be available by post on request. You may request a copy by e-mailing schoolresponses@cardiff.gov.uk or by telephoning **029 2087 2720**.

We have organised in person and on-line meetings and drop-in sessions that you can attend if you would like us to explain the suggested changes to you. You can also ask us questions. If you would like to attend an online meeting/drop-in session, please contact us by e-mailing schoolresponses@cardiff.gov.uk and tell us which meeting/drop-in session you would like to attend. We will then provide a link and instructions for attending the meeting/drop-in session.

Public Meetings (in person / online)

We will hold public meetings for anybody to attend where the changes we are proposing will be explained. There will be a presentation setting out details of the proposed changes and you will have the opportunity to ask questions as part of these meetings. The date, time and venue of the in-person public meeting is in the table below.

We are offering an online meeting via Microsoft Teams. This will be similar to the in person public meeting with a presentation setting out details of the proposed changes and an opportunity to ask questions. If you would like to attend an in person/online public meeting, you will need to book this in advance. Please contact us via e-mail to schoolresponses@cardiff.gov.uk and we will provide details/a link and instructions on how you can attend.

Drop-in sessions (in person / online)

We will also hold in-person drop-in sessions at the times/venues detailed in the table below. The drop-in sessions are for anybody to attend and are an opportunity to talk with officers about the proposals and ask any questions you may have. There is no need to book for an in-person drop-in session, just attend the venue at some point during the time when officers will be available.

We are offering online drop-in sessions via Microsoft Teams. These are similar to the in-person drop-in sessions in that they are an informal opportunity to talk with officers about the proposals and ask any questions you may have. Slots for the on-line drop-in sessions would need to be booked in advance. If you would like to attend an online drop-in session, please contact us via e-mail to schoolresponses@cardiff.gov.uk indicating which session you would like to attend, and we will provide a link and instructions on how you can access this meeting.

Council officers will also meet with the governing bodies and staff of the associated schools.

You can also write to the Council to tell us what you think.

The dates of the public consultation meetings are set out below:

Table 2: Consultation Meeting Dates

Nature of consultation	Date/Time	Venue
Drop-in session	Wed 29 Nov 2023 9am - 11am	Ely and Caerau Hub
Drop-in session	Tues 5 Dec 2023 9am - 11am	Llanedeyrn Powerhouse Hub
Drop-in session	Mon 8 Jan 2024 2pm - 4pm	Rumney Partnership Hub
On-line drop-in session	Tues 12 Dec 2023 10am - 12 noon	Microsoft Teams
On-line drop-in session	Fri 12 Jan 2024 2pm - 4pm	Microsoft Teams
Public meeting	Thurs 11 Jan 2024 5pm - 7pm	Central Library Hub (The Hayes)
On-line public meeting (through the medium of Welsh)	Mon 15 Jan 2024 5:30pm - 7pm	Microsoft Teams
On-line public meeting (through the medium of English)	Tues 16 Jan 2024 5:30pm - 7pm	Microsoft Teams

How can I give my views?

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- You can attend one of the meetings or drop-in sessions listed above.
- You can fill in the online response form at www.cardiff.gov.uk/ALNSchoolproposals. The consultation form is available in English, Welsh and a range of community languages on our website.
- You can fill in the consultation response form, which you can find on page 11 of this booklet. Once filled in, you can scan the form and email it to us at schoolresponses@cardiff.gov.uk. If you don't have access to a scanner, you can visit your local hub and ask them to scan the form and email it to us on your behalf.
- You can contact the School Organisation Planning Team by e-mail to schoolresponses@cardiff.gov.uk, by telephone on (029) 2087 2720 or by post to Room 463, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you would like further information about.

The closing date for responses to this consultation is 19 January 2024.

The Council is not able to consider any consultation responses received after this date.

Why are we proposing these changes?

School places

All councils in Wales must provide enough school places for pupils of all ages. School places must meet the needs of all pupils and must be suitable for any additional learning needs.

Sufficiency in the Special Sector

Most learners with Additional Learning Needs (ALN) attend a local mainstream school and have extra support there. Learners who have more severe or complex needs attend a special school or specialist resource base. The number of pupils who need a place in a special school or specialist resource base has continued to grow.

A specialist resource base is a small class in a mainstream school, taught by specialist staff. It enables learners with learning difficulties to succeed in a mainstream school environment.

Pupils benefit from a specialist curriculum and from the full range of education opportunities available to all pupils at the school.

At present, primary and secondary schools in Cardiff host specialist resource base provision. The specialist resource bases designated for complex learning needs and/or autism in primary schools each provide two classes of up to 10 pupils; a class at Foundation Phase for children aged 4 – 7 and a class at Key Stage 2 for children aged 7-11.

The number of children and young people requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years. The Council has taken a number of actions since 2018 to increase the number of specialist places available.

Demand for places

Cardiff currently maintains 618 primary special school and specialist resource base places for children with complex learning needs and/or autism.

Whilst there are a number of existing specialist settings across Cardiff, there are not enough places available. The number of children who would benefit from a place is projected to increase over coming years.

As there are not enough special school places in Cardiff, the Council has also funded some places at special schools in other council areas or in independent schools. The cost of these placements has increased to meet the shortfall of in-county provision and to ensure learners' needs are fully met. The average cost of places in independent schools is greater than places in the Council's special schools and specialist resource bases.

The total spend on these places was £8.9m in 2022/23. The budget for 2023/24 for these types of places is currently set at £10.3m.

Overall, an expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.

Geographical distribution of specialist provision

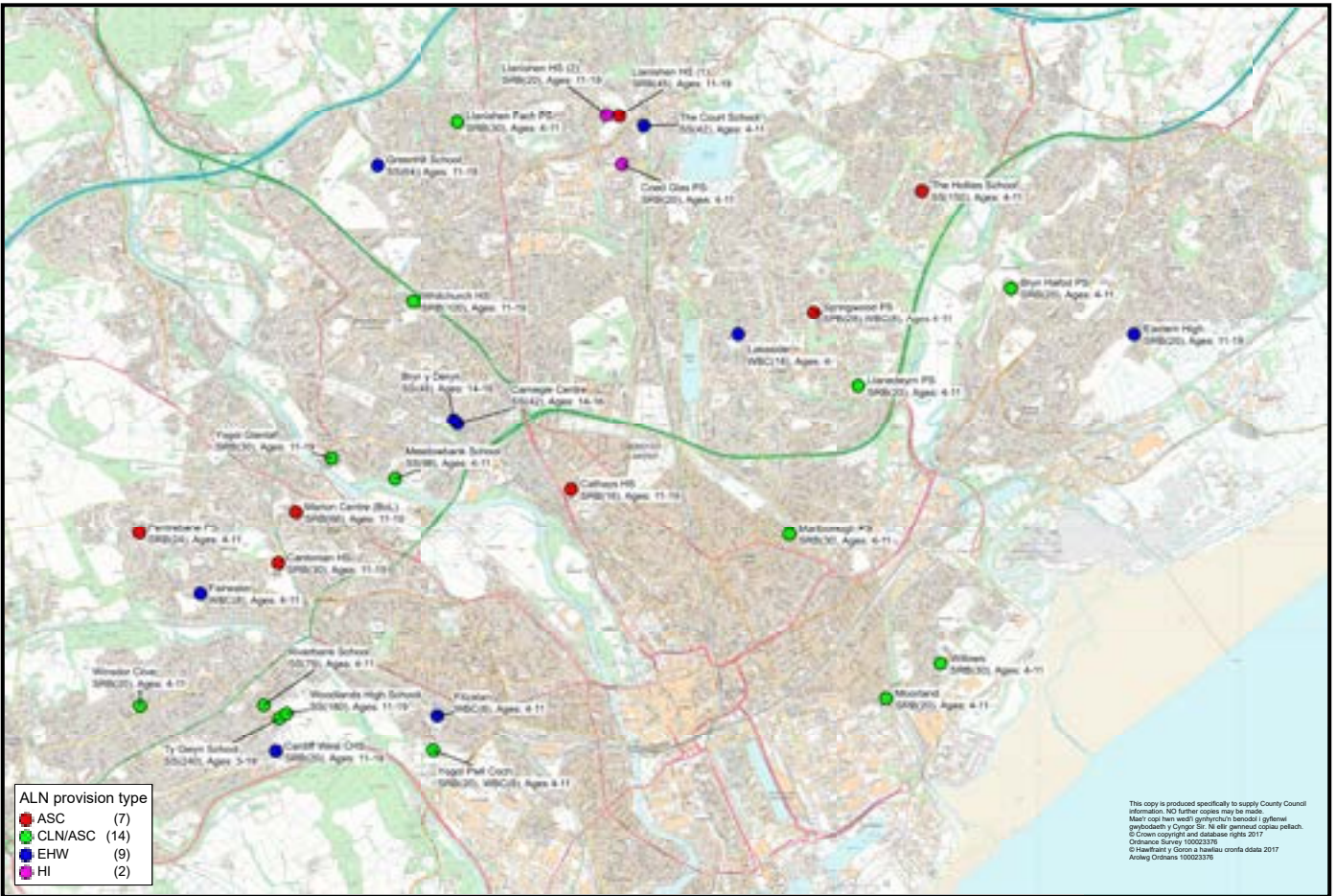
The location of specialist resource bases is not well distributed across the city.

The lack of specialist resource bases in some areas can disadvantage learners living there. Some families are unfamiliar with the areas where provision is located. Parents or carers may lack the means to travel easily to those areas.

Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils. It would reduce travel times for many pupils, as well as increasing the number of places available.

The overall increase in provision, to more closely match the projected need for places, would enable a greater number of learners to be placed in provision that is within or closer to their local community, to reduce travel times.

Cardiff specialist ALN provision 2022/23



Proposal for Additional Specialist Resource Base places at Coed Glas Primary School

Coed Glas Primary School is an English-medium community primary school with nursery provision located at Ty Glas Avenue, Llanishen, Cardiff, CF14 5DW.

The school admits up to 75 pupils per year group and has 112 nursery places.

The school hosts a specialist resource base for children with a hearing impairment. No changes are proposed to the school's specialist resource base for learners with a hearing impairment.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024.

It is proposed that the base would be accommodated within the existing buildings.

Proposal for Additional Specialist Resource Base places at Greenway Primary School

Greenway Primary School is an English-medium community primary school with nursery provision located at Llanstephan Road, Rumney, CF3 3JG.

The school admits up to 30 pupils per year group and has 48 nursery places.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Greenway Primary School from September 2024.

It is proposed that the base would be accommodated within the existing buildings.

Proposal for Additional Specialist Resource Base places at Severn Primary School

Severn Primary School is an English-medium community primary school with nursery provision located at Severn Road, Canton, Cardiff, CF11 9DZ.

The school admits up to 60 pupils per year group and has 128 nursery places.

To meet the demand for primary age specialist provision the Council is proposing to:

- establish a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024.

It is proposed that the base would be accommodated within the existing buildings.

Transport matters

The proposed specialist resource bases could reduce the distance travelled to school for children who require placement in a specialist resource base and who currently travel to other areas of the city from the area where they live.

The Council applies the two-mile statutory qualifying walking distance criteria for pupils to qualify for free home to school transport to primary schools, including special schools and specialist resource base facilities. Some learners who live within these distances may be provided with free transport due to their individual learning needs and social issues.

The individual needs of pupils at special schools and specialist resource bases, together with the greater distances travelled mean it is more difficult for some learners to travel by active means.

Some pupils in the Additional Learning Needs cohort are able to travel independently or with parent/ carers. Provision of recommended improvements for active travel would benefit these pupils as well as any mainstream pupils, staff and visitors to the sites.

As there would be a maximum of 20 children attending each specialist resource base, it is anticipated that there would be a small number of children arriving by free home to school transport in shared taxis. This learner transport will need appropriate facilities for drop-off and pick-up which will be considered as part of the proposals.

As the Council is seeking to provide a better distribution of specialist resource provision across the city, it is expected that the average travel distance to specialist resource bases for individual learners would reduce in future.

Further information regarding transport matters at each school can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

Quality and Standards

The Council works with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

The standards at the three schools included in the proposed changes are good.

Details of standards at each school, as set out their most recent Estyn report are outlined in the table below.

School	Inspection Date	Standards	Progress
Coed Glas Primary School	January 2023	Good	N/a
Greenway Primary School	October 2022	Good	N/a
Severn Primary School	May 2016	Excellent	N/a

Further information regarding quality and standards at each school can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

How would support for pupils be affected?

The schools would continue to provide support that is appropriate to the individual needs of each pupil.

There is no information to suggest that the needs of any of the below groups would be negatively affected by the proposed changes:

- pupils with Additional Learning Needs
- pupils with English as an Additional Language
- pupils receiving Free School Meals
- Minority Ethnic pupils

Further information regarding support for pupils at each school can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

How would the changes affect school staff?

HR People Services will work with the Governing Body of each school to address the HR implications arising from the establishment of a specialist resource base at the school. There may be a need for additional staffing.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the specialist resource base will provide opportunities for school-based staff on the school redeployment register.

What are the benefits of the proposed changes?

- The proposals would increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism and would contribute towards meeting projected demand.
- The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the schools' inclusive teaching. This would benefit all pupils in the schools.
- The proposals would ensure that some pupils have shorter distances to travel to access specialist provision.

Potential disadvantages of the proposed changes

- Some pupils with additional learning needs can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time and well-established processes to plan and support such a transition.
- There is potential for increased traffic congestion around the school sites at the start and end of the day. The Council would work with the governing bodies of the schools to develop a Travel Plan to minimise any potential disruption.

Potential risks of the proposed changes

Should the need for any building, adaptation and refurbishment works be necessary, the implementation of the proposed change could be impacted due to unforeseen difficulties in appointing appropriate contractors, delays in project delivery or securing sufficient funding. The Council does however have significant experience in the successful delivery of a range of school building projects as a result of progressing a large and growing school organisation programme and the lessons learnt through this would limit the impact of any unexpected matters that may arise. Based on the consultation outcome a range of options would be developed. A full financial evaluation would then take place. This would ensure affordability and limit budgetary pressures on the Council.

Further information regarding benefits, potential disadvantages and potential risks can be found in the consultation document at www.cardiff.gov.uk/ALNSchoolproposals

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This will help the elected members understand stakeholders' views and will give them information to help make their decision.

If the Cabinet decides to continue with the proposals, it must publish a document called a 'statutory notice'. The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

Once a decision is made, we will let everyone affected by the proposal know. The decision will also be published on the Council's website.

Have Your Say!

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/ALNSchoolproposals
- Writing to us at the following address: School Organisation Planning, Room 463, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

The closing date for responses to this consultation is 19 January 2024.

Unfortunately, no responses received after that date can be considered.

Which of the following are you responding as?

- | | |
|--|---|
| <input type="checkbox"/> Current Parent or Guardian* | <input type="checkbox"/> Governor* |
| <input type="checkbox"/> Future Parent or Guardian* | <input type="checkbox"/> Local Resident |
| <input type="checkbox"/> Pupil* | <input type="checkbox"/> Elected Member |
| <input type="checkbox"/> Member of staff* | <input type="checkbox"/> Other (please specify) _____ |

*Please confirm which school(s) you are affiliated with

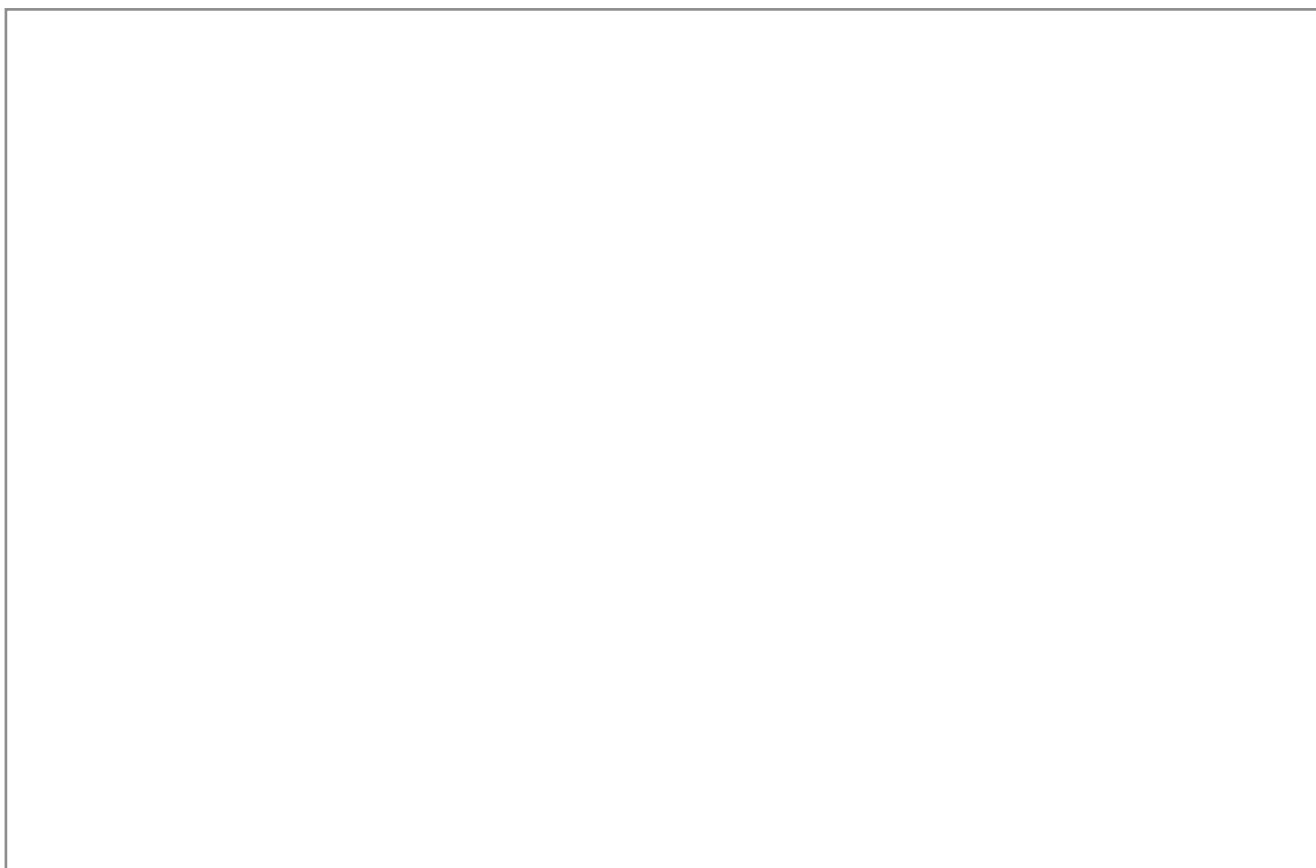
1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

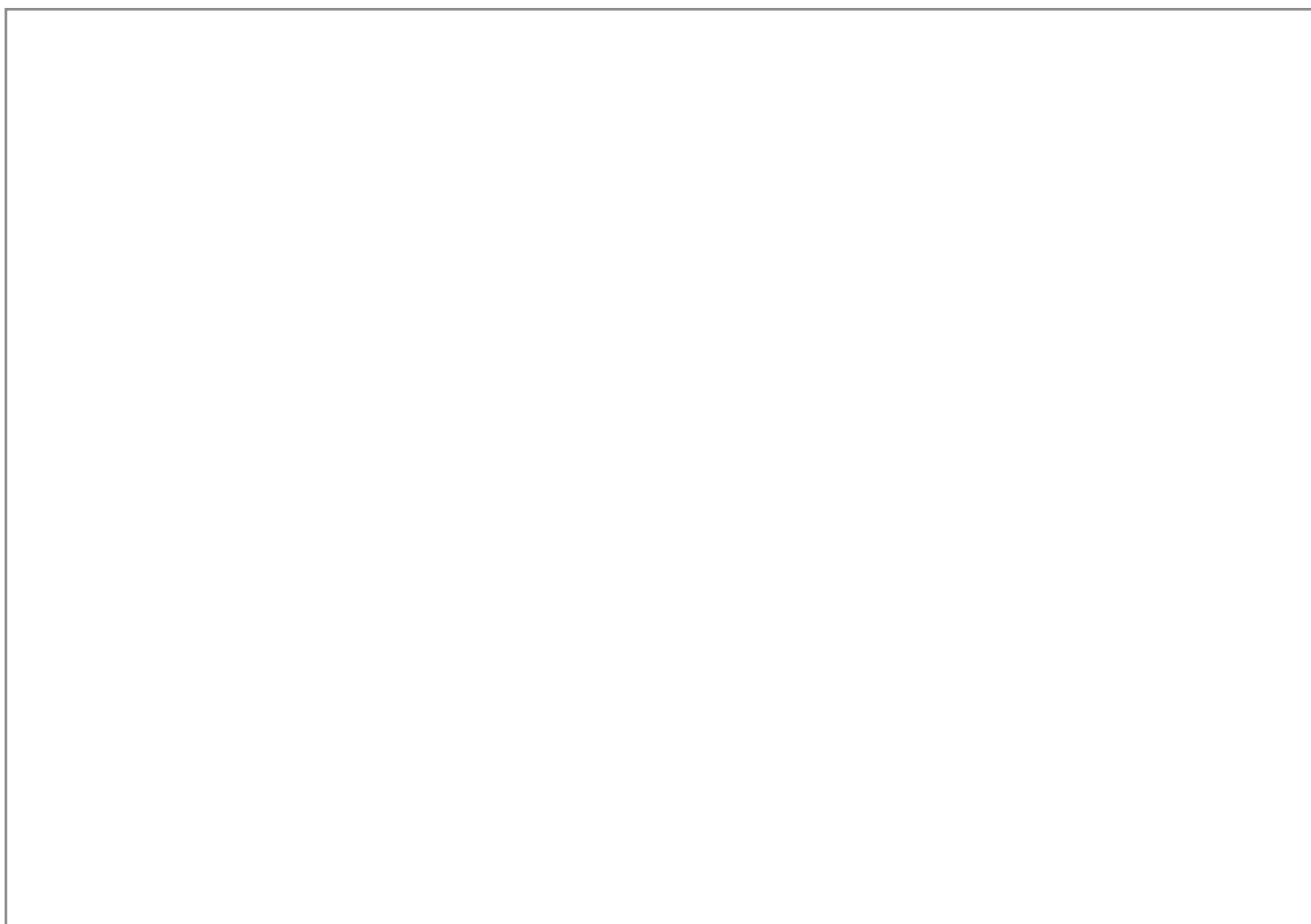
2. Do you support the proposal for each of the school sites?

School and proposal	Yes	No	Don't know
Coed Glas Primary School <ul style="list-style-type: none">• establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024, within the existing buildings.			
Greenway Primary School <ul style="list-style-type: none">• establish a 20 place specialist resource base for complex learning need and/or autism at Greenway Primary School from September 2024, within the existing buildings.			
Severn Primary School <ul style="list-style-type: none">• establish a 20 place specialist resource base for complex learning needs and/or autism at Severn Primary School from September 2024, within the existing buildings.			

3. If you do or not support the proposed changes, please explain



4. Would you like to suggest any changes or alternatives?



5. Do you wish to make any additional comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is **19 January 2024**

The Council is **not able** to consider any consultation responses received after this date.

Consultation responses will **not** be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date.

Thank you for your comments.

Please return this form to the School Organisation Planning Team, Room 463, County Hall, CF10 4UW or by email to schoolresponses@cardiff.gov.uk by no later than 19 January 2024.

The information that you provide in completing this form will be treated as confidential, in line with the requirements of the Data Protection Act 2018 and the General Data Protection Principles.

Any data supplied by you on this form will be processed in accordance with Data Protection Act requirements and in supplying it you consent to the Council processing the data for the purpose for which it is supplied. All personal information provided will be treated in the strictest confidence and will only be used by the Council or disclosed to others for a purpose permitted by law.

If you wish to withdraw consent at any time, please email consultation@cardiff.gov.uk

For further information on how we process your personal data please refer to our Privacy Policy - or contact the Data Protection Officer, Room 357, County Hall, CF10 4UW, email: dataprotection@cardiff.gov.uk

ABOUT YOU

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:-

What was your age on your last birthday?

- Under 16 25-34 45-54 65-74 Prefer not to say
 16-24 35-44 55-64 75+

Are you...?

- Female Male Other Prefer not to say

Do you identify as a disabled person?

- Yes No Prefer not to say

Please tick any of the following that apply to you:

- Deaf/ Deafened/ Hard of hearing Visual impairment Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)
 Mental health difficulties Wheelchair user Prefer not to say
 Learning impairment / difficulties Mobility impairment Other

Please specify _____

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

- | | |
|---|--|
| <input type="checkbox"/> White - Welsh/English/Scottish/Northern Irish/British | <input type="checkbox"/> Asian/Asian Welsh/British - Bangladeshi |
| <input type="checkbox"/> White - Irish | <input type="checkbox"/> Asian/Asian Welsh/British - Indian |
| <input type="checkbox"/> White - Gypsy or Irish Traveller | <input type="checkbox"/> Asian/Asian Welsh/British - Any other |
| <input type="checkbox"/> White - Any other white background | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - African |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White & Asian | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Caribbean |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black Caribbean | <input type="checkbox"/> Black/African/Caribbean/Black Welsh/British - Any other |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - White and Black African | <input type="checkbox"/> Arab |
| <input type="checkbox"/> Mixed/Multiple Ethnic Groups - Any other | <input type="checkbox"/> Any other ethnic group (please specify) |
| <input type="checkbox"/> Asian/Asian Welsh/British - Chinese | _____ |
| <input type="checkbox"/> Asian/Asian Welsh/British - Pakistani | <input type="checkbox"/> Prefer not to say |

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website

https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

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Appendix 3 – Record of Consultation Meetings with School Governing Bodies

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

- Baden Powell Primary School Governing Body Meeting (28 November 2023)
- Fairwater Primary School Governing Body Meeting (4 December 2023)
- Herbert Thompson Primary School Governing Body Meeting (7 December 2023)
- Lakeside Primary School Governing Body Meeting (11 December 2023)
- Springwood Primary School Governing Body Meeting (12 December 2023)
- Ysgol Gyfun Gymraeg Plasmawr Governing Body Meeting (13 December 2023)
- Ysgol Gymraeg Pwll Coch Governing Body – *following discussions with the Chair of the Governing Body and the Headteacher it was agreed that no meeting was required.*

Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

- Coed Glas Primary School Governing Body Meeting (30 November 2023)
- Greenway Primary School Governing Body Representatives (5 December 2023)
- Severn Primary School Governing Body Meeting (23 November 2023)



Schools Programme
Baden Powell Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
28 November 2023 at 6:00pm



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Zoe Spencer-Biggs (HR), Jo Phillips (SOP), 9 Baden Powell Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed the governors.

Brett Andrewartha (BA), Jennie Hughes (JH) and Zoe Spencer-Biggs (ZS-B) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Baden Powell Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age phase
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a Specialist Resource Base (SRB)?
- How does an EHW base operate?
- What is proposed for Baden Powell Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

RP invited questions from governors.

Q – The school has been running an informal nurture class since 2021, where children go when more specialist provision is needed. We have interviewed for



Schools Programme
Baden Powell Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
28 November 2023 at 6:00pm



the teaching post, which is a secondment whilst the SRB is still at consultation stage. Adverts are also out for two teaching assistant posts.

Q – The Local Authority runs the admissions process through a panel. Is there an exclusions process as well and how do we go through it?

The resource base school would carry out that process and it would be the school's decision. The Local Authority would provide support.

Q – We work really closely with Jennie's team and the support has been excellent. There are four children already identified and in the classroom that the base would be in.

Q – We went through it at our governing body meeting and the response was good. The class is up and running and the building work has been completed already.

JH – It's good to hear that the school feel supported and it's good to have reached the point of formal consultation. Having four children already in the base has been a driving force. Thanks to the governors for their support.

Q – What notice would the school have for other children starting at the base?

JH – We are not looking to admit other children until the consultation is over. If the decision is made to admit more children, an officer will contact the school to share paperwork and come to an agreement that this is an appropriate placement. The schools would agree the transfer between them. There would be the option to visit the child and talk to the staff already working with them.

Q – We have had some children from The Court with PSPs coming back into full-time education and then they end up going back. Will the use of PSPs continue?

JH – It is an always option. We prefer a phased transition over PSP. We want children in full-time as soon as possible, but if it is advantageous to the child, we take a phased approach.

BA invited the governors to submit a formal joint response to the proposal as well as individual responses.

RP thanked staff and the meeting ended.



Schools Programme
Fairwater Primary School Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing needs - Primary
04 December 2023 at 6:00pm



Present: Michele Duddridge Friedl (SOP), Rachel Smith (SOP), Kassia Morris (ALN), Louise Flynn (HR), Rosalie Phillips (SOP), Fairwater Primary Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge Friedl (MDF) opened the meeting and welcomed the governors.

MDF and Louse Flynn (LF) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Fairwater Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is an SRB?
- How does a EHW base operate?
- What is proposed for Fairwater Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

MDF invited questions from the governors.

H/T – Based on individual children’s needs the change in approach is needed and would be beneficial for children.



Schools Programme
Fairwater Primary School Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing needs - Primary
04 December 2023 at 6:00pm



MDF – the comments are helpful and would encourage the Governing Body to submit a response (positive or negative); able to reply as a body or individually; individual responses are anonymised.

Q – places are needed and positive proposal. What would happen to the existing Wellbeing class?

KM – there are currently seven children in the class whose needs will be reviewed over the remainder of the year; will either be looking for pupils to return to mainstream or progress to the SRB. There would never be more than eight children in the SRB. The change is to the status of the class; pre Covid there were two admission points (September and February) which wasn't sufficient time for children. The range of needs has increased in complexity and need a more flexible approach.

H/T – placements have been time limited however not all children are ready to return to mainstream, the proposed approach is more suited to the needs of children.

There were no further questions. MDF asked governors to contact the SOP Team if they had any further queries and the meeting closed.



Schools Programme
Herbert Thompson Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
07 December 2023 at 6:00pm



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Jo Phillips (SOP), Herbert Thompson Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed the governors.

Brett Andrewartha (BA) and Jennie Hughes (JH) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Herbert Thompson Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a Specialist Resource Base (SRB)?
- How does an EHW base operate?
- What is proposed for Herbert Thompson Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and response given.

RP invited questions from governors.



Schools Programme
Herbert Thompson Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
07 December 2023 at 6:00pm



Q – Is there money for the initial setup?

JH – There is a £5,000 set up cost. The SRB may be under mutual supply cover. If there are staff in the school with an interest in working in the base they could move there, and their posts could then be back filled.

RP – There has been discussion on the location of the base. The boxing club is the option that is being looked into, but it would need significant investment. Does anyone have any questions about this?

Q – We have visited the bases at Springwood and Baden Powell and are also looking to visit Lakeside and Fairwater. All the other spaces in Herbert Thompson are being used at the moment. We are really keen to go ahead, but don't want any impact on the other children.

BA – Have any other views been submitted regarding the boxing club?

Q – There haven't been any recent submissions. There are some community members who are looking to take it over, but are also looking for other locations. There was a petition in place regarding its use.

Q – There is a new community group, One Community, that are looking for provision so we will need to be careful in communicating the use of the boxing club. The petition in place to reinstate it is on Change.org with circa 1000 signatures.

RP – If the petition is submitted in response to the consultation, it can be considered as one response. The Cabinet will look at the balance of comments and feedback rather than the number of responses.

Q – We have had conversations with other headteachers. The recruitment and impact on staff is a concern, but we are all onboard and have had positive feedback from staff.

BA invited the governors to submit a response to the proposal as a joint formal response as well as individually.

RP thanked staff and the meeting ended.



**Schools Programme
Lakeside Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
11 December 2023 at 6:00pm**



Present: Michele Duddridge-Friedel (SOP), Kassia Morris (ALN), Louise Flynn (HR), Ian Warburton (SOP), Lakeside Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held via Microsoft Teams

Welcome and Introductions

MDF opened the meeting and welcomed governors.

MDF and KM gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Lakeside Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a SRB?
- How does a EHW base operate?
- What is proposed for Lakeside Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

MDF invited questions from governors.

Q – RM stated that the existing wellbeing classes had been extremely successful and felt that it would be a positive endorsement if this was reflected in the consultation.



**Schools Programme
Lakeside Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
11 December 2023 at 6:00pm**



MDH – The LA recognise the achievements of the wellbeing class and would like to consolidate this with the formal establishment of an SRB. There is not anticipated to be a significant change to current operating practice. It is entirely appropriate that the school would wish to preserve the successful practices already developed.

Q – When would the provision be established as an SRB, and will the existing staffing arrangements be preserved?

MDH – The provision is currently staffed, to accommodate 16 pupils. This staffing ratio would be maintained should the proposal go ahead. If for any reason the number of pupils to be accommodated were to change, the staffing provision would be re-considered.

KM – There is an error on the presentation. The staff funding arrangements are for 2 x teachers, 4 x grade 4 Tas, 1 x HLTA, 1 x MDS to meet the needs of 16 pupils.

Q – Is the funding for this establishment fully funded by the LA. Would this continue to be fully funded irrespective of pay awards, any changes to NI/Pension contributions etc

KM – The LA fully funds all of the posts and I believe the LA will continue to do so. I will check this detail and get back to you to clarify the position.

Q – What is the impact in terms of additional time required by the HT to support the SRB?

KM – No additional funding is applied to the school budget. The HT pay is complex and related to number and makeup of the school pupils. Staffing arrangements are proportionate to the number of children being accommodated.

Q – There are some concerns relating to the expansion of the provision; the wellbeing class has never operated at 16 pupils, and we would not like to compromise the excellent service that we provide. Our consultation response will reflect this position.

Q – To be clear, does this proposal constitute an expansion or not?

MDF– The existing facility is set up to provide provision for 16 pupils and hence the proposal is not an expansion. We fully understand that as the facility has never been full, it may be viewed as an expansion by current staff, but the provisioned is staffed to support 16 pupils now and going forward.

Q – What are the practical differences between what is currently happening, and what will be happening should the SRB be established



**Schools Programme
Lakeside Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
11 December 2023 at 6:00pm**



KM – For yourselves, there are unlikely to be any practical changes. The operating practice of the current wellbeing class allowing flexible placement and transition and the dual registering of pupils, is the model the LA are planning to operate in other EHW SRBs across Cardiff. The LA have learnt from the Lakeside experience.

MDF – This proposal is more a case of formalising the current arrangements in compliance with the School Organisation Code. Operationally, there is unlikely to be much change to practice.

Q – Can we assume that the base will be funded for 16 pupils irrespective of the number of children admitted?

KM – The base will be as a 16-place provision and will be funded at that level. If the number of places is reduced, funding would be re-considered.

MDF thanked governors and the meeting closed.



Schools Programme
Springwood Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
12 December 2023 at 6:00pm



Present: Brett Andrewartha (SOP), Cath Keegan-Smith (ALN), Zoe Spencer-Biggs (HR), Jo Phillips (SOP), Springwood Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Brett Andrewartha (BA) opened the meeting and welcomed governors.

BA, Cath Keegan-Smith (CKS) and Zoe Spencer-Biggs (ZS-B) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Baden Powell Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a SRB?
- How does a EHW base operate?
- What is proposed for Baden Powell Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

BA invited questions from governors.

Q – Will the changes provide enough places for all pupils?



Schools Programme
Springwood Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
12 December 2023 at 6:00pm



BA – Projections of the number of places required suggest the need for places will be greater and there will still be children placed in out of county and independent places. The SRBs would open in September 2024, although admissions would be gradual.

Q – When will the base be set up and running?

BA – The wellbeing class is running now. The change to an SRB gives the class a permanent status and the consultation is a formalisation of that status. The SRB could then only be closed through a further consultation.

Q – Will the children from the wellbeing class stay in the base?

BA – The SRB offers more flexibility and would allow the children to stay there if they required a longer placement.

Q – Will new children have IDPs?

CKS – All children placed in the SRB would have an IDP. The only caveat to that would be a child moving into Cardiff from England with an EHCP that would have to be transferred to an IDP, which the SRB would then keep updated.

Q – the school has built a strong reputation for the work we've done, and more children with ALN are joining the school. This is impacting on the school's budget, as there is no money attached to the pupils coming in.

CKS – We are finding this across Cardiff, especially in Early Years. It may be due to Covid but there is a trend across the city.

BA – There is a piece of work being done that is looking at how the funding model is working so it is not set in stone.

BA invited the governors to submit a response to the proposal as a joint formal response as well as individually.

BA thanked governors and the meeting ended.



Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Rhian Carbis (SOP), Jennie Hughes (JH), Rosalie Phillips (SOP), Ysgol Plasmawr Governing Body Members, Welsh Translator.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held via Zoom

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed governors.

Rhian Carbis gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing Specialist Resource Base at Ysgol Plasmawr.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current EHW provision secondary age phase
- Recent growth
- Projected demand
- What is an SRB?
- How does a EHW base operate?
- What is proposed for Ysgol Gyfun Gymraeg Plasmawr?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Criteria for Autism SRB placement
- Staffing and Resourcing of Autism SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and response given.

RP invited questions from the Governing Body.



Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm



Q – The time available to respond to the consultation is limited. Would the 20 places run across the 11-18 age range, how many teaching staff would there be and would this be based on need. Are there any plans for additional support in the run up to the opening e.g., Ed Psych, staff training; would like clarity around what this would look like.

JH – 20 places consistent with the SRB provision at Cardiff West but did agree additional staffing at Cardiff West for sixth form; the majority of learners transfer to college, work-based learning at 16 but would work with learners re appropriate learning pathways.

Staff ratios would be as per Cardiff West but open to review and can be adapted based on need. Each base as an additional Ed Psych allocation; if the base is agreed to progressed, support would be available for appointments and training.

RP – there are limited opportunities to consult allowing for holiday periods. The details of the proposed changes are set out in the consultation document and summarised in the presentation.

Q – Estyn made recommendations around site improvements and concerns that these improvements will not be made. Where will staff come from, who will manage them and when will funding be allocated?

RP – Estyn flagged issues and capital works have been planned; challenging financial situation and going through process to prioritise works. Issues are being managed through risk assessments and recognise needs.

Q – Concerns around having additional vulnerable learners on site if the works are not progressed.

RP – looking to secure funding; Ysgol Plasmawr has been put forward as a priority scheme; unable to commit to timeframe but can provide an indicative outline.

JH – if progressed, staff would have to be in place; children already within the school who would be eligible to access a place in the SRB which would be beneficial. The school would decide how the SRB sits within the school but would support and advise.

BA – the earliest the base could be established is from September 2024 however appropriate accommodation, staffing and training must be in place; it is not expected that there would be 20 children in the base from that date.

Q – Why has Ysgol Plasmawr has been chosen? Does the school have a choice. The proposed changes will have an impact on the bandwidth of senior manager; dealing with more challenging learners takes up a lot of time.



Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm



H/T – familiar with format with ALN provision already at Ysgol Glantaf. There are children at the school who would benefit from the provision and keen for the SRB to be established here.

Q – concerns around resources not the principle of establishing provision; will 20 places meet existing/future demand; is 20 places enough?

JH – there has been a significant increase in need and difficult to be certain; clear that provision is needed in the Welsh sector and the school has pupils who would benefit from the provision. Ysgol Glantaf already has a base for Complex Learning Needs and will be looking at whether a further base is needed at Ysgol Bro Edern. There is no Welsh provision for EHW at present and will need to monitor demand as the Welsh-medium sector grows.

RP – WESP sets out that 50% of all LDP school should be Welsh-medium and would expect ALN provision as part of these.

Q – is the Council confident that training for staff and Ed Psych support is available through Welsh; is there a strategy for this?

JH – there are a good compliment of Welsh speaking staff across all ALN services, continue to prioritise and confident that this will remain the case.

Q – the number of children with needs is growing; the impact of budget deficits at Cardiff schools will result in the number of pupils with needs in mainstream increasing.

JH – aware of ongoing work with Headteachers to look at how deficit budgets can be address but not best placed to comment on this.

RP – looking at collective approach to deficit budgets/ALN needs with Headteachers; efficiency board being set up which will be chaired by a Headteacher.

Q – when will the timetable and budget for the SRB be known?

RP – the settlement position is not yet known but will share as soon as able to.

JH – can provide indicative information regarding budgets.

Q – decision not confirmed until July and would not know whether budget was available.

JH – would need to consider before this; the school already has significant provision in place; not able to go ahead if no agreement; current arrangements could continue for a further year and could open from September 2025.



**Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm**



HT – would be keen to start as soon as possible. Would need to consider identifying pupils, transition and staffing if moving forward.

RP – question of managing risk; may be able to look at progressing at risk based on the feedback from the consultation.

Q – where would be greatest challenge be and how could this be addressed?

RP- undertake a number of proposals each year; the process is low risk provided school is supportive and not anticipating objections. Funding a key point for getting planned works progressed however the school has been identified as a priority scheme and anticipating confirmation shortly. If there are objections these would need to be considered however there are limited options in Welsh-medium. Consultation will inform the way forward.

Q – acknowledge need but need sufficient time to establish or the base could fail which no one wants; the sooner the school can have information the better to allow for the scheme which is needed to succeed.

There were no further questions, RP thanked governors and the meeting closed.



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Cath Keegan-Smith (ALN), Louise Flynn (HR), Shirley Karseras (SOP), 14 Coed Glas Governing Body Members.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held at Coed Glas Primary School

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed members of the Governing Body.

BA and CKS gave a presentation outlining details of the proposal for the CLN / Autism SRB at Coed Glas Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision primary age
- Recent growth
- Projected demand
- What is an SRB?
- How does a CLN base operate?
- How does an Autism base operate?
- What is proposed for Coed Glas Primary School?
- Criteria for CLN SRB placement
- Staffing and Resourcing of CLN SRB
- Curriculum, Admission and Inclusion
- Criteria for Autism SRB placement
- Staffing and Resourcing of Autism SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



Questions and response given.

MDF invited questions from the Governing Body.

Q – Is the proposal for a CLN and Autism base or just one type?

MDF – The SRB proposed would be for one model or the other, not a mixture. Depending on an individual diagnosis though, it is possible that a pupil may have CLN and autism, but the provision would be for their primary need.

Q – The Governing Body are concerned about the impact on the school and the staff if the Autism SRB model is approved. When will the decision on which model it would be decided?

MDF – There is a high level of need for Autism SRB places across the city, but the consultation stage is to allow stakeholders to inform the decision-making process. No decision would be made until Cabinet review the findings of the consultation in March 2024. A final decision would be made after an objection period is complete, around July 2024.

Q – Is the preference for the Autism model then?

MDF – The Governing Body and staff need to consider what would be best for their school and respond accordingly to the consultation.

Q – The school already has the Hearing Impairment Resource Base (HIRB). Would there be any benefits with combining this type of provision with the CLN model?

CKS – Yes there could be an opportunity to align staff knowledge and skills.

Q – Is the size of the proposed Autism SRB the same as others currently in operation in Cardiff?

CKS – Yes, adopt a consistent approach across the city. There are some who have larger numbers, but this has been at the request of the particular school.

Q – How would it work if there were three students from the HRIB and three students from the proposed SRB able to access a single mainstream class?

CKS – Recruitment of pupils would be carefully managed in line with the school's current commitments.

Q – Would TAs ever be utilised in the SRB leaving the mainstream class short of resources? What would happen with staff absences in the SRB?



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



MDF explained the staff ratio models for both types of SRB. There may be staff with specialist skills who could help out with absences in the SRB.

Q – Are there experienced, qualified practitioners available to take up these positions?

CKS – yes there has not been any issue in recruiting staff to work in ALN in Cardiff.

Q – Is the funding for the SRB's the same whether they have 18 or the maximum 20 pupils?

MDF – Yes. There is no clawback on funding. The only difference would be the nominal PPF which would vary.

Q – Would there be extra funding in addition to the funding allocated to the SRB if a pupil were identified as having greater needs?

CKS – No. If a pupil was assessed as needing extra help than the SRB could provide, then that child would be placed in specialist school provision. Statutory reviews are undertaken by link specialist staff who identify any extra requirements that may be needed.

Q – Would this provision be permanent if the proposal was agreed?

MDF – Yes. Any change would be subject to another public consultation.

Q – Would there be a spread of pupil ages enrolled in the SRB?

CKS – Yes. Allocation of pupils would ensure that there is a balance of age, gender, and need. The school and parents are always involved with allocation decisions.

Q – How does sickness absence work for SRB staff?

CKS – This would be in the same way as the HIRB is managed with mutual funding provided for cover.

Q – How does the PAN operate for each of the SRB models?

CKS – Pupils with CLN are in addition to the PAN as they would spend their normal school day in the SRB, however, pupils with Autism and who would attend mainstream lessons at times, are included in the PAN.

Q – Who makes decisions on the percentage of time that each pupil would spend in the SRB and mainstream classes? There is a concern that pupils in the mainstream could be negatively affected by disruption.



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



CKS – there is collaboration between staff in the SRB and the staff operating in the mainstream in the way there currently is between staff at Coed Glas.

Q – Are the TA’s trained for the specific needs for each of the pupils enrolled in the SRB?

CKS – The Inclusion service has different teams to provide different forms of training depending on the needs of the pupils. Staff would start in the SRB before pupils and would be trained specific to the needs of the pupils who would join at a later date.

Headteacher – It is better to build a team who can provide a range of skills rather than focusing on 1:1 relationships. These can be problematic if there is a breakdown in the relationship due to staff absence for example.

Q – Do the proposed 60 citywide places meet demand?

CKS – No. Projections of places required show that there is an even greater need, but this is a start.

Q – If an SRB for Autism is approved at Coed Glas, would there be an expectation for the number of places to be increased at some point in the future to meet this growing need?

CKS – No. However, some schools have approached the Authority and asked to increase their numbers in the SRB. This would be considered if requested.

Q – Where would the SRB be placed? Would it be within the main school building or the portacabin?

MDF – There is no option to build extra accommodation and so would be within existing the buildings, however where exactly, would be for the school to decide. The Authority would have an input to ensure that the accommodation provided follows the appropriate standards to meet the needs of the pupils.

Q – How long have Autism SRB’s been in existence?

BA – Longer than ten years but have been expanded in 2022.

Q – Is there any finding available to create space for the SRB?

MDF – No.

Headteacher commented that there would be space available if pupil numbers remained lower than their PAN and the PAN was reduced.

Q – Who decides if the space needed is appropriate?



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



BA – a capacity assessment has already been undertaken by the Authority which shows that there is enough space.

Q – Has the impact on the curriculum for learners at Coed Glas been considered by introducing the SRB at their school? What are the positive and negative impacts?

CKS – The impact on existing pupils will be to learn how to be part of a larger tolerant community. There are no negative impacts in my opinion.

Q – What would be the impact on staff with the introduction of the SRB?

Headteacher – There could be a benefit for staffing as the SRB would be responsible for the IDP of learners, which would offer additional support for the ALNco.

Q - What is the impact on the Headteacher and the SLT to manage any further dysregulation that may occur?

CKS – The ten members of staff would be recruited and in place prior to the arrival of any pupils. If the recruitment process was carefully considered, then the impact on SLT could decrease as levels of dysregulation could improve.

Q – Are there any current pupils at Coed Glas who could attend the proposed SRB?

Headteacher – possibly. All aspects would need to be considered.

Q – What do we think parents would think of the establishment of an SRB?

MDF – There are numerous consultation methods planned throughout the consultation period including public meetings, drop-in sessions, and email correspondence where parents will be able to find out more and express their views.

MDF invited the Governing Body to submit a joint formal response as well as individual responses. She shared the link to the online survey.

MDF thanked attendees and the meeting ended.



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Inclusion), Nic Naish (Headteacher), representatives of the Governing Body

Please note: The following is not a transcript but a note of the meeting.

The meeting was held in person at Greenway Primary School

The meeting related to the consultation on proposed changes to Complex Learning Needs and Autism Provision, specifically the proposal to:

- establish a 20-place specialist resource base (SRB) for Complex Learning Needs and/or Autism at Greenway Primary School from September 2024, within the existing buildings.

Officers outlined the proposed changes city-wide, the proposal to establish provision at Greenway Primary School. Following discussion, Officers agreed to issue a presentation for distribution by the Chair to the Governing Body for discussion at the next Governing Body meeting.

The presentation set out details of the proposed changes:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Cardiff Specialist ALN provision 2023/2024
- Current CLN and/or Autism provision primary age phase
- Demand for places
- What is proposed for Greenway Primary School
- What is a Specialist Resource Base?
- Criteria for placement
- Staffing and Resourcing
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposal
- Potential disadvantages/risks
- Alternative options
- Other Considerations
- HR Considerations
- What happens next?

Governors were reminded that the consultation runs from 20 November 2023 to 19 January 2024 and that responses are welcomed. Any further questions or comments can be sent to SchoolResponses@cardiff.gov.uk.



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Inclusion), Ceri Tanti (SOP), Nicholas Wilson (Headteacher), members of Governing Body and observers of the governing body who had been invited by the headteacher to attend.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed attendees.

This meeting relates to the consultation on proposed changes to Complex Learning Needs and Autism Provision.

The meeting will look at the proposal to:

- establish a 20-place specialist resource base (SRB) for Complex Learning Needs and/or Autism at Severn Primary School from September 2024, within the existing buildings.

Governors were reminded that the consultation runs from 20 November 2023 to 19 January 2024 and that responses are welcomed.

There was a presentation which set out details of the proposed changes:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Cardiff Specialist ALN provision 2023/2024
- Current CLN and/or Autism provision primary age phase
- Demand for places
- What is proposed for Severn Primary School
- What is a Specialist Resource Base?
- Criteria for placement
- Staffing and Resourcing
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposal
- Potential disadvantages/risks
- Alternative options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses

Q HT - concerns about the condition of the building and how the proposal would work – where would classes go? would the upstairs of the building be used (where community learning is based)?

MDF Building has been visited; some issues with condition, which is a challenge faced by many schools. Numbers going into schools are currently lower across the city. Need to be making best use of any school. Would need to be in context of whole school; the scope there is in the building, plus solutions for Local Authority and Parent drop off for ALN pupils. The school and Council may have different ideas of where SRB would work best, and this would have to be discussed. Will have dialogue before end of consultation. Different options would be available.

Q The school has a small outdoor space. Feel like the Governing Body would need to discuss and consider how the outside space could work, as wouldn't want to take space away from current pupils or impact the running of the school.

MDF The use of the outdoor space is open to discussion as there is no way of increasing the amount of space available.

Q Role of ALNCo – would they have to absorb additional work from SRB?

JH Different schools have different set ups. The new teachers for the SRB will be ALN specialists who would have the skills to do IDP reviews and work with parents of pupils with ALN. Having additional specialist staff in school can be a support for the ALNCo. The SRB teacher posts are usually funded to the highest point which initially could provide the school additional funding if the teacher is recruited at a lower point on the pay scale. The model of how the SRB works with the school isn't set – the school can decide what works best.

Q Concern of cost implications to school – although there is funding for the employment of the staff, presumably there is no funding for the additional work that management will need to undertake with extra staff, or funding towards practical costs like heating and lighting, which has been more of issue in recent times.

Q: Due to deficit budget, SLT have had to take on more teaching time, leaving less time for management duties.

JH Suggested speaking with other schools which host SRBs regarding the practicalities. Although there is no additional funding for those costs there are benefits to hosting an SRB such as the school being able to offer more and having more expertise available on site. Feedback from schools suggest that they don't view having an SRB as a detriment; in the main, Governing Bodies and Senior Leadership Teams indicate that the benefits of having a base outweigh the additional cost/works.

- MDF The headteacher salary calculation is based on points; SRB pupils carry an additional allocation of points which can affect the headteacher salary, so it's possible that there will be some additional recompense for management support.
- MDF In relation to costs for energy, if the area of the school is currently in use, then the school would already be paying for light and heat. Part of the funding is based on floor area. If more of the building is used, such as the community teaching area on the first floor this would affect the funding received.
- Q The school is covered in scaffolding, is there a possibility that the school with an SRB might have these works expedited? What other benefits are there for the school?**
- MDF There are a number of schools which have scaffolding, and work on those is prioritised based on need. The work will not necessarily be expedited if the SRB proposal proceeds. However, if work needs to take place in order for the areas to be suitable for SRB pupils the work would be prioritised. Cannot promise that it would move to the top of list.
- Q Would scaffolding by entry/exit points be prioritised?**
- MDF Possibly, would need to look at holistically. The pupils who would be placed at a CLN SRB could have a range of needs, may need physically larger spaces if pupils have physical disabilities.
- Q Will a Job Evaluation be undertaken for management at school as an SRB would impact on them in terms of workload.**
- MDF This would be a decision for the governing body. You are probably already having to make some difficult decisions regarding funding. If the proposal proceeds the budget will not be hugely increased. Suggested contacting HR for advice and support. **Action: MDF to check with HR what support will be provided if SRB proposals proceed.**
- Q Feel it would be beneficial to visit an SRB, see how they run, find out how the management side works before making decision. Can JH suggest suitable SRBs to visit?**
- JH Marlborough would be similar as an urban site. Other suggestions are Llanishen Fach, Llanedeyrn, Bryn Hafod, Ysgol Pwll Coch, Windsor Clive. **Action: HT Nicholas Wilson to contact some of these schools to try and arrange visit for staff and governors.** JH offered for her or inclusion colleagues to meet with school after the visit to discuss.
- Q Query about whether it would be possible to visit or speak with a newly established base as they would have recent experience of the practicalities setting up a base.**



- JH Moorland has recently been established and also Windsor Clive (previously had a base which recently re-opened).
- Q At cluster meeting the fact of there not being an SRB in cluster was mentioned, some parents are nervous of sending children further away.**
- Q Agreement that SRB not being available in cluster has proved difficult, parents have been reluctant to allow their children to attend an SRB further away as they don't want children to travel.**
- JH Agreed that this a common occurrence, and one of the main reasons why the local authority is trying to set up more SRBs in locations across the city. Both Moorland and Windsor Clive filled up quickly with families who had previously declined provision but lived close enough to the new SRBs to be willing to send their children there.
- Q The roof of the school is in poor condition; is the state of the buildings a barrier to this going forward?**
- MDF Some schools that host SRBs have asset issues. The local authority is always looking for funding for the estate. The current financial climate is challenging. The condition of the building wouldn't prevent the SRB from going forward but it would be right for the governing body to raise this concern in their response to the consultation.
- Q The consultation document assumes seven additional vehicles; is it likely to be more than that if 20 additional children will be attending?**
- BA The assumption is based on pupils who are taxied to school by the local authority. The taxis are shared where possible, so the figure assumed is seven vehicles.
- Q The school is expecting the Estyn report, which is due to be published imminently. The consultation document refers to the previous Estyn report. Will the information online be updated?**
- MDF The consultation document will not be changed, but the outcome of the new report could be mentioned at public meetings etc., once it has been received.
- Q Does the funding cover children already in school?**
- MDF The funding would be for new learners and wouldn't be taken from current budget.
- Q When would funding finish?**
- MDF Funding would start when base starts, due in September 2024, and would continue while the base is at the school.
- Q Building condition graded as C – when was this done, and how was it done?**

MDF The grading was done via survey. The initial survey was done some time ago for the whole school estates and all schools were graded for condition and suitability. Schools rated C were re-surveyed after the initial survey. Schools are rated A-D on both condition and suitability. D is lowest, and indicates the buildings are at the end of life. The local authority has been replacing high schools which were categorised as condition rating D – Fitzalan, Cantonian, Willows. C is quite a wide band with a lot of schools in it. If work is undertaken it may not bring a school out of a C rating, but a schools graded C might need significant deterioration to move into band D. Since the last submission we have had one school slip into a D which means that their building urgently needs work.

Q Large sums of money have been spent to replace the D rating buildings. Are the C list schools being worked on?

MDF The list of schools rated C is constantly being looked at. Too many schools are rated C to fix them all, both in terms of funding and contractor availability. Acute issues must be dealt with urgently, e.g. boiler failure. Chronic Cs have to be prioritised, which is done on the basis of risk, assessing a range of factors. If a school is popular, it can be harder to work on, as there is no room to decant pupils to other parts of the building while work is carried out.

Q Would it be feasible to use the upstairs of the building? Would help to integrate SRB into the school. Would like to explore as could give flexibility – obviously SRB would need to be downstairs.

MDF This can be explored. Would need to look at the best way to incorporate SRB into the building. The time to raise any issues, concerns or suggestions is during the consultation process. If the proposal proceeds to statutory notice there is no option to raise suggestions, only objections.

MDF Welcomed responses to the consultation and noted that if individuals submit a response, it will be included in the consultation report as an anonymised response and summarised. Responses on behalf of bodies such as the staff, or governing body would be included in full and attributed to the governing body. A response from a headteacher would also be included in full.

Q: How would it be best to respond to the consultation?

MDF If responding as an individual, please fill in the response form, which is available online [Complex learning needs and autism provision \(cardiff.gov.uk\)](https://www.cardiff.gov.uk/complex-learning-needs-and-autism-provision). If providing an official response from it would be better to email or send a letter attached to an email.

The actions agreed were recapped:

- ***NW to arrange visit(s) to an SRB and then meet with Local Authority Inclusion officers to discuss.***



Schools Programme
Severn Primary School Governing Body
Provision for Children and Young People with Additional Learning
Needs
23 November 2023 at 6pm



- ***MDF to ask HR what support they will provide on processes to the governing body.***
- ***Arrange for a building visit to Severn Primary School – MDF said she would visit.***

Please email if any more questions (schoolresponses@cardiff.gov.uk).

The attendees were thanked for their time and the meeting closed.

Appendix 4 – Record of Consultation Meetings with School Staff

Meetings were held with school staff at the request of individual schools.

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

- Fairwater Primary School Staff (16 January 2024)

Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

- Coed Glas Primary School Staff (30 November 2023)



Schools Programme
Fairwater Primary School Staff Meeting
Additional Learning Needs
Emotional Health and Wellbeing needs - Primary
16 January 2024 at 5pm



Present: Brett Andrewartha (SOP), Louise Flynn (HR), Kassia Morris (ALN), Rosalie Phillips (SOP), Fairwater Primary Staff.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

BA opened the meeting and welcomed staff. There had been presentations at the Governing Body meeting, the public meeting and there was information in the consultation document. The Council was looking for formalise the existing Wellbeing Class which was already part of the school.

The proposed changes would formalise the status of the wellbeing class allowing for placements to be extended as required. There were eight places in the Wellbeing Class and there would be no increase in the number of children.

HT – looking at scope to transform the learning environment e.g., second room, sensory room development, soft room development and outdoor provision; looking at the opportunities for development.

Q – what is the reason for the change and what does this mean for staff?

BA – there are a number of Wellbeing Classes across the city and looking to formalise these arrangements alongside establishing new provision at other schools. Current placements are time limited, and the classes don't have the certainty of formally established provision; SRB provision would allow for placements to be extended as required. Staff would be employed by the school.

Q – can children be dual/single registered?

BA – Yes, can operate on either basis but would consult with school prior to placement.

BA – the consultation runs until 19 January 2024 with a report to Cabinet on the outcome of the consultation in March 2024 when a decision will be made whether to progress to the next stage. If a decision is made to move to statutory notice, the notice would be published in April and allow a period of 28 days for objections.

BA – would ask as a school for confirmation of support for the proposed change; option to submit collective formal response or individual responses; any formal responses received are published in full, with any non-formal responses summarised and anonymised.

There were no further questions, BA thanked staff and the meeting closed.



Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Cath Keegan-Smith (ALN), Louise Flynn (HR), Shirley Karseras (SOP), circa 35 Coed Glas Primary School Staff Members.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held at Coed Glas Primary School

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed staff members.

BA and CKS gave a presentation outlining details of the proposal for the CLN / Autism SRB at Coed Glas Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision primary age
- Recent growth
- Projected demand
- What is a Specialist Resource Base (SRB)?
- How does a CLN base operate?
- How does an Autism base operate?
- What is proposed for Coed Glas Primary School?
- Criteria for CLN SRB placement
- Staffing and Resourcing of CLN SRB
- Curriculum, Admission and Inclusion
- Criteria for Autism SRB placement
- Staffing and Resourcing of Autism SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?



Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm



Questions and response given.

MDF invited questions from staff.

Q – Is the proposal for CLN and Autism?

CKS – The SRB proposed would be for one model or the other, not a mixture. Depending on an individual diagnosis, it is possible that a pupil may have CLN and autism, but the provision would be for their primary need.

Q – Would the TA from the SRB support the pupil in the mainstream for the Autism model?

CKS – Yes, they could. The model for this type of provision is typically 2:1 (pupils: staff) and would therefore be able to facilitate this level of support when required.

Q – What would happen if there were ten Y1 pupils in the Autism base who needed to access Y1 provision?

CKS – This wouldn't happen. Allocation of pupils would ideally be from the local area, but pupils are also placed so there is a balance of age, gender, and specific needs. The school and parents are always involved with allocation decisions.

MDF – CLN would be known from Reception whereas an Autism diagnosis could be at a later age and so would need places for different year groups.

CKS – Pupils would access provision based on their need and ability. It may be that a Y3 student attends Y4 mainstream classes.

Q – How would the extracurricular activities for pupils with CLN be organised and would there be extra funding for them?

CKS – No, this would be facilitating pupils with CLN to access the existing extracurricular activities that occur in school already.

Q – What are the logistics of having such an SRB with the day-to-day operation of school life?

CKS stated that they already have the Hearing Impairment Resource Base (HIRB) running successfully at their school so it would be similar to the way in which that runs. She advised visiting a school that has a CLN or Autism Resource Base already established to see how it works.

Q – How would the funding work for pupils within the SRB as there is no funding for the HIRB to have acoustic tiles and blinds fitted and the ALN provision for mainstream pupils has been frozen?



Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm



MDF - Funding would be allocated for the new SRB provision. Will find out about funding for the HIRB but as that is an existing base, think that would come from the existing school budget. **Action – MDF to confirm this position.**

Q – Where would the specialist staff come from if there were staff absences in the SRB through illness? Would existing school staff be expected to assist?

CKS – There is currently no shortage across the city for applicants to work in the ALN sector but could obviously not guarantee that there would not be an issue at some point. There would be training for existing school staff to help if they wished to. CKS explained that the ALN Team would work with the school on the job descriptions.

Q – Would the funding be the same as the HIRB?

CKS – All SRB's have a consistent funding model. Staffing and resourcing of the SRB is provided as a lump sum in the school's budget. The presence of an SRB would not put additional strain on a school's budget.

Q - There is already an issue with a lack of support for mainstream pupils with ALN. How would experienced staff be recruited?

CKS – There are staff within the Inclusion service and specialist teachers who are applying to work in SRB's as well as teachers who transfer from mainstream and do not feel recruitment is problematic. There are also Out of County applicants who want to work in Cardiff. It is ultimately up to the Governing Body to decide what they would require from candidates in relation to experience.

Q – Would there be enough time to go through the recruitment process?

BA – If the proposal was agreed, then it only means that there is a formal establishment in place from September 2024. There would not necessarily be pupils on role at this date.

MDF – Encouraged staff to include these types of specific concerns in their response. For example, would a delay in the date or particular skills included as part of the recruitment process alleviate these concerns?

Q – Is the projected £10.3 million on places at independent or Out of County schools value for money and what do mainstream pupils gain by having an SRB on site? How do you ensure that mainstream pupils are not impacted negatively with this arrangement?

CKS – No this is absolutely not value for money and that is why the Local Authority are proposing to increase specialist places within Cardiff.



**Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm**



Mainstream pupils will gain lots from having children with ALN attend their school site as it will increase their knowledge and awareness of a range of needs and prepare them better for social integration beyond school.

MDF – Cardiff Council supports inclusion and whilst some behaviours can be challenging for staff, the level of ALN is increasing and there needs to be adequate provision across the city to meet these needs.

Headteacher – Coed Glas already operates a unit that supports social inclusion and is proud that all the mainstream pupils can sign.

Q – Staff at Coed Glas are passionate about inclusion, but already have an ALN Resource Base with the Deaf and Hearing Impairment unit, could another school in the area not adopt this new proposed base?

MDF – Possibly. Other schools across the city are also part of these SRB proposals.

Q – Would there be a mandate on which pupils attend the SRB? I have concerns around the logistics of how a pupil in a particular year group, which is already overstretched, would be catered for.

CKS – The Inclusion Services would always liaise with the school to agree class lists and cohorts.

Q – Would a class of 30 pupils be expected to provide provision for additional pupils from the Autism model, bringing the total beyond the PAN?

CKS – Pupils with CLN are in addition to the PAN as they would spend their normal school day in the SRB, however, pupils with Autism and who would attend mainstream lessons at times, are included in the PAN.

Q – Have parents been consulted? Would perspective parents be put off applying for a place at Coed Glas if the SRB were approved?

MDF – There are numerous consultation methods planned throughout the consultation period including public meetings, drop-in sessions, and email correspondence where parents will be able to find out more and express their views.

Q – Are there enough specialist teachers to staff these new bases?

CKS – There are staff within the Inclusion service and specialist teachers who are applying to work in SRB's as well as teachers who transfer from mainstream and do not feel recruitment is problematic. There is also interest from Out of County applicants who want to work in Cardiff. It is ultimately up to the Governing Body to decide what they would require from candidates in relation to experience.



Q – If the staff communicate that they are not in favour, does the Headteacher have the final decision?

MDF – No. All stakeholder views are considered as part of the consultation process. The findings are recorded and presented to the Cabinet who will then decide whether to approve the proposal or not. If the staff are against it, they should express *why* they believe it would not work as the Cabinet will consider this as part of the consultation process.

Q – Will there be funding available to release staff so they can visit existing SRB's?

Headteacher – The school would find a way to support this.

Q – Why are Coed Glas being asked to have this provision? Is it because of the reduced pupil numbers and having a large site? I don't think we have adequate space.

MDF – Yes partly, there is capacity in terms of lower pupil numbers compared to the PAN, but also because the school has a proven track record for inclusion and is geographically in a good location.

Q – Would the SRB be positioned in the portacabin?

MDF – That has not been decided yet, but the provision would be within the school's existing buildings.

Q – Would the pupils transition into the SRB at Llanishen High School?

CKS – Yes if the needs could be met and there was room then that transition would be seen as an incredibly positive outcome for pupils with ALN living in this part of Cardiff.

Q – Would pupils be admitted to the SRB as a priority if they had siblings already enrolled at Coed Glas?

MDF – Pupils would be admitted to the SRB based on their level of need and in consultation with the school.

Q – Could this change trigger an Estyn inspection?

MDF - School Organisation proposals do not automatically initiate inspections.

Q – Who would plan the work for the children in the Autism SRB?

MDF – There is collaboration between staff.



**Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm**



Q – Does any other school have two SRB's?

MDF/CKS – Yes, Springwood Primary School. Recommended that staff visit this school or Llanishen Fach to see how operational implications are managed.

Q – Would there be more parking available on site for staff as it is already difficult to secure a space?

MDF – This may be a reasonable and could be reviewed by Cabinet and officers.

MDF invited the staff to submit responses to the proposal as a joint formal response as well as individually. She shared the link to the online survey.

MDF thanked staff and the meeting ended.

Appendix 5 – Record of Consultation Meetings held with Pupil Representatives

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

- Baden Powell Primary School (10 January 2024)
- Fairwater Primary School Mainstream Learners and Wellbeing Class Learners (17 January 2024)
- Herbert Thompson Primary School (17 January 2024)
- Lakeside Primary School (11 January 2024)
- Springwood Primary School (16 January 2024)
- Ysgol Gyfun Gymraeg Plasmawr (16 January 2024)
- Ysgol Gymraeg Pwll Coch – no pupil engagement held.

Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

- Coed Glas Primary School (12 January 2024)
- Greenway Primary School (10 January 2024)
- Severn Primary School Governing Body Meeting (18 January 2024)



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Baden Powell Primary School

Pupil Consultation



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CRYFACH
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GWYRDDACH

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FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
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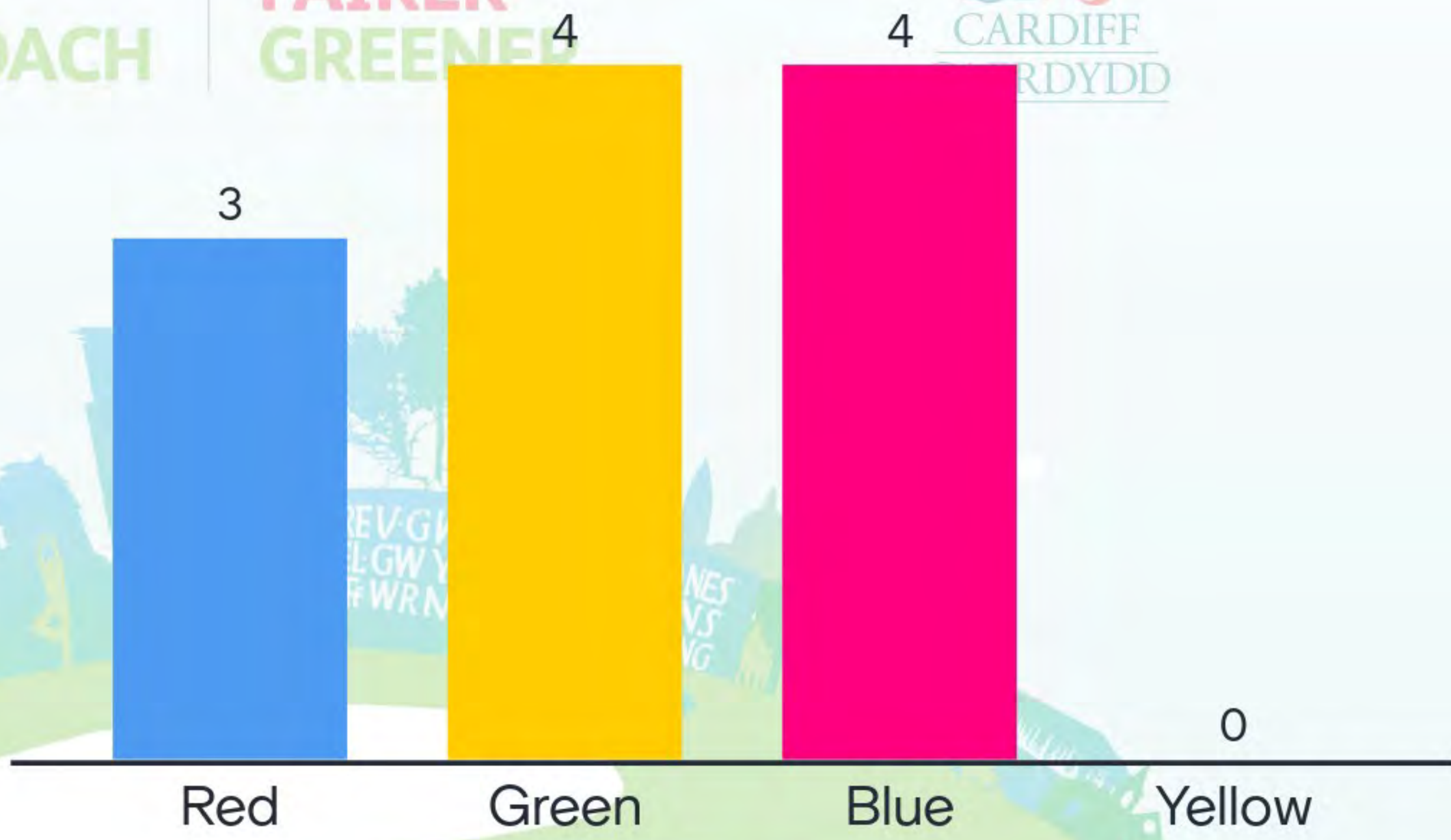


Page 418

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

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Yes

11

No

0

#GweithioDrosGaerdydd

#GweithioDrosochChi





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FAIRER
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What are we proposing to do?

Establish an 8 place specialist resource base for Emotional Health & Wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.

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What do you know about specialist resource bases?

19 responses



CRYFACH
TECACH

STRONGER
FAIRER

GWYRDDACH GREENER
not many children

fun

my brother's autistic
good place to get help

kids with disabilities

cuch

calm

sister

hel

couch

mental health

help

children

more loose

adults that help

safe

safe place to go

ty cwtsch

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#GweithioDrosochChi

#WorkingForYou

How many children in Cardiff are in specialist placements?

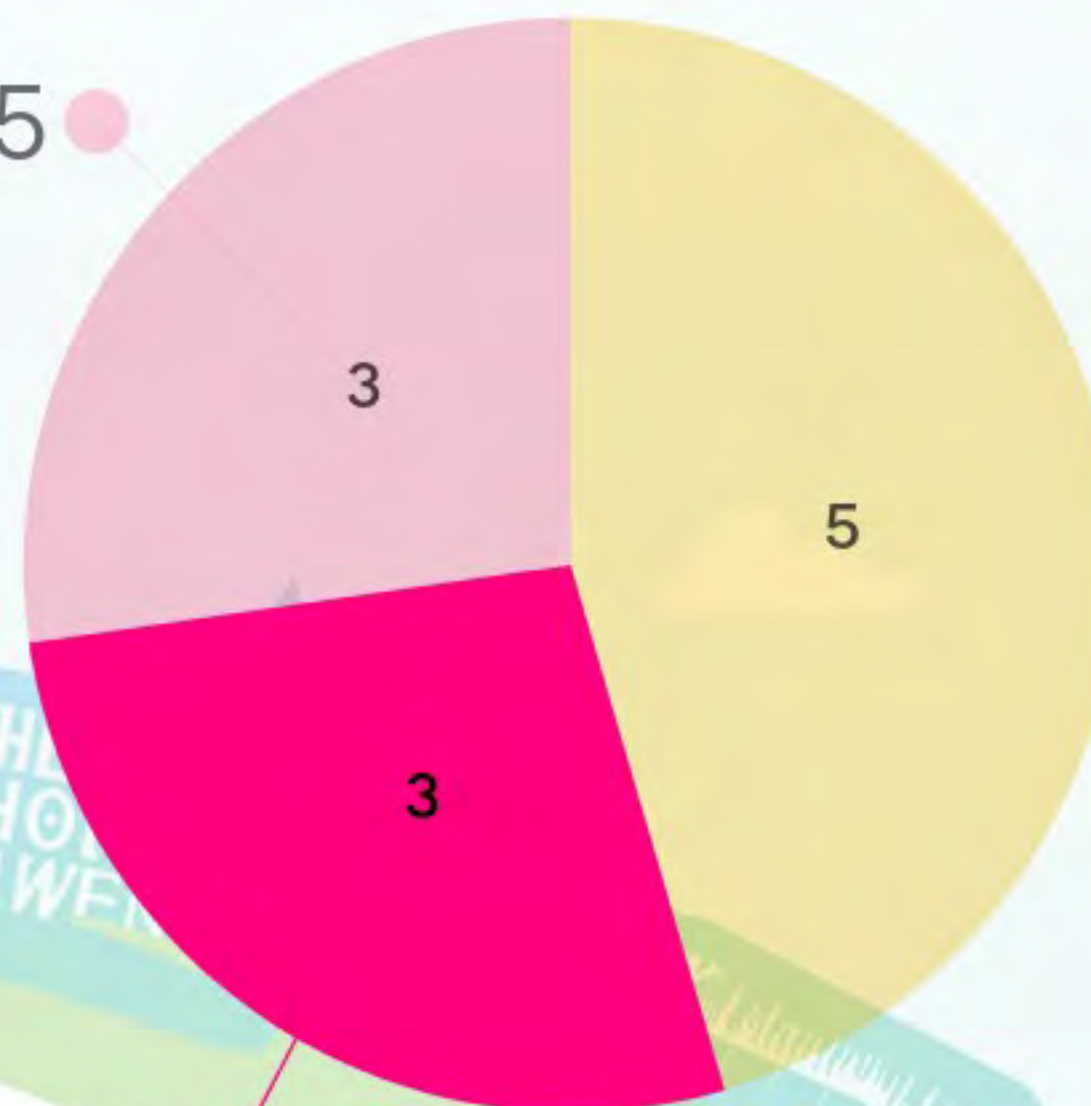
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Page 417

✗ 7645



● 940 ✗

✓ 1747

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Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

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How many special schools and specialist resource bases for primary age children are there already?

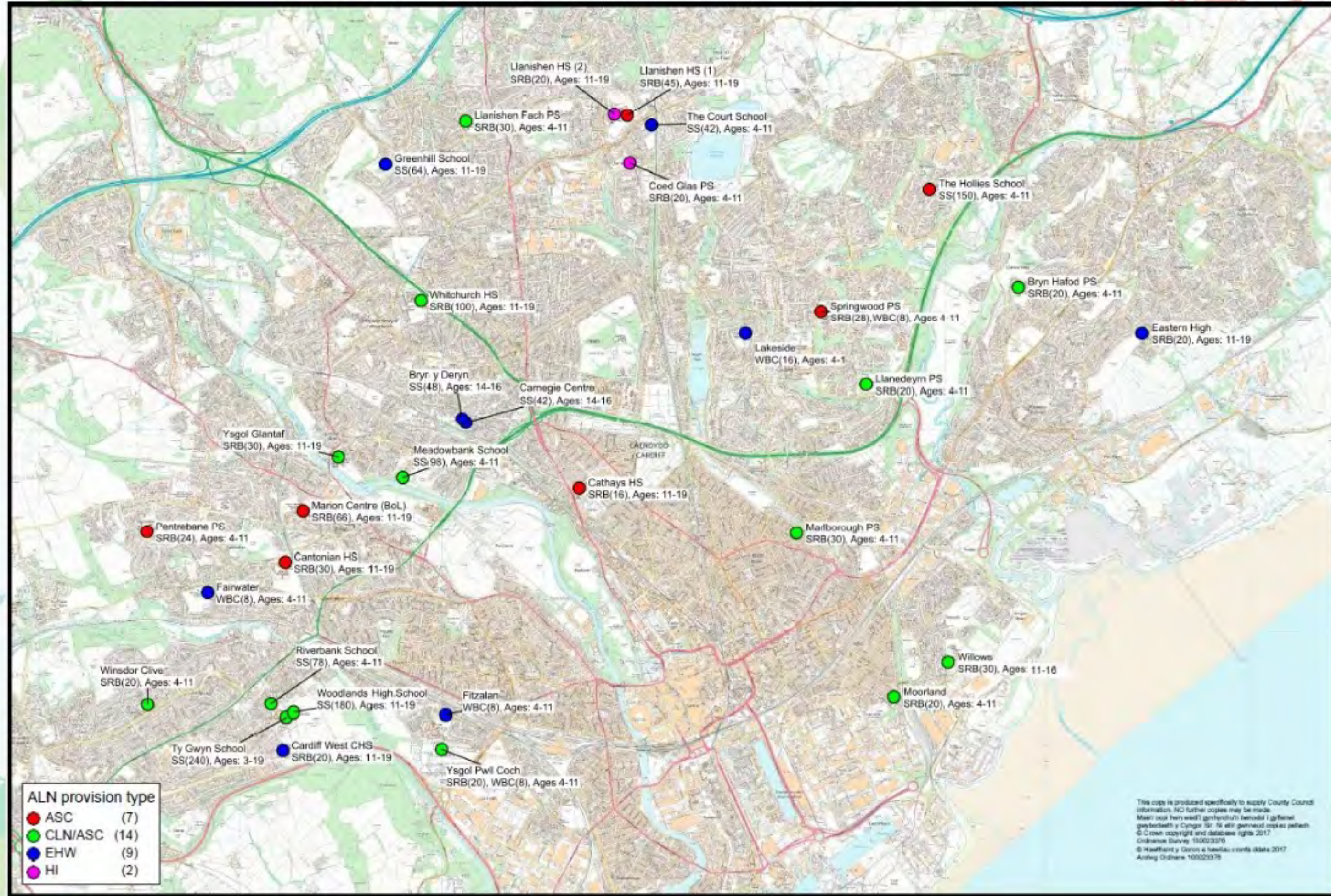
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#GweithioDrosGaerdydd
#GweithioDrosochChi

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#WorkingForYou

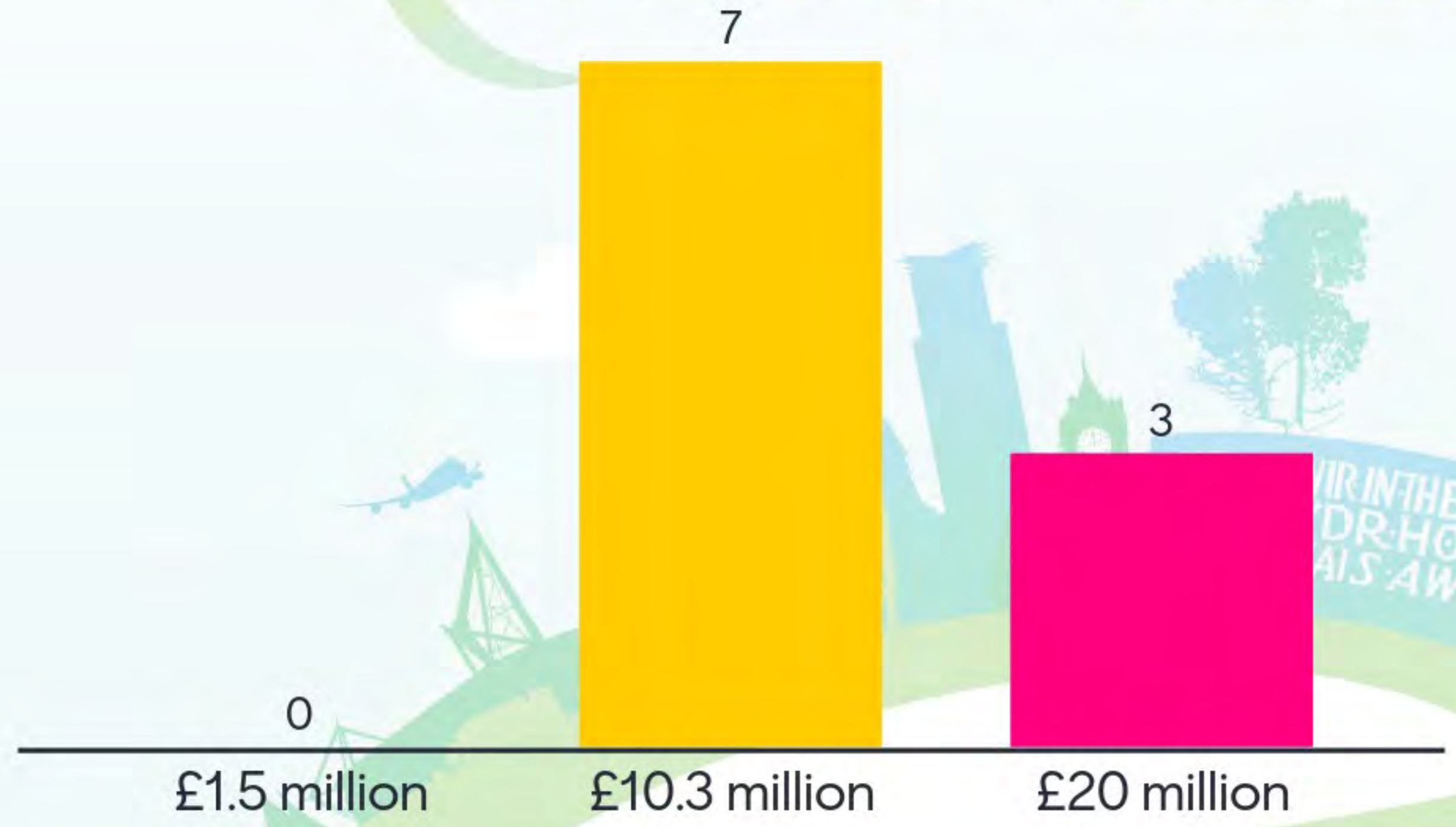


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In this school year how much is the Council spending on specialist places in other areas/ independent schools?

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GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

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#GweithioDrosochChi

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GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

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#GweithioDrosochChi

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Thoughts on the proposal

I think it is a good idea because then it won't be hard to get them later on and it will help more children.

I think it is a good idea because it will help more people with there ALN.

i think it'll be good because some children might like it being alone.

Yes, I think it's a good thing because some people may not have had these kind of rooms like my brother when he was in Baden he sadly didn't get this room. He is autistic and likes to keep to himself.

it is good because the children that go to the chooch can came down when thay are angre

I think it will be very good for children in cuch and other places and have new place

It helps people and it make people feel better and it is a good thing it is a wonderful idea and i love how you thought about that idea thank you so much for a wonderful idea it is also a safe place.

yes but no. yes beacause children with anger issues like me can calm down a bit more. no because they often annoy people

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#GweithioDrosachChi

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Thoughts on the proposal

i think its a good idea because it will help people with additional needs and its good for people to have 5 minuets and have someone to talk to calm down and the teachers can help by sortingouttheprob

I think have it will do a lot of help to people how dot have the money for private school s

I think that children In Cardiff can get better soon or they will have to go to Hasptail and get checked and the People in the Hasptail an help them to get better and go home to their famiy



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#GweithioDrosochChi

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Thoughts on the proposal

like i said before: annoying people

people might fight

it good for children to come down

it is an amazing i idea

I don think there is anything bad

No, there's nothing I don't like about it! This idea is amazing and I hope it ends up going well. Other people have there opinions. But some people may go there and end up fighting.

i think it a good idea

I think that it might cause some confusion and the children might be angry

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#GweithioDrosachChi

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#WorkingForYou

Thoughts on the proposal

putting people with ALN
they might get on right at
each other

for putting AHD kids and
people Dasple people in
the same room

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IEENER



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#GweithioDrosochChi

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Do you like the proposal?

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FAIRER
GREENER



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Yes

No

Partly

No
Opinion

#GweithioDrosGaerdydd
#GweithioDrosochChi

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#WorkingForYou

Questions, Suggestions or any other Comments?

20 responses

CRYFACH
TECACH
GWYRDDACH

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FAIRER
GREENER



why is are school chosen
why is our school bieng
the room should be big
yeah how many chidren did
be looser maby 10 procent

thank you for asking us

yeah how many chidren did

be looser maby 10 procent

r we a good school

nope **no** why

separate the pupils more

are we the only school

cosen by councill

other than that its good

you help everyday because

becuase they might want

some space away people



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GREENER**



Fairwater Primary School

Pupil Consultation



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CRYFACH
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GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
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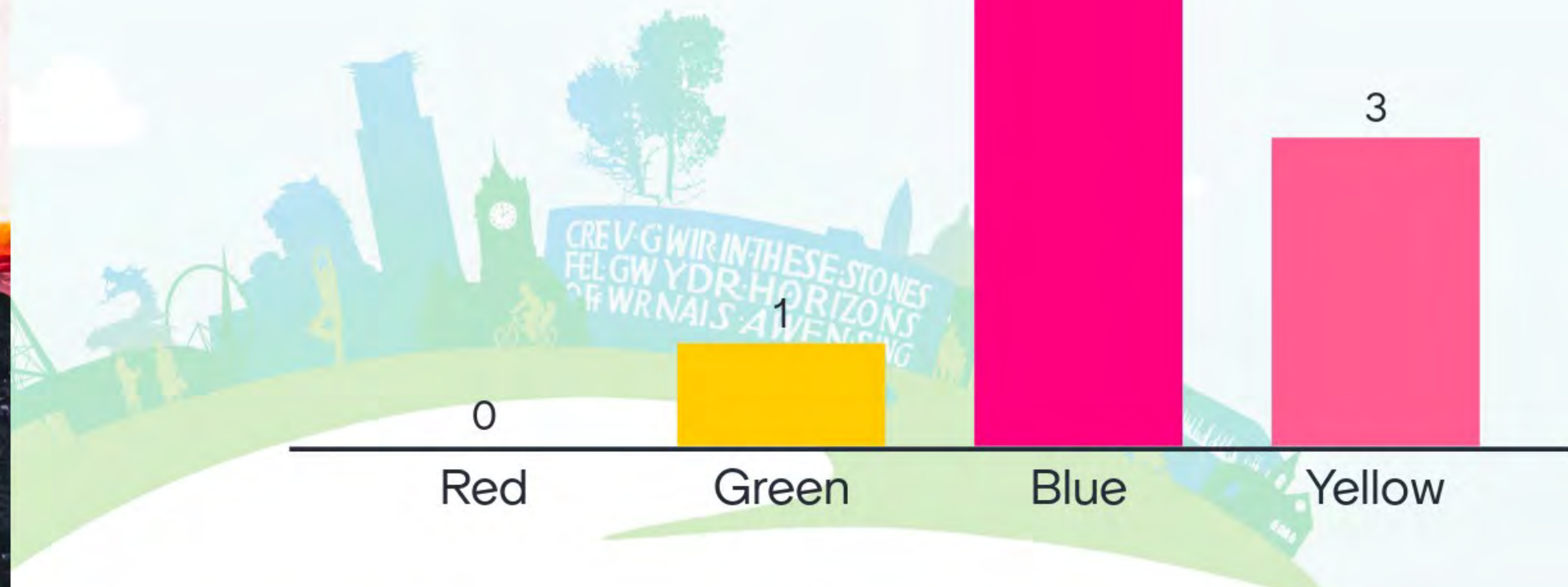


Page 438

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



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#GweithioDrosochChi

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Chocolate

CRYFACH
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Yes

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No

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#GweithioDrosGaerdydd

#GweithioDrosochChi

10



CRYFACH
TECACH
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FAIRER
GREENER



What are we proposing to do?

Establish an 8 place specialist resource base for Emotional Health & Wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

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What do you know about specialist resource bases?

17 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



people that is disab
helpful
friends
quiet peaceful space
develop
big room
therapy
freinds
children
togetherness
safe place
stick ability

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How many children in Cardiff are in specialist placements?



Page 437

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TECACH

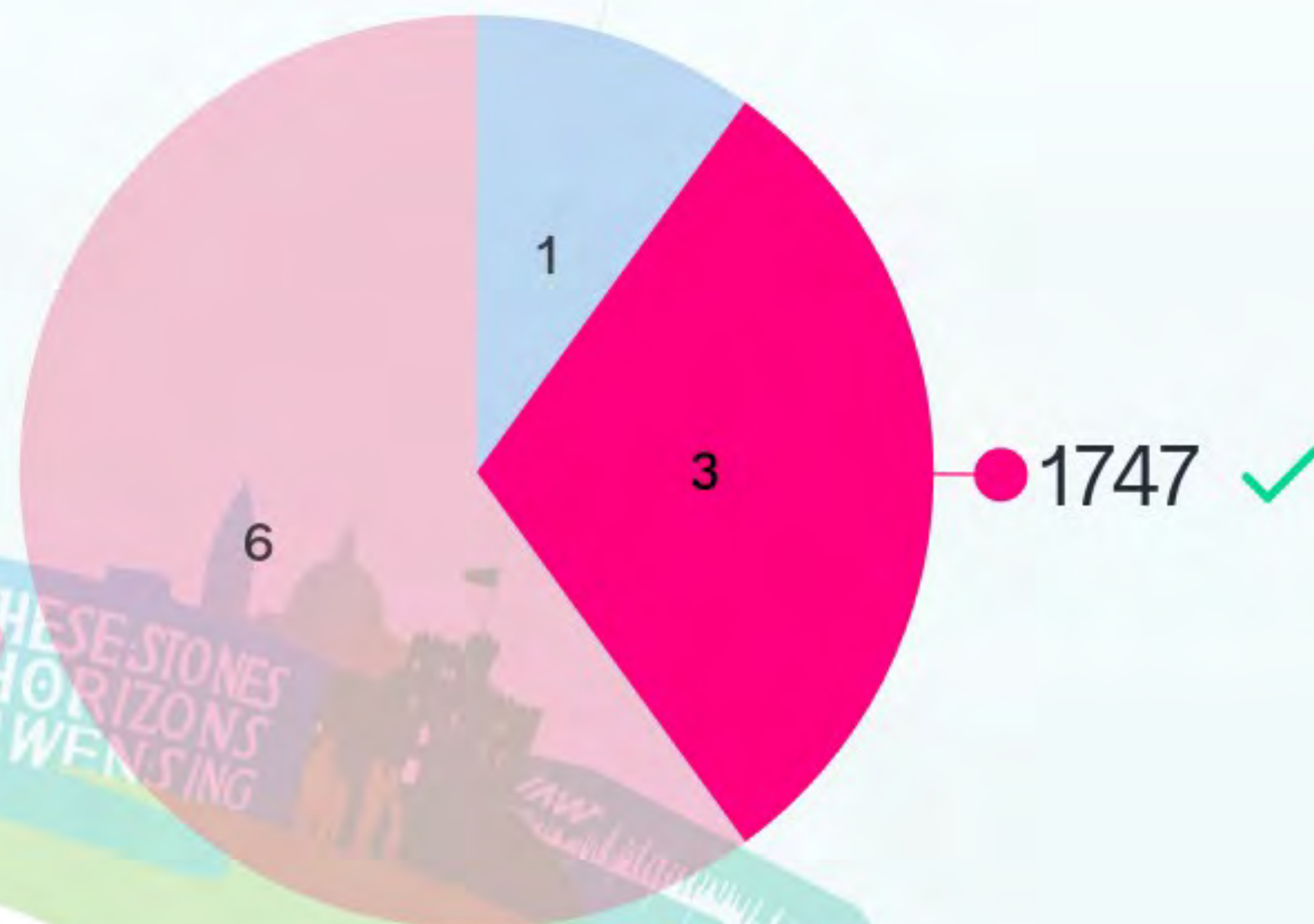
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FAIRER

GREENER



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#GweithioDrosochChi

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Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd
#GweithioDrosochChi

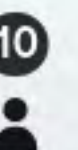
#WorkingForCardiff
#WorkingForYou

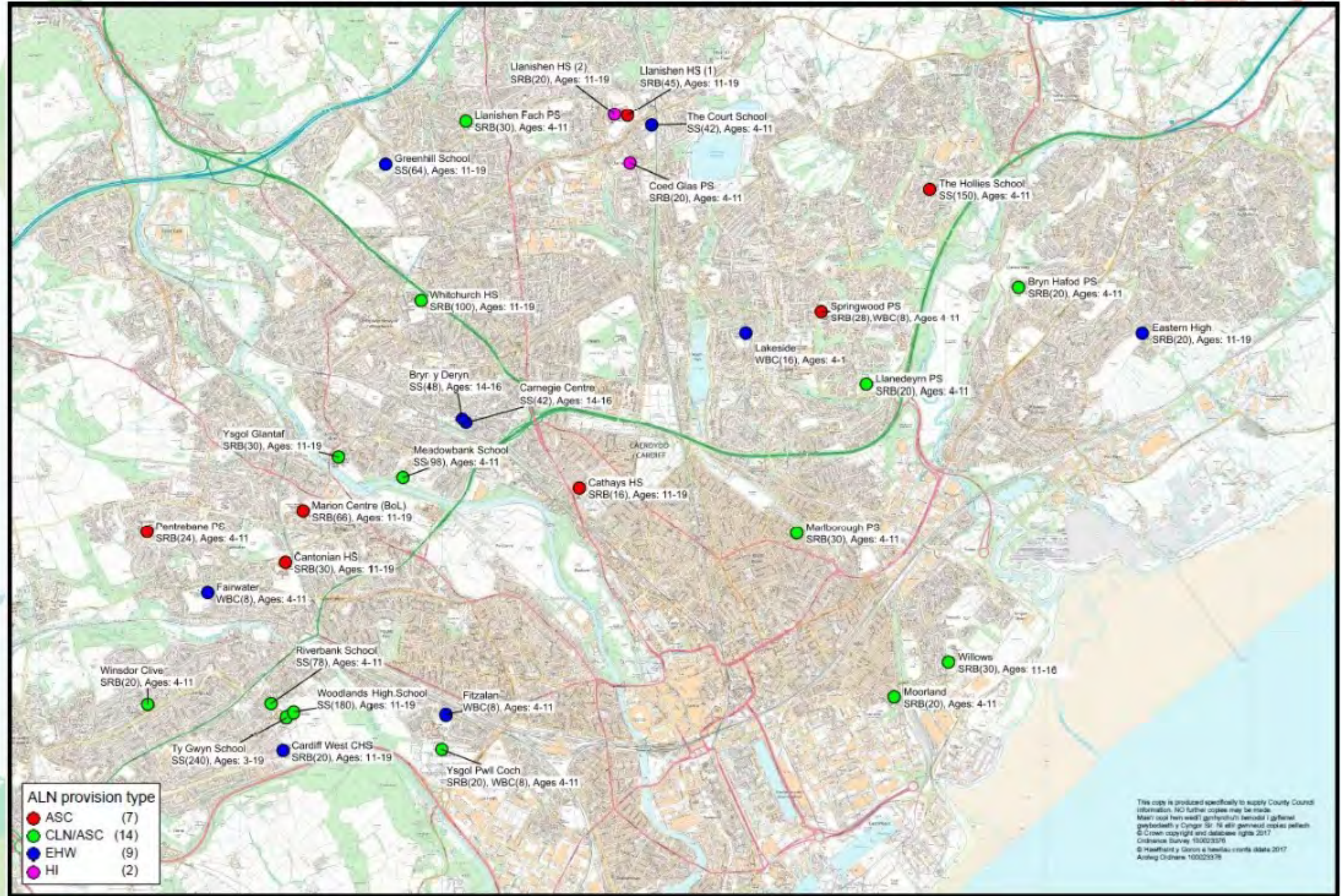
How many special schools and specialist resource bases for primary age children are there already?



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#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



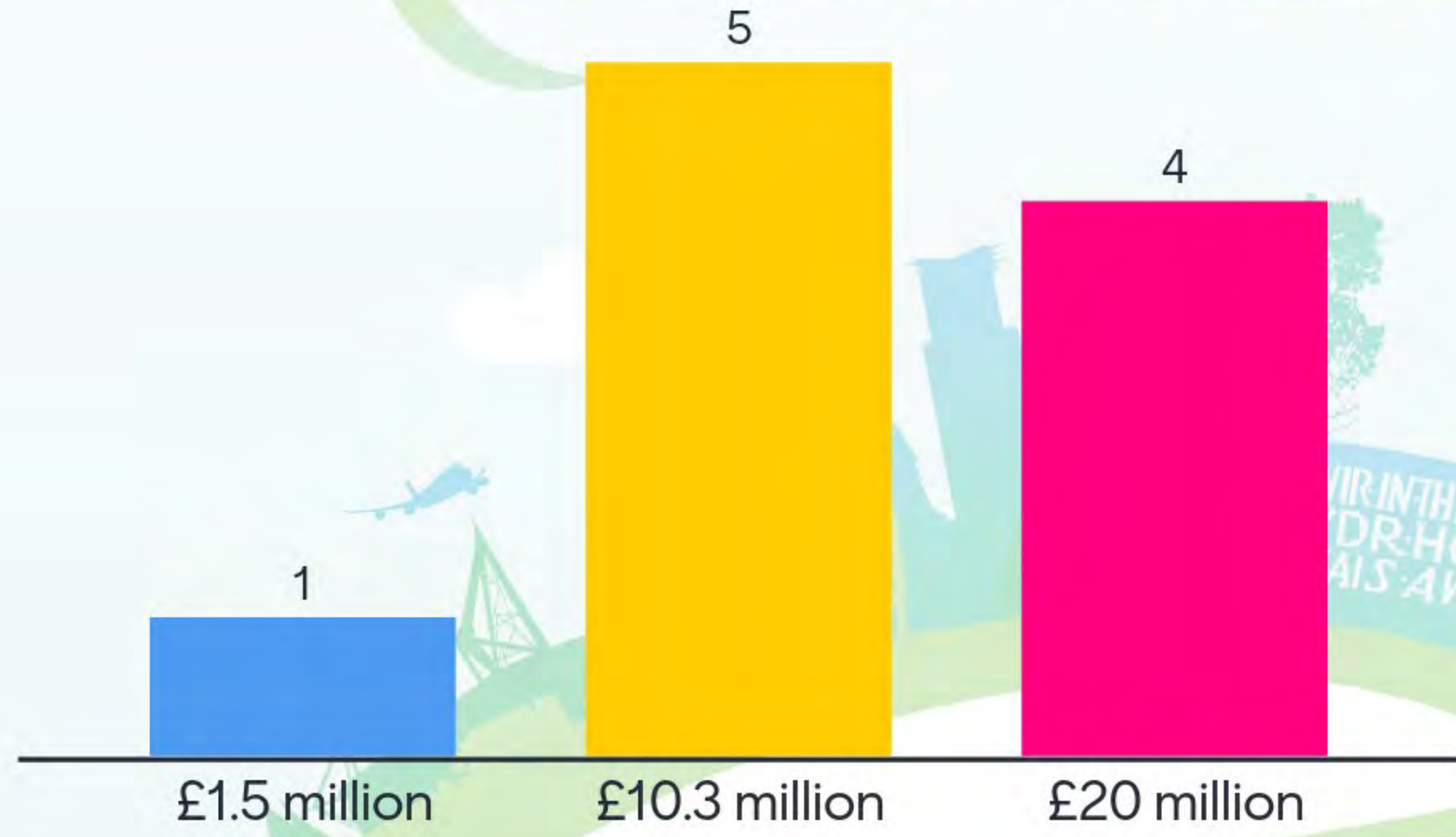


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#GweithioDrosochChi

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In this school year how much is the Council spending on specialist places in other areas/ independent schools?

STRONGER
FAIRER
GREENER



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**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

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FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

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#GweithioDrosochChi

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Thoughts on the proposal

Helping children

It was brilliant makes me think more about people with disabilities

Good



That Your going to help children

Being helpful and kind

Be kind

Help full

Helps children with disabilities and is a nice thing to do

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#GweithioDrosochChi

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Thoughts on the proposal

It would be good for people who need support. It is good to support other children

I like that they are helping people with aln

STRONGER
IRER
LEENER



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#GweithioDrosochChi

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Thoughts on the proposal

The cars

I People treat other people how they don't want to be treated

II More cars means more noise for the neighbourhood

Hurting people

IDK

IDK

I can not think of any negative

People might get bullied because of people having aln

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Thoughts on the proposal

It might take a long time to develop

People being upset in the corridor



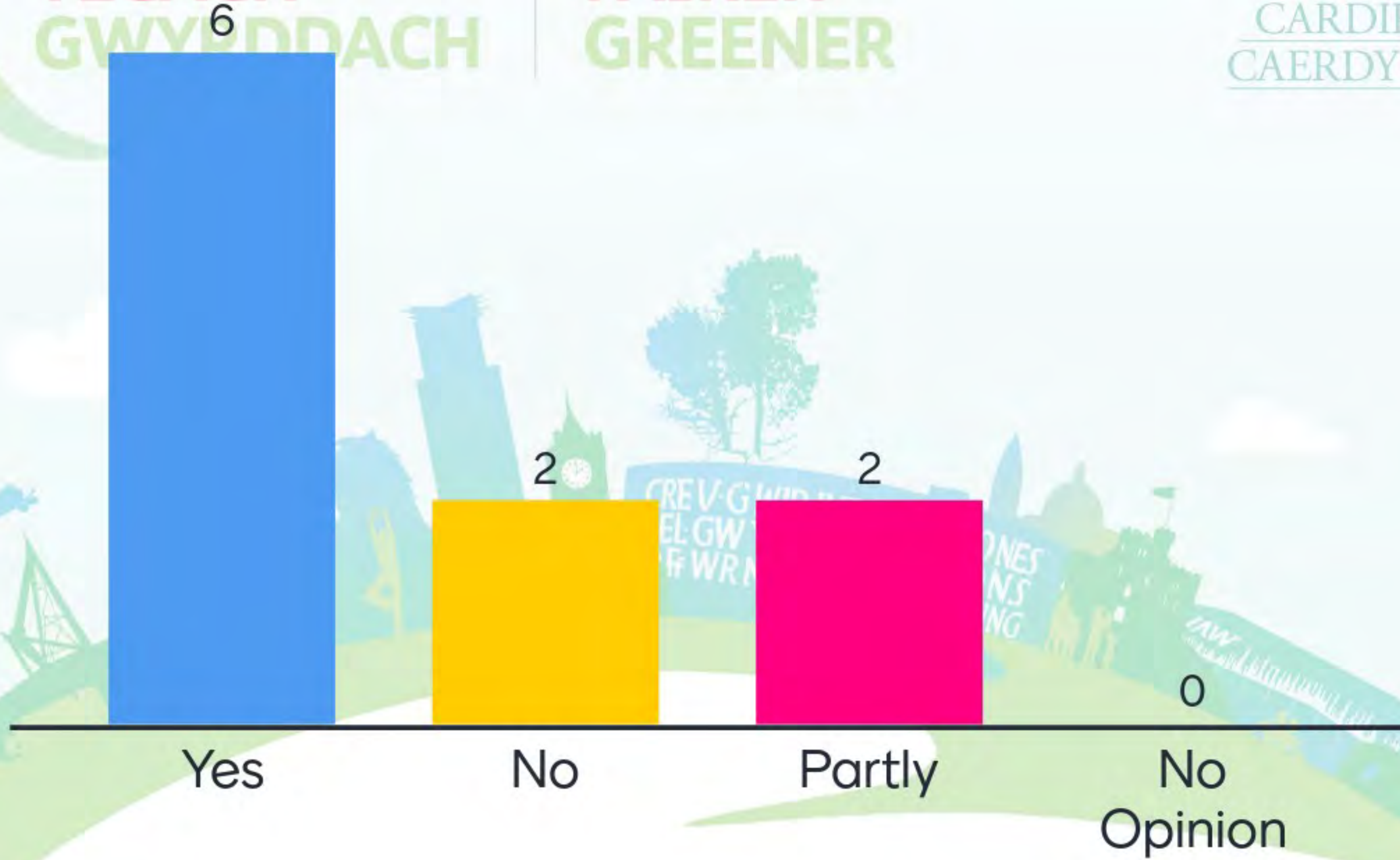
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Do you like the proposal?

CRYFACH
TECACH
GWYBDDACH

STRONGER
FAIRER
GREENER



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#GweithioDrosochChi

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Questions, Suggestions or any other Comments?

11 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



is the going to be change

are you going to build

how do you do it

how do people get aln

how many people have aln

help more people

ow much would it change

very good

how long

excellent

#GweithioDrosGaerdydd

#GweithioDrosochChi

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**Schools Programme
Additional Learning Needs
Emotional Health and Wellbeing Needs – Record of Consultation
Meeting held with Pupil Representatives of
Fairwater Primary School Wellbeing Class
17 January 2024**



Present: Rosalie Phillips (SOP), Joanna Phillips (SOP), Class Teacher and Learners from Fairwater Primary School Wellbeing Class.

Please note: The following is not a transcript but a contemporaneous note of the meeting

Officers visited Fairwater Primary School on 17 January 2024.

Officers met with learners from the Fairwater Primary School Wellbeing Class and talked about things they like about their class.

The following points were noted:

- The children liked everything about the class
- Being in the class allowed them to come to school every day
- They had friends
- The children were doing week with their school work
- They liked their teachers
- Watching movies was their favourite activity
- They liked coming to school now
- They liked their classroom but would like their own outdoor space
- Being in the class made in easier to do work
- They would like some more staff and a quite space
- Their learning had improved since being in the class



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FAIRER
GREENER**



Herbert Thompson Primary School

Pupil Consultation



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Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochi





• Who?



• Why?



• What?



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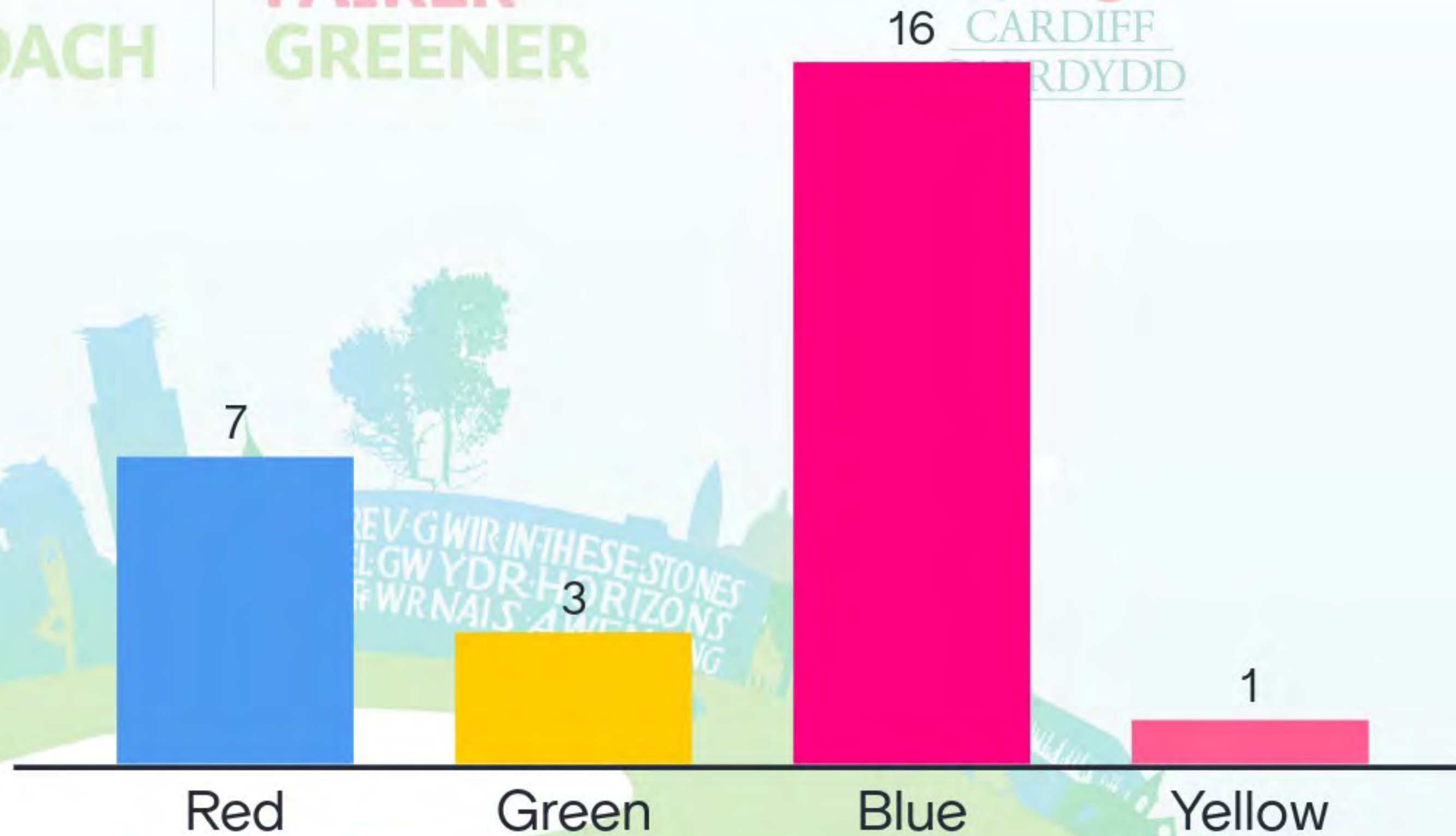


Page 454

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

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Chocolate

CRYFACH
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Yes

26

No

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#GweithioDrosGaerdydd

#GweithioDrosochChi

27



CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Establish an 16 place specialist resource base for Emotional Health & Wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.

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What do you know about specialist resource bases?

30 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



i think it will be quiet

they will be taught diff
like my cousins class

way smaller than my class

mohammad

i think it will be noisy

it would be quiet

it would be helpfull

calm

not really quiet

small class

more care

self in care

special needs

small

it is smaller

they are smaller

i think it will be a nice

special need

disability special needs

yes

quet

dissabilites

its for people with

they need more care

they need help

it would be much smaller

there might be less kids

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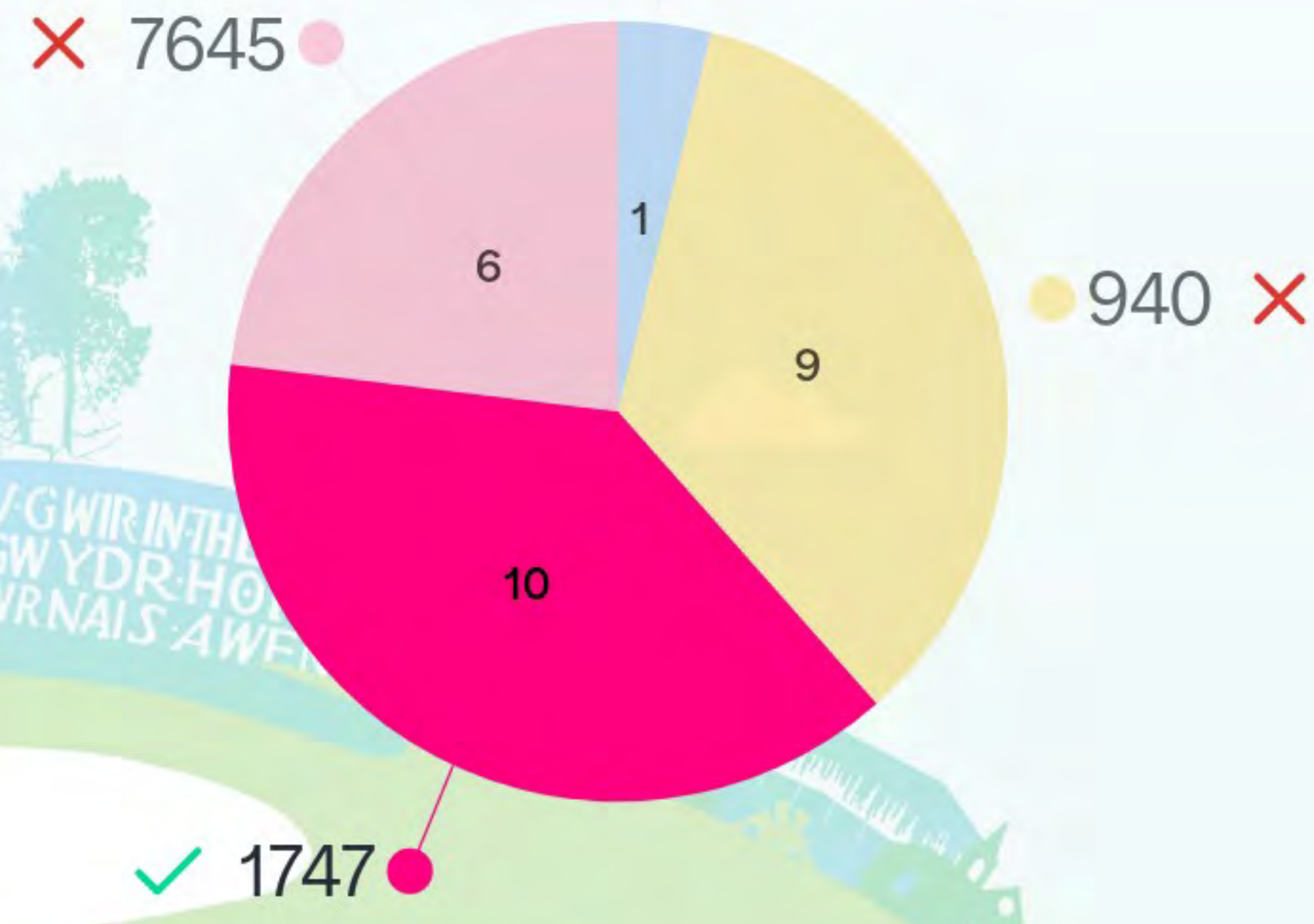
#GweithioDrosochChi

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How many children in Cardiff are in specialist placements?

CRYFACH STRONGER
TECACH FAIRER
DACH GREENER

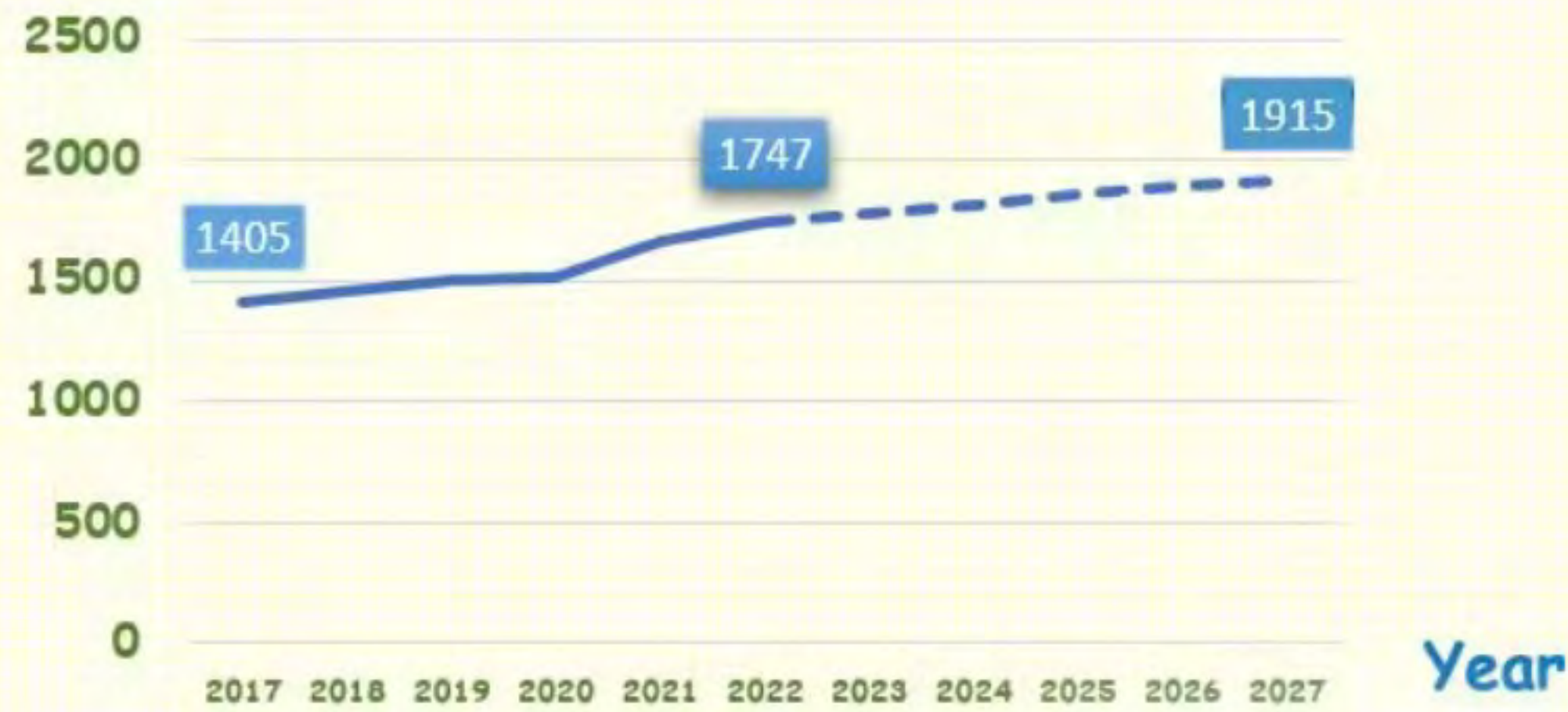


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Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

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#GweithioDrosochChi

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How many special schools and specialist resource bases for primary age children are there already?

CRYFACH

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STRONGER

GREENER



#GweithioDrosGaerdydd
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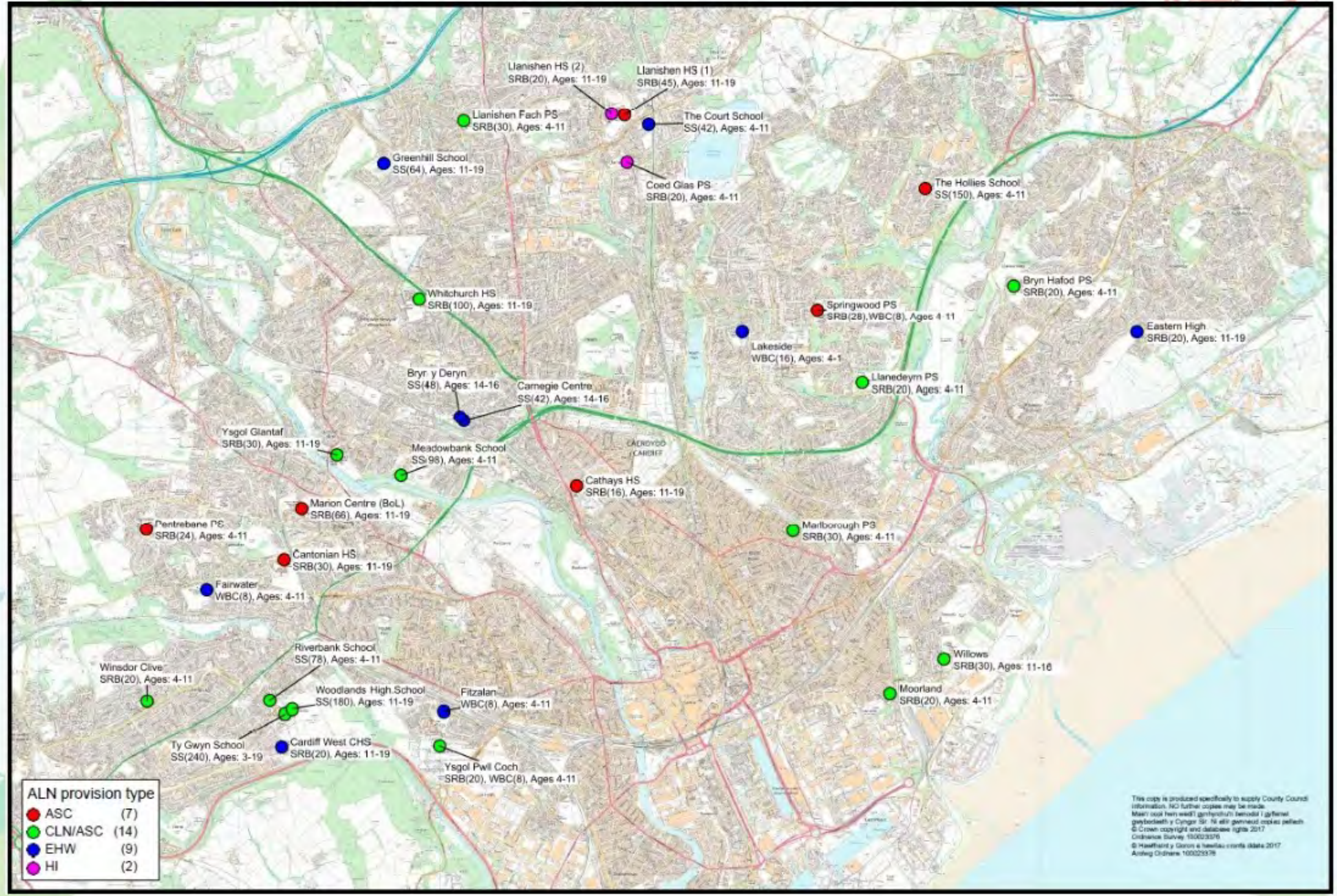
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16



27



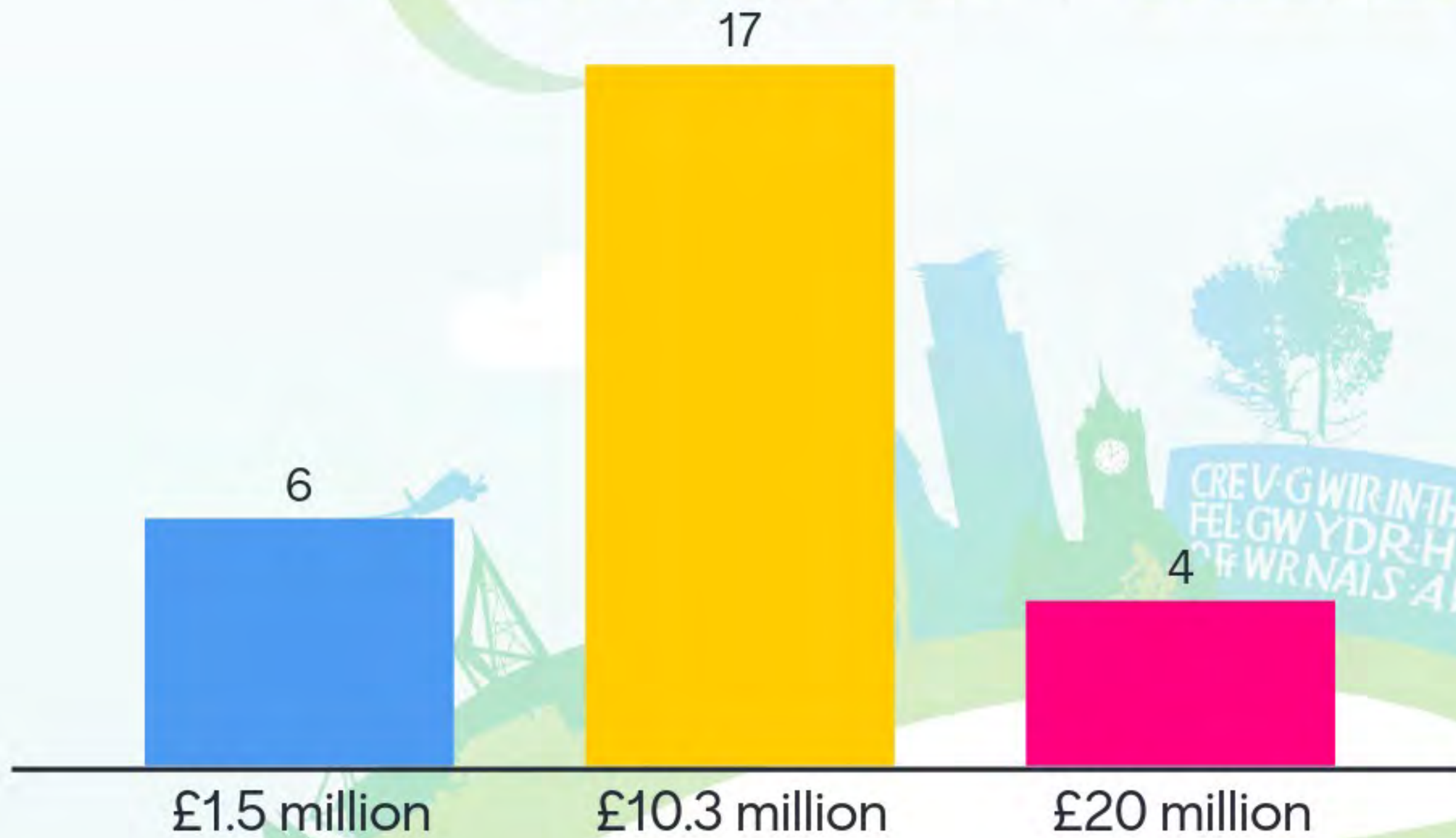


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In this school year how much is the Council spending on specialist places in other areas/ independent schools?

STRONGER
FAIRER
GREENER



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#GweithioDrosochChi

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**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

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Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

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#GweithioDrosochChi

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Thoughts on the proposal

some time

people will feel more safe
and the wont be scared

I think that it is very good
because its helps children
learn.

that people get the help they
need and other people who
dont know they need special
needs get supported

it would help people with
learning needs

that good

it is good fuwr the school

It is good because
everyone gets to go to
school

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#GweithioDrosachChi

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Thoughts on the proposal

good

It would be good because there are some people in our school with disabilities and a lot of children find it hard to learn in our school and need extra help from teachers like [REDACTED]

Children can be more focused on their work if it's hard for them.

some people struggle on their learning so i think its a good idea to do that and it would be very nice if they let us use it [REDACTED]

it will really help with the people who need special learning needs so they understand things better

I think it will be good for the people that have needs so then they can have a classroom with the same people who have needs.

i feel like it would be good because not everyone can sit somewhere where their is so much people in it and it would help them learn more then how much they are learning right now

i think it would be good because some people may be left out in a regular school for having a disability but is a special school everyone is like them.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

we could make the school bigger because we can have more space and have a bigger playground

I its good because it helps children

II it is hard for them to learn in school from [REDACTED]

good

More kids with special needs get more space to learn in a quiet place. And the council won't have to buy places to make the schools

i think it would be better because there is more schools for kids with speshal needs

people who need it wont have to travel as far if they live in ely plus 16 people wouldn't have to go as far to get to the class and they wouldn't be scared going far away.

Children can they are learning.

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

good

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

i nothing

II theres nothing im really worried about



I'm not concerned so I don't think that there's any problems with it.

i dont think that there is nothing about it

i liked it o i dont think it was bad

it also might not be as good because this school is really loud it could be loud for them they wouldn't handle it

The school might get a little overcrowded in the mornings and at home time

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

not really because your offer is mostly covering everything besides from traveling but most people live close

I inside the boxing shed it might be all dirty and rusty

II it would be more dangerous because there would be more cars so its a higher chance of them getting hurt.

III the boxing gym might smell and you might have to get a big team to clean it up and they might have to make a door from the school to go in the because the door is not in the school

good

i think if they have like 2 till 3 hours in school it is not a good idear

That if there is more people that need special needs more than 16 you would not be able to take them all.

there not enough people

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

I dont thing thars nuthng wrung

I it could be bigger for the people who need's help

II it could be bigger for the people who need's help

everything is a masing

what no so good is where people dont have shool

There can only be 16 children

The most of the children on the playground might be banging or hitting the football on it which will cause distraction especially when there is P.E the children might be shouting. [REDACTED]

That there are enough schools in Cardiff

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Do you like the proposal?

CRYFACH
TECACH
GWYDDACH

STRONGER
FAIRER
GREENER



Yes

No

Partly

No
Opinion

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

23 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



howmuch scholls would
 dont let football on back
 make other classes in the
 nice proposal
 how much will it costs
 amazing
 good
 i think it is a good idia
 is the a chill zone
 people might distract em
 not that i think
 maybe on weekends
 you kood make a football

pest hut

nothing

no questions

you billd

will a worker protect kid



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou



**STRONGER
FAIRER
GREENER**



Lakeside Primary School

Pupil Consultation



CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosGochChi   





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

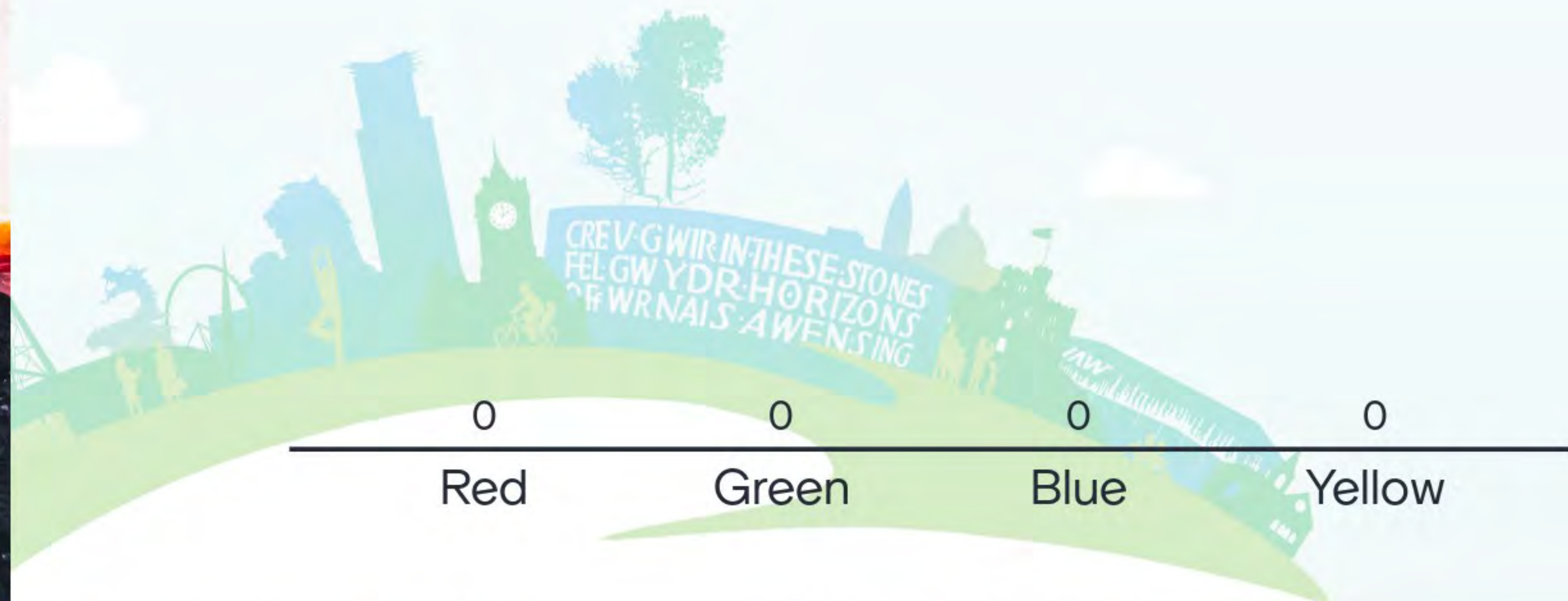


Page 477

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes

14

No

2

#GweithioDrosGaerdydd

#GweithioDrosochChi

16





CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Establish an 16 place specialist resource base for Emotional Health & Wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

36 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



they make you feel safe

they will feel safe

they are very comfortable

i think it is a cosy place

children feel special

quiet

children feel safe

familiar

breakout room

cosy

are

i like the breakroom

very safe

secure

calm

safe

warm and safe

peaceful

peaceful

calming place

it's their happy place

safe and calm

calming

at home

feels like home

warm and cosy

they

i think it is very safe

they might feel safe

feeling at home

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosOchChi

#WorkingForYou

How many children in Cardiff are in specialist placements?



CRYFACH
TECACH

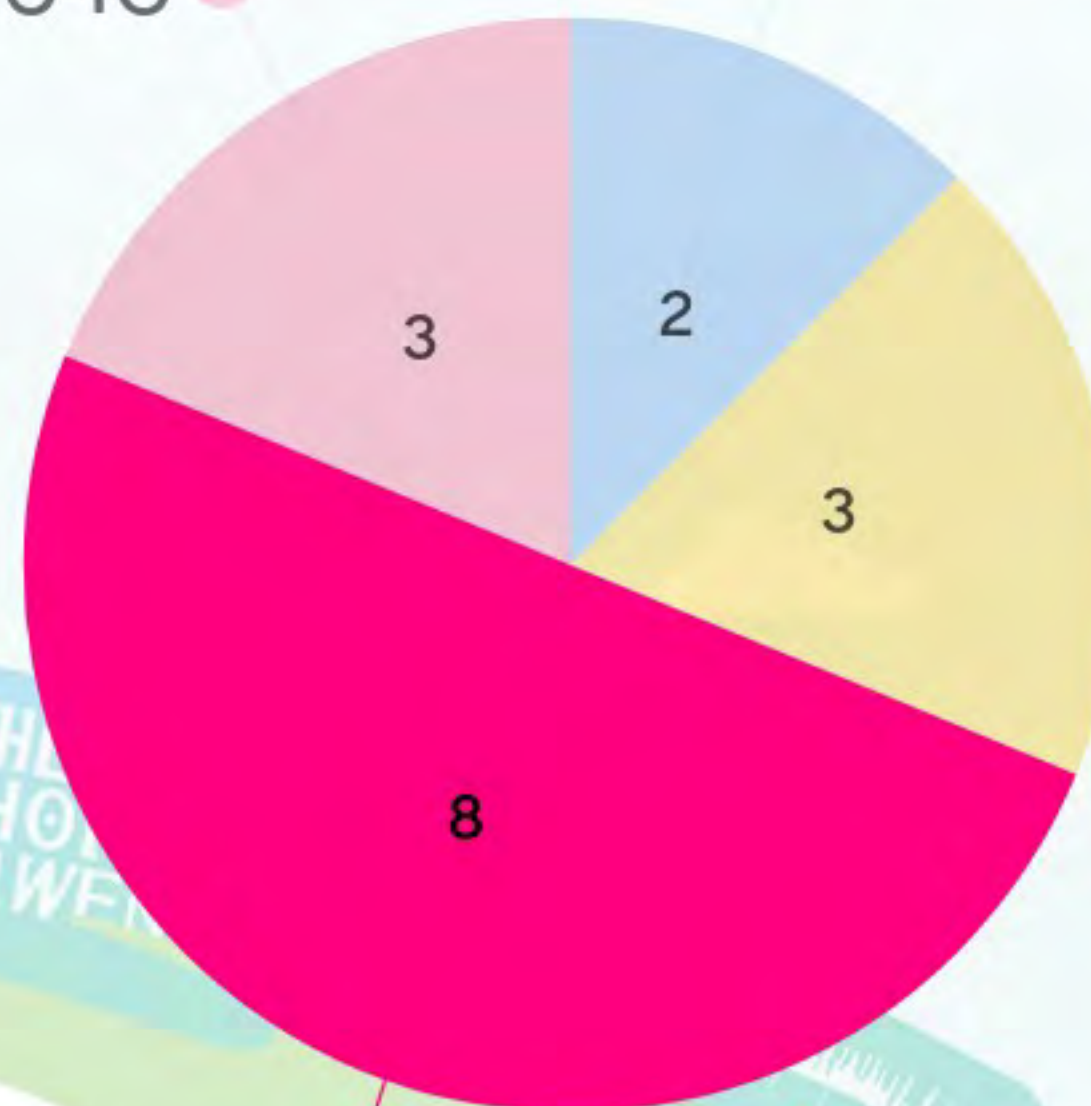
ODACH

STRONGER
FAIRER

GREENER



✗ 7645 ●



● 940 ✗

✓ 1747 ●

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?

CRYFACH

GWYRDDACH

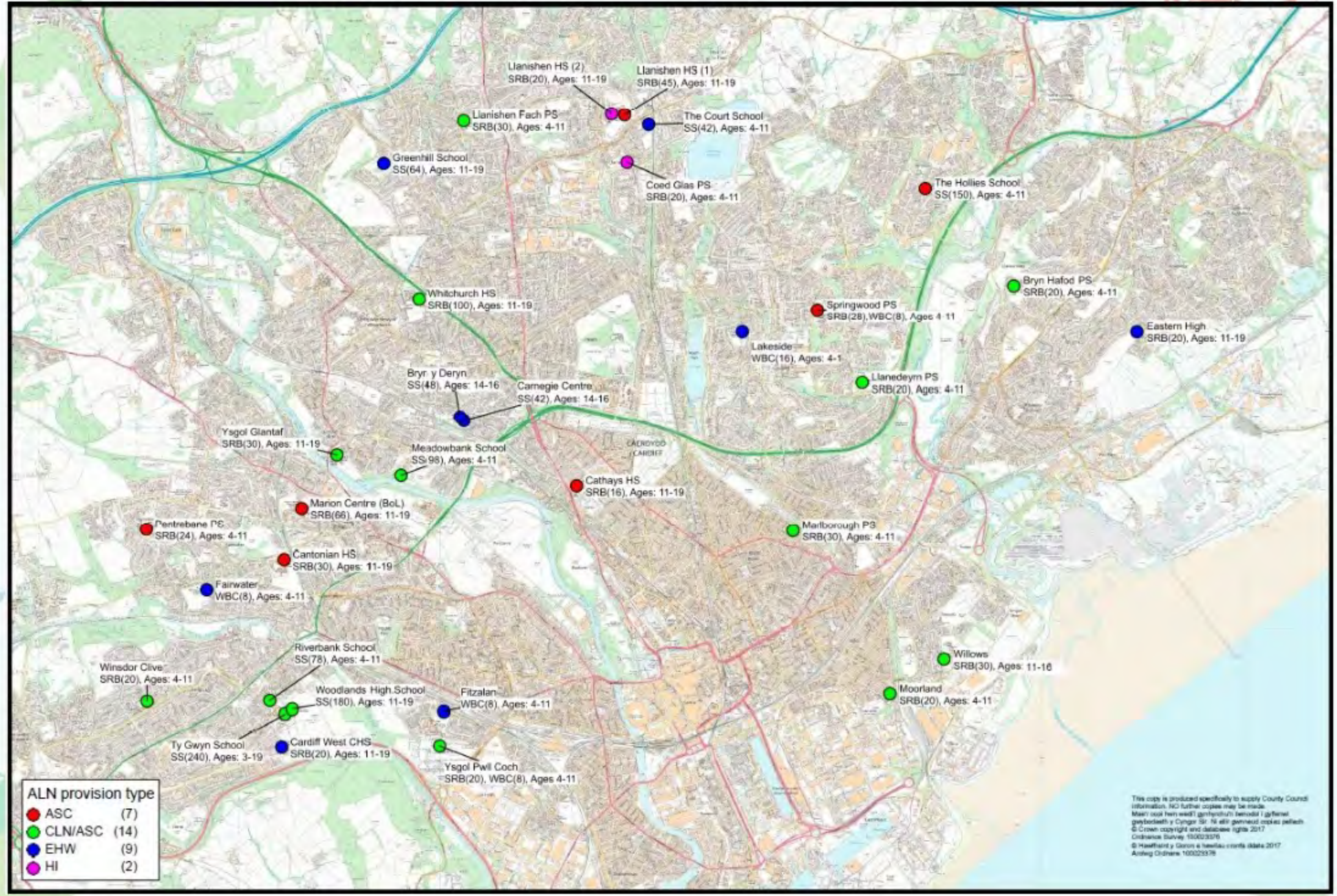
STRONGER

GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

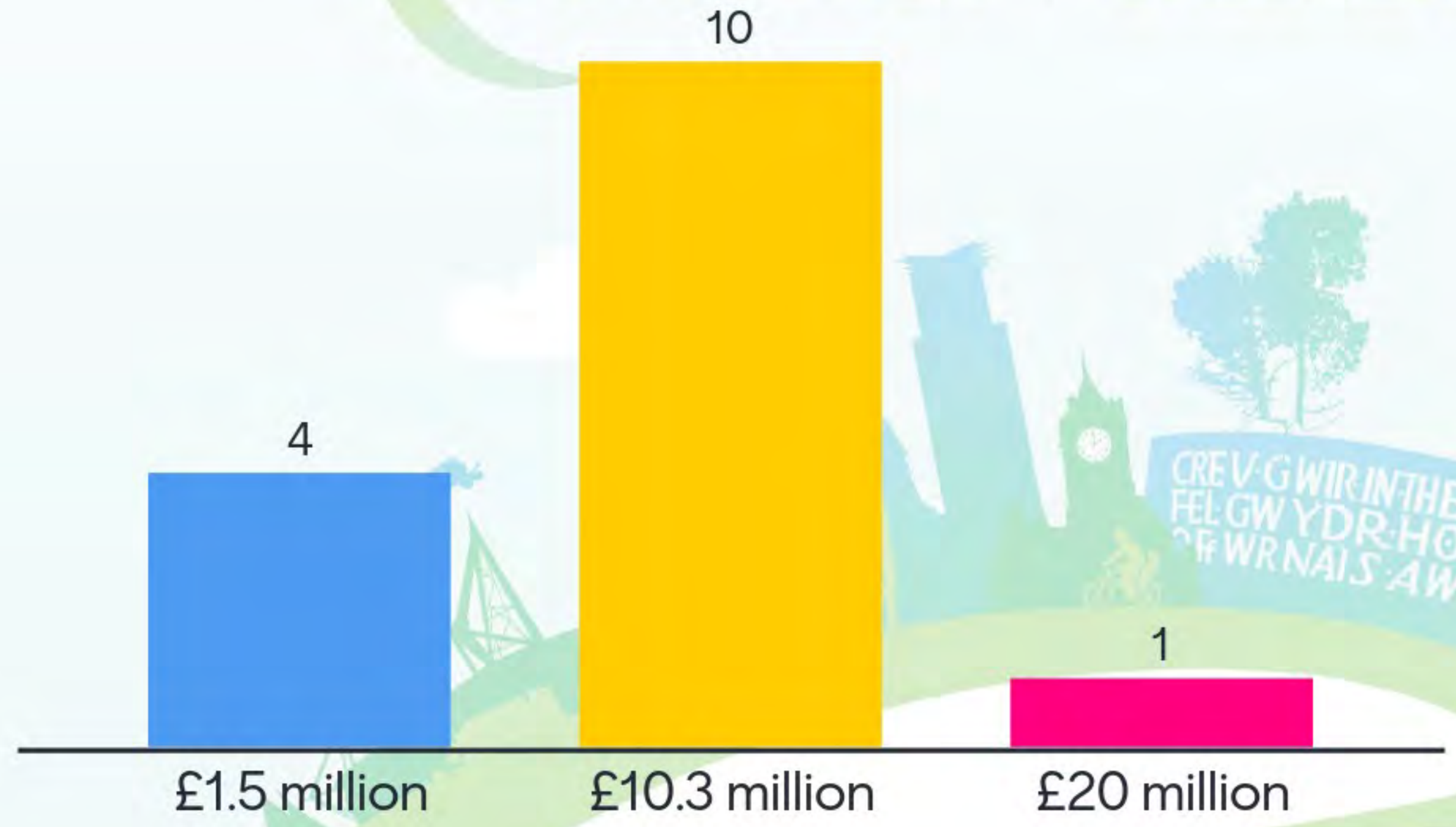


#GweithioDrosGaerdydd
 #GweithioDrosochChi

#WorkingForCardiff
 #WorkingForYou

In this school year how much is the Council spending on specialist places in other areas/ independent schools?

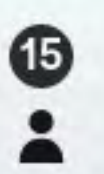
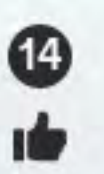
STRONGER
FAIRER
GREENER



Page 485

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou





**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

I think we should do this as it saves carbon emissions if their Wellbeing classes are closer.

I think the idea is **SPECTACULAR** and very much needed 100% support.

The pupils always feel safe and secure, and the activities suit their needs. I think it would be a good idea to have them all around Cardiff so pupils wouldn't have to travel as far.

I think it is good because they are not only in the car

I think it would be a great idea for other schools to have it and that we definitely need more lovely teachers for the wellbeing rooms or schools and the thing is that there are benefits for all of us

I think the idea is a great one, I think the benefit is that children with those needs can go to school with others. They might prefer it there because they will have children that understand them.

I love how we can make a timetable so the children know what they are doing and the break room is brilliant so if the kids are anxious or worried they can have a time out if they need it's brilliant

I think the idea is good because it is a safe place for children with additional needs, I think that the whole lakeside staff should be really proud that we have an area for them. It's brilliant!

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

I think that having more of the classes will help out with learning and also not just sitting and not being able to move but being able to move have their lesson time and be free.

I think the idea is great because it will help children with ALN to feel safe and hopefully give them some confidence and it will help them make new friends and it helps them develop their knowledge

I think that the idea is a brilliant proposition, I think it will help the children with special needs immensely. It will help to have many around Cardiff because they will not have to go on a journey

I think the idea is great, other schools should have well being classrooms because it is safe and a bit quicker to get to. Hopefully other schools will get well being classroom. It makes children at h

I think the idea would be great, but it could be a bit tricky as it said it might be hard for the children to adapt to their new classroom but it is a great idea .

I think that It would be good if we had more classrooms like the one for the little kids for the bigger kids and if the teachers all had special qualifications.

I think it will be so good if we could have a bit more well being in over schools but our school is so good becuse there is wonderful places in the well being like moive rooms a book coner

I think that having a well being is amazing for them they get the help that they need. I think other schools need to get a well being because it would help children who really need it.

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

As it s

I think if taxi's come at the same time at everyone else it might be quite dangerous, aside from that nothing.

I think there should be some for bigger age groups like 8-10 or 10-13 etc

It's generally a good idea, however there may be a problem if some schools decline the offer or they don't have the space for one.

The children might find it hard to get used to it. From coming straight to a different school and it probably will cost a lot of money

It will cost lots, and if the children get annoyed then what if they break something? What if the staff are all ill one day, or on holiday?

I think it would cost more money for the council

I think one of the only difficulties is that the car park might get crammed.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

Children might not want to join the classes as they might feel like they are under pressure,

I think that there is a little bit of difficulty because of the taxis coming in and out. Also I am hoping that the taxi drivers are also safe.

maybe we need to make sure the teachers are kind and just go with the flow

I think that there may be a little problem with moving schools and it might be a little hard for them.

I think the worst thing about it is that there will be a lot more cars out side of school so it will be annoying that it will probably be more dangerous for people walking home

I think the worst thing is that there is not much well being is over schools and all so maybe the kids might not want to go class and they might get overwhelmed so

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Do you like the proposal?

CRYFACH
TECACH
GWYBODAETHYDDACH

STRONGER
FAIRER
GREENER



Yes

No

Partly

No
Opinion

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

21 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



are the taxi driver safe

how do you get the money

how long will i be build

where is your place you st

nothing

enough money as there

if schools got more money

i love this idea ay **no**

nothin

would it be quicker

how will this happen irl

will be lots of slbs

does the council have

how long will it take to

how do you know about if

i think taxis come later

thank you



#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou



**STRONGER
FAIRER
GREENER**



Springwood Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

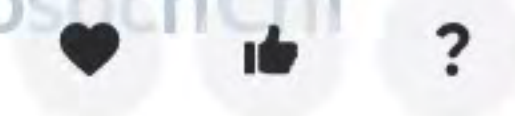
CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

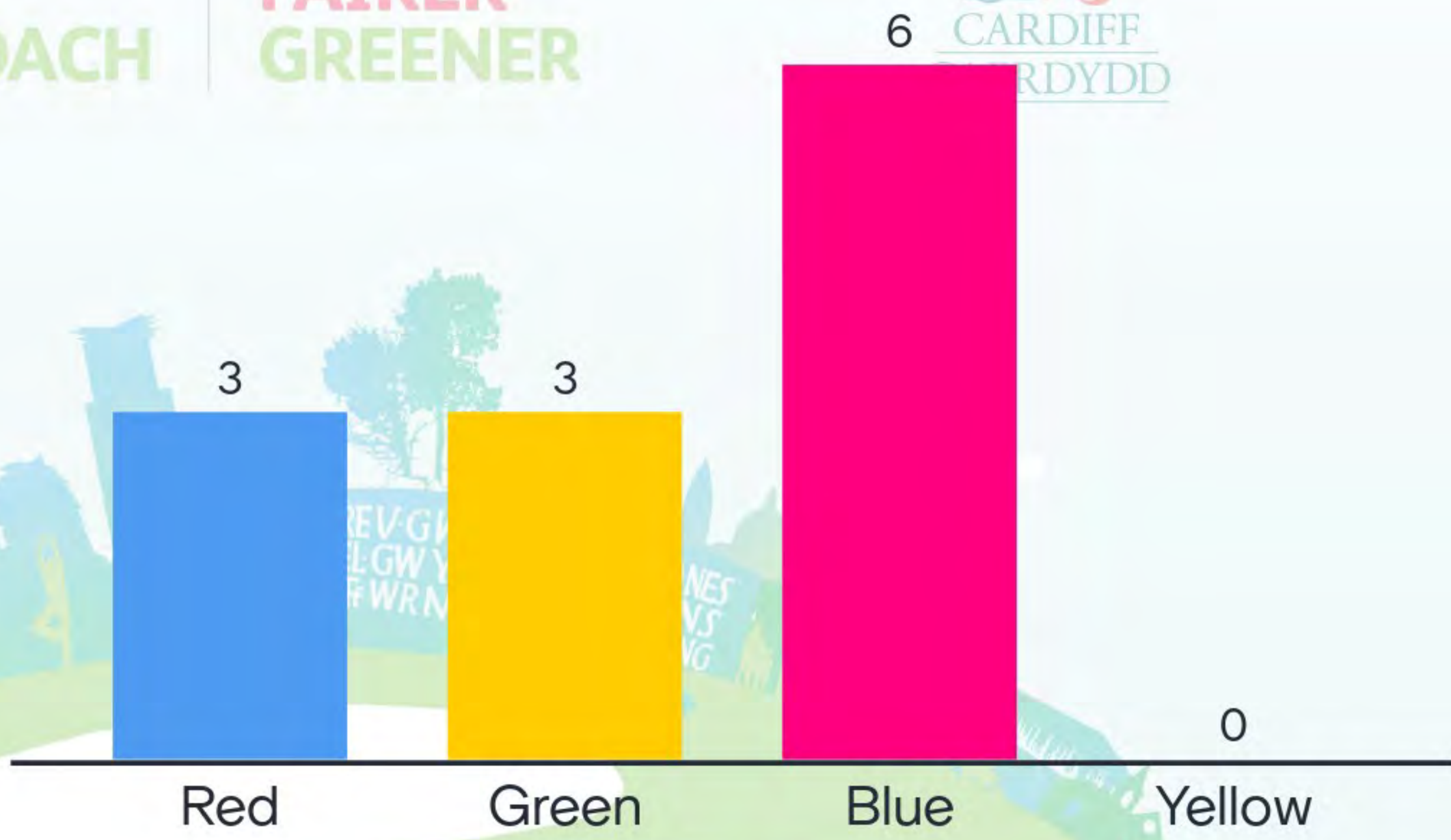


Page 497

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes

12

No

0

#GweithioDrosGaerdydd

#GweithioDrosochChi

12





CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Establish a 8 place specialist resource base for Emotional Health and Wellbeing at Springwood Primary School from September 2024, within the existing buildings.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

37 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



there bigger classes

they flap hands
learning reading

base2

base 3

base 1

quiet spaces

special resources

austism

base1

base3

busy classrooms

its a bit quieter

it is fun more

for atusic people

wellbeing

base 2

morning songs goodbye son

they can learn at their o

stuff to help them learn

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou

How many children in Cardiff are in specialist placements?



CRYFACH
TECACH

DACH

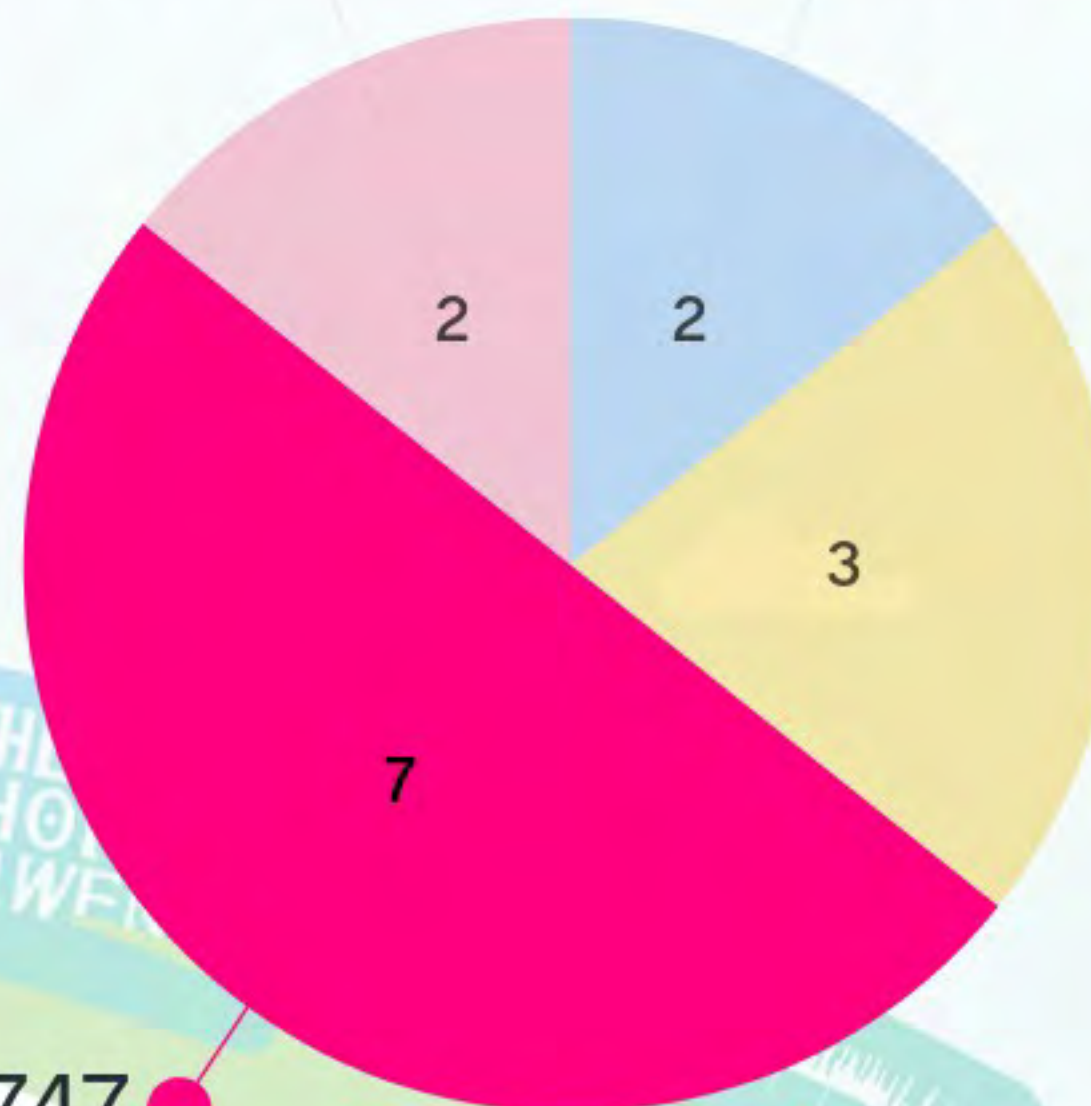
STRONGER
FAIRER

GREENER



✗ 7645 ●

● 55 ✗



● 940 ✗

✓ 1747 ●

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd
#GweithioDrosochChi

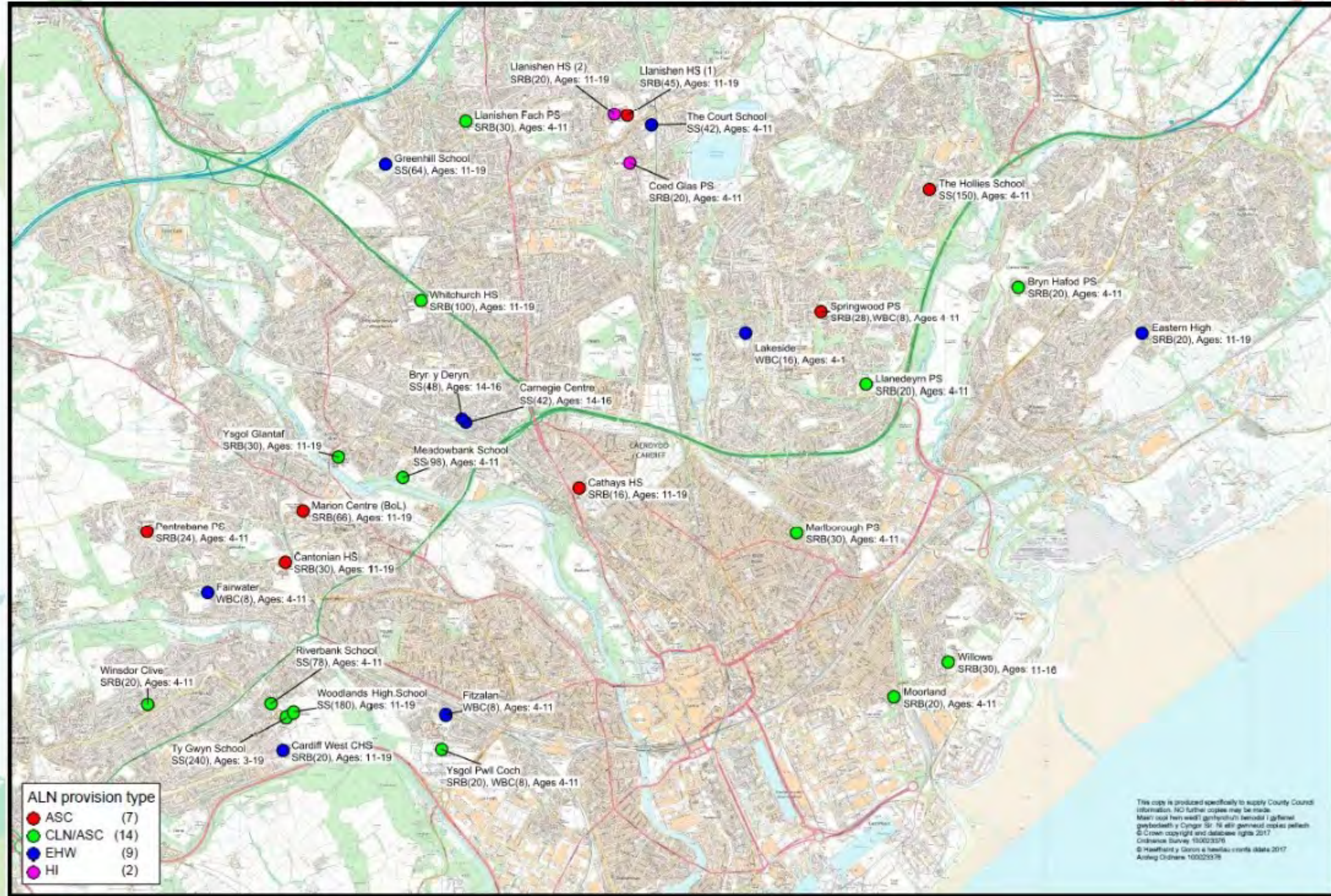
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#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



#GweithioDrosGaerdydd
 #GweithioDrosochChi

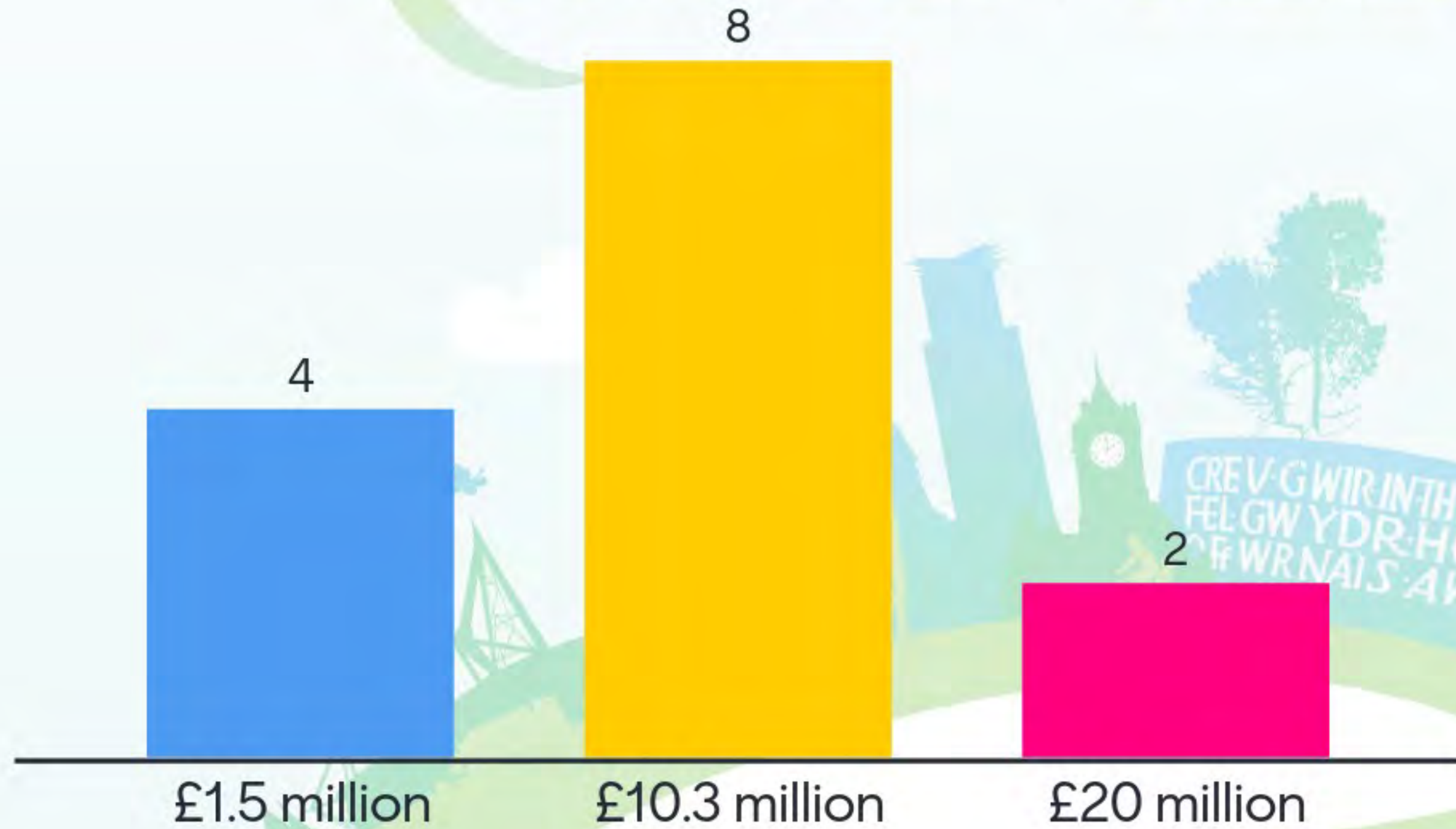
#WorkingForCardiff
 #WorkingForYou

In this school year how much is the Council spending on specialist places in other areas/ independent schools?

STRONGER
FAIRER
GREENER



Page 505



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

13



14





**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

Its a very good idea for people with special needs

nice idea for people special needs

its a good idea

I think is much better The children need extra help rthe children need to be good all week

good idea for people with special needs :)

more funny kids sounds fun to me

good idea for people who has special needs

I think is awesome if we have more bases and wellbeing for some kids that have problems so that whould be so ace if the do that.

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

its good for children who got speacial need and lots of children need help

i think its very useful and helpful because some children have a hard time managing their emotions and sometimes they just need a quiet place

They might like it more there and

It's good that there are bases because people with special needs can have a good education just like other children.

that more people can come and have fun in school beacuse some people might want to go some whear to feel safeand that is in the class that speshelises in ther needs ITS A GOOD IDER :)

I think it is Good it is kind of cool

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

no probs

no problems

no problems i think it a good idea :smiley face again:)

it whould cost a awful lot of money we need the lottary to get all that money like 1million pounds

more annoying

there are no problems with the idea

nothig is bad about there being basses

it might be to crowed about lunch play and just toylet and its allredy crowed and you will need more teachers to lookafter them properly

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

I think is a good idea

nothing wrong about the idea

there might not be enough space in the school for another base

it might make them travel more and give them more anxiety to go there and there might be more bad things they dont like it there

nothing is bad about it because all children should have equal education

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Do you like the proposal?

CRYFACH
TECACH
GWYBODAETH
11

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

31 responses

CRYFACH
TECACH

STRONGER
FAIRER
GREENER



pls can we have more

good stuff

people pleas

base 5 and 4

to it's been fun

nothing to say

idea

nothing

no

good

play games have fun

thank you

some story maps

this was fun

i dont know

have fun with your mates

add another base like

things to halp speshel

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou





**STRONGER
FAIRER
GREENER**



Ysgol Gyfun Gymraeg Plasmawr

Pupil Consultation



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

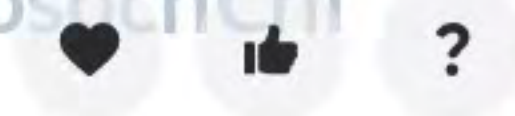
CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
#GweithioDrosochChi

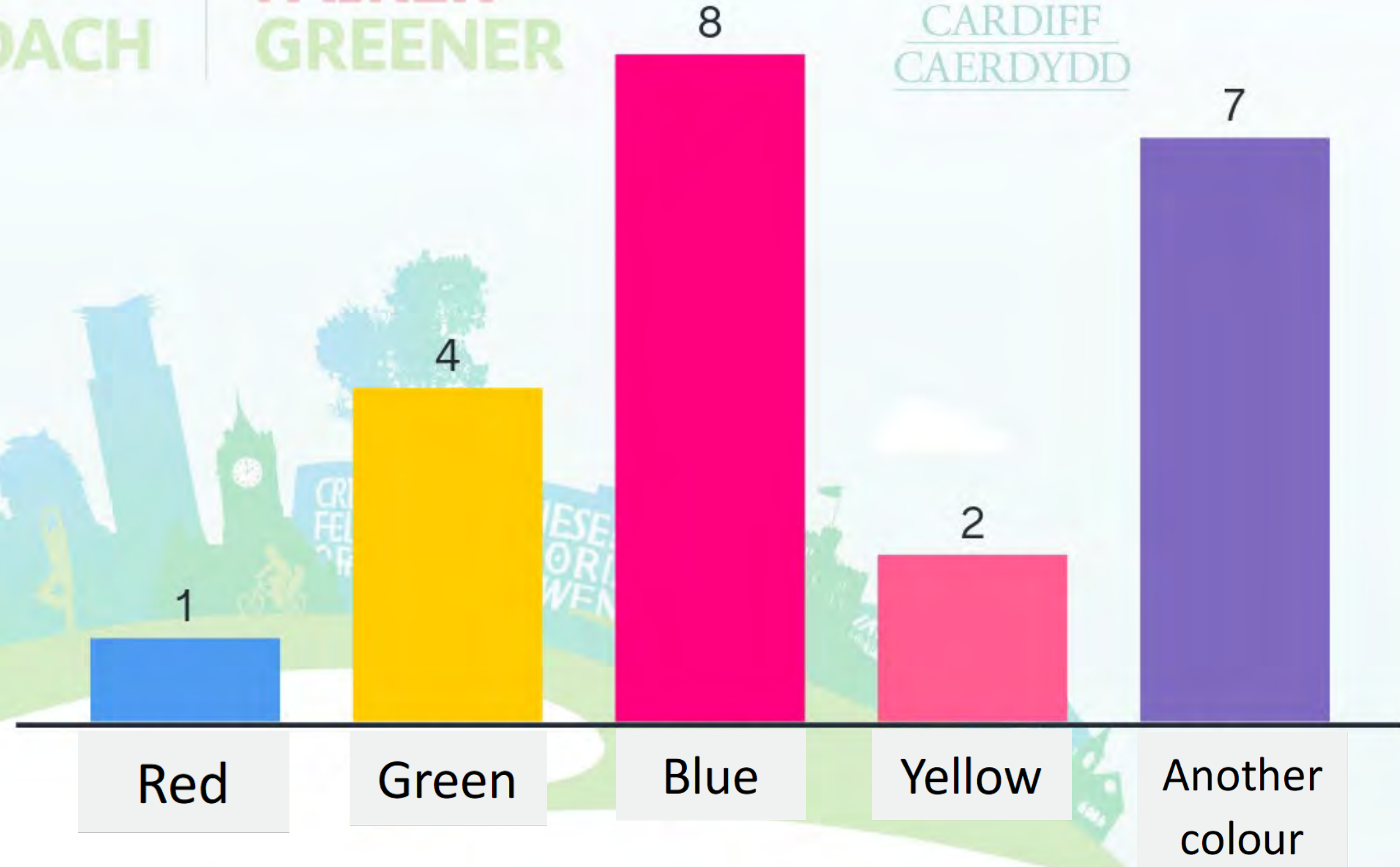
#WorkingForCardiff
#WorkingForYou

What is your favourite colour?

CI
TECACH
GWYRDDACH

FAIRER
GREENER

CARDIFF
CAERDYDD



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Do you like chocolate?

Yes

20

No

2

#GweithioDrosGaerdydd

#GweithioDrosochChi

22



What are we proposing to do?

Establish a twenty place specialist resource base for learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

14 responses



Specialist centre	A place to get support	Someone helping you
Supporting health	Form of support	A place to be safe
Specialist support	additional support	Specialist teachers
Someone kind	mental health	smaller units of children
A place to get support	for people who need help	

Page 520

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

8

13

How many children / young people in Cardiff are in specialist placements?



Page 521

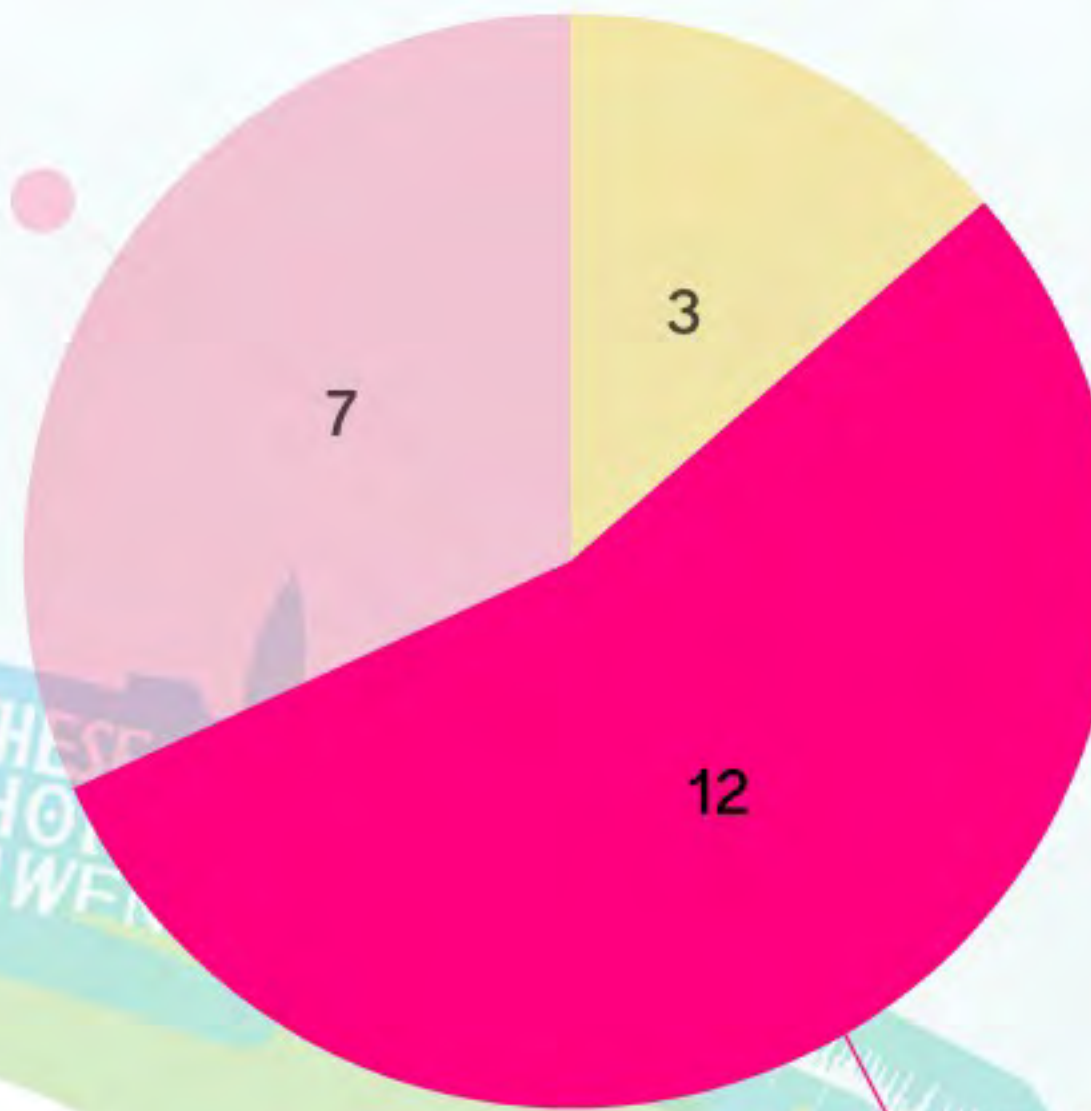
CRYFACH
TECACH

DACH

FAIKER
GREENER

CARDIFF
CAERDYDD
940 ✗

✗ 7645 ●



● 1747 ✓

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



#GweithioDrosGaerdydd
#GweithioDrosochChi

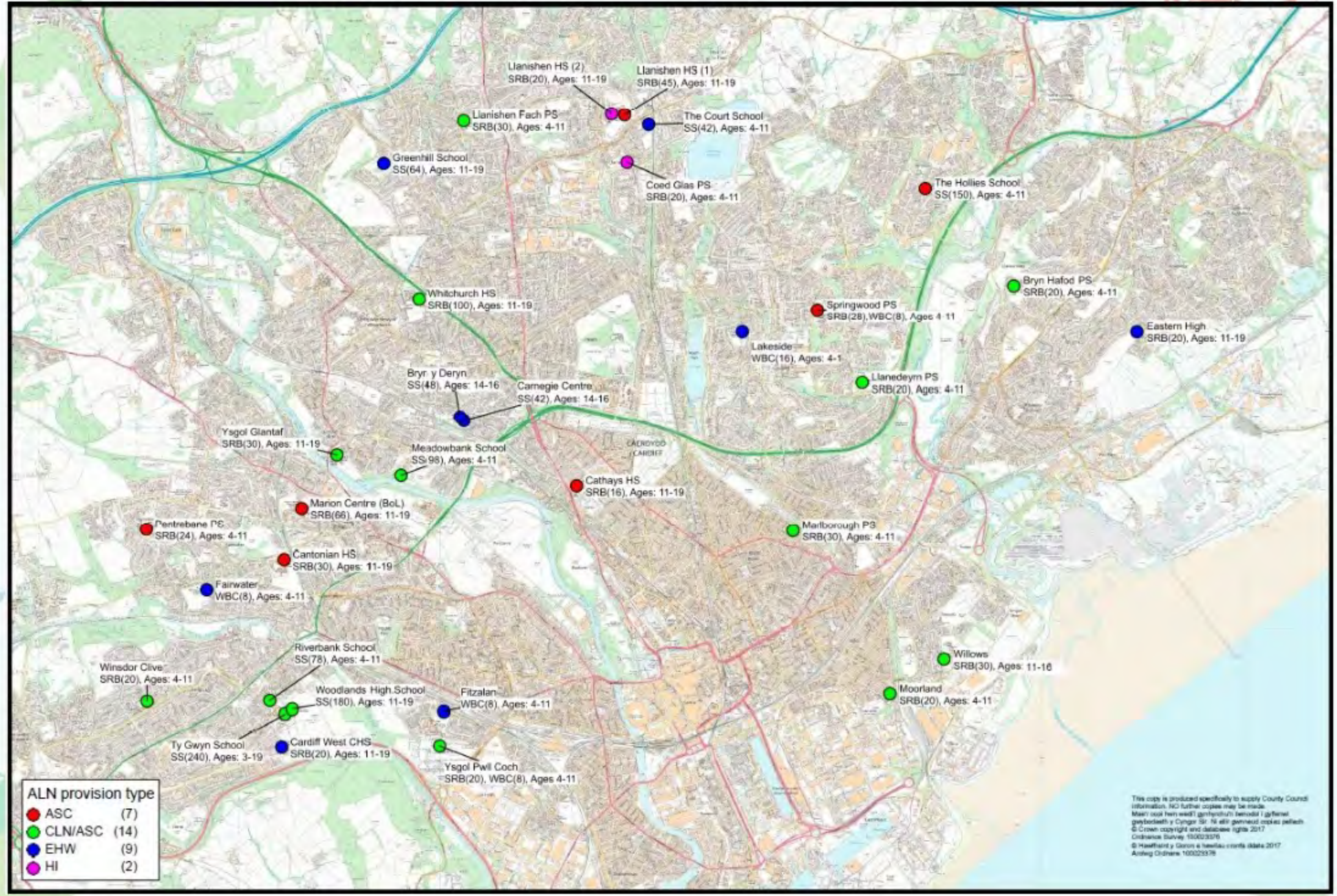
#WorkingForCardiff
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi

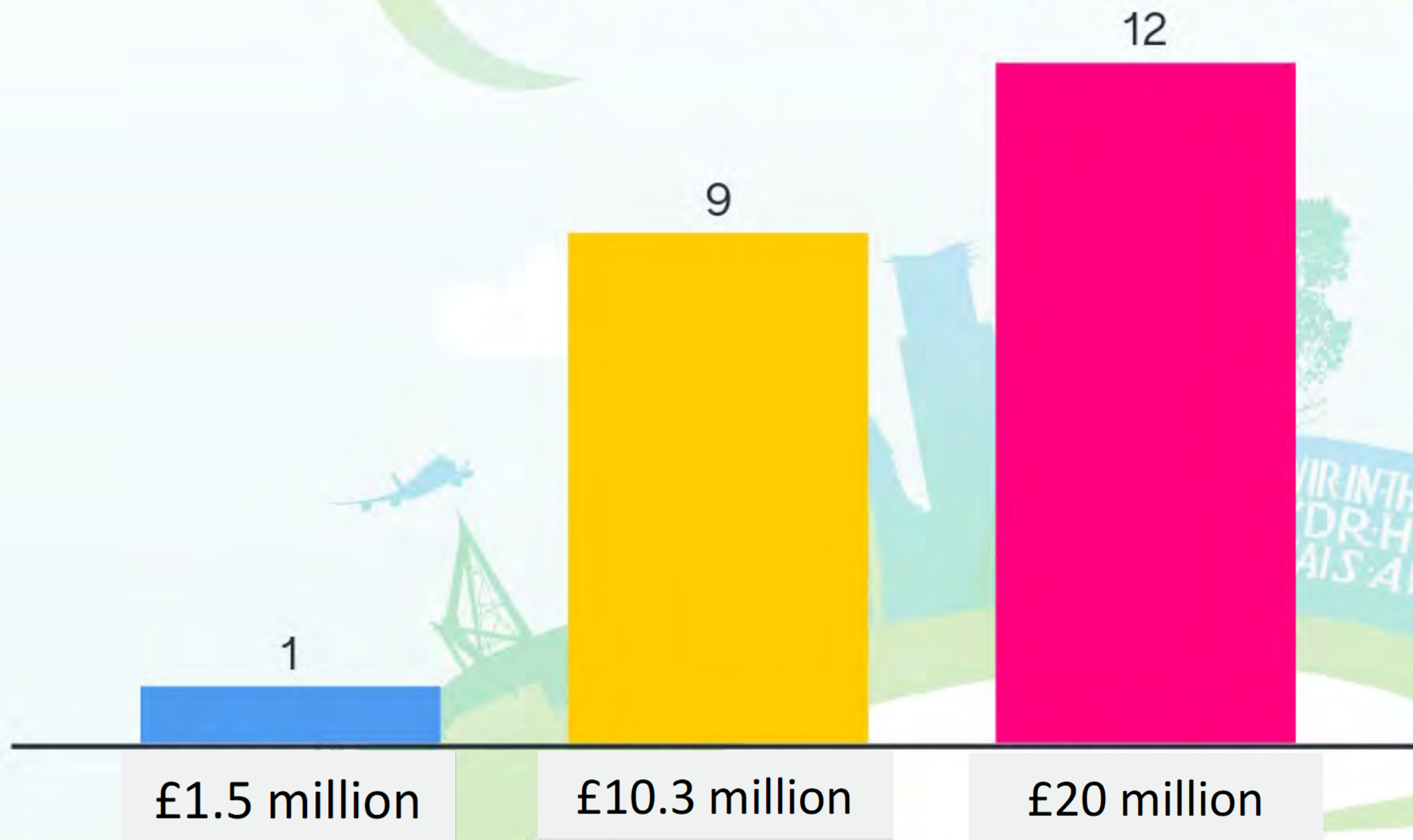
#WorkingForCardiff
#WorkingForYou



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

In this school year how much is the Council spending on specialist places in other areas/ independent schools?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou





**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

It gives everyone the opportunity to get a comfortable education

More Welsh language options for people with learning needs

What a great idea, go for it!

It offers equal opportunity for education for children with additional needs.

It gives everyone an opportunity for a good education

Everyone treated fairly

Giving people with Needs a more equitable education

More opportunities for people who need extra support to be educated through the medium of Welsh

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

they get the help they need

It creates an easier atmosphere for people to receive an education

Some people will need to travel less distance to get to school

It will take up space at the school but on the other hand we need more places to learn Welsh

Everyone receives an education in the best way for them

It gives everyone an opportunity for a good education

School pupils receive more support

It sounds good for the health of young people in Cardiff, and it helps people to get a full education

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

Provide more support/new space to provide support to the people who need. Give more attention to the struggles people with ALN face at school

Give everyone opportunities to get an education. An advantage for individuals with ALN and a benefit for teachers and classes in the mainstream

It helps pupils with ALN to settle better

This proposal is very fair.

Ensuring better time at school for people with ALN

It allows everyone to learn without feeling uncomfortable

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

More traffic

Perhaps 20 spaces might not be enough?

It will take up space

it will take up space in the school and they can affect the education of other people

Can take up space

Busy school, take part of the school away

Not enough space to build houses

Will it be open to students at Plasmawr? Also I'm not sure twenty places is enough because lots of people need help

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

You could argue that it will continue to separate pupils with ALN from other pupils

Not enough staff

Need to consider the pressure on staff, more hassle for staff who are already busy?

Place to park

A lot of extra money needs to be invested to make sure the area lasts

It's going to be hard for people to do "drop offs" when they're in a hurry

Not much room

Busier outside of the school

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

More staff needed

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



page 533



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Do you like the proposal?

TECACH
GWYBODAETHYDACH

STRONGER
FAIRER
GREENER



Yes

No



Partly



No opinion

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

18 responses



Good idea	Beneficial go for it	Good
could be bad for the environment	Need more space	Fantastic idea
This is a great idea	Good	How it would work with the school
Difficult for people without diagnosis	Very beneficial	

Page 535



**STRONGER
FAIRER
GREENER**



Coed Glas Primary School

Pupil Consultation



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?

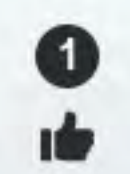


• What?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

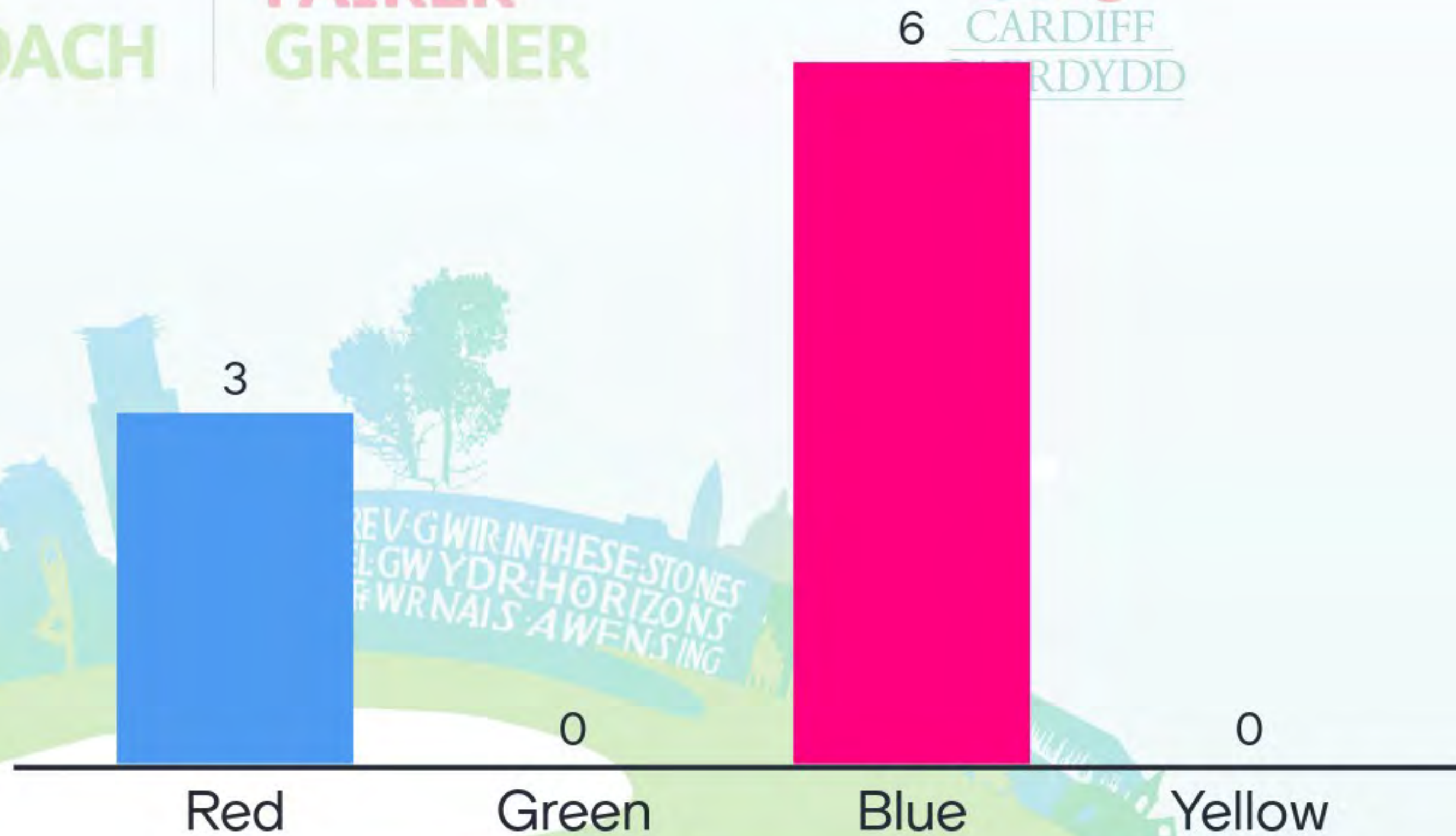




Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes

9

No

0

#GweithioDrosGaerdydd

#GweithioDrosochChi





CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Establish a 20 place specialist resource base for Complex Learning Needs and/or Autism / at Coed Glas Primary School from September 2024, within the existing buildings.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

25 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



different learning

interuput people

calm and quiet place

there are 14 children

have calm spots

lots of space

spds

in and out

lern iin langwij

in and out of class

specal taechers

14

calm and quiet

distract people

its were people can learn

thay gow in and out

teaching assistants help

sinlangwig

a calm and quiet

for learning disabilities

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou

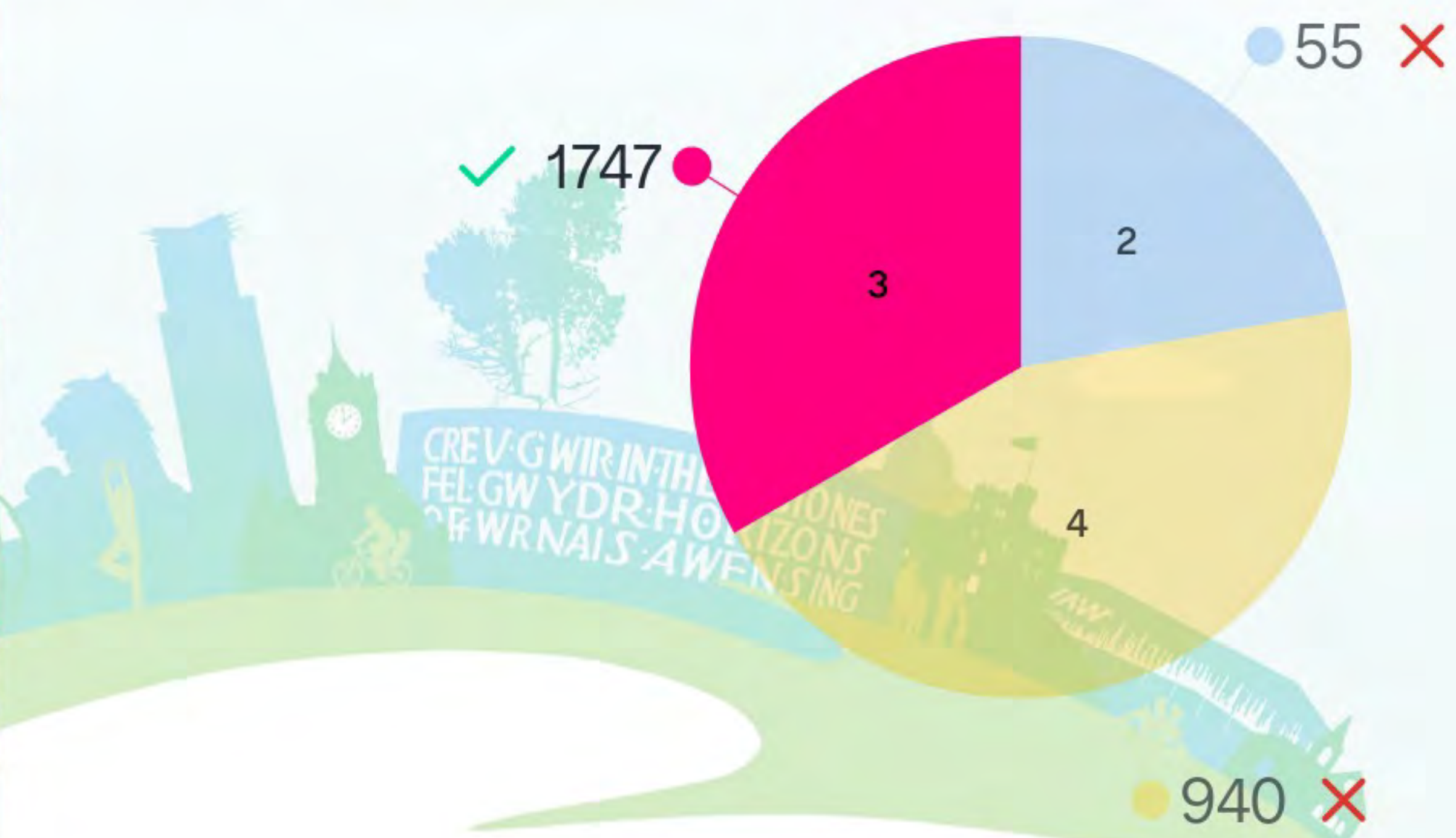
How many children in Cardiff are in specialist placements?

CRYFACH
TECACH

STRONGER
FAIRER
GREENER



Page 543



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd
#GweithioDrosochChi

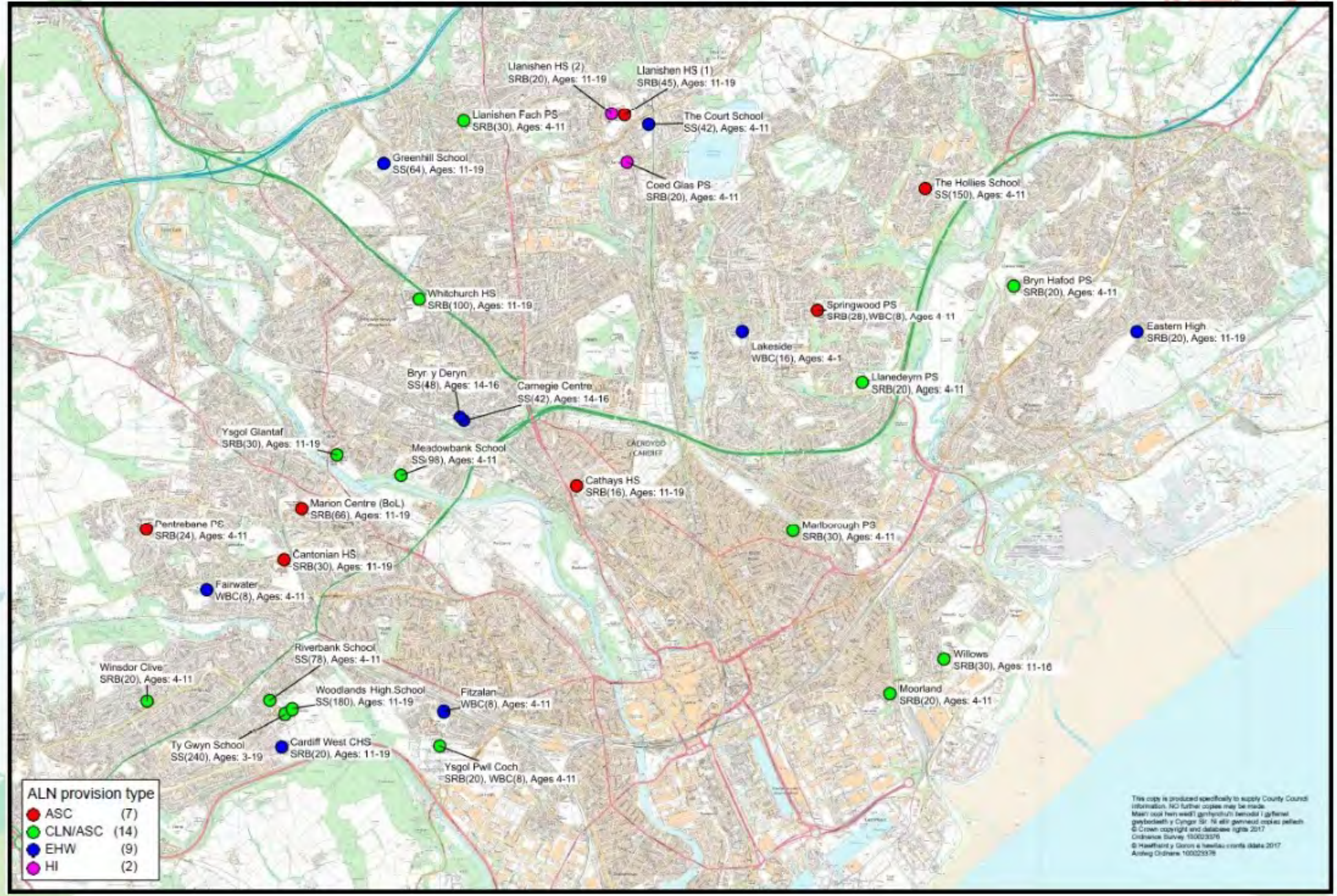
#WorkingForCardiff
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

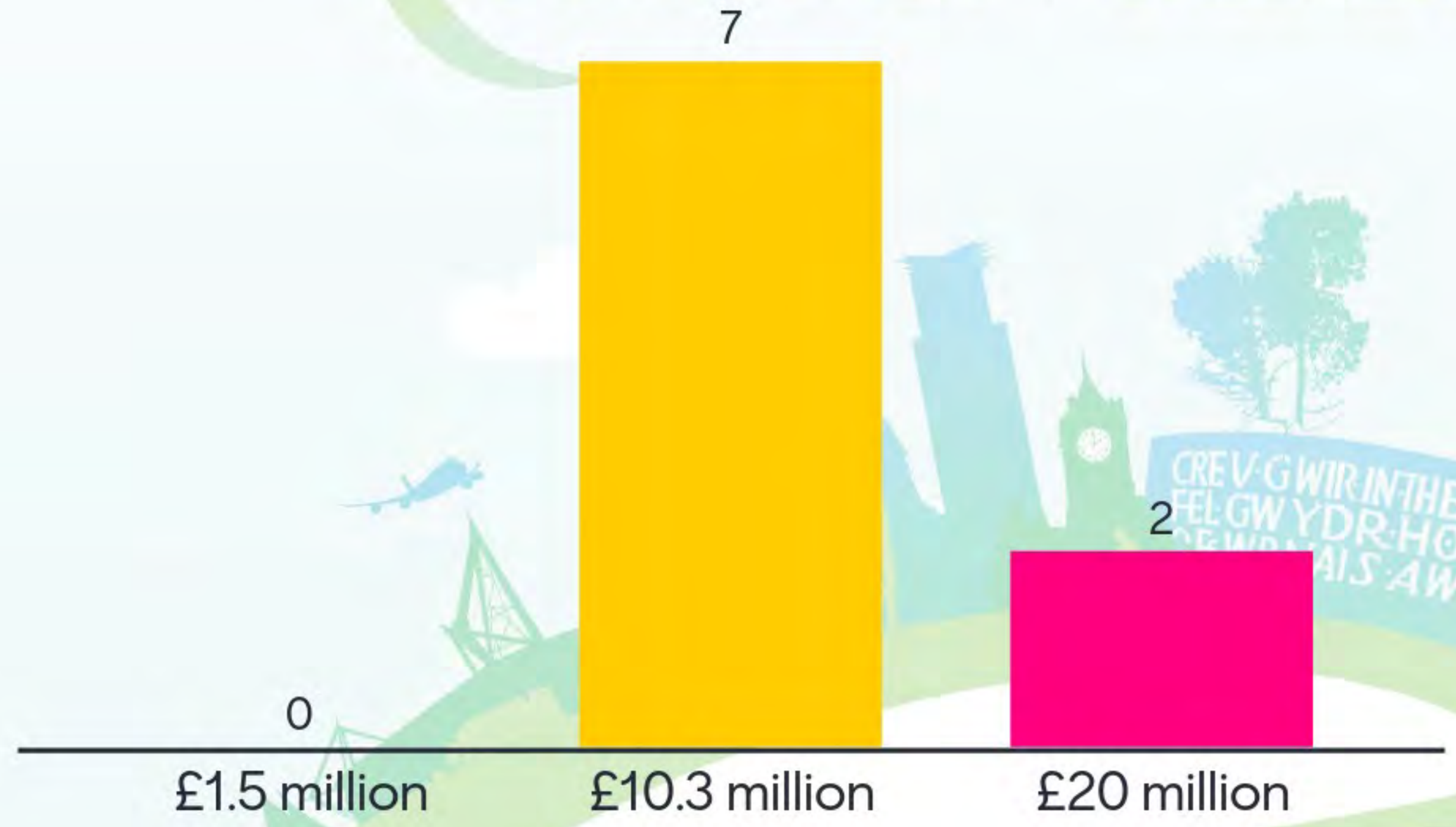


#GweithioDrosGaerdydd
 #GweithioDrosochChi

#WorkingForCardiff
 #WorkingForYou

In this school year how much is the Council spending on specialist places in other areas/ independent schools?

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

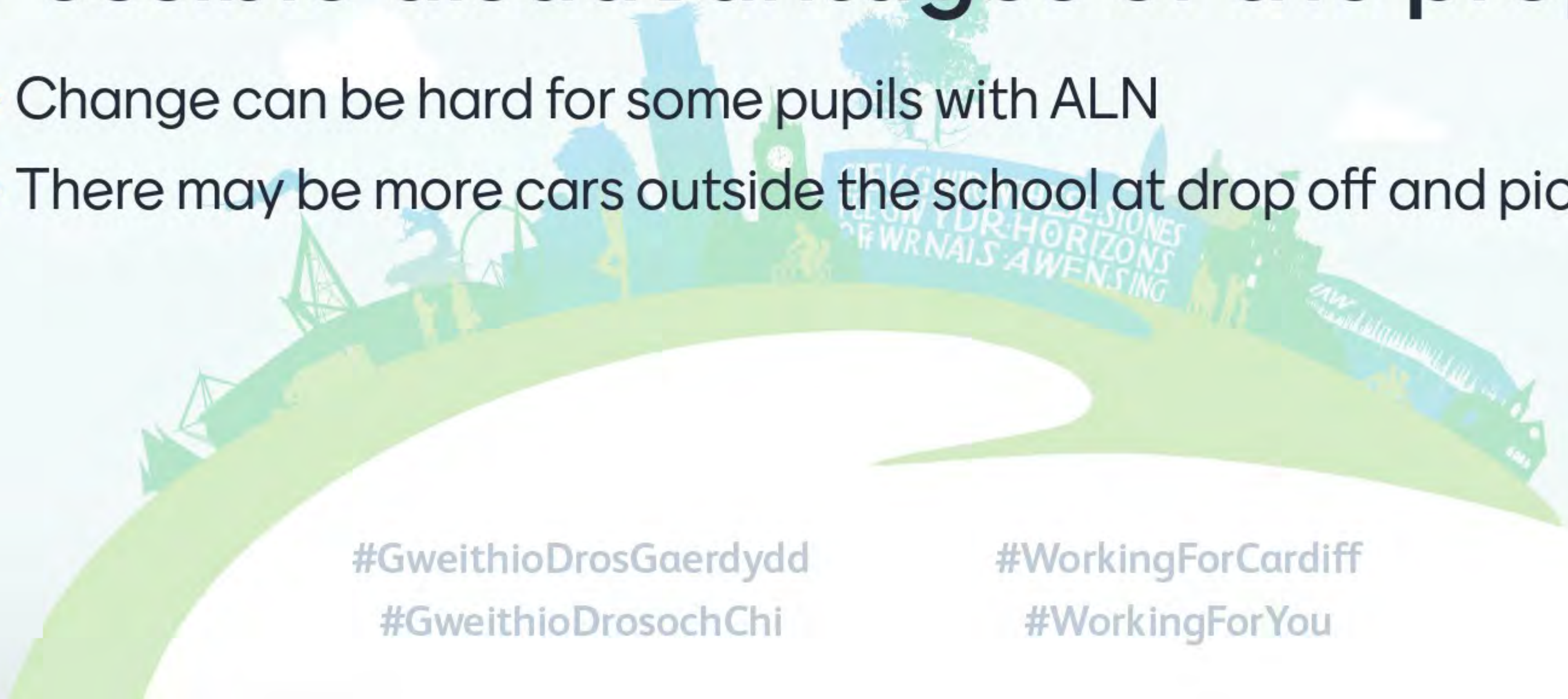


**STRONGER
FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

so people can have lots of help with ALN so they dont stugle

I more children can enjoy school

II i think its good because some people with ALN struggle with learning from watching teachers write on a whiteboard and they need more help than others do so i think we all should have a room for ALN.

I think it's a really good idea because more people with ALN will have a better way to learn. Will be nice to see new people at school and make more friends. More adults to help everyone.

people with ALN will get help so they dont struggle

i like that they are going to have different learning to us, so they still learn even though they are different

I think it's very good that we are thinking of other people. It's a very nice thing to help them and that is what our school dose.

I think it's a really good thing because some people have a learning disability and struggle to learn in a classroom maybe because there are too many people or they just struggle so I think it's good

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

I think its a good idea for children with ALN because they might not need to travel as much and they could also learn sign language and meet new pepple

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

Nothing

I Some children find change and moving schools hard

II it will be hard to make new friends and with autism

Maybe the parking place for parents because there are going to be a lot of taxis and vans that pick children up.

It would be hard to make friends and to actually learn what you need to with a learning disability

chilgren wih autism mit not file seaf

getting made fun of or felling different and finding it hard to make friends.

they could be really scared and could take some time to settle

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

They mite be nervas and not know anione here

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Do you like the proposal?

CRYFACH
TECACH
GWYBDDACH

STRONGER
FAIRER
GREENER



0

No

1

Partly

0

No
Opinion

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



Questions, Suggestions or any other Comments?

Waiting for responses ...



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Greenway Primary School

Pupil Consultation



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

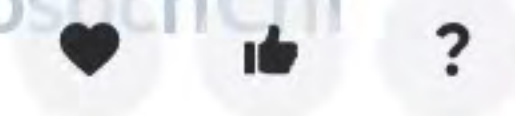
CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

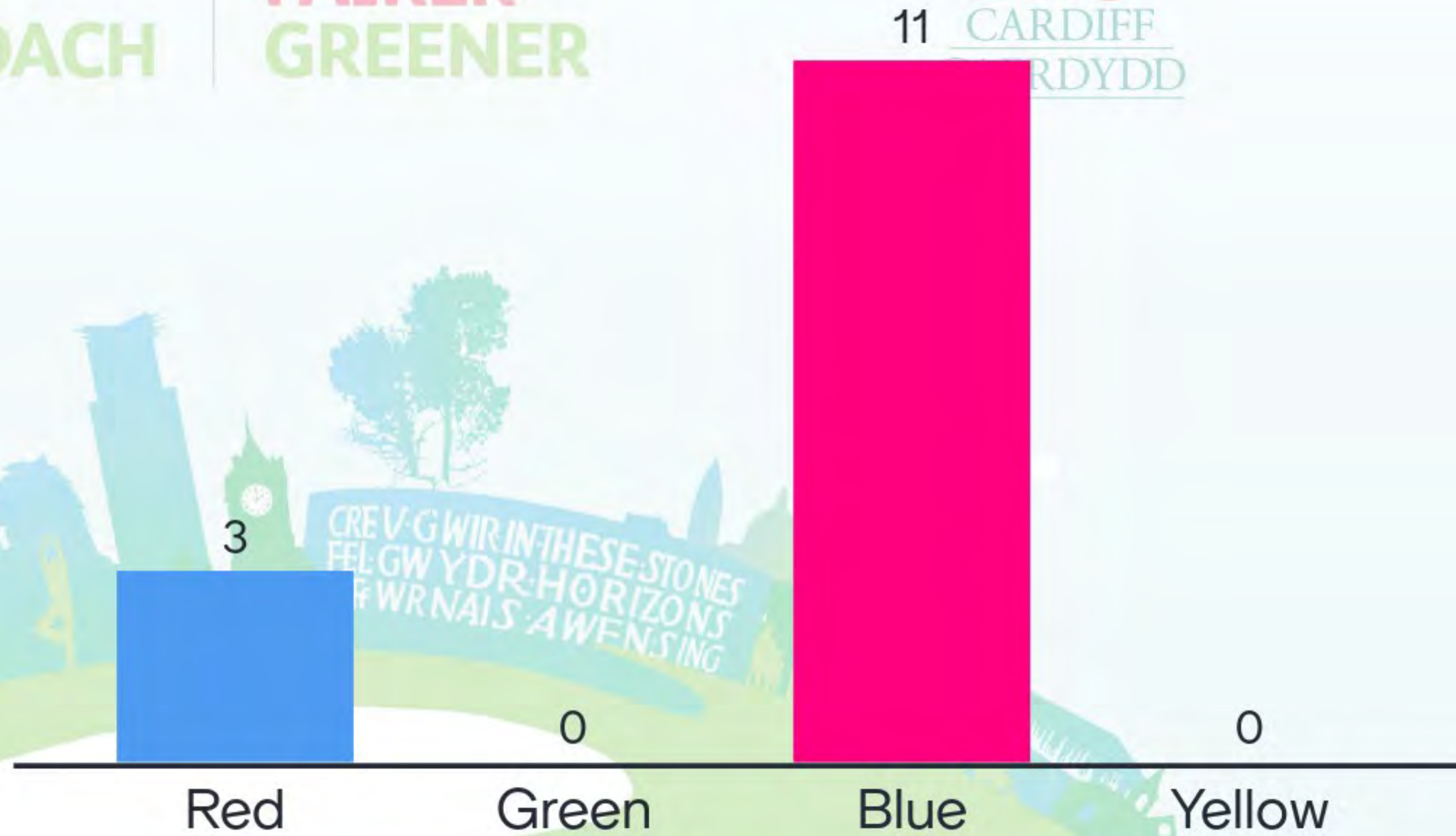


Page 559

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes

13

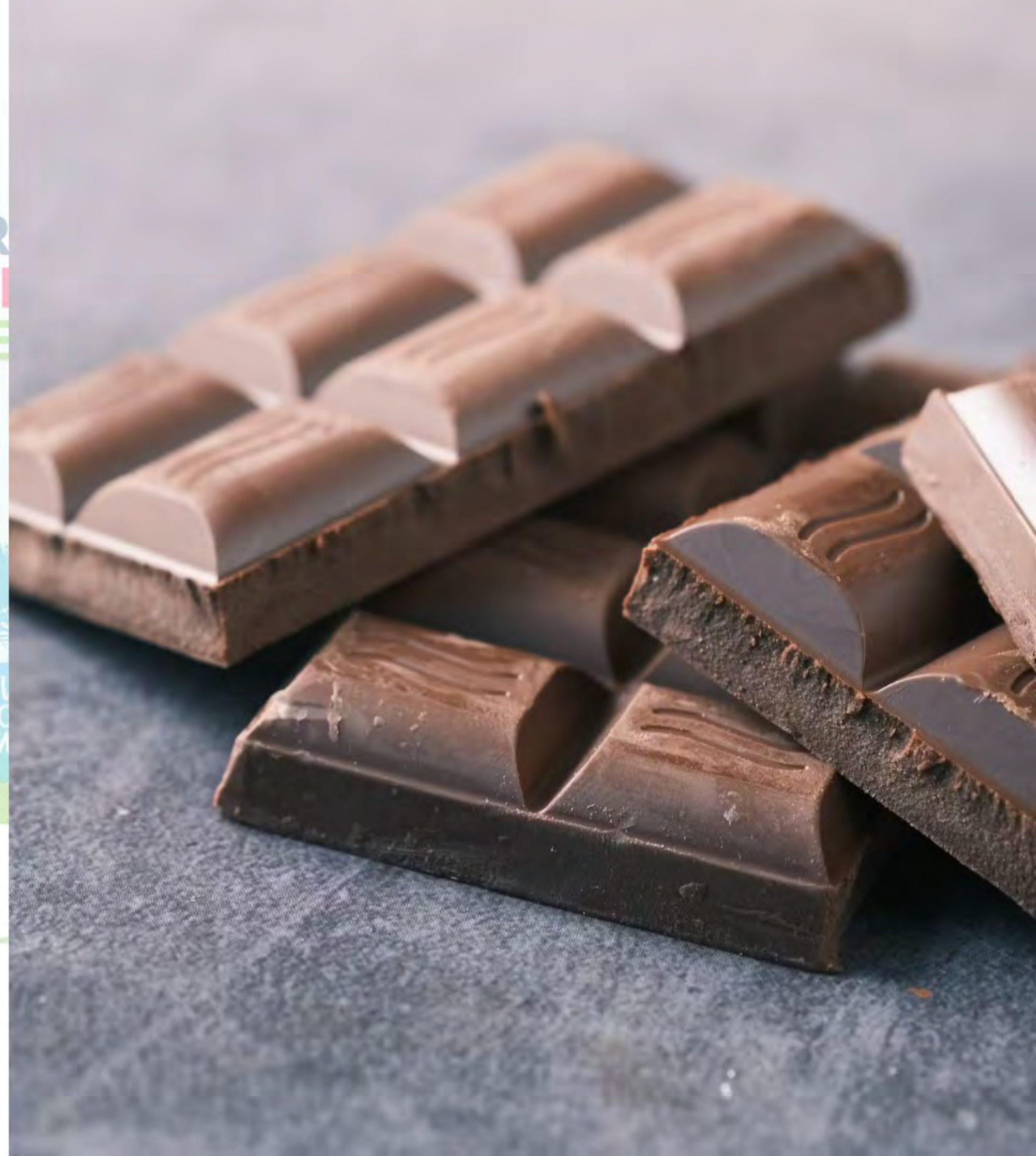
No

0

#GweithioDrosGaerdydd

#GweithioDrosochChi

13



CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Establish a 20 place specialist resource base for Complex Learning Needs and/or Autism / at Greenway Primary School from September 2024, within the existing buildings.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

25 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



a former classmate

ex pupil

a friend

class mate

friend

classmate

brother

#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

20



21



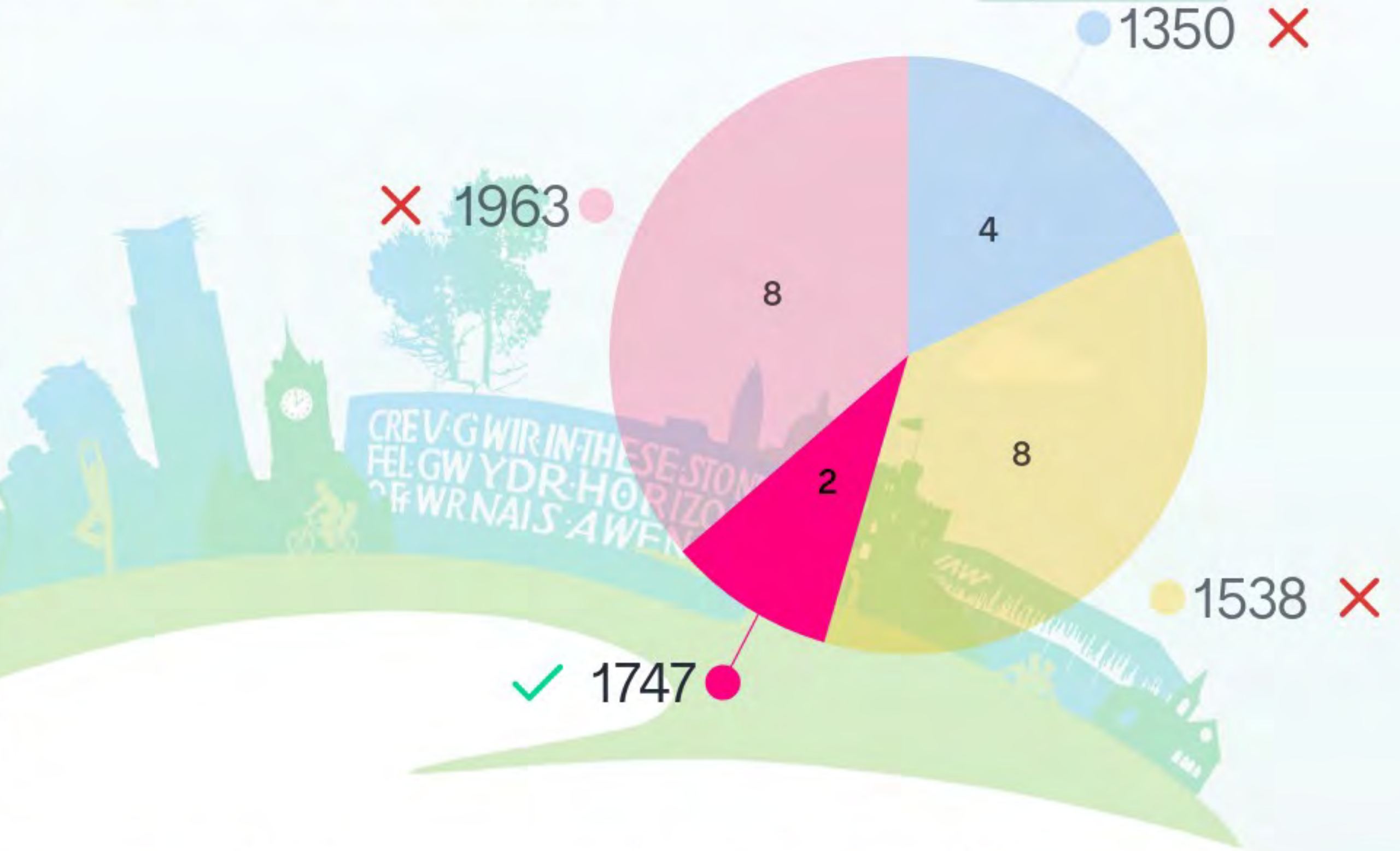
How many children in Cardiff are in specialist placements?



Page 563

CRYFACH
TECACH
DACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's

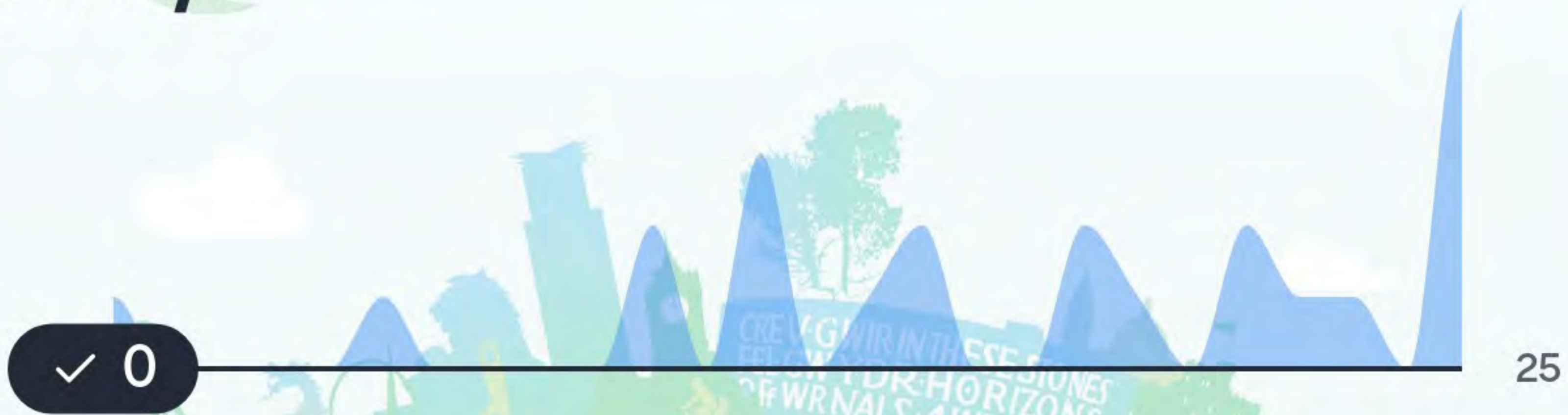


- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd
#GweithioDrosochChi

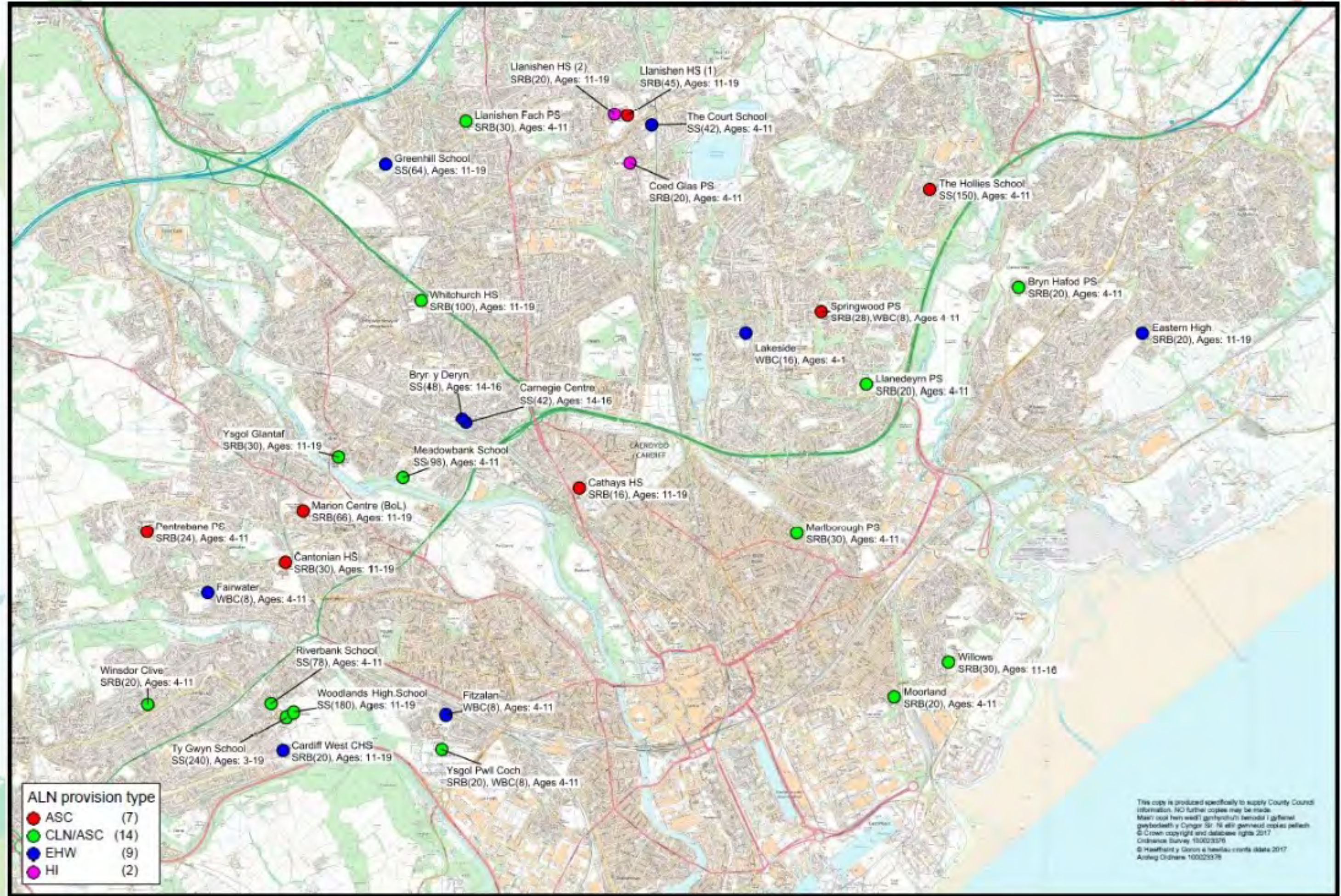
#WorkingForCardiff
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

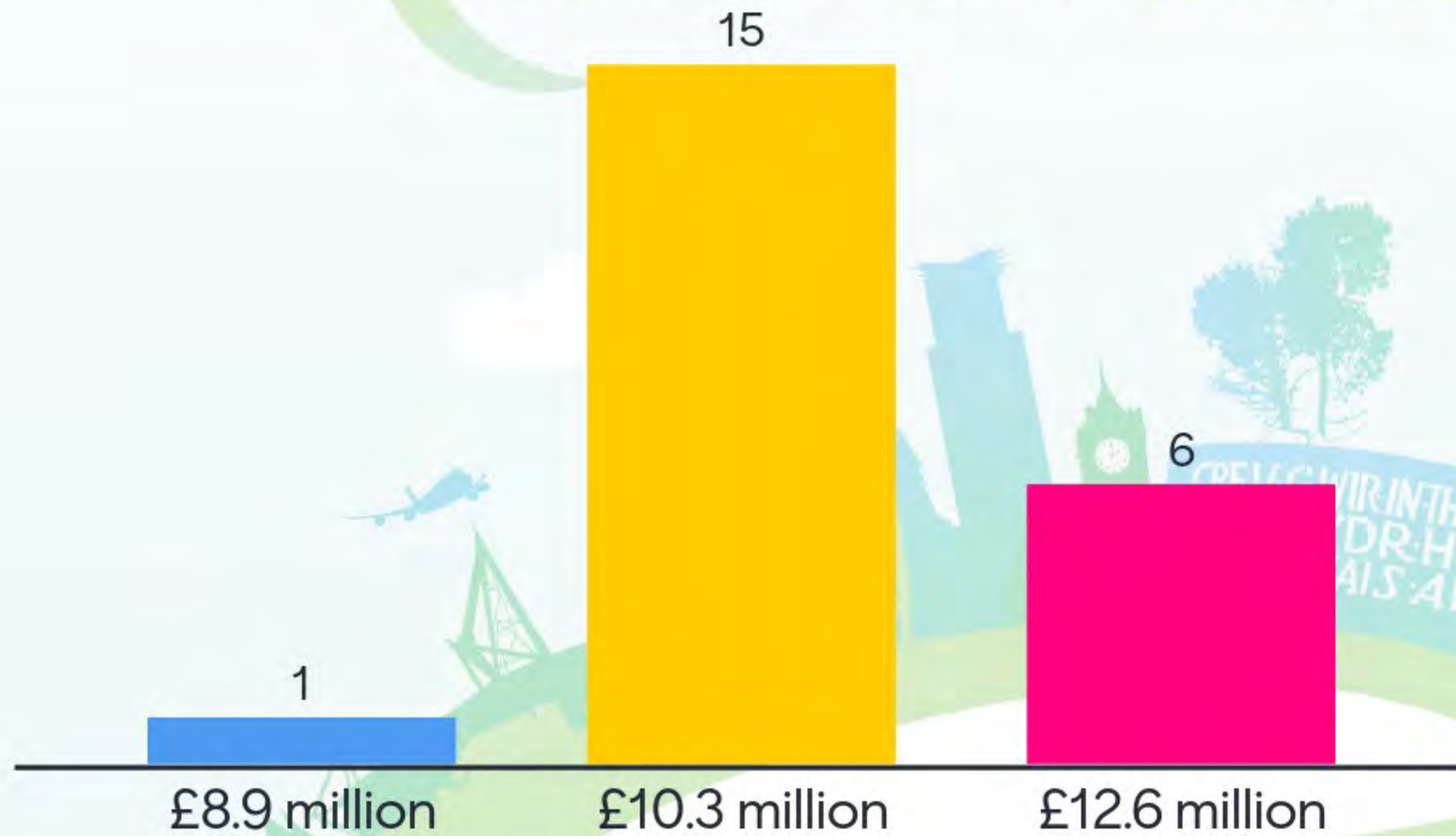


#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

In this school year how much is the Council spending on specialist places in other areas/ independent schools?

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

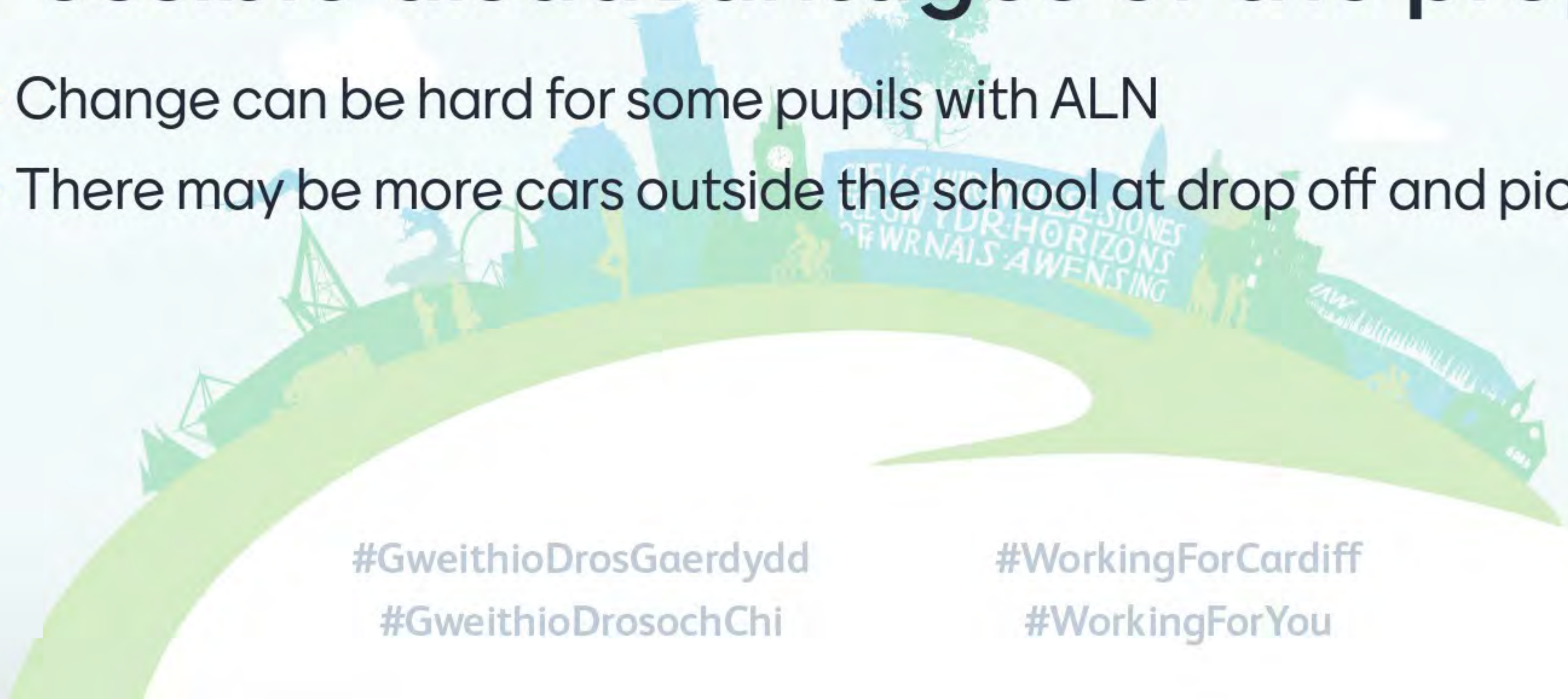


**STRONGER
FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

New pe

new friends

are they gonna go on out field im just asking

new friends

Meet new children

Children getting what they need in life to live

They'll have lots of friends to play with .

New friends

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

New friends

children getting what they need and new friends

better Learnauug for the kid

In my opinion I think it's a good idea because we have more children to be friends with and show them they can be apart of greenway.

I think this is a good idea because without places for children with ALN, they with have a hard time getting education.

more wellbieng

New Friends and more people to meet

New friends

#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

New friends

helping kids

i think that this would be new but new dose not mean it is a bad thing i think it is a good thing cuse i can make freinds

new friends

I think this is an amazing way to help people who need it and in their way

New friend

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

Nothing

More cars

More cars

More Cars

Nothing

more cars

more cars to get in the school

Nothing

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

the only thing that would properly be more crowded and more cars too

I dot now

i don't have any problems with it :)

Nuffing

Nothing

Need more things

more cars to get to shcool

I really happy about this change and want to welcome as many people as possible, but, it'll be a bit more crowded in the school. It's not a big problem though.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

well the only thing that dose
scary me is that more cars
and less spaces

7 kars

II nothing



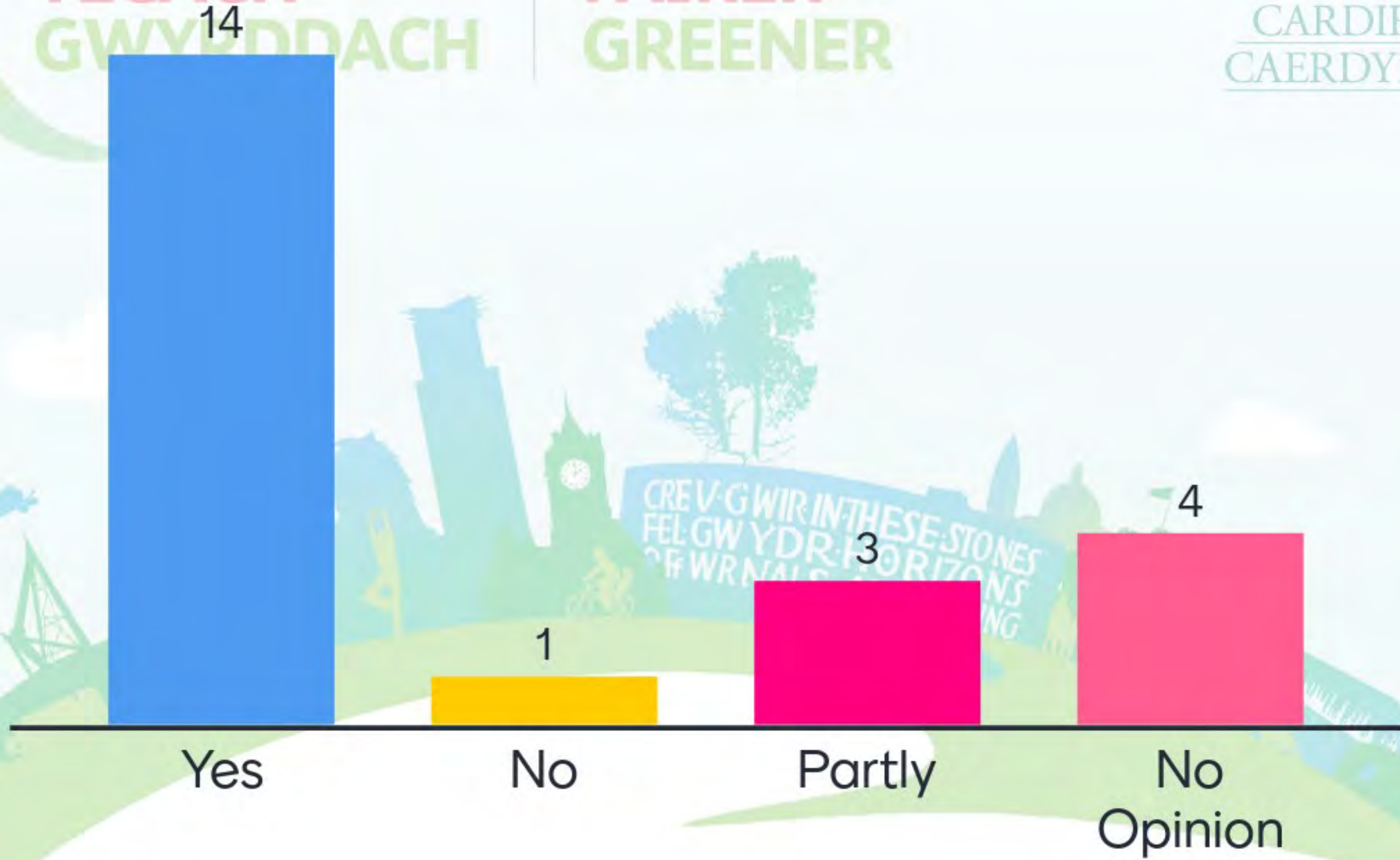
#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Do you like the proposal?

CRYFACH
TECACH
GWYBODAETHYDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

23 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



i dont got any questions

will they go outside

woud thay play with us

not

nothing

lunch with us

really

nope no

do they have a cafitira

spaces

where will they come from

will there be more car

would they go well being



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou



**STRONGER
FAIRER
GREENER**



Severn Primary School

Pupil Consultation



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

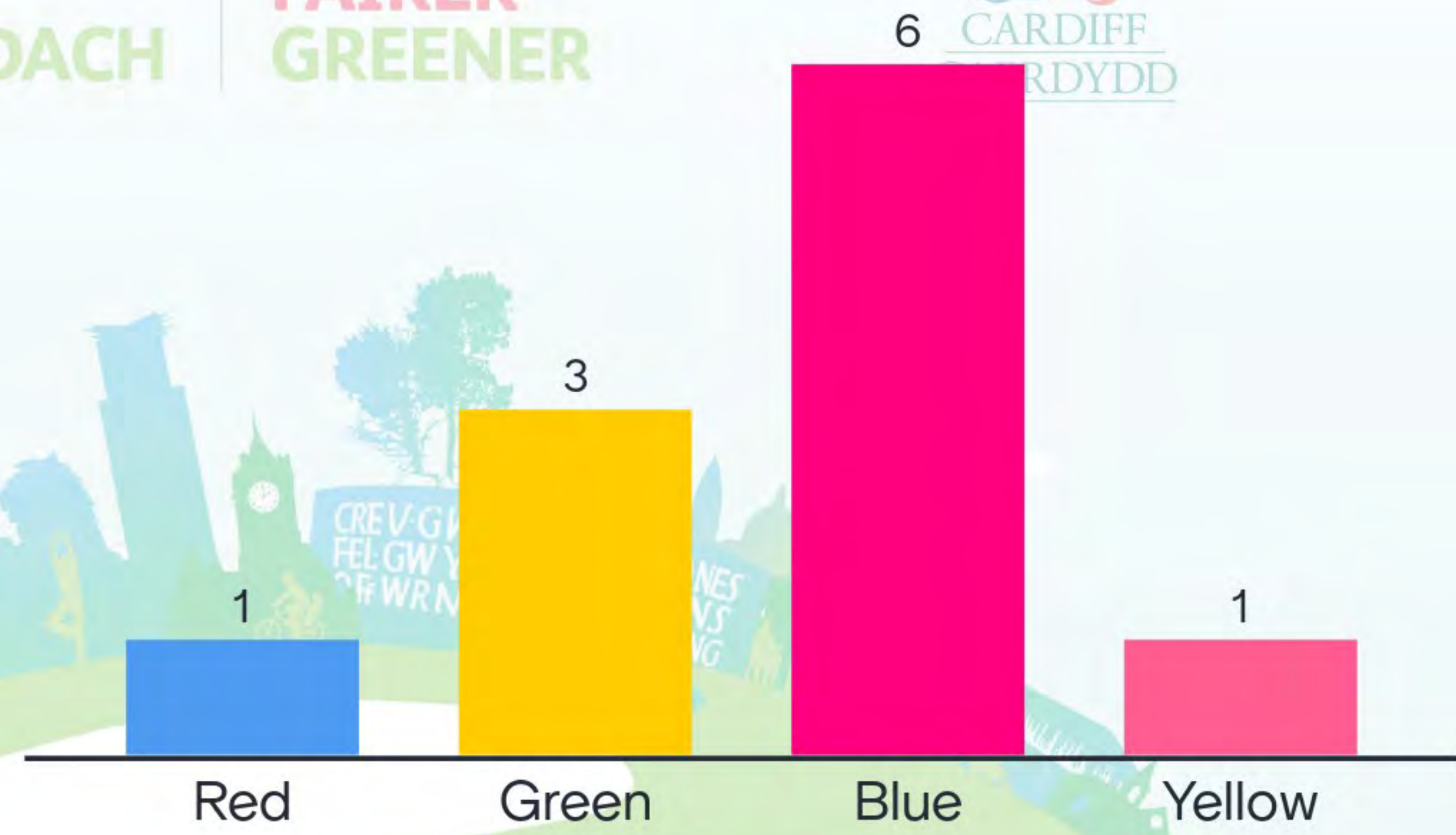


Page 581

Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

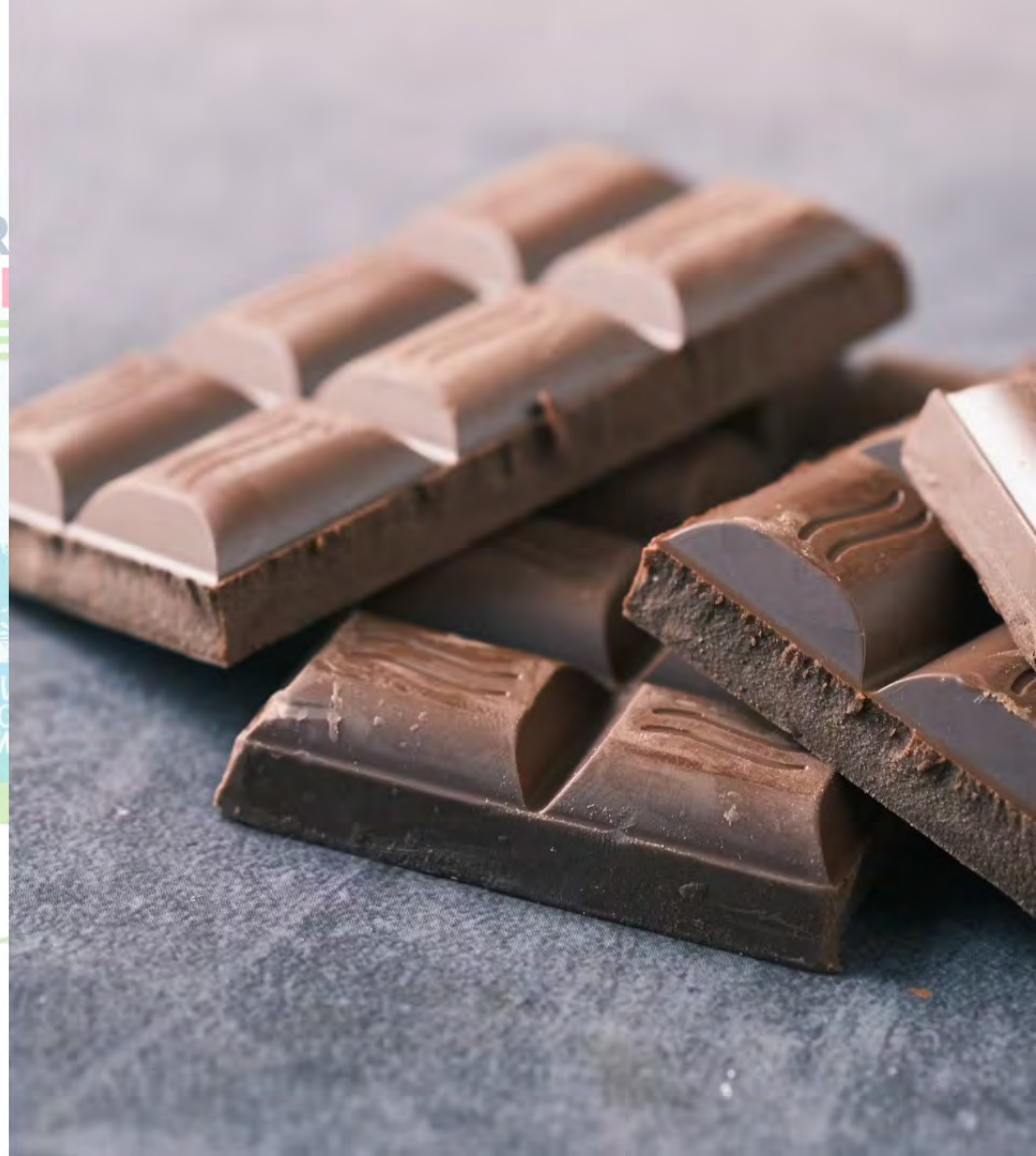
Yes

10

No

1

#GweithioDrosGaerdydd
#GweithioDrosochChi





CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Establish a 20 place specialist resource base for Complex Learning Needs and/or Autism / at Severn Primary School from September 2024, within the existing buildings.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

19 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



used to help others
helps people
being quieter
it might be a bigger class

smaller than normal class

less pupils

big coal

quiet

calm down

smaller class

small class

more techers

noisy environment

calm people down

things to keep them calm

helps understanding

quiet rooms

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou

How many children in Cardiff are in specialist placements?

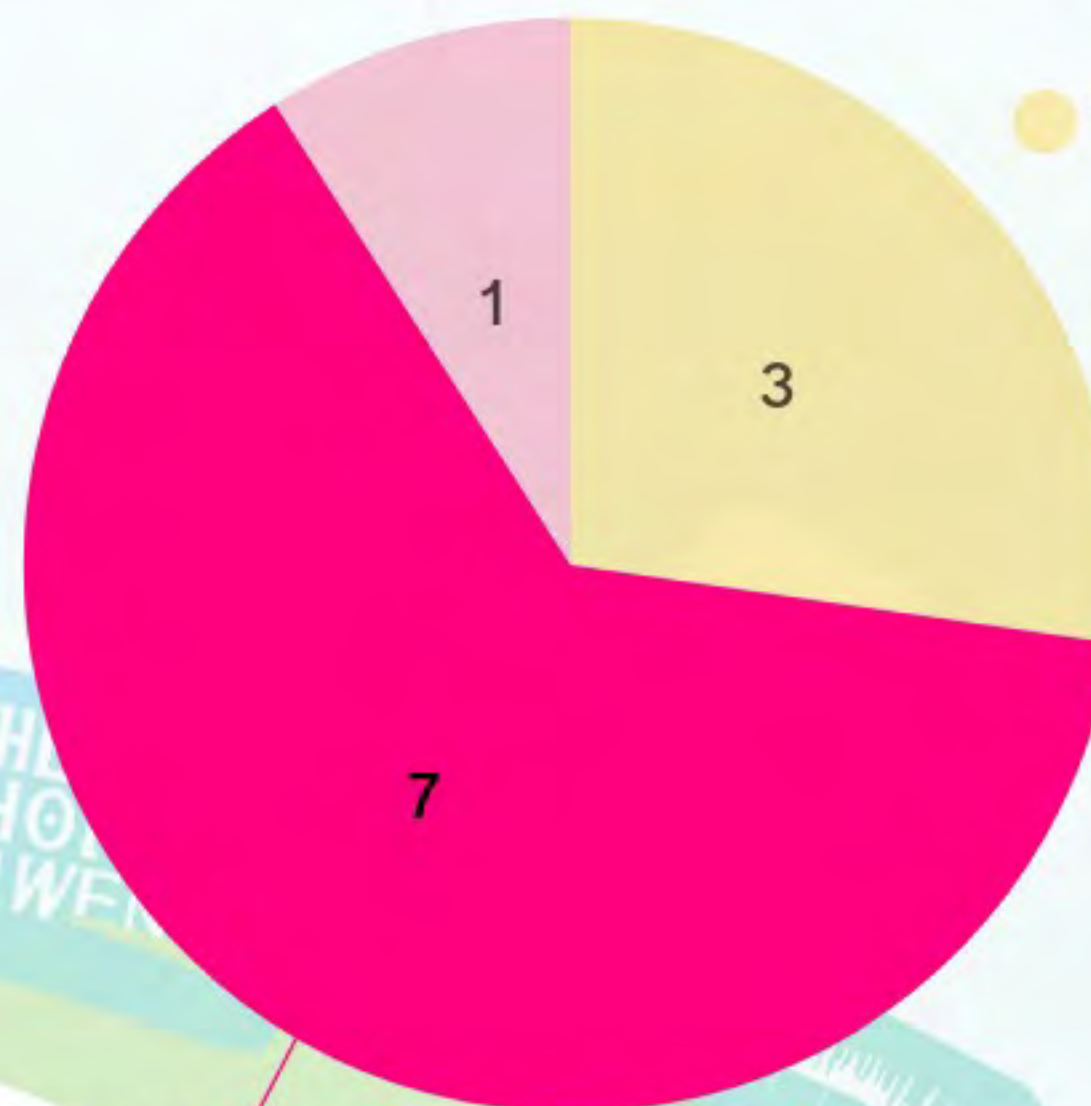
CRYFACH
TECACH

STRONGER
FAIRER
GREENER



Page 585

1963



1538 ✗

✓ 1747

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd
#GweithioDrosochChi

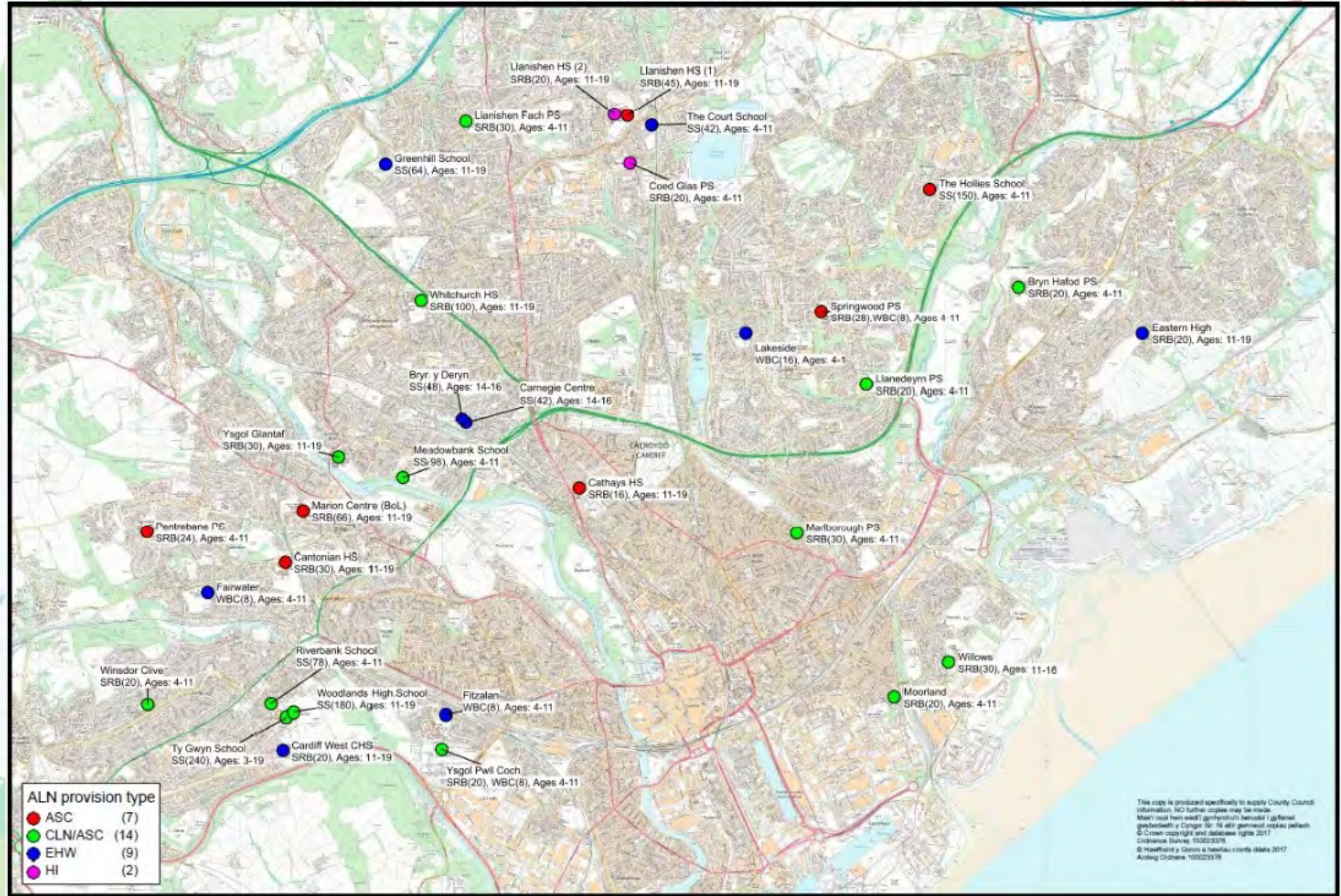
#WorkingForCardiff
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

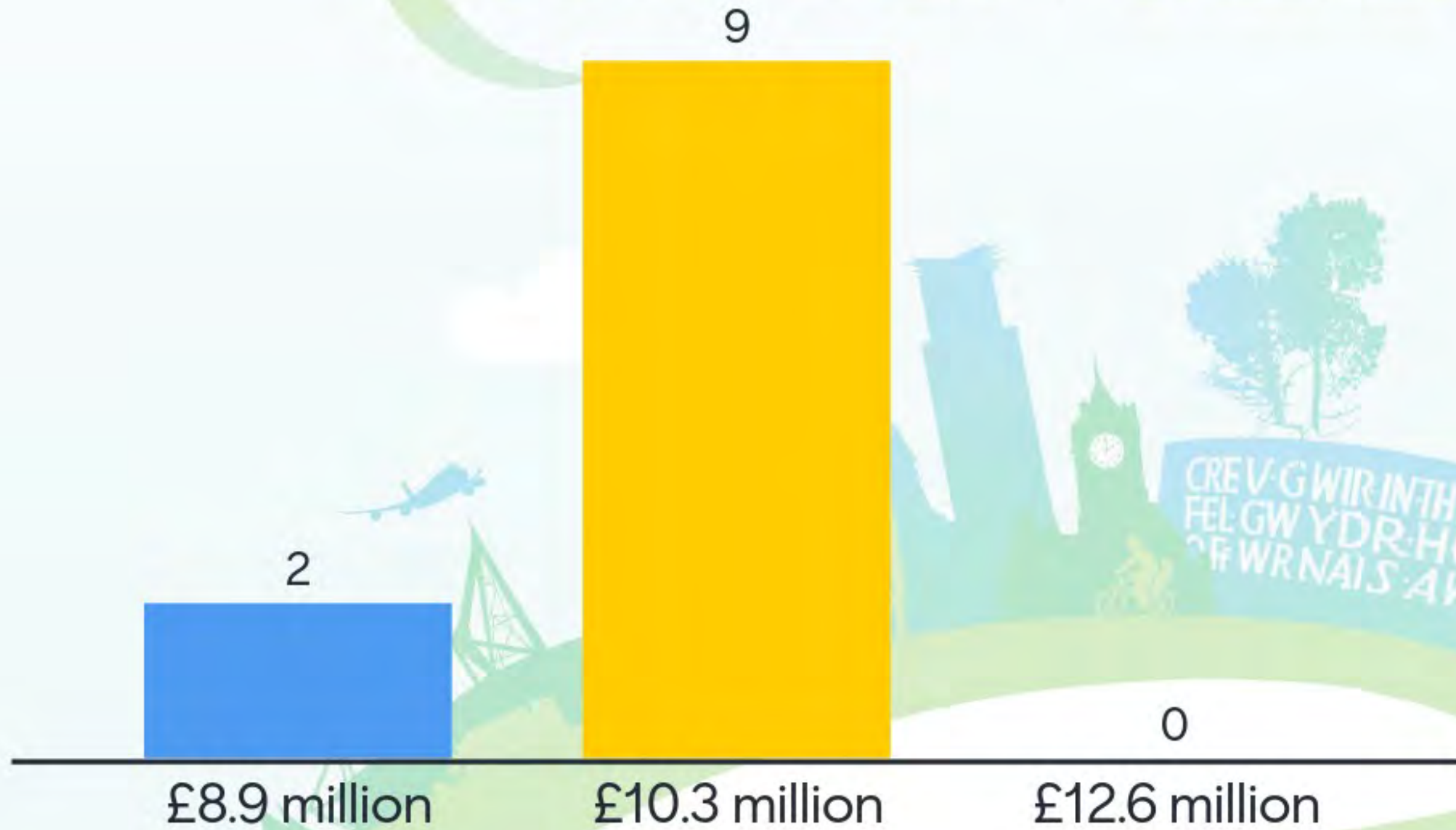


#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

In this school year how much is the Council spending on specialist places in other areas/ independent schools?

STRONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



**STRONGER
FAIRER
GREENER**



Benefits of the proposal

- More specialist school places for children with additional learning needs
- Enough places for the number of children that need them
- High quality learning spaces
- Special provision in more areas of Cardiff
- More opportunities for special provision and mainstream schools to work together

#GweithioDrosGaerdydd
#GweithioDrosochChi

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#WorkingForYou



**STRONGER
FAIRER
GREENER**



Possible disadvantages of the proposal

- Change can be hard for some pupils with ALN
- There may be more cars outside the school at drop off and pick up times

#GweithioDrosGaerdydd
#GweithioDrosochChi

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#WorkingForYou

Thoughts on the proposal

Ride a bike

I think it's good because some people have anger issues and that might affect them so they need like a place to come down in our class if we are angry we walk down the hallways sometimes

I think it would be a good idea because a lot of people need to calm down and then they can come back into class when they calm down

I personally think that it's a very important idea because it's for a good cause and going to help children with ALN

It is good because some people might worry that their not doing good enough in school but at this school they will and their mums and dads won't worry much.

Park far from the school and walk

I think it's a amazing proposal it will be benefited by the ASN students very much I know change is hard for them but being with people who have the Same needs as them will make them belonged.

Children can be educated while they are comfortable in the school. They can share their feeling when they want to without having to hesitate.They can make friends with children who are like them.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

They can calm people when they are angry

T I think that it's a really good idea because it's all for a good cause. it's going towards helping children with ALN and also help their parents to know that there is somewhere they can send a child

I Maybe it will be helpful for parents/guardians because it will get them a place to learn it will also give them there right of education and if it is closer it will let them get fresh air



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

There absolutely nothing that's not good about it

There will be much more cars and people coming into the school

Lots of traffick

I feel like the proposal is great but if they are having trouble making friends they might feel lonely causing them to feel irritated , living far away is also a problem as you may be late for school.

I think that if there isn't more bases then it will be a massive struggle for children and their parents to get to the school and can be more stressing for them.

The children might not be so familiar with the other children. They can also be very nervous when they are moving schools. In the U.K there aren't many teachers to help the children.

I think it is not a good idea to not have a proposal because if you don't then they won't be able to calm down.

It's a good proposal but maybe they will feel left out that they can't do the same as all the other children who can do the things that they can't

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Thoughts on the proposal

As I said the anger issues might affect them so it can sometimes take over the brain and make the brain tell the body to like be really mad and stuff I personally think that the proposal is good

7 Maybe if there is stairs them they might fall down the stairs and hurt them self's . If they get too angry and there is no staff they might destroy the place. other children with ASL might have a fight



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

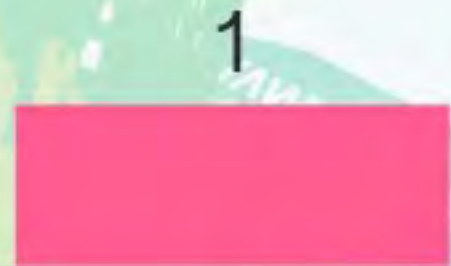
Do you like the proposal?

CRYFACH
TECACH
GWYBDDACH

STRONGER
FAIRER
GREENER



0



Yes

No

Partly

No
Opinion

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

17 responses

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



what is the routine

will their be a special

could other children be i

what is their uniform

how do you do it

a room with toys

how many children

is ther reinforcements

what will they do

what is the diet for them

what type of teachers

why do you do it

what will they learn

what can you do for them

have more calming toys

how old would you have be



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

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Appendix 6 – Record of Public Meetings Held

The following public meetings were arranged setting out details of the proposed changes and the giving attendees the opportunity to ask questions about Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs and Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism.

Attendees were asked to confirm their attendance in advance. Where there were no requests to attend the meeting, the meeting did not go ahead.

- In person Consultation Meeting, Central Library, The Hayes – 11 January 2024
- Online Consultation Meeting, via Microsoft Teams (Welsh) – 15 January 2024
- Online Consultation Meeting, via Microsoft Teams (English) – 15 January 2024



**Schools Programme
Additional Learning Needs Provision
Central Library (The Hayes)
11 January 2024 at 5pm**



Arrangements were made for an in-person public meeting setting out details of the proposed changes and the opportunity to ask questions through the medium of English and Welsh.

There were no requests to attend, and the meeting did not go ahead.



**Schools Programme
Additional Learning Needs Provision
Online Public Meeting (Welsh)
15 January 2024 at 5:30pm**



Arrangements were made for an online public meeting setting out details of the proposed changes and the opportunity to ask questions through the medium of Welsh.

There were no requests to attend, and the meeting did not go ahead.



Present: Brett Andrewartha (SOP), Jennie Hughes (Inclusion), Ceri Tanti (SOP), meeting attendee.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

BA welcomed the member of the public to the meeting and officers introduced themselves.

A presentation was given setting out details of the proposed changes to specialist provision for primary and secondary aged learners with additional learning needs:

- Background
- Sufficiency of places
- Sufficiency of places – Complex Learning Needs and Autism provision
- Sufficiency of places – Emotional Health and Wellbeing Needs provision
- What is being proposed city wide?
- Existing Complex Learning Needs and/or Autism provision
- Existing Emotional Health and Wellbeing provision
- Cardiff Specialist ALN provision 2023/24
- Recent growth in learners accessing specialist provision
- Projected growth in learners accessing specialist provision
- What is a Specialist Resource Base?
- How does a Complex Learning Needs base operate?
- How does an Emotional Health and Wellbeing Needs base operate?
- Benefits of the proposals
- Appraisal of options
- Other considerations
- What happens next?

Questions and response

Q: Could you outline changes proposed to Lakeside Primary School, where the existing wellbeing class is proposed to be replaced by an SRB?

A: The provision at Lakeside Primary is not being changed in terms of number of children, type of provision or age range. It is a formalisation of the existing class, and allowing for children who currently don't attend Lakeside to be placed there.

Q: Currently the Lakeside class hosts foundation phase children. Might KS2 children be able to attend the class in future?

A: Formally the status of the SRB would be age 4-11 but currently only younger children are placed in the class. The LA is in discussion with the school as there is the possibility

of extending placements for individual children who might benefit from remaining in the class rather than moving.

Q: Will there be any other facilities such as The Marion Centre?

A: The Marion Centre is a special school which will be dealing with a higher level of need. Demand for places is being kept under review and provision brought forward as required.

Q: Are there any proposals for Post 16 ALN learning needs in Cardiff?

A: All of our secondary bases and special schools could provide provision for Post 16 learners with ALN. The local authority is working with local colleges who are improving their post 16 offer for learners with additional learning needs. We are also looking at pathways into work.

Q: Cardiff University is trying to help with Autism transitions courses for ALN children. Any thoughts for other higher learning sectors?

A: All of our school's work on pathways for learners leaving school, so as part of this will work with other bodies on planning transition but the courses that universities offer are outside of our remit.

Q: Are there any support systems in place for children who have increasing anxiety attending any school setting - e.g. online schools?

A: The Local Authority do not have online schools although some pupils access online learning. Our aim is to get learners back in school as soon as possible where this is possible. Our Educational Psychologists are supporting children who have anxiety. We have some provision in the Pupil Referral Unit for children with anxiety, plus some independent setting places.

Q: Are there any bursaries available for children to attend private school autism units - e.g. Kings Monkton?

A: No. The bursary system of funding private school attendance is available in England but in Wales this type of funding wouldn't be provided.

Q: Do looked after children have any additional support in these units - e.g. trauma informed etc.?

A: A lot of our school's utilise trauma informed practices. The THRIVE approach used in schools is very similar. Social Communication, Emotional Regulation and Transactional Support (SCERTS) training and support is provided. Many Cardiff schools run their own nurture provision and many also provide Emotional Literacy and Support Assistants (ELSA) support.



**Schools Programme
Additional Learning Needs Provision
Online Public Meeting (English)
16 January 2024 at 5:30pm**



In relation to looked after children, we have a team which coordinates their support, and the Local Authority leads on their Individual Development Plans.

There were no further questions.

The attendee was thanked for joining the meeting. A reminder was given that the consultation closes on Friday 19 January. Consultation responses can be given via the website or emailed to SchoolResponses@cardiff.gov.uk.

The meeting came to a close.

Appendix 7 – Record of Drop-in Sessions Held

The following drop-in sessions were arranged setting out details of the proposed changes and the giving attendees the opportunity to ask questions about Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs and Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism.

Drop-in sessions at individual schools for parents/carers of their learners were provided on request.

In person Drop-in Sessions

- Ely & Caerau Partnership Hub – 29 November 2023
- Llanedeyrn Powerhouse Hub – 5 December 2023
- Rumney Partnership Hub – 8 January 2024

Online Drop-in Sessions, via Microsoft Teams

- Online Drop-in Session – 12 December 2023
- Online Drop-in Session – 12 January 2024

In person Drop-In Sessions Requested by Schools

- Herbert Thompson Primary School – 5 December 2023



**Schools Programme
Additional Learning Needs Provision
In person Drop-in Session,
Ely & Caerau Partnership Hub
29 November 2023 9am – 11am,**



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), drop-in session meeting attendees

Please note: The following is not a transcript but a contemporaneous note of the meetings.

The drop-in session was held in person, at Ely & Caerau Partnership Hub. Officers were available to speak with attendees and answer any questions they may have. Attendance did not have to be arranged in advance.

When talking with attendees officers set out the purpose of the session; to answer any questions that attendees may have on the proposals to provide additional ALN places for learners with Complex Learning Needs and/or Autism and Emotional Health and Wellbeing Needs at a number of schools across the city.

Attendee 1 is the parent of child who attends a Complex Learning Needs (CLN) SRB. They have another child who attends a school proposed to have an SRB and were interested in finding out whether their child who attends the SRB could be moved to their local school.

The parent supported a better distribution of places across the city to allow children to access specialist resource base provision closer to home. This would allow parents greater access to one-to-one discussions with the teachers, or to pop in if child is having difficulties, which is something they could do when their child attended the local school rather than the SRB which is much further away.

The child has a book for the parent to communicate with school but it's not the same as being able to have a verbal update. The parent also gets sent photos via Seesaw, but they don't always have a lot of context for what is happening in the photo. Some children with ALN are unable to communicate things they have done in school so it would make it easier to be in touch if the parent could drop off and pick up the child themselves rather than rely on school transport. It's also easier to attend school events and build a relationship with the school if the child is placed closer to home.

The parent said that there are restrictions when you have a child who has additional learning needs and that they feel that there is not much support after diagnosis.

Officers advised that part of the reason for the proposals is to be able to improve the distribution of places across the city, so that learners may be able to access a specialist place closer to home.

Officers explained that the SRB planned for the school more local to them is an Emotional Health and Wellbeing SRB so unfortunately may not be able to provide the type of place that their child needs. Officers suggested that the parent contact the Council's ALN Helpline for parents/carers on ALNHelpline@cardiff.gov.uk to seek their advice on requesting a move to an alternative SRB and to find out what support is available for parents/carers.



**Schools Programme
Additional Learning Needs Provision
In person Drop-in Session,
Ely & Caerau Partnership Hub
29 November 2023 9am – 11am,**



Attendee 2 works at a Welsh-medium school. They felt that there is a definitely a need for additional places for children with ALN.

The attendee expressed that whilst they supported the development of ALN provision through the medium of Welsh, some pupils find the language an additional barrier/complication and for these a placement in English-medium provision may be more appropriate.

Some children of secondary school age with EHW needs attend off-site provision such as motorbike mechanics. This incurs additional travel costs to the school to take the pupils to the alternative provision. Asked whether the funding for the Emotional Health & Wellbeing SRB proposed for Ysgol Plasmawr is solely for staffing of the base or would there be additional funding for off-site provision costs.

Officers did not know whether there would be additional funding for off-site provision. However, a meeting was due to take place with the Governing Body of Ysgol Plasmawr and Council officers to discuss the proposal on 13 December and officers suggested that these concerns be raised with a governing body representative for them to raise this at the meeting.

In each instance the attendees confirmed that they had no further questions. Attendees were thanked for their time, signposted to the consultation information on the website and advised that all comments are welcomed in response to the consultation.



**Schools Programme
Additional Learning Needs Provision
In person Drop-in Session
Llanedeyrn Powerhouse Hub
05 December 2023, 9am – 11am**



Present: Rosalie Phillips (SOP), Shirley Karseras (SOP)

Please note: The following is not a transcript but a contemporaneous note of the meetings.

The drop-in session was held in person, at Llanedeyrn Powerhouse Hub. Officers were available to speak with attendees and answer any questions they had. Attendance did not have to be arranged in advance.

There were no attendees



**Schools Programme
Additional Learning Needs Provision
In person Drop-in Session
Rumney Partnership Hub
8 January 2024, 2pm – 4pm,**



Present: Ian Warburton (SOP), Ceri Tanti (SOP), drop-in session meeting attendees

Please note: The following is not a transcript but a contemporaneous note of the meetings.

The drop-in session was held in person, at Rumney Partnership Hub. Officers were available to speak with attendees and answer any questions they had. Attendance did not have to be arranged in advance.

When talking with attendees' officers set out the purpose of the session; to answer any questions that attendees may have on the proposals to provide additional ALN places for learners with Complex Learning Needs and/or Autism and Emotional Health and Wellbeing Needs at a number of schools across the city.

Attendee 1 is a governor at a school based in the east of Cardiff which is not one of the schools included in the current proposals. The governor has a background of working in ALN in schools.

The attendee was interested to find out what provision had been removed, asking whether a special school had been closed, leading to the proposals for these spaces.

Officers explained that the proposals were for additional spaces; there were no proposals to remove places, although some of the Specialist Resource Bases were replacing wellbeing classes the number of places was not proposed to reduce in any school, and it was proposed for some schools to have new provision.

The attendee welcomed the principle of having places distributed across the city, to give learners who require a specialist place a better chance of having a suitable place closer to home. They also welcomed the provision of additional places, particularly in the east of the city.

The attendee asked how funds would be safeguarded so that the funding provided by the Council for children attending the SRB couldn't be used by the schools for other purposes. Officers explained that the funding was for specialist teaching and support staff and therefore should not be available to be used for other purposes.

The attendee said that they were in favour of the proposals to increase ALN provision across the city.

The attendee confirmed that they had no further questions. Officers directed them to the consultation information on the website and told them that all comments are welcomed in response to the consultation. The timescales for the next steps of the report were set out. The attendee was thanked for coming to the drop-in session.



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), drop-in session attendees

Please note: The following is not a transcript but a contemporaneous note of the sessions.

The sessions were held via Microsoft Teams and were run as 10–15-minute slots, at times arranged in advance via email. Two individual sessions were held on 12 December.

Each began with the officers setting out the purpose of the session; to answer any questions that attendees may have on the proposals to provide additional ALN places for learners with Complex Learning Needs and/or Autism and Emotional Health and Wellbeing Needs at a number of schools across the city.

Attendee 1 is the parent of child at one of the schools proposed to have a Complex Learning Needs SRB. ALNCo has advised that the child needs a place at an SRB.

Q: How likely it is that the proposals will progress, and the school will get an SRB?

A: The proposals are in the consultation phase which runs until 19 Jan. Following this, feedback from the consultation will be summarised/appraised and reported back to Cabinet, which is likely to be in March 2024. If proposals proceed, the next stage is publication of statutory notices Whilst ALN proposals do not usually receive objections this cannot be guaranteed, and it may be decided not to proceed with some or all of the proposals due to objections or other reasons. Whether the proposal will progress or not should be clear by May/June 2024.

If progressed, the intention is to start operating the SRB in September 2024. The Local Authority ALN Team would determine which children are given the places at an SRB.

Currently provision is not available right across the city, which is one of the reasons for the proposals. The aim is to provide suitable places for children closer to home, but the allocation of places is dependent on need.

Parents at the schools involved will be kept informed of the progress of the proposals.

Attendee 2 is the parent of a child with ALN attending one of the schools where a CLN/ASC base is proposed.

Q: Would like more information on what is proposed.

A: Currently in consultation phase for these proposals and asking for comments by 19 January 2024. A report on feedback received will be considered by Cabinet, which is likely to be in March 2024. If the proposals proceed, the next stage is the publication of statutory notices. It is likely that a decision on whether to progress the proposed changes will be made later in 2024.

If the SRB proceeds there will be two classes, one foundation phase, one for older key stage children which will be staffed by specialist teachers and teaching assistants. The Council's ALN team will determine which children are allocated places. Potentially learners would spend some time in base and some in mainstream, but this would be dependent on the needs of the children placed at the base.

Q: Parent commented that they feel it's very positive for learners to potentially have access to both SRB and mainstream. Asked how likely it is that proposals will proceed?

A: Based on previous experiences of ALN proposals the expectation is that the proposed changes would progress but cannot guarantee that this will be the case. It would be dependent on feedback from the consultation and Cabinet deciding to progress proposals to the next stage.

Q: Parent commented that they felt it was beneficial to have SRBs in mainstream rather than just in special schools.

A: Part of the reason for the proposals is to improve distribution of places across the city, meaning that children may not have to travel outside of their communities in order to have access to the placement they need.

Q: How do the SRB places in primary schools connect in with secondary schools?

A: The type of secondary school place, learners progress and how they develop whilst in the base would determine transition arrangements – children could go on to mainstream with support, mainstream with a base, or special school.

Q: Parent commented that their child had to leave one school to go to another with a wellbeing class. It's very disruptive to have to move school although the school the child now attends is doing an exceptional job with them.

A: It was acknowledged that it can be disruptive for children to have to move school, particularly learners with ALN. The proposals is to have places available from September 2024 but will know later this school year whether this is likely to go ahead.

The allocation of places at the SRBs will be determined by the ALN team in conjunction with the schools.

At each session the attendees confirmed that they had no further questions. Attendees were thanked for their time, signposted to the consultation information on the website and advised that all comments are welcomed in response to the consultation.



Present: Rosalie Phillips (SOP), Ceri Tanti (SOP), drop-in session attendees

Please note: The following is not a transcript but a contemporaneous note of the sessions.

The sessions were held via Microsoft Teams and were run as 10–15-minute slots, at times arranged in advance via email. Two individual sessions were held on 12 January.

Each began with the officers setting out the purpose of the session; to answer any questions that attendees may have on the proposals to provide additional ALN places for learners with Complex Learning Needs and/or Autism and Emotional Health and Wellbeing Needs at a number of schools across the city.

Attendee 1 is the parent of child who attends one of the schools where it is proposed that the existing Emotional Health and Wellbeing Class is replaced by an Emotional Health and Wellbeing Specialist Resource Base.

Q: The proposals refer to replacement of the existing wellbeing class. What will be different about an Emotional Health and Wellbeing SRB?

A: Officers explained that pupils would be expected to join a wellbeing class for a set period and then return to their home school, whereas a place in an SRB would allow for greater flexibility and for children to remain at the base for as long as required.

If the proposals progress, there is not expected to be much difference in working practice between how the wellbeing class operates and how an SRB would work.

Q: The parent supports having this type of provision available for Welsh-medium pupils but had concerns about the existing wellbeing class provision; they don't feel that the class is functioning well.

A: Officers agreed that it is important that the Council are able to offer additional learning needs places through the medium of Welsh to ensure that families have the option of their child continuing in Welsh-medium education should they require specialist provision.

Officers offered to refer the parent to the Inclusion team in order for them to discuss their concerns about the wellbeing class in more detail but were advised that this had already been done.

Officers set out the next steps for the consultation, noting that a report on feedback received will be considered by Cabinet, which is likely to be in March 2024. If the proposals proceed, the next stage is the publication of statutory notices. If the proposals proceed the intention is to start operating the SRB in September 2024.

Parents at the schools involved will be kept informed of the progress of the proposals.

Q: The parent asked what support is available for secondary school age children with Emotional Health and Wellbeing needs through the medium of Welsh.

A: Officers advised that the Welsh-medium high schools currently offer some in-house provision for pupils who have emotional health and wellbeing needs and noted that the current ALN consultation included proposals to establish a 20 place specialist resource base for learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024.

Attendee 2 has an interest in additional learning needs provision.

Q: Would like more information on what is proposed for Ely and Caerau areas.

A: Officers outlined that the current ALN proposals include a proposal to establish a 16-place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.

The current consultation is also seeking views on establish a 20-place specialist resource base for learners with emotional health and wellbeing needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings. This school is not based in Ely or Caerau, but its catchment covers those areas.

The Ely and Caerau areas are already home to special schools' provision and specialist resource bases. Officers displayed a map on screen which showed these (special schools for Complex Learning Needs Ty Gwyn, Riverbank and Woodlands, a CLN specialist resource base for primary aged children at Windsor Clive Primary School and an emotional health and wellbeing specialist resource base for secondary aged learners at Cardiff West Community High School).

At each session the attendees confirmed that they had no further questions. Attendees were thanked for their time, signposted to the consultation information on the website and told that all comments are welcomed in response to the consultation.



**Schools Programme
Additional Learning Needs Provision
In person Drop-in Session for Parents,
Herbert Thompson Primary School
15 January 2024 3pm – 3:30pm,**



Present: Rosalie Phillips (SOP), drop-in session meeting attendees

Please note: The following is not a transcript but a contemporaneous note of the meetings.

The drop-in session was held in person, at Herbert Thompson Primary School, at the school's request. The session was for parents/carers of learners at the school. Officers were available to speak with attendees and answer any questions they may have. Attendance did not have to be arranged in advance.

When talking with attendees officers set out the purpose of the session; to answer any questions that attendees may have on the proposals to provide additional ALN places for learners with Complex Learning Needs and/or Autism and Emotional Health and Wellbeing Needs at a number of schools across the city.

Attendee 1 is the parent of child attending the school. The parent supported the establishment of the specialist resource base at the school as there was a need for this. They had a query regarding the process for admission to the base and details of how this would work were set out.

There were no further questions and the session ended.

Formal Responses were received from the following:

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

- Estyn
- Albany Primary School Governing Body
- Baden Powell Primary School Governing Body and Headteacher
- Fairwater Primary School Headteacher
- Herbert Thompson Primary School Governing Body
- Lakeside Primary School Governing Body
- Springwood Primary School Governing Body
- Ysgol Gyfun Gymraeg Plasmawr Governing Body
- Ysgol Gyfun Gymraeg Plasmawr Headteacher
- Ysgol Gymraeg Pwll Coch Governing Body
- RhAG - Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education)

Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

- Estyn
- Albany Primary School Governing Body
- Coed Glas Primary School Governing Body
- Coed Glas Primary School Headteacher
- Greenway Primary School Governing Body and Headteacher
- Severn Primary School Governing Body and Headteacher

Formal Responses to the Consultation for Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

Estyn - His Majesty's Inspectorate for Education and Training in Wales

Estyn's response to the proposal to introduce specialist provision for learners with emotional health and wellbeing needs in Baden Powell Primary, Fairwater Primary, Herbert Thompson Primary, Lakeside Primary, Springwood Primary, Ysgol Gymraeg Pwll Coch and, Ysgol Gyfun Gymraeg Plasmawr.

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

The proposal is to establish specialist provision for learners with emotional health and wellbeing needs in 7 schools across the City of Cardiff. This includes six primary schools and one secondary school. This includes proposals for one Welsh medium primary school and one Welsh medium secondary school. Three schools [Lakeside Primary, Springwood Primary and Ysgol Gymraeg Pwll Coch] already already have a wellbeing class. The proposal for these schools is to replace the existing wellbeing class provision. The provision at Fairwater Primary school would be co-located with the new Court Special School.

Summary/Conclusion

Overall, Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area. However, further consideration needs to be given to the detail in establishing and running a specialist provision within a mainstream school and the implications on all learners, staff and their parents.

Description and benefits

The local authority has set out a clear rationale for its proposal. Essentially, this relates to increasing demand for specialist provision and better distribution of that provision within the City. However, the proposal does not provide information on the extent to which demand is increasing. The proposal refers to a lack of capacity in its special schools and the pressures in using out of county placements. However, it is

not clear how the use of out of county placements is directly relevant to the proposals.

The local authority states that it currently maintains 90 places for primary age learners and 284 places for secondary age learners with emotional health and wellbeing needs. This proposal is concerned with establishing an additional 64 places in six primary schools and 20 places in a Welsh medium secondary school. It is not clear why the demand for secondary age learners is so much greater than primary and whether the proposed increases in places for both primary and secondary learners are sufficient to meet demand.

The local authority provides an overview of the benefits of the proposal. These relate to the authority meeting demand, specialist staff working more closely with other colleagues in the authority and named special school, provision being potentially closer to home for learners, and, increasing provision through the medium of Welsh. However, no specific information is given in relation to the proposed benefits for learners, or what the curriculum or wider provision including support, is likely to be.

The local authority does not provide an overview of any alternative options that may have been considered.

The local authority provides an overall timeline for the proposal, with an expected implementation date of September 2024.

The proposal states that the specialist resource bases could reduce the distance travelled by learners. In relation to the geographical distribution of specialist provision the proposal [p.6] notes that "...although free home to school transport is available for such children... and goes on to state [p.9]...the council applies the two mile statutory qualifying walking distance to primary schools and 3 mile for secondary school, including special schools and specialist base facilities. Some learners who live within these distances may be provided with free transport..." These two statements may cause confusion. In addition, it is not clear from the proposal whether any learners in receipt of free home-to-school transport, will be disadvantaged by not being able to access pre and/or after school provision, particularly if the timing of the transport provision isn't flexible.

The proposal does not indicate whether pupils will be dislocated from existing mainstream or specialist provisions and the support, including transition arrangements, that pupils and their parents are likely to need and benefit from. The local authority does not provide information on costs in relation to establishing or replacing existing provision and neither does it consider whether there is the need for any building, refurbishment, or adaptation to proposed or existing provision. It is not clear that accommodation within the proposed schools has been identified.

The proposal does not provide information in relation to proposed staffing arrangements or how staff will be supported.

The local authority has not provided a Welsh Language Impact Assessment as part of this proposal. It is noted that specialist resource provision will be based in two

Welsh medium schools. However, it is not clear if the provision will be through the medium of Welsh.

The local authority has not provided a Community Impact Assessment as part of this proposal.

The local authority does state that the proposal is at "...an early stage..." [p.2] The council has a series of face-to-face and online consultation events taking place between 29th November 2023 to 16th January 2024.

Education aspects of the proposal

Overall, the local authority has not considered in any detail, other than those issues potentially related to location and transport, the likely impact of the proposals on learners, their parents or the proposed schools.

The proposal provides a high-level overview of the most recent inspection outcomes for the seven schools. However, it does not provide sufficient information on the commentary in relation to additional learning needs [ALN].

Overall, inspection findings in relation to progress of and provision for pupils with ALN is positive in nearly all of the schools being considered in the proposal. For example:

Baden Powell Primary 2017

- Provision and support for pupils with additional learning needs is effective.
- Most pupils with ALN make good progress in achieving their targets.
- Identification of pupils who need extra support takes part at an early stage.
- Procedures and relevant intervention programmes are in place to ensure that pupils receive the help they need.

Fairwater Primary school 2020

- Provision for pupils with additional learning needs is a strong feature of the school.
- The [wellbeing] centre provides specific and beneficial care, support and guidance for its pupils.
- Through a range of informative assessments and transition work staff get to know pupils' individual needs very quickly.
- All parents receive valuable daily communication about their child's progress and relevant areas for improvement. This well-organised and careful approach enables staff to monitor individuals very closely.

Herbert Thompson Primary school 2022

- The school provides tailored support, which enables many pupils, but particularly those with additional learning needs, to make good progress from their starting points.
- Pupils with additional learning needs, make strong progress in many areas of learning, particularly in developing their literacy and social and emotional skills.

- The school makes purposeful use of assessment procedures to track pupil progress as they move through the school.
- There are robust systems in place to identify, monitor, and review the progress of pupils with additional learning needs (ALN). There are regular
- and very effective pupil progress meetings that include leaders, class teachers and the Additional Learning Needs (ALN) co-ordinator.
- The Additional Learning Needs coordinator offers effective oversight and tightly coordinates the work of all staff.
- The clarity and detail of pupils' records is outstanding and ensures that all staff involved with supporting a pupil understand their role and meaningfully contribute towards their development.

Lakeside Primary School 2014

- There are no comments in relation to pupils with SEN/ALN

Springwood Primary School 2018

- The school was invited to prepare a case study on the impact of the its resource base for pupils with ALN.
- A particular strength of the school is the way in which all pupils show a high level of kindness and consideration for each other, for example through the support they give to other pupils with additional learning needs.
- The school's extensive provision of intervention programmes is very successful in meeting pupils' emotional, health and social needs.
- Excellent partnership between the leader of the resource base classes and the school's co-ordinator for additional learning needs.
- There are highly fluid arrangements between the resource base and mainstream classes.
- Nearly all pupils in mainstream classes support pupils from the resource class very well and are sensitive to their needs. For example, when older pupils from the resource base play football during play times, mainstream pupils slow play to encourage them to score and celebrate with them when they do.
- Pupils from the resource class profit from the wide range of opportunities to access mainstream classes and clubs. As a result of the very good integration of the majority of pupils and the high quality of provision within the resource class itself, these pupils make excellent progress towards their individual targets.
- The additional learning needs co-ordinator is highly effective in ensuring that pupils, parents, staff and other stakeholders collaborate effectively to provide specific, targeted plans and interventions.

Ysgol Gymraeg Pwll Coch 2018

- During their time at the school, most pupils, including those with additional learning needs make sound progress in their learning and achieve well.
- Provision for pupils with additional learning needs is effective.
- Procedures are thorough and enable staff to identify pupils' needs at an early stage and provide purposeful support.

- Individual education plans are detailed, include clear targets and are implemented effectively by teachers and assistants, which ensures that nearly all pupils make sound progress against their targets.
- Parents receive good information about their children's progress and are included fully in the process of creating and evaluating plans.

Ysgol Gyfun Gymraeg Plasmawr 2023

- In a majority of lessons, pupils, including those with additional learning needs (ALN), make sound progress in their subject knowledge and understanding.
- The ALN team has a thorough understanding of the needs of pupils with ALN and provides them with specific, beneficial support. They use a number of sources to review its provision for individual pupils regularly and adapt according to the pupil's needs.
- Leaders across the school provide high levels of support for staff and effective leadership in terms of provision for well-being and additional learning needs (ALN).
- Individual education plans provide detailed information about pupils' needs and include specific targets. There is a useful training programme of various strategies for teachers and assistants to support specific pupils in the classroom.
- In the 'ALN Support Hub', pupils of all ages work together effectively to develop their life skills successfully in a safe and stimulating environment. Pupils who attend the 'Well-being Class' receive purposeful support and feel safe. Here, pupils have access to varied and suitable provision to support them to deal with their emotions and cope with everyday life.

Albany Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes.

Would you like to suggest any changes or alternatives?

The lack of EWB provision for primary aged pupils with emotional health and wellbeing needs in Cardiff continues to have a range of significant impacts on our school, including impacting how we use space in the school, impacting staff welfare and retention and impacting the wellbeing of pupils. An example would be a pupil waiting over two years for a placement which had an extremely significant impact on the child's wellbeing and wider family. We welcome the increase in provision – it is much needed and will help to ease pressures on schools such as ours. However we do not feel the provision will be sufficient for the numbers of children who need support across the city.

We also believe there will be risk of further increase in demand due to school budget pressures and the freeze on ALN funding and not being able to apply for additional funding leaving schools with lower levels of staffing to manage complex needs. We support proposals to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.

Additional comments.

We believe it is fundamentally important that provision is fit for purpose for all pupils that need it. We have experienced a very concerning situation where a female pupil was not provided with a suitable placement for over two years, a key factor being that all of the provision explored by the council was focused on meeting the needs of boys. There needs to be planned provision for girls as part of this consultation – we would like to better understand how this will be addressed. For example, will some of the new Specialist Resource Bases be focused on meeting the needs of girls? How will you ensure that the new units accept a balanced proportion of girls as well as boys? With mental health challenges becoming more complex there are a significant number of girls with complex needs across the city and there needs to be sufficient provision not just in number of places but also for peers of the same gender. Many provisions explored by families are very boy dominated which can be intimidating for girls or parents when exploring provisions.

Cathy Madge

Baden Powell Primary School - Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Baden Powell Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.*

Yes.

Would you like to suggest any changes or alternatives?

No.

Additional comments.

Baden Powell Primary has been well supported by the Local Authority in recent years to develop provision for pupils with additional learning needs. Since setting up the informal class, there has been a positive impact on pupils across the school, both in the wellbeing class and in the mainstream classes. Ongoing LA advice and guidance has upskilled staff to support pupils effectively. School staff are well trained in recognising what pupils need and delivering beneficial interventions to enable children to make good progress socially and academically. The Headteacher of Baden Powell Primary School has consulted with representatives of our school community including Staff, Governors, Parents and Pupils, and fully support the proposal to establish a formal 8 place specialist resource base for emotional health and wellbeing from September 2024, within our existing buildings.

Baden Powell Primary School - Headteacher

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes – support the following:

Baden Powell Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.*

Fairwater Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Lakeside Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Springwood Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Ysgol Gymraeg Pwll Coch

- *establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.*

No opinion on the following:

Herbert Thompson Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.*

Ysgol Gyfun Gymraeg Plasmawr

- *establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings.*

If you do or do not support the proposed changes than please explain why.

Baden Powell - We developed an 'in-house' well being class in response to pupil need in 2021. This has been successful in meeting the needs of our pupils, and has impacted positively on pupils both in the wellbeing class and in the mainstream classes.

Fairwater Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gymraeg Pwll Coch – This would replace the existing wellbeing class.

Would you like to suggest any changes or alternatives?

No, I agree with the proposed changes.

Additional comments.

Baden Powell Primary has been well supported by the Local Authority in recent years to develop provision for pupils with additional learning needs. Since setting up the informal class, there has been a positive impact on pupils across the school, both in the wellbeing class and in the mainstream classes. Ongoing LA advice and guidance has upskilled staff to support pupils effectively. School staff are well trained in recognising what pupils need and delivering beneficial interventions to enable children to make good progress socially and academically. As Headteacher of Baden Powell Primary School, I have consulted with representatives of our school community including Staff, Governors, Parents and Pupils, and fully support the proposal to establish a formal 8 place specialist resource base for emotional health and wellbeing from September 2024, within our existing buildings.

Fairwater Primary School Headteacher

In terms of the SRB it is very much welcomed by myself, I think this provision will afford more responsive needs of individual pupils being met. For example, I fully support that the pupils access the SRB for as long as they need to rather than following a time scale that was previously in place.

Fairwater Primary has a great deal of potential in terms of provision, and I do not feel that this is being fully maximised. I would welcome the Local Authority to invest more in our site/provision. Our current provision/ site does not have an outdoor secure space for the children to access. This would ensure further outdoor development opportunities it would safeguard our pupils. We also have an unused toilet block that I would welcome being turned into a sensory room for supporting the needs of the pupils - this would mean investment, again, from the Local Authority.

We have recently adjusted the setting so that we have two rooms available for the children to use. I ask as the Headteacher that we are afforded the opportunity by the Local Authority to recruit an additional staff member so that we can increase our pupil capacity. I would recommend funding for a HLTA so that greater impact can be achieved.

In response to the consultation, I do fully support the SRB development, however, I do recommend that further development is enabled at the SRB provision/site at Fairwater Primary School.

Thanks

Miss Ceri Evans
Pennaeth/ Headteacher
Ysgol Gynradd Y Tyllgoed/ Fairwater Primary School

Herbert Thompson Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Herbert Thompson Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.*

Yes.

If you do or do not support the proposed changes than please explain why

Response on behalf of the Full Governing Body of Herbert Thompson Primary School

We welcome the proposals to establish a specialist resource base at Herbert Thompson Primary School to service the needs of the Ely and Caerau children. We believe that this is a provision that is very much needed within this community.

We support the establishment of the specialist resource base within the existing school buildings but reiterate the findings of the initial survey of the site that the only suitable existing building would be the former boxing club building, but that this building will require extensive refurbishment to be a suitable space for the resource base.

Would you like to suggest any changes or alternatives?

-

Additional comments

It is our hope that the specialist resource base will be fully resourced and sustainable to support the community for many years to come. We welcome the proposal that the resource base will have a phased recruitment of pupils to allow time for procedures within the base to be embedded.

We look forward to the ongoing support of the Local Authority to fully embed the specialist resource base within Herbert Thompson Primary School.

Steven Harris (on behalf of the Governing Body of Herbert Thompson).

Lakeside Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes – support the proposals; support proposals relating to Lakeside Primary School with amendments.

If you do or do not support the proposed changes than please explain why.

Lakeside Governing Body supports the proposed changes in principle.

To clarify, pupils need to remain dual-registered throughout their time in the provision.

As part of the consultation process, the Governing Body attended a local authority consultation briefing and an on-site, face-to-face visit to the class followed by a presentation from the Wellbeing staff.

The governing body, leadership team and staff as a whole are fully committed to continuing the high-quality provision that currently characterises the wellbeing provision at the school. We are committed to ensuring that this continues assuming the transition to a formalised SRB provision takes place.

Current position

Excellent practice has been identified at the Lakeside Wellbeing Class Provision within the current staff to student structure (**ratio of 7 staff members to 12 pupils***). There have been a number of success stories since the class's creation, with some children returning to their mainstream settings and others effectively prepared for more specialised placements following a period of time with us.

- 2 X teachers with ALN allowance
- 1 X HLTA with ALN Allowance
- 4 X grade 4 TAs with ALN allowance

We consider that the classes at Lakeside represent an 'invest to save' where the intensive therapeutic provision has clearly demonstrated value for money and has enabled the children to engage much more effectively with learning given their complex starting points. We are sure that the council recognises that the provision of an SRB is founded on the belief that it is much more effective to intervene to meet the needs of these most vulnerable learners before their challenges increase significantly. If this is not done, the risk that more substantial and costly intervention will be needed in the future as these young people grow older is heightened.



Concerns around number of pupils rising to 16

To date, although the class has always (on paper) been allocated 16 pupils, we have never had that many. The highest number being 12 attending at one time (we have 14 on our books currently but only 12 attend).

The Wellbeing Class is specifically for children with emotional health and wellbeing needs. The school and the governing body have concerns about increasing the number of children attending the class, at the current high level of emotional, health and wellbeing needs that we are experiencing with our children and families, particularly since the Covid pandemic.

The following list summarises the challenges and risks of increasing the number of pupils. Please see the attached document, which provides further details.

If the Lakeside Wellbeing Class provision were to increase from 12 to 16 pupils, we risk the following issues arising:

Meeting the needs of EHWP pupils and fulfilling their IDPs (ALP) effectively

- There is considerable stability in the staffing of the provision which has contributed to excellent teamwork and a strong commitment to each and every child. We believe that this has been a critical factor in its success. It has led to the building of excellent relationships with the families of the children concerned. This has proved so important in underpinning the quality of relationships between staff and children which is such a strong characteristic of the provision as it currently stands.
- The current staffing complement (7) for 12 children is critical to allowing a high - quality provision to continue. All of the children in the provision require one to one

support during much of the day. This is because they need an adult to co-regulate with them and to keep themselves and others safe.

- Pupils need support to continue making progress in areas that are foundations for effective learning e.g., self-regulation, relationships and feeling safe in school. Pupils require a predictable educational environment that is underpinned by the principles of attachment and nurture.
- Key adults need to be emotionally and physically available, attentive and attuned to pupil's needs. Pupils require access to wider therapeutic support to enable them to process some of their experiences in a safe therapeutic space.
- Toileting needs - Intimate health and/or continence needs of children (for example, toileting support requires 2 staff members per child). The setting has one changing room equipped with a shower.

Space

- Physical space - Children in the setting find relationships with other children challenging and need space. Sometimes they are able to work/ play in twos, but rarely higher numbers. Staff model positive relationships between children. This often includes supporting distressed / dysregulated behaviour or interactions between children and helping them to return to their window of tolerance.
- Learning and therapeutic areas - The two classes are set up to allow rooms to be both therapeutic and learning environments with break out spaces and room for 1:1 sessions.
- Calming areas – we have two, beautiful, soft play rooms which are used for de-escalation / calming areas which are in constant use. Staff use these rooms to co-regulate with the children, usually on a 1:1 basis. These are also used to deliver 'relationship-based-play' activities and trauma informed therapeutic activities.
- Outdoor space – this is limited as a free flow activity on the decked area. There is one small climbing frame that around 2-3 children can use at once. Children are able to access the wider areas of outdoor space across the school, but this requires a high adult-pupil ration to be successful and keep everyone safe.

Logistics

- Transport - We do not have a dedicated taxi drop off area. A potentially unmanageable increase in practical logistics such as transport, transition within the school building (currently all 7 staff are placed in various positions according to our traffic management plan, to enable children to transition safely between classroom and taxis, e.g. gate duty, transitioning children from taxis into the building, etc)
- Multi-agency working eg visitor, meetings, conferences – to fully support children and families, there are a large number of meetings which are arranged by external parties and that take place within school hours. These always require attendance by one and sometimes two members of staff
- Paperwork, such as IDPs – all pupils in the setting have a large amount of detailed and individual information and legal paperwork, such as IDPs, PCP

meetings, Court documents and health care plans. These are high quality and need to be maintained on around a half termly basis, alongside yearly provision reviews and often, applications for future specialist provision.

Wider school involvement

The Wellbeing Class, families, children and staff, all form part of Lakeside Primary School and are part of everything we do. As a result, the class, with high numbers of multi-agency working, including safeguarding, health and safety, ALN needs and logistical daily planning, requires support and time from the senior leaders of the school, including the Headteacher and ALNCo. This would increase if the provision were to grow in number.

Funding

It was suggested at the consultation meeting that reduction in children could affect the level of funding that the class receives. Reducing the funding will obviously affect the staff>child ratio, the safety of the children, the traffic management plan, resources for the children, Health & Safety, and staff wellbeing. The current staffing complement for 12 children is critical to allowing this high -quality provision to continue.

We have identified significant risks with reducing the pupil to staff ratio and that these put at risk Cardiff's 2030 Learning Entitlement's Vision: specifically, it risks children's ability to "thrive and fulfil their potential" and "realise their dreams and ambitions"

We are keen to work together with the LA and other Wellbeing Classes / SRBs to make Cardiff a beacon of excellent practice for our emotional health and wellbeing children. We seek discussions around the points we have raised in order to get this right for our pupils across the city.

Would you like to suggest any changes or alternatives?

Changes to the proposed number of 16 down to 12 (with the current level of need), yet retaining the current funding levels.

If the Lakeside Wellbeing provision is to continue its excellent work and its current level of successful outcomes, the funding level must remain as it is currently. Such is the nature of the class that staff have to be ready at all times to deal with the unexpected (dysregulation, incontinence, safeguarding disclosure or discovery) alongside planning in the high level of correspondence, paperwork, meetings, logistics, and visitors/visits. At a higher pupil>staff ratio, we have concerns that there will be negative impacts on learning, pupil and staff wellbeing, Health & Safety, and positive outcomes.

Springwood Primary School Governing Body

May I, on behalf of governors at Springwood Primary School, confirm that we accept the proposals as outlined and discussed as part of the presentation. We understand all resources to run the Unit, will be provided from central budgets.

We have had a Wellbeing Class in our school for a number of years, and so the proposal does not mean a major change for us.

It is good to see lots of effort being put in to help and support those young children who need addition provision and congratulations for making this happen, despite pressure on budgets.

If you require anything further from me, then please don't hesitate to ask.

Derek King
(Chair of Governors).

Ysgol Gyfun Gymraeg Plasmawr Governing Body

The governing body of Ysgol Plasmawr appreciates the detailed presentation of information provided by the county regarding the establishment of an SRB at the school. We have always focused on ensuring we can provide for all students, whatever their needs, in a fully inclusive Welsh-medium environment at the school. We understand that this SRB will enable us to reduce the instances of pupils needing to move out of the Welsh-medium sector to access appropriate provision and welcome this.

Ysgol Gyfun Gymraeg Plasmawr Headteacher

Welsh medium schools provide for a fully comprehensive intake of pupils from all areas of Cardiff. With a diverse intake of pupils there will always be pupils who need additional support with their needs, including EHW needs, and the lack of provision for pupils that need more than is available in a mainstream setting has meant that these pupils currently need to leave the Welsh medium sector. We welcome this opportunity to provide for pupils with EHW pupils within the sector by establishing an SRB on the site of Ysgol Gyfun Gymraeg Plasmawr. This will allow us to respond to the needs of these pupils and ensure they have the opportunity to succeed in a Welsh medium environment. The layout of the school site will allow us to locate the provision for this small group of pupils in a manner that will not impact the provision to other pupils. The decision to locate the SRB at Ysgol Plasmawr builds on our longstanding work with EHW pupils and reflects the strengths in pastoral support noted in our recent Estyn inspection.

Ysgol Gymraeg Pwll Coch Governing Body

Pennaeth / Headteacher: Mr D Rees
Dirprwy Bennaeth / Deputy Headteacher: Mrs S Sampson
Cadeirydd y Llywodraethwyr/Chair of Governors: Mrs N Gruffudd-Evans

Ysgol Gymraeg Pwll Coch, Rhodfa Lawrenny, Lecwydd, Caerdydd. CF11 8BR
Ysgol Gymraeg Pwll Coch, Lawrenny Avenue, Leckwith, Cardiff. CF11 8BR



Teulu mawr ŷm ni i gyd

Ysgol Gymraeg Pwll Coch – Consultation Response

In 2022, the Governing Body and Headteacher agreed to open a Welsh-medium Wellbeing SRB at Ysgol Gymraeg Pwll Coch. We are proud of our inclusive ethos as a school, and when we agreed to open a temporary wellbeing class, we were keen to build on this success. We are also of the opinion that having such Welsh-medium provision in Cardiff is vital, and we were happy to support the LEA with the temporary plan.

However, despite the considerable efforts made by the Headteacher and staff in the SRB, the wellbeing provision is not working effectively and is now a serious cause for concern. These reasons have been presented by the Governing Body to LEA officers in a separate document.

After very careful consideration, it is with great regret that the Governing Body of Ysgol Gymraeg Pwll Coch has to make it clear that it cannot support the formalizing, or even the continuation of the Wellbeing SRB at the school. We are certain that the school and its staff have made every effort possible to ensure the success of the base over the past year. However, for the reasons included in the document, it is regrettable that it cannot become a permanent option.

We are grateful for the extensive discussions between the school and LEA, especially ALN and SOP officers, during the past two weeks. We note the council's acceptance of the Governing Body's decision that plans to establish a well-being class at the school cannot continue.

We look forward to working in close partnership for the benefit of all pupils in the future.

Yours faithfully,

Nona Gruffudd-Evans

Chair of Governors

On behalf of the Governing Body of Ysgol Gymraeg Pwll Coch



Parents for Welsh Medium Education's (RhAG) response to

Cardiff City Council consultation

on the

**SPECIALIST PROVISION FOR PRIMARY AND
SECONDARY LEARNERS WITH EMOTIONAL HEALTH AND WELL-BEING
NEEDS**

18 January 2024

1. RhAG wishes to thank you for the opportunity to respond to this consultation by Cardiff City Council on the **SPECIALIST PROVISION FOR**

**PRIMARY AND SECONDARY LEARNERS WITH EMOTIONAL HEALTH
AND WELL-BEING NEEDS**

2. The Welsh language education planning system through the Welsh Language Strategic Plans in education has to be a core part of planning the wider education provision of all Local Authorities. Since September 2022, Cardiff County Council has been implementing a new scheme agreed by the Welsh Government.

Increasing opportunities for learners to be able to acquire the Welsh language so that they can use it freely is the basis of the Welsh Government's ambition to reach one million speakers and the Government's own Welsh language education planning document states

"Cymraeg 2050 is clear that Welsh-medium immersion - which is where the medium of teaching and learning is delivered wholly or predominantly through the medium of Welsh - is the most reliable model for creating Welsh speakers with the skills and confidence to use the language comfortably in their everyday lives."

(Page3: <https://www.gov.wales/sites/default/files/publications/2021-02/guidance-welsh-in-education-strategic-plan.pdf>)

3. Outcome 6 of the Welsh in Education Strategic Plans (WESP) places a responsibility on the Local Authorities to be increasing the provision of education for those learners with Additional Learning needs (ALN). The outcome states as follows:

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs ("ALN") in accordance with the duties specified by the Additional Learning Needs Act and the Education Tribunal (Wales) 2018

<https://www.gov.wales/sites/default/files/publications/2021-02/guidance-welsh-in-education-strategic-plan.pdf>

We would therefore expect that the provision proposed as part of this consultation is placed under the responsibility of Outcome 6 of the County's WESP.

4. It is therefore good to see that Welsh Language Education is addressed in this consultation and that new provision is proposed for Ysgol Pwll Coch and Ysgol Gyfun Plasmawr. This is a significant improvement on the very poor situation in the past as no such provision has existed for learners in Welsh language education before temporary classes opened.
5. This lack of coverage reflects in the provision, an all too common situation. In a joint paper between the Welsh Language Commissioner and the Children's Commissioner in 2023 entitled **Welsh in the Additional Learning Needs System** it was briefly stated at the outset of the document, the key points of the report, namely
 - ALN provision in Wales should reflect the needs of a bilingual country, and under the UN Convention on the Children's Rights (UNCRC) children have the right to receive education in their own language.
 - The evidence shows that there is a long way to go in order to secure a Welsh-medium ALN system. There are significant challenges, and we accept that it will not be easy to overcome them and it will not be possible to do so overnight.
 - It is essential that the Additional Learning Needs and Education Tribunal (Wales) Act 2018 is fully implemented to drive bespoke planning and action to ensure Welsh-medium ALN provision equal to English language provision.
 - To do this effectively, local authorities must fully review ALN provision through the medium of Welsh, taking into account the needs of Welsh speakers and the extent to which these needs are being met. The evidence suggests that this has not happened in all cases, and also therefore raises questions about planning processes for improving this provision.

6. In the considerations set out for Outcome 6 in the guideline for formulating the WESP, the following two questions were suggested:

How will you assess the size and capacity of the Welsh-medium Additional Learning Needs (ALN) workforce and use the results to plan the workforce in this sector?

and

Are you engaging with parents/carers to ensure they understand the provision and the support available through the medium of Welsh?

<https://www.gov.wales/sites/default/files/publications/2021-02/guidance-welsh-in-education-strategic-plan.pdf>

7. We would therefore have expected to see a reference to the content of the WESP which responds to the above two considerations for Outcome 6 within this consultation. But there were no details on the size and capacity of the ALN workforce or the element of contact with parents/carers. Being able to demonstrate a commitment to increasing workforce capacity at school and Authority level would have been suitable here.

9. On page 19 you note

The range of proposals focuses on supporting pupils in mainstream schools, where appropriate, and on the sustainable growth of established and successful specialist provision. This would reduce the Council's reliance on out-of-county and independent places in the coming years.

Although Welsh-medium provision already exists, is it fair to note that the provision is established and successful again after only a few months' provision?

10. You also state on the same page

The overall increase in provision, to align more closely with the projected need for places, would enable a larger number of learners to be placed in provision within or closer to their local community and reduce journey times.

This is a bit of a generalisation as this is not necessarily the case for Welsh language education learners as some may have to travel across the city from the east in order to reach Pwll Coch and Plasmawr Schools.

11. We wish to note our serious concern that the consultation continually states that "schools need to understand their responsibilities and that of the governing body" in maintaining the provision, but there is no information about how

prepared the schools are in practice or how the schools are going to acquire the expertise to be able to provide the specialist maintenance for these learners from the Local Authority. We would like answers to the following:

- What is the role of the Local Authority in this regard as they are responsible for this statutory area?
- What professional training do current staff need to be able to provide this specialist service?
- Is there a mapping exercise to show the range of training available in Welsh and the number of staff in school who have already received it or want the training. It would not be fair or legal to expect a school to start providing a specialist service like this without the expertise.

12. In the case of Ysgol Pwll Coch, we also note our concern that there is insufficient information in the consultation about the implications of placing 8 children within the 5-11 age range with intensive wellbeing and emotional needs within the same class.

- What is the appropriate staffing level for this?
- How many teachers will be in class with these learners so that the education suits the age and needs of the learners? There is no information about this in the document and it is information that should be available for parents and carers of school learners to consider before starting.
- How many specialist assistants will be in class?

13. In the case of Ysgol Plasnewydd will the 20 places be for ages 11-19? If so, the above questions and more come up again for this school?

- What is the appropriate staffing level for this?
- How many teachers will be in class with these learners so that the education suits the age and needs of the learners? There is no information about this in the document and it is information that should be available for parents and carers of school learners to consider before starting.
- How many specialist assistants will be in class?
- What will the provision look like from year 10 when the exam subjects are chosen by the learners? How will the support happen then?

14. There is a misconception in the last box on page 69 which states that Ysgol Gyfun Plasmawr falls under the category of Welsh community primary school.
15. You note about staffing costs with no sums in this consultation, but what about the specialist ongoing training costs and for the Welsh language sector? Has consideration been given to the need for training staff in Welsh-language schools where there is a need to consider the linguistic background of learners in supporting them in these provisions and the fact that the field is one with a shortage of specialist resources in Welsh?
16. While you note on page 82

The Council is monitoring demand for additional learning needs provision and preference patterns in Welsh language education provision at primary and secondary age, in order to put in place appropriate plans to meet any increase in demand.

it must be remembered that the WESP requirement now asks for Local Authorities to spur the demand for Welsh language education. As numbers in Welsh language education increase then more learners come to our schools with a wider range of needs. They must be ready from the outset to support them and not to respond to every request. To spur the demand the proposal for Welsh language education must become a real choice for parents by being able to see clearly what the offer is for their child – whatever the need. Detailing the range of support available to learners on websites, on school and Local Authority social media accounts while also detailing the nature and breadth of specialist training and support school staff receive from the Local Authority, is essential.

17. Compliance with Welsh Language Standards

This consultation is not an easy proposal to measure the impact on the Welsh language in terms of Welsh language standards as it includes proposals for Welsh and English medium schools. We understand the reasoning behind coupling the proposals in this way as it draws proposals similar in nature of provision together. However in doing so, it has taken one key thing for granted which is that provision is as well established in the Welsh schools as it is in the English schools.

We know that this is not the case from our work with outcome 6 of the Welsh Education Forum. And so, we would have liked to have seen an impact measure on the Welsh and English language school schemes separately because there are differences in the effects between the two.

We are not entirely convinced that you have complied with the Welsh Language Standards which should have received detailed consideration as part of this

consultation. We particularly note standards 91, 92 and 93 which are the standards relating to consultation.

91 Policy Making

When you publish a consultation document relating to a policy decision, that document must **consider and seek opinions regarding the effects** (whether those are positive or adverse) the policy decision under consideration will have on -

- (a) opportunities for people to use Welsh, and
- (b) not treat Welsh less favourably than English.

92 Policy Making

When you publish a consultation document relating to a policy decision, that document must **consider and seek opinions on how one might formulate or modify the policy under consideration** so that it would have positive or more positive effects on -

- (a) opportunities for people to use Welsh, and
- (b) not treat Welsh less favourably than English.

93 Policy Making

When you publish a consultation document relating to a policy decision, that document must **consider and seek opinions on how one might formulate or modify the policy under consideration** so that it would not have adverse effects, or so it would have less adverse effects on -

- (a) opportunities for people to use Welsh, and
- (b) not treat Welsh less favourably than English.

We recognise that there is a discussion of the effects on Welsh as part of the document on page 81 but we cannot see any discussion that would meet the above standards in the body of the consultation or in a related document. We did not see any link with a larger impact study on Welsh on the Council page. We apologise if there was another document and would be happy to be referred to that document.

We have identified the words in bold in the above standards which we think require further consideration namely **consider and seek opinions regarding the effects**. There was no opportunity to do this specifically, although there was room in the questionnaire to comment freely.

We would suggest that there are negative impacts and risks such as

- Learners having to travel farther than their nearest Welsh language school and therefore lose contact with friends if they had to move to the specialist class.

- Risk of moving into English education in the above connection and therefore potentially losing the Welsh language. This would have an impact on the WESP's targets and on the sustainability of the provision.
- Risk of a lack of specialist training in the wide range of areas in Welsh to be able to sustainably and effectively maintain provision.
- Risk of moving into English language education as a result of a lack of transport and therefore possibly losing the Welsh language. This would have an impact on the WESP's targets and on the sustainability of the provision.

We are asking the county to give detailed consideration to our response. There is not enough substance for us to be able to be confident with the proposals of this consultation as they stand without the additional details and confirmation of the questions asked above.

We will be ready to discuss our response with Cardiff County Council officers and councillors at any convenient time as always.

Elin Maher
Parents for Welsh Education
(RhAG)

Formal Responses to the Consultation on Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

Estyn - His Majesty's Inspectorate for Education and Training in Wales

Estyn's response to the proposal to introduce specialist provision for learners with complex learning needs and/or autism at Coed Glas Primary School, Greenway Primary School and Severn Primary School.

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

The proposal is to establish specialist provision for learners with complex learning needs and/or autism in three English medium primary schools in the City of Cardiff. In doing so the Council will increase provision by 60 places, distributed equally across the three schools.

Summary/Conclusion

Overall, Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area. However, further consideration needs to be given to clearly outlining the needs of the learners, the support they need and detail in establishing and running a specialist provision within a mainstream school and the implications on all learners, staff and their parents.

Description and benefits

The local authority has set out a generally clear rationale for its proposal. Essentially, this relates to increasing demand, a lack of current provision and better distribution of specialist provision for learners with complex learning needs and/or autism, across the City.

The proposal refers to a lack of capacity in its four special schools and nine specialist resource bases. It also notes that the rebuild and extension of Riverbank Special School will see capacity increase by just over 30 additional places. Table 4 of the proposal [p.14] clearly shows how demand for "specialist placements" has increased, year-on-year since 2017, with 24% more placements being made in 2022-2023 than in 2017. However, it is not clear if this relates specifically to learners with complex

learning needs and/or autism, or all learners with ALN in specialist resource bases, including special schools and education other than at school settings [EOTAS]. The proposal goes on to demonstrate that demand is likely to increase by a further 10%, up to 2028.

The proposal [p.15] states that "...growth trends cannot be modelled to continue indefinitely above 3.8% of the overall school population...it is not anticipated that such a high proportion of learners should be placed in specialist provision, such as special school, specialist resource bases and pupils referral units...Support in mainstream school should, where appropriate, all for learners to remain within their home school community. The Council is investigating opportunities to improve facilities for *prevention* and early intervention in primary and secondary schools. The broad sentiment about mainstream schools being supported to be better placed to meet the needs of learners with ALN is welcome. However, it is not clear how the authority will prevent learners having complex learning needs and/or autism.

The proposal suggests that nurture arrangements and internal exclusion are appropriate for learners with complex learning needs and/or autism. This is a worrying feature of this proposal.

The local authority provides an overview of the benefits of the proposal. This ostensibly relates to the authority meeting demand and better distribution of specialist ALN provision in mainstream schools and the potential for reduced travel time for learners to and from provision. However, no specific information is given in relation to the broader proposed benefits for learners, or what the curriculum or wider provision including support, is likely to be.

The local authority does not provide an overview of any alternative options that may have been considered.

The local authority provides an overall timeline for the proposal, with an expected implementation date of September 2024.

The proposal notes that the two-mile walking distance to school applies equally to special schools and specialist resource facilities. The proposal goes on to state that "...the individual needs of pupils at special schools and specialist resource bases...[may] limit the scope for high rates of active travel..." In other words, it may be possible for pupils that access the specialist resource bases to be provided with free home-to-school transport.

The proposal does not indicate whether pupils will be dislocated from existing mainstream or specialist provisions and the support, including transition arrangements, that pupils and their parents are likely to need and benefit from.

The local authority does not provide any information on costs in relation to establishing provision and neither does it consider whether there is the need for any building, refurbishment, or adaptation to proposed or existing provision. It is not clear that accommodation within the proposed schools has been identified. As a result, it is not possible to comment on the suitability of accommodation.

The proposal does not provide any information in relation to proposed staffing arrangements or how staff will be supported.

The local authority has not provided a Welsh Language Impact Assessment as part of this proposal.

The local authority has not provided a Community Impact Assessment as part of this proposal.

The local authority does state that the proposal is at "...an early stage..." [p.2] The council has a series of face-to-face and online consultation events taking place between 29th November 2023 to 16th January 2024.

Education aspects of the proposal

Overall, the local authority has not considered in any detail, the likely impact of the proposals on learners with ALN, their parents or the steps that need to be taken by proposed schools and the local authority is considering fully the needs of the learners that are likely to be placed in the specialist resource bases.

Up to page 19, the proposal refers to learners with complex learning needs and/or autism. It does not define what it means by complex learning needs, nor does it indicate the level of autism of learners. The teaching and learning section on page 20 potentially changes the needs of learners to "...complex learning needs (including autism) for learners with "severe general learning disabilities. Some pupils may have associate difficulties including autism, physical or medical needs, speech and language difficulties..." It may be that this section is attempting to refer to issues of co-morbidity. However, it could also be argued that the potential broadening of need may result in the inappropriate placement of learners with varied and contrasting needs. This would not generally be in the interests of learners. Overall, the needs of the learners is too vague, as is the very limited account of how their needs will be met.

The proposal is clear that all learners will have a statutory individual development plan. However, it is not stated whether this will be maintained by the local authority, or the school.

The proposal for each of three schools indicates that two classrooms would be set up to provide a nurturing environment, including a small group room with access to a secure outside learning area and accessible toilets. This is very limited information. It is not possible to comment on the suitability of the environment as no further information has been provided. It is not clear therefore that the needs of learners with complex learning needs and/or autism, or indeed those with physical or medical needs, have been considered.

The proposal outlines that a staggered approach is taken in admitting learners and that full capacity is not usually met within the first year of opening. This would appear to be a sensible approach and will allow both learners and staff to become acclimatised to the new setting.

The proposal does not provide any information on the curriculum to be followed by learners or whether it is expected that learners will access learning or other activities alongside their mainstream peers.

Children with complex learning needs and/or autism are generally more likely to be supported by other professionals such as colleagues from health. The proposal does not provide any information regarding any consideration given to making suitable space available for other professionals to meet with pupils their parents and school staff.

The proposal does not provide information on the qualifications or experience of staff to be employed at the specialist provisions. Neither does it provide information on how staff will benefit from links with other specialist provisions in the authority or any support to be provided by the authority's special schools or ALN advisory service.

The proposal is clear that the governance of the specialist provisions will be with the governing body of the schools. However, no information is provided on how the governing bodies, headteachers and senior leaders will be supported in planning and operating the provision effectively. It is presumed that the school's additional learning needs coordinators [ALNCos] will assume leadership responsibility for provision, but this is unstated. The proposal does not give consideration to the impact of this additional responsibility or, or to any professional development needs of the ALNCos.

The proposal does not provide any information on how existing staff and learners will be prepared for the introduction of specialist resource provision at their school.

Coed Glas Primary School currently hosts a specialist resource base for children with a hearing impairment. There are no proposed changes to that provision.

The school is currently operating under full capacity with the number of pupils on roll expected to fall in the coming years.

In its most recent "school building condition and suitability assessment" the Council determined that the school building condition was judged to be poor with major defects, and suitability was judged satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas. The proposal states that the site, and local infrastructure would support the development of a specialist resources base provision. However, the proposal does not provide any information on how it will overcome its school building condition and suitability assessment in respect of the specialist resource provision.

The proposal outlines an assessment of the Council's views on the quality and standards at the school. These are positive. There is a reference to our most recent inspection of the school in January 2023. However, the proposal does not make specific reference to our judgements on the provision for and progress of pupils with ALN. In [our report](#) we note that:

- The majority of pupils with additional learning needs [ALN] make good progress in their learning.

- Staff provide strong support for pupils with ALN. There are clear system for the identification for pupils needing additional support in learning, and provision is planned effectively to support them to make good progress in their skills.
- Pupils with hearing impairments are fully included in the life of the school. These pupils work with their peers in nearly all classes, while pupils in all classes learn British Sign Language to communicate with their friends.

Greenway Primary School

The school is currently operating at full capacity, with number on roll expected to fall over the coming years.

In its most recent “school building condition and suitability assessment” the Council determined that of school building condition was judged to be satisfactory but with minor deterioration, and suitability was judged satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas.

The proposal outlines an assessment of the Council’s views on the quality and standards at the school. These are positive. There is a reference to our most recent inspection of the school in October 2022. However, the proposal does not make specific reference to our judgements on the provision for and progress of pupils with ALN. In [our report](#) we note that:

- Pupils who have ALN make strong progress from their individual starting points
- Support staff work diligently to integrate pupils with ALN into the classroom and assist teachers well.
- There are robust processes in place to identify pupils with ALN using a wide range of evidence.
- The school’s ALNCo, along with class teachers, ensures that there is prompt identification of pupils with ALN and that suitable support is put in place.
- Staff work well with their local partner schools to take forward curriculum developments and approaches to support pupils with ALN.

Severn Primary School

The school is currently operating at around 90% capacity with numbers on roll expected to decrease over the coming years.

In its most recent “school building condition and suitability assessment” the Council determined that of school building condition was judged to be poor with major defects, and suitability was judged satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas.

During our recent inspection of the school we issued a health and safety letter, noting concerns around the roof and water ingress, including the potential of debris falling from the building. The Council has responded stating that they are fully aware of the condition of the building and that building leaks “...do not form an uncontrolled health

and safety risk. Where there have been leaks the incidents have either been risk assessed or services have been isolated and on-going control measures are in place to ensure safety of occupants...” The Council advises that it is “...currently undertaking envelope surveys in order to develop a programme of work which will be shared with the school as soon as possible...”

The proposal outlines an assessment of the Council’s views on the quality and standards at the school. These are positive. There is a reference to our most recent inspection of the school in October 2023. However, the proposal does not make specific reference to our judgements on the provision for and progress of pupils with ALN. In [our report](#) we note that:

- Pupils with ALN progress well in relation to their individual starting points
- The ALNCo efficiently organises and manages valuable support for pupils with ALN.
- There are clear structures and processes in place to identify, support and monitor the progress of these pupils.
- The school works well with external agencies to ensure that support for pupils meets their individual learning needs and enables them to make good progress.

Albany Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes.

Would you like to suggest any changes or alternatives to the proposed changes?

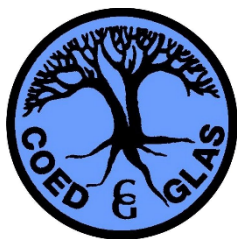
We support the proposed changes and believe any increase in provision is a positive thing. We are concerned however that it will still be insufficient to meet needs across the city. We have a significant number of pupils in our school that will require specialist provision and if the need is similar across the city more will be needed to be done so it would be interesting to know future plans.

Do you wish to make any additional comments?

Within the community our school is based in, there are a lot of pupils arriving from overseas. Often they have no identification or diagnosis of needs prior to arrival. They need enhanced support whilst working towards a specialist referral, which was previously available. We understand that there are processes and that evidence is needed before allocating specialist places but it is vital that there are reactive systems in place and the possibility of fast tracking some pupils where needs are clear.

Cathy Madge
Albany Primary School Chair of Governors

Coed Glas Primary School Governing Body



COED GLAS PRIMARY SCHOOL

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Headteacher: Mrs Sophie Notley

8.01.24

RE: Consultation to establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.

Governor's response

It was considered that an SRB would be positive for the local community. Governors considered both options for either a Complex Learning Needs or an Autism base and believed that the right decision for Coed Glas Primary would be an Autism base. This is based on the school's successful record of integration with the children in the current SRB. It was considered that the school did not have the facilities for complex needs which would do a disservice to those children. It was acknowledged by the Governing Body that staff were aware of the positive and negative challenges, but morally considered it the right decision to have an additional SRB once the practicalities had been worked out.

Governors acknowledge that there are staffing challenges coming for September 2024 and opening an additional SRB would provide an opportunity to address those should current staff wish to apply for permanent positions within the base. The non-teacher representative on the Governing Body shared that the Teaching Assistant staff were concerned about losing jobs in September and considered that several members of current staff would be interested in applying for a role within a base.

Governors agree that an autism base would be a great opportunity and further enhance what Coed Glas already has to offer. It was acknowledged that it would mean so much more if Coed Glas pupils, who needed it, were considered a priority.

Reducing the PAN

Governors firmly believe that reducing the PAN to 60 is crucial to the success of a new base at Coed Glas and to the school community as a whole. The impact of very large class sizes on children cannot be underestimated. Several parent governors have had their own children in the situation of being in a very large class before the school was able to split into three classes. Without any spare classrooms, should an SRB be opened at Coed Glas, there is a real risk of class sizes increasing to

unmanageable levels. Continuing with a PAN of 75 alongside opening an additional SRB is not feasible.

Governors and SLT have discussed the impact of having a PAN of 75 has had during the last academic year. Alongside the significant budgetary pressures of splitting very large cohorts into three classes there is the impact on staff that has led to more than one resignation. Reducing pupil mobility would reduce staff workload. A PAN of 60 has to be seen as essential should an additional SRB be opened at Coed Glas.

Workload

The Governing Body expressed concerns over staff and Senior Leadership Team workload increasing with the additional SRB. They recognise that the very challenging behaviour of a small number of children over the past term has added significantly to the workload of SLT in particular. Governors are concerned about the pressure and workload on teachers and teaching assistants, particularly where year groups already have a higher number of children from our current SRB and children with ALN requiring ALP. Governors would want assurances from ALN panels that discussions with the school leadership team would happen before any child was admitted to a new SRB to ensure that there was capacity to support these children appropriately and not to the detriment of the other children.

They agree with the headteacher that any staff recruited to a new SRB would need to have the right skills and experience to ensure that additional pressure does not always fall on SLT. Governors will be very much part of the recruitment process. Governors would like current staff to have the opportunity to access relevant training over the coming terms.

Funding

Governors are very clear that sufficient funding needs to be in place to ensure that the SRB is appropriately resourced to meet the needs of the children joining and that repairs to the demountable classrooms are also funded.

Governors also discussed concerns over the size of the current staff car park. Whilst they acknowledge the desire to encourage more sustainable forms of school travel they totally understand that many of the staff do not live nearby and have to travel some distance to work. An additional 10 staff for the new SRB would put further pressure on this car park. Governors agree with the headteacher that expanding the car park into the school field to increase spaces by 10 would go some way to improve matters. Included in these 10 additional spaces should be another two disabled bays. Governors recognise that some of the potential children joining a new SRB would be arriving via taxi. With the current SRB pupils also arriving via taxi this would put additional pressure on spaces and would be a safety concern.

Governors are already aware and have met with Cardiff Council transport representatives regarding the consultation on changes to parking outside of Coed

Glas Primary. This will further reduce the opportunity for additional staff to park nearby.

Governors discussed the concern over mainstream ALN funding being frozen. The Governors are very concerned about the impact this is having on children with IDPs requiring ALP who are in mainstream classes and the pressure this is putting on staff. Governors understand that the new SRB would be fully funded, however they wish to make their views clear about ALN funding. Governors recognise the difficulty this is putting on the school budget as these children are entitled to support. Funding for resources for the new SRB is vital. Governors have discussed the amount of £5000 shared at the consultation meeting. Governors recognise that this amount is insufficient to fund specialist resources and IT equipment for both the children, teachers and HLTAs in a new SRB. Due to Coed Glas deficit position any additional funding needed would have to come from Cardiff Council.

Staffing and budget

Coed Glas is one of many schools in a deficit position. This will have a significant impact on staffing levels next academic year. The Governors are very keen to retain as many staff as possible. There are a large number of temporary contracts due to budget restrictions and some members of staff have expressed a real interest and desire to work in a new SRB. Governors are interested in exploring recruitment to the new base for September 2024 so that any current staff who were successful at interview could avoid a break in service.

Kelvin Pritchard
Chair of Governors

Coed Glas Primary School Headteacher



COED GLAS PRIMARY SCHOOL

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Headteacher: Mrs Sophie Notley

12.01.24

RE: Consultation to establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.

Headteacher's response

We have considered both options for either a Complex Learning Needs or an Autism base and believe that the right decision for Coed Glas Primary would be an Autism base. We already have a successful model of inclusion with our current SRB and this model of integration works well for all of our pupils, staff and families.

Agreeing to establish an additional SRB at Coed Glas is fundamentally the right thing to do. We had a very successful Estyn inspection last January and Inspectors highlighted us as 'an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning.' They also noted that 'all staff provide strong support for pupils with ALN.' That being said, adding to staff workload is a real concern and ensuring that any new SRB has staff who are appropriately trained, ratios that provide the right support and is fully funded is vital to its success. School staff are stretched to their limits at the moment particularly with the pressure of having children with IDPs that are not funded. My staff want to do the very best they can for these children as well as the mainstream children but with no money to provide additional support from adults this burden often lands on the class teacher and their support staff.

Staff concerns are around pupil dysregulation and additional workload for mainstream teachers. We already run our own wellbeing provision that caters for a range of needs alongside providing much needed support for a small number of children who display significant behavioural difficulties. Our capacity for coping with any more behavioural needs is stretched to breaking point. Again, the right recruitment to any new SRB is crucial. It is vital that staff have experience and training that includes de-escalation techniques and Thrive. For a new SRB to be successful at Coed Glas it is essential that any child joining us who requires greater levels of support on a regular basis is found a more suitable place or additional funding is provided to increase levels of staffing.

Staff brought up the difficult juxtaposition of an ALN system for mainstream pupils with IDPs which is woefully underfunded alongside a new SRB that would be fully funded. We currently have several children at Coed Glas in mainstream classes who may well have ended up permanently excluded from other schools and/or referred for specialist provision. The lack of funding to sufficiently staff support with appropriately trained adults for children with ALN is a huge worry. The wider picture of lack of funding for any child with ALN needs addressing.

That being said, one of the reasons we believe having an Autism base at Coed Glas is the right decision is the number of pupils, several in Early Years, who either have a diagnosis of Autism or are on the ND pathway who are really struggling in the mainstream environment. Some of these children could be high attaining with the right provision and we have requested specialist places for them. I know that these places do not currently exist and without schools agreeing to SRBs these children will continue to struggle, damaging their experience of education and potentially leading to them becoming anxious non-attenders later.

Having met with Springwood Primary headteacher and the lead teacher for their Autism base, it seems that having an Autism SRB that caters for children who have the potential to do well but need a resource base in order to succeed would be the right decision for Coed Glas.

Barriers and solutions

From a practical standpoint we have the space to establish an SRB as the birth rate continues to drop. Vital to the success of a new SRB would be a cap on our pupil numbers at 60 rather than our current 75. Once a new SRB opens we would not be able to split very large classes of over 35 into three as all available classrooms would be in use. Teaching more than 32 children in a class is unmanageable and not a good environment for any child to succeed. This is something our families and the Governing Body are firm about. In the last few years we have had to split two classes of over 34 children into three several times. This has had a significant impact on our budget. With our deficit position this is no longer an option for us. Continuing with a PAN of 75 would mean mixed year groups which is something we are not prepared to do. Our Estyn team was very pleased that we did not have mixed year groups. Our families and Governors are firmly against this too.

Whilst I know that reducing our PAN to 60 requires an additional consultation, we need assurance that admissions would not accept children beyond a cap of 60 into any year group of two classes prior to any consultation taking place. This is essential as we have lost excellent experienced staff due to excessively large class sizes in the very recent past. It puts a huge strain on class teachers in particular. Last year we admitted well over 60 new pupils outside of Reception and Nursery intakes. 10% of these children came with ALN requiring ALP (unfunded) and 50% with EAL. Because we have a PAN of 75 we continue to admit pupils mid-year on a very regular basis. Reducing our intake to 60 would reduce pupil mobility which also adds to staff workload. The impact of having pupils with ALN, EAL and challenging

behaviours in some classes has been significant. It would be essential that serious consideration would be given by the panel regarding year groups that already have a high number of children from our current SRB alongside higher numbers of children with IDPs requiring ALP in mainstream.

Staffing and budget

Coed Glas is one of several schools in a deficit position. This will have a significant impact on our staffing levels next academic year. I am very keen to retain as many staff as possible. We have excellent people who are experienced in working with children with a range of ALN. We have a large number of temporary contracts due to budget restrictions and it is highly likely that we will have to make some difficult staffing decisions in the coming school year to attempt to reduce our deficit. Some members of staff have expressed a real interest and desire to work in a new SRB. For me, recruitment is the key to the success of a new SRB at Coed Glas. Having experienced and passionate staff is crucial. I have met with HR to discuss current contracts and processes we would need to follow. Ideally if we could recruit to the new base before September 2024 with a view to staggered starts for the children joining then any of my current staff who were interested in applying and successful at interview could avoid a break in service. I would like to access Autism training for any of my staff who are interested in working in the base over the coming two terms.

Practical points – parking

Whilst I absolutely agree that local schools for local children is the right thing, I imagine that several of the 20 children potentially starting at Coed Glas Autism SRB would be travelling to school via taxis. As a number of our children with IDPs in mainstream classes alongside children arriving in taxis for our current SRB have disabled parking rights, the two disabled parking bays are always busy in the mornings particularly with parents dropping their children off. Our school car park is not large enough to cater for the number of staff cars and taxis at the moment. I have spoken with my health and safety officer on a number of occasions recently regarding cars entering and exiting the car park at the start of the school day. There is also consultation on changing the parking outside Coed Glas which would further impact the staff ability to park nearby. We have the space to expand our car park by 10 spaces which would provide additional disabled parking bays with increased numbers of children arriving in taxis and give some additional spaces for any new staff. The increase in both staff and taxi parking would be very difficult to manage. This may seem like a minor point however it has the potential to cause additional workload for SLT who would end up trying to manage parking pressures on a daily basis. Many of our staff live outside of Cardiff and need to drive to work.

Expanding our car park is essential and would need to be funded.

Funding to improve current buildings

Our demountable classrooms would be the ideal location for an Autism SRB as it would give those children a much needed quieter space away from the busy corridors and areas of the main school whilst still being nearby to access their mainstream classes. The demountable classrooms have their own garden area and would definitely help any children with Autism to manage their dysregulation. I believe the set up funding available is £5000 per classroom. This is not enough money to kit out a classroom with any specialist resources, such as sensory equipment, that would provide the right environment for children with Autism alongside your usual classroom resources. Additional funding would be required to provide enough IT equipment for the children and the adults working there. The teachers and HLTAs would need laptops. I have absolutely no money in my school budget to fund this. These classrooms are in need of some upgrades particularly the decked walkway and steps up to the demountable classrooms need some repair, as do the fire doors. Dean Griffiths came out to assess the buildings and saw the need to do some repairs whilst recognising that the classrooms were sound. Again, due to our deficit budget this would need to be funded.

Key points:

- Autism SRB
- Reduction in our PAN to 60
- Training for current staff
- Commitment to funding resources needed
- Funding to increase our car park size to include additional disabled bays
- Repairs to demountable classrooms funded
- Consideration on start date to ensure no break in service for any current staff
- Support with recruitment



Sophie Notley
Headteacher

Greenway Primary School Governing Body / Headteacher

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Headteacher / Prifathro: Mr Nic Naish

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RE: ALN consultation response

19.1.24

Following on from a number of meetings and on behalf of the Governing Body at The Oaks Federation, we are pleased to offer our support for the proposed SRB provision at our school. We feel it will benefit our community to have the resources located at Greenway. The benefit will support learners, families and the current team to offer the very best for learners in Cardiff.

We only ask that the proposal is fully supported with appropriate funding and resources and that plans are communicated in a timely and efficient manner as the process develops.

With thanks

Nic Naish (Headteacher)
Bryan Jeffries (Chair of Governors)

**Severn Primary School Governing Body, Headteacher, Deputy Headteacher
and Additional Learning Needs Coordinator**



15th January 2024

To whom it may concern,

Detailed below is a response about how the proposed Special Resource Base (SRB) at Severn Primary School for complex learning needs and autism could be implemented effectively. The plans have been drawn up through consultation with the Severn Governing Body, the Additional Learning Needs Coordinator and the Severn Primary Senior Leadership Team.

As a school we fully support the proposal of an SRB at Severn due to the positive impact it will have on pupils and their families in accessing education and support which will meet their individual needs where mainstream education cannot. However, we want to ensure the SRB will be able to run effectively and safely alongside the current mainstream provision at Severn. Therefore, we have highlighted the benefits the SRB will bring to the school community but also the potential risks/concerns for both plans.

Plan 1

Use the whole upstairs of the main school building to house Year 6 and Year 5 and Year 4. This would create the necessary room for the SRB and allow a more flexible hall timetable for all year groups. It would also support Severn Care Club to increase in size and maintain a school library and community room for parental engagement activities and interventions for pupils.

Location and learning environment

- The SRB to be located in the current Year 3 classrooms. This is because both classrooms are situated in the heart of the school meaning pupils who access the SRB are at the centre of school life and feel included as part of Severn Primary School.

- Both classrooms are situated in the newest part of the building and therefore are in the best condition and have just recently had brand new flooring.
- Both classrooms have access to an enclosed outdoor space, nearby access to toilets for male and female and there is a room situated between both classrooms which could have a multi-purpose use, such as for changing, small group intervention, or sensory area.
- Both classes benefit from having a large store cupboard in each classroom
- Both classrooms are situated in close proximity to the main school hall which would enable pupils to more easily access assemblies and whole school events.
- There is an additional room nearby which is close to the toilets which could be used as a multi-purpose room, such as a shower/changing room for example

Plan 2

As above, but only using two classrooms and the main hall upstairs of the main school building to house the displaced classes.

Benefits and opportunities for the school

- Opportunities for pupils with complex needs to be supported in our cluster with education provision which meets their specific needs
- The SRB would further enhance Severn as an inclusive school community
- Pupils would have a personalised curriculum to help develop their skills
- Specialist teachers and teaching assistants on site to support other colleagues
- Parents would less anxious about sending their children to provision in a different part of the city.
- The SRB would offer a more inclusive approach for all stakeholders
- The school would receive additional funding to run the SRB
- There would be potential to increase the numbers of pupils who could attend Severn Care Club if the upstairs could be used to house classes. The current Reception classroom could become Severn Care Club. This would allow Nursery parents to use the provision in the morning which is not currently available. This could in turn increase numbers on roll for the school moving forward

Threats

Budget

- The school is currently running a large deficit budget for the first time this year. The ALNCO who was out of class full time now has a 2.5 day teaching commitment each week. As a result of this the ALNCO's workload is being absorbed by other senior leaders
- The threat of redundancy is extremely likely this year. This will impact negatively on the whole school in terms of losing staff.
- We understand we will receive funding to run the SRB which will be ringfenced. However, we have a number of questions about potential additional costs which the whole school budget might incur.
 1. Will the ratio of 1 teacher and two teaching assistants be sufficient as we do not currently know the specific needs of the pupils until they are allocated places? If the ratio is not sufficient and another member of staff is required, will this cost be covered by the SRB funding?
 2. If a member of staff is ill and cover is needed, will the SRB budget cover this? Will the school be able to use our Mutual Supply Fund to cover long term illness or will there be alternative arrangements?
 3. Will future pay rise costs be covered by the SRB budget so it doesn't impact on the school budget?
 4. Who will control the SRB budget? Will it be a separate budget or included as a cost centre in our main budget?
 5. Will there be a maintenance budget for the SRB classrooms and outdoor area?
 6. Will there a resource budget as part of the SRB budget? If additional specialist resources are required to support pupils, will this cost be met?
 7. Will there an additional funding to increase the leadership capacity/salaries. For example an assistant headteacher or a TLR for the lead SRB teacher.

School building

- The school building is in a poor state of repair. Half the school is currently clad in scaffolding in readiness for roof and stonework repairs. Severn is currently rated as a C. Category D schools are replaced. The school is in regular contact with Building Services to identify and plan future building works

- There are constant issues with drains, roof leaks and boilers/central heating. This eats into an already stretched budget and the time of senior leaders. Concerns regarding the roof were identified by Estyn during their inspection in early October 2023.
- The Estates Manager (EM) is retiring in August. We know it is proving difficult for many schools to attract and appoint candidates with suitable skills. Severn is a very large site and requires constant upkeep, maintenance and monitoring.
- The current KS2 pupil toilet block which SRB pupils would potentially use is very old and needs replacing
- Severn House (the EM's living accommodation) has now been vacated due to water ingress. Work is due to commence very soon on the property. This will impact negatively on access to the school building.
- As a result of the poor condition of the building, a lot of senior leaders' time is spent supporting meetings, working with the EM and keeping the building in working order on a daily basis.

Additional concerns

- Would the SRB be subject to our standard school policies? If this is the case, these would all need to be revised. Or, will specific policies be written relating to the SRB? Who will be responsible for writing these and will they need to be approved by the School's Governing Body?
- In addition to this, who will be responsible for writing risk assessments in relation to the SRB?
- The SRB will impact on daily school timetables and functions. For example, our playground areas are small and timetables would need to be staggered in order to accommodate playtimes, lunchtimes and access to these areas for lessons. This will mean less available time for the curriculum in these areas. Hence why, use of the upstairs of the school is vital (In particular the hall) to the success of the SRB and the school as a whole.
- Housing the SRB in any other location on the school site would be a short-term solution as evidence suggests pupil numbers will rise in the near future.

Overall, we are keen to support the proposal as we highlighted earlier in the letter. However, we do feel that the SRB would not function effectively unless it was located where the Year 3 classrooms currently are and that the school had access to the upstairs space in the main building.

Our school community is made up of a large percentage of pupils with English as a second language, free school meals and additional needs. In addition, many pupils start at Severn with low levels of literacy and numeracy skills compared to their peers:

“During their time at school, many pupils make good progress in most areas of learning, often from starting points that are below the level expected for their age. Around a half of pupils enter Reception with communication skills well below the level expected for their age”

Estyn October 2023.

A school library and community room are essential for helping pupils embrace a love of reading, receive bespoke literacy and numeracy intervention support and engage parents to buy into school life to support their child’s learning.

The school building also requires a lot of work in order to bring it up to standard to not only meet the demands of the SRB but the whole school community to provide the best possible learning environment for pupils and staff.

Yours sincerely

Mr Nick Wilson
Headteacher

Mr Andy Roberts
Chair of Governors

Mr Andrew Jones
Deputy Headteacher

Mrs Waj Bibi
Additional Learning Needs Coordinator

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs: summary of the responses received and appraisal of the views expressed

1. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."
3. Formal responses were received from:
 - Estyn
 - Baden Powell Primary School Governing Body
 - Baden Powell Primary School Headteacher
 - Fairwater Primary School Headteacher
 - Herbert Thompson Primary School Governing Body
 - Lakeside Primary School Governing Body
 - Springwood Primary School Governing Body
 - Ysgol Gyfun Gymraeg Plasmawr Governing Body and Headteacher
 - Ysgol Gymraeg Pwll Coch Governing Body
 - RhAG - Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education)

Estyn

4. Estyn submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - *Overall, Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area. However, further consideration needs to be given to the detail in establishing and running a specialist provision within a mainstream school and the implications on all learners, staff and their parents.*
 - *The local authority has set out a clear rationale for its proposal. Essentially, this relates to increasing demand for specialist provision and better distribution of that provision within the City.*
 - *the proposal does not provide information on the extent to which demand is increasing. The proposal refers to a lack of capacity in its special schools and the pressures in using out of county placements. However, it is not clear how the use of out of county placements is directly relevant to the proposals.*

- *It is not clear why the demand for secondary age learners is so much greater than primary and whether the proposed increases in places for both primary and secondary learners are sufficient to meet demand.*
- *no specific information is given in relation to the proposed benefits for learners, or what the curriculum or wider provision including support, is likely to be.*
- *The local authority does not provide an overview of any alternative options that may have been considered.*
- *it is not clear from the proposal whether any learners in receipt of free home-to-school transport, will be disadvantaged by not being able to access pre and/or after school provision, particularly if the timing of the transport provision isn't flexible.*
- *The proposal does not indicate whether pupils will be dislocated from existing mainstream or specialist provisions and the support, including transition arrangements, that pupils and their parents are likely to need and benefit from.*
- *The local authority does not provide information on costs in relation to establishing or replacing existing provision and neither does it consider whether there is the need for any building, refurbishment, or adaptation to proposed or existing provision. It is not clear that accommodation within the proposed schools has been identified.*
- *The proposal does not provide information in relation to proposed staffing arrangements or how staff will be supported.*
- *The local authority has not provided a Welsh Language Impact Assessment as part of this proposal. It is noted that specialist resource provision will be based in two Welsh medium schools. However, it is not clear if the provision will be through the medium of Welsh.*
- *The local authority has not provided a Community Impact Assessment as part of this proposal.*
- *Overall, the local authority has not considered in any detail, other than those issues potentially related to location and transport, the likely impact of the proposals on learners, their parents or the proposed schools.*
- *The proposal provides a high-level overview of the most recent inspection outcomes for the seven schools. However, it does not provide sufficient information on the commentary in relation to additional learning needs [ALN].*
- *Overall, inspection findings in relation to progress of and provision for pupils with ALN is positive in nearly all of the schools being considered in the proposal.*

Appraisal of views expressed

5. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.
6. The Council's Inclusion Service works closely with schools hosting specialist provision, supporting and advising on appointments; the learning environment; and the management of the learning day.
7. Schools new to hosting provision are encouraged and supported to visit existing provision, and to join professional learning forums with specialist staff working in other schools.
8. The consensus from schools currently hosting resource bases is that the experience enhances learning for all pupils, and further strengthens the inclusive ethos of the school and the community.
9. The Council coordinated an ALN Conference on 30th January 2024 with one of the themes being sharing the experience of opening and maintaining a local authority specialist resource base. The workshops were well received by schools hoping to host provision in the future and has resulted in several new schools approaching the Inclusion Service for a discussion about future opportunities.
10. The demand for emotional health and wellbeing specialist places for primary learners has increased significantly over the last 5-10 years.
11. The information included in the consultation document provides an appropriate overview of the increase in demand city wide, evidencing the increased need for places in the past five years and the projected increase in future years taking account of the changes to pupil populations and the recent trend.
12. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
13. The proposed changes in the primary age phase would increase the overall number of placements for emotional health and wellbeing from 90 places to 114 places from September 2024.
14. The proposed change in the secondary age phase would increase the number of placements for emotional health and wellbeing places by 20 from September 2024.
15. Demand for places continues to be kept under review and further proposals will be brought forward as required.
16. The majority of 'out of county' placements are day placements in the local independent sector. In January 2024 there were 207 placements of this type with

98% of these placements for learners who would be well-placed in a maintained special school or specialist resource base if there were sufficient places available.

17. The reliance on the independent sector therefore reflects a shortfall in maintained specialist provision in Cardiff. The average cost of an independent placement is at least twice the cost of a similar placement in the maintained sector, so increasing Cardiff maintained places is a more cost-effective approach to meeting learner needs. The Council also considers that standards and quality of provision are more consistent and reliable in the maintained sector.
18. The demand for specialist provision at secondary level is always higher than at primary phase. The Council believes this is likely to be the case in any Local Authority area as it arises from the changing needs of learners with additional learning needs identified over the course of their education.
19. Learners with a complex range of needs may need a specialist placement at some point in their education journey, but the age at which an individual learner would need to transfer varies according to individual needs and strengths. Many pupils are placed in a specialist setting at Reception, but many more will transfer at a later point, depending on their needs. The transfer may occur at any point in the educational journey. A proportion of learners with very complex needs will be successfully included in a local primary school but will require a more specialist setting on entry to secondary school. The population in specialist placement in Cardiff is therefore 'top heavy' as each cohort grows in size year on year.
20. Specialist provision for learners with emotional health and wellbeing needs provides a small class, nurturing environment, with a curriculum informed by THRIVE and Nurture principles. Increasing places will ensure that more learners who are struggling in a mainstream setting will benefit from access to small class therapeutic setting, where the focus is on emotional wellbeing and readiness to learn. The Emotional Health and Wellbeing Team works closely with all settings to support transition to the wellbeing classes/ Specialist Resource Base, and reintegration to their local school once the learner is ready to return. The team also facilitates professional learning across the network, with schools sharing and developing practice together.
21. The provision of wellbeing classes, specialist resource bases and special school places is part of the wider context of the continuous development of whole school inclusive practice. The majority of Cardiff schools run nurturing provision for their pupils. ELSA, and THRIVE/ Trauma Informed Schools practice are embedded across the city. The emotional health and wellbeing team provides training and support to all schools and fosters the sharing of practice across all schools.
22. The current approach to mainstream and specialist provision is regarded as successful and effective, resulting in improved outcomes for learners. There is a strong focus on continuous improvement, both at individual school level and strategically through the Whole School Approach to Emotional Health and Wellbeing. The Council did not therefore consider changing this approach, although there is a clear need to increase specialist capacity.

23. The range of proposals consulted on focus on supporting pupils in mainstream schools, where this is appropriate, and on sustainable growth of established and successful specialist provision.
24. The overall increase in provision, to more closely match the projected need for places, would allow a greater number of learners to be placed in provision that is within or closer to their local community and would reduce travel time.
25. Alternative options to establishing specialist resource base places for children with emotional health and wellbeing needs at the schools identified, and set out for each proposal within the consultation document, could include:
 - Do nothing – however, there are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the Council's financial resources than reliance on places in independent schools.
 - The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.
26. Standards at the schools subject to proposals are good and the schools have a proven track record of high-quality support for learners with Additional Learning Needs. The location of the schools also supports the distribution of emotional health and wellbeing needs places across the city and there is scope to develop the required accommodation within the existing buildings.
27. The proposals put forward are therefore considered to be a preferred option.
28. The Council follows guidance set out in Learner Travel Wales in relation to home to school transport. In the first instance, the distance criteria are applied. However, for learners attending specialist provision, home to school transport is considered on an individual basis and is agreed if this is necessary in order for the child to access their named school. This is in accordance with the statutory duties set out in Learner Travel Wales.
29. Specialist settings make their own flexible arrangements to ensure learners can access pre and/ or after school provision.
30. Decisions regarding which pupils would be proposed to attend the newly established provisions would be made on an individual basis. It is not anticipated that learners will transfer from existing specialist settings unless this is requested by their parents. The majority of learners begin in a mainstream class and transfer at an appropriate point to specialist education. High quality planning and support for transition is well established in Cardiff and is tailored where necessary to the specific needs of parents and learners.
31. The criteria for an Emotional Health and Wellbeing Specialist Resource Base placement include:
 - All children placed at the base have an Individual Development Plan (IDP)

- Parents' consent to specialist placement
 - Evidence of significant emotional health and wellbeing needs
 - Potential for mainstream reintegration to a local school
 - Clear evidence that the child's needs cannot be met in a less specialist placement with appropriate support.
 - Consultation with the school
32. The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting.
33. Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.
34. The Council provides a range of specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.
35. The accommodation requirements to allow the for the establishment of specialist resource base provision have been agreed in principle with the relevant governing bodies. The Council has developed a specification for resource bases that can be adapted for various setting and will work with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that the facilities are fit for purpose. The schools identified within the set of proposals either already host wellbeing provision on a temporary basis, or have been identified as having sites suitable for accommodating a base with investment where necessary.
36. Further information regarding staffing levels, appointments and professional learning opportunities has been provided as part of the consultation meetings held with individual schools. A summary overview of staffing and resourcing requirement for a Primary Emotional Health and Wellbeing Specialist Resource Base is as follows:
- 1 teacher, 2 Grade 4 Teaching Assistants, 1 Midday Supervisor per class of eight pupils
 - All posts are fully funded and include an ALN allowance
 - ALN resources (currently £500 per pupil)

- Staff are employed by the governing body, and are subject to school policies
 - Inclusion Service play an advisory role on appointment of teachers
 - LA provide a range of professional learning opportunities
 - Education Psychology allocation
37. A summary overview of staffing and resourcing requirement for a Secondary-age Emotional Health and Wellbeing Specialist Resource Base is as follows:
- 20 pupils (places phased in over 2-3 years)
 - 2 teachers, 4-6 TAs at a range of grades to be agreed with the school
 - All posts are fully funded and include an ALN allowance
 - ALN resources (currently £500 per pupil)
 - Staff are employed by the governing body, and are subject to school policies
 - Inclusion Service play an advisory role on appointment of teachers
 - LA provide a range of professional learning opportunities
 - Education Psychology allocation
38. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.
39. The proposals directly respond to the Welsh in Education Strategic Plan (WESP) Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
40. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
41. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
42. A 20 place specialist resource base for learners aged 4 – 11 with complex learning needs and autism spectrum condition was established at Ysgol Gymraeg Pwll Coch in September 2018.
43. A specialist resource base for learners with Autism Spectrum Condition aged 11 – 19 was established at Ysgol Gyfun Gymraeg Glantaf in September 2023. The school also has a specialist resource base for learners with complex learning needs.
44. The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

45. When considering the potential for impact on the wider community as a result of the proposed changes, the following are taken into account: Public Open space, parkland, the current use of the school facilities by the community, noise and traffic congestion.
46. The schools that might be affected by the proposals are existing schools. They offer a range of school activities, and some have community organisations offering services from the school. The views of the schools and the wider community on any potential impacts were sought as part of the consultation and any issues raised have been considered as part of the post consultation analysis process.
47. The proposed provision at Ysgol Gymraeg Pwll Coch and Ysgol Gyfun Gymraeg Plasmawr would be through the medium of Welsh.
48. Estyn's view regarding the inclusion of Additional Learning Needs information from the most recent Estyn inspections is noted.

Albany Primary School Governing Body

49. The Albany Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - *Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?*

Yes
 - *Do you support the proposal for each of the school sites?*

Yes
 - *The lack of EWB provision for primary aged pupils with emotional health and wellbeing needs in Cardiff continues to have a range of significant impacts on our school, including impacting how we use space in the school, impacting staff welfare and retention and impacting the wellbeing of pupils. An example would be a pupil waiting over two years for a placement which had an extremely significant impact on the child's wellbeing and wider family.*
 - *We welcome the increase in provision – it is much needed and will help to ease pressures on schools such as ours. However, we do not feel the provision will be sufficient for the numbers of children who need support across the city.*
 - *There will be risk of further increase in demand due to school budget pressures and the freeze on ALN funding and not being able to apply for*

additional funding leaving schools with lower levels of staffing to manage complex needs.

- We support proposals to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.*
- It is fundamentally important that provision is fit for purpose for all pupils that need it. There needs to be planned provision for girls as part of this consultation – we would like to better understand how this will be addressed. For example, will some of the new Specialist Resource Bases be focused on meeting the needs of girls? How will you ensure that the new units accept a balanced proportion of girls as well as boys?*
- With mental health challenges becoming more complex there are a significant number of girls with complex needs across the city and there needs to be sufficient provision not just in number of places but also for peers of the same gender. Many provisions explored by families are very boy dominated which can be intimidating for girls or parents when exploring provisions.*

Appraisal of views expressed

50. The Council welcomes the Governing Body's support for the proposed changes.
51. The proposals have been brought forward to address the need for increased specialist provision, both to meet the needs of children and to reduce the pressures on schools.
52. Cardiff schools are highly inclusive, with excellent practice to meet the needs of the vast majority of children, but it is essential to increase capacity to cater for the small but growing number of children who require access to a more specialist setting.
53. All wellbeing classes cater for both boys and girls. The development of new and expanded primary specialist provision will ensure appropriate facilities to allow for equitable provision for boys and girls.

Baden Powell Primary School Governing Body

54. The Baden Powell Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?*

Yes.

- *Do you support the proposal for each of the school sites?*

Baden Powell Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.*

Yes.

- *Would you like to suggest any changes or alternatives?*

No.

- *Baden Powell Primary has been well supported by the Local Authority in recent years to develop provision for pupils with additional learning needs. Since setting up the informal class, there has been a positive impact on pupils across the school, both in the wellbeing class and in the mainstream classes. Ongoing LA advice and guidance has upskilled staff to support pupils effectively. School staff are well trained in recognising what pupils need and delivering beneficial interventions to enable children to make good progress socially and academically.*
- *The Headteacher of Baden Powell Primary School has consulted with representatives of our school community including Staff, Governors, Parents and Pupils, and fully support the proposal to establish a formal 8 place specialist resource base for emotional health and wellbeing from September 2024, within our existing buildings.*

Appraisal of views expressed

55. The Council welcomes the Governing Body's support for the proposal.

Baden Powell Primary School Headteacher

56. The Baden Powell Primary School Headteacher submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)

- *Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?*

Yes.

- *Do you support the proposal for each of the school sites?*

Yes – support the following:

Baden Powell Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.*

Fairwater Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Lakeside Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Springwood Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Ysgol Gymraeg Pwll Coch

- *establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.*

No opinion on the following:

Herbert Thompson Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.*

Ysgol Gyfun Gymraeg Plasmawr

- *establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings.*

If you do or do not support the proposed changes than please explain why.

- *Baden Powell - We developed an 'in-house' well being class in response to pupil need in 2021. This has been successful in meeting the needs of our pupils and has impacted positively on pupils both in the wellbeing class and in the mainstream classes.*
- *Fairwater Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gymraeg Pwll Coch – This would replace the existing wellbeing class.*

Would you like to suggest any changes or alternatives?

No, I agree with the proposed changes.

- Baden Powell Primary has been well supported by the Local Authority in recent years to develop provision for pupils with additional learning needs. Since setting up the informal class, there has been a positive impact on pupils across the school, both in the wellbeing class and in the mainstream classes. Ongoing LA advice and guidance has upskilled staff to support pupils effectively.*
- School staff are well trained in recognising what pupils need and delivering beneficial interventions to enable children to make good progress socially and academically.*
- As Headteacher of Baden Powell Primary School, I have consulted with representatives of our school community including Staff, Governors, Parents and Pupils, and fully support the proposal to establish a formal 8 place specialist resource base for emotional health and wellbeing from September 2024, within our existing buildings.*

Appraisal of views expressed

57. The Council welcomes the Headteacher's support for the proposal.

Fairwater Primary School Headteacher

58. The Fairwater Primary School Headteacher submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)

- In terms of the SRB it is very much welcomed by myself, I think this provision will afford more responsive needs of individual pupils being met. For example, I fully support that the pupils access the SRB for as long as they need to rather than following a time scale that was previously in place*
- Our current provision/ site does not have an outdoor secure space for the children to access. This would ensure further outdoor development opportunities it would safeguard our pupils. We also have an unused toilet block that I would welcome being turned into a sensory room for supporting the needs of the pupils - this would mean investment, again, from the Local Authority.*
- I ask as the Headteacher that we are afforded the opportunity by the Local Authority to recruit an additional staff member so that we can increase our pupil capacity. I would recommend funding for a HLTA so that greater impact can be achieved.*

- *In response to the consultation, I do fully support the SRB development, however, I do recommend that further development is enabled at the SRB provision/site at Fairwater Primary School.*

Appraisal of view expressed

59. The Council welcomes the Headteacher's support for the proposal.
60. There has been significant recent investment in the facilities of the wellbeing class at Fairwater Primary School. The Council will continue to work with the Headteacher and Governing Body to ensure improvements continue as appropriate, including consideration of staffing needs, pupil numbers and development of the facilities.

Herbert Thompson Primary School Governing Body

61. The Herbert Thompson Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)

- *Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?*

Yes.

- *Do you support the proposal for each of the school sites?*

Herbert Thompson Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.*

Yes.

- *The Governing Body welcome the proposals to establish a specialist resource base at Herbert Thompson Primary School to service the needs of the Ely and Caerau children. We believe that this is a provision that is very much needed within this community.*
- *We support the establishment of the specialist resource base within the existing school buildings but reiterate the findings of the initial survey of the site that the only suitable existing building would be the former boxing club building, but that this building will require extensive refurbishment to be a suitable space for the resource base.*
- *It is our hope that the specialist resource base will be fully resourced and sustainable to support the community for many years to come. We*

welcome the proposal that the resource base will have a phased recruitment of pupils to allow time for procedures within the base to be embedded.

- *We look forward to the ongoing support of the Local Authority to fully embed the specialist resource base within Herbert Thompson Primary School.*

Appraisal of views expressed

62. The Council welcomes the Governing Body's support for the proposal.
63. The accommodation requirements to allow the for the establishment of specialist resource base provision at the school have been agreed in principle and the Council will work with the school to ensure that the facilities are fit for purpose.
64. The proposed Specialist Resource Base on the Herbert Thompson Primary School site may be accommodated within the building formerly used as a boxing club, following investment to convert the building. Alternatively, pending the outcome of feasibility works currently underway, the base may be accommodated within a new build facility replacing this building. It is acknowledged that significant work would be required to develop or replace this accommodation, and in recognition of this it is proposed that the start date for the specialist resource base provision should be from September 2025.

Lakeside Primary School Governing Body

65. The Lakeside Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - *Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?*

Yes.
 - *Do you support the proposal for each of the school sites?*

Yes – support the proposals; support proposals relating to Lakeside Primary School with amendments.
 - *Lakeside Governing Body supports the proposed changes in principle.*
 - *To clarify, pupils need to remain dual-registered throughout their time in the provision.*
 - *The governing body, leadership team and staff as a whole are fully committed to continuing the high-quality provision that currently characterises the wellbeing provision at the school. We are committed to*

ensuring that this continues assuming the transition to a formalised SRB provision takes place.

- We consider that the classes at Lakeside represent an 'invest to save' where the intensive therapeutic provision has clearly demonstrated value for money and has enabled the children to engage much more effectively with learning given their complex starting points. We are sure that the council recognises that the provision of an SRB is founded on the belief that it is much more effective to intervene to meet the needs of these most vulnerable learners before their challenges increase significantly. If this is not done, the risk that more substantial and costly intervention will be needed in the future as these young people grow older is heightened.*
- Although the class has always (on paper) been allocated 16 pupils, we have never had that many. The highest number being 12 attending at one time (we have 14 on our books currently but only 12 attend).*
- The school and the governing body have concerns about increasing the number of children attending the class, at the current high level of emotional, health and wellbeing needs that we are experiencing with our children and families, particularly since the Covid pandemic.*
- There is considerable stability in the staffing of the provision which has contributed to excellent teamwork and a strong commitment to each and every child. We believe that this has been a critical factor in its success. It has led to the building of excellent relationships with the families of the children concerned. This has proved so important in underpinning the quality of relationships between staff and children which is such a strong characteristic of the provision as it currently stands.*
- The current staffing complement (7) for 12 children is critical to allowing a high -quality provision to continue. All of the children in the provision require one to one support during much of the day. This is because they need an adult to co-regulate with them and to keep themselves and others safe.*
- Pupils need support to continue making progress in areas that are foundations for effective learning e.g., self-regulation, relationships and feeling safe in school. Pupils require a predictable educational environment that is underpinned by the principles of attachment and nurture.*
- Key adults need to be emotionally and physically available, attentive and attuned to pupil's needs. Pupils require access to wider therapeutic support to enable them to process some of their experiences in a safe therapeutic space.*

- *Toileting needs - Intimate health and/or continence needs of children (for example, toileting support requires 2 staff members per child). The setting has one changing room equipped with a shower.*
- *Physical space - Children in the setting find relationships with other children challenging and need space. Sometimes they are able to work/ play in twos, but rarely higher numbers. Staff model positive relationships between children. This often includes supporting distressed / dysregulated behaviour or interactions between children and helping them to return to their window of tolerance.*
- *Learning and therapeutic areas - The two classes are set up to allow rooms to be both therapeutic and learning environments with break out spaces and room for 1:1 sessions.*
- *Calming areas – we have two, beautiful, soft play rooms which are used for de-escalation / calming areas which are in constant use. Staff use these rooms to co-regulate with the children, usually on a 1:1 basis. These are also used to deliver ‘relationship-based-play’ activities and trauma informed therapeutic activities.*
- *Outdoor space – this is limited as a free flow activity on the decked area. There is one small climbing frame that around 2-3 children can use at once. Children are able to access the wider areas of outdoor space across the school, but this requires a high adult-pupil ration to be successful and keep everyone safe.*
- *Transport - We do not have a dedicated taxi drop off area. A potentially unmanageable increase in practical logistics such as transport, transition within the school building (currently all 7 staff are placed in various positions according to our traffic management plan, to enable children to transition safely between classroom and taxis, e.g. gate duty, transitioning children from taxis into the building, etc).*
- *Multi-agency working e.g. visitor, meetings, conferences – to fully support children and families, there are a large number of meetings which are arranged by external parties and that take place within school hours. These always require attendance by one and sometimes two members of staff.*
- *Paperwork, such as IDPs – all pupils in the setting have a large amount of detailed and individual information and legal paperwork, such as IDPs, PCP meetings, Court documents and health care plans. These are high quality and need to be maintained on around a half termly basis, alongside yearly provision reviews and often, applications for future specialist provision.*

- *The Wellbeing Class, families, children and staff, all form part of Lakeside Primary School and are part of everything we do. As a result, the class, with high numbers of multi-agency working, including safeguarding, health and safety, ALN needs and logistical daily planning, requires support and time from the senior leaders of the school, including the Headteacher and ALNCo. This would increase if the provision were to grow in number.*
- *It was suggested at the consultation meeting that reduction in children could affect the level of funding that the class receives. Reducing the funding will obviously affect the staff>child ratio, the safety of the children, the traffic management plan, resources for the children, Health & Safety, and staff wellbeing. The current staffing complement for 12 children is critical to allowing this high -quality provision to continue.*
- *We have identified significant risks with reducing the pupil to staff ratio and that these put at risk Cardiff's 2030 Learning Entitlement's Vision: specifically, it risks children's ability to "thrive and fulfil their potential" and "realise their dreams and ambitions"*
- *We are keen to work together with the LA and other Wellbeing Classes / SRBs to make Cardiff a beacon of excellent practice for our emotional health and wellbeing children. We seek discussions around the points we have raised in order to get this right for our pupils across the city.*
- *Changes to the proposed number of 16 down to 12 (with the current level of need) yet retaining the current funding levels.*
- *If the Lakeside Wellbeing provision is to continue its excellent work and its current level of successful outcomes, the funding level must remain as it is currently. Such is the nature of the class that staff have to be ready at all times to deal with the unexpected (dysregulation, incontinence, safeguarding disclosure or discovery) alongside planning in the high level of correspondence, paperwork, meetings, logistics, and visitors/visits. At a higher pupil>staff ratio, we have concerns that there will be negative impacts on learning, pupil and staff wellbeing, Health & Safety, and positive outcomes.*

Appraisal of views expressed

66. The Council welcomes the Governing Body's support for the proposal.
67. The proposal allows for dual registration where this is considered to be the most appropriate option. There would also be the option for pupils to be placed on the roll of the school.
68. There has been significant recent investment in the facilities of the wellbeing class.

69. The request of the Governing Body to reduce the formal number of places at the specialist resource base from 16 to 12 is noted. The Wellbeing Class provides for Foundation Phase children and the number of places in each class is consistent with current and proposed Foundation Phase Wellbeing classes in other bases city-wide. Any change to the proposed number would need to be considered with the context of provision at other schools and the implications for funding and staffing levels.
70. It is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school host a two class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at the Ysgol Cynefin (formerly known as The Court Special School).
71. The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.
72. The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard of provision is maintained including consideration of the needs of learners place, funding, staffing and resources. It is therefore proposed to retain an admission number of 16 with admissions to the base managed in consultation with the school allowing for the needs of children already at the base and those proposed for admission.
73. The Council will arrange for reassessment of the existing car park facilities and current arrangements to enable identification of potential options for suitable facilities for drop-off and pick-up by the dedicated school transport at an appropriate, convenient and safe location.

Springwood Primary School Governing Body

74. The Springwood Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - *On behalf of governors at Springwood Primary School, we accept the proposals as outlined and discussed as part of the presentation. We understand all resources to run the Unit, will be provided from central budgets.*
 - *We have had a Wellbeing Class in our school for a number of years, and so the proposal does not mean a major change for us.*
 - *It is good to see lots of effort being put in to help and support those young children who need addition provision and congratulations for making this happen, despite pressure on budgets.*

Appraisal of views expressed

75. The Council welcomes the Governing Body's support for the proposal.

Ysgol Gyfun Gymraeg Plasmawr Governing Body

76. The Ysgol Gyfun Gymraeg Plasmawr Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)

- *The governing body of Ysgol Plasmawr appreciates the detailed presentation of information provided by the county regarding the establishment of an SRB at the school.*
- *We have always focused on ensuring we can provide for all students, whatever their needs, in a fully inclusive Welsh-medium environment at the school.*
- *We understand that this SRB will enable us to reduce the instances of pupils needing to move out of the Welsh-medium sector to access appropriate provision and welcome this.*

Appraisal of views expressed

77. The Council welcomes the Governing Body's support for the proposal.

Ysgol Gyfun Gymraeg Plasmawr Headteacher

78. The Ysgol Gyfun Gymraeg Plasmawr Headteacher submitted a response which included the following points: (a copy of the full response can be seen at Appendix 8)

- *Welsh medium schools provide for a fully comprehensive intake of pupils from all areas of Cardiff. With a diverse intake of pupils there will always be pupils who need additional support with their needs, including EHW needs, and the lack of provision for pupils that need more than is available in a mainstream setting has meant that these pupils currently need to leave the Welsh medium sector.*
- *We welcome this opportunity to provide for pupils with EHW pupils within the sector by establishing an SRB on the site of Ysgol Gyfun Gymraeg Plasmawr.*
- *This will allow us to respond to the needs of these pupils and ensure they have the opportunity to succeed in a Welsh medium environment.*
- *The layout of the school site will allow us to locate the provision for this small group of pupils in a manner that will not impact the provision to other pupils.*

- *The decision to locate the SRB at Ysgol Plasmawr builds on our longstanding work with EHW pupils and reflects the strengths in pastoral support noted in our recent Estyn inspection.*

Appraisal of views expressed

79. The Council welcomes the Headteacher's support for the proposal.

Ysgol Gymraeg Pwll Coch Governing Body

80. The Ysgol Gymraeg Pwll Coch Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)

- *In 2022, the Governing Body and Headteacher agreed to open a Welsh-medium Wellbeing SRB at Ysgol Gymraeg Pwll Coch. We are proud of our inclusive ethos as a school, and when we agreed to open a temporary wellbeing class, we were keen to build on this success. We are also of the opinion that having such Welsh-medium provision in Cardiff is vital, and we were happy to support the LEA with the temporary plan.*
- *However, despite the considerable efforts made by the Headteacher and staff in the SRB, the wellbeing provision is not working effectively and is now a serious cause for concern. These reasons have been presented by the Governing Body to LEA officers in a separate document.*
- *After very careful consideration, it is with great regret that the Governing Body of Ysgol Gymraeg Pwll Coch has to make it clear that it cannot support the formalizing, or even the continuation of the Wellbeing SRB at the school. We are certain that the school and its staff have made every effort possible to ensure the success of the base over the past year. However, for the reasons included in the document, it is regrettable that it cannot become a permanent option.*
- *We are grateful for the extensive discussions between the school and LEA, especially ALN and SOP officers, during the past two weeks. We note the council's acceptance of the Governing Body's decision that plans to establish a well-being class at the school cannot continue.*
- *We look forward to working in close partnership for the benefit of all pupils in the future.*

Appraisal of views expressed

81. The support of the Headteacher and Governing Body of Ysgol Gymraeg Pwll Coch in setting up and hosting a Wellbeing Class for primary-age learners in Welsh-medium is welcomed. The provision has supported several children to continue in Welsh medium education whose needs required this specific provision. The school has shown the capacity and willingness to innovate, in

order to ensure learners in the sector have equitable access to nurturing, therapeutic support, in the language of their choice.

82. The Council acknowledges the school's concerns and their wish to discontinue the provision. It is therefore proposed to not proceed with the formalisation of the Wellbeing Class as a specialist resource base at this time and to develop alternative options to meet the needs of children in the Welsh-medium sector.
83. The Council will continue to work with the school to address issues and to identify appropriate provision for the children currently enrolled in the Wellbeing Class.
84. The points raised during by the Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

RhAG - Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education)

85. RhAG - Rhieni Dros Addysg Gymraeg (Parents for Welsh Medium Education) submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - *It is good to see that Welsh Language Education is addressed in this consultation and that new provision is proposed for Ysgol Pwll Coch and Ysgol Gyfun Plasmawr. This is a significant improvement on the very poor situation in the past as no such provision has existed for learners in Welsh language education before temporary classes opened.*
 - *How will you assess the size and capacity of the Welsh-medium Additional Learning Needs (ALN) workforce and use the results to plan the workforce in this sector?*
 - *Are you engaging with parents/carers to ensure they understand the provision and the support available through the medium of Welsh?*
 - *The overall increase in provision, to align more closely with the projected need for places, would enable a larger number of learners to be placed in provision within or closer to their local community and reduce journey times. This is a bit of a generalisation as this is not necessarily the case for Welsh language education learners as some may have to travel across the city from the east in order to reach Pwll Coch and Plasmawr Schools.*
 - *We wish to note our serious concern that the consultation continually states that "schools need to understand their responsibilities and that of the governing body" in maintaining the provision, but there is no information about how prepared the schools are in practice or how the schools are going to acquire the expertise to be able to provide the specialist maintenance for these learners from the Local Authority. We would like answers to the following:*

- *What is the role of the Local Authority in this regard as they are responsible for this statutory area?*
- *What professional training do current staff need to be able to provide this specialist service?*
- *Is there a mapping exercise to show the range of training available in Welsh and the number of staff in school who have already received it or want the training. It would not be fair or legal to expect a school to start providing a specialist service like this without the expertise.*
- *In the case of Ysgol Pwll Coch, we also note our concern that there is insufficient information in the consultation about the implications of placing 8 children within the 5-11 age range with intensive wellbeing and emotional needs within the same class.*
 - *What is the appropriate staffing level for this?*
 - *How many teachers will be in class with these learners so that the education suits the age and needs of the learners? There is no information about this in the document and it is information that should be available for parents and carers of school learners to consider before starting.*
 - *How many specialist assistants will be in class?*
- *In the case of Ysgol Plasmawr will the 20 places be for ages 11-19? If so, the above questions and more come up again for this school?*
 - *What is the appropriate staffing level for this?*
 - *How many teachers will be in class with these learners so that the education suits the age and needs of the learners? There is no information about this in the document and it is information that should be available for parents and carers of school learners to consider before starting.*
 - *How many specialist assistants will be in class?*
 - *What will the provision look like from year 10 when the exam subjects are chosen by the learners? How will the support happen then?*
- *There is a misconception in the last box on page 69 which states that Ysgol Gyfun Plasmawr falls under the category of Welsh community primary school.*
- *You note about staffing costs with no sums in this consultation, but what about the specialist ongoing training costs and for the Welsh language*

sector? Has consideration been given to the need for training staff in Welsh-language schools where there is a need to consider the linguistic background of learners in supporting them in these provisions and the fact that the field is one with a shortage of specialist resources in Welsh?

- *It must be remembered that the WESP requirement now asks for Local Authorities to spur the demand for Welsh language education. As numbers in Welsh language education increase then more learners come to our schools with a wider range of needs. They must be ready from the outset to support them and not to respond to every request. To spur the demand the proposal for Welsh language education must become a real choice for parents by being able to see clearly what the offer is for their child – whatever the need. Detailing the range of support available to learners on websites, on school and Local Authority social media accounts while also detailing the nature and breadth of specialist training and support school staff receive from the Local Authority, is essential.*
- *This consultation is not an easy proposal to measure the impact on the Welsh language in terms of Welsh language standards as it includes proposals for Welsh and English medium schools. We understand the reasoning behind coupling the proposals in this way as it draws proposals similar in nature of provision together. However in doing so, it has taken one key thing for granted which is that provision is as well established in the Welsh schools as it is in the English schools.*
- *We know that this is not the case from our work with outcome 6 of the Welsh Education Forum. And so, we would have liked to have seen an impact measure on the Welsh and English language school schemes separately because there are differences in the effects between the two.*
- *We are not entirely convinced that you have complied with the Welsh Language Standards which should have received detailed consideration as part of this consultation. We particularly note standards 91, 92 and 93 which are the standards relating to consultation.*
- *We have identified the words in bold in the above standards which we think require further consideration namely consider and seek opinions regarding the effects. There was no opportunity to do this specifically, although there was room in the questionnaire to comment freely.*
- *We would suggest that there are negative impacts and risks such as*
 - *Learners having to travel farther than their nearest Welsh language school and therefore lose contact with friends if they had to move to the specialist class.*
 - *Risk of moving into English education in the above connection and therefore potentially losing the Welsh language. This would have an impact on the WESP's targets and on the sustainability of the provision.*

- *Risk of a lack of specialist training in the wide range of areas in Welsh to be able to sustainably and effectively maintain provision.*
- *Risk of moving into English language education as a result of a lack of transport and therefore possibly losing the Welsh language. This would have an impact on the WESP's targets and on the sustainability of the provision.*

Appraisal of views expressed

86. Development of a specialist workforce is embedded in the development of additional learning needs knowledge and skills for the whole Welsh medium workforce in schools, and opportunities for further development for staff working in additional learning needs support roles. The Council provides a wide range of professional learning opportunities in relation to additional learning needs, ensuring this is accessible to staff from both English and Welsh medium sectors. Educational Psychologist and specialist teachers work closely with classroom and staff in schools, advising, coaching and supporting. They provide a range of courses that can be delivered to the whole school, to groups of staff and to individuals.
87. Specialist staff are often recruited from the mainstream workforce, having developed an interest in the area, and having demonstrated sufficient experience in supporting learners with additional learning needs. The Council supports schools in relation to appointments and advises on a professional learning plan for staff, whether they are new to specialist role, or have previous experience. This approach to workforce development is the same for both the Welsh and English medium sectors.
88. Details of how the Council proposes to increase the number of teaching/support staff able to teach Welsh (as a subject) and teach through the medium of Welsh are outlined in the adopted Welsh in Education Strategic Plan (WESP) (Outcome 7).
89. A copy of the Welsh in Education Strategic Plan can be viewed at www.cardiff.gov.uk
90. The Council's Inclusion team continue to work alongside admissions and families to ensure parents and carers are aware of the provision and support through the medium of Welsh. This includes regular review of the information provided in the admissions booklet, options for support set out on the Council's website and through the establishment of Individual Development Plans.
91. Parents/carers are always involved in any decision to place their child in a more specialist setting. The child's school and specialists working with the school will explain the options to parents, support them to visit the settings, so they can offer an informed opinion as to the best next step for their child.
92. The Council's Inclusion Service works very closely with schools who are developing or hosting specialist provision. The responsibility and budget are

delegated to the Governing Body, but specialist staff support and advise on appointments and development of a specialist curriculum. The service facilitates a range of professional learning opportunities, including sharing of practice between schools.

93. The concerns regarding age range and number of places are noted and consideration will be given as to whether this is appropriate, or whether staffing and place number need to be reconsidered.
94. The standard staff/pupil ratio for a wellbeing class is a teacher and two teaching assistants for a class of 8. This is kept under review and can be varied where the needs of learners would require this.
95. The 20 places at Ysgol Gyfun Gymraeg Plasmawr would be for KS3 and KS4 learners. Every learner in the base would have a Post 16 Transition plan from age 14, to ensure an appropriate learning pathway. Where appropriate, this would include the option of continuing at Ysgol Plasmawr for Post 16 education.
96. In common with several other resource bases in Cardiff, pupils would not be taught in discrete classes but would benefit from a bespoke programme of learning that includes supported access to mainstream learning, complemented by supported learning and interventions in the base. This ensures that each learner can access a range of subject choices.
97. The standard staffing for a secondary base of this type includes two teachers and a number of teaching assistants, which may vary according to the range of needs. however, as above, learners will also have access to learning in mainstream classes.
98. Ysgol Gyfun Gymraeg Plasmawr is a Welsh-medium community secondary school.
99. Cardiff Inclusion Service has a well-established programme of workforce development/ ALN professional learning in place, which includes training and development for classroom staff; for ALN specific staff and for specialist staff. This includes advice and support from specialist staff who are Welsh speakers and have significant experience of teaching in the Welsh-medium sector.
100. Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
101. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
102. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance

ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.

103. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
104. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.
105. The approved WESP commits to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition.
106. Outcome 6 of the WESP commits to an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
107. A strategic approach to developing specialist ALN provision has been developed to enable the LA to plan for the future of ALN provision within the Local Authority, to understand our current resource availability and to address need in the medium and long term.
108. To achieve this outcome and ensure high quality additional learning provision for all pupils in Welsh-medium education who have or may develop additional learning needs, in the first 5 years the Council will:
 - Further develop the range of professional learning opportunities in relation to ALN to build capacity of the Welsh medium workforce to identify and meet a range of additional learning needs.
 - Continue to support a range of approaches to early intervention and support across all Welsh-medium schools, to ensure equal linguistic opportunity.
 - Provide information and advice for children and young people and their families, ensuring school and Council websites include information about how additional learning needs are identified and addressed in our Welsh-medium schools, including information about specialist provision.
 - Regularly seek the views of learners and their families about the effectiveness and impact of additional learning provision to 'keep additional learning provision under review'.

- Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt out of this sector have ALN IDPs in place to ensure an improved understanding of concerns appropriate reassurance and support is provided with a view to reconsideration to remain.
- Review the impact of the Welsh-medium primary Wellbeing Class and the secondary 'virtual Specialist Resource Base' for pupils with emotional health and wellbeing needs along with considering the learning and implications for future development of specialist provision in the sector.
- Review Welsh medium 'Stage 3 and Stage 4' provision as part of a city-wide review, to determine how best to further improve early intervention and prevention of ALN.
- Develop and deliver an increased number of secondary specialist places to be delivered in specialist resource bases located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need.
- Develop and deliver an increased number of primary specialist places to be delivered in specialist resource bases in at least three primary schools that promote to the relevant secondary schools.

Over the next 10 years the Council will:

- Deliver further ALN SRBs on primary sites as large residential LDP areas develop.
- Work with partners in Health to improve access to therapy support and advice through the medium of Welsh.
- Work with Welsh Government and other partners to improve access to assessments and resources in the medium of Welsh.

109. The views expressed regarding the Language Standards have been noted and will be reflected in future consultations.

110. It is acknowledged that children accessing Welsh-medium provision may have to travel further as there are currently fewer Welsh-medium schools than English-medium schools. However, whilst providing a greater geographical spread of specialist on mainstream classes delivered through the medium of Welsh remains a target, the timing of this development must also consider the needs of learners who would potentially have reduced social interaction with peers in a base if there were fewer pupils in each.

111. As set out in the WESP, the Council is committed to increasing the number and distribution of additional learning needs places across the sector, monitoring requests for transfer from Welsh-medium into the English and developing an

improved understanding of concerns, appropriate reassurance and support with a view to reconsideration to remain.

112. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.
113. There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured as measured by the shortest available walking route.
114. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk.

Other responses received

Demand for places

115. *More EHW provision is needed in Cardiff. Vital to support children to develop resilience.*
116. *The proposed changes will not be sufficient to meet demand for places across the city.*

Appraisal of views expressed

117. The current proposals are in addition to previously agreed changes currently being implemented, including the proposals for a new specialist resource base at Cardiff West Community High School, Eastern High and an expansion of Ysgol Cynefin (formerly The Court Special School).
118. The proposed changes in the primary age phase would increase the overall number of placements for emotional health and wellbeing from 90 places to 114 places from September 2024.
119. The proposed change in the secondary age phase would increase the number of placements for emotional health and wellbeing places by 20 from September 2024.
120. Demand for places continues to be kept under review and further proposals will be brought forward as required.

Availability of provision

121. *Provision must be fit for purpose and capable of meeting the needs of both boys and girls. How will the Council ensure the new units accept a balanced proportion of boys and girls? Many provisions are 'boy dominated' which can be intimidating for girls and families.*

122. *There needs to be a balance in the number of places for boys and girls.*

Appraisal of views expressed

123. All of the proposed Specialist Resource Base provision will cater for both boys and girls. Previous proposals have clarified that provision currently focussed on provision for boys will become mixed settings.

Understanding of impact of Emotional Health and Wellbeing

124. *There needs to be a better understanding of the impact of EHW on learning to ensure consistent positive practice across all schools.*

Appraisal of views expressed

125. There is a wide range of excellent practice established or developing in Cardiff schools as part of the Welsh Government initiative to promote 'a whole school approach to emotional health and wellbeing'.

Impact of insufficient staffing on the Wellbeing class at Fairwater Primary School

126. *Insufficient staffing levels at the Fairwater wellbeing class which impacts on safeguarding, the ability of staff to deliver proactive interventions to support both emotional and academic development, issues at drop off and pick up times with children dysregulating, children joining the class when time is needed to establish trust and routines, the need for intensive support in all areas of the curriculum, the need to protect children who are dysregulating and the other children in the class at the same time, the time needed to liaise with external professionals, Children's Services, Medical Services and parents and the time needed to prepare/review Individual Development Plans (IDPs).*

Appraisal of views expressed

127. The Fairwater Primary School Wellbeing Class staffing model is consistent with other Key Stage 2 Wellbeing Class provision across the city.

128. A summary overview of staffing and resourcing requirement for the proposed specialist resource base is as follows:

- 1 teacher, 2 Grade 4 Teaching Assistants, 1 Midday Supervisor per class of eight pupils
- All posts are fully funded and include an ALN allowance
- ALN resources (currently £500 per pupil)
- Staff are employed by the governing body, and are subject to school policies
- Inclusion Service play an advisory role on appointment of teachers
- LA provide a range of professional learning opportunities
- Education Psychology allocation

129. Staff ratios, skills and experience are kept under review in all settings. A range of specialist services will continue to work closely with the school to ensure all learners' needs can be effectively met.

Specialist Provision for Primary Aged Learners with Complex Learning Needs and/or Autism: summary of the responses received and appraisal of the views expressed

130. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.

131. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed".

132. Formal responses were received from:

- Estyn
- Albany Primary School Governing Body
- Coed Glas Primary School Governing Body
- Coed Glas Primary School Headteacher
- Greenway Primary School Governing Body and Headteacher
- Severn Primary School Governing Body and Headteacher

Estyn

133. Estyn submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)

- *Overall, Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area. However, further consideration needs to be given to clearly outlining the needs of the learners, the support they need and detail in establishing and running a specialist provision within a mainstream school and the implications on all learners, staff and their parents.*
- *The local authority has set out a generally clear rationale for its proposal. Essentially, this relates to increasing demand, a lack of current provision and better distribution of specialist provision for learners with complex learning needs and/or autism, across the City.*
- *The proposal refers to a lack of capacity in its four special schools and nine specialist resource bases. It also notes that the rebuild and extension of Riverbank Special School will see capacity increase by just over 30 additional places. Table 4 of the proposal [p.14] clearly shows how demand for "specialist placements" has increased, year-on-year since 2017, with 24% more placements being made in 2022-2023 than in 2017. However, it is not clear if this relates specifically to learners with complex learning needs and/or autism, or all learners with ALN in specialist resource bases, including special schools and education other than at school settings [EOTAS]. The proposal goes on to demonstrate that demand is likely to increase by a further 10%, up to 2028.*

- *The Council is investigating opportunities to improve facilities for prevention and early intervention in primary and secondary schools. The broad sentiment about mainstream schools being supported to be better placed to meet the needs of learners with ALN is welcome. However, it is not clear how the authority will prevent learners having complex learning needs and/or autism.*
- *The proposal suggests that nurture arrangements and internal exclusion are appropriate for learners with complex learning needs and/or autism. This is a worrying feature of this proposal.*
- *No specific information is given in relation to the broader proposed benefits for learners, or what the curriculum or wider provision including support, is likely to be.*
- *The local authority does not provide an overview of any alternative options that may have been considered.*
- *The proposal does not indicate whether pupils will be dislocated from existing mainstream or specialist provisions and the support, including transition arrangements, that pupils and their parents are likely to need and benefit from.*
- *The local authority does not provide any information on costs in relation to establishing provision and neither does it consider whether there is the need for any building, refurbishment, or adaptation to proposed or existing provision. It is not clear that accommodation within the proposed schools has been identified. As a result, it is not possible to comment on the suitability of accommodation.*
- *The proposal does not provide any information in relation to proposed staffing arrangements or how staff will be supported.*
- *The local authority has not provided a Welsh Language Impact Assessment as part of this proposal.*
- *The local authority has not provided a Community Impact Assessment as part of this proposal.*
- *Overall, the local authority has not considered in any detail, the likely impact of the proposals on learners with ALN, their parents or the steps that need to be taken by proposed schools and the local authority is considering fully the needs of the learners that are likely to be placed in the specialist resource bases.*
- *Up to page 19, the proposal refers to learners with complex learning needs and/or autism. It does not define what it means by complex learning needs, nor does it indicate the level of autism of learners.*

- *The teaching and learning section on page 20 potentially changes the needs of learners to “..complex learning needs (including autism) for learners with “severe general learning disabilities. Some pupils may have associate difficulties including autism, physical or medical needs, speech and language difficulties...” It may be that this section is attempting to refer to issues of co-morbidity.*
- *The potential broadening of need may result in the inappropriate placement of learners with varied and contrasting needs. This would not generally be in the interests of learners. Overall, the needs of the learners is too vague, as is the very limited account of how their needs will be met.*
- *The proposal is clear that all learners will have a statutory individual development plan. However, it is not stated whether this will be maintained by the local authority, or the school.*
- *It is not possible to comment on the suitability of the environment as no further information has been provided. It is not clear therefore that the needs of learners with complex learning needs and/or autism, or indeed those with physical or medical needs, have been considered.*
- *The proposal outlines that a staggered approach is taken in admitting learners and that full capacity is not usually met within the first year of opening. This would appear to be a sensible approach and will allow both learners and staff to become acclimatised to the new setting.*
- *The proposal does not provide any information on the curriculum to be followed by learners or whether it is expected that learners will access learning or other activities alongside their mainstream peers.*
- *The proposal does not provide any information regarding any consideration given to making suitable space available for other professionals to meet with pupils their parents and school staff.*
- *The proposal does not provide information on the qualifications or experience of staff to be employed at the specialist provisions. Neither does it provide information on how staff will benefit from links with other specialist provisions in the authority or any support to be provided by the authority’s special schools or ALN advisory service.*
- *No information is provided on how the governing bodies, headteachers and senior leaders will be supported in planning and operating the provision effectively. It is presumed that the school’s additional learning needs coordinators [ALNCos] will assume leadership responsibility for provision, but this is unstated. The proposal does not give consideration to the impact of his additional responsibility or, or to any professional development needs of the ALNCos.*

- *The proposal does not provide any information on how existing staff and learners will be prepared for the introduction of specialist resource provision at their school.*
- *With regards to Coed Glas Primary School, the proposal does not provide any information on how it will overcome its school building condition and suitability assessment in respect of the specialist resource provision.*
- *The proposals provide a high-level overview of the most recent inspection outcomes for the seven schools. However, it does not provide sufficient information on the commentary in relation to additional learning needs [ALN].*

Appraisal of views expressed

134. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.
135. The Council's Inclusion Service works closely with schools hosting specialist provision, supporting and advising on appointments, the learning environment, and the management of the learning day.
136. Schools new to hosting provision are encouraged and supported to visit existing provision, and to join professional learning forums with specialist staff working in other schools.
137. The consensus from schools currently hosting resource bases is that the experience enhances learning for all pupils, and further strengthens the inclusive ethos of the school and the community.
138. The Council coordinated an ALN Conference on 30th January 2024 with one of the themes being sharing the experience of opening and maintaining a local authority specialist resource base. The workshops were well received by schools hoping to host provision in the future and has resulted in several new schools approaching the Inclusion Service for a discussion about future opportunities.
139. The information included in the consultation document sought to provide an overview of the increase in demand city wide. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
140. The proposed changes would provide 60 additional permanent primary age complex learning needs and/or autism specialist places from September 2024.
141. Demand for places continues to be kept under review and further proposals will be brought forward as required.
142. Cardiff schools are highly inclusive settings with very well-established systems and approaches for supporting the vast majority of learners, including those with

additional learning needs with very high support needs. This is widely reflected and evidenced in ESTYN reports and thematic reviews. A nurture approach has significant benefits for many learners who are struggling in school for emotional or mental health reasons. Well thought out, supportive arrangements for 'internal exclusion' can be highly effective in supporting learners who are at high risk of exclusion, to remain in school and develop the behaviours for learning that will enable them to reintegrate to their class at the earliest opportunity.

143. The Council is fully committed to supporting and further developing inclusive practice and rejects any notion that 'internal exclusion' is an appropriate approach to supporting the learning of pupils with additional learning needs. However, there is very well-evidenced and established nationally and indeed internationally, that some learners are best included in learning and supported in their wellbeing by having access to a more specialist setting, with high staff-pupil ratios, access to specialist staff and facilities and a special designed curriculum able to support their complex learning needs.
144. Specialist provision for learners with complex learning needs provides a small class, nurturing environment, with a specialist curriculum suitable for learners experiencing severe learning difficulties. Classes are small, with a high staff/pupil ratio and programmes of learning are tailored to the individual needs and potential of each learner. Specialist resource bases specifically for learners with autism are focussed on enabling learners to access mainstream learning wherever possible, complemented by more specialist support and intervention where required, and ensuring learners' individual needs and potential inform their learning plan.
145. Increasing the number of places will ensure that more learners who are struggling in a mainstream setting will be able to access a more tailored programme of support, taking account of learners sensory and emotional needs, as well as focussed support for social interaction and communication.
146. The current approach to mainstream and specialist provision is regarded as successful and effective, resulting in improved outcomes for learners.
147. The range of proposals consulted on focus on supporting pupils in mainstream schools, where this is appropriate, and on the sustainable growth of specialist provision.
148. These proposals would provide 60 additional permanent primary age complex learning needs and/or autism specialist places.
149. The overall increase in provision, to more closely match the projected need for places, would allow a greater number of learners to be placed in provision that is within or closer to their local community and would reduce travel time.
150. Alternative options to establishing specialist resource base places for children with complex learning needs and or autism at the schools identified could include:
 - Do nothing. There are not enough specialist places in Cardiff. An expansion of in-county provision would provide a more efficient and effective use of the

Council's financial resources than reliance on places in independent schools.

- The establishment of new specialist provision on other school sites and/or a different number of places in the current or proposed bases.
151. Standards at the schools subject to proposals are good and the schools have a proven track record of high-quality support for learners with additional learning needs. The location of the schools also supports the distribution of places across the city and there is scope to develop the required accommodation within the existing buildings.
152. The proposals put forward are therefore considered to be a preferred option.
153. Decisions regarding which pupils would be proposed to attend the newly established provisions would be made on an individual basis. It is not anticipated that learners will transfer from existing specialist settings unless this is requested by their parents. The majority of learners begin in a mainstream class and transfer at an appropriate point to specialist education. High quality planning and support for transition is well established in Cardiff and is tailored where necessary to the specific needs of parents and learners.
154. The criteria for a Complex Learning Needs and/or Autism Specialist Resource Base placement include:
- All children placed at the base have an Individual Development Plan (IDP)
 - Parents' consent to specialist placement
 - Severe learning delays
 - Learners may also have secondary needs such as speech and language, physical/medical, communication/autism, sensory needs, emotional development
 - Clear evidence that the child's needs cannot be met in a less specialist placement with appropriate support
 - Consultation with the school
155. The Council acknowledges that a change in environment can be unsettling and upsetting for children with additional learning needs. Individual learners with additional learning needs would only be impacted by the proposed changes at the point they are admitted to a specialist setting.
156. Cardiff schools have well-established processes for planning and supporting transition between settings. The Council continues to work with schools to identify appropriate transition arrangements for pupils with additional learning needs. The arrangements are dependent on individual need and are progressed as required. The pupil's current and proposed schools work with the learner and their family, and any other specialists who may be involved, to ensure the child or young person is well-prepared and experiences success. This process will be the same, whether the learner is admitted to an existing specialist setting or a newly opened setting.

157. The Council provides a range of support to specialist support to schools including specialist staff, CPD support for staff development, ALNCO forums, cluster ALNCO meetings, termly additional learning needs updates for Headteachers and regular updates for governing bodies. The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational standards.
158. The accommodation requirements to allow for the establishment of specialist resource base provision have been agreed in principle with the relevant governing bodies. The Council has developed a specification for resource bases that can be adapted for various setting and will work with schools to identify appropriate locations within the existing buildings with appropriate investment to ensure that the facilities are fit for purpose.
159. Further information regarding staffing levels, appointments and professional learning opportunities has been provided as part of the consultation meetings held with individual schools.
160. A summary overview of staffing and resourcing requirements is given below.
161. Primary Complex Learning Needs and/or Autism Specialist Resource Base staffing and resourcing:
- 2 classes of 10 pupils
 - 1 teacher, 2 G4 TAs, 1 Midday Supervisor per class
 - All posts are fully funded and include an ALN allowance
 - ALN resources (currently £500 per pupil)
 - Staff are employed by the governing body, and are subject to school policies
 - Inclusion Service play an advisory role on appointment of teachers
 - LA provide a range of professional learning opportunities
 - Education Psychology allocation
162. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
163. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
164. A 20-place specialist resource base for learners aged 4 – 11 with complex learning needs and autism spectrum conditions was established at Ysgol Gymraeg Pwll Coch in September 2018.

165. A specialist resource base for learners with Autism Spectrum Condition aged 11 – 19 was established at Ysgol Gyfun Gymraeg Glantaf in September 2023. The school also has a specialist resource base for learners with complex learning needs.
166. The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.
167. When considering the potential for impact on the wider community as a result of the proposed changes, the following are taken into account: Public Open space, parkland, the current use of the school facilities by the community, noise and traffic congestion.
168. The schools that might be affected by the proposals are existing schools. They offer a range of school activities, and some have community organisations offering services from the school. The views of the schools and the wider community on any potential impacts were sought as part of the consultation and any issues raised have been considered as part of the post consultation analysis process.
169. The inclusion of “some pupils may have associate difficulties including autism, physical or medical needs, speech and language difficulties...” at page 20 of the consultation document is a description of co-morbidity, written for non-specialists who may not be familiar with this concept. It should not be considered as meaning that learners with a widely disparate range of learning levels, not able to be supported within one class, would be placed in a specialist setting.
170. The common criteria for every complex learning needs base or special school is that learners will have severe learning difficulties and require access to a specialist curriculum. Many learners placed in a complex learning needs setting will have additional ‘co-morbid’ needs e.g. autism, physical or medical needs, speech and language difficulties but these needs would not warrant placement in a complex learning class if a severe learning difficulty were not a factor.
171. When considering specialist placement, Cardiff applies a robust set of criteria to ensure appropriate steps are taken to meet the learner’s needs in a mainstream setting, before any consideration for a specialist setting.
172. The decision that specialist placement is appropriate is made by a professional panel and based on a consideration of the evidence. A Person-Centred Planning meeting must be held at the school prior to submitting a specialist provision request, in order to gather the views of the child or young person, parents/carers and all professionals involved in supporting the child.
173. The Council will consider placement in a specialist provision where the evidence shows that:
 - The learner’s difficulties are severe, complex, and long-standing and have not been resolved despite a range of well-planned interventions.

- The school or setting has taken relevant, purposeful action to support the child's learning and wellbeing, including seeking and implementing specialist advice, monitoring, and reviewing the impact of strategies and support over time.
 - The school or setting has demonstrated effective use of available resources to implement the child's ALP.
 - There is substantial evidence that despite purposeful, relevant action to implement appropriate strategies and support, the learner's needs are not being met, nor can they reasonably be met, in a less specialised setting.
 - The young person, or the child's parents/ carers are willing to consider specialist placement.
174. Cardiff maintains Individual Development Plans (IDPs) for all learners who are looked after or who belong to one of the identified groups for which the LA must maintain the IDP. Cardiff recognises that there is also a responsibility to consider maintaining an IDP 'where it is not reasonable for the school to secure the Additional Learning Provision'.
175. IDPs are statutory, whether school or LA maintained, and all learners have access to rights of appeal to the ALN Tribunal, regardless of whether the IDP is school, or LA maintained.
176. The majority of learners placed in a specialist resource base or special school have a school maintained IDP, as it is reasonable to expect that the schools will secure the Additional Learning Provision.
177. Complex learning bases cater for children with severe learning difficulties and provide a specialist curriculum. Autism specific bases cater for children whose learning is low, average to high ability, and the aim is to enable learners to access the mainstream curriculum as far as possible, complemented by more specialist interventions and support as required. The Council facilitates school to school sharing of practice to inform the development of appropriate curricula.
178. The Council has positive joint working relationship with health services and aims to ensure services such as speech and language therapy can work with children in school wherever possible: this applies to mainstream as well as specialist settings.
179. Coed Glas Primary School was most recently rated C for condition (Poor with major defects) and B for suitability (Satisfactory). Ongoing maintenance of school buildings is managed through the Council's asset programme. All school condition and suitability issues identified are prioritised and assessed by qualified surveyors along with consultation with Council Health & Safety (H&S) officers, to ensure urgent priorities are being met, and that other priorities can be mitigated in the short term and then later addressed permanently. Works directly related to, and required for, the successful establishment of the specialist resource base would be prioritised within the asset programme. The overall condition and suitability ratings of the buildings do not impede on the ability of the school to accommodate the proposed specialist resource base.

180. Severn Primary School was most recently rated C for condition (Poor with major defects) and B for suitability (Satisfactory). As outlined above, ongoing maintenance of school buildings is managed through the Council asset programme. Due to the school's age the condition is monitored regularly with interim repairs taking place to ensure it remains weather tight. The roof is planned to be replaced by the Council in the next couple of years and officers are content that any interim issues can be managed and will be attended to. Works directly related to, and required for, the successful establishment of the specialist resource base would be prioritised within the asset programme. The overall condition and suitability ratings of the buildings do not impede on the ability of the school to accommodate the proposed specialist resource base.
181. Estyn's view regarding the inclusion of Additional Learning Needs information from the most recent Estyn inspections is noted.

Albany Primary School Governing Body

182. The Albany Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
- *Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?*
Yes.
 - *Do you support the proposal for each of the school sites?*

Yes.
 - *We support the proposed changes and believe any increase in provision is a positive thing. We are concerned however that it will still be insufficient to meet needs across the city. We have a significant number of pupils in our school that will require specialist provision and if the need is similar across the city more will be needed to be done so it would be interesting to know future plans.*
 - *Within the community our school is based in, there are a lot of pupils arriving from overseas. Often, they have no identification or diagnosis of needs prior to arrival. They need enhanced support whilst working towards a specialist referral, which was previously available. We understand that there are processes, and that evidence is needed before allocating specialist places but it is vital that there are reactive systems in place and the possibility of fast tracking some pupils where needs are clear.*

Appraisal of views expressed

183. The Council welcomes the Governing Body's support for the proposal.

184. Demand for places continues to be kept under review and further proposals will be brought forward as required.
185. The Council supports schools to respond to the needs of newly arrived children in Cardiff. Headteachers and school staff are aware of the relevant reactive systems and processes to follow, and Inclusion Officer to contact. Where a school identifies needs that require further assessment and potentially additional support arrangements are put in place. As these systems are appropriate to the issue raised, there is no further change proposed.

Coed Glas Primary School Governing Body

186. The Coed Glas Primary School Governing Body submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
- *Governors considered both options for either a Complex Learning Needs or an Autism base and believed that the right decision for Coed Glas Primary would be an Autism base. This is based on the school's successful record of integration with the children in the current SRB. It was considered that the school did not have the facilities for complex needs which would do a disservice to those children.*
 - *Governors agree that an autism base would be a great opportunity and further enhance what Coed Glas already has to offer. It was acknowledged that it would mean so much more if Coed Glas pupils, who needed it, were considered a priority.*
 - *Governors firmly believe that reducing the PAN to 60 is crucial to the success of a new base at Coed Glas and to the school community as a whole. The impact of very large class sizes on children cannot be underestimated. Several parent governors have had their own children in the situation of being in a very large class before the school was able to split into three classes. Without any spare classrooms, should an SRB be opened at Coed Glas, there is a real risk of class sizes increasing to unmanageable levels. Continuing with a PAN of 75 alongside opening an additional SRB is not feasible.*
 - *Governors are concerned about the pressure and workload on teachers and teaching assistants, particularly where year groups already have a higher number of children from our current SRB and children with ALN requiring ALP. Governors would want assurances from ALN panels that discussions with the school leadership team would happen before any child was admitted to a new SRB to ensure that there was capacity to support these children appropriately and not to the detriment of the other children.*
 - *Governors agree with the headteacher that any staff recruited to a new SRB would need to have the right skills and experience to ensure that additional*

pressure does not always fall on SLT. Governors will be very much part of the recruitment process. Governors would like current staff to have the opportunity to access relevant training over the coming terms.

- Sufficient funding needs to be in place to ensure that the SRB is appropriately resourced to meet the needs of the children joining and that repairs to the demountable classrooms are also funded.*
- Governors also discussed concerns over the size of the current staff car park. Whilst they acknowledge the desire to encourage more sustainable forms of school travel, they totally understand that many of the staff do not live nearby and have to travel some distance to work. An additional 10 staff for the new SRB would put further pressure on this car park. Governors agree with the headteacher that expanding the car park into the school field to increase spaces by 10 would go some way to improve matters. Included in these 10 additional spaces should be another two disabled bays. Governors recognise that some of the potential children joining a new SRB would be arriving via taxi. With the current SRB pupils also arriving via taxi this would put additional pressure on spaces and would be a safety concern.*
- Governors discussed the concern over mainstream ALN funding being frozen. The Governors are very concerned about the impact this is having on children with IDPs requiring ALP who are in mainstream classes and the pressure this is putting on staff. Governors understand that the new SRB would be fully funded, however they wish to make their views clear about ALN funding. Governors recognise the difficulty this is putting on the school budget as these children are entitled to support.*
- Funding for resources for the new SRB is vital. Governors have discussed the amount of £5000 shared at the consultation meeting. Governors recognise that this amount is insufficient to fund specialist resources and IT equipment for both the children, teachers and HLTAs in a new SRB. Due to Coed Glas deficit position any additional funding needed would have to come from Cardiff Council.*

Appraisal of views expressed

187. The Council welcomes the Governing Body's support for establishing an Autism Specialist Resource Base, in addition to its Hearing-Impaired Base. This will provide positive transition opportunities given that Llanishen High School also hosts both a Hearing-Impaired Base and an Autism Base.
188. The school's Published Admission Number (PAN) is directly related the accommodation available and the way in which this is being used. In the event of the proposal for the establishment of a second specialist resource base at the school being progressed an updated capacity assessment would be undertaken. This would include consideration of the accommodation requirements of the new

base and the use of the available accommodation. This would inform further discussions with the school regarding an appropriate admission number.

189. The Council's Inclusion Service works closely with schools to ensure that when agreeing placements schools are able to meet the needs of learners and that placements do not impact negatively on other children.
190. During the consultation period the Council has had positive discussions with the school regarding an initial staffing plan, to enable the base to begin admitting pupils from September 2024. The Inclusion Service will continue to work closely with the governing body to support appointments, advise on professional learning needs and to support and advise on planning and implementation of transition arrangements, curriculum, and inclusion.
191. The Council will continue to work with schools in relation to the current pressures on school budgets, additional learning needs and the wider budget. The Council confirms that the full cost of the specialist resource base provision is funded by the local authority and will not put further pressure on the wider school budget.
192. The full cost of specialist resource base provision is funded by the Council and will not put further pressure on the wider school budget.
193. At Coed Glas Primary School, a drop-off and pick-up area for school transport to accommodate an anticipated 7 taxis would be needed at a convenient and safe location close to the building entrance. The required space is available on site with reconfiguration of existing facilities.
194. Selected traffic restrictions would be required on adjacent roads to Coed Glas Primary School to improve the current road safety issues including inappropriate parking. Pedestrian safety measures including new crossing provision would further improve the situation. Staff parking would also be reviewed, and the Council's Active Travel Plan officers would work with the school to incorporate this into a revised Travel Plan for the school.

Coed Glas Primary School Headteacher

195. The Coed Glas Primary School Headteacher submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
 - *The right decision for Coed Glas Primary would be an Autism base. We already have a successful model of inclusion with our current SRB and this model of integration works well for all of our pupils, staff and families.*
 - *Adding to staff workload is a real concern and ensuring that any new SRB has staff who are appropriately trained, ratios that provide the right support and is fully funded is vital to its success. School staff are stretched to their limits at the moment particularly with the pressure of having children with IDPs that are not funded.*

- *The right recruitment to any new SRB is crucial. It is vital that staff have experience and training that includes de-escalation techniques and Thrive. For a new SRB to be successful at Coed Glas it is essential that any child joining us who requires greater levels of support on a regular basis is found a more suitable place or additional funding is provided to increase levels of staffing.*
- *Staff brought up the difficult juxtaposition of an ALN system for mainstream pupils with IDPs which is woefully underfunded alongside a new SRB that would be fully funded.*
- *The lack of funding to sufficiently staff support with appropriately trained adults for children with ALN is a huge worry. The wider picture of lack of funding for any child with ALN needs addressing.*
- *Having met with Springwood Primary headteacher and the lead teacher for their Autism base, it seems that having an Autism SRB that caters for children who have the potential to do well but need a resource base in order to succeed would be the right decision for Coed Glas.*
- *Vital to the success of a new SRB would be a cap on our pupil numbers at 60 rather than our current 75. Continuing with a PAN of 75 would mean mixed year groups which is something we are not prepared to do.*
- *Because we have a PAN of 75 we continue to admit pupils mid-year on a very regular basis. Reducing our intake to 60 would reduce pupil mobility which also adds to staff workload.*
- *It would be essential that serious consideration would be given by the panel regarding year groups that already have a high number of children from our current SRB alongside higher numbers of children with IDPs requiring ALP in mainstream.*
- *Our school car park is not large enough to cater for the number of staff cars and taxis at the moment. I have spoken with my health and safety officer on a number of occasions recently regarding cars entering and exiting the car park at the start of the school day. There is also consultation on changing the parking outside Coed Glas which would further impact the staff ability to park nearby. We have the space to expand our car park by 10 spaces which would provide additional disabled parking bays with increased numbers of children arriving in taxis and give some additional spaces for any new staff. The increase in both staff and taxi parking would be very difficult to manage. This may seem like a minor point however it has the potential to cause additional workload for SLT who would end up trying to manage parking pressures on a daily basis. Many of our staff live outside of Cardiff and need to drive to work.*
- *Expanding our car park is essential and would need to be funded.*

- *Our demountable classrooms would be the ideal location for an Autism SRB as it would give those children a much needed quieter space away from the busy corridors and areas of the main school whilst still being nearby to access their mainstream classes. The demountable classrooms have their own garden area and would definitely help any children with Autism to manage their dysregulation.*
- *I believe the set up funding available is £5000 per classroom. This is not enough money to kit out a classroom with any specialist resources, such as sensory equipment, that would provide the right environment for children with Autism alongside your usual classroom resources. Additional funding would be required to provide enough IT equipment for the children and the adults working there. The teachers and HLTAs would need laptops. I have absolutely no money in my school budget to fund this. These classrooms are in need of some upgrades particularly the decked walkway and steps up to the demountable classrooms need some repair, as do the fire doors. Dean Griffiths came out to assess the buildings and saw the need to do some repairs whilst recognising that the classrooms were sound. Again, due to our deficit budget this would need to be funded.*

Appraisal of views expressed

196. The Council welcomes the Headteacher's support, consistent with that of the school's Governing Body, for establishing an Autism Specialist Resource Base. This will provide positive transition opportunities given that Llanishen High School also hosts both a Hearing-Impaired Base and an Autism Base.
197. Issues related to staffing and funding are addressed at paragraphs 190 – 192.
198. Issues related to the school's Published Admission Number are addressed at paragraph 188.
199. Issues related to the car park are addressed at paragraph 194.

Greenway Primary School Governing Body and Headteacher

200. The Greenway Primary School Governing Body and Headteacher submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)
- *Following on from a number of meetings and on behalf of the Governing Body at The Oaks Federation, we are pleased to offer our support for the proposed SRB provision at our school. We feel it will benefit our community to have the resources located at Greenway. The benefit will support learners, families and the current team to offer the very best for learners in Cardiff.*
 - *We only ask that the proposal is fully supported with appropriate funding and resources and that plans are communicated in a timely and efficient manner as the process develops.*

Appraisal of views expressed

201. The Council welcomes the Governing Body's support for the proposal.

202. The Council's Inclusion Service will continue to work closely with the Governing Body to plan a budget for the base, support appointments, advise on professional learning needs and to support and advise on planning and implementation of transition arrangements, curriculum, and inclusion.

Severn Primary School Governing Body, Headteacher, Deputy Headteacher and Additional Learning Needs Coordinator

203. *The Severn Primary School Governing Body and Headteacher submitted a response which included the following points: (a copy of the response can be seen at Appendix 8)*

- *As a school we fully support the proposal of an SRB at Severn due to the positive impact it will have on pupils and their families in accessing education and support which will meet their individual needs where mainstream education cannot. However, we want to ensure the SRB will be able to run effectively and safely alongside the current mainstream provision at Severn. Therefore, we have highlighted the benefits the SRB will bring to the school community but also the potential risks/concerns for both plans.*
- *Plan 1 - Use the whole upstairs of the main school building to house Year 6 and Year 5 and Year 4. This would create the necessary room for the SRB and allow a more flexible hall timetable for all year groups. It would also support Severn Care Club to increase in size and maintain a school library and community room for parental engagement activities and interventions for pupils.*
- *Plan 2 - As above, but only using two classrooms and the main hall upstairs of the main school building to house the displaced classes.*
- *Opportunities for pupils with complex needs to be supported in our cluster with education provision which meets their specific needs.*
- *The SRB would further enhance Severn as an inclusive school community.*
- *Pupils would have a personalised curriculum to help develop their skills.*
- *Specialist teachers and teaching assistants on site to support other colleagues.*
- *Parents would feel less anxious about sending their children to provision in a different part of the city.*
- *The SRB would offer a more inclusive approach for all stakeholders.*

- *The school would receive additional funding to run the SRB.*
- *There would be potential to increase the numbers of pupils who could attend Severn Care Club if the upstairs could be used to house classes. The current Reception classroom could become Severn Care Club. This would allow Nursery parents to use the provision in the morning which is not currently available. This could in turn increase numbers on roll for the school moving forward.*
- *The school is currently running a large deficit budget for the first time this year. The ALNCO who was out of class full time now has a 2.5 day teaching commitment each week. As a result of this the ALNCO's workload is being absorbed by other senior leaders*
- *The threat of redundancy is extremely likely this year. This will impact negatively on the whole school in terms of losing staff.*
- *We understand we will receive funding to run the SRB which will be ringfenced. However, we have a number of questions about potential additional costs which the whole school budget might incur.*
 1. *Will the ratio of 1 teacher and two teaching assistants be sufficient as we do not currently know the specific needs of the pupils until they are allocated places? If the ratio is not sufficient and another member of staff is required, will this cost be covered by the SRB funding?*
 2. *If a member of staff is ill and cover is needed, will the SRB budget cover this? Will the school be able to use our Mutual Supply Fund to cover long term illness or will there be alternative arrangements?*
 3. *Will future pay rise costs be covered by the SRB budget so it doesn't impact on the school budget?*
 4. *Who will control the SRB budget? Will it be a separate budget or included as a cost centre in our main budget?*
 5. *Will there be a maintenance budget for the SRB classrooms and outdoor area?*
 6. *Will there a resource budget as part of the SRB budget? If additional specialist resources are required to support pupils, will this cost be met?*
 7. *Will there an additional funding to increase the leadership capacity/salaries. For example, an assistant headteacher or a TLR for the lead SRB teacher.*
- *The school building is in a poor state of repair. Half the school is currently clad in scaffolding in readiness for roof and stonework repairs. Severn is currently*

rated as C. Category D schools are replaced. The school is in regular contact with Building Services to identify and plan future building works.

- There are constant issues with drains, roof leaks and boilers/central heating. This eats into an already stretched budget and the time of senior leaders. Concerns regarding the roof were identified by Estyn during their inspection in early October 2023.*
- The Estates Manager (EM) is retiring in August. We know it is proving difficult for many schools to attract and appoint candidates with suitable skills. Severn is a very large site and requires constant upkeep, maintenance and monitoring.*
- The current KS2 pupil toilet block which SRB pupils would potentially use is very old and needs replacing.*
- Severn House (the EM's living accommodation) has now been vacated due to water ingress. Work is due to commence very soon on the property. This will impact negatively on access to the school building.*
- As a result of the poor condition of the building, a lot of senior leaders' time is spent supporting meetings, working with the EM and keeping the building in working order on a daily basis.*
- Would the SRB be subject to our standard school policies? If this is the case, these would all need to be revised. Or will specific policies be written relating to the SRB? Who will be responsible for writing these and will they need to be approved by the School's Governing Body?*
- In addition to this, who will be responsible for writing risk assessments in relation to the SRB?*
- The SRB will impact on daily school timetables and functions. For example, our playground areas are small and timetables would need to be staggered in order to accommodate playtimes, lunchtimes and access to these areas for lessons. This will mean less available time for the curriculum in these areas. Hence why, use of the upstairs of the school is vital (In particular the hall) to the success of the SRB and the school as a whole.*
- Housing the SRB in any other location on the school site would be a short-term solution as evidence suggests pupil numbers will rise in the near future.*
- Overall, we are keen to support the proposal as we highlighted earlier in the letter. However, we do feel that the SRB would not function effectively unless it was located where the Year 3 classrooms currently are and that the school had access to the upstairs space in the main building.*
- A school library and community room are essential for helping pupils embrace a love of reading, receive bespoke literacy and numeracy intervention support and engage parents to buy into school life to support their child's learning.*

- *The school building also requires a lot of work in order to bring it up to standard to not only meet the demands of the SRB but the whole school community to provide the best possible learning environment for pupils and staff.*

Appraisal of views expressed

204. The Council welcomes the Governing Body's, Headteacher, Deputy Headteacher and Additional Learning Needs Coordinator's support for the proposal.
205. The accommodation available on the ground floor of the Severn Primary School buildings has sufficient capacity for up to 530 learners and a 96-place nursery.
206. The first floor of the Severn Primary School building had been occupied by the Severn Adult Education Centre for many years but ceased courses during the Covid 19 lockdown, and formally closed following consultation.
207. Cardiff's Community Teaching Team, supporting up to 90 learners that are unable to access a school placement, has utilised the accommodation since September 2023.
208. Whilst the first-floor accommodation is suitable for its existing purpose, significant investment would be required to refurbish part of this for classroom and ancillary space, to ensure safeguarding and partition of accommodation between school use and Community Teaching Team use.
209. The Council will work closely with the Governing Body to identify an appropriate location within the accommodation available on the ground floor, with investment to ensure the base and any necessarily relocated resource rooms are fit for purpose. This will ensure the school retains its current Published Admission Number of 60 places and a nursery capacity of 96 places.
210. Specialist Resource Base staff would be appointed by the school's governing body and would be subject to school policies. It is not usually necessary to re-write policies for this purpose, but HR and the Inclusion Service can support the school when considering the impact of changes.
211. Further information about the staffing and funding for a resource base were shared with governors at the consultation meeting. The Inclusion Service will continue to work closely with the governing body to plan a budget for the base, support appointments, advise on professional learning needs and to support and advise on planning and implementation of transition arrangements, curriculum and inclusion.
212. The full cost of specialist resource base provision is funded by the Council and would not put further pressure on the wider school budget.
213. Severn Primary School was most recently rated C for condition (Poor with major defects) and B for suitability (Satisfactory). As outlined in paragraph 180, ongoing maintenance of school buildings is managed through the Council's asset programme. All school condition and suitability issues identified are prioritised

and assessed by qualified surveyors along with consultation with Council Health & Safety (H&S) officers, to ensure urgent priorities are being met, and that other priorities can be mitigated in the short term and then later addressed permanently.

214. Due to the school's age, the condition is monitored regularly with interim repairs taking place to ensure it remains weather tight. The roof is planned to be replaced by the Council in coming years and officers are satisfied that any interim issues can be managed and will be attended to.
215. Works directly related to, and required for, the successful establishment of the specialist resource base would be prioritised within the asset programme. The overall condition and suitability ratings of the buildings do not impede on the ability of the school to accommodate the proposed specialist resource base.

Other responses received

The need for appropriate provision

216. *It is important for neurodivergent children to have appropriate education places to support growth and development.*

Appraisal of views expressed

217. Many neurodivergent children are successfully included in their local school and are able to learn and thrive in this environment. However, the Council recognises the importance of ensuring there are sufficient places to meet the needs of the small number of neurodivergent learners with more complex needs, who may require a more specialist placement in order to learn and thrive.

Demand for places

218. *There is an increasing demand for specialist places for children with complex learning needs across Cardiff.*
219. *There is a need for places at every school level.*
220. *Provision in schools for autism is woeful and more sites may relieve pressure on individual schools.*
221. *There is also a need for additional provision in mainstream schools.*
222. *There are not sufficient places for children with ALN across the city.*
223. *Children with ALN are struggling; children have to right to be supported.*
224. *Each school should have an SRB.*
225. *There should be more units at mainstream schools; there are lots of children on the spectrum who struggle in mainstream but who do not meet the criteria for specialist schools.*

Appraisal of views expressed

226. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The proposals have been brought forward in order to increase the number and distribution of specialist resource base places across the city.
227. The proposed changes would provide 60 additional permanent primary age complex learning needs an/or autism specialist places from September 2024.
228. Demand for places continues to be kept under review and further proposals will be brought forward as required.

Local Provision

229. *There are high levels of ALN pupils with complex needs in the Southern Arc with no provision available; this results in children having to travel to other areas of the city which creates difficulties for families e.g., language barriers, lack of support.*
230. *It is really important that families and children are able to be educated within their community/area. It is perhaps especially important for those families who are less comfortable about engaging with specialist services in an unfamiliar area.*
231. *The BAME community in Cardiff deserve to have SRB places locally not in very white areas of the city that they can't get to.*

Appraisal of views expressed

232. There is a need for more locally based specialist provision to ensure children can access the support they need in their local area. The current proposals have been brought forward in order to increase the number and distribution of specialist resource bases across the city.

Funding/Resources

233. *All schools need additional resources for additional learning needs*
234. *The allowance per pupil should be reviewed in light of what is required to meet needs. Where a school or provision is the only one of its kind in the country, the price per pupil cannot just be assumed based on the needs of ALN pupils in other schools and should be increased accordingly.*

Appraisal of views expressed

235. Funding for specialist settings is kept under review, in order to ensure changes can be made where the range and level of pupil needs changes.

How will additional resources be funded and staffed.

236. *All Schools should have an allocated specialist system for those in need, unfortunately there is so much under funding and the system & support needs improvement on a wider spectrum. Many schools are struggling as there are not enough funds and children are being left to manage or schools have to choose who needs support the most, this shouldn't be the case all children have a right to be educated at each level and understanding needed.*

Appraisal of views expressed

237. Every school has an indicative Additional Learning Needs support budget to meet the needs of children in the mainstream school. There is a statutory duty on schools to ensure every learner with an additional learning need is identified, and to identify and provide the additional learning provision required in order for them to learn and thrive.

Additional Special School Provision

238. *There should be an additional special school like The Hollies for children with autism.*

239. *Please consider a complete school for Autism and ALN where the needs of the children can be met at correct ratios and the staff have the correct training and space to provide the students with the support, they actually need rather than in current schools that are making these kids suffer significant trauma and making parents go to tribunal to get the right thing.*

Appraisal of views expressed

240. Several special schools in Cardiff are staffed, resourced and qualified to meet the needs of learners with autism, including The Hollies, Riverbank, Meadowbank, Ty Gwyn and Woodlands. Places at each of these schools have been increased over the last few years, and the need for places continues to be kept under review.

Behaviour issues

241. *Children with behavioural issues can be violent and would want to understand how these children would be kept separated from other children.*

242. *A lack of understanding is leading to children being excluded from education.*

Appraisal of views expressed

243. The safety of all children is a priority in every education setting. Staff are trained to help children avoid becoming dysregulated and presenting with challenging behaviours, and to know how to de-escalate situation and to ensure children are kept safe. Classrooms and other facilities are designed to provide a safe, nurturing environment.

School Accommodation

244. *Coed Glas is large and noisy and some children with autism may find this overwhelming.*
245. *Place ALN children in separate buildings where they cannot disrupt other children.*
246. *Careful consideration needs to be given to the space allocated for not just teaching, but also for breaktimes and lunchtimes. It is highly likely that pupils with autism with sensory differences will find it difficult to manage crowded, noisy corridors and will benefit from sheltered spaces to regulate their emotions during breaktimes.*

Appraisal of views expressed

247. The Council maintains five successful bases for children with autism and is experienced at designing spaces appropriately and ensuring children are placed appropriately. A mainstream setting will not be right for every child, and careful consideration needs to be given to learning spaces.

Inclusion

248. *The point of inclusion is to enable children to take part altogether in play. Any new provision at Coed Glas Primary School would need to be staffed appropriately and it may be necessary to have a separate play area as too many children on the playground at once can be overwhelming.*
249. *Inclusion is only possible on a case-by-case basis and some children would not cope in mainstream situations. There is not sufficient information available to teachers to make an informed decision on how the proposal (Coed Glas) would work in reality.*

Appraisal of views expressed

250. The council maintains five successful bases for children with autism and is experienced at designing spaces appropriately and ensuring children are placed appropriately. A mainstream setting will not be right for every child, and careful consideration needs to be given to learning spaces.

Staffing

251. *If the SRB staff are off sick, would staff be expected to cover; teachers are already dealing with undiagnosed children in their classes and are at the limit of exhaustion.*
252. *This expansion of provision will need to include specific staff training to ensure that each of the resource bases are able to respond appropriately to the needs of their pupils.*
253. *There is a need to ensure that the teachers and TA employed have experience in special needs and aren't just new to teaching or agency staff.*

254. *All staff need to be educated to help understand and support children with autism and additional learning needs.*
255. *More specific roles needed/ teaching, Teachers learning programs to be updated.*
256. *More spaces are needed with qualified staff that understand the children; there is no point in creating additional places without the right people there to support children.*

Appraisal of views expressed

257. The council maintains five successful bases for children with autism and is experienced at supporting the appointment process and providing a range of professional learning to ensure specialist resource bases are staffed by appropriately trained and experienced staff.

Additional/Alternative Provision

258. *St Paul's Church in Wales Primary School would be suitable to host provision.*
259. *Consideration should be given to establishing provision at Ton yr Ywen Primary School.*
260. *Build a school for children with autism on the east side of the city like Ysgol y Deri.*
261. *Consideration should be given to establishing provision within faith schools.*

Appraisal of views expressed

262. The Council will continue to keep ALN provision under review and to consider all options for developing new settings as required.

Secondary School Places

263. *What is the plan for secondary aged learners; the increase in primary school places will lead to an increased demand at secondary level when there already aren't enough spaces.*
264. *There needs to be appropriate capacity within the secondary sector to accommodate additional pupils.*

Appraisal of views expressed

265. The current proposals include proposals for secondary aged learners, as well as primary. In addition, there are a number of other proposals which were consulted on previously. Due consideration is given to the required balance between primary and secondary provision and proposals for additional places at secondary level will be brought as required.

Range of Needs

266. *Neurodiversity is not just autism and the needs of children with FASD also need to be considered.*

Appraisal of views expressed

267. The needs of all learners with additional learning needs are taken into account when planning specialist provision.

Traffic and Parking

268. *The parking situation at Coed Glas is not working as it currently is. There are only 2 disabled parking bays with plenty of disabled badge holders needing to use them at the same time as well as parents/staff/visitors using the spots who don't have a badge. There would need to be major changes to this to be able to get additional buses/taxis/cars into the school car park without any complications, many ALN children don't have road safety awareness, so it is vital they are able to be taken as close as possible to the entrance and with supervision. It simply would not work without changes to the car park.*

269. *Safety going in & out of school (Coed Glas Primary School) from the back entrance upon Fidlas road, cars are able to use this road and do so sometimes without concern that children are waiting to go into school. As with young children and those with additional needs safety is of the utmost importance and this road and its accessibility should be addressed at the beginning and end of the school day.*

Appraisal of views expressed

270. Issues related to parking at Coed Glas Primary School and road safety are addressed at paragraph 194.

Welsh Language Provision

271. *There is a need for additional provision within Welsh-medium schools.*

Appraisal of views expressed

272. Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.

273. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.

274. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling

birth rates and heightened uncertainty relating to school admission choices due to the pandemic.

275. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
276. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.
277. The approved WESP commits to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition.
278. Outcome 6 of the WESP commits to an increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
279. A strategic approach to developing specialist ALN provision has been developed to enable the LA to plan for the future of ALN provision within the Local Authority, to understand our current resource availability and to address need in the medium and long term.
280. To achieve this outcome and ensure high quality additional learning provision for all pupils in Welsh-medium education who have or may develop additional learning needs, in the first 5 years the Council will:
 - Further develop the range of professional learning opportunities in relation to ALN to build capacity of the Welsh medium workforce to identify and meet a range of additional learning needs.
 - Continue to support a range of approaches to early intervention and support across all Welsh-medium schools, to ensure equal linguistic opportunity.
 - Provide information and advice for children and young people and their families, ensuring school and Council websites include information about how additional learning needs are identified and addressed in our Welsh-medium schools, including information about specialist provision.
 - Regularly seek the views of learners and their families about the effectiveness and impact of additional learning provision to 'keep additional learning provision under review'.
 - Monitor requests for transfer from Welsh-medium schools into the English-medium sector in the city and undertake further research where those that opt

out of this sector have ALN IDPs in place to ensure an improved understanding of concerns appropriate reassurance and support is provided with a view to reconsideration to remain.

- Review the impact of the Welsh-medium primary Wellbeing Class and the secondary 'virtual Specialist Resource Base' for pupils with emotional health and wellbeing needs along with considering the learning and implications for future development of specialist provision in the sector.
- Review Welsh medium 'Stage 3 and Stage 4' provision as part of a city-wide review, to determine how best to further improve early intervention and prevention of ALN.
- Develop and deliver an increased number of secondary specialist places to be delivered in specialist resource bases located at each Welsh-medium high school with different specialist needs in each base to achieve a level of specialist provision that is on a par with other sectors and responds appropriately to individual need.
- Develop and deliver an increased number of primary specialist places to be delivered in specialist resource bases in at least three primary schools that promote to the relevant secondary schools.

Over the next 10-years the Council will:

- Deliver further ALN SRBs on primary sites as large residential LDP areas develop.
- Work with partners in Health to improve access to therapy support and advice through the medium of Welsh.
- Work with Welsh Government and other partners to improve access to assessments and resources in the medium of Welsh.

Learning opportunities

281. *What steps will be taken to safeguard the learning opportunities of current pupils?*

Appraisal of views expressed

282. The Council and all Cardiff schools are committed to ensuring that learning opportunities for all learners are a priority consideration.

283. The Council works closely with the governing bodies and Headteachers to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

284. Standards at the school included in the proposals are good and it is not expected that the establishment of specialist resource base provision will impact negatively on the schools.

285. The Council would continue to work with the leadership of the schools to make sure everyone understands their responsibility for helping to improve and sustain high performance. It would support the schools to have a good relationship with parents and other partners so that pupils receive a high-quality education.
286. The proposed changes would be planned carefully so that the schools' leadership and governance are not disrupted, which could have a negative impact on educational standards.

Appendix 10: Summary Analysis of responses received

Table of Contents

Background	3
Proposals.....	3
Methodology.....	3
Responses	4
SPECIALIST PROVISION FOR PRIMARY AGED LEARNERS WITH COMPLEX LEARNING NEEDS AND / OR AUTISM	5
Results.....	6
Please tell us whether you are responding as:	6
Please confirm which school/s you are affiliated with:	7
Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?.....	8
Do you support the proposal for each of the school sites?	8
If you do support the proposed changes for Coed Glas Primary School, please explain why:	9
If you do not support the proposed changes for Coed Glas Primary School, please explain why.	10
Do you support the proposal for each of the school sites?	11
Greenway Primary School.....	11
If you do support the proposed changes for Greenway Primary School, please explain why:	11
If you do not support the proposed changes for Greenway Primary School, please explain why.	12
Do you support the proposal for each of the school sites?	13
Severn primary School	13
If you do support the proposed changes for Severn Primary School, please explain why.	13
Would you like to suggest any changes or alternatives to the proposed options?	15
Do you wish to make any additional comments?	16
About You	18
Please provide your full postcode below (e.g. CF10 4UW) so we can be sure we hear the views of local residents:.....	18
What was your age on your last birthday?	18
Are you...?	19

Appendix 10: Summary Analysis of responses received

Do you identify as Trans?	19
Do you identify as a disabled person?	19
Please tick any of the following that apply to you:	19
17 people identified a health condition that applied to themselves, these can be viewed below:	19
What is your ethnic group?	20
Appendices	21
Estyn - His Majesty's Inspectorate for Education and Training in Wales	22
Albany Primary School Governing Body	28
Coed Glas Primary School Governing Body.....	29
Coed Glas Primary School Headteacher	32
Greenway Primary School Governing Body / Headteacher	36
Severn Primary School Governing Body, Headteacher, Deputy Headteacher and Additional Learning Needs Coordinator	37

Appendix 10: Summary Analysis of responses received

Background

Children and young people with complex learning needs have a range of issues and a combination of layered needs. These could include needs related to learning, communication, physical or sensory disabilities.

The Council wants to make changes to the provision for primary aged learners with complex learning needs.

The Council set out a number of proposals to increase the number of specialist resource base places for primary aged learners with complex learning needs and/or autism, and sought the views of parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders; on the proposed changes.

Proposals

- Establish a 20-place specialist resource base for Complex Learning Needs and / or Autism at Coed Glas Primary School from September 2024, within the existing buildings.
- Establish a 20-place specialist resource base for Complex Learning Needs and / or Autism at Greenway Primary School from September 2024, within the existing buildings.
- Establish a 20-place specialist resource base for Complex Learning Needs and/ or Autism at Severn Primary School from September 2024, within the existing buildings.

Methodology

- Publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders;
- Publication of bilingual summary documents setting out the main points of the consultation documents. These were also made available in Arabic, Polish and Bengali;
- Publication of information in further community languages upon request;
- Consultation meetings offered to all Governing Bodies via Microsoft Teams/in person. Meetings were held with full Governing Bodies or groups of governors at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School;

Appendix 10: Summary Analysis of responses received

- Consultation meetings offered via Microsoft Teams/in person with staff, where requested by the school. Meetings with staff were requested by Fairwater Primary School and Coed Glas Primary School;
- Consultation meetings offered to all schools via Microsoft Teams/in person with pupil representatives at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School;
- Public consultation meetings were offered in person and via Microsoft Teams at which the proposals were explained and questions answered. Meetings took place where attendance had been pre-booked;
- Drop-in sessions in person and via Microsoft Teams where officers were available to answer questions;
- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- A communication campaign via social media;
- A consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- Online response forms were hosted on the council's website. The response form was available in English, Welsh, Arabic, Polish and Bengali.

Responses

There were 57 responses received to the consultation.

Given the low base size, figures reported are the actual numbers, rather than percentages.

SPECIALIST PROVISION FOR PRIMARY AGED LEARNERS WITH COMPLEX LEARNING NEEDS AND / OR AUTISM

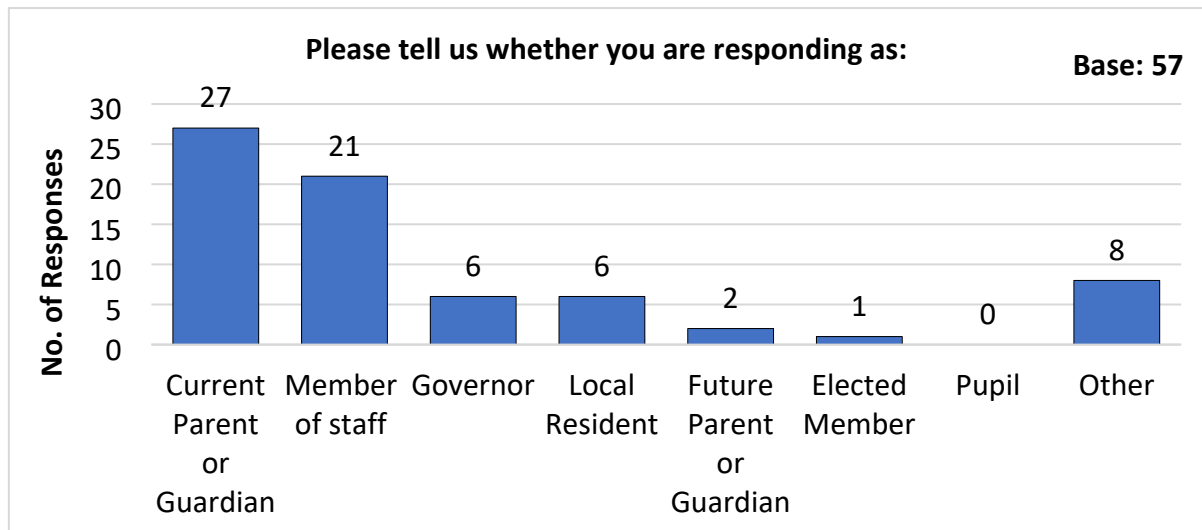
Appendix 10: Summary Analysis of responses received

Results

Please tell us whether you are responding as:

There were 57 responses received to this question; of these 27 came from a **Current Parent or Guardian**. This was followed by a **Member of Staff** (21).

There were no responses received from pupils.



NB. Responses total more than the base size as respondents could select more than one option.

Appendix 10: Summary Analysis of responses received

Please confirm which school/s you are affiliated with:

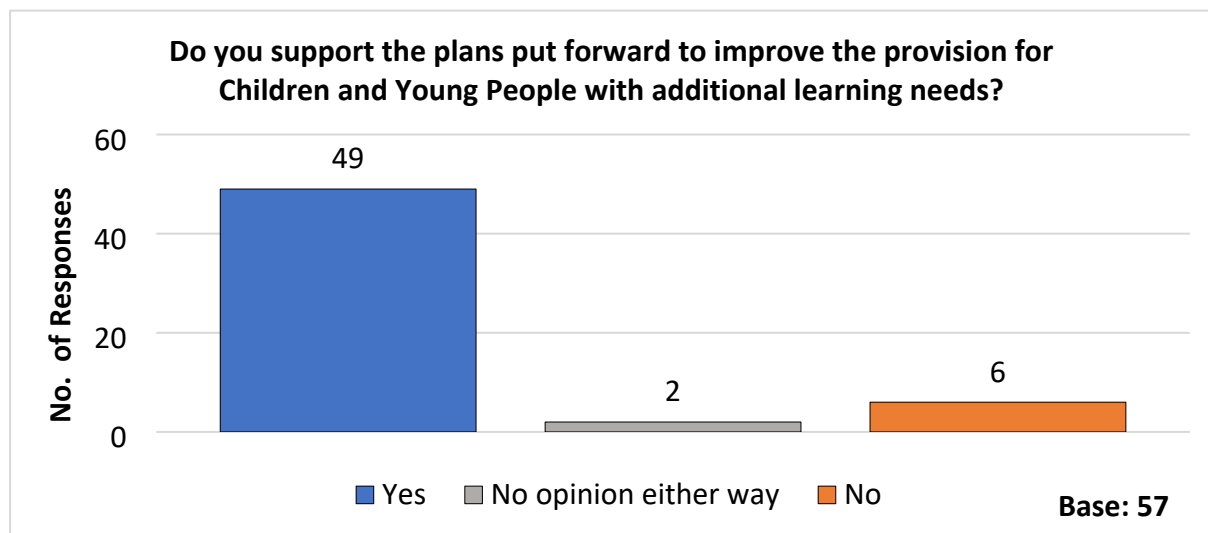
	No.
Coed Glas Primary School	7
Kitchener Primary School	7
Lakeside primary	2
Roath Park Primary School	2
Severn Primary	2
St Mary's Catholic Primary School	2
Christ the King	1
Corpus Christi	1
Court Special School	1
Eastern High	1
Fitzalan High School	1
Gladstone primary	1
Greenway	1
Hawthorn primary	1
Kings Monkton	1
Marlborough Primary School	1
Oakfield Primary	1
Rumney primary	1
Springwood primary	1
St Mary the virgin CIW primary school	1
The hollies	1
Ton yr wyen	1
Ty Gywn	1
Whitchurch Primary	1
Ysgol Bro Eirwg, Ysgol Bro Morgannwg,	1
Total Respondents	31

NB. Total Respondents is less than the total number of responses given for individual schools as respondents could be affiliated with more than 1 school

Appendix 10: Summary Analysis of responses received

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

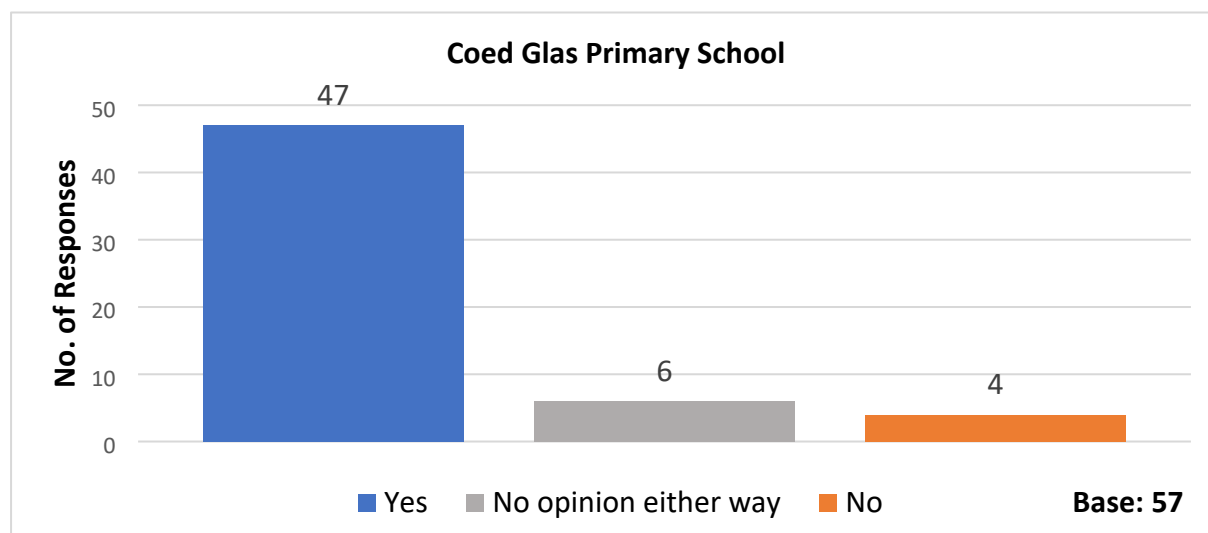
There were 57 responses received to this question; of these 49 were in support of the proposal, and six against.



Do you support the proposal for each of the school sites?

Coed Glas Primary School

There were 57 responses received to this question; of these 47 were in support of the proposal.



Appendix 10: Summary Analysis of responses received

If you do support the proposed changes for Coed Glas Primary School, please explain why: Respondents were given the opportunity to explain their reasoning for supporting the proposal for Coed Glas Primary school. Overall, 33 comments were received and grouped into themes. A full list of themes with example comments are shown below.

Theme	No	%	Example Comments
Demand in Provision for SEN across Cardiff	22	66.7	<ul style="list-style-type: none"> - Provision in schools for autism is woeful. More sites might relieve pressure on individual schools. - My daughter has been accepted for a sen school place but there are currently no spaces - We need to ensure provision across Cardiff - Not enough ALN places across the city - Support is needed all over Cardiff
Provision for SEN is needed in specific areas in Cardiff	6	18.2	<ul style="list-style-type: none"> - There is a need in the community - It is a much needed provision in that area of the city. - Needed for the local children
Important for development of the child/children	3	9.1	<ul style="list-style-type: none"> - Having an appropriate place of education and learning is important to the growth and development of the children diagnosed.
Other	3	9.1	<ul style="list-style-type: none"> - Because too many useless charities to help disabled children and adults like Learning Disability Wales etc
Total Respondents	33	-	

NB. Percentages total more than 100% as comments could fall into more than one theme.

Appendix 10: Summary Analysis of responses received

If you do not support the proposed changes for Coed Glas Primary School, please explain why.

Respondents were given the opportunity to explain their reasoning for not supporting the proposal. Overall, 3 respondents left feedback, a full breakdown of which can be viewed below.

Do not support proposal.

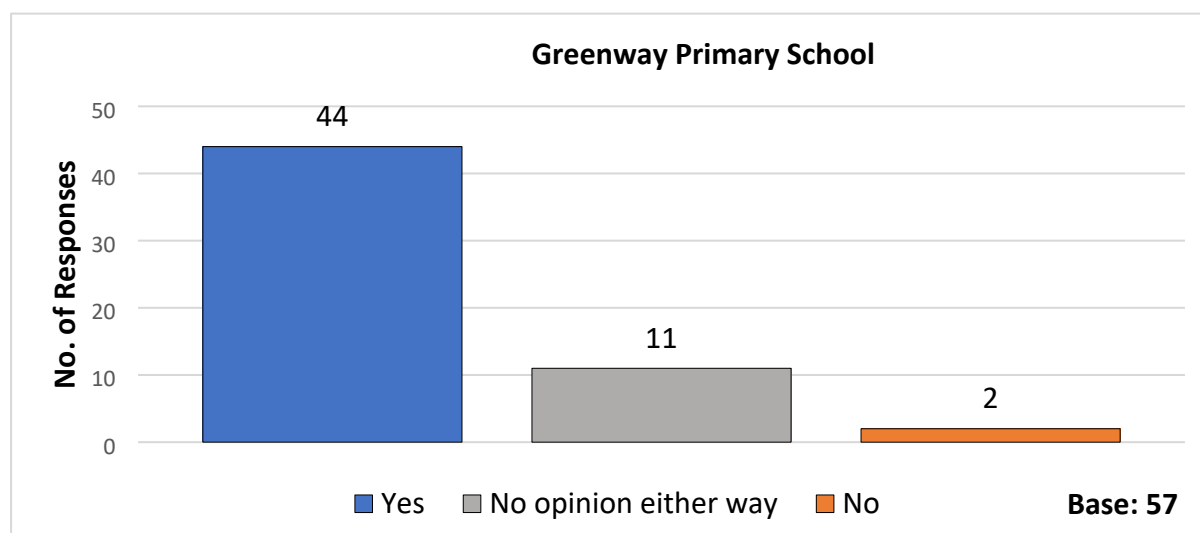
- “I am concerned that children with behavioural problems can be violent. I want more information on how these children will be kept separated from the other children, considering that the proposals state they will be housed in the same building.”
- “Too much time taken away from teachers and students in the mainstream setting.”
- “The school is large and noisy, some children with autism would find this overwhelming. The point of inclusion is to enable children to take part altogether in play, this would need to be staffed properly and maybe a separate play area as too many children on the playground as once would also be overwhelming. The lunch hall is noisy and busy. If the base staff are off ill, where would the specialist staff come from or would the staff be expected to cover. The teachers are already dealing with undiagnosed children in their classes with classes up to 30 children they are at the limit of exhaustion.”

Appendix 10: Summary Analysis of responses received

Do you support the proposal for each of the school sites?

Greenway Primary School

There were 57 responses received to this question; of these 44 were in support of the proposal – slightly lower than for Coed Glas, but more respondents offered ‘no opinion’ for this proposal.



If you do support the proposed changes for Greenway Primary School, please explain why: Respondents were given the opportunity to explain their reasoning for supporting the proposal for Greenway Primary school. Overall, 29 comments were received and grouped into themes. A full list of themes with example comments are shown below.

Theme	No	%	Example Comments
Demand in Provision for SEN across Cardiff	18	62.1	<ul style="list-style-type: none"> - The proposed extension to provision for children with ALN is a really positive development as there is such an increasing demand. - Children need this provision - Lack of spaces in other schools - Not enough ALN places across the city - Support is needed all over Cardiff
Proposal will benefit children with ALN greatly	5	17.2	<ul style="list-style-type: none"> - To give children with ALN a good start to school life - It Will Help Develop More Pupils.
Provision for SEN is needed in specific areas in Cardiff	4	13.8	<ul style="list-style-type: none"> - There are no schools in the CF3 area with specialist places.
More SEN in Mainstream schools	2	6.9	<ul style="list-style-type: none"> - More specialist SEN provision within a mainstream school across Cardiff is needed

Appendix 10: Summary Analysis of responses received

Other	2	6.9	- This could be done quickly as in existing buildings and adults like Learning Disability Wales etc
Total Respondents	29	-	

NB. Percentages total more than 100% as comments could fall into more than one theme.

If you do not support the proposed changes for Greenway Primary School, please explain why.

Respondents were given the opportunity to explain their reasoning for not supporting the proposal. Overall, two respondents left feedback; one can be viewed below (the second response reflecting personal experience and not suitable for publication)

Do not support.

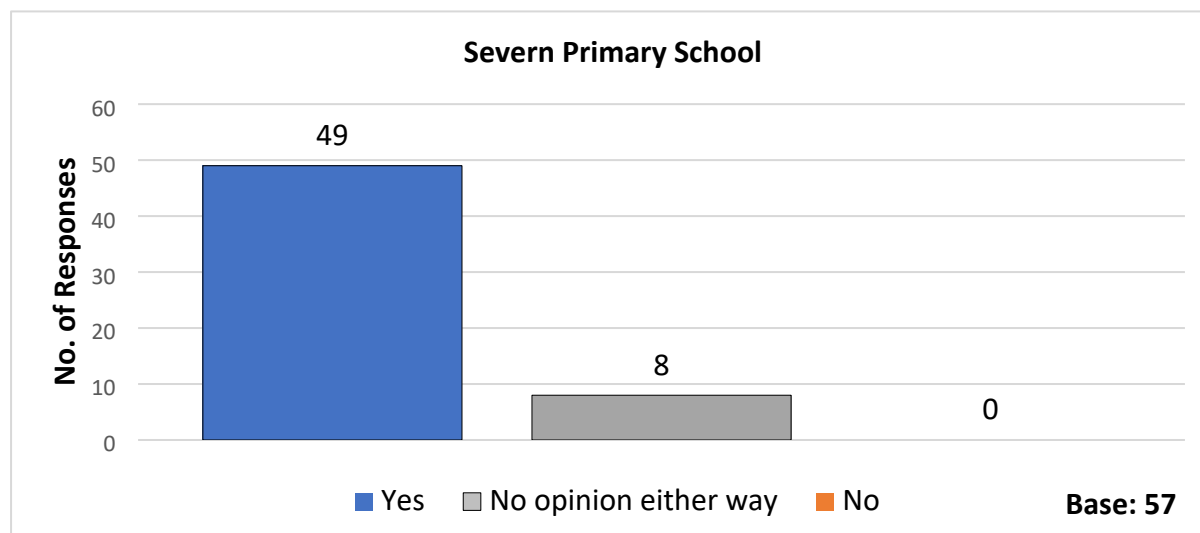
- "This school had a lot of challenges surrounding it already. It has multiple add ons to the school and children with ALN need small environments with acceptance and the ability to feel safe!"

Appendix 10: Summary Analysis of responses received

Do you support the proposal for each of the school sites?

Severn primary School

There were 57 responses received to this question; of these 49 were in support of the proposal, the highest level of support for the three options. No-one opposed this proposal.



If you do support the proposed changes for Severn Primary School, please explain why.

Respondents were given the opportunity to explain their reasoning for supporting the proposal for Severn Primary school. Overall, 34 comments were received and grouped into themes. A full list of themes with example comments are shown below.

Theme	No	%	Example Comments
Demand in Provision for SEN across Cardiff	15	44.1	<ul style="list-style-type: none"> - Provision in schools for autism is woeful. More sites might relieve pressure on individual schools. - My daughter has been accepted for a sen school place but there are currently no spaces - We need to ensure provision across Cardiff - Not enough ALN places across the city - Support is needed all over Cardiff
Provision for SEN is needed in specific areas in Cardiff	10	29.4	<ul style="list-style-type: none"> - There is a need in the community - It is a much needed provision in that area of the city. - Needed for the local children
Proposal will benefit children with ALN greatly	7	20.6	<ul style="list-style-type: none"> - Having an appropriate place of education and learning is important to the growth and development of the children diagnosed.

Appendix 10: Summary Analysis of responses received

More SEN in Mainstream schools	3	8.8	- More provisions should be made in mainstream
Other	3	8.8	- Children with ALN are struggling, children have the right to be supported.
Total Respondents	34	-	

NB. Percentages total more than 100% as comments could fall into more than one theme.

Appendix 10: Summary Analysis of responses received

Would you like to suggest any changes or alternatives to the proposed options?

Respondents were invited to leave comments on any changes or alternative suggests they had in relation to the specialist provision for primary aged learners with complex learning needs and / or autism proposals.

Overall, 22 comments were received and grouped into themes. A full list of themes with example comments are shown below.

Theme	No	%	Example Comments
Specialist Provision based on individual schools/pupils needs	5	22.7	<ul style="list-style-type: none"> - Neurodiversity isn't just Autism. Please consider children with FASD. My child has never had his needs met in Cardiff primary schools. - There are a lot of children who are on spectrum who struggle in mainstream but do not meet criteria to switch to specialist schools
Provision needed across all schools - ages/language/faith	4	18.2	<ul style="list-style-type: none"> - More places at every school level - Need more within Welsh language schools
Separate school/units are needed	3	13.6	<ul style="list-style-type: none"> - Just that there should be a purpose built school for autism in CF3 area!
More provision within mainstream schools	2	9.1	<ul style="list-style-type: none"> - It's important to ensure that the new class will be part of the existing school and there will be interaction between pupils in all classes as there is now.
Ensure staff are trained/Qualified	2	9.1	<ul style="list-style-type: none"> - Qualified staff to be used in the specialist placements.
More provision for SEN is needed	2	9.1	<ul style="list-style-type: none"> - 20 places in the area is not enough. There should be 2 srb classes
Preferred schools to have SEN unit	2	9.1	<ul style="list-style-type: none"> - ST PAUL'S TO HOST.
Other	3	13.6	<ul style="list-style-type: none"> - For Greenway not to have the resource. Many children with differing needs and abilities were 'encouraged' to move schools because they couldnt manage behaviour appropriately
Total Respondents	22	-	

NB. Percentages total more than 100% as comments could fall into more than one theme.

Appendix 10: Summary Analysis of responses received

Do you wish to make any additional comments?

Respondents were invited to leave any additional comments they had in relation to the specialist provision for primary aged learners with complex learning needs and / or autism proposals.

Overall, 32 comments were received and grouped into themes. A full list of themes with example comments are shown below.

Theme	No	%	Example Comments
Provision is needed for all schools - ages/languages/faiths	8	25.0	<ul style="list-style-type: none"> - Where is this provision in terms of Welsh education? Pwll Coch numbers are extremely low? Once again, lack of planning and forward thinking. There is no provision for these pupils in Pwll Coch to go to Secondary - Can we think about establishing this kind of specialist base within some of our faith schools please. - Please ensure there is appropriate capacity within the secondary sector to accommodate these additional SRB pupils
Comments on school funding	7	21.9	<ul style="list-style-type: none"> - I support this so long as it won't mean less funding for schools without this provision - Our school does not have the correct budget to provide support for ALN children who need 1:1's. - There is not enough properly funded provision for pupils with ALN across Cardiff schools.
Specialist Provision should be done by individual schools/pupils needs	7	21.9	<ul style="list-style-type: none"> - There are a lot of children who are on spectrum who struggle in mainstream but do not meet criteria to switch to specialist schools - More support for higher academically functioning but have additional needs autism adhd - I hope these are used for complex learning needs and autism and not as a behaviour base
Demand in Provision for SEN across Cardiff	4	12.5	<ul style="list-style-type: none"> - There also aren't enough specialist places across the city - Its about time there were more provisions.

Appendix 10: Summary Analysis of responses received

Ensure staff are qualified/ trained/experienced in teaching pupils with Special Needs	4	12.5	<ul style="list-style-type: none"> - I would like to ensure that the teachers and TA employed have experience in special needs and aren't just new to reaching or agency staff - All staff need to be educated to help understand and support children with autism and additional learning needs.
Comments of children's safety/health & wellbeing	3	9.4	<ul style="list-style-type: none"> - An additional comment of safety going in & out of school from the back entrance upon Fidas road, cars are able to use this road and do so sometimes without concern that children are waiting to go into school. As with young children and those with additional needs safety is of the utmost importance and therefore, I feel that this road and its accessibility should be addressed at the beginning and end of the school day.
Other	4	12.5	<ul style="list-style-type: none"> - what steps will be taken to safeguard the learning opportunities of the current pupils?
Total Respondent	32	-	

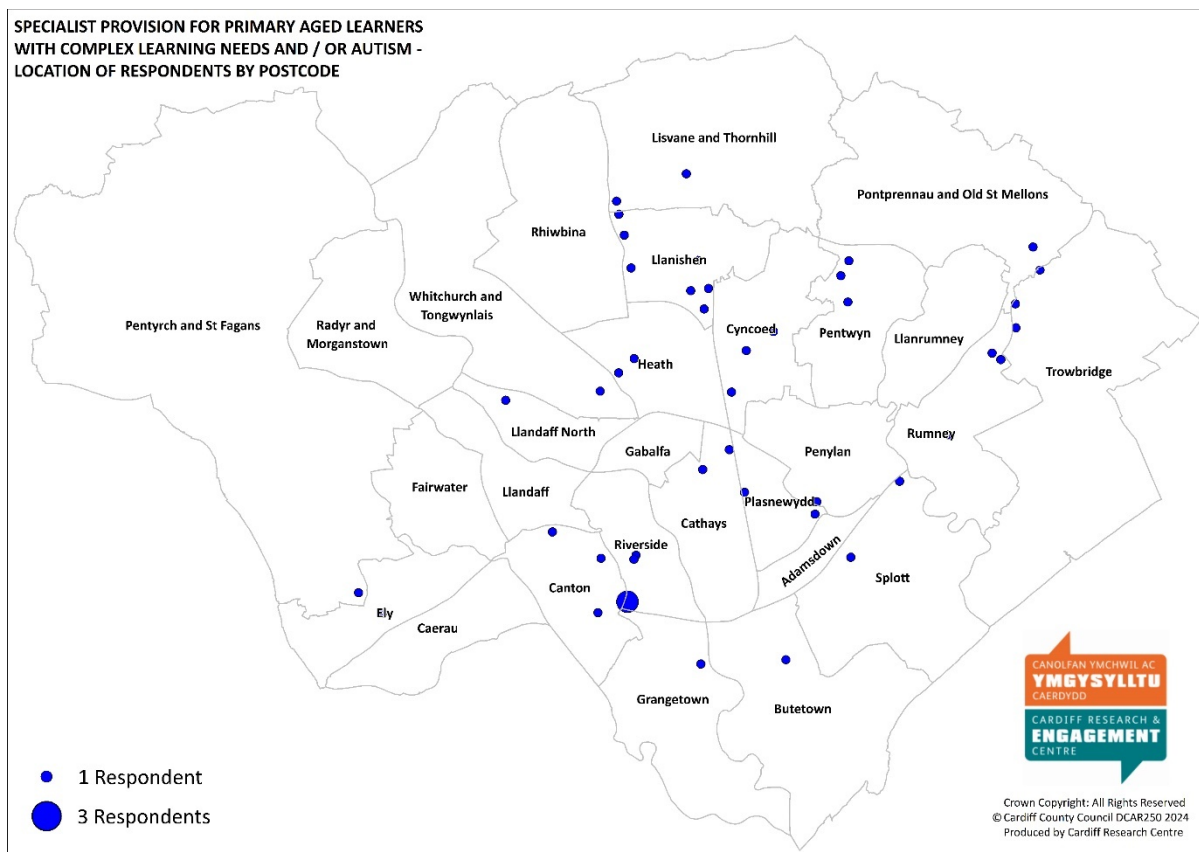
NB. Percentages total more than 100% as comments could fall into more than one theme.

Appendix 10: Summary Analysis of responses received

About You

Please provide your full postcode below (e.g. CF10 4UW) so we can be sure we hear the views of local residents:

Respondents were asked to provide their home postcode. There were 47 postcodes received, with 46 of these residing in Cardiff. These can be viewed below.



There was also one response received from Dinas Powys in the Vale of Glamorgan.

What was your age on your last birthday?

	No.
16-24	2
25-34	12
35-44	26
45-54	7
55-64	4
65-74	1
Prefer not to say	3
Total Respondents	55

Appendix 10: Summary Analysis of responses received

Are you...?

	No.
Female	48
Male	2
Non-Binary	0
Prefer not to say	4
Total Respondents	54

Do you identify as Trans?

There were 54 responses to this question. None of the respondents identify as Trans.

Do you identify as a disabled person?

	No.
Yes	5
Prefer not to say	5
No	44
Total Respondents	54

Please tick any of the following that apply to you:

17 people identified a health condition that applied to themselves, these can be viewed below:

	No.
Deaf/ Deafened/ Hard of hearing.	3
Mental health difficulties	8
Learning impairment/ difficulties	2
Visual impairment	1
Mobility impairment	1
Long-standing illness or health condition (e.g. cancer, diabetes, or asthma).	4
Total Respondents	17

NB. Total Respondents is less than the total number of responses given for each health condition as more than one condition could be selected.

Appendix 10: Summary Analysis of responses received

What is your ethnic group?

Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.

	No.
White – Welsh /English / Scottish / Northern Irish / British	46
White – Any other white background	1
Mixed/Multiple Ethnic Groups – White and Black Caribbean	1
Asian/Asian Welsh/British - Pakistani	1
Prefer not to say	4
Total Respondents	53

Appendices

Appendix 10: Summary Analysis of responses received

Formal Responses to the Consultation on Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

Estyn - His Majesty's Inspectorate for Education and Training in Wales

Estyn's response to the proposal to introduce specialist provision for learners with complex learning needs and/or autism at Coed Glas Primary School, Greenway Primary School and Severn Primary School.

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

The proposal is to establish specialist provision for learners with complex learning needs and/or autism in three English medium primary schools in the City of Cardiff. In doing so the Council will increase provision by 60 places, distributed equally across the three schools.

Summary/Conclusion

Overall, Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area. However, further consideration needs to be given to clearly outlining the needs of the learners, the support they need and detail in establishing and running a specialist provision within a mainstream school and the implications on all learners, staff and their parents.

Description and benefits

The local authority has set out a generally clear rationale for its proposal. Essentially, this relates to increasing demand, a lack of current provision and better distribution of specialist provision for learners with complex learning needs and/or autism, across the City.

The proposal refers to a lack of capacity in its four special schools and nine specialist resource bases. It also notes that the rebuild and extension of Riverbank Special School will see capacity increase by just over 30 additional places. Table 4 of the proposal [p.14] clearly shows how demand for "specialist placements" has increased, year-on-year since 2017, with 24% more placements being made in 2022-2023 than in 2017. However, it is not clear if this relates specifically to learners

Appendix 10: Summary Analysis of responses received

with complex learning needs and/or autism, or all learners with ALN in specialist resource bases, including special schools and education other than at school settings [EOTAS]. The proposal goes on to demonstrate that demand is likely to increase by a further 10%, up to 2028.

The proposal [p.15] states that "...growth trends cannot be modelled to continue indefinitely above 3.8% of the overall school population...it is not anticipated that such a high proportion of learners should be placed in specialist provision, such as special school, specialist resource bases and pupils referral units...Support in mainstream school should, where appropriate, all for learners to remain within their home school community. The Council is investigating opportunities to improve facilities for *prevention* and early intervention in primary and secondary schools. The broad sentiment about mainstream schools being supported to be better placed to meet the needs of learners with ALN is welcome. However, it is not clear how the authority will prevent learners having complex learning needs and/or autism.

The proposal suggests that nurture arrangements and internal exclusion are appropriate for learners with complex learning needs and/or autism. This is a worrying feature of this proposal.

The local authority provides an overview of the benefits of the proposal. This ostensibly relates to the authority meeting demand and better distribution of specialist ALN provision in mainstream schools and the potential for reduced travel time for learners to and from provision. However, no specific information is given in relation to the broader proposed benefits for learners, or what the curriculum or wider provision including support, is likely to be.

The local authority does not provide an overview of any alternative options that may have been considered.

The local authority provides an overall timeline for the proposal, with an expected implementation date of September 2024.

The proposal notes that the two-mile walking distance to school applies equally to special schools and specialist resource facilities. The proposal goes on to state that "...the individual needs of pupils at special schools and specialist resource bases...[may] limit the scope for high rates of active travel..." In other words, it may be possible for pupils that access the specialist resource bases to be provided with free home-to-school transport.

The proposal does not indicate whether pupils will be dislocated from existing mainstream or specialist provisions and the support, including transition arrangements, that pupils and their parents are likely to need and benefit from.

The local authority does not provide any information on costs in relation to establishing provision and neither does it consider whether there is the need for any building, refurbishment, or adaptation to proposed or existing provision. It is not clear that accommodation within the proposed schools has been identified. As a result, it is not possible to comment on the suitability of accommodation.

Appendix 10: Summary Analysis of responses received

The proposal does not provide any information in relation to proposed staffing arrangements or how staff will be supported.

The local authority has not provided a Welsh Language Impact Assessment as part of this proposal.

The local authority has not provided a Community Impact Assessment as part of this proposal.

The local authority does state that the proposal is at "...an early stage..." [p.2] The council has a series of face-to-face and online consultation events taking place between 29th November 2023 to 16th January 2024.

Education aspects of the proposal

Overall, the local authority has not considered in any detail, the likely impact of the proposals on learners with ALN, their parents or the steps that need to be taken by proposed schools and the local authority is considering fully the needs of the learners that are likely to be placed in the specialist resource bases.

Up to page 19, the proposal refers to learners with complex learning needs and/or autism. It does not define what it means by complex learning needs, nor does it indicate the level of autism of learners. The teaching and learning section on page 20 potentially changes the needs of learners to "...complex learning needs (including autism) for learners with "severe general learning disabilities. Some pupils may have associate difficulties including autism, physical or medical needs, speech and language difficulties..." It may be that this section is attempting to refer to issues of co-morbidity. However, it could also be argued that the potential broadening of need may result in the inappropriate placement of learners with varied and contrasting needs. This would not generally be in the interests of learners. Overall, the needs of the learners is too vague, as is the very limited account of how their needs will be met.

The proposal is clear that all learners will have a statutory individual development plan. However, it is not stated whether this will be maintained by the local authority, or the school.

The proposal for each of three schools indicates that two classrooms would be set up to provide a nurturing environment, including a small group room with access to a secure outside learning area and accessible toilets. This is very limited information. It is not possible to comment on the suitability of the environment as no further information has been provided. It is not clear therefore that the needs of learners with complex learning needs and/or autism, or indeed those with physical or medical needs, have been considered.

The proposal outlines that a staggered approach is taken in admitting learners and that full capacity is not usually met within the first year of opening. This would appear to be a sensible approach and will allow both learners and staff to become acclimatised to the new setting.

Appendix 10: Summary Analysis of responses received

The proposal does not provide any information on the curriculum to be followed by learners or whether it is expected that learners will access learning or other activities alongside their mainstream peers.

Children with complex learning needs and/or autism are generally more likely to be supported by other professionals such as colleagues from health. The proposal does not provide any information regarding any consideration given to making suitable space available for other professionals to meet with pupils their parents and school staff.

The proposal does not provide information on the qualifications or experience of staff to be employed at the specialist provisions. Neither does it provide information on how staff will benefit from links with other specialist provisions in the authority or any support to be provided by the authority's special schools or ALN advisory service.

The proposal is clear that the governance of the specialist provisions will be with the governing body of the schools. However, no information is provided on how the governing bodies, headteachers and senior leaders will be supported in planning and operating the provision effectively. It is presumed that the school's additional learning needs coordinators [ALNCos] will assume leadership responsibility for provision, but this is unstated. The proposal does not give consideration to the impact of this additional responsibility or, or to any professional development needs of the ALNCos.

The proposal does not provide any information on how existing staff and learners will be prepared for the introduction of specialist resource provision at their school.

Coed Glas Primary School currently hosts a specialist resource base for children with a hearing impairment. There are no proposed changes to that provision.

The school is currently operating under full capacity with the number of pupils on roll expected to fall in the coming years.

In its most recent "school building condition and suitability assessment" the Council determined that the school building condition was judged to be poor with major defects, and suitability was judged satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas. The proposal states that the site, and local infrastructure would support the development of a specialist resources base provision. However, the proposal does not provide any information on how it will overcome its school building condition and suitability assessment in respect of the specialist resource provision.

The proposal outlines an assessment of the Council's views on the quality and standards at the school. These are positive. There is a reference to our most recent inspection of the school in January 2023. However, the proposal does not make specific reference to our judgements on the provision for and progress of pupils with ALN. In [our report](#) we note that:

- The majority of pupils with additional learning needs [ALN] make good progress in their learning.

Appendix 10: Summary Analysis of responses received

- Staff provide strong support for pupils with ALN. There are clear system for the identification for pupils needing additional support in learning, and provision is planned effectively to support them to make good progress in their skills.
- Pupils with hearing impairments are fully included in the life of the school. These pupils work with their peers in nearly all classes, while pupils in all classes learn British Sign Language to communicate with their friends.

Greenway Primary School

The school is currently operating at full capacity, with number on roll expected to fall over the coming years.

In its most recent “school building condition and suitability assessment” the Council determined that of school building condition was judged to be satisfactory but with minor deterioration, and suitability was judged satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas.

The proposal outlines an assessment of the Council’s views on the quality and standards at the school. These are positive. There is a reference to our most recent inspection of the school in October 2022. However, the proposal does not make specific reference to our judgements on the provision for and progress of pupils with ALN. In [our report](#) we note that:

- Pupils who have ALN make strong progress from their individual starting points
- Support staff work diligently to integrate pupils with ALN into the classroom and assist teachers well.
- There are robust processes in place to identify pupils with ALN using a wide range of evidence.
- The school’s ALNCo, along with class teachers, ensures that there is prompt identification of pupils with ALN and that suitable support is put in place.
- Staff work well with their local partner schools to take forward curriculum developments and approaches to support pupils with ALN.

Severn Primary School

The school is currently operating at around 90% capacity with numbers on roll expected to decrease over the coming years.

In its most recent “school building condition and suitability assessment” the Council determined that of school building condition was judged to be poor with major defects, and suitability was judged satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas.

During our recent inspection of the school we issued a health and safety letter, noting concerns around the roof and water ingress, including the potential of debris falling from the building. The Council has responded stating that they are fully aware of the condition of the building and that building leaks “...do not form an uncontrolled

Appendix 10: Summary Analysis of responses received

health and safety risk. Where there have been leaks the incidents have either been risk assessed or services have been isolated and on-going control measures are in place to ensure safety of occupants...” The Council advises that it is “...currently undertaking envelope surveys in order to develop a programme of work which will be shared with the school as soon as possible...”

The proposal outlines an assessment of the Council’s views on the quality and standards at the school. These are positive. There is a reference to our most recent inspection of the school in October 2023. However, the proposal does not make specific reference to our judgements on the provision for and progress of pupils with ALN. In [our report](#) we note that:

- Pupils with ALN progress well in relation to their individual starting points
- The ALNCo efficiently organises and manages valuable support for pupils with ALN.
- There are clear structures and processes in place to identify, support and monitor the progress of these pupils.
- The school works well with external agencies to ensure that support for pupils meets their individual learning needs and enables them to make good progress.

Appendix 10: Summary Analysis of responses received

Albany Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes.

Would you like to suggest any changes or alternatives to the proposed changes?

We support the proposed changes and believe any increase in provision is a positive thing. We are concerned however that it will still be insufficient to meet needs across the city. We have a significant number of pupils in our school that will require specialist provision and if the need is similar across the city more will be needed to be done so it would be interesting to know future plans.

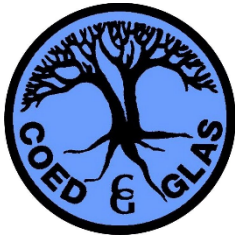
Do you wish to make any additional comments?

Within the community our school is based in, there are a lot of pupils arriving from overseas. Often they have no identification or diagnosis of needs prior to arrival. They need enhanced support whilst working towards a specialist referral, which was previously available. We understand that there are processes and that evidence is needed before allocating specialist places but it is vital that there are reactive systems in place and the possibility of fast tracking some pupils where needs are clear.

Cathy Madge
Albany Primary School Chair of Governors

Appendix 10: Summary Analysis of responses received

Coed Glas Primary School Governing Body



COED GLAS PRIMARY SCHOOL

Ty Glas Avenue, Llanishen, Cardiff, CF14 5DW
frontdesk@coedglasprimary.co.uk
029 2075 4862



Headteacher: Mrs Sophie Notley

8.01.24

RE: Consultation to establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.

Governor's response

It was considered that an SRB would be positive for the local community. Governors considered both options for either a Complex Learning Needs or an Autism base and believed that the right decision for Coed Glas Primary would be an Autism base. This is based on the school's successful record of integration with the children in the current SRB. It was considered that the school did not have the facilities for complex needs which would do a disservice to those children. It was acknowledged by the Governing Body that staff were aware of the positive and negative challenges, but morally considered it the right decision to have an additional SRB once the practicalities had been worked out.

Governors acknowledge that there are staffing challenges coming for September 2024 and opening an additional SRB would provide an opportunity to address those should current staff wish to apply for permanent positions within the base. The non-teacher representative on the Governing Body shared that the Teaching Assistant staff were concerned about losing jobs in September and considered that several members of current staff would be interested in applying for a role within a base.

Governors agree that an autism base would be a great opportunity and further enhance what Coed Glas already has to offer. It was acknowledged that it would mean so much more if Coed Glas pupils, who needed it, were considered a priority.

Reducing the PAN

Governors firmly believe that reducing the PAN to 60 is crucial to the success of a new base at Coed Glas and to the school community as a whole. The impact of very large class sizes on children cannot be underestimated. Several parent governors have had their own children in the situation of being in a very large class before the school was able to split into three classes. Without any spare classrooms, should an

Appendix 10: Summary Analysis of responses received

SRB be opened at Coed Glas, there is a real risk of class sizes increasing to unmanageable levels. Continuing with a PAN of 75 alongside opening an additional SRB is not feasible.

Governors and SLT have discussed the impact of having a PAN of 75 has had during the last academic year. Alongside the significant budgetary pressures of splitting very large cohorts into three classes there is the impact on staff that has led to more than one resignation. Reducing pupil mobility would reduce staff workload. A PAN of 60 has to be seen as essential should an additional SRB be opened at Coed Glas.

Workload

The Governing Body expressed concerns over staff and Senior Leadership Team workload increasing with the additional SRB. They recognise that the very challenging behaviour of a small number of children over the past term has added significantly to the workload of SLT in particular. Governors are concerned about the pressure and workload on teachers and teaching assistants, particularly where year groups already have a higher number of children from our current SRB and children with ALN requiring ALP. Governors would want assurances from ALN panels that discussions with the school leadership team would happen before any child was admitted to a new SRB to ensure that there was capacity to support these children appropriately and not to the detriment of the other children.

They agree with the headteacher that any staff recruited to a new SRB would need to have the right skills and experience to ensure that additional pressure does not always fall on SLT. Governors will be very much part of the recruitment process. Governors would like current staff to have the opportunity to access relevant training over the coming terms.

Funding

Governors are very clear that sufficient funding needs to be in place to ensure that the SRB is appropriately resourced to meet the needs of the children joining and that repairs to the demountable classrooms are also funded.

Governors also discussed concerns over the size of the current staff car park. Whilst they acknowledge the desire to encourage more sustainable forms of school travel they totally understand that many of the staff do not live nearby and have to travel some distance to work. An additional 10 staff for the new SRB would put further pressure on this car park. Governors agree with the headteacher that expanding the car park into the school field to increase spaces by 10 would go some way to improve matters. Included in these 10 additional spaces should be another two disabled bays. Governors recognise that some of the potential children joining a new SRB would be arriving via taxi. With the current SRB pupils also arriving via taxi this would put additional pressure on spaces and would be a safety concern.

Appendix 10: Summary Analysis of responses received

Governors are already aware and have met with Cardiff Council transport representatives regarding the consultation on changes to parking outside of Coed Glas Primary. This will further reduce the opportunity for additional staff to park nearby.

Governors discussed the concern over mainstream ALN funding being frozen. The Governors are very concerned about the impact this is having on children with IDPs requiring ALP who are in mainstream classes and the pressure this is putting on staff. Governors understand that the new SRB would be fully funded, however they wish to make their views clear about ALN funding. Governors recognise the difficulty this is putting on the school budget as these children are entitled to support. Funding for resources for the new SRB is vital. Governors have discussed the amount of £5000 shared at the consultation meeting. Governors recognise that this amount is insufficient to fund specialist resources and IT equipment for both the children, teachers and HLTAs in a new SRB. Due to Coed Glas deficit position any additional funding needed would have to come from Cardiff Council.

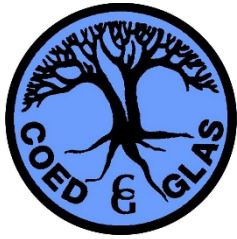
Staffing and budget

Coed Glas is one of many schools in a deficit position. This will have a significant impact on staffing levels next academic year. The Governors are very keen to retain as many staff as possible. There are a large number of temporary contracts due to budget restrictions and some members of staff have expressed a real interest and desire to work in a new SRB. Governors are interested in exploring recruitment to the new base for September 2024 so that any current staff who were successful at interview could avoid a break in service.

Kelvin Pritchard
Chair of Governors

Appendix 10: Summary Analysis of responses received

Coed Glas Primary School Headteacher



COED GLAS PRIMARY SCHOOL

Tŷ Glas Avenue, Llanishen, Cardiff, CF14 5DW

frontdesk@coedglasprimary.co.uk

029 2075 4862



Headteacher: Mrs Sophie Notley

12.01.24

RE: Consultation to establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.

Headteacher's response

We have considered both options for either a Complex Learning Needs or an Autism base and believe that the right decision for Coed Glas Primary would be an Autism base. We already have a successful model of inclusion with our current SRB and this model of integration works well for all of our pupils, staff and families.

Agreeing to establish an additional SRB at Coed Glas is fundamentally the right thing to do. We had a very successful Estyn inspection last January and Inspectors highlighted us as 'an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning.' They also noted that 'all staff provide strong support for pupils with ALN.' That being said, adding to staff workload is a real concern and ensuring that any new SRB has staff who are appropriately trained, ratios that provide the right support and is fully funded is vital to its success. School staff are stretched to their limits at the moment particularly with the pressure of having children with IDPs that are not funded. My staff want to do the very best they can for these children as well as the mainstream children but with no money to provide additional support from adults this burden often lands on the class teacher and their support staff.

Staff concerns are around pupil dysregulation and additional workload for mainstream teachers. We already run our own wellbeing provision that caters for a range of needs alongside providing much needed support for a small number of children who display significant behavioural difficulties. Our capacity for coping with any more behavioural needs is stretched to breaking point. Again, the right recruitment to any new SRB is crucial. It is vital that staff have experience and training that includes de-escalation techniques and Thrive. For a new SRB to be successful at Coed Glas it is essential that any child joining us who requires greater levels of support on a regular basis is found a more suitable place or additional funding is provided to increase levels of staffing.

Appendix 10: Summary Analysis of responses received

Staff brought up the difficult juxtaposition of an ALN system for mainstream pupils with IDPs which is woefully underfunded alongside a new SRB that would be fully funded. We currently have several children at Coed Glas in mainstream classes who may well have ended up permanently excluded from other schools and/or referred for specialist provision. The lack of funding to sufficiently staff support with appropriately trained adults for children with ALN is a huge worry. The wider picture of lack of funding for any child with ALN needs addressing.

That being said, one of the reasons we believe having an Autism base at Coed Glas is the right decision is the number of pupils, several in Early Years, who either have a diagnosis of Autism or are on the ND pathway who are really struggling in the mainstream environment. Some of these children could be high attaining with the right provision and we have requested specialist places for them. I know that these places do not currently exist and without schools agreeing to SRBs these children will continue to struggle, damaging their experience of education and potentially leading to them becoming anxious non-attenders later.

Having met with Springwood Primary headteacher and the lead teacher for their Autism base, it seems that having an Autism SRB that caters for children who have the potential to do well but need a resource base in order to succeed would be the right decision for Coed Glas.

Barriers and solutions

From a practical standpoint we have the space to establish an SRB as the birth rate continues to drop. Vital to the success of a new SRB would be a cap on our pupil numbers at 60 rather than our current 75. Once a new SRB opens we would not be able to split very large classes of over 35 into three as all available classrooms would be in use. Teaching more than 32 children in a class is unmanageable and not a good environment for any child to succeed. This is something our families and the Governing Body are firm about. In the last few years we have had to split two classes of over 34 children into three several times. This has had a significant impact on our budget. With our deficit position this is no longer an option for us. Continuing with a PAN of 75 would mean mixed year groups which is something we are not prepared to do. Our Estyn team was very pleased that we did not have mixed year groups. Our families and Governors are firmly against this too.

Whilst I know that reducing our PAN to 60 requires an additional consultation, we need assurance that admissions would not accept children beyond a cap of 60 into any year group of two classes prior to any consultation taking place. This is essential as we have lost excellent experienced staff due to excessively large class sizes in the very recent past. It puts a huge strain on class teachers in particular. Last year we admitted well over 60 new pupils outside of Reception and Nursery intakes. 10% of these children came with ALN requiring ALP (unfunded) and 50% with EAL. Because we have a PAN of 75 we continue to admit pupils mid-year on a very regular basis. Reducing our intake to 60 would reduce pupil mobility which also

Appendix 10: Summary Analysis of responses received

adds to staff workload. The impact of having pupils with ALN, EAL and challenging behaviours in some classes has been significant. It would be essential that serious consideration would be given by the panel regarding year groups that already have a high number of children from our current SRB alongside higher numbers of children with IDPs requiring ALP in mainstream.

Staffing and budget

Coed Glas is one of several schools in a deficit position. This will have a significant impact on our staffing levels next academic year. I am very keen to retain as many staff as possible. We have excellent people who are experienced in working with children with a range of ALN. We have a large number of temporary contracts due to budget restrictions and it is highly likely that we will have to make some difficult staffing decisions in the coming school year to attempt to reduce our deficit. Some members of staff have expressed a real interest and desire to work in a new SRB. For me, recruitment is the key to the success of a new SRB at Coed Glas. Having experienced and passionate staff is crucial. I have met with HR to discuss current contracts and processes we would need to follow. Ideally if we could recruit to the new base before September 2024 with a view to staggered starts for the children joining then any of my current staff who were interested in applying and successful at interview could avoid a break in service. I would like to access Autism training for any of my staff who are interested in working in the base over the coming two terms.

Practical points – parking

Whilst I absolutely agree that local schools for local children is the right thing, I imagine that several of the 20 children potentially starting at Coed Glas Autism SRB would be travelling to school via taxis. As a number of our children with IDPs in mainstream classes alongside children arriving in taxis for our current SRB have disabled parking rights, the two disabled parking bays are always busy in the mornings particularly with parents dropping their children off. Our school car park is not large enough to cater for the number of staff cars and taxis at the moment. I have spoken with my health and safety officer on a number of occasions recently regarding cars entering and exiting the car park at the start of the school day. There is also consultation on changing the parking outside Coed Glas which would further impact the staff ability to park nearby. We have the space to expand our car park by 10 spaces which would provide additional disabled parking bays with increased numbers of children arriving in taxis and give some additional spaces for any new staff. The increase in both staff and taxi parking would be very difficult to manage. This may seem like a minor point however it has the potential to cause additional workload for SLT who would end up trying to manage parking pressures on a daily basis. Many of our staff live outside of Cardiff and need to drive to work.

Expanding our car park is essential and would need to be funded.

Appendix 10: Summary Analysis of responses received

Funding to improve current buildings

Our demountable classrooms would be the ideal location for an Autism SRB as it would give those children a much needed quieter space away from the busy corridors and areas of the main school whilst still being nearby to access their mainstream classes. The demountable classrooms have their own garden area and would definitely help any children with Autism to manage their dysregulation. I believe the set up funding available is £5000 per classroom. This is not enough money to kit out a classroom with any specialist resources, such as sensory equipment, that would provide the right environment for children with Autism alongside your usual classroom resources. Additional funding would be required to provide enough IT equipment for the children and the adults working there. The teachers and HLTAs would need laptops. I have absolutely no money in my school budget to fund this. These classrooms are in need of some upgrades particularly the decked walkway and steps up to the demountable classrooms need some repair, as do the fire doors. Dean Griffiths came out to assess the buildings and saw the need to do some repairs whilst recognising that the classrooms were sound. Again, due to our deficit budget this would need to be funded.

Key points:

- Autism SRB
- Reduction in our PAN to 60
- Training for current staff
- Commitment to funding resources needed
- Funding to increase our car park size to include additional disabled bays
- Repairs to demountable classrooms funded
- Consideration on start date to ensure no break in service for any current staff
- Support with recruitment



Sophie Notley
Headteacher

Appendix 10: Summary Analysis of responses received

Greenway Primary School Governing Body / Headteacher

**Greenway Primary
School,
Llanstephan Road,
Rumney,
Cardiff.
CF3 3JG**

Tel: 029 20777048



**Ysgol Gynradd
Greenway
Heol Llanstephan,
Tredelerch,
Caerdydd.
CF3 3JG**

Headteacher / Prifathro: Mr Nic Naish

Email / Epost: greenwayprm@cardiff.gov.uk

RE: ALN consultation response

19.1.24

Following on from a number of meetings and on behalf of the Governing Body at The Oaks Federation, we are pleased to offer our support for the proposed SRB provision at our school. We feel it will benefit our community to have the resources located at Greenway. The benefit will support learners, families and the current team to offer the very best for learners in Cardiff.

We only ask that the proposal is fully supported with appropriate funding and resources and that plans are communicated in a timely and efficient manner as the process develops.

With thanks

Nic Naish (Headteacher)
Bryan Jeffries (Chair of Governors)

Appendix 10: Summary Analysis of responses received

Severn Primary School Governing Body, Headteacher, Deputy Headteacher and Additional Learning Needs Coordinator



15th January

2024

To whom it may concern,

Detailed below is a response about how the proposed Special Resource Base (SRB) at Severn Primary School for complex learning needs and autism could be implemented effectively. The plans have been drawn up through consultation with the Severn Governing Body, the Additional Learning Needs Coordinator and the Severn Primary Senior Leadership Team.

As a school we fully support the proposal of an SRB at Severn due to the positive impact it will have on pupils and their families in accessing education and support which will meet their individual needs where mainstream education cannot. However, we want to ensure the SRB will be able to run effectively and safely alongside the current mainstream provision at Severn. Therefore, we have highlighted the benefits the SRB will bring to the school community but also the potential risks/concerns for both plans.

Plan 1

Use the whole upstairs of the main school building to house Year 6 and Year 5 and Year 4. This would create the necessary room for the SRB and allow a more flexible hall timetable for all year groups. It would also support Severn Care Club to increase in size and maintain a school library and community room for parental engagement activities and interventions for pupils.

Location and learning environment

- The SRB to be located in the current Year 3 classrooms. This is because both classrooms are situated in the heart of the school meaning pupils who access

Appendix 10: Summary Analysis of responses received

the SRB are at the centre of school life and feel included as part of Severn Primary School.

- Both classrooms are situated in the newest part of the building and therefore are in the best condition and have just recently had brand new flooring.
- Both classrooms have access to an enclosed outdoor space, nearby access to toilets for male and female and there is a room situated between both classrooms which could have a multi-purpose use, such as for changing, small group intervention, or sensory area.
- Both classes benefit from having a large store cupboard in each classroom
- Both classrooms are situated in close proximity to the main school hall which would enable pupils to more easily access assemblies and whole school events.
- There is an additional room nearby which is close to the toilets which could be used as a multi-purpose room, such as a shower/changing room for example

Plan 2

As above, but only using two classrooms and the main hall upstairs of the main school building to house the displaced classes.

Benefits and opportunities for the school

- Opportunities for pupils with complex needs to be supported in our cluster with education provision which meets their specific needs
- The SRB would further enhance Severn as an inclusive school community
- Pupils would have a personalised curriculum to help develop their skills
- Specialist teachers and teaching assistants on site to support other colleagues
- Parents would less anxious about sending their children to provision in a different part of the city.
- The SRB would offer a more inclusive approach for all stakeholders
- The school would receive additional funding to run the SRB
- There would be potential to increase the numbers of pupils who could attend Severn Care Club if the upstairs could be used to house classes. The current Reception classroom could become Severn Care Club. This would

Appendix 10: Summary Analysis of responses received

allow Nursery parents to use the provision in the morning which is not currently available. This could in turn increase numbers on roll for the school moving forward

Threats

Budget

- The school is currently running a large deficit budget for the first time this year. The ALNCO who was out of class full time now has a 2.5 day teaching commitment each week. As a result of this the ALNCO's workload is being absorbed by other senior leaders
- The threat of redundancy is extremely likely this year. This will impact negatively on the whole school in terms of losing staff.
- We understand we will receive funding to run the SRB which will be ringfenced. However, we have a number of questions about potential additional costs which the whole school budget might incur.
 1. Will the ratio of 1 teacher and two teaching assistants be sufficient as we do not currently know the specific needs of the pupils until they are allocated places? If the ratio is not sufficient and another member of staff is required, will this cost be covered by the SRB funding?
 2. If a member of staff is ill and cover is needed, will the SRB budget cover this? Will the school be able to use our Mutual Supply Fund to cover long term illness or will there be alternative arrangements?
 3. Will future pay rise costs be covered by the SRB budget so it doesn't impact on the school budget?
 4. Who will control the SRB budget? Will it be a separate budget or included as a cost centre in our main budget?
 5. Will there be a maintenance budget for the SRB classrooms and outdoor area?
 6. Will there a resource budget as part of the SRB budget? If additional specialist resources are required to support pupils, will this cost be met?
 7. Will there an additional funding to increase the leadership capacity/salaries. For example an assistant headteacher or a TLR for the lead SRB teacher.

Appendix 10: Summary Analysis of responses received

School building

- The school building is in a poor state of repair. Half the school is currently clad in scaffolding in readiness for roof and stonework repairs. Severn is currently rated as a C. Category D schools are replaced. The school is in regular contact with Building Services to identify and plan future building works
- There are constant issues with drains, roof leaks and boilers/central heating. This eats into an already stretched budget and the time of senior leaders. Concerns regarding the roof were identified by Estyn during their inspection in early October 2023.
- The Estates Manager (EM) is retiring in August. We know it is proving difficult for many schools to attract and appoint candidates with suitable skills. Severn is a very large site and requires constant upkeep, maintenance and monitoring.
- The current KS2 pupil toilet block which SRB pupils would potentially use is very old and needs replacing
- Severn House (the EM's living accommodation) has now been vacated due to water ingress. Work is due to commence very soon on the property. This will impact negatively on access to the school building.
- As a result of the poor condition of the building, a lot of senior leaders' time is spent supporting meetings, working with the EM and keeping the building in working order on a daily basis.

Additional concerns

- Would the SRB be subject to our standard school policies? If this is the case, these would all need to be revised. Or, will specific policies be written relating to the SRB? Who will be responsible for writing these and will they need to be approved by the School's Governing Body?
- In addition to this, who will be responsible for writing risk assessments in relation to the SRB?
- The SRB will impact on daily school timetables and functions. For example, our playground areas are small and timetables would need to be staggered in order to accommodate playtimes, lunchtimes and access to these areas for lessons. This will mean less available time for the curriculum in these areas. Hence why, use of the upstairs of the school is vital (In particular the hall) to the success of the SRB and the school as a whole.
- Housing the SRB in any other location on the school site would be a short-term solution as evidence suggests pupil numbers will rise in the near future.

Appendix 10: Summary Analysis of responses received

Overall, we are keen to support the proposal as we highlighted earlier in the letter. However, we do feel that the SRB would not function effectively unless it was located where the Year 3 classrooms currently are and that the school had access to the upstairs space in the main building.

Our school community is made up of a large percentage of pupils with English as a second language, free school meals and additional needs. In addition, many pupils start at Severn with low levels of literacy and numeracy skills compared to their peers:

“During their time at school, many pupils make good progress in most areas of learning, often from starting points that are below the level expected for their age. Around a half of pupils enter Reception with communication skills well below the level expected for their age”

Estyn October 2023.

A school library and community room are essential for helping pupils embrace a love of reading, receive bespoke literacy and numeracy intervention support and engage parents to buy into school life to support their child’s learning.

The school building also requires a lot of work in order to bring it up to standard to not only meet the demands of the SRB but the whole school community to provide the best possible learning environment for pupils and staff.

Yours sincerely

Mr Nick Wilson
Headteacher

Mr Andy Roberts
Chair of Governors

Mr Andrew Jones
Deputy Headteacher

Mrs Waj Bibi
Additional Learning Needs Coordinator

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Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: **SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN)**

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New	<input checked="" type="checkbox"/>
Existing	<input type="checkbox"/>

Directorate/Service Area:

Education

Who is developing the proposal?

Name:	Richard Portas
Job Title:	Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for



completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Rosalie Phillips	Project Officer- School Organisation Planning	12/06/2023
2	Jo Phillips	Project Officer- School Organisation Planning	01/03/2024

2. Overview of the Proposal

What action is the Council considering and why?

Please provide an outline of the proposal.

The Council has consulted on provision for children and young people with additional learning needs (ALN). The consultation ran from 20 November 2023 to 19 January 2024 and is an opportunity to learn about the proposed changes, ask questions and to make comments.

To meet demand for specialist resource base/special school places for learners with emotional health and wellbeing needs it was proposed to:

- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within existing buildings.
- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings.
- establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

Following concerns raised by the Lakeside Governing Body during the consultation, it is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school hosts a two-class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at Ysgol Cynefin (formerly known as The Court Special School).

The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.

The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard of provision is maintained including consideration of the needs of learners, funding, staffing and resources.

Following concerns raised during the consultation by the Ysgol Gymraeg Pwll Coch Governing Body, it is acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.

The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.

The points raised during by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

To meet demand for specialist resource places for learners with complex learning needs/ autism spectrum condition it was proposed to:

- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Greenway Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Severn Primary School from September 2024, within the existing buildings.

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

Details of the financial implications relevant to the proposed changes are as set out in the report.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out.

Impact Assessment	Page	To be completed: Y/N
A. Equality Impact Assessment	6	Y
B. Child Rights Impact Assessment	21	Y
C. Welsh Language Impact Assessment	26	Y
D. Habitats Regulations Assessment	32	N
E. Strategic Environmental Assessment	33	N
F. Data Protection Impact Assessment	34	N
G. Health Impact Assessment	35	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
Up to 18 years	x		
18 - 65 years	x		
Over 65 years		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposals will have a positive impact.

The aim of the proposed changes is to improve the match between the supply of and demand for places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs/ autism spectrum condition.

The options identified would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The proposals would require changes in the staffing structures of the schools subject to the proposed changes.

Proposals to establish Specialist Resource Bases would require the relevant Governing Bodies to consider the workforce requirements in readiness for the expansions. The Governing Bodies would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to the Governing Bodies for the workforce planning process and consequential recruitment processes, if required.

Any changes to accommodation would need to consider a detailed range of information e.g., the design/accessibility of any school buildings/accommodation and appropriate actions to address any differential impacts.

What action(s) can you take to address the differential impact?

The Council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff.

Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability	x		
Long-Standing Illness or Health Condition		x	
Mental Health		x	
Substance Misuse		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposals will have a positive impact.

The aim of the proposed changes is to improve the match between the supply of and demand for places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs/ autism spectrum condition.

The options identified would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
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The Council would manage admissions to the specialist provision in accordance with the ALN Code

Any changes to accommodation would need to consider a detailed range of information e.g., the design/accessibility of any school buildings/accommodation and appropriate actions to address any differential impacts.

What action(s) can you take to address the differential impact?

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any

negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

What action(s) can you take to address the differential impact?

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage		x	
Civil Partnership		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

What action(s) can you take to address the differential impact?

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

What action(s) can you take to address the differential impact?

Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	x		
Mixed / Multiple Ethnic Groups	x		
Asian / Asian British	x		
Black / African / Caribbean / Black British	x		
Other Ethnic Groups	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

There will be no differential impact.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

What action(s) can you take to address the differential impact?

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		X	
Christian		X	
Hindu		X	
Humanist		X	
Jewish		X	
Muslim		X	
Sikh		X	
Other		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

There will be no differential impact.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities. The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's / Governing Bodies' policies on equal opportunities.

What action(s) can you take to address the differential impact?

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Sex

Will this proposal have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

There will be no differential impact.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

What action(s) can you take to address the differential impact?

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Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women/Lesbians		x	
Heterosexual/Straight		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no direct impacts arising from the recommendations of this report.

There will be no differential impact.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

What action(s) can you take to address the differential impact?

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas)

	Yes	No	N/A
Socio-economic impact		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Council's 'Stronger, Fairer, Greener' policy sets out the key themes and commitments for the next five years with a strong focus on putting children and young people front and centre of their ambitions for the city. Central to this is the explicit belief that good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

Education is consistently ranked as the top priority for children and young people in Cardiff, a key social and cultural right which plays an essential role in overcoming poverty and disadvantage.

The aim of the proposed changes is to improve the match between the supply of and demand for places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs/ autism spectrum condition.

The options identified would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.

What action(s) can you take to address the differential impact?

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

Any proposals that are progressed would need to consider fully the commitments set out in 'Stronger, Fairer, Greener' and how any proposed changes would support these.

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The incidence of ALN in the Welsh-medium sector continues to be lower than for Cardiff schools overall.

There would be a positive impact on the Welsh Language with an increase in the number of Welsh-medium specialist additional learning places.

The Council's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. The WESP commits the Council to increasing the provision of Welsh-medium education for pupils with additional learning needs (ALN).

The Welsh-medium proposals directly respond to the following WESP Outcomes:

- Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Following concerns raised during the consultation by the Ysgol Gymraeg Pwll Coch Governing Body, it is acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.

The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary, and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The points raised during by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors demand for additional learning needs provision and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

What action(s) can you take to address the differential impact?

Consultation and Engagement

What arrangements have been made to consult/engage with the various equalities' groups?

The consultation process for all proposals involved:

- publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local

residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);

- publication of bilingual summary documents setting out the main points of the consultation documents. These were made available Arabic, Polish and Bengali. (a copy of the summary documents can be seen at Appendix 2);
- publication of information in further community languages upon request;
- consultation meetings via Microsoft Teams/in person with governors at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School (notes from the meetings can be seen at Appendix 3);
- consultation meetings with staff, where requested by the school. Meetings with staff were requested by Fairwater Primary School and Coed Glas Primary School (notes from the meetings can be seen at Appendix 4).
- consultation meetings via Microsoft Teams/in person with pupil representatives at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School, Severn Primary School. Officers did not meet with pupil representatives from Ysgol Gymraeg Pwll Coch (notes from these meetings can be seen at Appendix 5);
- public consultation meetings were offered in person and via Microsoft Teams at which the proposals were explained and questions answered. Meetings took place where attendance had been pre-booked (notes from the meeting can be seen at Appendix 6);
- drop-in sessions in person and via Microsoft Teams where officers were available to answer questions (records of sessions held can be seen at appendix 7);
- letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- online response forms at www.cardiff.gov.uk/ALNSchoolproposals. This was available in Arabic, Polish and Bengali.

For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.

Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.

The Council's Accessibility Officer was given the opportunity to comment on the proposed changes.

A full and inclusive public consultation was carried out with the views expressed given due consideration as part of the decision-making process.

Summary of Actions (Listed in the sections above)

	Actions
Age	<p>The Council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff.</p> <p>Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.</p> <p>The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.</p>
Disability	<p>The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.</p>

	<p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.</p>
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	<p>The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.</p> <p>Any proposals that are progressed would need to consider fully the commitments set out in 'Stronger, Fairer, Greener' and how any proposed changes would support these.</p>
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	

Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

On completion of this Assessment, please ensure that the form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council
EqualityTeam@cardiff.gov.uk

B: Child Rights Impact Assessment

Guidance for Local Government prepared from Unicef is available here:

[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

STAGE 1: PURPOSE/ SCOPE

What is the policy/ strategy/ project/ procedure/ service? Summarise/ describe its overall aims and any aims specific to children.

To meet demand for specialist resource base/special school places for learners with emotional health and wellbeing needs it was proposed to:

- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within existing buildings.
- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings.
- establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

Following concerns raised by the Lakeside Governing Body during the consultation, it is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school hosts a two-class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at Ysgol Cynefin (formerly known as The Court Special School).

The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.

The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard of provision is maintained including consideration of the needs of learners, funding, staffing and resources.

Following concerns raised during the consultation by the Ysgol Gymraeg Pwll Coch Governing Body, it is acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.

The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.

The points raised during by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

To meet demand for specialist resource places for learners with complex learning needs/ autism spectrum condition it is proposed to:

- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Greenway Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs at Severn Primary School from September 2024, within the existing buildings.

Will the policy/ strategy/ project/ procedure/ service affect children and young people? Please think about which groups of children and young people it will affect.

The proposed changes relate to primary and secondary phase education provision.

Proposals for learners not accommodated by these proposals have been considered outside of these proposals.

STAGE 2: BUILD AND ASSESS

Which UNCRC (United Nations Convention on the Rights of the Child) articles are relevant to the policy/ strategy/ project/ procedure/ service? Read the articles [here](#) and add any relevant ones to the table below.

The articles which form the four General Principles of the UNCRC are pre-populated in the table.

For further information or assistance on UNCRC Articles, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

What is the likely/ actual impact of the proposal on children's rights? Is it positive, negative or neutral?

(If a negative impact is assessed for any area of rights or any group of children and young people, you must list and recommend options to modify the proposal or mitigate the impact.)

The impact on children's rights is expected to be positive.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The proposed changes would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.

- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with, and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.

The views of children affected (Article 12) were sought as part of the consultation and considered as detailed below.

STAGE 3: VOICE AND EVIDENCE

Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal?

The views of children and young people on the proposed changes were sought through age-appropriate consultation/engagement. Details of the engagement with children and young people and the views expressed can be seen at Appendix 5.

How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights?

Please provide an outline of the monitoring and review process for the implementation and/or delivery of the proposal and how children and young people will be included in this process.

The views of children and young people on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of any of the proposed changes being progressed the views of children will be sought as part of the implementation process.

STAGE 4: BUDGET

What is the budget for this proposal? Are any parts of it specifically allocated to children and young people?

The financial implications relevant to the proposed changes are set out in the report.

STAGE 5: IDENTIFIED ACTIONS

What actions have been identified or changes made to the proposal as a result of this assessment?

The views of children and young people directly affected by the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of any of the proposed changes being progressed the views of children will be sought as part of the implementation process.

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff for any assistance with completing this assessment
Bilingualcardiff@cardiff.gov.uk

Welsh Language Standards 88-97

Standard 88

Will this proposal have a **differential impact [positive/negative]** on:

	Yes	No	N/A
The opportunities for persons to use the Welsh language?	x		
Treating the Welsh language no less favourably than the English language?		x	

Please give details/ consequences of the differential impact, and provide supporting evidence, if any.

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.

Standard 89

Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places.

Treating the Welsh language no less favourably than the English language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places.

Standard 90

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect, on:

The opportunities for persons to use the Welsh language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places.

Treating the Welsh language no less favourably than the English language?
The proposed changes would increase the number of Welsh-medium specialist additional learning needs places.

Standard 91

When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on:

The opportunities for persons to use the Welsh language?
A full and inclusive public consultation was carried out with the views expressed given due consideration as part of the decision-making process.

Treating the Welsh language no less favourably than the English language?
N/A

Standard 92

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects, on:

The opportunities for persons to use the Welsh language?
A full and inclusive public consultation was carried out with the views expressed given due consideration as part of the decision-making process.
The views expressed regarding the Language Standards have been noted and will be reflected in future consultations.

Treating the Welsh language no less favourably than the English language?
N/A

Standard 93

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?
A full and inclusive public consultation was carried out with the views expressed given due consideration as part of the decision-making process.
The views expressed regarding the Language Standards have been noted and will be reflected in future consultations.
It is acknowledged that children accessing Welsh-medium provision may have to travel further as there are currently fewer Welsh-medium schools than English-medium schools.

As set out in the WESP, the Council is committed to increasing the number and distribution of additional learning needs places across the sector, monitoring requests for transfer from Welsh-medium into the English and developing an improved understanding of concerns, appropriate reassurance and support with a view to reconsideration to remain.

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured as measured by the shortest available walking route.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website www.cardiff.gov.uk

Treating the Welsh language no less favourably than the English language?

N/A

Standard 94

If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to:

The opportunities for persons to use the Welsh language?

N/A

Treating the Welsh language no less favourably than the English language?

N/A

Standard 95

If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 96

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 97

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

These include (please click on the hyperlinks to view detailed information about the requirements under the Welsh Language Standards):

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Telephone](#) – receiving and answering calls.
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Public Messages – electronic – video](#)
- [Signs, Notices & Display Material](#)
- [Publicity & Advertising](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Producing Forms](#)
- [Reception Services](#)
- [Websites, Apps and Online Services](#)
- [Social Media](#)
- [Self Service Machines](#)
- [Education Training Courses](#)
- [Public Address Announcements](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards?

All supporting materials and services are compliant with the requirements of the Welsh Language Standards.
--

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed here and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to Bilingual Cardiff Bilingualcardiff@cardiff.gov.uk

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 21 MARCH 2024

**DELIVERING THE HOUSING REVENUE ACCOUNT (HRA)
BUSINESS PLAN 2024-25**

HOUSING & COMMUNITIES (COUNCILLOR LYNDA THORNE)

AGENDA ITEM: 7

Appendix 4 to this report is exempt from publication because it contains information of the kind described in paragraphs 14 (information relating to the financial or business affairs of any particular person) and 21 (public interest test) of parts 4 and 5 of Schedule 12A to the Local Government Act 1972 and in all the circumstances of the case the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

Reason for this Report

1. To seek Cabinet approval for the Housing Revenue Account (HRA) Business Plan 2024-2025.

Background

2. All Local Authorities in Wales have the responsibility to plan for the housing needs of their population in their role as a Strategic Housing Authority. However, only 11 of the 22 authorities in Wales have retained their council housing stock and consequently play a role in the direct delivery of affordable, good quality homes as a social housing landlord.
3. The Council's landlord functions are managed within a ring-fenced Housing Revenue Account (HRA). The 11 stock retaining authorities in Wales are required to present an acceptable HRA Business Plan (including a 30-year financial model) to the Welsh Government each year in order that the Welsh Government can assess the progress of local authorities towards meeting and/or maintaining the Welsh Housing Quality Standard in order to be eligible for the Major Repairs Allowance Grant which is currently £9,570,000. The HRA Business Plan must conform with the requirements set out by the Welsh Government.

4. The Business Plan aims to ensure:
 - Efficient use of housing assets
 - Increased transparency of the HRA
 - Precise planning of the Council's housing management strategy
5. The main source of income to the HRA is the rent paid by tenants. The Welsh Government's five-year rent policy provides for a maximum annual uplift of CPI +1% each year from 2020/21 to 2024/25 using the level of CPI from the previous September each year.
6. In September 2023, CPI was 6.7%, well above the range allowable by the policy. Therefore, a decision regarding the rent setting was required by the Minister who set the maximum rent increase at 6.7% in line with this policy. In December 2023, following consideration of the affordability and value for money of council rents, Cabinet decided to increase rents by the full amount allowed of 6.7% for 2024/25. This results in an average weekly rent of £134.02 for standard housing stock.

Issues

7. The HRA Business Plan (the Plan) can be found at Appendix 1 to this report. It sets out a number of key priorities that align clearly with the strategic commitments set out in the Council's "Stronger Fairer Greener" vision and with Welsh Government's strategic direction. These priorities are set out below and each forms a section of the plan.
 - Building new council homes
 - Delivering the Welsh Housing Quality Standard 2023
 - Maintaining our homes
 - Moving towards zero carbon homes
 - Improving our neighbourhoods
 - Providing safe and inclusive communities
 - Supporting tenants through the cost-of-living crisis
 - Preventing and addressing homelessness
 - Listening to our tenants
 - Modernising and improving our services for tenants.
 - Financial resources and planning

A summary of the key issues from the Plan are set out below.

Building new council homes

8. To address significant levels of housing need in the city, including

overcrowding, Cardiff Council has initiated an ambitious development programme which will deliver in excess of 4,000 new homes over the next 10 years. The award-winning programme currently represents one of the largest council housing build projects in Wales and will see over £1 billion invested into delivering affordable homes at scale and pace.

9. As at January 2024, the housing development programme has delivered 1,463 homes of all tenures of which 1,032 are council homes and 431 homes for sale. A further 432 homes are currently being built on site, and there are another 6 projects that are due to commence next year which will deliver a further 438 new homes.
10. The service is working to increase the number of sites, to ensure that at least 4,000 new homes can be delivered, of which 2,800 will be council homes and 1,200 homes for sale.
11. Appendix 5 to this report sets out the estimated delivery timescales for the new build programme.

Funding the new build programme

12. New homes will deliver an income from future rents, also the programme is now supported by the Welsh Government Social Housing Grant and other grant programmes. Other sources of income include planning gain and income from market sales.
13. In addition to the rental income and grant receipts, a significant amount of borrowing is still required to support the development programme. The borrowing requirements for the HRA are set out in section 11 of the Plan. Viability of the new build programme is key to ensuring the future sustainability of the plan. Each new build scheme therefore undergoes a viability assessment at various stages in the preparation process, before the development goes ahead to ensure that debt can be repaid over a set period of time. Both 5 year and 30-year HRA forecasts confirm that the new build programme is sustainable, given current assumptions (see para 59 below for further information).

Delivering older person community living schemes

14. One of the main aims of Cardiff's Ageing Well strategy is to deliver the best housing outcomes for all older people in Cardiff. The development programme is investing over £150 million to build new homes that meet older persons housing needs and aspirations, promoting independent living and reducing the need for expensive care home placements. The first of these Older Persons Independent Living Schemes, Addison House, launched in December 2023, with residents moving in from February 2024.

Delivering the new Welsh Housing Quality Standard 2023

15. The Welsh Government has carried out a full review of the Welsh Housing Quality Standard (WHQS), and a new standard, WHQS 2023, was launched in October 2023. WHQS 2023 contains all the requirements of the previous standard but with more emphasis on addressing decarbonisation in the social housing stock and ensuring that homes are of a higher quality and more affordable to heat.
16. The standard includes a number of new requirements with significant implications for the HRA business plan including:
 - A whole stock assessment must be carried out by March 2027 and Target Energy Pathways must be produced for all properties.
 - All stock is to reach Standard Assessment Procedure (SAP) Energy Performance Rating (EPC) “C” by 2030, and EPC “A” by 2034 (or as defined by the target energy pathway) and carbon emissions from homes must be minimised by 2034.
 - The new standard includes a range of other requirements on social landlords including the provision of suitable floor covering for all habitable rooms, staircases and landings at the change of tenancy, provision of water butts and water saving devices and external bicycle/equipment storage.
17. Officers are working closely with the Welsh Government to fully understand the new standard and the challenge this will pose both in terms of deliverability and financially. As yet no information has been provided on how these significant new requirements will be funded.
18. An internal taskforce group has been established to oversee the interpretation and implementation of the new standard. Key workstreams have been developed to assess and agree how to implement and interpret WHQS 2023. It is proposed to procure a new database to support the delivery of the new WHQS standards in a co-ordinated way, keeping disruption to tenants to a minimum.
19. The condition of council housing stock will be assessed to fully understand the work necessary to meet the new requirements. A new Compliance Policy will be implemented to include the requirements of the updated standard, and the views of tenants will be considered in planning the programme of works to homes and communities.

Maintaining our homes

20. In 2023, a new service area 'Homes and Neighbourhoods' was created within the Housing & Communities directorate. This service area brings together both planned and responsive maintenance and the estates teams to provide a more joined up service, resulting in a better experience for tenants.
21. The Business Plan includes £19.85m of spend in 2024/25 to improve existing council homes, this includes £2.75m on replacement kitchens and bathrooms and £1.25m on window upgrades. The work planned includes the continuation of fire safety works and the replacement of cladding on high-rise blocks. Much of this expenditure is offset by the Major Repairs Allowance and other grant funding.
22. The Responsive Repairs Unit carries out approximately 4,000 repairs to council homes each month. In 2024/25, work will continue to improve the response rate to urgent and routine repairs. To help address demand for the service, Maintenance Persons now complete minor jobs, allowing skilled tradespersons to carry out more complex work. Our Repairs Academy is helping to strengthen the workforce, while providing training opportunities for communities.
23. The Housing Service has always had a strong focus on addressing damp and mould issues in housing stock, with regular monitoring in place. To take this work further, a new dedicated "Dry Homes" team has been created which works exclusively on addressing damp and mould issues in tenants' homes. A new process now ensures that all damp and mould cases are inspected and assessed as quickly as possible. Repair Operatives are trained in recognising when a tenant may need further support and can signpost to other advice services as necessary. In 2024/25, there are plans to expand the Dry Homes Team to further improve the response to damp, mould and disrepair cases.

Improved fire safety in council homes

24. Cardiff Council is committed to improving the fire safety in all its homes. One of the biggest refurbishment schemes, the recladding of 3 high-rise blocks at Lydstep Flats, will be completed in 2024. Proposals for the recladding of Loudoun House and Nelson House are also due to be considered by Cabinet in March.

Moving towards zero carbon homes

25. The service is responding to the '**One Planet Cardiff**' strategy by improving the energy efficiency of existing homes, developing high quality sustainable new homes and piloting new ways of working.

26. The improvement programme of works in existing council homes, including external wall insulation and renewable energy generation, will reduce carbon emissions while addressing fuel poverty. This work also provides new opportunities for upskilling the workforce, while the aesthetic improvement of the properties also contributes to the regeneration of local areas.
27. The Council's housing development programme is supporting the **Net Zero Carbon** ambition by utilising on-site renewable technologies and sustainable forms of construction such as Passivhaus or enhanced building fabric. This approach helps to reduce the carbon impact of the development programme and significantly reduces heating and power bills for tenants. A number of Cardiff's projects are leading the way in low-carbon building and creating sustainable communities.
28. While progress is being made, achieving the goal of decarbonisation remains a challenge, both financially and in terms of the technology currently available. The new WHQS 23 sets out deadlines and targets for achieving improved SAP ratings for existing properties (see paragraph 15 above). As yet no information has been provided by the Welsh Government about how this will be funded. This is recorded as a significant risk in the Risk Matrix at Appendix C to the Plan.

Improving our neighbourhoods

29. A rolling programme of regeneration activity delivers a number of schemes per year in priority estates in the city. The work aims to make the environment safer, easier to walk around and more pleasant for people who live there.
30. Priorities for the future estate regeneration programme are being scoped to align with the wider new build Housing Development programme, seeking to prioritise investment in areas adjoining those where new homes are being delivered through development.

Providing safe and inclusive communities

31. The housing Anti-Social Behaviour (ASB) Team works hard to eradicate anti-social behaviour within council tenancies, ensuring that communities are as safe as possible, with the wellbeing of residents always in mind. Not only does the ASB team provide support to victims, but they also work with perpetrators to help them change their behaviour. The team now proactively engages with the community by carrying out regular ASB surgeries within Community Hubs and are helping to identify ASB hotspots and to develop action plans and operational groups to ensure that all partners and stakeholders are working together to address issues.

32. Community Hubs continue to provide advice on housing, money and employment and offer a wide range of activities in the heart of communities. The Business Plan includes an ongoing commitment to ensuring that all tenants can access the excellent services in their local Hub, helping them to stay connected to their communities and improving their health and wellbeing.
33. Work continues with partners to enhance both the Hub buildings and the services that are on offer. This includes the ongoing programme of work with Cardiff and Vale University Health Board to provide a 'one stop approach' to the health and wellbeing of citizens. The integrated Health and Wellbeing Hubs offer specialised health clinics alongside advice and support for our communities. Following the success of the Wellbeing Hub in Llanedeyrn, further strategic sites are being reviewed in other districts of the city.

Supporting young people

34. In 2024/25, services provided to young people in the community will expand with the proposed development of a new city centre youth hub. The hub will provide more opportunities to engage with younger people, providing them with advice and support alongside a range of activities tailored to their needs.

Supporting tenants through the cost-of-living crisis

35. Continuing to support tenants through the current cost of living crisis is a key priority in the Business Plan. The Welfare Liaison team provides tenants with one-to-one help with income maximisation and budgeting. They provide a holistic money advice service and act impartially to work out affordable repayment plans for tenants to help them pay their rent and other household bills. The Team has recently been aligned to the Council's Money Advice Team, to provide an improved and more sustainable service. The Community Hubs continue to provide Warm and Welcome Spaces to help support tenants and residents through the colder months.
36. The Plan makes clear the continued commitment to not evicting any tenant who is in rent arrears, where they are engaging with services. The Rent Arrears Pathway ensures that anyone living in the city who is experiencing difficulty in paying their rent can access help and support easily via a gateway approach. This approach, with the tenant at the centre of the process, has ensured that all services work together to provide the right support to address the tenant's needs. A new Discretionary Hardship Scheme was also launched in 2023. This new scheme provides dedicated advice and practical financial assistance exclusively to council tenants who

are at risk of eviction due to rent arrears.

37. The Into Work Advice service supports tenants by providing free employment and digital help to individuals actively seeking work or looking to upskill in their current role. The team provide volunteering opportunities, self-employment advice and work and digital skills training.

Preventing and addressing homelessness

38. The Council's Housing Service contributes fully to the aim of preventing and alleviating homelessness. The dedicated Tenant Sustainment Team supports the most vulnerable tenants to help them stay in their homes, addressing issues such as hoarding.
39. In December 2023, Cardiff Council's Cabinet declared a housing emergency in the city with record numbers of people continuing to access homelessness services and the number of people on the housing waiting list remaining high.
40. To help address the housing emergency, the rapid installation of modular homes has been delivered on the Gasworks site in Grangetown to support homeless families. The development is currently the largest council-led modular development scheme in Wales and enables Cardiff Council to boost its supply of accommodation quickly, in less time than traditional methods.
41. Lack of affordable housing remains a significant issue in the city despite ambitious new build schemes. Making best use of the Council's existing stock will be a priority for the coming year with additional support for those who wish to exchange properties or downsize.
42. There are increased levels of overcrowding in both social and private housing in the city. The Business Plan sets out the commitment to addressing the housing needs of households who are overcrowded by using a range of innovative solutions to tackle the issue.

Modernising our services and listening to our tenants

43. The Plan includes a commitment to increasing the number of housing services available via digital platforms. Live Web Chat is in development to improve customer service and work has commenced to introduce Repairs Online, along with a new Housing Website that will provide tenants with key information on a range of housing topics. It is acknowledged that digital services will not suit all tenants and, so, face to face services will continue to be delivered through community hubs and by telephone and by visiting tenants in their own homes as needed.
44. The Tenant Participation team have been rebranded as "Tenants Together"

to make sure that the voices of tenants and leaseholders are heard in decision-making processes. The team now conduct monthly, in person, focus groups on a variety of different Council services and topics, and engage with a variety of groups within the community. .

45. Listening to tenants and ensuring that they have a say in the services provided is a key priority for 2024/25. The feedback received from surveys, and a number of different focus groups, shapes the services and how they are delivered. The Business Plan sets out plans to expand tenant engagement in 2024/25.

Effective financial planning and assurance

46. A key function of the Plan is to forecast the resource requirements in the short, medium and long term and to demonstrate that the HRA remains viable over the Plan period. To support this, a detailed analysis of income and expenditure for the medium term (next 5 years) has been undertaken (see section 11 and Appendix A of the Plan). A high-level review has also been undertaken over the 30-year business plan period (see Appendix E). On the basis of current and future key assumptions, both the 5 year and 30-year projections within the Plan indicate that the HRA remains viable. The HRA sustains a good level of reserves and balances throughout the 30-year period. While in some years a contribution from reserves and balances is necessary to support service delivery, other years show contributions being made to replenish reserves and balances resulting in an overall improvement in the level of balances by the end of the 30 years.
47. Forecasting income and expenditure over an extended period of time requires a number of key assumptions to be made. These assumptions are set out at Appendix B to the Plan. The sensitivity analysis set out at Appendix D tests these assumptions against possible variations, showing the financial impact should these assumptions change. As stated above, the HRA has a good level of balances and earmarked reserves which can be used to help to mitigate the impact of any such unforeseen changes.
48. The key risks to the HRA are set out in the Risk Matrix at Appendix C to the Plan. The Risk Matrix clearly shows the identified areas of risk, the impact these may have and the steps that the service is taking to address them. While many of the risks can be mitigated, some remain significant after any mitigation and are largely outside the Council's control. This includes uncertainty about the annual rent uplifts going forward, which is subject to Welsh Government policy decisions. Also of concern is the challenge of decarbonisation, where there is uncertainty over future requirements and funding. The risks are reviewed and updated regularly.

49. Further detail regarding the planned HRA Capital Programme for the next 5 years is set out at Appendix A to this report.
50. Effective financial management and budget monitoring are essential to ensure that any issues are addressed at an early stage in the year. The various approaches to financial management and monitoring undertaken are set out within the Plan, these processes are continually updated throughout the financial year.

Consultation

51. This report does not relate to a local issue.
52. Consultation with tenants has taken place during the rent setting process and their feedback has informed the business plan.

Single Impact Assessment

53. A Single Impact Assessment including a Childs Right Impact Assessment has been carried out and can be found at Appendix 2 and 3. The key findings highlight that there are no anticipated negative impacts on people with protected characteristics which will require further action.

Reason for Recommendation

54. To comply with the requirement to present the HRA Business Plan to the Welsh Government and to ensure clear service objectives and financial assurance are in place for the HRA.

Financial Implications

55. The annual update of a HRA Business Plan is a requirement of application for the Major Repairs Allowance grant (MRA) from Welsh Government (WG) and is also a best practice tool used by all local authorities and RSLs to set out aspirations, determine tenant and housing need priorities and secure affordability and value for money for rent payers.
56. The Business Plan is underpinned by a 30-year financial model which sets out estimates of planned capital and revenue income and expenditure over the period. This model is intended to be used as a planning and modelling tool forming the basis of the HRA business, to safeguard the interests of current and future tenants and other service users and to demonstrate the long-term value for money and sustainability of the HRA. Any financial deficit and liabilities of the HRA are ultimately liabilities of the Council.

57. Given the length of the planning period, assumptions can only be robust in the very near term. Short, medium and longer-term assumptions are based on a number of judgements and assumptions, particularly in respect of expenditure forecasts, timing of expenditure, interest rates, projected income levels and prices of goods and services. This results in a level of uncertainty and hence risk to the key variables in the model.
58. In particular, there is no certainty with regard to rent uplifts post the current WG rent policy which was introduced for 2020/21 to 2024/25 and hence limited control over the future level of income. Should tighter controls be placed on rent policy, the level of commitments in respect to capital expenditure and financing costs would have a significant impact on the service delivery of the HRA.
59. These risks and assumptions are made even more difficult given the uncertainty in respect to inflation, ongoing impact of the economic crisis and supply chain issues and the increasing service demand as set out in the body of the report. Accordingly, these assumptions are extremely sensitive to change, with the Business Plan including a sensitivity analysis of key variables.
60. The Business Plan assumptions include:
- Rent increases in line with WG guidelines taking account of forward indicators for inflation factors (6.7% uplift for 2024/25, 4% for 2025/26 reflecting the OBR forecast for 2024/25, reducing to 2.6% for 2026/27 and increasing to 2.8% by 2028/29).
 - Following the end of the current rent policy term, it is assumed that the rent bands remain and that rent uplifts continue to be based on CPI +1% where CPI is within the range of 0 to 3% or CPI only where CPI is outside this range - this is considered a prudent approach.
 - Stock numbers as assumed using data from the planned new build programme and timings of availability for let.
 - Contributions to earmarked reserves where surpluses allow to offset budget deficits in other years.
 - The HRA Medium Term Financial Plan (MTFP) currently indicates a budget gap of £800,000 for the financial year 2028/29 and a further £1 million gap for 2029/30. This is after assumed net drawdowns from earmarked reserves over the period 2024/25 to 2028/29 to manage the medium-term position. It is proposed to use the HRA General Reserve to cover this gap and to replenish these reserves over the longer-term period.
 - Estimated staffing structures, operating costs and service charge recovery levels for proposed new older persons Community Living schemes and for additional temporary and family supported accommodation.

- Void rent loss projections are assumed at 1.75% throughout the model.
- Bad debts are assumed to be managed at 1% over the life of the plan taking into account the potential impact of Welfare Reform and the transfer to Universal Credit but also the various rent rescue and support services available to tenants.
- Capital financing requirements reflect the current and increasing borrowing requirement proposed in the Capital Investment Programme, interest payable of 4%, and the Council's prudent revenue provision policy.
- Receipt of the Welsh Government Major Repairs Allowance grant at a constant level of £9.570 million per annum, whilst costs of works for business planning purposes are assumed to increase by 3.5% p.a.
- External capital grant funding assumptions include significant expectations as a proportion of the city's overall allocation for Social Housing Grant and Transitional Accommodation Capital Programme grant. These grants are usually only available on an annual bid process, so make longer term planning and deliverability uncertain.
- Inclusion of estimated costs of a number of new requirements as a result of the updated Welsh Housing Quality Standards 2023 (WHQS 23) with significant budget implications, including the provision of suitable flooring for all habitable rooms, staircases and landings at the change of tenancy, provision of water butts and water savings devices and external equipment storage. In addition, the purchase of a new asset database and costs of ongoing stock condition surveys to improve understanding of stock condition and decision making as a result.
- Receipt of Welsh Government revenue grant to contribute towards WHQS 23 costs in 2024/25 (subject to grant award and terms and conditions).
- No amount has been included to reflect the financial impact of meeting the WHQS 23 decarbonisation targets, until there is more clarity on the approach and confirmation of any Welsh Government financial support to meet what are deemed statutory targets.

61. The Capital Investment Programme assumes a significant increase in additional borrowing to build new housing, investment in disabled adaptations and to support investment in the existing stock. This will result in additional revenue implications in terms of interest payments and provision of repayment for borrowing, with a significant increase in the Capital Financing Budget over the medium to long term. It is essential that the Capital Investment Programme is based on deliverability and a sound understanding and modelling of the condition of existing housing stock to ensure all future requirements are captured as part of a robust and regularly reviewed asset management and condition plan.

62. Affordability of additional borrowing is considered as part of the budget including consideration of prudential indicators.
63. Where capital investment is proposed, this must be based on informed criteria, including viability or payback assessments. This is essential to demonstrate value for money, effective use of rent payer funds and to mitigate against future risks to the affordability and viability of the HRA. There should be a robust governance process that sets out the requirements and approval of investment proposals at agreed stages, reviews costs before they are incurred and as projects progress as well as the effectiveness of delivery of targets. Value for money should be assessed against set benchmarks and to ensure investment is repaid over a prudent period having regard to future rent payers. The effectiveness of that governance should be reviewed and assessed regularly.
64. Consideration will be given to bringing forward future year's budget to allow flexibility to acquire sites and buildings at an earlier stage as part of the overall programme. This must only be after consideration of viability and affordability and relevant governance processes.
65. The Welsh Government launched the new Welsh Housing Quality Standard (WHQS 23) in October. The new standard contains all the requirements of the previous standard but with more emphasis to address decarbonisation in the social housing stock.
66. The Plan provides for the estimated costs of a number of the key new requirements of the WHQS 23, with significant budget implications. These include the provision of suitable flooring for all habitable rooms, staircases and landings at the change of tenancy, provision of water butts and water savings devices and external equipment storage. In addition, the purchase of a new asset database to improve understanding of stock condition and decision making as a result.
67. There is currently no inclusion within the Plan of the financial impact of meeting the new standards on decarbonisation, until clarity of approach and confirmation of any Welsh Government financial support to meet the new targets is available.
68. Given the significant uncertainties and risks included in the financial modelling, the Business Plan includes a risk assessment setting out several key variables. Any changes to these variables are likely to necessitate a review of priorities both in terms of capital investment and for revenue budgets. A robust risk review and monitoring process should be set in place to review the HRA risk register specifically and any emerging issues that could impact on the viability of the HRA. This is to ensure that the level and

quality of service provision to tenants is not affected and that the HRA continues to be viable. Where necessary, mitigating actions will need to be taken including reducing revenue costs or reviewing plans for new build affordable housing programmes and other capital expenditure aspirations.

Legal Implications

69. Since 2015, Welsh Councils with a retained housing stock were able to exit the Housing Revenue Account Subsidy by exchanging subsidy surpluses for higher debt, in 2019 the borrowing cap was lifted. These changes have created the opportunity for Councils with retained housing stock to commence the construction of new Council homes.
70. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. standing orders and financial regulations; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.
71. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

HR Implications

72. There are no HR implications arising directly from this report.

Property Implications

73. There are no specific property implications contained within this report. The details within the HRA Business Plan, its cost and timescales are noted. The business plan makes provision for acquisitions and capital receipts over the course of several years. It will be important to ensure the relevant governance remains in place to review proposed acquisitions and disposals in a timely manner and to ensure professional advice informs decision making at the appropriate times.
74. Where there are any relevant further property management matters, transactions or valuations being undertaken by the Council to deliver any proposals relevant to the HRA business case, they should be done so in

accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

RECOMMENDATION

Cabinet is recommended to approve the Housing Revenue Account (HRA) Business Plan 2024-2025 for presentation to Welsh Government.

SENIOR RESPONSIBLE OFFICER	Sarah McGill, Corporate Director, People and Communities
	15 March 2024

The following appendices are attached:

Appendix 1 - HRA Business Plan 2024 - 2025

Appendix 2 - Single Impact Assessment

Appendix 3 - Child Rights Impact Assessment

Appendix 4 - Housing Revenue Account Capital Programme 2024/25 and
indicative for future years. (not for publication)

Appendix 5 - Estimated Delivery Timescales for the New Build Programme.

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Housing Revenue Account (HRA)

Draft Business Plan 2024/25
Cardiff Council



Contents

Section	Page number
Foreword	Page 1
Introduction	Page 3
Section 1 - Building new council homes	Page 9
Section 2 – Delivering the Welsh Housing Quality Standards 2023	Page 19
Section 3 - Maintaining our homes	Page 22
Section 4 - Moving towards zero carbon homes	Page 30
Section 5 - Improving our neighbourhoods	Page 32
Section 6 - Providing safe and inclusive communities	Page 37
Section 7 - Supporting tenants through the cost-of-living crisis	Page 43
Section 8 - Preventing and addressing homelessness	Page 47
Section 9 - Listening to our tenants	Page 54
Section 10 - Modernising and improving our services for tenants	Page 60
Section 11 – Financial resources and planning	Page 62

Foreword

I am pleased to share with you Cardiff's Housing Revenue Account (HRA) Business Plan for 2024/25. This plan is being delivered at a time of unprecedented pressures on housing and homelessness services in Cardiff and with ongoing economic challenges still affecting our tenants.

In December 2023, Cardiff Council's Cabinet declared a Housing Emergency. Record numbers of people continue to access our homelessness services and the number of people on our housing waiting list remains high.

It is now more important than ever that our award-winning housing development programme delivers good quality, affordable housing for those that need it. We remain committed to building over 4,000 new properties, including 2,800 affordable homes in the city. 2023 saw a significant milestone reached with over 1,000 additional new homes delivered and our total housing stock has now reached over 14,000.

Last year families started to move into our new modular homes at the former Gasworks site in Cardiff, which are providing good quality accommodation for those facing homelessness. Unfortunately, these units alone will not address the housing emergency, therefore, we are rapidly investigating additional sites that will allow us to increase our modular home programme of works, delivering more good quality accommodation at scale and pace.

I am committed to not evicting any tenant who is in rent arrears and who engages with our finance teams. Our dedicated rent arrears pathway provides easy to access support and assistance to anyone struggling to pay their rent. We have reviewed and enhanced how we provide advice to our tenants who are struggling during this cost-of-living crisis. Our Welfare Liaison Team provides support exclusively to our tenants to access one-to-one help and to claim any benefits, grants or discounts that they are entitled to. The team can also provide advice on low level debt issues or can refer in to more specialist advice if required. This advice can be accessed in a way to best meet individual needs, including via many of our Community Hubs, over the phone or in a tenant's home.

Engagement with our tenants has never been more important. It remains a top priority for me that we listen to their needs, and that they have a voice in the shaping of our services. We have created new focus groups across the city where issues that matter most to our tenants are discussed. This approach will be expanded further in 2024.

The Welsh Housing Quality Standard 2023 will start to be introduced from 2024. I am proud that Cardiff was the first local authority in Wales to meet the existing standard. While I recognise that meeting this new standard will be challenging, I am committed to ensuring that our homes are as warm and energy efficient as they can be.



COUNCILLOR LYNDA THORNE
CABINET MEMBER FOR HOUSING & COMMUNITIES

Foreword

As we continue to support our tenants through some challenging times, it is important that we work in partnership with other services across the Council as well as other public sector organisations to deliver the best outcomes for all of our tenants.

We want to continue to provide opportunities for our tenants to get involved in their community and to support them to stay active and connected. We continue to ensure that our Community Hubs are accessible and welcoming for all of the community with an ever-expanding programme of inclusive events and activities.

2024 will see the first of our new older persons Community Living Development schemes delivered. These high quality, new homes are built to meet the needs of our older tenants so that they can be supported to live independently at home for as long as possible. More specialist accommodation for older people will be developed in 2025 and beyond.

To demonstrate our commitment to ensuring our homes are safe and warm, a rolling programme of £19.8 million will be invested to maintain our current homes. Our external cladding programme for our low-rise blocks of flats will start to roll out during 2024 and we will continue to install other energy efficient measures across our homes. This will aid our journey to the decarbonisation of our homes.

Our 'Dry Homes Team' was established in 2023 and helps to address damp and mould issues in our tenant's homes in an effective and co-ordinated way. This team will be further expanded in 2024 to improve our response times to these issues. This approach will help us to ensure that we are providing good quality, safe homes for our tenants to live in.



SARAH MCGILL
CORPORATE DIRECTOR - PEOPLE AND COMMUNITIES

Introduction

The Housing Revenue Account (HRA) records income and expenditure in relation to Council Housing. This funding is required to be 'ring fenced' in accordance with the Local Government and Housing Act 1989 and cannot be used for any other purpose.

The main source of income to the HRA is from tenants in the form of rents and service charges. Rental income allows Housing Services to invest in the maintenance and improvement of existing homes and neighbourhoods; provide good quality tenant support services; contribute to the funding of our Community Hubs and build new homes.

We update and review our Business Plan each year and this gives us the opportunity to set out our key council housing priorities for the following year and beyond. This Plan will provide details to our tenants about how we will continue to develop services for them and how we will achieve this with the income we receive from the HRA.

Strategic context

Our Housing Revenue Account Business Plan is set within a wider strategic context of the overall ambitions of Cardiff Council. 'Stronger, Fairer, Greener' sets out Cardiff Council's policy agenda around the following key themes:

A stronger city, with an economy creating and sustaining well-paid jobs, with an education system that helps our young people reach their potential, with good, affordable housing in safe, confident, and empowered communities, all supported by well resourced, efficient public services.

A fairer city, where the opportunities of living in Cardiff can be enjoyed by everyone, whatever their background, where those suffering the effects of poverty are protected and supported, where a fair day's work receives a fair day's pay, and where every citizen is valued and feels valued.

A greener city which, through our One Planet Cardiff programme, takes a lead on responding to the climate emergency, including increasing energy efficiency, and reducing carbon emissions via our Housing Energy Efficiency Retrofit programme and building new homes with climate resilience and a low-carbon footprint.

Our Business Plan fully reflects the Council's ambitions and aligns with various Welsh Government strategies and plans.

Overview of the Business Plan

We have identified the following key priorities for the year ahead, each is reflected in a separate section of the plan:

- Section 1** - Building new council homes
- Section 2** - Delivering the Welsh Housing Quality Standard 2023
- Section 3** - Maintaining our homes
- Section 4** - Moving towards zero carbon homes
- Section 5** - Improving our neighbourhoods
- Section 6** - Providing safe and inclusive communities
- Section 7** - Supporting tenants through the cost-of-living crisis
- Section 8** - Preventing and addressing homelessness
- Section 9** - Listening to our tenants
- Section 10** - Modernising and improving our services for tenants
- Section 11** - Financial resources and planning

Commitments in this Business Plan are aligned with the Council's Corporate Plan and the Directorate's Delivery Plan in which key steps and performance measures for housing services are identified and reported against quarterly.



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FAIRER
GREENER**

Financial planning and assurance

A key function of the HRA Business Plan is to plan resource and financial requirements and to demonstrate that the Housing Revenue Account remains viable into the longer term. Detailed analysis has been undertaken for the next 5 years with a high-level review also undertaken over the 30-year period with the aim of ensuring the resilience and viability of the HRA into the future.

Section 11 provides an overview of financial resources and planning and includes a summary of:

Anticipated income and expenditure, both revenue and capital. The information in section 11 is supported by **Appendix A** which includes detail of the HRA Revenue and Capital budget forecasts for the next 5 years. Key assumptions need to be made to support these forecasts, including estimates of inflation (CPI), rent levels and rent recovery and these assumptions are set out at **Appendix B**. A longer-term view can be found at **Appendix E**, which sets out a high-level projection for the HRA for the next 30 years.

Both the 5 year and 30-year projections indicate that the HRA remains viable based on the current assumptions which will need to be continually reviewed and updated as more information becomes available. The Housing Revenue Account sustains a good level of balances throughout the 30-year period. While in some years a contribution from reserves and balances is necessary to support service delivery, other years show contributions being made to replenish balances and reserves resulting in an overall improvement in the level of balances by the end of the 30 years.

There are a number of key variables and risk factors however within the HRA and these are set out below:

Rent Setting – how rents are set is included in section 11 with the level for 2024/25 set at 6.7%. Rents form the largest element of income to the HRA, along with fees and charges and other income including grants such as the Major Repairs Allowance and Affordable Housing grants. It is considered that the anticipated income will allow for the obligations to tenants and lenders to be met and will support the viability of the HRA into the future, including funding the Council's ambitious new build plans and a programme of ongoing building improvements. Uncertainty remains however about future rent levels and other variables which form the key risks to the HRA and which are set out within our Risk Matrix at **Appendix C**.

In our 2023/24 Business Plan, we said: We would continue to monitor our rent levels using the Joseph Roundtree Foundation Living Rents model.

We did: When compared to the Joseph Rowntree Living rent model, our proposed rents for general needs accommodation for 2024/25 fall within an affordable level. Furthermore, our annual rent review shows that Cardiff's rents represent good value for money, remaining significantly lower than private sector rents.



In our 2023/24 Business Plan, we said: We would support the Welsh Government to develop a national approach to measuring affordability.

We did: Initial workshops with the Welsh Government to develop a national approach to measuring affordability have not yet commenced, however we remain committed to working with Welsh Government on this important issue.

The level of HRA borrowing and grant assumptions are also set out in section 11. There is a continued increase in the level of expenditure commitments assumed to be paid for by borrowing money. This covers all areas of expenditure but the main increase is in the new build programme. New homes will deliver an income from future rents at social housing rent levels. The programme is supported by Welsh Government Social Housing Grant and other grant programmes, however a significant amount of borrowing is still required to support the plan. Each new build scheme or private market acquisition undergoes a viability assessment at various stages in the preparation process, before the development goes ahead to ensure that debt and interest costs can be repaid over a set period of time. The Council has a strong track record in bidding for and receiving Welsh Government grants, this reflects the recognised housing pressures in the city and also Cardiff's ability to deliver quickly by having schemes ready to start on the ground. Despite this, the way that grant is allocated does present issues for our housing development and improvement programme and it is clear that a longer term commitment is needed to provide greater certainty for our ongoing investment plan.

Action

We will work with the Welsh Government to promote the need for a longer term investment plan to support both our housing development and build programmes.

How financial management and monitoring takes place within the HRA is also set out in section 11. It is vital that regular budget monitoring takes place to ensure that any issues are addressed at an early stage in the year and to ensure that we remain within the budget set. It will also be crucial to revisit and review key assumptions on a regular basis in order to test the robustness of the budget and the business plan over the longer period. We will regularly review the assumptions set out in the HRA Business Plan to ensure that these remain appropriate.

Risk matrix

Our risk matrix can be found at **Appendix C**. The risk matrix clearly shows the identified areas of risk, the impact these may have and the steps that the Council is taking to address them. While many of the risks can be mitigated, some remain significant after the identified mitigating actions have been taken. These risks are largely outside of the Council's control.

This includes uncertainty about the annual rent uplifts going forward, which are subject to Welsh Government policy decisions. One key concern is the challenge of decarbonisation. While the new Welsh Housing Quality Standard is ambitious in this regard, there is no certainty about funding for this significant change

Sensitivity analysis

Forecasting income and expenditure over an extended period of time requires a number of key assumptions to be made. These assumptions are set out at **Appendix B**. The Sensitivity Analysis set out at **Appendix D** tests these assumptions against possible variations shown as “revised assumptions”. The Sensitivity Analysis shows the financial impact of these revised assumptions and potential mitigating actions. This analysis together with the Risk Matrix increase the resilience of the plan. The HRA also has a good level of balances and earmarked reserves which can help to mitigate the impact of any unforeseen changes.

Governance

To ensure transparency in its delivery, strong governance arrangements are in place to oversee the HRA Business Plan.

The governance arrangements and oversight that are in place are shown below.

Housing Management and Maintenance Board

Chair: Director Adults Housing and Communities

All aspects of housing management and maintenance are fully reviewed at this Board. This includes reviewing performance and compliance all of which helps to inform the business plan.

Housing Development and Capital Finance Delivery Board

Joint Chairs: Corporate Director People and Communities & Corporate Director Resources

Oversees both revenue and capital expenditure and all aspects of the housing development programme.

Community and Adult Services Scrutiny Committee

Scrutinises housing issues including the HRA Business Plan and any major issues prior to cabinet decision, receives regular reports on performance and carries out “deep dives” into aspects of housing management.

Cabinet

The Council’s Cabinet approves the HRA Business plan and all key decisions relating to the Council’s housing stock, including the new build programme, and reviews performance against key indicators.

Current Board arrangements will be reviewed in 2024. This will ensure that more detailed analysis can be undertaken of services to identify any areas where improvements can be made. Performance will also continue to be monitored, and “deep dives” into services will allow a better understanding of issues and help to inform service development where appropriate. This approach will help inform the Business Plan as well as providing additional strategic leadership to our service areas. This is all with the aim of improving our services to our tenants.

Action

To ensure additional strategic overview and leadership of services, we will review current Board arrangements, implementing any improvements as required.



01 Building new council homes

Cardiff Council's Cabinet declared a Housing Emergency in December 2023. Therefore, it has never been more important that we continue to invest in our award winning and innovative development programme to increase the speed of delivering over 4,000 new homes across the city.

2023 saw a significant milestone reached with over 1,000 additional new homes delivered and our total housing stock has now reached over 14,000.

Our housing development programme is the largest council housing build programme in Wales and will see over £1 billion invested into delivering affordable, sustainable and energy efficient homes at scale and pace over the next few years.



To achieve our ambitious targets, we have secured over 65 development sites across the city, capable of delivering over 4000 new homes, of which 2,800 will be council homes and 1,200 homes for sale. We have implemented several delivery methods to increase our homes, including:

Our Cardiff Living Partnership – this partnership with national developer Wates Residential will deliver 1,500 properties across 26 sites in Cardiff. 430 new council homes have been delivered to date with 210 council homes currently being constructed on site with Wates. Over 400 homes for sale have also been delivered through Cardiff Living.

Our **'Additional Build' programme** includes 33 sites and has delivered over 140 new council homes to date, with a further 175 currently being constructed.

A second partnership arrangement – the success of our partnership with Wates Residential has shown that collaborative working can increase our ability to achieve our new build target as well as delivering significant social value, job and training initiatives. We have brought forward a second housing development partnership in collaboration with the Vale of Glamorgan Council. We are currently tendered for a partner developer to deliver this programme which will see over 1,500 new homes delivered in our city across 15 sites.


Buying property from the open market - Our Housing Development Team and Allocations Team work closely together to understand the housing needs of those on the housing waiting list and to buy suitable homes for sale on the open market to address that need. We are currently on target to have purchased 100 additional homes in 2023/24.

Our current progress

As at **January 2024** our development programme has delivered:



1463 homes of all tenures, which includes 1032 council homes and 431 for sale.



A further 432 homes are currently being built on site.



Another 6 projects are due to commence next year which will deliver a further 438 new homes.



We will continue to deliver high-quality, low carbon homes at scale and pace that also provide good access to services, helping to create safe and strong communities.



Housing Development New Build Sites

January 2024



Accommodation Type

- Council Affordable Housing
- Mixed Tenure
- Temporary Accommodation
- Older Persons Community Living

- PHASE 1**
- 1. Snowden & Wilson
 - 2. Ty Newydd
 - 3. Llanrumney Depot
 - 4. Llandudno Road
 - 5. Willowbrook West
 - 6. Briardene (TA)
 - 7. Highfields
 - 8. Walker House
 - 9. Braunton & Clevedon - Captains Walk & Captains View
 - 10. Ty To Maen

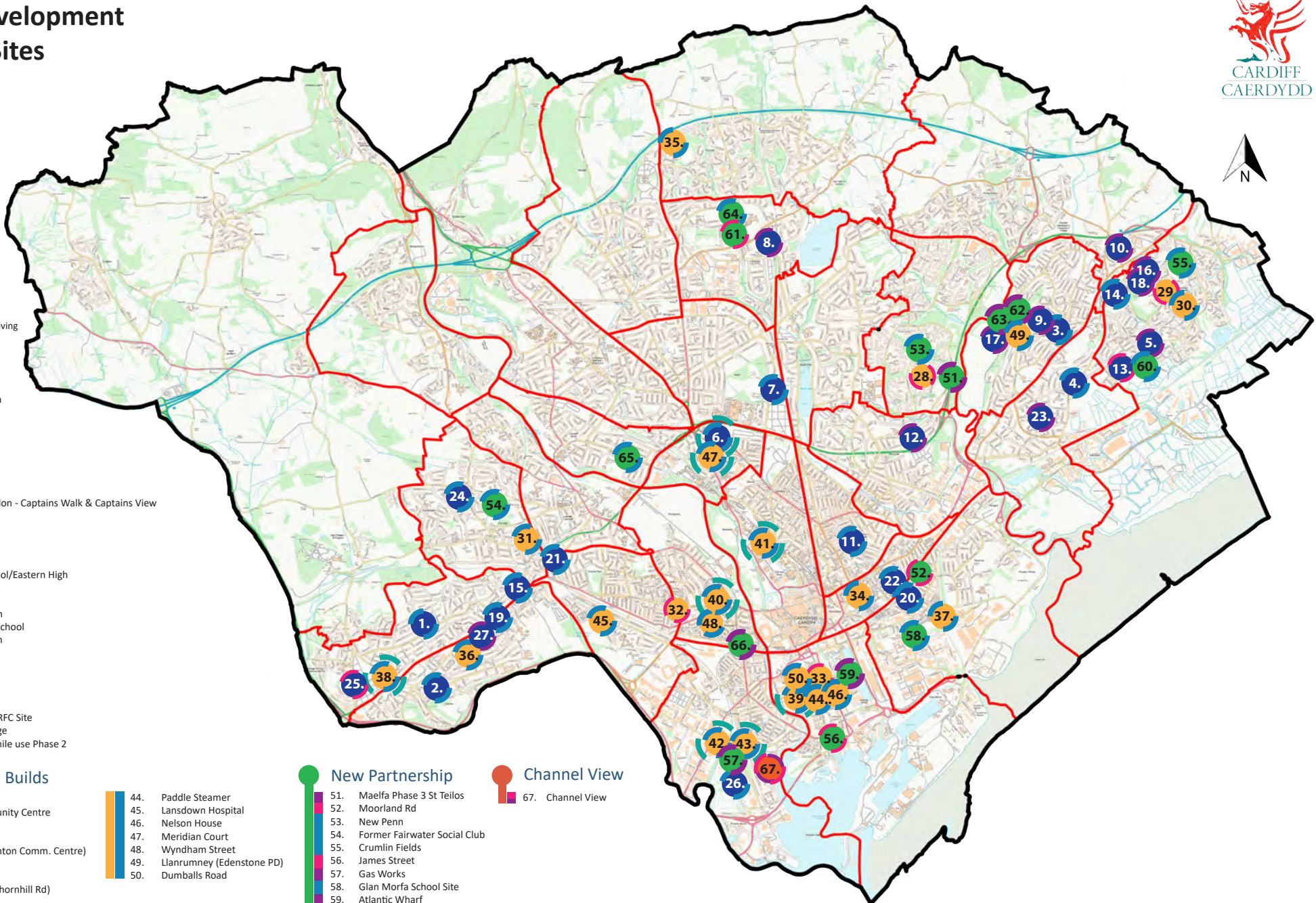
- PHASE 2 & 3**
- 11. Croft Street
 - 12. Howardian Centre
 - 13. Rumney High School/Eastern High
 - 14. Brookfield Drive
 - 15. Cherrydale Road
 - 16. Willowbrook North
 - 17. Llanrumney High School
 - 18. Willowbrook South
 - 19. Ely Housing Office
 - 20. Citadel YP Hostel
 - 21. Waungron Road
 - 22. Star Centre
 - 23. Cae Glas
 - 24. Former Fairwater RFC Site
 - 25. Michaelston College
 - 26. Gasworks Meanwhile use Phase 2
 - 27. Narbeth Road

- Additional New Builds**
- 28. Maelfa Phase 2 ILU
 - 29. St. Mellons Community Centre
 - 30. Wakehurst Place
 - 31. Iorwerth Jones
 - 32. Leckwith Road (Canton Comm. Centre)
 - 33. Bute Street
 - 34. Meteor Street
 - 35. John Kane Court (Thornhill Rd)
 - 36. Caldicot Road
 - 37. Courtenay Road
 - 38. Green Farm Containers
 - 39. Bute Street Containers
 - 40. Hayes Place
 - 41. Column Road
 - 42. Gasworks (temp use)
 - 43. Gasworks bungalows

- 44. Paddle Steamer
- 45. Lansdown Hospital
- 46. Nelson House
- 47. Meridian Court
- 48. Wyndham Street
- 49. Llanrumney (Edenstone PD)
- 50. Dumballs Road

- New Partnership**
- 51. Maelfa Phase 3 St Teillos
 - 52. Moorland Rd
 - 53. New Penn
 - 54. Former Fairwater Social Club
 - 55. Crumlin Fields
 - 56. James Street
 - 57. Gas Works
 - 58. Glan Morfa School Site
 - 59. Atlantic Wharf
 - 60. Area 11, St Mellons
 - 61. St Isan
 - 62. Ball Road
 - 63. Ball Lane
 - 64. Wolf's Castle
 - 65. Master Gunner Pub
 - 66. Tudor Street

- Channel View**
- 67. Channel View



**DATBLYGU & ADFYWIO
DEVELOPMENT & REGENERATION**

Delivering older person community living schemes

We are committed to delivering the vision set out in our Older Persons Housing Strategy to deliver the best housing outcomes for all older people in Cardiff. Our development programme is investing over £200 million to build at least 620 new apartments that meet the housing needs and aspirations of older people, promoting independent living and reducing the need for expensive care home placements.

Opening of Addison House

The first of our new Older Person Independent Living Schemes, Addison House, launched in December 2023 and residents began moving in from February 2024.



Addison House



Addison House

Official opening of Addison House - L - R Leader of Cardiff Council, Councillor Huw Thomas, Julie James, MS: Minister for Climate Change & Councillor Lynda Thorne, Cabinet Member for Housing and Communities

Addison House has 44 one and two bedroom accessible and flexible apartments with a wide range of facilities on site including;

- A scheme manager onsite Monday – Friday to provide support and advice to tenants as well as to help with day-to-day problems and issues.
- A welfare call system that provides an emergency response service 24 hours a day.
- 2 communal lounges for tenants to socialise together, if they so wish.
- A residents roof terrace with fantastic views.
- A medical room.
- A large communal garden which tenants can actively take part in maintaining if they wish.
- A guest suite for tenants' visitors to stay overnight, at a small cost.



Lounge and Kitchen in Addison House



Bedroom in Addison House



Communal Area in Addison House



Accessible Bathroom in Addison House

As well as ensuring that residents can retain their independence in a safe and secure environment, the opening of Addison House allows older people to downsize from their existing council or housing association homes. This in turn frees up their larger accommodation for families on the Housing Waiting List.

Our Rehousing Solutions Team's 'Right-Sizing' scheme provides support to tenants with all aspects of this moving process. One tenant said, *"I have lived in my 4 bed house for over 30 years, I brought up my children there so I was a bit dubious about coming to view Addison House, but now I have, I am convinced that this is the right place for me and am really looking forward to moving here."*



Cover of Addison House Brochure

Other older person community living schemes

Shown below are some of our other high-quality older persons housing schemes that are currently in development:

St Mellons and Maelfa

St Mellons

- 60 apartments (1 & 2 bedrooms)
- Communal facilities & communal garden
- Close to local facilities and St Mellons Hub

Maelfa

- 41 apartments (1 & 2 bedrooms)
- Roof terrace
- Hub of service for new block and existing highrise block.
- Close to local facilities and the Powerhouse Hub.



CGI of St Mellons Community Living



CGI of Maelfa Community Living

Estimated completion for both developments Page 829
Autumn 2025



CGI of Butetown Community Living Scheme

The Butetown Scheme

- 45 x 1 & 2 bed flats
- Ground floor community space
- Roof garden
- **Estimated completion - Spring 2025**

Leckwith Road Community Living Scheme

- 41 x 1 & 2 bed flats
- Ground floor community space
- Community garden
- Close to facilities and Canton Library Hub
- **Estimated completion - Spring 2025**



CGI of Leckwith Road Community Living Scheme

Michaelston Wellbeing Village

Proposals are currently underway to develop a new Wellbeing Village in the Ely area of the city. This site will provide approximately 250 new homes built within an environment that promotes health and well-being.

If approved, work on site is due to start in Autumn 2024.



CGI of Michaelston Wellbeing Village



CGI of Michaelston Wellbeing Village

James Street, Butetown - Multigenerational Housing

James Street multi-generation housing will provide older persons apartments which are combined with community facilities and flexible interconnecting units for multi-generational families.

This concept can encourage social interaction and provide support amongst different age groups, while allowing families to live together. It can also promote a feeling of community and create chances for shared resources and caregiving.

Award winning design

Our Moorland Road Community Centre redevelopment will deliver a new purpose-built community centre on the ground floor with thirteen new older persons flats above, providing suitable accommodation for the over 55's in the Splott area of Cardiff.

The scheme is unique and high quality and was successful in winning an award in the Housing Design Awards for promoting excellence and sustainability in home design.



We will continue to deliver housing that meets the housing needs and aspirations of older people and supports independent living



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Proposed Older Persons Accommodation

January 2024



New build investment programme

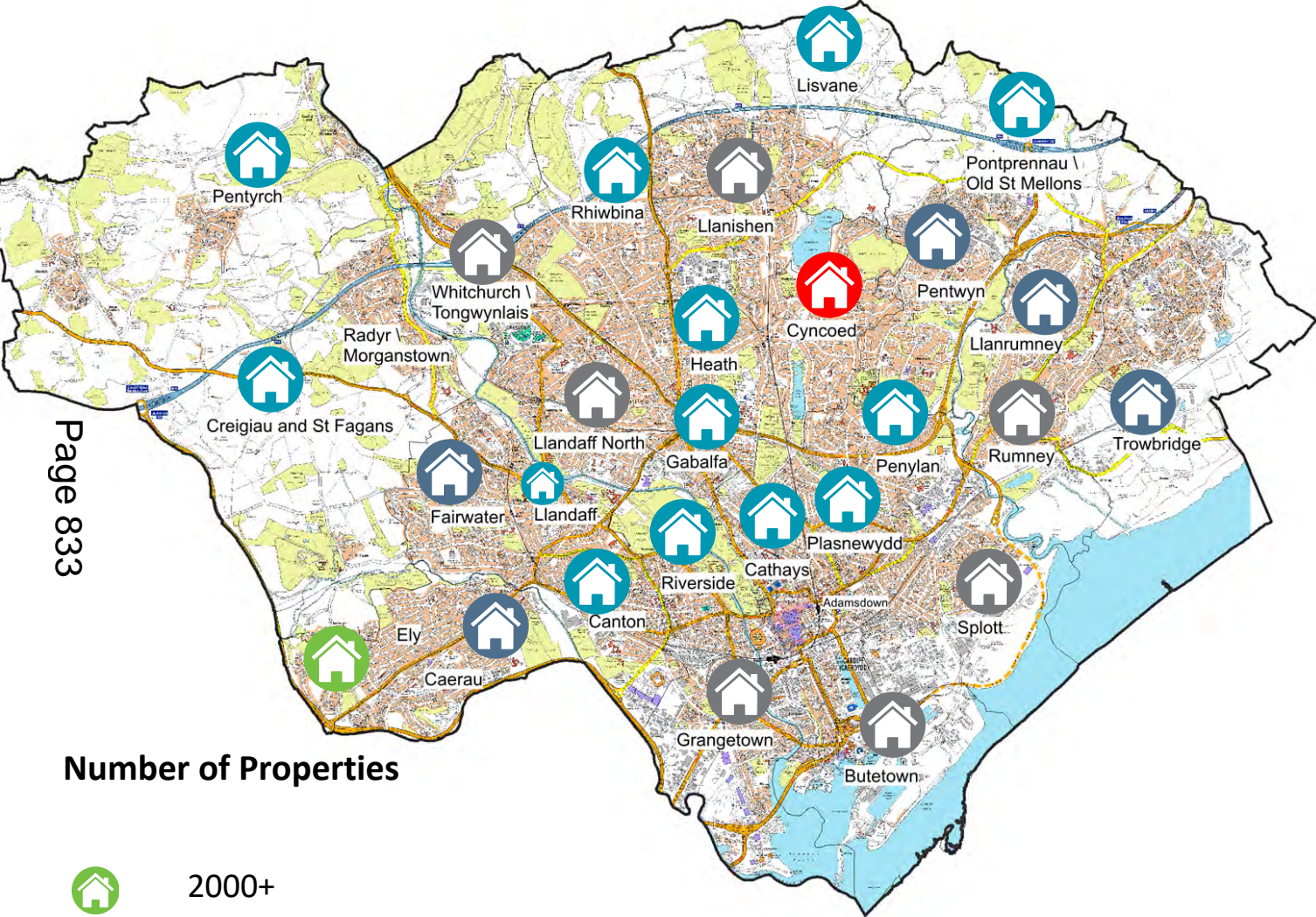
- Community Living (including Wellbeing Village)
- Designated Older Person (Independent Living)
- Multi-generational Living

	Scheme Name/ Address	Ward	Number of apartments
1	Addison House, Aspen Grove	Rumney	44
2	Former St. Mellons Community Centre	St. Mellons	60
3	Maelfa	Llanederyn	41
4	Leckwith Road (Former Canton Community Centre)	Riverside	41
5	Bute Street	Butetown	45
6	Moorland Road	Spot	13
7	Channel View Block A	Grangetown	102
8	Channel View Block B	Grangetown	24
9	James Street	Butetown	42
10	Michaelston College site, Main site	Ely	107
11	Michaelston College, former pub site	Ely	25
12	St. Isan (former care home)	Llanishen	75
			619

Our housing profile

Number of properties and availability as at January 2024

In January 2024, our total stock figure was 14,020



Page 833

Number of Properties

- 2000+
- 1000-2000
- 500-1000
- 1-500
- 0

Ward	Number of Properties	Available to Let
Adamsdown	140	9
Butetown	610	38
Caerau	1036	59
Canton	171	8
Cathays	70	5
Creigiau and St. Fagans	11	0
Cyncoed	0	0
Ely	2579	120
Fairwater	1153	78
Gabalfa	193	1
Grangetown	559	29
Heath	117	7
Lisvane	8	1
Llandaff	1	0
Llandaff North	657	28
Llanishen	629	34
Llanrumney	1362	78
Pentwyn	1164	55
Pentyrch	105	6
Penylan	20	1
Plasnewydd	151	16
Pontprennau and Old St. Mellons	28	0
Radyr and Morganstown	21	2
Rhiwbina	20	3
Riverside	318	14
Rumney	514	24
SploTT	717	42
Trowbridge	1147	55
Whitchurch and Tongwynlais	519	35
Grand Total	14,020	748



Our housing profile

Below are the details on our current 14,020 properties, the period of construction and the property type.

Total stock 2024: 14,020	1900-1944 (3,162)	1945-1964 (4,969)	1965-1989 (5,265)	1990-Date (624)
Detached (22)				
Semi-Detached (3,430)				
Terraced (4,719)				
Flats and Maisonettes (5,849)				



02 Delivering the Welsh Housing Quality Standard 2023

All social landlords in Wales are responsible for meeting and maintaining their homes to the Welsh Housing Quality Standard (WHQS) which was introduced in 2002. Cardiff is proud to have been the first Local Authority in Wales to meet these required standards.


The Welsh Government has carried out a full review and the new standard WHQS 23 was launched in October 2023.

WHQS 2023 contains all the requirements of the previous standard but with more emphasis on addressing decarbonisation in the social housing stock and ensuring that homes are of a higher quality and more affordable to heat.

WHQS 2023 measures 44 individual elements within 8 categories and sets out minimum standards for components such as kitchens, bathrooms, windows and doors.

Changes required to meet the standard:

Key dates for compliance




**Key Changes
required from 1st
April 2024**

Actions required

- Smart meters to be installed at the change of a tenancy.
- Measures to improve water efficiency are to be installed when replacing fittings e.g. taps, shower heads, baths, toilets etc.
- Water butts are to be installed at change of tenancy or when completing garden works.
- Floor coverings must be installed throughout the property at the change of tenancy.
- Homes must have suitable areas for recycling.
- Homes must have adequate facilities for washing, drying and airing clothes.
- Exposure to noise must be minimised.
- External storage for cycles and equipment must be available.


Key dates for compliance

Actions required



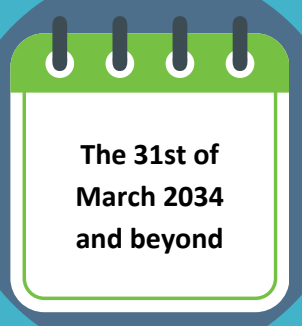
**By the 31st of
March 2027**

- We must carry out a Whole Stock Assessment and produce Target Energy Pathways for our homes, to illustrate how we will meet the required energy efficiency targets.



**By the 31st of
March 2030**

- We must confirm that our homes achieve a minimum Energy Performance Certificate C rating (SAP 75), subject to agreed exceptions.
- 11,099 of our homes currently meet this rating.



**The 31st of
March 2034
and beyond**

- We must confirm that all our homes achieve an Energy Performance Certificate A rating (SAP 92), and an environmental impact rating of A in accordance with their Energy Target Pathway document (decarbonisation plan), subject to agreed exceptions.
- We currently have 85 homes which achieve EPC A.

Implementation of the new standard

We have established a new taskforce to oversee implementation of the new standard. We are also working closely with the Welsh Government to fully understand the new standard and the challenge this will pose both in terms of deliverability and financially.

The cost of implementing the new standard will be significant and additional funding is essential to undertake the necessary programme of the works.

A new compliance policy will be developed to include the requirements of the updated standard and the views of our tenants will be considered as we plan the programme of works to their homes and communities.

Action

We will procure a new database that will allow us to deliver the new WHQS 2023 standards in a co-ordinated way, keeping disruption to tenants to a minimum.

Action

We will set out proposals for the development of target energy pathways for our homes.



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03 Maintaining our homes

Investing in our existing homes is just as important as building new homes. We want our properties to be safe, warm and comfortable so that our tenants are happy in their homes.

Changes have been made to improve how we maintain our homes and, at the end of 2023, a new service area 'Homes and Neighbourhoods' was created. This brings together our maintenance and estates teams into one new service. This will help to provide a more joined up service resulting in a better experience for our tenants.



Voids Team

Our in-house voids team, supported by our external contractors, carry out works to vacant properties ensuring they are of a good standard, so they can be relet to a new tenant. It is crucial that this work is carried out as quickly as possible to keep homes empty for the shortest time. This ensures that we can house tenants as quickly as possible and that we maximise the rental income to the HRA. Many of our properties have been tenanted for many years before they become vacant, so we try to catch up with any upgrades needed when they are empty.

From April 2023 until January 2024 the team completed works on **492** properties taking on average **84** days from the time that the keys were handed in, to the time that the new tenant moved into the property. The total number of void properties is consistently less than **1.5%** of our total stock.

To improve this service even further, a 'Pool of Small Contractors' was established in 2023. This allows local, small contractors to carry out trade specific works at peak times. This has proved very successful to date, with local people carrying out good quality works in our properties.

Significant improvements have also been made to provide a more joined-up voids service. This includes close working with our Allocations Team and Occupational Therapists ensuring at the earliest opportunity that the property will meet the individual needs of the new tenant, including any requirements for disabled adaptations.



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Planned maintenance

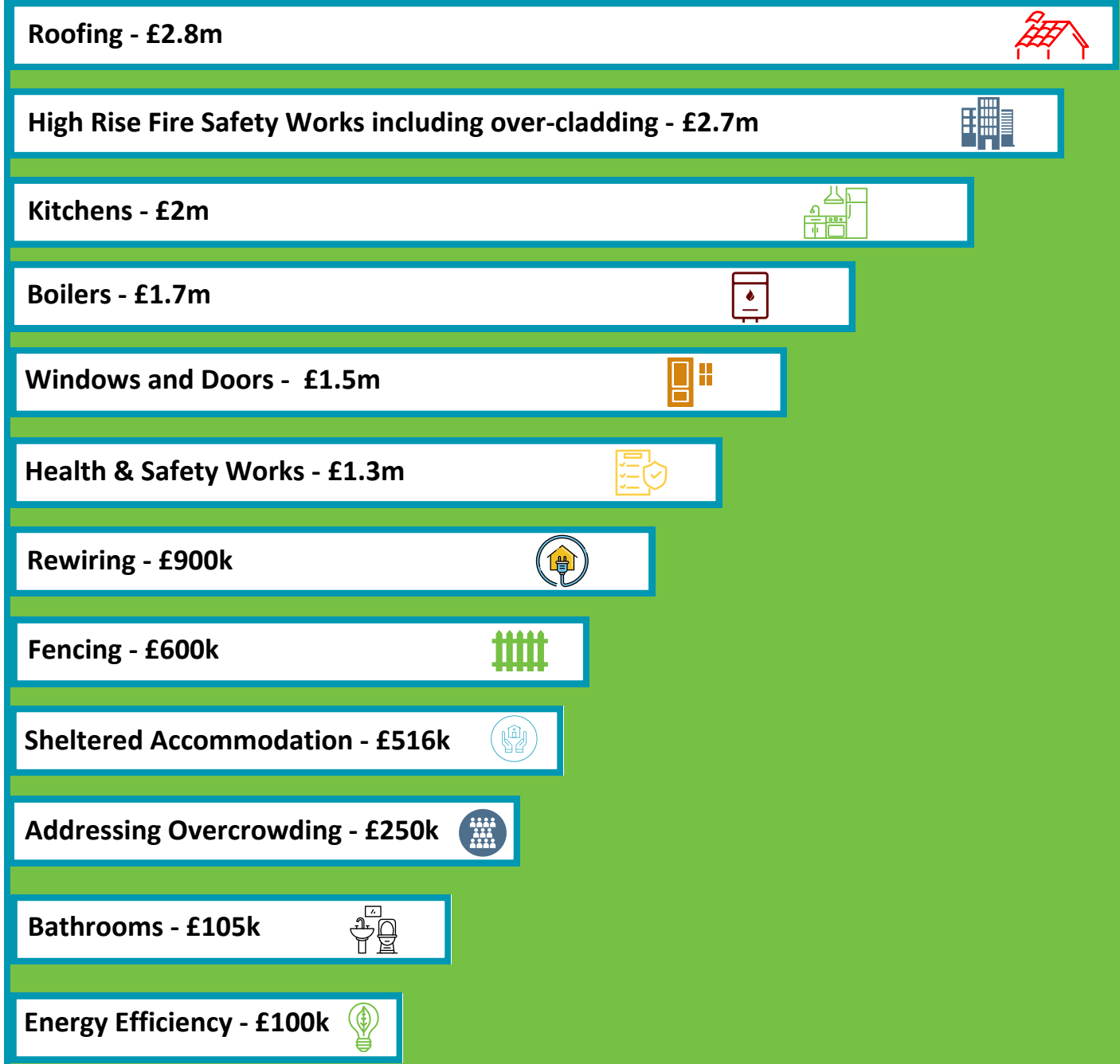
We are committed to maintaining and upgrading our homes to a high standard. We have detailed stock condition information that provides details of the improvements that we need to carry out to each of our properties.

Programme of work undertaken in 2023/24

- Installation of sprinklers to our high rise blocks of flats at Lydstep, Loudoun and Nelson House, and at Litchfield Court.
- Refurbishment of community living schemes – including replacing the old intercom system with a digital one, fire safety works and redesign and refurbishment.
- Installation of a new warden call system in community living schemes at Broadlands House, Brentwood Court, Clos Y Nant, Worcester Court, Wheatley Road, Minton Court and Poplar House. Works are ongoing at Heathmead and Sandown Court.
- Replacement of roofs at locations throughout the city.
- Renewal of roof coverings to houses in Llanrumney, and to flats in Fairwater, Ely, Llanishen and Lisvane.
- Installation of new PVC windows at locations throughout the city.
- Structural works undertaken at properties due to ground movement, subsidence or overcrowding.
- Installation and upgrades of kitchens and bathrooms to meet the new WHQS 2023 standard – works are currently ongoing at properties in Fairwater, Caerau, Llanrumney and Canton.
- Refurbishment of hostels and newly purchased buildings.
- Installation and certification of fire doors at a number of flats throughout the city.
- Replacement of windows, doors and external cladding to high rise blocks at Lydstep Flats.
- Courtyard improvements completed at Pant Glas, Mill Road and Heol Ebwy including the relocation of the bin storage area to address fire safety issues. Works at Lydstep Crescent are currently ongoing.
- External painting in locations throughout the city.



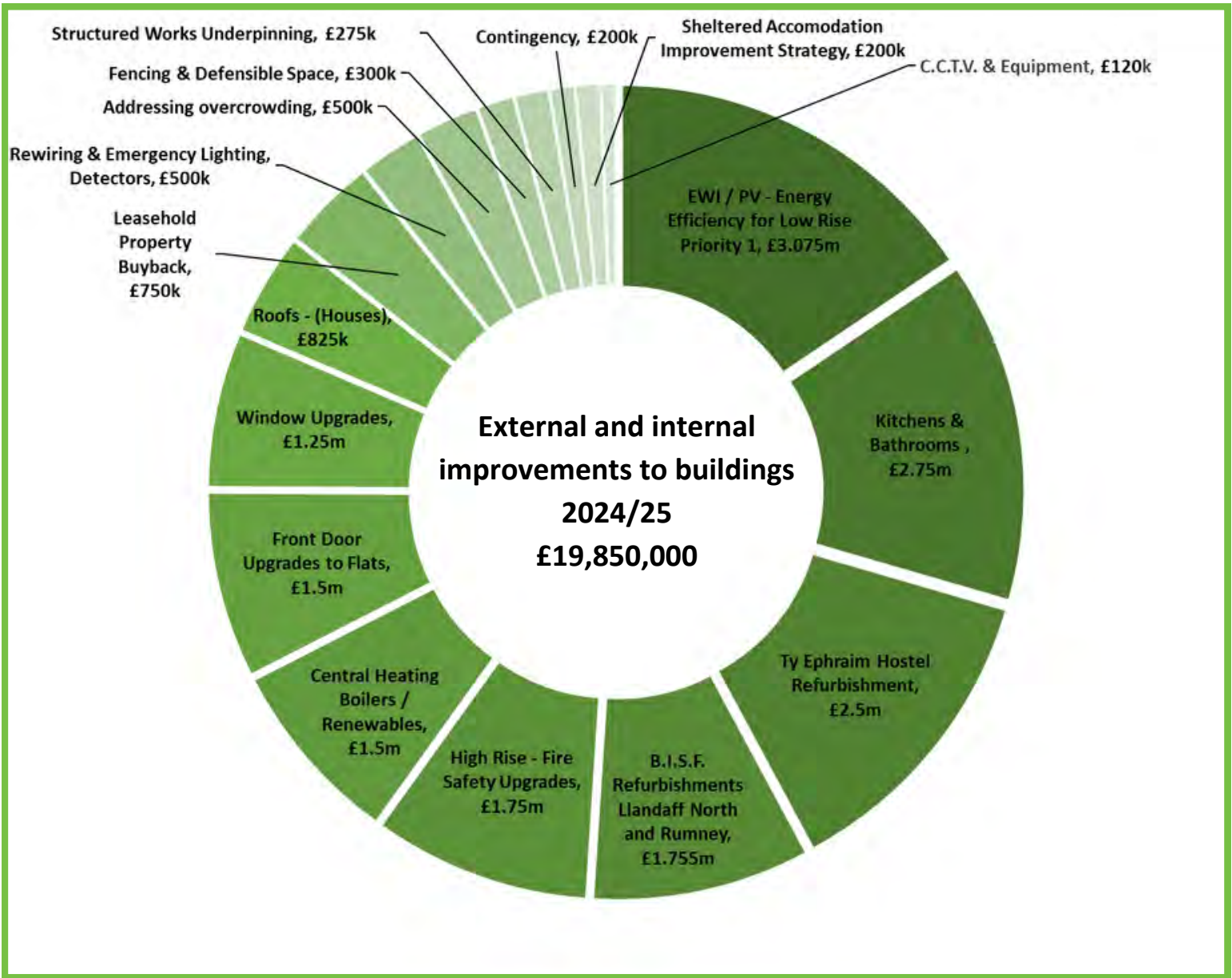
Predicted spend on improvements to buildings in 2023/24



Figures provided are predicted as at February 2024 and are inclusive of grant monies.



Planned improvement for 2024/25



Our 30-year Plan incorporates the expected life cycle of property elements such as kitchens and bathrooms and uses this to predict when improvements such as roof upgrades will be needed. This allows us to plan our budgetary commitments into the longer term. Due to the large amount of work completed on properties during the process of becoming WHQS compliant, many property elements will become due for renewal in a short space of time. To ease the impact on budget and improve efficiency of renewal, the 30-year plan goes through a smoothing process to ensure less peaks in both cost and volume of work required.

Works will begin in 2024 to carry out extensive refurbishment of our supported accommodation Ty Ephraim over 2 phases. This 89-unit site will see the installation of kitchens in all rooms as well as increased fire safety works in phase 1. Phase 2 will include improved communal facilities, an additional medical room and works on the external façade.

Responsive Repairs Unit

Our Responsive Repairs Unit carries out approximately 4,000 repairs to our council homes each month.

We said: In our 2023/24 Business Plan we committed to investing further in our Responsive Repairs Unit.

We did: We have significantly invested in the team this year. As well as a new dedicated 'Dry Homes' team that responds to damp and mould cases in our tenants homes we have also increased the work that we have allocated to our trusted contractors.

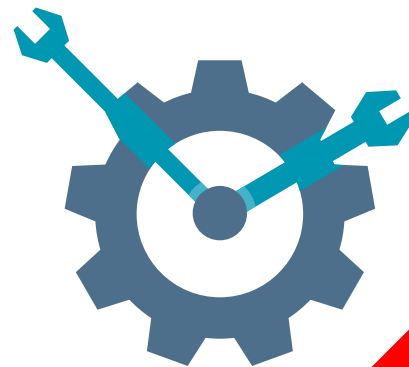
Although the Responsive Repair service has improved, there is still a significant amount of work to be done to build on these improvements. We need to reduce the number of older jobs outstanding, respond more promptly to our urgent and routine jobs and increase the response rates to tenants calling our scheduling teams. Additional funding has been set aside in 2024/25 to address and complete these older works.

Our Repairs Taskforce brings together managers from across the unit on a weekly basis. Data is scrutinised to understand in detail what needs to be improved, complaints are discussed individually to learn from any mistakes made, resources are considered and these issues are fed into an overall action plan for improvement.

To help deal with the volume of works, Maintenance Persons now complete minor jobs, allowing our skilled tradespersons to carry out more complex work. Alongside this, as part of a commitment to "growing our own" workforce, our Responsive Repairs Academy is continuing to support trainees, apprentices, and Maintenance Persons to become qualified tradespeople - this is a great way to bring employment opportunities to people across communities in Cardiff.

Action

We will continue to invest in Responsive Repairs to improving our response rate to urgent and routine repairs and address the older works that are outstanding.



Responsive Repairs Academy success

The Responsive Repairs Academy gives apprentices and trainees the opportunity to learn new skills, giving them the best possible chance to qualify by providing as much experience as possible whilst they are employed by Cardiff Council.

Connor came to work for Cardiff Council after previously working in theatre set building. He started working as a Maintenance Person undertaking smaller repair jobs in council homes.

With the support of the Responsive Repairs Academy, Connor was able to complete his NVQ Level 2 in carpentry and was successful in gaining a full-time permanent position as a skilled tradesperson. His success highlights the opportunities that the Repairs Academy can provide to people across communities.

Connor said, "I've enjoyed my first ten months working for the Responsive Repairs Unit and I'm pleased how I've been able to progress my career."



Connor, Qualified Tradesperson

Action

We will further develop the Repairs Academy to ensure that our future workforce has the required skills to maintain our properties as new and emerging technologies are installed.



Our rapid response to addressing damp and mould

We are committed to delivering a robust, joined up, rapid response service to address damp and mould in our homes.

A new dedicated Dry Homes team has been created which works exclusively on addressing damp and mould issues in our tenants homes. This team is led by an experienced Qualified Technical Manager and includes additional dedicated operatives, Maintenance Persons and a co-ordinator to ensure that issues are dealt with via a case management approach. The creation of the team has improved our response times to damp and mould inspections and referrals, though there is still more to do to improve these further.

A new process ensures that all damp and mould cases are inspected and assessed as quickly as possible so that we can deal with any urgent cases promptly. Alongside this, work has been undertaken to understand how reoccurring issues can be identified to ensure that the underlying problem can be tackled appropriately.

An animated video has been created that explains to tenants what damp and mould is, and how we can work together to reduce it. The video also gives tips and tricks on what to do if it becomes a problem in the home and how we as a landlord can help to address it.

Importantly, our Responsive Repairs Operatives are also now trained in recognising when a tenant may need more assistance and they can signpost to other advice services, such as money advice as necessary. Operatives also ensure that they have leaflets on hand when they visit which they can give to the tenants offering further assistance.



Action

We will further expand the dedicated 'Dry Homes' team to further improve our response to damp, mould and disrepair cases.



Improved fire safety in council homes

We said: In the 2023/24 Business Plan, we committed to continuing to improve the fire safety in all our homes.

We did: Recladding of 3 high-rise blocks in one area of the city is nearing completion, with plans underway for the recladding of two further blocks. We also installed sprinklers in 5 of our 9 high rise blocks, with a continuing programme of works to install sprinklers in the remaining blocks currently at design stage.

Lydstep Flats

One of the biggest refurbishment schemes, the recladding of 3 high-rise blocks at Lydstep Flats will be completed this year, with plans well underway for taking forward works on Loudoun and Nelson flats.



A block in Lydstep Flats



Drone shot of Lydstep Flats

Alongside addressing structural fire safety issues, fire risk assessments are undertaken regularly, with fire risk assessments conducted in our high rise blocks annually and in our low rise blocks every two years. We are also working with tenants to communicate about fire safety issues and personal evacuation plans have been prepared for all tenants that require one.

Keeping our tenants safe

As a landlord we have a duty to carry out regular gas and electric checks to ensure our properties are safe. While our gas and electrical compliance rates are good, there are sometimes issues gaining access to properties which can mean that tests cannot be completed. Our Tenancy Management team actively work with tenants to arrange access so these vital checks can be carried out.



04 Moving toward zero carbon homes

Delivering homes to a highly sustainable low carbon standard

We are committed to developing low carbon energy efficient new homes. Highfields in Heath is our first Passivhaus certified housing development, leading the way in low-carbon building and creating sustainable communities. The 42 council homes, all to the Passivhaus standard are all highly energy efficient, reducing carbon emissions and ensuring heating bills for tenants are low.



Highfields development, Heath, Cardiff



Iorwerth Jones site, Llanishen

The development project on the former Iorwerth Jones site in Llanishen is delivering 20 new family homes, providing a mix of 2, 3 and 4 bed properties. They meet a highly sustainable low-carbon standard and, by using renewable energy, this will ensure that the homes remain affordable to power and heat in the long term. The new homes will be ready for tenants to move into in early 2024.



Property at Iorwerth Jones site in Llanishen

Decarbonisation and energy improvement of our existing stock

As part of delivering our One Planet Cardiff Strategy to become carbon neutral by 2030, we continue to install energy efficiency measures in homes across Cardiff, including external wall insulation, internal insulation and boiler upgrades.

Cardiff Council's current average energy efficiency rating (also known as a SAP rating) is 72, this is the highest average of all landlords in Wales according to Office of National Statistics data (March 2023), and 7 points higher than the Wales average of 65.

Our current average energy efficiency rating of 72 is just 3 points short of the new Welsh Housing Quality Standard 2023 interim target of 75 which is required by the Welsh Government to be achieved by 31st March 2030.



Current progress

We are currently in the process of undertaking surveys and preliminary works for our first Optimised Retrofit Programme funded scheme. The project comprises of installing external wall insulation and solar PV panels to low-rise blocks of flats across the city. Initial learning from the project has shown the time and planning required to comply with the British Standard of retrofit dwellings, PAS2035. We will ensure that these lessons learnt are fully considered when rolling out this scheme further.

As part of building safety upgrades to various high-rise blocks, we are replacing the cladding and installing new windows whilst also applying insulation at the same time, further improving energy efficiency.

Through our building improvement programme, we continue to invest in replacement windows and doors which will further assist in improving the energy efficiency of our homes.

Disabled Facilities Service

Our Disabled Facilities Service delivers a range of adaptations to the homes of disabled, elderly, and vulnerable tenants to enable them to live independently and improve their movement in and around the home. Adaptions include the installation of wet rooms (level access shower facilities), stair lifts and access ramps designed specifically to meet the needs of the individual.

Modular buildings are now being used to extend a property where the current size of the property cannot accommodate the proposed adaptation. Specifically, where ground floor living is required, the provision of an additional bedroom and or bathroom may be provided by extending the property. Using modular constructed extensions is quicker and, in most instances, more cost effective, than using traditional construction methods.



Between April 2023 - December 2023

13 modular pod installations were delivered in tenant's homes.



Modular pod being installed in property and after installation

05 Improving our neighbourhoods

Our Estate Regeneration Programme aims to create better and safer places to live. Consultation with tenants and residents is carried out to identify what matters to them and to agree plans before any improvements are made.

The programme aims to tackle community safety issues by delivering improvements to defensible space, boundary walls, on-plot parking, lighting, footpaths, and waste storage areas for flats. Gully closures are also arranged where appropriate. The overall aim is to make improvements to our estates so that they are safe and attractive places to live.

Each estate regeneration project is tailored to the local area and is shaped by the priorities identified, in partnership with local communities.

Two projects have recently been completed to neighbouring housing estates in Lincoln Court and Pennsylvania which included improvements to 16 blocks of flats overall. These included:

- Front entrance improvements,
- Relocation and upgrading of bin storage facilities,
- Improvements to rear courtyards including upgrading drying facilities and outdoor amenity space,
- Footpath improvements,
- Car parking improvements.



Lincoln Court steps



Lincoln Court entrance



Pennsylvania Car Parking



Pennsylvania Footpath Improvements

One-off improvements to address specific environmental issues are also carried out in response to requests from tenants and ward councillors.



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In Ely, several environmental improvements to road end closures have been delivered with future phases planned for delivery in 2024.

Future plans

Tenants have been consulted on a scheme in Trowbridge Green and consultation on a scheme in Caerwent Road is scheduled for 2024. Both schemes are programmed for delivery in 2024/2025.



Local Action Team

Our Local Action Team continues to improve neighbourhoods and empower communities to take pride in where they live.



Assisting with garden clearance

Mrs A was finding it difficult to maintain her garden and didn't have the appropriate tools to deal with the issues. Mrs A's family and friends were no longer able to help with the garden and so she contacted the Local Action Team.

Operatives were able to clear the garden, removing all rubbish and cutting back any overgrown shrubbery. Mrs A was delighted with the garden and was very thankful to the team.

Alongside clearing the garden, the team also signposted Mrs A to low-cost tool hire companies, so that she can tend to her garden when needed and take pride in the outside space of her home.



Snowden Road Street Action Day –

Big team clean up

The Local Action Team worked alongside volunteers and a number of different council teams to improve the look of Snowden Road in Ely, and the surrounding streets.

The project itself consisted of a 4–6 week engagement with over 30 residents. The team provided advice on how to maintain gardens, tips about the Council’s waste disposal service and advice on recycling. 26 residents signed garden agreements committing to keep their gardens looking good after help from the team.



Working together to achieve a dramatic positive change to the look of Snowden Road in Ely



A garden before and after the work of the Local Action Team

Continuing to engage with the community

The Local Action Team are always looking for new ways to engage with the community and increase the reach of the team. They work collaboratively with our Community Inclusion Officers, Community Hubs, Tenants Together team and Cardiff’s third sector to increase their reach into the community.



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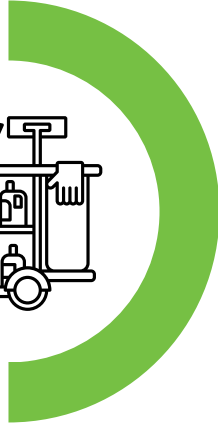
Caretaking Team

Our Caretaking Team work within the community and with all other housing teams to ensure that Cardiff is a safe and clean place to live and work.

The team provide landlord services to residents and leaseholders and are responsible for the cleaning and safety inspections of 857 low rise flats, 8 high-rise blocks of flats, 13 hostels and 11 Community Living Schemes across Cardiff.

The Caretaking Team roles includes:-

- To clean and report issues within the communal areas of blocks,
- To checks for asbestos disturbance,
- Report repairs,
- Arrange collection of accumulations of waste for a bulky waste collection,
- Reporting of any antisocial behaviour and safeguarding issues to relevant teams.



Before and after the work of the Caretaking Team



The Responsive Team are responsible for: -

- Removing bulky waste collections and fly tipping
- Fire risk removal
- Undertaking the clearance of empty homes and gardens for internal departments and external partners
- Removing overgrowth clearance in areas of housing land and property
- Cleaning of courtyards by high pressure water cleansing
- Cleaning of Cardiff Council hostels




Graffiti removal

The Graffiti Team work within the community to undertake the removal of graffiti across Cardiff. They are responsible for:

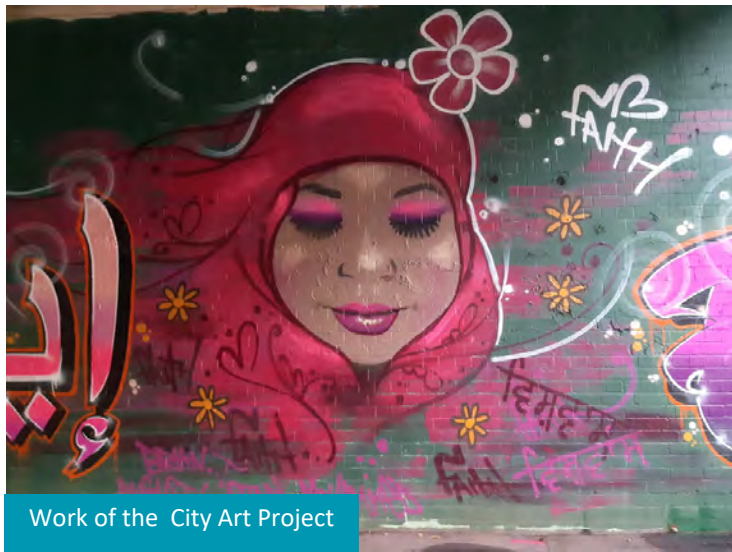
- Removal of abusive/offensive incidents graffiti - within 24 hrs
- Removal of all other types of graffiti - within 10 working days
- Managing and delivering the **City Art Project**




Between April 2023 - December 2023
88% of abusive/offensive incidents of graffiti were removed within 24 hours



Between April 2023 - December 2023
94% of all other graffiti types were removed within 10 working days



Work of the City Art Project



Cathays Bridge before City Art Project



Cathays Bridge after City Art Project



06 Promoting safe and inclusive communities

Addressing anti-social behaviour

The dedicated Anti-Social behaviour (ASB) Team works hard to reduce anti-social behaviour in our communities. The team are committed to ensuring that communities are as safe as possible, with the wellbeing of residents always in mind. The ASB Team are engaging with tenants more closely than ever, listening to their concerns and making use of their local knowledge to improve neighbourhoods. The team now;

- Proactively engage with the community by carrying out regular ASB surgeries within Community Hubs.
- Provide a victim support service in conjunction with the ASB surgeries.
- Help to identify ASB hotspots and develop action plans and operational groups to ensure that all partners and stakeholders are working together to address issues that have been raised. Partners that the team have worked with include the Police, Youth Offending Service (YOS), Supported Accommodation Services, Adult Services and the Noise Pollution Team.



Between April 2023 - December 2023:

In 99% of urgent cases - tenants were contacted within 1 day

In 99% of non-urgent cases - tenants were contacted within 7 days



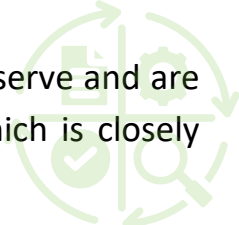
In 2024 / 25, we will build on the success of our area-based work to improve community safety - identifying hot spots and working with our tenants and with other agencies to ensure our neighbourhoods are safe places to live.

Making our services more inclusive

The Equality & Inclusion Strategy 2020-2024 outlines Cardiff Council's Strategic Equality Objectives for furthering and promoting equality across the city.

As part of the ongoing equalities work, the Adults, Housing & Communities directorate has undertaken an analysis of equalities data held across the directorate and conducted research into best practice in the delivery of inclusive services.

We want to ensure that our services meet the needs of the whole community. To do this we are analysing data which will tell us if any groups of service users are underrepresented. Initial analysis has shown that when compared to the ethnicity of the Cardiff population, some ethnic minority groups are disproportionately represented on the housing waiting list, with specific ethnic groups having a significant housing need due to overcrowding.



We have also examined our workforce to ensure it reflects the communities that we serve and are currently in the process of creating an Equalities Action Plan for the directorate which is closely linked to the Council’s Equality and Inclusion Strategy.



We will use the equalities data gathered to identify how we can better meet the housing needs of those from ethnic minority backgrounds on the housing waiting list.

To ensure our workforce reflects the diversity of the city, we will continue to promote and offer job opportunities through our Cardiff Works Service in our local communities

Community Hubs

Our Community Hubs, based in the heart of our communities, provide advice on a range of issues such as housing, money, work opportunities and a wide range of other issues. Activities are also held in the Hubs to help people of all ages to stay active and involved.

We continue to work with our partners to enhance both our buildings and the advice and activities on offer, with the wellbeing of our community always at the forefront. There are currently 21 Hubs throughout the city, including our first Health and Wellbeing Hub in Llanedeyrn. We are committed to ensuring that all of our tenants can access the excellent services on offer in the Hubs, helping them to stay connected to their communities and improving their health and wellbeing.



Working with our health partners to deliver Wellbeing Hubs

We continue to work with our health partner, the Cardiff and Vale University Health Board, to provide a ‘one stop approach’ to the health and wellbeing of our citizens. Following the success of our Llanedeyrn Hub, strategic sites are being reviewed in different districts of the city for more Health and Wellbeing Hubs.



Llanedeyrn Hub

Youth Hubs

Butetown Pavillion provides hub services, such as online skills and Into Work advice, as well as activities for young people from all areas of Cardiff.

In 2024/25, we will work in partnership to expand the services provided to young people in the community by beginning the planning process for a new city centre youth hub. The hub will provide more opportunity to engage with younger people from across the city, providing them with advice and support alongside a range of activities tailored to their needs.



Action

In 2024/25 a new Young Persons Virtual Hub will be launched, bringing together an on line one stop shop for young people seeking information, advice and assistance on housing, community events and other topics.

Hubs for All

The Pilot for 'Hubs for All' was launched in August 2023 at the Powerhouse Hub, Grangetown Hub and Llandaff North Hub and now also operates in Rhiwbina Hub, where dedicated and experienced staff have provided excellent care and well-being support in a local community setting. The project has proved to be a valuable service to both older people and their carers.

The project provides care and well-being services for potentially vulnerable adults, including:

- Older adults living alone
- Those with age related illness
- Those with early onset of dementia

Referrals are received from a range of different council services including the Day Opportunities Team, Carers Team, Community Social Work Teams, and Independent Living Team.

In 2024/25, the team hope to expand the Hubs for All Project into more Community Hubs across the city.



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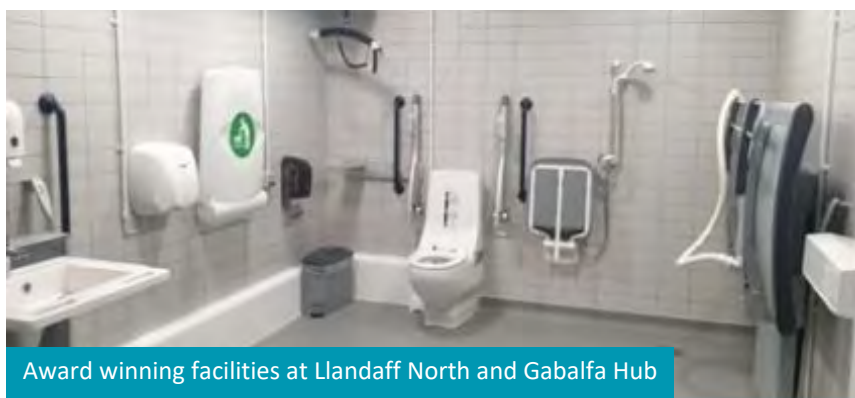
Award winning facilities

Llandaff North and Gabalfa Hub boasts a disabled toilet with state-of-the-art facilities including an adult changing area, hoist and height adjustable sink.

These facilities have won acclaim for their quality and standard and have been named “Loo of the Year” for 2024 in the national “Loo of the Year Awards”, which are aimed at highlighting and improving standards of 'away from home' toilet provision.

Inspectors make unannounced visits to thousands of toilets at sites in order to judge them on various criteria including décor, maintenance, cleanliness and accessibility. Toilets are graded silver, gold, platinum, platinum plus or diamond, with unacceptable toilets not graded at all.

The Hub achieved a “Platinum Plus” rating for its washroom facilities and a “Diamond” grade for its changing places facility.



Award winning facilities at Llandaff North and Gabalfa Hub

Promoting diversity within our Hubs

As we strive to ensure that the services we deliver reflect the needs of our diverse communities, our Community Hubs team have put on a range of events throughout 2023/24 to celebrate different communities across Cardiff.

Black History Month

Black History Month was a great opportunity to engage with the wider community to learn, celebrate and promote understanding of Black History in Cardiff. The theme in 2023 was ‘Saluting our Sisters’ which focused on the achievements of Black women.



Windrush Event at Grange Pavillion Hub



Windrush Event poster

Celebrating Lunar New Year

The first ever Lunar New Year Market took place at Butetown Pavillion Hub in January 2024. The event was organised by the Wales Strategic Migration Partnership and Hongkongers in Britain (Cymru) and supported by the Council's Community Cohesion team.

The event was a great success. The Pavillion was colourfully decorated, with plenty of display boards featuring information about Hong Kong's history and culture. There were a variety of stalls from Hong Kong vendors and organisations, as well as groups and organisations representing our diverse city.



Chinese New Year and Festival

In February 2024, a 'Chinese New Year and Festival' was held at Cardiff Central Library Hub. Free activities and performances were available for members of the public to take part in. Visitors of the event were able to try on traditional Chinese clothing, as well as learn about traditional Chinese medicine. Children attending the 'Childrens Craft Club' contributed to the decorations at Cardiff Central Library Hub by making fun, dragon crafts to display throughout the library.



Chinese New Year and Festival held at Cardiff Central Library Hub



Action We will continue to provide a variety of events and activities within our Hubs that will encourage all tenants to get involved.



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Future plans

Our Hubs and Libraries across the city continue to increase and expand their community volunteer and community inclusion programmes, allowing the development of more events for older people, adults, young people and children and more targeted peer support groups, along with a variety of volunteer opportunities.

Hubs will continue their focus on supporting our communities to look after their own health including age friendly advice, relaying information on screening programmes, vaccinations, 'Move More/Eat Well Programme', alongside the launch of a blood pressure loan monitoring scheme.

We will continue to ensure all of our Hubs are Dementia Friendly.

In 2024/25 we will be actively encouraging people who are neurodivergent to participate and stay connected with their communities.

We are also working with the Probation Service to participate in the community payback scheme, supporting pathways to employment and community re-integration.



Action

We will encourage people who are neurodivergent to participate in and stay connected with their communities.


07 Supporting tenants through the cost-of-living crisis

We are committed to assisting our tenants who are struggling to pay their bills and make ends meet. We have a wide range of services to support tenants through these difficult times.

Welfare Liaison Team

The Welfare Liaison Team are a dedicated team supporting council tenants with their finances, providing one-to-one help with income maximisation, identifying and applying for grants and budgeting. They provide a holistic service and act impartially to work out affordable repayment plans for rent and other household bills.

Welfare Liaison officers provide services via telephone and in tenants homes and also provide help from 8 Community Hubs on a drop-in basis. The team also refer into more specialist support from partner organisations including Citizens Advice and The Speakeasy Law Centre.



£2,943,032.32
Additional benefits identified for Council tenants by the Welfare Liaison Team between April 2023 - December 2023

The Team is now working more closely with the Council’s Money Advice Team, extending and improving the support that is available to our tenants. Support can now be accessed by tenants for longer hours, including late nights and on Saturdays. The team have provided support to 3,765 tenants between April 2023 - December 2023, a 57% increase compared to the same period the previous year, with no appointment needed and no waiting times.



Action We will continue to provide dedicated financial advice and assistance to our tenants which can be accessed locally and in a timely manner.



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Food and Fuel Champions

Our dedicated Food and Fuel Champions continue to provide practical advice across our Community Hubs and at community events, providing advice to people who are struggling with ongoing rising costs.

The Money Advice Team are now registered as a Fuel Bank Foundation partner and are able to access Fuel Vouchers for eligible tenants. In 2023, a new Fuel Champion joined the Money Advice Team, acting as an advocate for tenants when dealing with utility companies.



Food and Fuel Champion events held across the city



23

Food and Fuel Champion events attended between April 2023 - December 2023

Case study

M came into one of our Community Hubs to speak to a Money Advisor regarding a long running dispute he was having with his energy company.

M was very unhappy as he had been overpaying on his energy direct debit for a period of 2 years, and each time he contacted the energy company to discuss this, he was met with poor customer service. After numerous attempts to resolve the issue, he was having little success. M's case was referred to a Food and Fuel Champion, who was able to break down the issues and create a plan of action.

Following the advisor's help, M was able to arrange a meter inspection visit with his energy company. Following the visit, a corrected bill has been sent out, his direct debit has been reduced to a level that reflects his usage and a refund has been arranged by the company which is on the way to M's bank account.

M was extremely grateful for the help he received, stating 'It was nice to talk to someone who knew what they were talking about, the Council were the most helpful of everyone that I spoke to about the dispute.'



Welcome Spaces

Welcome Spaces offer everyone a free, warm, welcoming and friendly space in our Community Hubs. Alongside a free hot drink and a warm place to spend some time, the opportunity to find out about support services is also available including Adult Learning, Health and Wellbeing services and the Welfare Liaison Team.



Welcome Space event at Whitchurch Hub



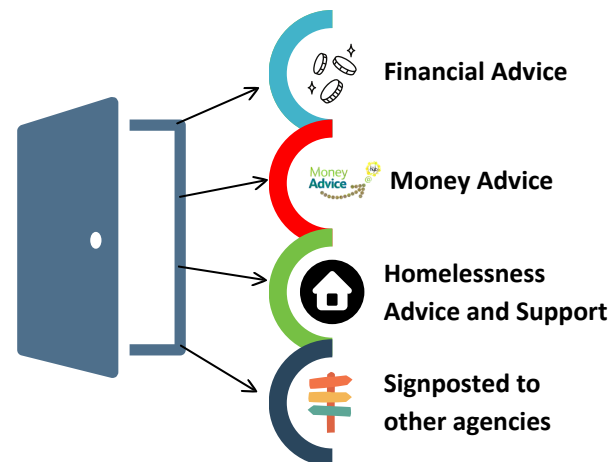
Dedicated financial support available for our tenants

We said: In our 2023/24 Business Plan we made a commitment to ensure that help remained available for tenants struggling financially and that no eviction would take place for rent arrears where the tenant was working with us to resolve the issue.

We did: A new Discretionary Hardship Scheme was launched in 2023. This new scheme provides dedicated advice and practical financial assistance exclusively to council tenants who are at risk of eviction due to rent arrears. We are committed not to evict any tenant who is in rent arrears as long as they are engaging with the help available from our teams.

Rent Arrears Pathway

The Rent Arrears Pathway ensures that anyone living in the city who is experiencing rent arrears can access help and support easily via a gateway approach. This approach, with the tenant at the centre of the process, has ensured that we are working with all services to provide the right support to address the tenant's needs, accessible through one single point of contact. Practical support as well as financial help via Discretionary Housing Payments or the Homeless Prevention Fund is provided.



Assisting people into work

Where finding work or upskilling a tenant would help improve their financial position, the Council's Into Work team provide a wraparound employment support service for people of working age 16+. The service is accessed by a single point of entry via a gateway and people are triaged to the most appropriate support. This includes job clubs, one-to-one mentoring, training and funding to help remove barriers into employment.

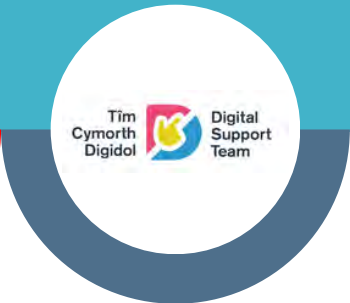


Into Work Job Fairs held across the city

Adult Learning

The Adult Learning team offer a wide range of digital surgeries in the heart of our communities to increase digital skills and accessibility to local citizens. These include Community Hubs, community buildings, sheltered accommodation and supported accommodation, providing bespoke digital support.

In addition, the Adult Learning team manage a tablet gifting scheme for individuals who are socially isolated, actively seeking employment or looking to upskill, and a laptop loan scheme to support Adult Learners access blended learning opportunities.



08 Preventing and addressing homelessness

The Housing Support Programme Strategy (2022 - 2026) sets out the Council's key priorities for addressing homelessness in the city. The aim is for homelessness to be prevented wherever possible, and where it is not possible, for homelessness to be rare, brief, and not repeated.

Our Housing Solutions and Homelessness Prevention teams are now fully aligned within our Advice service, providing a complete package of help and support to people who are experiencing homelessness issues. Between April 2023 – December 2023, 75% of households threatened with homelessness were prevented from becoming homeless. This approach has also ensured that this expert advice is accessible more quickly through our Community Hubs.

Supporting our tenants who are struggling to maintain their tenancy

We are proud to commit to the Welsh Government pledge that we will not evict a tenant for rent arrears if they are engaging with us. We recognise that some tenants will face a range of complex issues and will have additional support needs. A new multi-disciplinary panel has been introduced, to ensure that all the support available from the Council and its partners is offered to a tenant who is under threat of an eviction. This approach ensures that support is fully wrapped around any tenant that is facing complex issues, and that all appropriate services proactively engage with the tenant to help them to maintain their tenancy.

Supporting vulnerable tenants

The Tenancy Sustainment Team work closely with other housing teams and take proactive measures to support vulnerable tenants to sustain their council tenancies by utilising a range of support services, preventing any enforcement action.

The team have set up a Hoarding Multi-Disciplinary Team (MDT) with partner agencies including Shared Regulatory Services, Adult Safeguarding, Clinical Psychologist, MIND, Floating Support and Adult Social Work Teams.

The Hoarding MDT meet on a regular basis to discuss the most complex hoarding cases. Through this multi-agency approach, innovative solutions are developed to address property condition, keeping the individual at the centre of the decision making.

The team are also working in partnership with MIND to provide support to service users with hoarding issues who also require additional help with their mental health. Through this joint working, tenants are able to address the practical issues relating to the condition of their property with the Tenancy Sustainment Officer whilst also receiving emotional support from MIND to address the underlying reasons for hoarding.

Partnership working with MIND to address hoarding issues

K's case was referred to the Tenancy Sustainment Team by their tenancy officer due to the condition of their property.

K was exhibiting severe hoarding behaviour, and their property was full of their late mothers' possessions that they were struggling to part with. The electrical test was long overdue, there was a vermin infestation at the property, and it was also in need of several other repairs. These repairs could not be completed due to the hoarding at the property and K refusing the operatives access to the property. Unfortunately, this meant that the Tenancy Team were at the point of taking enforcement action and seeking a possession order.

The case was brought to the Hoarding Multi-Disciplinary Team meeting and a tailored action plan was created for K, it was also agreed that a referral to MIND would be beneficial.

MIND supported K to address her anxiety and underlying hoarding issues, she was supported to engage with counselling and a medication review, which helped to address her anxiety. The Tenancy Sustainment Team worked with K to develop a tailored action plan to meet her needs. Together, the Tenancy Sustainment Team and MIND supported K to successfully clear space in her property. Enough space was cleared in the property so that an electrical test and follow up full electrical re-wire was completed.

The Tenancy Sustainment team also supported K to allow access to pest control which successfully addressed the infestation, and the Responsive Repairs Service was able to access the property to rectify the repair issues.

Following the success of the partnership working, enforcement action was prevented, and K's tenancy is no longer at risk. K now has more motivation to keep her property to a reasonable standard and has employed a cleaner to help maintain her property in good condition.



Increasing temporary and supported accommodation supply

In 2023, Cardiff Council's Cabinet declared a housing emergency in the city with record numbers of people seeking help from homelessness services, putting unprecedented pressure on temporary accommodation.

As the demand increases, it is important that we are able to continue to provide suitable temporary accommodation for those in need. We are continuing to review sites throughout the city to increase our temporary and supported accommodation supply.

Delivering innovative housing solutions

To help address the housing emergency, ahead of a permanent redevelopment on the site, the rapid installation of modular homes is being delivered on a phased basis at the Gasworks site in Grangetown to support homeless families.

The development is currently the largest council-led modular development scheme in Wales and enables Cardiff Council to boost its supply of accommodation quickly, in less time than traditional building methods.

Support is available throughout the site to ensure that households can address any issues and can move on to permanent accommodation. The scheme will deliver 155 modular homes along with welfare facilities and will be complete by May 2024.

To deliver more of these homes at scale and pace, four additional sites have now been identified that can potentially provide an additional 350 modular units over the next 2 years.



Gasworks modular build



Inside property at Gasworks



Drone shot of Gasworks site

Helping end the revolving door of homelessness

Our large, supported housing schemes provide support to single people to move on from hostels and provide permanent and stable accommodation to reduce the chance of individuals returning to homelessness.

We currently have three supported housing schemes, offering good quality accommodation and support to single people with complex support needs.

Supporting individuals with complex needs

Our supported accommodation for single people at Ty Ephraim provides support to individuals with the most complex needs, many of whom have spent a significant amount of time rough sleeping or in custody.



The support within the accommodation focuses on creating a sense of community and belonging, alongside activities to build confidence and self-esteem for the residents.

Working with our health partners

Staff at Ty Ephraim work with a range of health partners to safeguard the wellbeing of their residents.

One ongoing partnership is with the Hepatitis C Trust who run a testing event for residents every four months, providing clients with well-being packs and advice and guidance on how to look after their wellbeing. The aim of the event is not only to test for the virus, but also to remove the stigma around it.

38 clients attended one of the testing days in 2023/24 and the team were able to engage with a client who had tested positive for Hepatitis C and support them to start their vital treatment.



Housing First

Housing First offers direct placement into council, housing association and private rented sector tenancies with intensive wraparound support for clients with higher support needs.

The scheme provides 'housing first' to those with complex needs who have experienced homelessness, and once they have a secure home, support is provided to address any issues. There are currently three Housing First Schemes in Cardiff, two of which are operated by the Council, one for rough sleepers and one for prison leavers, and a further scheme is operated by the Salvation Army.

Housing First has proven very successful, with **94%** of Housing First clients receiving continuous support, breaking the cycle of homelessness.

The newly launched Young Person's Housing First Scheme is now supporting 8 care leavers who have more complex needs and there are plans to further expand this. This project focuses on working with young people to build their confidence and learn new skills to allow them to become independent.

Housing First case study

C had been street homeless his entire adult life and had challenges with trauma, unaddressed neurodiversity, and alcohol use.

His initial contact with the Council's homelessness service was via the Outreach Team, who were offering C support while he was rough sleeping. Whilst happy to engage with officers, C was resistant to any housing solutions that he was offered.

After some time, C grew to trust a particular Outreach officer who would provide him with support and so when the Outreach officer transferred to the Housing First Scheme, she was keen to see if this approach would suit C.

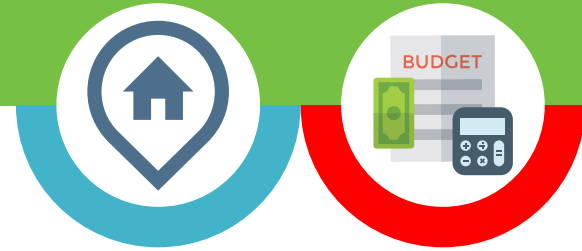
Although C was reluctant to consider permanent housing, the Housing First Officer continued to engage with him. The flexibility enjoyed by Housing First to offer accommodation quickly meant that she could continue to offer housing options in the hope that C's needs would eventually coincide with one of the accommodation opportunities that arose.

C was placed in one of our modular units, which proved key to moving C off the streets. The semi-permanent nature of the units appealed to C, who had previously displayed distress at the idea of a permanent home. C accepted help with shopping and budgeting.

Over time, C came to enjoy the comfort of indoor living and adjusted to his new circumstances. He was introduced to the wider Housing First team and forged cordial relations with them. C continued to work with the Housing First team, and eventually C decided to consider the offer of a permanent home at one of the councils supported accommodation schemes. After being supported to visit the flat, he accepted the tenancy.

When C moved into his new home, he was explicit that without the trusting relationships he had built up during his Housing First journey, he would have lacked the confidence to consider a permanent home.

In C's case, the flexibility of Housing First support has proved crucial to bringing about an outcome that he himself would have dismissed in the past. The facility to work patiently, over years, with a person who has a conflicted notion of 'home' is a strength of the Housing First model. C's journey through this process is a testament to the value of long-term investment in meaningful and consistent support with service users who face deeply rooted challenges.



Supporting young people into independence

The Young Person Gateway (YPG) launched in October 2015 and is an accommodation and support gateway for young people in Cardiff who are threatened with homelessness, or who need to move on from care.

A range of supported accommodation is available provided by Llamau and the Salvation Army using council and housing association properties.

Our Training Tenancy pathway supports young people's independence and ensures that they can sustain their tenancies. Once a young person has been identified as being ready to live independently, they attend a training session which covers all the necessary information around managing a tenancy, upon passing the training the young person is given immediate priority on the Social Housing Waiting List.

From March 2016, when the scheme commenced to December 2023, **518** young people have been housed through the Training Tenancy scheme, with a 99% sustainment rate. A result of excellent partnership working between the social landlords and third sector partners in Cardiff.

Providing permanent accommodation to our homeless households

As outlined previously, Cardiff is experiencing a housing emergency and all temporary accommodation is full. To help move people out of temporary accommodation as quickly as possible, we allocate a high proportion of our council homes to homeless households. In 2023, 73% of general lets were made to homeless households. This impacts on those who also have a high housing need and are not homeless on the waiting list, as it may mean they need to wait longer. Unfortunately, there is not enough supply of affordable homes to meet the level of demand in the city.

Addressing overcrowding

The lack of larger affordable properties is resulting in increased levels of overcrowding in both social and private housing in the city.

We said: In the 2023/24 Business Plan we committed to addressing the housing needs of households who are overcrowded in Cardiff, by using a range of innovative solutions to tackle the issue. We also committed to providing additional resources to support tenants who wanted to exchange as a way of resolving their housing issue.

We did: Our 'Right-Sizing' Scheme has enabled us to provide support to older people who want to downsize while simultaneously freeing up larger family homes for households in need.

The Right Sizing Board continues to trial different ways to increase space in existing homes to reduce overcrowding, including using both modular or "pod" extensions and traditional build extensions to provide much needed extra space for overcrowded families.

In 2024/25 we will be introducing a dedicated officer to support tenants through the process of exchanging properties.



To date, seven 3 bed properties have been converted into 4 bed and 2 bath properties.

4 of these have been pod extensions.

3 have been traditional build extensions.

To help more tenants 'rightsize', we will introduce a new dedicated officer to support them through the process of exchanging properties.

Action

09 Listening to our tenants

We are committed to improving how we communicate, consult and listen to our tenants. We carry out a range of activities to ensure this is achieved, including;

- A range of surveys which includes the bi-annual tenants satisfaction survey as well as bespoke surveys carried out throughout the year
- Regular focus groups
- Events that are run by the Tenants Together team (formerly Tenants Participation team)
- A dedicated website for our tenants

Surveys

We are required every two years to carry out a tenant satisfaction survey, this was completed last year. This year we have carried out several other surveys throughout the year which include:



- **'Right-Sizing'** survey. This survey was carried out to understand what factors were important to older tenants who had recently downsized from their existing homes into specialist older persons accommodation. The most important factor in their decision to move was safety and security with **37%** of respondents saying this was crucial. **20%** confirmed that reduced maintenance work was the main factor and **16%** stated that they had moved to improve their social life.



- Other tenants over the age of 60 who had not made the move to specialised older persons accommodation were also surveyed, to find out what would motivate them to move. Again, safety and security came out on top with **35%** of respondents citing this as the most important factor, **25%** of respondents confirmed improving their social life would be the most important factor to them and **19%** said less maintenance work would be the main reason that they would consider moving.

- During 2023/24 the Anti-Social Behaviour (ASB) team conducted a survey with tenants in one particular ASB hotspot in the city. 193 surveys were completed, with **81.7%** of respondents advising that they had noticed a large presence of drug dealing in the area and **92.1%** advising they were noticing the increased presence of bikes and scooters. The results of the survey helped inform targeted operational work in partnership with the Police in the area. This included the installation of new gates to discourage the use of bikes and scooters in specific areas.



We will continue to survey tenants in ASB hotspots of the city, listening to their needs to shape the targeted work making our communities even more safe.

Your Rent Your Say 2024

Each year, as part of the rent setting process, we consult with our tenants about the rent we propose to charge the following financial year. In 2023, 20% of our tenants (2,774) were randomly selected and sent a paper survey to complete.

The survey was also available online and promoted on the Cardiff Tenants website. In addition to this, 15 face-to-face events were held across Community Hubs, to encourage responses. Front facing staff including Finance, Welfare Liaison and Housing Helpline officers promoted the survey with tenants and offered them help to complete the survey online.

The survey received 210 responses and whilst this is higher than previous years, we are keen to improve this further next year.



Your Rent Your Say 2024

77.6% of respondents thought their rent offered good value for money with 36.2% finding it very good value. Only 12.4% of respondents said that their rent offered poor or very poor value for money.



Regular Focus Groups

We have carried out several face-to-face focus groups with our tenants to understand what matters to them. Some of the results from this included;

- It was important to meet with council officers to discuss issues from a range of services on a face-to-face basis.
- They would like to attend a public engagement forum.
- They would like to engage with local ward Councillors more frequently.
- They would like to have access to informative videos on services as well as printed information.

In 2024/25 to respond to these issues we will:

- **Develop more face-to-face sessions with council officers present.**
- **Hold local Tenants Voice forums inviting representative services from a wide range of organisations.**
- **Support ward member surgeries across the city**
- **Look at other opportunities to utilise information videos.**

Action

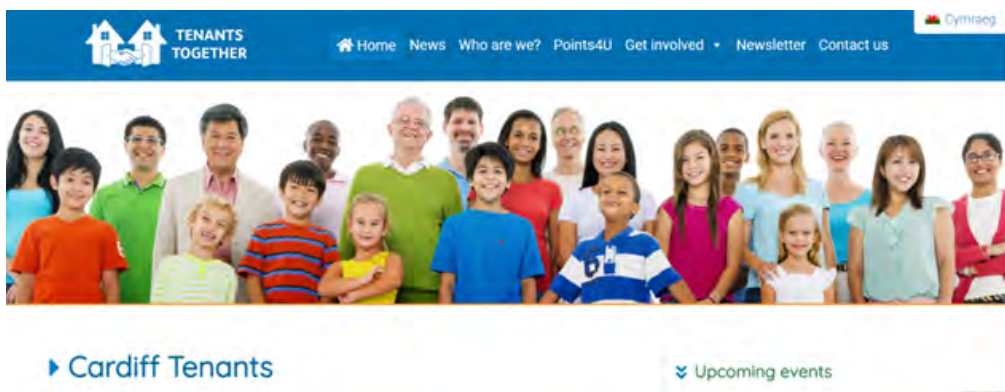
Tenants Together Team



In response to our Tenants Survey 2022, we consulted with tenants on the rebranding of the Tenant Participation Team at our annual Tenant's Conference. As a result, our newly branded "Tenants Together" team was created.

The Tenants Together team helps to ensure that tenants voices are heard in how we introduce new services and improve existing ones.

The newly refreshed Tenants Together website ensures tenants have access to up-to-date information including details of new focus groups and access to a Tenant Feedback form.



Annual Tenants Conference

The Annual Tenants Conference is an opportunity for tenants and leaseholders to engage with the Tenants Together team and senior housing managers. The 2023 conference was held at City Hall with over 90 attendees who had the opportunity to visit stalls from partners such as Age Cymru, Specsavers, Action for Warm Homes and many others.

Council teams such as Waste Management and the Local Action Team were on hand to provide information and guidance around an array of issues that can improve the lives of our tenants.

The most anticipated moment of the conference is always the hotly contested Blooming Marvellous competition, where prizes are given to the best garden. Once again, the standard was exceptionally high with the Community Living Scheme in Wheatley Rd, Ely coming out as winners for 2023.



Tenants conference 2023

Engaging with young tenants and leaseholders

In 2024/25, the Tenants Together team want to ensure that even more tenants and residents are engaging with the team and having their voices heard.

To do this, we will encourage more young tenants and leaseholders to attend focus groups and events held. Throughout the year, recruitment for youth focus group members in events such as quizzes, information days, talks in schools and directly in community rooms on local estates, will be held.

We will continue to broaden the reach of the Tenants Together team, to ensure that even more tenants and residents are engaged and having their say in the council services that support them.

We will explore tenants' interest in focus groups in Welsh and community languages.

Tenant Volunteer Programme

The Tenants Together team, in partnership with the Community Volunteer team are working to create a Tenant Volunteer Programme. Through the programme, tenants will get the chance to become 'Tenant Champions' and support other tenants in their communities.

In 2024/25, we will create volunteer opportunities that will help young tenants become engaged in their communities, for example, creating community space volunteers to co-run groups and activities, and community garden volunteers to improve shared spaces.

The logo for 'Volunteer Cardiff' is enclosed in a green rectangular border. The word 'Volunteer' is written in a large, bold, blue sans-serif font. Below it, the word 'Cardiff' is written in a smaller, green, cursive script font.

Action

We will create volunteer opportunities that will help young tenants become engaged in their communities.



In our 2023/24 Business Plan, we committed to the following actions below as a direct response to the Tenants Survey that was carried out in 2022.

We said

We did

We would gain more understanding as to why tenants are unhappy with how complaints are dealt with.

In 2023, the Housing & Communities Complaints section was aligned with Tenant Services, creating a joined-up approach to addressing complaints and increasing resources on the team.

Working practices have been reviewed and improved and an additional complaints officer was also introduced in 2023 to deal specifically with responsive repairs complaints. This has helped to deal with complaints more quickly and reduced the response time to complaints lodged.

Action: In 2024 a bespoke survey will be carried out to understand if any further improvements can be made to improve the complaints process for our tenants.

We would create a bespoke survey for the ASB Teams to understand what aspects of the service tenants are most dissatisfied with.

A survey of tenants regarding a particular ASB hotspot in the city has been completed and actions identified that have been implemented. A wider survey is currently being developed to understand what aspects of the ASB service our tenants are most dissatisfied with. This will be carried out, analysed and reviewed by Spring 2024. Any findings from the survey will be addressed during the year.



10 Modernising and improving our services for tenants

As well as providing face to face services through Community Hubs, Cardiff Council is committed to increasing the number of housing services available to people via digital platforms, so that our tenants can access our services at a time and location that is convenient for them.



Repairs Online

‘My Repairs’ will be launched in 2024. This online solution will allow tenants to report a repair 24/7, 365 days a year. This is a major change in how we currently deal with the reporting and allocating of repair jobs. Therefore, this will be introduced on a phased basis, to ensure that there are appointments available in the operatives diaries to do the works and that the system is working as we expect it to. Taking this phased approach will allow us to confirm that the system will provide the best experience to our tenants.

When fully operational, tenants will be able to report, view and book some repair appointments using the self-service system on their smartphone, PC, or laptop. For those that need help to access this, our Hub staff will be on hand at our Community Hubs providing the support they need. Tenants will still be able to report a repair via telephone.

Housing Online

Further improvements are being considered for the Housing Online Portal, including adding the Common Housing Waiting list banding information. This will allow housing applicants to view their waiting list status in real time reducing the need to phone, write or email.

Housing Webchat

Live Web Chat will allow tenants to receive quick advice and information from the comfort of their own home. The webchat is currently under development and will be piloted in 2024 by the Housing Helpline team.

New Housing Website

Work to develop the new Housing Website, that will provide tenants with key information on a range of housing topics, continues. The website has been created with ease of accessibility for tenants in mind. Our new Housing Website will launch in 2024.





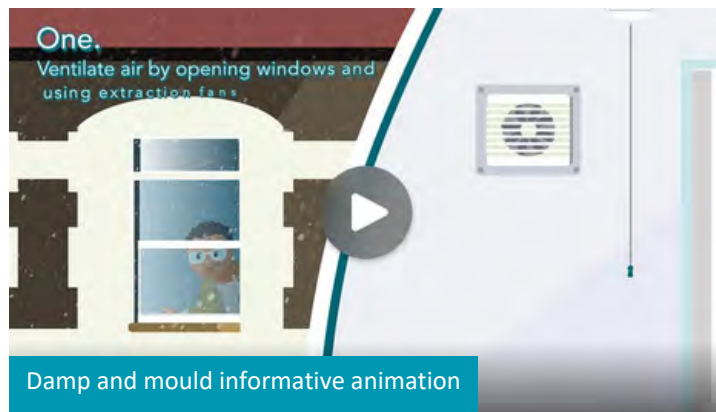
Animations

Informative animations have been created on issues such as damp and mould and money advice to provide free and readily available information to tenants. The animations will be available on the housing website as well as being shown in our hubs & libraries. We also plan to roll out the informative videos on YouTube and other social media channels over the year.



E Signatures

DocuSign “E Signature” increases convenience for council tenants, by eliminating the need for printing and posting documents that require signatures, providing an easy way for tenants to provide information that may be delaying their case.



Future Developments

Video Library

Plans are in place to create a ‘Video Library’ available to tenants to assist with basic self-help, such as how to reset a boiler, how to contain a leaking pipe or radiator and how to read a meter.

Appointment booker

Plans are in place to develop an online appointment booker, where tenants can book their own appointment slots for a variety of services, for example a waiting list appointment. This is in the very early stages of development and planning, but the aim is to make the service more accessible to tenants who will be able to book appointments at their own convenience.

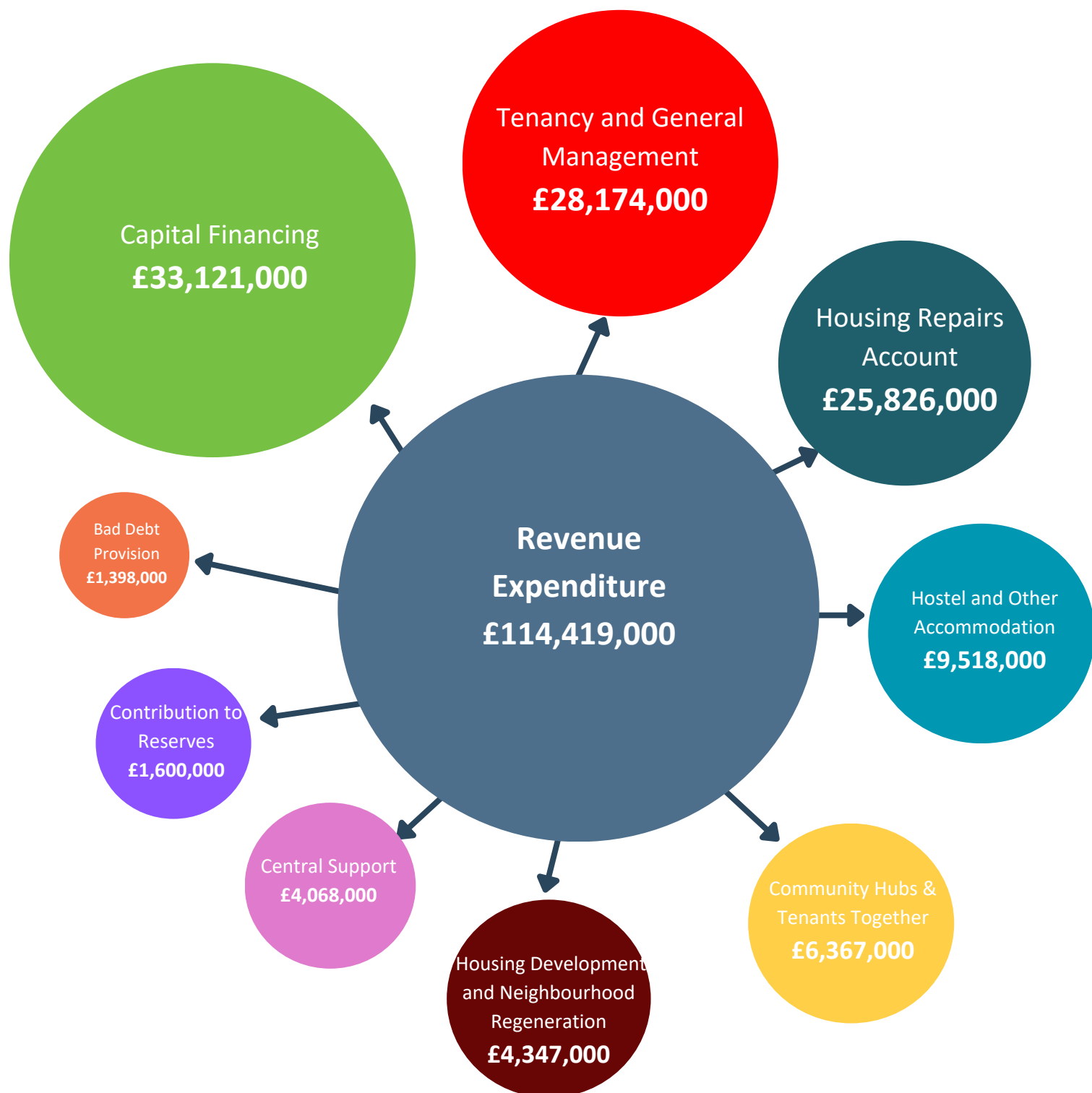


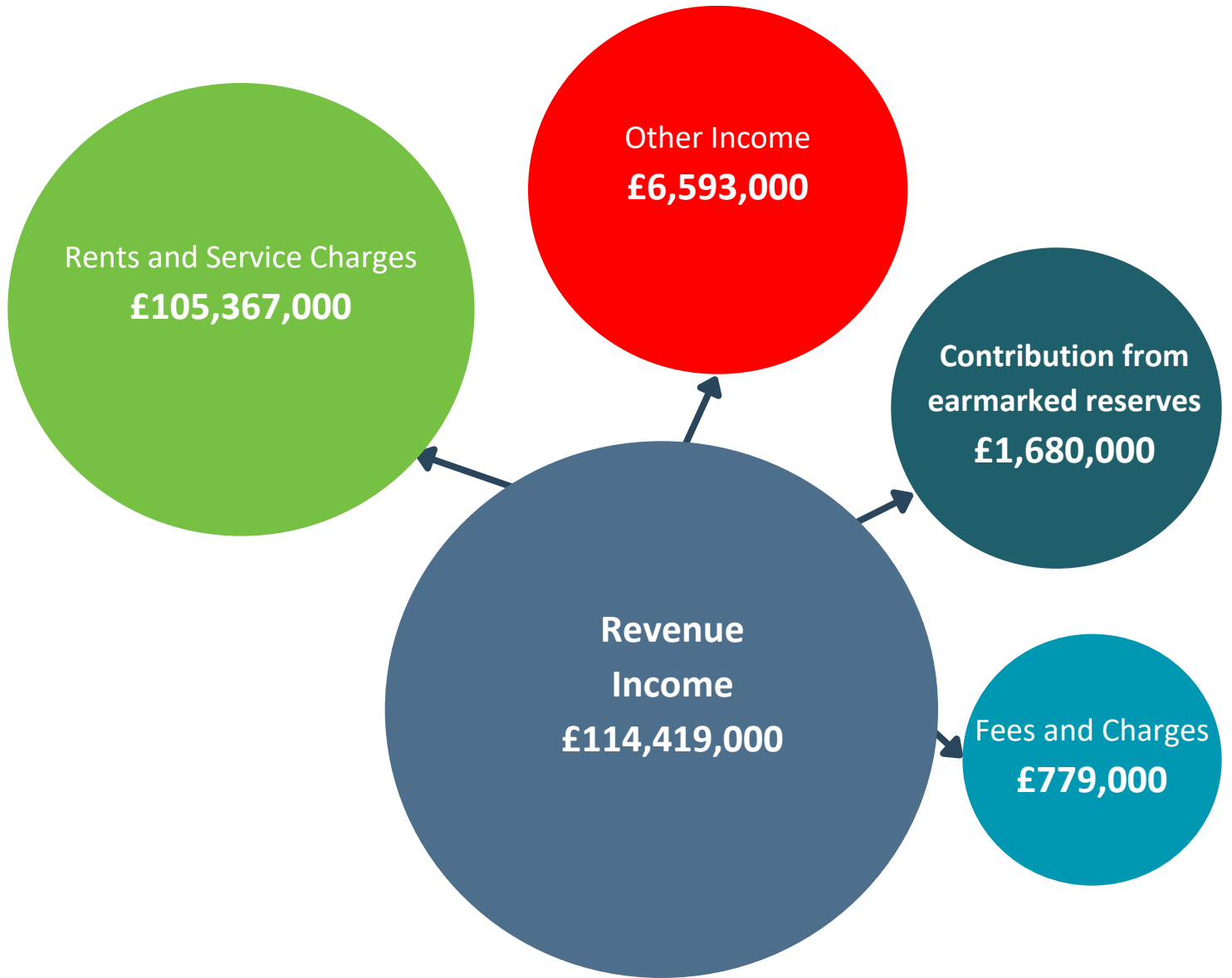
Action

Continue to develop and improve digital methods of service delivery to improve the customer experience for our tenants.

11 Financial resources and planning

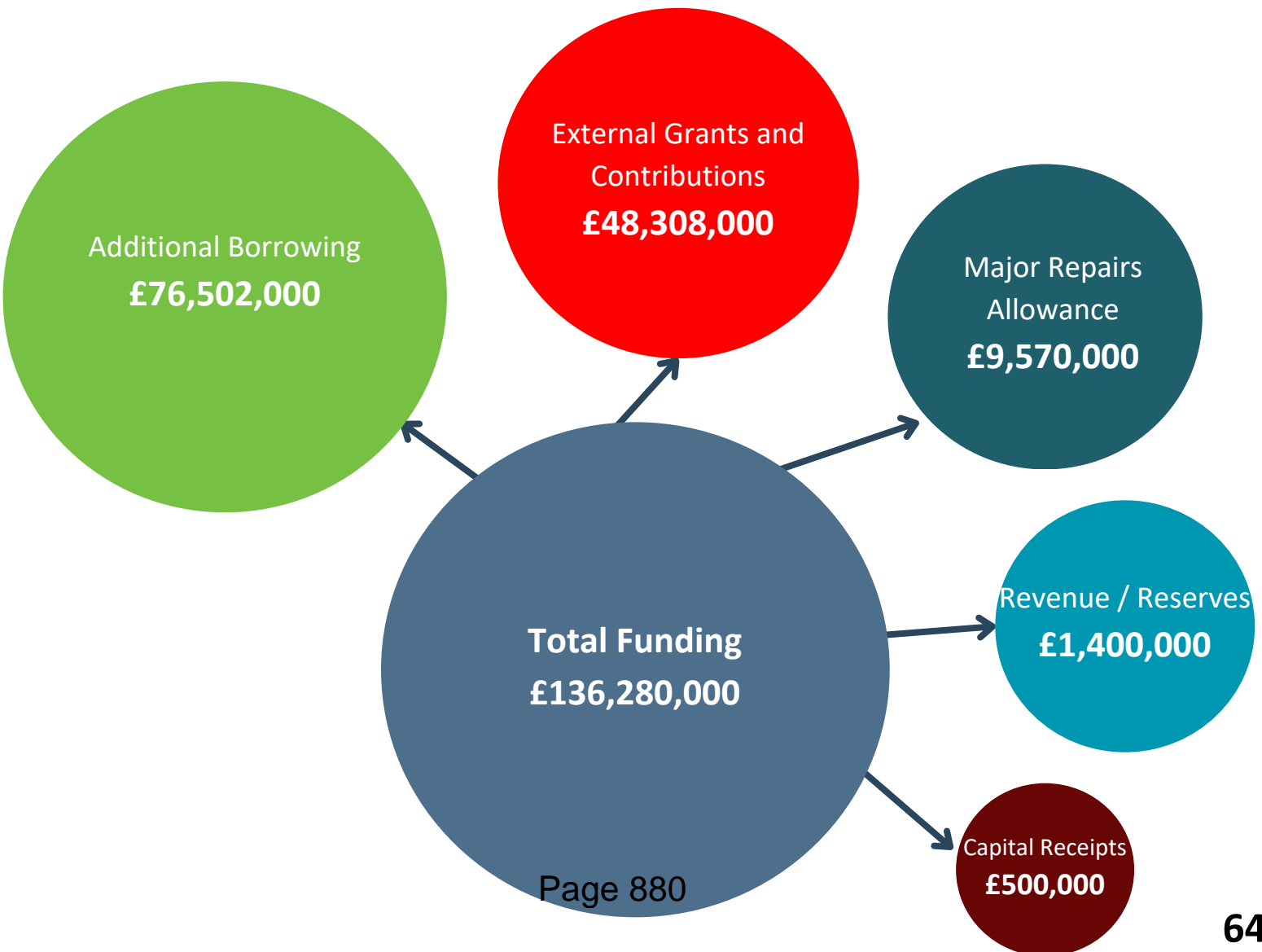
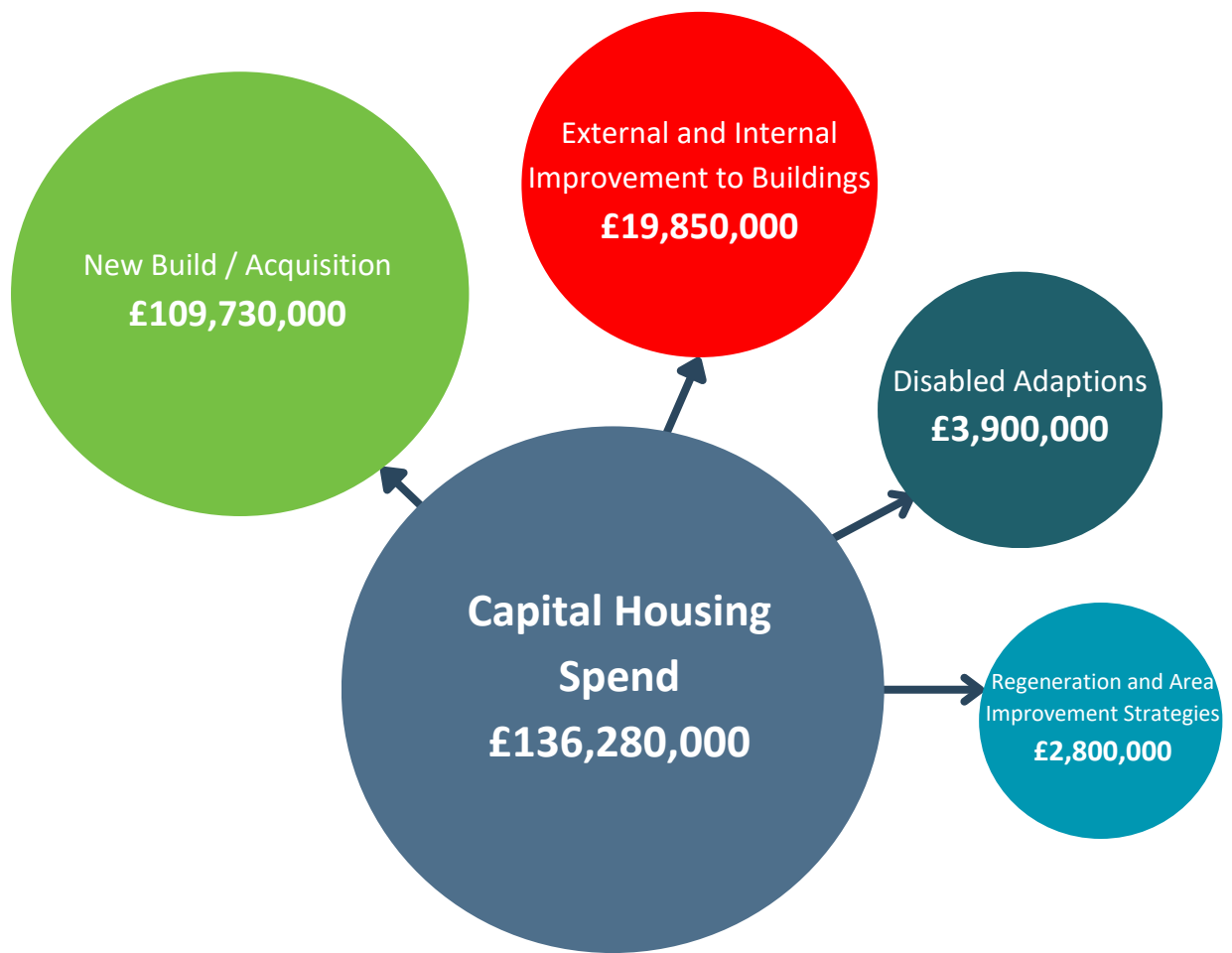
The following diagrams illustrate expenditure and income estimates for both revenue and capital for the financial year 2024/25. Further details are set out at **Appendix A**.





These items are in accordance with legislation and the HRA Guidance Manual which sets out the legislation, regulation, guidance and best practice relating to the operation of a HRA.





HRA Financial Management and Monitoring

A) The HRA budget

Drafted and submitted to Cabinet for approval as part of the wider Council budget setting process in February of each year, the HRA budget also considers a 5-year Medium-Term Financial Plan, the overall 30-year Business Plan and the planned capital investment programme for the period.

Appendix A sets out the planned spend and funding sources for the first five years for both revenue and capital.

B) The HRA Business Plan

This is updated annually, submitted to Cabinet in March each year and subsequently sent to the Welsh Government for consideration and approval. The must meet the following requirement objectives:

- Meet the requirements for application for the Welsh Government Major Repairs Allowance grant
- Demonstrate ability to meet the Wales Housing Quality Standards
- must be approved by political and senior management governance processes
- Be underpinned by a 30-year financial model which sets out estimates of planned capital and revenue income and expenditure over the 30- year period
- Work as a planning document forming the basis of the HRA business
- Used to safeguard interests of current and future tenants and service users
- Demonstrate the long-term value for money, financial resilience and sustainability of the HRA.

C) The Housing Development and Capital Financial Advisory Board

This board considers regular financial monitoring updates against revenue and capital budgets and sets a framework for the review and approval of the housing development and acquisition programme. The Board is made up of senior management representatives from the Housing and Finance directorates and meets bi-monthly.

It reviews expenditure proposals and related affordability and receives updates on policies and developments within the housing environment.

D) Budget monitoring

Service accountants with detailed HRA accounting experience work with HRA budget holders to review progress against approved budgets, investigate variances and identify mitigations and actions to bring planned spend into line with forecasts. Where required they work with budget holders to realign budgets to allow additional initiatives to take place or to accommodate changes to available funding. Cardiff Council's Cabinet receives quarterly budget monitoring updates as part of the regular Council reporting processes throughout the year.

Other regular and ongoing financial management and monitoring activities include the following:

- Ensuring that a HRA general balance is maintained at a prudent level
- Creating specific earmarked reserves to mitigate against risk including increasing and unforeseen costs such as the price of materials and the uncertain rent policy in the medium/long term
- Continuing to liaise and consult with the Welsh Government on future rent policy highlighting the importance of ensuring that capital commitments currently being entered into remain affordable
- Continuing to develop indicators to support assessment of financial resilience including prudential borrowing indicators
- Maintaining a prudent approach to repayment of capital expenditure
- Compliance with the terms of reference set by the Housing Delivery and Capital Finance Board in respect to approval or changes in sites proposed for new housing development including viability assessments
- Regular review of service data such as the number of void properties, levels of rent arrears and write offs, progress against the revenue repairs programmes, both responsive and planned, to identify issues and agree interim solutions thus helping to secure improved performance against service objectives
- Regular reviews of progress against the planned capital programme and the level of borrowing needed to avoid unnecessary capital financing costs.

Rent policy

The Council sets the level of rents within a policy framework set by the Welsh Government (WG). The 5-year Social Housing Rent policy was introduced in 2020/21 and will continue until 2024/25 and allows for a maximum 1% rent increase above the rate of the consumer price index (CPI). Where CPI is outside the range of 0 to 3%, a ministerial decision is required for that year.

There is no confirmation of the rent policy approach beyond 2024/25. This and other uncertainties particularly around the impact of inflation represent a significant risk to the resilience of the HRA and business planning as the Council cannot control or accurately predict a key component of the plan.

In line with the current rent policy, a ministerial decision was made on 27th October 2023 to limit rents to a maximum increase of 6.7% for 2024/25 for all tenants. It was proposed that Cardiff set its rents at the maximum allowed. This was approved by Cabinet in December 2023 ahead of the 2024/25 budget setting and in line with the new notice period requirement of the Renting Homes Wales Act which stipulates 2 months' notice for tenants.

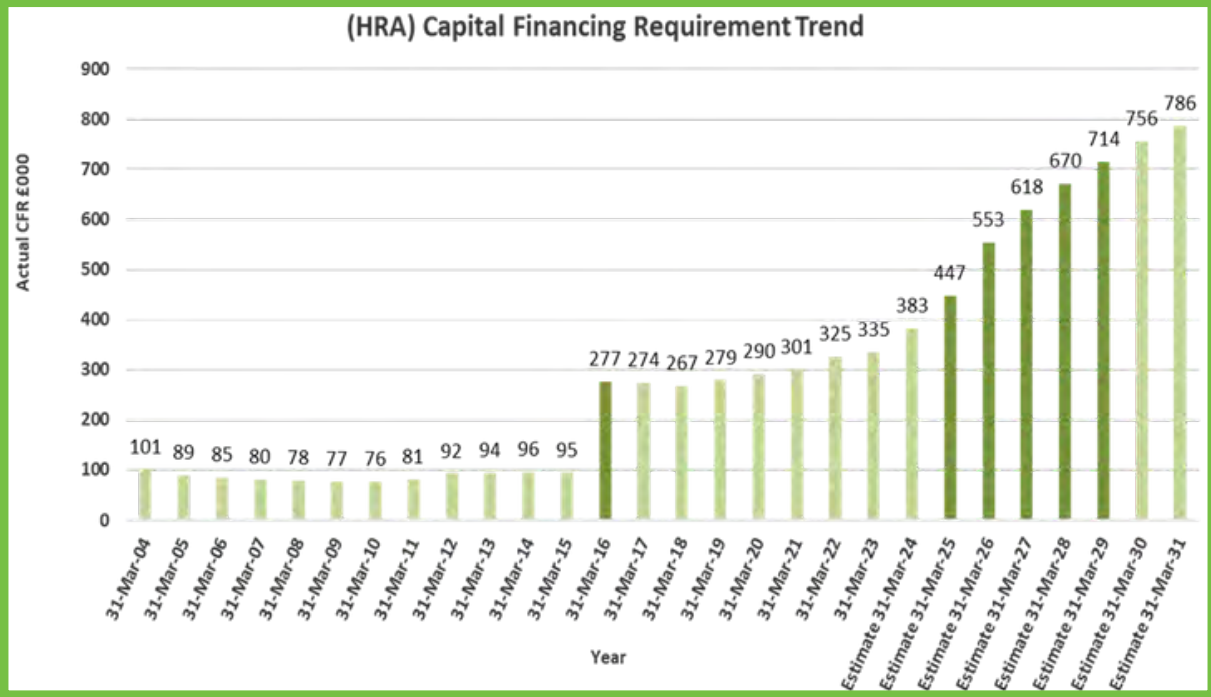
The Minister also confirmed that the commitments made by social landlords to prevent evictions and support tenants in 2024/25 must continue to be implemented.

Future rent modelling has been based on Welsh Government guidelines and taking account of forward indicators for inflation factors. These currently indicate CPI at an average 3.0% for 2024/25, reducing to an average 1.6% for 2025/26 and 1.5% for 2026/27, rising to an average 1.8% for 2027/28 before reaching the target 2% by 2028/29.

It is considered that these rent uplifts will allow for obligations to tenants and lenders to be met and help to support the financial viability of the HRA whilst ensuring that rents remain affordable for current and future tenants. This level of increase will also allow for the continuation of the Council’s ambitious new build plans and future capital programme.

HRA borrowing

As illustrated in **Appendix A**, borrowing accounts for a very significant amount of the funding for the HRA capital programme. This borrowing results in capital financing costs including interest payable and a prudent revenue provision for the repayment of capital expenditure paid for by borrowing. HRA debt is measured through the Capital Financing Requirement (CFR).



The chart above shows an increasing trend in borrowing requirements, particularly for 2027/28 through to 2029/30.

Financial commitments arising from borrowing must be paid over future generations and are therefore long-term financial commitments for the rent payer. As such, expenditure creating such liabilities should be reviewed regularly to ensure that expenditure remains prudent, affordable and sustainable and considers the future asset management requirements of the housing stock.

A robust approach is in place to oversee borrowing commitments and ensure the viability of any housing schemes. The Housing Development Team use a viability toolkit, known as Proval, to assess the financial viability of every development scheme in order to ensure each scheme is affordable for the HRA. The assumptions are updated annually.

The viability model evaluates all development costs to determine the total scheme costs and also determines the on-going management and maintenance costs of the schemes.

These costs are evaluated against the rental income that the scheme will generate to determine if the scheme is financially viable and if the total scheme costs will be paid back over a reasonable period of time (50 years).

Scheme viability is tested at various stages of the development process including during the design stage, to help determine the best mix of units for each site, at the planning stage and at the stage of tendering for a contractor. This process helps us to ensure our agreed viability parameters are being met across our development programme and that both senior officers and Cabinet are appropriately advised about viability before decisions are made regarding acquisitions of property or new construction projects.

Sensitivity analysis

Given the period the HRA Business Plan covers, uncertainty remains over the medium to longer term, particularly in relation to capital expenditure commitments, rental income and ongoing investment requirements linked to stock condition.

Appendix B sets out the key revenue assumptions within the model for the first five years and in the context of the 30-year business plan period.

These assumptions and other forecasts as detailed in the Business Plan are based on current information and will be subject to a risk of change.

The Risk Matrix at **Appendix C** sets out the main risks to the plan and the potential mitigations and actions put in place to manage these and ensure that the HRA remains affordable and financially viable.

Appendix D considers some key areas of sensitivity within the plan and the potential impact on the forecasts for any one year using the 2024/25 budgets for illustration purposes.





Housing Revenue Account (HRA)

Business Plan 2024/25

Cardiff Council
Appendices



Appendix A

HRA Revenue and Capital budgets

Revenue expenditure and income

The model details the planned revenue budget, analysed across the service functions (with an objective split) and the resources assumed to fund planned spend, with the first five years shown in the table below.

	2024/25	2025/26	2026/27	2027/28	2028/29
	£000	£000	£000	£000	£000
Capital Financing	33,121	37,417	43,645	47,862	52,383
Tenancy and General Management	28,174	29,279	30,546	31,673	32,553
Housing Repairs Account	25,826	25,674	26,127	26,704	27,316
Hostels and Other Accommodation	9,518	9,426	11,836	12,061	12,358
Community Hubs and Tenant Participation	6,367	6,495	6,622	6,788	6,959
Housing Development and Neighbourhood Regeneration	4,347	4,029	4,110	4,218	4,327
Central Support	4,068	4,151	4,233	4,340	4,450
Bad Debt Provision	1,398	1,512	1,684	1,746	1,664
Contribution to reserves	1,600	1,400	0	0	0
Total Expenditure	114,419	119,383	128,803	135,392	142,010
Rents and Service Charges	(105,367)	(111,957)	(119,872)	(125,124)	(130,803)
Other Income	(6,593)	(6,641)	(6,740)	(6,870)	(7,001)
Fees & Charges	(779)	(785)	(791)	(798)	(806)
Contribution from earmarked reserves	(1,680)	0	(1,400)	(2,600)	(2,600)
Contribution from General Reserve	0	0	0	0	(800)
Total Income	(114,419)	(119,383)	(128,803)	(135,392)	(142,010)

Revenue expenditure commitments proposed over the next 5 years include the following:

- Capital financing requirements reflect the current and increasing borrowing requirement proposed in the Capital Investment Programme, interest payable of 4%, and the Council's prudent revenue provision policy.
- Tenancy and General Management includes the funding requirement for tenant functions including caretaking, the allocations and rehousing unit, compliance and 24-hour services.

- Hostels and Other Accommodation include the estimated staffing structures, operating costs and service charge recovery levels for proposed new older persons community living schemes and for additional temporary and family supported accommodation.
- Inclusion of estimated costs of a number of new requirements as a result of the updated Welsh Housing Quality Standards 2023 (WHQS 23) with significant budget implications, including the provision of suitable flooring for all habitable rooms, staircases and landings at the change of tenancy, provision of water butts and water saving devices and external equipment storage. In addition, the purchase of a new asset database and costs of ongoing stock condition surveys to improve understanding of stock condition and decision making.
- Planned drawdowns from earmarked reserves to meet any in year shortfalls in the medium term due to the impact of increased service pressures and high levels of borrowing ahead of availability of related rental income from new stock.

The following should be noted:

- Rents and service charge levels reflecting planned increases in stock and assumed timings of availability for let of new units.
- Anticipated other income levels including available grant funding, staff recharges to capital schemes and other support recharges.
- Tenanted service charges assumed to increase by inflation for cost recovery where appropriate
- Stock numbers assumed to increase in line with the New Build Development Programme
- The Plan provides for service growth and additional pressures particularly linked to increases in stock and the estimated requirements for ongoing management and maintenance
- The Major Repairs Allowance grant is assumed at current level (£9.570 million) towards Capital Programme spend over the 30 years
- Contributions to reserves where surpluses become available to mitigate against future risk including increasing and unforeseen costs such as the price of materials and the uncertain rent policy in the medium/long term.
- The HRA Medium Term Financial Plan (MTFP) currently indicates a budget gap of £800,000 for the financial year 2028/29 and a further £1 million gap for 2029/30. This is after assumed net drawdowns from earmarked reserves over the period 2024/25 to 2028/29 to manage the medium-term position. It is proposed to use the HRA General Reserve to cover this gap and to replenish the HRA reserves over the longer-term period.
- No amount has been included to reflect the financial impact of meeting the WHQS 23 decarbonisation targets, until there is more clarity on the approach and confirmation of any Welsh Government financial support to meet what are deemed statutory targets.
- Over the longer-term period of the 30-year plan, other key assumptions are built into the financial model to test and demonstrate the ongoing viability of the plan and to ensure that service objectives can be met. Further detail is set out in Appendix B.

Capital expenditure and income

Planned capital investment and resources assumed to pay for the investment are also identified within the model, with the first five years shown in the table below.

	2024/25	2025/26	2026/27	2027/28	2028/29	Total
	£000	£000	£000	£000	£000	£000

Regeneration and Area Improvements	2,800	2,650	1,650	2,750	2,750	12,600
External and Internal Imps	19,850	22,205	36,975	21,265	15,225	115,520
New Build and Acquisitions	109,730	169,045	123,215	94,010	104,750	600,750
Disabled Facilities Adaptations	3,900	3,350	3,350	3,350	3,350	17,300
Total Expenditure	136,280	197,250	165,190	121,375	126,075	746,170

Major Repairs Allowance Grant	(9,570)	(9,570)	(9,570)	(9,570)	(9,570)	(47,850)	% 6.4
Additional Borrowing	(76,502)	(120,784)	(80,490)	(62,065)	(65,505)	(405,346)	54.3
Revenue / Reserves	(1,400)	0	0	0	0	(1,400)	0.2
External Grant and Contributions	(48,308)	(66,396)	(74,630)	(49,740)	(51,000)	(290,074)	38.9
Capital Receipts	(500)	(500)	(500)	0	0	(1,500)	0.2
Total Resources	(136,280)	(197,250)	(165,190)	(121,375)	(126,075)	(746,170)	100

Expenditure commitments proposed over the next 5 years include the following:

- Regeneration and area improvement projects to create better and safer places to live with works including defensible space, road/footpath realignment, improvements to flats, garages, gullies and open spaces
- Investment in existing housing stock for recladding building safety, priority energy efficiency schemes and to meet Welsh Housing Quality Standards to ensure homes are warm, safe and secure
- Completion of existing house building partnership programme and procurement and delivery of further phases and sites to deliver more homes to tackle the significant affordable housing demand in the city
- In accordance with a report considered by Cabinet in December 2023, to also develop actions to tackle the Housing emergency, with a clear reliance on significant grant funding to ensure plans are deliverable as well as affordable
- Adaptations to dwellings for eligible tenants to live independently and improve their movement in and around the home.

The programme is reviewed annually in line with the 30-year HRA Business Plan.

Appendix B

HRA Revenue assumptions

The detailed 30-year financial model behind the HRA Business Plan includes several key assumptions used to determine the level of resources available to council housing over the next 5 years and in the context of the next 30 years.

These key baseline assumptions are listed below:

Key Assumptions	2024/25 %	2025/26 %	2026/27 %	2027/28 %	2028/29 %
CPI (based on OBR September forecasts)	3.00	1.60	1.40	1.80	2.00
Rent Uplifts (inclusive of CPI based on previous September)	6.7	4.00	2.6	2.40	2.80
Bad Debts	1.00	1.00	1.00	1.00	1.00
Void Rents	1.75	1.75	1.75	1.75	1.75
Year End Stock numbers	14,243	14,472	14,818	15,041	15,297
Average Rent	£126.28	£131.33	£134.74	£137.97	£141.83
Year End Reserves	£20.723m	£22.123m	£20.723m	£18.123m	£14.723m

Other background information on the build-up of the plan includes the following:

- Rent increases in line with WG guidelines taking account of forward indicators for inflation factors (6.7% uplift for 2024/25, 4% for 2025/26 reflecting the OBR forecast for 2024/25, reducing to 2.6% for 2026/27 and increasing to 2.8% by 2028/29)
- Following the end of the current rent policy term, it is assumed that the rent bands remain and that rent uplifts continue to be based on CPI +1% where CPI is within the range of 0 to 3% or CPI only where CPI is outside this range - this is considered a prudent approach
- In the absence of any confirmed new rent policy, prudent forecasts for rent uplifts assumed beyond the medium-term financial plan (CPI +0.5%)
- Stock numbers as assumed using data from the planned new build programme and timings of availability for let
- In the absence of an agreed pay award, an average 3.8% annual uplift is included for 2024/25. This equates to a flat rate award (£1,250) on all spinal points in line with the approach agreed for pay awards for the last 2 years (£1,925 in each of the years 2021/22 and 2022/23). Provision is also made for employers' National Insurance and Superannuation contributions, employee incremental pay progression as well as other full year impacts of the costed establishment including Apprenticeship Levy and the Real Living Wage. Pay uplifts at a flat

rate of £750 are assumed for 2025/26 and 2026/27 increasing to a flat rate of £1,000 for 2027/28 and 2028/29 but are dependent on a number of variables and are subject to risk of change

- Drawdowns as required from earmarked reserves as a result of high inflationary cost increases and capital financing commitments in the medium term
- Inclusion of estimated costs of a number of new requirements as a result of the updated Welsh Housing Quality Standards 2023 (WHQS 23) with significant budget implications, including the provision of suitable flooring for all habitable rooms, staircases and landings at the change of tenancy, provision of water butts and water savings devices and external equipment storage. In addition, the purchase of a new asset database and costs of ongoing stock condition surveys to improve understanding of stock condition and decision making as a result
- Receipt of Welsh Government revenue grant to contribute towards WHQS 23 costs in 2024/25 (subject to grant award and terms and conditions)
- No amount has been included to reflect the financial impact of meeting the WHQS 23 decarbonisation targets, until there is more clarity on the approach and confirmation of any Welsh Government financial support to meet what are deemed statutory targets.



Appendix C

Risk matrix

RISK DESCRIPTION	IMPACT	PRE-MITIGATION RISK ANALYSIS	MITIGATING CONTROLS	POST-MITIGATION RISK ANALYSIS
<p>Restricted rent uplift in future years due to changes to the rent policy beyond 2025/26 or to levels of CPI above 100% means there is no control.</p>	<p>Potential impact on level and quality of service provision to tenants and capital schemes that can be taken forward. Impact of affordability, prudence, and sustainability of additional borrowing. Impact on local and national affordable housing targets.</p>	<p>Red</p>	<p>Scenario planning exercise to review revenue operating costs to identify savings and acceptable impact.</p> <p>Review and reprioritisation of the whole Capital Programme and realignment of future spend plans.</p> <p>Continue to liaise and consult with the WG on future rent policy highlighting the importance of ensuring that capital commitments currently being entered into remain affordable. Use of earmarked reserves and general balances to support financial resilience.</p>	<p>Red</p>
<p>Cost inflation increase above rent uplifts</p>	<p>Increase in costs of supervision, management and repairs and maintenance, including capital contracts. Increased cost of energy and fuel.</p>	<p>Red</p>	<p>Review and reprioritise revenue operating costs and reduce or defer planned expenditure (in line with stock condition requirements), including within the Capital Programme where any variations to planned spend are not committed.</p>	<p>Amber</p>

RISK DESCRIPTION	IMPACT	PRE-MITIGATION RISK ANALYSIS	MITIGATING CONTROLS	POST-MITIGATION RISK ANALYSIS
<p>A reduction in the (£9.57m per annum) WG Major Repairs Allowance (MRA) grant</p>	<p>Impact on achievability and ongoing maintenance of WHQS.</p> <p>Impact on the achievability of the Capital Programme.</p>	<p>Red</p>	<p>Review and reprioritise revenue operating costs. Reprioritisation of the Capital Programme.</p> <p>Reduce new build or regeneration development programme whereother realignment is not possible.</p>	<p>Amber</p>
<p>Page 892</p> <p>Failure to meet new build housing programme targets</p>	<p>Failure to reduce housing waiting list due to delays to timing of lettings of new build properties. Impact on temporary accommodation and homelessness. Holding costs of vacantsites and revenue costs of development teams. Reduction or delay in rental income receivable and resources available to support the HRA budget.</p>	<p>Red</p>	<p>Contractual commitment and variance monitoring by budget holder. Finance and performance targets reported to the Housing Development and Capital Finance Board.</p> <p>Using a range of procurement routes including a new partnering scheme and working directly with developers on package deals.</p> <p>Purchasing properties direct from the market to mitigate any delay.</p>	<p>Amber</p>

RISK DESCRIPTION	IMPACT	PRE-MITIGATION RISK ANALYSIS	MITIGATING CONTROLS	POST-MITIGATION RISK ANALYSIS
<p>Treasury Management</p>	<p>Unplanned increased interest cost payable for any capital expenditure incurred or planned to be incurred which is to be paid for by borrowing.</p>	<p>Red</p>	<p>Integrated Council wide Treasury Management policy and strategy Borrowing at fixed rates where possible to ensure certainty for business planning.</p> <p>Annual Viability parameter governance and approval by Governance Board to control risk.</p> <p>Review of affordability indicators highlighting risk of Capital Financing costs as % of Net Revenue Stream.</p>	<p>Amber</p>
<p>Page 893 Challenge of Decarbonisation WHQS23 guidance sets a target date of 31/03/2030 to achieve SAP 75 (EPC energy rating of C) and of 31/03/2034 (or as defined by the target energy pathways) to achieve SAP EPC energy rating of A. Significant external funding for retrofit programmes and technological advances will be required to achieve the shift from EPC C to A.</p>	<p>Failure to plan and invest strategically to meet carbon reduction targets could result in failure to meet WG target. Impact on tenants' energy costs. The requirement to meet the cost of decarbonisation without additional funding will impact on other programmes of capital expenditure and result in significant unfunded revenue budget consequences resulting in an unviable business plan.</p>	<p>Red</p>	<p>Work closely with WG to understand key requirements, targets, delivery methods and costs and any penalties for noncompliance. Raise awareness with WG of the cost of meeting the targets and the need for grant funding to fully offset these costs.</p> <p>Commissioning of target energy pathways for each property to map the work required to achieve the targets (subject to WG funding and clarification of requirements)</p> <p>Implementation of a new Asset Management database to better record the work needed/ completed at each property.</p> <p>Pilot renewable technology to better understand how the challenge of decarbonisation can be met. Ensure new build homes meet the standard to avoid future retrofit.</p>	<p>Red</p>

RISK DESCRIPTION	IMPACT	PRE-MITIGATION RISK ANALYSIS	MITIGATING CONTROLS	POST-MITIGATION RISK ANALYSIS
<p>The levels of Welsh Government Grant assumed receivable</p>	<p>Initiatives such as high rise over cladding and new build programme are neither viable nor deliverable.</p>	<p>Red</p>	<p>Entering into contracts only after confirmation of grants of sufficient level to cover the cost of the works.</p> <p>Early discussion with WG re housing pressures in the City and prioritisation of Cardiff for TACP and SGH funding for certainty of development schemes without incurring abortive costs.</p>	<p>Amber</p>
<p>Page 894</p> <p>Cost-of-Living Crisis</p>	<p>Impact of cost-of-living crisis on tenants' ability to pay rent and service charges, resulting in increased arrears, requirement for bad debt provision and increased debt collection and recovery costs. Reduction in rental income receivable and resources available to support the HRA budget.</p>	<p>Amber</p>	<p>Any rent increase is informed by an affordability assessment to ensure tenants can afford to pay the rent.</p> <p>Information and advice to tenants, e.g. through Welfare Liaison, Advice and Into Work Services.</p> <p>Maximisation of income by promotion of available benefits and specific support</p> <p>Ensuring effective rent arrears procedures are in place, including pathway of support for tenants and introduction of new Discretionary Housing Fund, exclusively for council tenants</p> <p>Regular review of bad debts provision</p> <p>Annual service review to ensure value for money and maximisation of use of resources.</p>	<p>Green</p>

RISK DESCRIPTION	IMPACT	PRE-MITIGATION RISK ANALYSIS	MITIGATING CONTROLS	POST-MITIGATION RISK ANALYSIS
<p>Ensuring the accuracy of stock condition data, including the implementation of new standards</p>	<p>Planned improvement schemes are incorrectly budgeted for and timescales to deliver are potentially unrealistic.</p>	<p>Amber</p>	<p>Stock condition data is continuously updated with live data and opportunities to survey properties taken to minimise inaccurate information.</p> <p>New Asset Management Database to be purchased and populated with updated property condition and energy pathway data.</p>	<p>Green</p>
<p>Page 895</p> <p>Increased demand for services – Increased housing need, tenant support and advice, increased repairs and maintenance</p>	<p>Conflicting priorities within the available resources resulting in the need to ensure service delivery achieves maximum impact.</p>	<p>Amber</p>	<p>Tenant engagement and consultation.</p> <p>Robust businessplanning and budget setting around identified priorities.</p> <p>Management and monitoring of performance and against key performance indicators (KPIs).</p>	<p>Amber / Green</p>

RISK DESCRIPTION	IMPACT	PRE-MITIGATION RISK ANALYSIS	MITIGATING CONTROLS	POST-MITIGATION RISK ANALYSIS
<p>Resilience of the HRA in the face of global issues – refugees, conflict</p>	<p>Implications on existing resources.</p>	<p>Amber</p>	<p>Impact of global issues on the HRA to be monitored and appropriate mitigation put in place as required.</p> <p>Seek national support and guidance where required.</p> <p>Reprioritisation of resources as required.</p>	<p>Amber</p>



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Appendix D

Sensitivity analysis

The assumptions within the HRA business plan are based on best information and will be subject to a risk of change. The table below sets out some key areas of sensitivity and the potential financial impact on the plan, using the 2024/25 budgets for illustration.

This is on the assumption that all other factors remain constant and no mitigation/offsetting actions are in place. In reality, as set out in the table at Appendix C, planned mitigation would take the form of numerous and varied measures to ensure a viable financial position is maintained.

KEY VARIABLE 2024/25	REVISED KEY VARIABLE	FINANCIAL IMPACT 2024/25 £	SERVICE IMPACT	REVISED KEY VARIABLE	FINANCIAL IMPCT 2024/25	SERVICE IMPACT
CPI and rental income due 6.7%	CPI and rental income due 5.7%	+£0.862m	A 1% reduction in the level of CPI reduces rental income and available revenue resources impacting the flexibility in service provision and ability to meet tenant priorities. Also impacting on ability to meet financial commitments and increasing risk to the affordability of the capital programme in the medium term.	CPI and rental income due 7.2%	-£0.431m	A 0.5% increase in the level of CPI increases rental income and available revenue resources. These additional resources would enable strategic decision making including early repayment of borrowing, increased service investment or set aside of reserves to enhance future financial resilience.

KEY VARIABLE 2024/25	REVISED KEY VARIABLE	FINANCIAL IMPACT 2024/25 £	SERVICE IMPACT	REVISED KEY VARIABLE	FINANCIAL IMPCT 2024/25	SERVICE IMPACT
CPI and rental income due 6.7%	CPI and rental income due 5.7%	+£0.862m	A 1% reduction in the level of CPI reduces rental income and available revenue resources impacting the flexibility in service provision and ability to meet tenant priorities. Also impacting on ability to meet financial commitments and increasing risk to the affordability of the capital programme in the medium term.	CPI and rental income due 7.2%	-£0.431m	A 0.5% increase in the level of CPI increases rental income and available revenue resources. These additional resources would enable strategic decision making including early repayment of borrowing, increased service investment or set aside of reserves to enhance future financial resilience.
Employers' Pay Award Average 3.8%	Employers' Pay Award Average 2.8%	-£0.393m	A 1% reduction in pay award results in a reduced funding requirement increasing the flexibility to progress other plans and priorities.	Employers' Pay Award Average 5.8%	+£0.786m	A 2% increase in pay award results in an increased funding requirement and the necessity to review and flex other plans and priorities.
Interest payable 4%	Interest payable 3.5%	-£2.075m	A reduction of 0.5% in interest rates reduces interest payable resulting in additional revenue resources available for other plans or to set aside for increased financial resilience.	Interest payable 5%	+£4.151m	An increase of 1% in interest payable impacts on the revenue resources available to fund the planned Capital Programme and could result in a requirement to reduce planned service investment and identify other efficiencies such as use of reserves in the short term.

KEY VARIABLE 2024/25	REVISED KEY VARIABLE	FINANCIAL IMPACT 2024/25 £	SERVICE IMPACT	REVISED KEY VARIABLE	FINANCIAL IMPACT 2024/25	SERVICE IMPACT
Void rent loss 1.75%	Void rent loss 1.25%	-£0.460m	A 0.5% decrease in the void rent loss increases potential rental income and the resources available to fund planned programmes of investment and service provision.	Void rent loss 2.75%	+£0.920m	A 1% increase in the void rent loss reduces potential rental income available and will necessitate service efficiencies and a review of plans and priorities including use of reserves to mitigate any impact in the short term.



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Appendix E

HRA Business Plan 30-year budget forecast

		Income			Expenditure							Surplus (Deficit) for the Year	Total General Balances
Year	Year	Net rent Income	Other income	Total Income	Managt.	Repairs & Maintenance	Other Revenue spend	Total Expenditure	Capital Charges	Transfer from/(to) earmarked reserves	DRF	£,000	£,000
		£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000		£,000	£,000	£,000
1	2024.25	104,143	2,721	106,864	(41,573)	(25,826)	(6,424)	(73,823)	(31,721)	80	(1,400)	0	15,502
2	2025.26	110,623	2,678	113,301	(42,670)	(25,674)	(6,140)	(74,484)	(37,417)	(1,400)	0	0	15,502
3	2026.27	118,369	2,683	121,052	(46,425)	(26,127)	(6,255)	(78,807)	(43,645)	1,400	0	0	15,502
4	2027.28	123,561	2,691	126,252	(47,883)	(26,704)	(6,403)	(80,990)	(47,862)	2,600	0	0	15,502
5	2028.29	129,326	2,699	132,025	(49,169)	(27,316)	(6,557)	(83,042)	(52,383)	2,600	0	(800)	14,702
6	2029.30	135,860	2,707	138,567	(49,825)	(27,862)	(6,689)	(84,376)	(55,137)	0	0	(946)	13,756
7	2030.31	142,311	2,902	145,213	(51,314)	(28,699)	(6,922)	(86,935)	(58,228)	0	0	50	13,806
8	2031.32	146,520	2,913	149,433	(52,084)	(29,847)	(7,216)	(89,147)	(60,772)	0	0	(486)	13,320
9	2032.33	151,943	2,924	154,867	(54,428)	(31,191)	(7,549)	(93,168)	(61,056)	0	0	643	13,963
10	2033.34	156,657	2,935	159,592	(56,876)	(32,595)	(7,899)	(97,370)	(62,243)	0	0	(21)	13,942
11	2034.35	161,007	2,947	163,954	(59,436)	(34,063)	(8,264)	(101,763)	(62,743)	0	0	(552)	13,390
12	2035.36	165,120	2,951	168,071	(61,813)	(35,426)	(8,615)	(105,854)	(63,040)	0	0	(823)	12,567
13	2036.37	169,344	2,963	172,307	(63,977)	(36,666)	(8,950)	(109,593)	(63,523)	0	0	(809)	11,758
14	2037.38	173,670	2,974	176,644	(66,215)	(37,950)	(9,297)	(113,462)	(63,899)	0	0	(717)	11,041

Year	Year	Income			Expenditure							Surplus (Deficit) for the Year	Total General Balances
		Net rent Income	Other income	Total Income	Managt.	Repairs & Maintenance	Other Revenue spend	Total Expenditure	Capital Charges	Transfer from/(to) earmarked reserves	DRF		
		£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000		£,000	£,000	£,000
15	2038.39	178,109	2,986	181,095	(68,368)	(39,279)	(9,641)	(117,288)	(63,642)	0	0	165	11,206
16	2039.40	182,660	2,998	185,658	(70,419)	(40,654)	(9,981)	(121,054)	(64,178)	0	0	426	11,632
17	2040.41	187,323	3,011	190,334	(72,531)	(41,940)	(10,334)	(124,805)	(64,823)	0	0	706	12,338
18	2041.42	192,108	3,102	195,210	(74,708)	(43,266)	(10,699)	(128,673)	(65,853)	0	0	684	13,022
19	2042.43	197,016	3,115	200,131	(76,949)	(44,635)	(11,079)	(132,663)	(66,719)	0	0	749	13,771
20	2043.44	202,047	3,127	205,174	(79,257)	(46,047)	(11,473)	(136,777)	(67,346)	0	0	1,051	14,822
21	2044.45	207,211	3,140	210,351	(81,635)	(47,505)	(11,881)	(141,021)	(68,297)	0	0	1,033	15,855
22	2045.46	212,506	3,153	215,659	(84,084)	(49,008)	(12,305)	(145,397)	(68,577)	0	0	1,685	17,540
23	2046.47	217,935	3,166	221,101	(86,606)	(50,560)	(12,746)	(149,912)	(68,987)	0	0	2,202	19,742
24	2047.48	223,506	2,605	226,111	(89,204)	(52,161)	(13,203)	(154,568)	(69,562)	0	0	1,981	21,723
25	2048.49	229,220	2,843	232,063	(91,880)	(53,813)	(13,677)	(159,370)	(70,174)	0	0	2,519	24,242
26	2049.50	235,078	2,858	237,936	(94,636)	(55,517)	(14,170)	(164,323)	(70,986)	0	0	2,627	26,869
27	2050.51	241,081	2,872	243,953	(97,476)	(57,276)	(14,681)	(169,433)	(72,132)	0	0	2,388	29,257
28	2051.52	247,238	2,887	250,125	(100,401)	(59,090)	(15,212)	(174,703)	(73,556)	0	0	1,866	31,123
29	2052.53	253,558	2,903	256,461	(103,412)	(60,963)	(15,764)	(180,139)	(74,772)	0	0	1,550	32,673
30	2053.54	260,032	2,919	262,951	(106,515)	(62,895)	(16,337)	(185,747)	(75,815)	0	0	1,389	34,062

Please note: The Business Plan 30-year financial model categorises some information differently to the short/medium term budgets and therefore figures may vary.

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Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: Delivering the Housing Revenue Account (HRA) Business Plan 2024 / 25

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New

Existing

Directorate/Service Area:

Adults, Housing & Communities

Who is developing the proposal?

Name: Helen Evans

Job Title: Assistant Director, Housing & Communities

Responsible Lead Officer (Director or Assistant Director):

Helen Evans

Cabinet Portfolio:

Housing & Communities

Authorisation	
Completed By:	Victoria Williams
Job Title:	Policy & Development Manager
Date:	22/2/24
Approved By:	Jane Thomas
Job Title:	Director - Adults, Housing & Communities

Document History – do not edit

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	FG	Senior Corporate Policy Officer	12/10/2022
2	FG	Senior Corporate Policy Officer	12/04/2023
3	FG	Senior Corporate Policy Officer	12/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.

To seek Cabinet approval for the Housing Revenue Account (HRA) Business Plan 2024-2025.

The Housing Revenue Account (HRA) records income and expenditure in relation to Council Housing. This funding is required to be 'ring fenced' in accordance with the Local Government and Housing Act 1989 and cannot be used for any other purpose.

The main source of income to the HRA is from tenants in the form of rents and service charges. Rental income allows Housing Services to invest in the maintenance and improvement of existing homes and neighbourhoods; provide good tenant support services; contribute to the funding of our community Hubs and build new homes.

The HRA Business Plan is updated each year and provides the opportunity to set out the key council housing priorities for the following year and beyond.

The HRA Business Plan provides details to tenants on how we will continue to develop services for them and how we will achieve this with the income received from the HRA.

The plan outlines a number of specific actions on how the council will improve housing services in 2024/25. These are listed below:

Action: To work with Welsh Government to promote the need for a longer-term investment plan to support both our housing development and build programmes.

Action: To ensure additional strategic overview and leadership of services we will review current Board arrangements, implementing any improvements as required.

Action: Continue to deliver high-quality, low carbon homes at scale and pace that also provide good access to services, helping to create safe and strong communities.

Action: Continue to deliver housing that meets older persons' housing needs and aspirations and supports independent living.

Action: Procure a new database that will allow us to deliver the new WHQS standards in a co-ordinated way, keeping disruption to tenants to a minimum.

Action: Assess the condition of our stock and the fully understand the work necessary to meet the new WHQS 23 requirements.

Action: Continue to invest in Responsive Repairs to improve our response rate to urgent and routine repairs and address the older works that are outstanding.

Action: Further develop the Repairs Academy to ensure that the future workforce has the required skills to maintain Cardiff Council's properties as new and emerging technologies are installed.

Action: Further expand the dedicated 'Dry Homes' team to further improve our response to damp, mould and disrepair cases.

Action: Build on the success of area-based work to improve community safety - identifying hot spots and working with our tenants and with other agencies to ensure our neighbourhoods are safe places to live.

Action: Use equalities data gathered to identify how we can better meet the housing needs of those from ethnic minority backgrounds on the housing waiting list.

Action: Ensure the workforce reflects the diversity of the city by continuing to promote and offer job opportunities through the Cardiff Works Service and the local communities.

Action: Launch a new Young Persons Virtual Hub, bringing together an online one stop shop for young people seeking information advice and assistance on housing, community events and other topics.

Action: Continue to provide a variety of events and activities within our Hubs that will encourage tenants from all backgrounds to get involved.

Action: Encourage people who are neurodivergent to participate in and stay connected with their communities.

Action: Continue to provide dedicated financial advice and assistance to Council tenants which can be accessed locally and in a timely manner.

Action: Further the work to address overcrowding, by helping tenants to 'rightsize' and introduce a new dedicated officer to support them through the process of exchanging properties.

Action: Continue to survey tenants in ASB hotspots of the city, listening to their needs to shape the targeted work making our communities even more safe.

Action: Develop more face-to-face sessions with Council officers present.

Action: Hold local Tenants Voice Forums inviting representative services from a wide range of organisations.

Action: Support ward member surgeries across the city.

Action: Look at opportunities to utilise information videos for tenants.

Action: Continue to broaden the reach of the Tenant’s Together team, to ensure that even more tenants and residents are engaged and having their say in the Council services that support them.

Action: We will explore tenants’ interests in focus groups in Welsh and community languages.

Action: Create volunteer opportunities that will help young tenants become engaged in their communities.

Action: Continue to develop and improve digital methods of service delivery to improve the customer experience for our tenants.

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

The plan sets out £136,280,000 of Capital Housing Spend and £114,419,000 of Revenue Expenditure, and this is in accordance with legislation and the HRA Guidance Manual which sets out the legislation, regulation, guidance and best practice relating to the operation of a HRA.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

Further information is included about each assessment at the start of the relevant section.

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	Y
C. Welsh Language Impact Assessment	Y
D. Habitats Regulations Assessment	N
E. Strategic Environmental Assessment	N
F. Data Protection Impact Assessment	N
G. Health Impact Assessment	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on different age groups?

	Yes	No	N/A
Up to 18 years	Y		
18 - 65 years	Y		
Over 65 years	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Services funded by the Housing Revenue Account (HRA) are inclusive, and any improvement to services will benefit all those who access the service, all of the Council’s tenants and leaseholders and all those who live in their home including their children.

The proposals contained within the HRA Business Plan will have a positive impact on tenants and leaseholders of all ages. However, there is a particular benefit to young people and older tenants.

Young people

The proposals in the plan to launch a new Young Persons Virtual Hub will have a positive impact on younger people in the community, by providing them with an easy to access service for seeking information, advice and assistance on housing, community events and other topics.

The proposal to broaden the reach of the Tenant’s Together team, to ensure that more tenants and residents are engaged and having their say in the Council services that support them will have a positive impact on all tenants and leaseholders. However, there will be a specific focus on young tenants with recruitment for youth focus group members in schools, providing more opportunity for young people to have their say in the service that support them will have a positive impact for them.

The proposal to create volunteer opportunities that will help young tenants become engaged in their communities, will have a positive impact on young people, ensuring that their voices are heard in decisions made regarding where they live.

Older people

The commitment within the plan to continue to deliver housing that meets older persons’ housing needs and aspirations and supports independent living will have positive impact on older people in the community.

The proposal to continue to develop and improve digital methods of service delivery to improve the customer experience for tenants will have a positive impact on the majority of tenants and leaseholders. However, it is important to ensure that the resource for face to face and over the phone assistance is not impacted by this development as it may negatively impact older people who do not have access to current technology.

What action(s) can you take to address the differential impact?

Ensure that while developing digital methods of service delivery, that there is still access to more traditional methods such as face to face and over the phone for those who are unable to access the digital means.

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	Y		
Learning Disability	Y		
Long-Standing Illness or Health Condition	Y		
Mental Health	Y		
Neurodiversity	Y		
Physical Impairment	Y		
Substance Misuse	Y		
Visual Impairment	Y		
Other	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposals contained within the HRA business plan will have a positive impact on all tenants and leaseholders. The improvement of services to become more inclusive will have a positive impact on tenants and leaseholders who are disabled.

Encouraging people who are neurodivergent to participate in and stay connected with their communities, will have a positive impact on members of the community who are neurodivergent.

The proposal to broaden the reach of the Tenant’s Together team, to ensure that more tenants and residents are engaged and having their say in the Council services that support them will have a positive impact on all tenants and leaseholders.

The proposal to further expand the dedicated ‘Dry Homes’ team that address damp and mould complaints in council properties will have a positive impact on tenants that have a long-standing illness or health condition, as damp and mould can contribute to health conditions. Improving the way in which the Council deals with damp and mould in properties will have a positive impact on all tenants and leaseholders.

The proposal to continue to develop and improve digital methods of service delivery will have a positive impact on people with a hearing impairment who may struggle to communicate over the phone or in busy environments and also neurodiverse service users.

However, it is important to ensure that the resource for face to face and over the phone assistance is not impacted by this development as it may negatively impact on disabled people who rely on this form of communication.

What action(s) can you take to address the differential impact?

Ensure that while developing digital methods of service delivery, that there is still access to more traditional methods such as face to face and over the phone for those who are unable to access the digital methods.

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposals contained within the HRA business plan will have a positive impact on all tenants and leaseholders.

The proposal to broaden the reach of the Tenant’s Together team, to ensure that more tenants and residents are engaged and having their say in the Council services that support them will have a positive impact on all tenants and leaseholders.

Alongside this, the commitment within the plan to continue to provide a variety of events and activities within our Hubs that will encourage all tenants to get involved,

will have a positive impact on people who are transgender. In 2023 / 24, the Community Hubs celebrated International Trans Day of Visibility with a coffee morning.

Improving the services, we provide in our Hubs to attract tenants from across the wider community will have a positive impact on tenants from the above groups.

What action(s) can you take to address the differential impact?

No actions identified.

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage		Y	
Civil Partnership		Y	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is no evidence to suggest that the proposals set out will have a differential impact on those who are married or in a civil partnership as the services provided through the HRA are inclusive and provide support regardless of marriage status.

The proposals in the HRA Business Plan aim to improve services for tenants and leaseholders in the city.

What action(s) can you take to address the differential impact?

No action identified.

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		Y	
Maternity		Y	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There is no evidence to suggest that the proposals set out will have a differential impact on those who are pregnant as the services provided via the HRA are inclusive and provide support regardless of if the tenant is pregnant or not.

The proposals in the plan aim to improve services for tenants and leaseholders in the city.

What action(s) can you take to address the differential impact?

No action identified.

Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	Y		
Mixed / Multiple Ethnic Groups	Y		
Asian / Asian British	Y		
Black / African / Caribbean / Black British	Y		
Other Ethnic Groups	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Services funded by the Housing Revenue Account (HRA) are inclusive, and any improvement to services will benefit all those who access the service, all of the Council's tenants and leaseholders.

As part of ongoing equalities work, the Adults, Housing & Communities directorate has undertaken an analysis of equalities data held across the directorate and conducted research into best practice in the delivery of inclusive services.

A proposal in the HRA Business Plan is to use equalities data to identify how to better meet the housing needs of those from ethnic minority backgrounds on the housing waiting list. Examining this data and identifying areas of service where any groups are disproportionately affected and putting in place measures to improve this, will have a positive impact on tenants from an ethnic minority background.

Also, as part of the equalities work, the action to ensure the Adults, Housing & Communities workforce reflects the diversity of the city by continuing to promote and offer job opportunities through the Cardiff Works Service and the local communities will have a positive impact on tenants and residents of the above groups.

Alongside this, the commitment within the plan to continue provide a variety of events and activities within our Hubs that will encourage all tenants to get involved will benefit all leaseholders and tenants. In October 2023, Community Hubs celebrated Black History Month holding a range of events, including an event celebrating the history of Windrush. Improving the services provided in Community Hubs to attract tenants from across the wider community will have a positive impact on tenants from the above groups.

The proposal to broaden the reach of the Tenant’s Together team, to ensure that more tenants and residents are engaged and having their say in the Council services that support them will have a positive impact on all tenants and leaseholders.

A commitment has also been made in the plan to explore tenants’ interests in focus groups conducted via the medium of Welsh and other community languages.

Evidence shows that within Cardiff, families from ethnic minorities backgrounds are disproportionately affected by overcrowding – to address this the HRA Business Plan outlines an action to help more tenants ‘rightsize’ and introduces a new dedicated officer to support them through the process of exchanging properties. This proposal will have a positive impact on the tenants and leaseholders in the groups above, by making more larger properties in the city available to be able to assist households that are overcrowded.

What action(s) can you take to address the differential impact?

No action identified.

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist	Y		
Christian	Y		
Hindu	Y		
Humanist	Y		
Jewish	Y		
Muslim	Y		
Sikh	Y		
Other belief	Y		
No belief	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Services funded by the Housing Revenue Account (HRA) are inclusive, and any improvement to services will benefit all those who access the service, all of the Council’s tenants and leaseholders.

As part of the ongoing equalities work being undertaken in the Adults, Housing & Communities directorate, the action to ensure the Adults, Housing & Communities workforce reflects the diversity of the city by continuing to promote and offer job opportunities through the Cardiff Works Service and the local communities will have a positive impact on tenants and residents of the above groups.

The commitment within the plan to continue provide a variety of events and activities within our Hubs that will encourage all tenants to get involved will benefit all leaseholders and tenants and have a positive impact on tenants with different religions, beliefs or non-beliefs.

The proposal to broaden the reach of the Tenant’s Together team, to ensure that more tenants and residents are engaged and having their say in the Council services that support them will have a positive impact on all tenants and leaseholders.

What action(s) can you take to address the differential impact?

No action identified.

Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons		Y	
Female persons		Y	
Non-binary persons		Y	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Services provided via the HRA fund are inclusive and any improvement to services will benefit all who access the service regardless of gender.

What action(s) can you take to address the differential impact?

No action identified.

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi	Y		
Gay	Y		
Lesbian	Y		
Heterosexual	Y		
Other	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Services provided by the HRA fund are inclusive and any improvement to services will benefit all who access the service.

The commitment within the plan to continue provide a variety of events and activities within our Hubs that will encourage all tenants to get involved will have a positive impact on all tenants and leaseholders, a number of inclusive events are already held in Community Hubs, for example a monthly Proud coffee morning. Improving the services provided in Hubs to attract tenants from across the wider community will have a positive impact on tenants with all different sexual orientations.

The proposal to broaden the reach of the Tenant’s Together team, to ensure that more tenants and residents are engaged and having their say in the Council services that support them will have a positive impact on all tenants and leaseholders.

What action(s) can you take to address the differential impact?

No action identified.

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas?)

	Yes	No	N/A
Socio-economic impact	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The HRA Business Plan outlines the Council’s new build housing programme which will see the delivery of affordable, sustainable and energy efficient new homes at scale and pace over the next few years. The proposal within the plan to continue to deliver high-quality, low carbon homes that also provide good access to services, helping to create safe and strong communities, will reduce socio-economic disadvantage by providing more affordable homes in Cardiff.

Dedicated advice and support is provided across communities to those who are experiencing economic challenges. A commitment within the plan to continue to provide dedicated financial assistance to tenants which can be accessed locally and in a timely manner will also contribute to reducing socio-economic disadvantage.

The Welfare Liaison Team are a dedicated team supporting council tenants providing one to one help with income maximisation, identifying, and helping tenants to apply for grants and budgeting. Assistance is available in all Hubs and Libraries across the city.

What action(s) can you take to address the differential impact?

No actions required, as support and advice to address socio-economic disadvantage are available in all Hubs and Libraries across the city, with a particular focus in the Southern Arc of the city.

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language		Y	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

All Welsh language policies will be followed.

All tenants and those requiring assistance can express a language preference upon their first contact with services. This information is then recorded to ensure language preference is met, customers can request documentation in Welsh, alongside be provided with Welsh language services on social media, through the website, over the phone or face-to-face.

A commitment has also been made in the plan to explore tenants’ interests in focus groups conducted via the medium of Welsh and other community languages.

What action(s) can you take to address the differential impact?

N/A

Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

Within the plan, a specific chapter – Listening to our Tenants, is dedicated to how the Council engage with Council tenants and leaseholders to ensure that the Council are aware of what is important to them.

The feedback that is provided in Focus Groups held by the Council’s Tenants Together team and results of surveys conducted from a number of council housing teams such as

Anti-Social Behaviour and Tenancy Services has shaped the proposals in the Housing Revenue Account Business Plan.

As the Council delivers the proposals within the HRA Business Plan, tenants and leaseholders will be consulted on how best to implement the changes.

Summary of Actions (Listed in the sections above)

	Actions
Age	Ensure that while developing digital methods of service delivery, that there is still access to more traditional methods such as face to face and over the phone for those who are unable to access the digital methods.
Disability	Ensure that while developing digital methods of service delivery, that there is still access to more traditional methods such as face to face and over the phone for those who are unable to access the digital methods.
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	None
Sex	None
Sexual Orientation	None
Socio-economic Impact	No actions required, as support and advice to address socio-economic disadvantages are available in all Hubs and Libraries across the city, with a particular focus in the Southern Arc of the city which has more deprived areas.
Welsh Language	None
Generic/ Over-Arching (applicable to all the above groups)	Services provided by the HRA fund are inclusive and any improvement to services will benefits all who access the service.

Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

On completion of this Assessment, please ensure that the whole form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council EqualityTeam@cardiff.gov.uk

B: Child Rights Impact Assessment

The aim of a Child Rights Impact Assessment is to put children and young people at the forefront of decision-making. The assessment helps officers to consider how the rights of children and young people may be affected by a proposed policy or project.

Click [here](#) to start a Child Rights Impact Assessment.

You will receive an automated email containing a link to your Child Rights Impact Assessment template and the Child Friendly Cardiff Team will be in contact to support you.

Guidance for Local Government prepared by Unicef is available here:
[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff’s Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

Welsh Language Standards 88-97 (Policy Making)

Cardiff Council’s full Compliance Notice can be found [here](#), but the Standards noted above specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

They are summarised below, and you **must** provide evidence, especially from, but not limited to, any consultation exercises undertaken, in order to support your comments, regardless of whether you are noting a positive, negative or neutral impact.

- Will this proposal impact on a) the opportunities for persons to use the Welsh language and b) treating the Welsh language **no** less favourably than the English language? (Please tick where relevant.)

	Positive	Negative	Neutral
a)			x
b)			x

Based on your above answer, please provide supporting comments and evidence in the relevant boxes on the following questions, for each one of the above that you have ticked.

- Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

All Welsh language policies are followed in the creation of the Housing Revenue Account Business Plan, a copy of the plan will be available in Welsh for those who request it.

All tenants and leaseholders can express a language preference upon their first contact with Council services, this language preference is then recorded to ensure that language preferences are met, customers can request documentation in Welsh, alongside be provided with Welsh language services on social media, through the website, over the phone or face-to-face.

A commitment has also been made in the plan to explore tenants' interests in focus group conducted via the medium of Welsh and other community languages.

In the Adults, Housing and Communities Directorate, a detailed analysis has been undertaken of the Welsh language speaking skills of our staff. From this analysis, an action plan to increase Welsh speakers within services is being created, to ensure that a seamless Welsh service can be delivered to our tenants at first point of contact. The Directorate are continuing to review this data on a quarterly basis.

There is no way that the proposal could be formulated or re-formulated to have increased positive effects or decreased adverse effects on the Welsh language.

- When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects?

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects?

Please include a copy of the relevant consultation question/questions below along with your evidence.

N/A

- If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language **no** less favourably than the English language?

Note **N/A** if no awarding of grants was involved.

N/A

- If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language no less favourably than the English language?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects?

Note **N/A** if no research was undertaken or commissioned.

N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

Click on the following to view further information on specific issues:

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)
- [Producing Forms](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Public Address Announcements](#)
- [Public Messages – electronic – video](#)
- [Publicity & Advertising](#)
- [Reception Services](#)
- [Self Service Machines](#)
- [Signs, Notices & Display Material](#)
- [Social Media](#)
- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

All supporting materials will be made available in Welsh.

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed [here](#) and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes.

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Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

A copy must also be emailed to Bilingual Cardiff's Policy Team [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk

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CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Title of policy/strategy/project/procedure/service being assessed:	Housing Revenue Account Business Plan 2024/25
Type of Assessment:	New

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
Name:	Helen Evans
Job Title:	Assistant Director of Housing and Communities
Service/Team:	Housing and Communities
Directorate:	Adults, Housing and Communities

STAGE 1: PURPOSE/SCOPE

- 1. What is the policy/strategy/project/procedure/service? Summarise its overall aims and any aims specific to children.**

The Housing Revenue Account (HRA) records income and expenditure in relation to Council Housing. This funding is required to be ‘ring fenced’ in accordance with the Local Government and Housing Act 1989 and cannot be used for any other purpose. The main source of income to the HRA is from tenants in the form of rents and service charges. Rental income allows Housing Services to invest in the maintenance and improvement of existing homes and neighbourhoods; provide good tenant support services; contribute to the funding of our Community Hubs and build new homes.

The HRA Business Plan is updated each year and provides the opportunity to set out the key council housing priorities for the following year and beyond.

The HRA Business Plan provides details to tenants about how we will continue to develop services for them and how we will achieve this with the income received from the HRA.

The plan outlines a number of specific actions for 2024/25 on how the council will improve housing services.

Services funded by the Housing Revenue Account (HRA) are inclusive, and any improvement to services will benefit all those who access the service, all of the Council’s tenants and leaseholders and all those who live in their home including their children.


2. Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.

<input type="checkbox"/> Protected Characteristics	<input type="checkbox"/> EOTAS
<input type="checkbox"/> Young Parents	<input type="checkbox"/> Gypsy Travellers
<input type="checkbox"/> Children of Single Parents	<input checked="" type="checkbox"/> Asylum Seekers
<input checked="" type="checkbox"/> Southern Arc Children	<input checked="" type="checkbox"/> BAME Community
<input type="checkbox"/> Children of Deaf Parents	<input checked="" type="checkbox"/> Care Experienced
<input type="checkbox"/> Young Carers	<input type="checkbox"/> Pre-School
<input type="checkbox"/> Primary School	<input type="checkbox"/> Secondary School
<input type="checkbox"/> Welsh First Language	<input checked="" type="checkbox"/> Non-Native Speakers of English
<input type="checkbox"/> Set Locality	<input checked="" type="checkbox"/> Citywide
<input checked="" type="checkbox"/> LGBTQ+	<input checked="" type="checkbox"/> ALN
<input type="checkbox"/> Youth Justice	Other - Click or tap here to enter other identified groups

STAGE 2: BUILD AND ASSESS

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

3. What is the likely/ actual impact of the proposal on children’s rights? Is it positive, negative, or neutral?

<i>Describe the Impact</i>	<i>Impacted UNCRC Articles</i>	<i>Impact Scale</i>	<i>How to mitigate impact (if negative)  - additional info</i>
The Housing Revenue Account is used to invest in the building of new homes. An action is set out in the plan to deliver good quality homes that also provide good access to services, helping to create safe and strong communities will have a positive impact on children and young people by providing good quality homes for them to grow up.	Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.	Positive	Click or tap here to add a mitigation.

<p>The Housing Revenue Account is used to ensure the maintenance of the Council's property portfolio. An action is set out in the plan to ensure that tenants homes are upgraded to the Welsh Housing Quality Standard 2023 in a coordinated way, this will have a positive impact on children and young people by improving the quality of their homes.</p>	<p>Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>
<p>The Housing Revenue Account is used to ensure the maintenance of the Council's property portfolio. An action set out in the plan to assess the condition of the Council's housing stock and understand the work necessary to meet the requirements of the Welsh Housing Quality Standard 2023 will have a positive impact on children and young people by improving the quality of their homes and ensuring their homes meet the legislative standards.</p>	<p>Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>
<p>The Housing Revenue Account is used to ensure the maintenance of the Council's property portfolio. An action set out in the plan to continue to invest in improving the response rate to urgent and routine repairs will have a positive impact on children and young people who live in Council properties. By improving response rate of repairs, it will in turn improve the quality of their homes.</p>	<p>Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>

<p>The Housing Revenue Account is used to ensure the maintenance of the Council's property portfolio. An action set out in the plan to expand the dedicated 'Dry Homes' team to address the damp and mould in Council properties will have a positive impact on children and young people who live in Council properties, by improving the safety of the property.</p>	<p>Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>
<p>The lack of larger affordable properties in Cardiff is resulting in increased levels of overcrowding in both social and private housing in the city. An action within the plan to undertake further work to address overcrowding in Council properties will have a positive impact on children and young people in families that are living in overcrowded homes. Addressing the issue of overcrowding and improving living conditions of families that are overcrowded will have a positive impact on children and young people.</p>	<p>Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>
<p>The Hub and Library Service aims to contribute to educational, cultural and leisure opportunities by giving children and families positive experiences through providing children's activities, events and access to books. An action within the plan to launch a Young Persons Virtual Hub will have a</p>	<p>Article 17 - Every child has the right to reliable information from a variety of sources. Article 31 - Every child has the right to relax, play</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>

<p>positive impact on children and young people, providing them with accurate information, a space to seek advice and assistance and information on community events and other topics.</p>	<p>and take a part in a wide range of cultural and artistic activities.</p>		
<p>The Hub and Library Service aims to contribute to educational, cultural and leisure opportunities by giving children and families positive experiences through providing children’s activities, events and access to books. An action within the plan to continue to provide services within Community Hubs that attract tenants from the wider community will have a positive impact on children and young people, by providing them with the opportunity to take part in a wide range of cultural and artistic activities.</p>	<p>Article 30 – Every child has the right to learn and use the language, customs and religion of their family. Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Positive</p>	<p>Click or tap here to add a mitigation.</p>
<p>Community Hubs within the city aim to be as inclusive and welcoming as possible for all the community. An action within the plan to encourage people who are neurodivergent to participate and stay connected with their communities will have a positive impact on children and young people with neurodiversity.</p>	<p>Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p>Positive</p>	

<p>The Councils Tenant's Together team provide opportunities for tenants to have their say on Council services. Within the plan there is an action to broaden the reach of the Tenant's Together team and to create volunteer opportunities that will help young tenants to become engaged in their communities. This will have a positive impact on young people by ensuring that they have their opinions heard on Council services.</p>	<p>Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information.</p> <p>Article 15 – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Positive</p>	
<p>There are a set of actions within the plan to improve neighbourhoods and community safety which will have a positive impact on children and young people by providing them with safe and secure environment to grow up in.</p>	<p>Article 27 - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</p>	<p>Positive</p>	

STAGE 3: VOICE AND EVIDENCE

4. How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights? [i](#) - additional info

All actions within the Housing Revenue Account Business Plan are implemented as actions within the Directorate Delivery Plan for Adults, Housing and Communities that are reviewed quarterly.

5. Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal? ⓘ - additional info

Not at present, however actions within the plan are to ensure more young tenants are engaged and can provide their opinions on Council services provided.

STAGE 4: BUDGET

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

6. What is the budget for this policy/ strategy/ project/ procedure/ service? In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.

N/A

STAGE 5: IDENTIFIED ACTIONS

7. What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment? ⓘ - additional info

None

AUTHORISATION

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	Victoria Williams
Submission Date:	07/02/2024
Job Title:	Policy and Development Manager

Approved By:	Jessica Tomlinson
Job Title:	Improvement Project Manager

Governance & Decision-Making

Where it is considered that a CRIA is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Advice & Support

UNICEF Child Rights Impact Assessment Guidance for Local Government:
[Child rights impact assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](http://www.unicef.org.uk/child-rights-impact-assessment)

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

By virtue of paragraph(s) 14, 21 of Part(s) 4 and 5 of Schedule 12A of the Local Government Act 1972.

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Appendix 5

Estimated Delivery Timescales for the New Build Programme

Schemes and Unit Numbers			2024-2025	PHASE 1 2025-2028 (YRS 1-3)	PHASE 2 2028-2031 (YRS 3-5)	PHASE 3 2031-2035 (YRS 5-10)
Scheme		Unit numbers				
Cardiff Living Phase 2						
	Eastern High GN housing	19	19			
	Gasworks Modular	40	40			
	Llanrumney High school	28		28		
	Waun Gron Rd	44		44		
	Star centre	53			53	
	Michaelston Community Living	107		107		
	Michaelston Inn	24			24	
	Narbeth Road	83		83		
	Cherrydale Road	7	7			
	Ely Housing Office	11		11		
	Citadel	12		12		
	Plasmawr Road	6		6		
	Willowbrook North	21		21		
	Willowbrook south	18		18		
	Cae Glas	24			24	
	Modular - Roath Basin	230		230		
	Modular - Gabalfa	78		78		
	Modular CRI	26		26		
	Modular - Ty Ephraim	36	36			
Additional Build Programme						
	Maelfa Community Living	41		41		
	St Mellons Community Living	60		60		
	Iorworth Jones	20	20			
	Paddle Steamer	28		28		
	Leckwith Community Living	41	41			
	Bute Street Community Living	45		45		
	Meridian Court Conversion	9	9			
	Wyndham St	10			10	
	Dumballs Road	100				100

Channel View						
	Channel View - phase 1 Block A Community Living	110			110	
	Channel View - phase 1 Block B Independent Living	24			24	
	Channel View other phases	200				200
New Partnership						
	Maelfa Phase 3 St. Teilos	63			63	
	Moorland Rd	13			13	
	Gas Works	500				500
	Fairwater Social club	14			14	
	Crumlin Drive (cath cob)	47				47
	New Penn	11				11
	James Street	42				42
	Glan Morfa school site	15				15
	Tudor Road	133				133
	Atlantic Wharf	400				400
	Area 11, St. Mellons	114				114
	St. Isan	32				32
	Ball Lane	81				81
	Ball Road	85				85
	Gabalfa Avenue	31				31
	Wolf's Castle	20				20
	Modular Relocation Project #					
	UNIT NUMBERS:	3,156		172	1,062	876
						1,046

Page 942



On site

**OVER-CLADDING OF NELSON HOUSE AND LOUDOUN HOUSE
HIGH RISE FLATS**

HOUSING AND COMMUNITIES (COUNCILLOR LYNDA THORNE)

AGENDA ITEM: 8

Appendix 3 and 4 to this report are exempt from publication as it contains information pursuant to paragraph 16 of the Local Government Act 1972.

Reason for this Report

1. To update Cabinet on the progress in replacing the cladding for the Council's high-rise blocks.
2. To request approval for the proposed procurement arrangements to deliver re-cladding works to 2 blocks of high-rise flats (Nelson House and Loudoun House).

Background

3. Following the Grenfell Tower tragedy, checks were carried out on the cladding of the council high-rise flats in Cardiff. 6 blocks had been retro-fitted with external cladding during the 1990's. These blocks were Lydstep Flats in Llandaff North, Nelson House & Loudoun House in Butetown and Channel View in Grangetown.
4. Testing showed that while the cladding on these blocks was not of the highly flammable ACM type that was used in Grenfell Tower, it did not meet current fire safety standards and therefore could pose additional risk during a fire. Following discussion with the Fire Service the external cladding was removed from 5 of the blocks. The cladding has remained in place in Loudoun House. This block has 2 stairwells and is considered a lower risk than the other high-rise buildings, however a 24-hour fire watch has remained in place to ensure the safety of the residents.
5. The Council engaged a firm of building investigation consultants (the British Research Establishment) to undertake a number of surveys to each block to ascertain the best way forward for the buildings. The report

concluded that it was necessary to re-clad the blocks if appropriate thermal efficiency was to be achieved.

6. It was therefore proposed that the cladding was replaced on 5 high rise blocks. Channel View high-rise block is due to be demolished as part of the regeneration of the area, it has therefore been excluded from the recladding programme.
7. Approval was given by Cabinet on 2nd April 2020 to carry out the re-cladding works of the remaining blocks in phases.

Phase 1 - Lydstep Flats (3 Blocks)

8. Cabinet gave approval for the approach to recladding these blocks in 23rd September 2021. This work is now nearing completion, with an expected finish on site in April 2024. While the project took longer to complete than anticipated, it is clear that the project will meet its objectives. Alongside the new cladding system, windows and balconies have been upgraded. The scheme will both maximise the energy efficiency for residents and improve the visual appearance of the blocks, enhancing the whole neighbourhood.

Phase 2 – Nelson House and Loudoun House

9. The purpose of this report is to commence phase 2 by setting out proposals for the recladding and improvement works at Nelson and Loudoun House.

Issues

New Building Safety Act & Regulations

10. In the wake of the Grenfell Tower fire, building safety legislation has been under review. The Building Safety Act 2022 came into force in April 2023, however not all of the Act applies in Wales. The new building safety regime for Wales is not yet fully in place, and significant concerns about this delay have been raised by Audit Wales.
11. New regulations will be implemented in Wales from 1st April 2024 including changes to Building Control / Planning arrangements. From this date, Building Control teams will no longer be permitted to be responsible for development projects proposed by their own Local Authority, as this is considered a conflict of professional interest. Cross-boundary collaboration is being arranged to address this. In addition, Building Control Surveyors will be required to become Registered Building Inspectors. There is currently a lack of registered officers in Wales, which poses concerns regarding the timeframes for building control approvals throughout the design and construction of the works.

12. The Welsh Government has also announced that from 6th April 2024, a new building control regime will apply to High-Risk Buildings. These are defined as those buildings that are over 18 metres in height or have at least seven storeys and contain at least one residential unit, or are a care home, children's home or hospital. The projects at Nelson and Loudoun House will fall within this definition and will need to go comply with the new building control regime. The details of this new regime are not yet clear.
13. The uncertainty of the building safety legislation in Wales and the shortage of Registered Building Inspectors could impact on this project. It is therefore necessary to include flexibility within the timeline and within the scheme requirements to allow for any changes in legislation that take place over the course of the project.

Engagement of Specialist Project Support

14. Given the importance of achieving the highest level of fire safety and the challenge of the changing regulatory framework, it is essential that the project is managed effectively and with appropriate expert advice. An employer's agent has been commissioned, Mott MacDonald Limited, to support the project from pre-tender through to completion of the construction phase. This will give continuity throughout the project. External legal representatives with experience in this area have also been commissioned to advise on the scheme.
15. Technical Advisors are to be commissioned to ensure that the best possible advice is available on the specification for the cladding system to be used and to ensure that all legislation and safety standards are fully complied with.
16. The Council's own project team includes senior managers and technical officers from Housing & Communities with support from officers from Projects, Design and Development. A Board will be established to take this complex work forward and clear roles and responsibilities will be set out, to ensure proper oversight of the project.
17. As part of the preparation for the project, a "Lessons Learnt" exercise was undertaken relating to the re-cladding of Lydstep Flats and the issues identified from this exercise will inform the Nelson House / Loudoun House project.

The Cladding System

18. The lessons learned review of the Lydstep project has resulted in a change to the proposed approach to selecting the cladding system for Nelson / Loudoun House. The cladding chosen for Lydstep flats was a ceramic brick slip-based cladding. While brick-based cladding is not the least expensive option, it does require less maintenance than render

which discolours early in its lifespan. This was also the safest option available on the market at the time being non-combustible. Unfortunately, the installation of this cladding system caused the appointed contractor considerable issues due to lack of available labour with experience of installing this particular type of cladding system and the amount of work involved resulted in the programme of works overrunning significantly.

19. There are now other cladding systems on the market which are pre-fabricated or of a panel design which will be quicker to install and which can meet all legislative requirements, achieve the highest standard of fire safety and which are equally visually attractive. It is therefore proposed that for Nelson / Loudoun the exact cladding product will not be specified. Instead, a robust set of performance specifications will be developed with the assistance of specialist Technical Advisors. The Contractor will be required to comply with these performance specifications to ensure that the cladding system meets all legislative and fire safety requirements and is visually pleasing.
20. It is expected that this greater flexibility over the exact cladding system used will help to prevent the delay experienced with installation of the cladding system at Lydstep.
21. During the design development, the Contractor and the Council's Technical Advisor will review the designs available and conduct an options appraisal exercise aligned to the performance specifications. This will include options for preferred finish (e.g. brick, panels etc.). Consultation with residents will also take place before confirming the preferred design.
22. As part of the construction works the cladding system will be fire tested to give assurance that the intended products and systems are safe for use. By subjecting the cladding systems to controlled fire scenarios, assurance can be given that the external walls will not allow the spread of fire and any potential risks and vulnerabilities can be identified and addressed. This will ensure that the buildings meet all the necessary fire safety standards.

The Scope of the Work

23. It is anticipated that the main works included in the project will be as follows:
 - Removal of cladding from Loudoun House (cladding has already been removed from Nelson House)
 - Installation of new cladding system to both Nelson House and Loudoun House
 - New external windows and curtain walling
 - Replacement roof covering of the concierge block
 - Some boiler replacements and gas works will be necessary as part of the works

- Other fire safety works as identified in the Fire Risk Assessment.

Procurement

24. To take forward the works it is proposed to procure a contractor to a 2-stage Design & Build Contract. The 1st stage is a “services” contract for the design and the 2nd stage is a works contract for the construction, after the design has been completed and priced.
25. It is proposed to procure the contract through Lot 10 of the South-East & Mid Wales Collaborative Construction Framework (SEWSCAP3).
26. This procurement route is recommended following an options appraisal undertaken by Mott MacDonald. This considered both Traditional and Design & Build approaches. The result of this appraisal confirmed that a Design & Build approach would be most appropriate for this project. A copy of the Procurement Option Report can be found at Appendix 1.
27. Due to the complexity of the project, there were concerns that there would be a lack of interest from contractors. Therefore, early contractor engagement has been undertaken to communicate the project objectives to potential bidders. Indications are that at least two contractors are interested in bidding for the works. It should be noted that during the market engagement it was clear that a 2-stage Design & Build approach was the preferred option and it is possible that a more traditional approach would not secure the desired tenders.

Evaluation Criteria

28. It is proposed that the most economically advantageous bidder will be appointed based on criteria reflecting both quality (70%) and price (30%).
29. Listed below are the criteria that will be considered as part of the 70% quality evaluation.

Criteria	Weighting
Social Value (Bidders to submit a community benefits action plan and evidence their approach and capability to deliver)	10%
Programme, sequencing and phasing (to meet key dates)	20%
Work methodology and risk mitigation (security, safety and ability to work within a live environment)	20%
Knowledge and experience of	20%

proposed team (to achieve success with this project)	
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The Contract

- 30. Following an options appraisal, it is proposed to use the NEC4 suite of contracts, as this best suits the complexity of this project, details of the options appraisal are included at Appendix 1.
- 31. It is proposed that the contract will be issued with the Invitation to Tender (ITT) and will clearly address issues around liability, risk and insurance levels. These are issues that caused delay during the Lydstep Flats project. The ITT will make it clear to bidders that any clarification requests regarding the contract must be dealt with during the tender period and post-tender amendments to the contract terms will not be accepted. Such amendments are known to cause delay and present an unacceptable procurement risk to the Council.

Timescales

- 32. The following estimated timescales are based on the proposed procurement route detailed in paragraph 13 of this report. It should be noted that these timescales are currently estimates and are subject to change when proposed programmes are received as part of the tender submissions.

<u>Procurement</u>		
Appoint contractor for stage 1	-	March to July 2024
Appoint contractor for stage 2	-	December 2025
 <u>Construction</u>		
Start on site	-	January 2026
Complete on site	-	September 2027

Budget

- 33. The estimated cost plan for the works is circa £25m (plus VAT). This estimate has been produced by Mott MacDonald and includes contractor costs, project fees, a 10% uplift for associated “risk allowance” and an amount for inflation during the project. It should be noted that this cost plan may be subject to change as further detail becomes available. Welsh Government grant funding has been agreed in principle to the sum of £25m. A high level breakdown of the cost estimate can be found at Appendix 2.
- 34. The two blocks include 181 flats in total made up as follows:

Loudoun House – 120 flats in total (including 2 leaseholders / 118 council contract holders)

Nelson House – 61 flats (0 leaseholders / 61 council contract holders)

35. Due to the expected grant from the Welsh Government, it is not anticipated that any charge will be made to leaseholders for these works.
36. Given the cost of this project an options appraisal was carried out to consider whether recladding was appropriate or whether demolition and rebuild would provide a more cost-effective solution. The options appraisal showed that recladding and refurbishment was clearly the most cost-effective solution. There would also be no requirement to relocate the 181 households, allowing them to continue to live in their community and avoiding any additional rehousing requirements at a time of extreme housing pressure.

Emerging Issue – Beech House

37. The Council has two high rise blocks on the Hollybush Estate in Whitchurch, Beech House and Sycamore House. These blocks do not have external cladding and therefore were not included in the work carried out after the Grenfell tragedy. A recent review however resulted in concerns about the insulation behind the render on Beech House. A specialist fire risk assessment has indicated that this render does not meet current safety standards. An action plan has therefore been developed to address this, including a 24/7 fire watch until the render can be removed. Proposals for the replacement of this insulation are still under development and it is anticipated that this will be the subject of a further cabinet report.

Local Member Consultation

38. Communication with residents of Loudoun House and Nelson House and local Members has been initiated via email / letter. As the scheme develops, they will be involved at all stages, including in the final choice of cladding design.
39. Initial communication has been initiated with the residents of Beech House and local Members and an information session on site has been arranged. Both residents and Members will be kept informed about the immediate works and any proposals for the future.

Reason for Recommendations:

40. To agree the way forward for the recladding of Nelson House and Loudoun House, including the proposed procurement arrangements.

41. To ensure the thermal efficiency of the blocks while maintaining the highest level of fire safety.

Financial Implications

42. Allowance has been made in the Council's Housing Revenue Account Capital Programme, for the cost estimate identified in Appendix 2. It is assumed that this will be met in full by Welsh Government Grant. The project should progress at a pace to ensure no risk of loss of potential grant funding. Any revenue budget implications arising following completion of the works, in terms of fire safety mitigations, will need to be considered in updating the medium-term financial plan for future years.
43. The report recommends delegation of the decision to accept any contract award. Where the value of the total cost is greater than 10% of the estimate set out in this report; if grant funding to the level expected is not forthcoming or the total cost cannot be managed within the HRA budget framework, then a further Cabinet report should be considered.

Legal Implications

44. The report recommends approval to commence a procurement off the Sewscap framework.
45. Legal Services has not reviewed the specific framework agreement but any procurement via a framework must be carried out in accordance with the process set out in the framework. It should be noted that the call off terms and conditions will be those as set down by the framework and the client department should satisfy themselves as to whether they are suitable for their requirements. Legal services have not had sight of the call off terms and conditions to be used. It is recommended, in particular but not limited to, the call off terms should be in final form and include all required information and removal of square brackets prior to commencing procurement and included in the tender documents.
46. The report recommends approval of the evaluation criteria and weightings. The evaluation is of high importance, as it will determine who will be appointed. Therefore, the decision maker needs to be satisfied as to the same and the weightings proposed.
47. It is noted these are to include 10 % social value. Of relevance is WPPN01/20, which provides, 'Wherever possible social value requirements proportionate to the value and related to the subject matter of the contract should be considered for inclusion in public sector tenders. In all cases where a contracting authority determines that social value requirements are to be included: Links between social value requirements

and Wellbeing of Future Generations (Wales) Act 2015 (“WBFG”) Goals should be identified (where the contracting authority is subject to the WBFG), and A minimum weighting of 10% (Procurement Policy Note 06/20 – taking account of social value in the award of central government contracts) of the total award criteria should be applied to social value in the tender to ensure that it carries a heavy enough score to be a differentiating factor in bid evaluation.’ It is important to:-

- ensure that any social value clauses/community benefits included are linked to the subject matter of the contract and indicated in the contract documents. Regard should also be had to how the successful contractor will be required to flow these down through the supply chain and how these will be monitored and outcomes reported and
- ensure that the contract notice refers to the social value to be delivered.

Equality Duty.

48. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of religion or belief.

Well Being of Future Generations (Wales) Act 2015

49. The Well-Being of Future Generations (Wales) Act 2015 (‘the Act’) places a ‘well-being duty’ on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible. In discharging its duties under the Act, the Council has set and published wellbeing objectives designed to maximise its contribution to achieving the national wellbeing goals. The wellbeing objectives are set out in Cardiff’s Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its wellbeing objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the wellbeing objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.

50. The wellbeing duty also requires the Council to act in accordance with a ‘sustainable development principle’. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met

without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

51. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

52. The decision maker should be satisfied that the decision is in accordance within the financial and budgetary policy and represents value for money for the council.
53. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.
54. The report also seeks to delegate further decision to the Director. Any further legal implications will be set out in any delegated decision report.
55. Please also see exempt Appendix 3.

Legal Advice – Blake Morgan

56. In addition to the below, please see Confidential Appendix 4
57. Blake Morgan LLP has been instructed as the Council's legal advisors in relation to the proposed construction contracts. Blake Morgan LLP advised in relation to the tender of the SEWSCAP3 framework agreement itself and other call-offs under SEWSCAP3, so are well versed in the requirements of SEWSCAP3). This advice will cover review of the procurement documents and all key decisions and stages in the procurement where required.

HR Implications

58. There are no HR implications for this report.

Property Implications

59. There are no further specific property implications in respect of the update report on the Over-Cladding of Nelson House and Loudoun House High Rise Flats. The requirement around the need for this work, its cost and timescales are noted.

60. Where there are any relevant further property management matters, transactions or valuations being undertaken by the Council to deliver any the works or other relevant proposals, they should be done so in accordance with the Council’s Asset Management process and in consultation with Strategic Estates and relevant service areas.

RECOMMENDATIONS

Cabinet is recommended to;

1. Approve the proposed procurement route for the over cladding of Nelson House and Loudoun House; approve the evaluation criteria set out in the report and agree the commencement of the procurement process.
2. Delegate all aspects of the procurement process for the over cladding works to Nelson Houses and Loudoun House (up to and including award of contract/s and any ancillary matters) to the Director of Adults Housing and Communities in consultation with the Cabinet Member Housing and Communities, Corporate Director Resources and Director of Governance and Legal Services, subject to approval of appropriate grant funding being secured from Welsh Government.

SENIOR RESPONSIBLE OFFICER	Jane Thomas, Director Adults Housing and Communities
	15 March 2024

The following appendices are attached to this report

- Appendix 1 - Procurement Option Report
- Appendix 2 - Cost Estimate
- Confidential Appendix 3 - Legal Services Advice
- Confidential Appendix 4 - Blake Morgan LLP – Legal Advice

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Appendix 1



Nelson & Loudoun – Recladding Project

Procurement Option Report

January 2024

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Cardiff Council

Nelson & Loudoun – Recladding Project

Procurement Option Report

January 2024

Issue and Revision Record

Revision	Date	Originator	Checker	Approver	Description
01	Oct '23	CT	BH	AO	First draft for Client review
02	Jan '24	CT	BH	AO	BH comments added
03	Jan '24	CT	BH	AO	AO comments added
04	Feb '24	CT	BH	AO	Client comments added

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Contents

Executive Summary	1
1 Scope	2
1.1 Building Description and Background	2
1.1.1 Project Description	2
1.1.2 Project Background	2
1.2 Project Risks	2
1.3 Understanding the Requirements	2
2 Procurement Options	4
2.1 Requirement Criteria	4
2.2 Procurement Options	4
2.2.1 Traditional Contract	4
2.2.2 Design and Build	5
3 NEC or JCT	7
3.1 Selection Matrix	8
4 Conclusion & Recommendation	10
4.1 Recommendations	10
4.2 Procurement Strategy Approach 'Next Steps'	10
4.3 Procurement Justification	10
Appendices	12
A. Project Risk Register	13

Executive Summary

The purpose of this report is to provide an overview on procurement routes available for the Nelson & Loudoun recladding project. Following an investigation by Cardiff Council (CCC) into the fire safety at Nelson & Loudoun high-rise tower blocks in 2019, a series of building fire safety improvements were recommended, this included the removal and reinstatement of the external 'non-compliant' cladding. Each tower requires re-cladding to meet legislative requirements, including the Building Safety Act, which came into force in October 2023. There is a desire to work with an approved contractor in a collaborative manner to overcome some of the design and logistical challenges faced by the project.

This report reviews the procurement options for the Nelson & Loudoun recladding project. The advantages, disadvantages, and risks of each option are appraised, and a recommendation made to CCC.

The method of examination included an overview of the JCT and NEC forms of contract, providing CCC with an understanding of the various functions of each form of contract and how each approach could be advantageous or a disadvantage to your brief.

Recommendations discussed include the provision of the following appointments:

- Procurement Route; Two-Stage Design & Build.
- Contractors Pre-Construction Contract for Nelson & Loudoun recladding project; Pre-Construction Services being delivered through a NEC PSC – Option A.
- Construction Contract for Nelson & Loudoun recladding project; NEC4 ECC – Option A.
- Technical Advisors Contract(s) for Nelson & Loudoun recladding project; NEC4 PSC – Option A contract for the Technical Advisory role on behalf of CCC.

1 Scope

1.1 Building Description and Background

1.1.1 Project Description

Nelson & Loudoun house comprises of two high-rise residential blocks, these were built c1960s and comprise of 16 storey blocks, Loudoun House has 120 number residential flats whilst Nelson House has 61 number flats approximately. The building is a reinforced 'no-fines' concrete frame with brickwork panels externally, it has historically been over-clad with a rain screen cladding system, the cladding has been removed from Nelson House. The recladding project consist of mainly external stripping, refurbishment and alteration works with associated MEP improvement works.

1.1.2 Project Background

Following the Grenfell Tower tragedy, Cardiff Council investigated the cladding installations at Nelson & Loudoun and following survey results commissioned a series of building and fire safety improvements. The immediate and appropriate response by CCC was to remove the existing at-risk and non-compliant cladding. Each tower therefore requires re-cladding to satisfy legislative and local requirements, including the Building Safety Act and this forms the basis of CCCs brief.

CCC initially appointed Atkins SNC Lavalin in September 2019 to undertake the initial RIBA design stages from 0-3, Mott MacDonald have been provided with a copy of the Atkins RIBA Stage 3 report, document reference: CATR-ATK-ZZ-RP-0003.

Please refer to the Project Execution Plan for more information.

1.2 Project Risks

The risks associated with the project can be found in Appendix A (Project Risk Register). These have been identified in collaboration with CCC and Mott MacDonald.

1.3 Understanding the Requirements

Having analysed the project information available to date, we have carefully considered the needs of the Client. We have used this information to structure our report to recommend the most appropriate procurement strategy. These requirements have been 'RAG' rated in terms of hierarchy of need. These key requirements being:

- **Quality:**
 - Works must be defect free upon Completion, there will be limited opportunity to rectify once the works are complete.
- **Legislative Compliance:**
 - Following the implementation of the Building Safety Act in October 2023, CCC require a design and a building that meets with this new legislation. A competent Contractor / Design Team is required to meet these requirements, as well as the 'Golden Thread' of information from inception through to handover.
- **Health & Safety / Fire Safety:**
 - CCC require the appointment of the Design team, Principal Designer and Contractor who has the necessary skills, experience, and competency to undertake this type of project. CCC will also need to comply with the Building Safety Act.

- **Clear Objectives and Leadership:**
 - To be cost effective, highly durable and low maintenance. The proposals must seek to optimise - efficiency of construction, best value of capital construction cost, efficiency in construction programme, energy efficiency and minimise carbon emissions.
- **Cost Certainty:**
 - A pre-set budget has been established and must not be exceeded. Spending profile is to be established and submitted for grant funding to WG.
- **Risk Transfer / Apportionment:**
 - A single building contract is preferable.
 - A desire to work in a collaborative way with the contractor to overcome any problems and disputes that may arise.
CCC may wish to retain some risks associated with the project, to mitigate price increases and uncertainty from the market.
- **Time:**
 - The buildings are occupied and require the construction works to be complete in a timely manner to maintain a good relationship with the in-situ tenants and leaseholders.
- **Design Development and Responsibility:**
 - As the design develops the degree of certainty increases in terms of the time to construct and the cost for doing so. The current design is at RIBA stage 0-1, the Client is open to a collaborative approach of developing the design in accordance with performance requirements.
 - The project must comply with the new Building Safety Act standards.
- **Specific Project Constraints:**
 - The client requires the ability to seek Contractor input into buildability issues, due to the available space onsite.
 - Keep live and operational services and infrastructure, which are serving the Residential Blocks.
- **Resident Management:**
 - CCC require the appointment of a contractor with experience of 'live' occupied buildings and construction sites, as well as residential management and co-ordination.
 - Phasing proposals and enabling works packages must balance the need to build economically and to minimise the disruption to the residents, as much as possible.
- **Community Benefits:**
 - Community benefits are delivered in a manner that will leave a lasting legacy to the catchment area of Butetown and immediately surrounding Council wards.
- **Knowledge Transfer/Lessons Learnt:**
 - Working collaboratively with the contractor will ensure that lessons learnt can be developed to produce snag free buildings.
- **Conflict Management:**
 - CCC would like to deliver the project in a collaborative context to avoid disputes and conflict where possible.

2 Procurement Options

2.1 Requirement Criteria

It is essential all parties involved, consider the various needs of the project to allow the most effective procurement route to be chosen. Consideration has been given to all routes to achieve the priorities in terms of:

- Time
- Quality
- Legislative Requirements
- Resident Management
- Cost
- Risk Transfer / Apportionment
- Design Development and Responsibility
- Specific Project Constraints
- Community Benefits
- Clear Objectives and Leadership
- Health and Safety / Fire Safety
- Ethics and Corporate/Social Responsibility
- Knowledge Transfer/Lessons Learnt
- Conflict Management

2.2 Procurement Options

While there are many different procurement strategies and forms of contract, the guidance provided in this report is focused on Design and Build and Traditional procurement methods, utilising either the NEC or JCT suite of Contracts, Mott MacDonald have not sought it necessary to review other forms of contracts.

2.2.1 Traditional Contract

The traditional contract involves the client appointing and retaining of own design team that will remain with the client throughout. Client design team will prepare full suite of design and tender documents to enable the selection of a contractor who is appointed to construct the project as per client design, for a fixed sum in a given period.

2.2.1.1 Traditional

Advantages

- Reduces or negates contractors risk premium (risk of design is with client).
- Competitive 'like for like' pricing, as all tendering contractors bid on the same basis.
- Direct reporting of design team to drive quality control.
- Good time and cost control due to a completed design prior to tendering.
- Continuity of design with no transfer of design responsibilities during the process.
- Allows the "client" extensive provision for implementation of change.

Disadvantages

- Overall project duration may be longer than other procurement methods, typically construction will not commence prior to the completion of the full and complete design.
- Client retains responsibility for the design except for any Contractor Design Portion (CDP) elements.
- Liability on clients consultant team to ensure accuracy and co-ordination of their design.
- No Early Contractor involvement.
- May lead to high levels of provisional sums and risk items on the client side.
- Extended programme to include full design.

2.2.1.2 Summary

The Traditional procurement method may mitigate some of the risks identified in the Nelson & Loudoun project, though this route may result in higher overall project costs and programme due to client owing the risk and responsibility for design. An element of design risk could be transferred to the Contractor through the provision of Contractor Design Portion (CDP). However due to the preference for transfer of risk, early contractor involvement and programme acceleration, the traditional procurement route has been discounted as a preferred option.

2.2.2 Design and Build

In a design and build procurement, the tender documents outlining the Scope are prepared by the Client or consultants appointed by the client. The Scope/Employers Requirements will include performance specification, programme, and contract terms. A single contractor is appointed (tender or direct award), who will deliver the Employers Requirements as outlined, employing their own design team. A Contractor can be appointed as early as RIBA Stage 1 and as late as during RIBA Stage 4. The contractor carries the risk of design development and programme during construction.

For Nelson & Loudoun, there are further considerations in respect of the technical design team. In this instance, Mott MacDonald would recommend CCC appointing and retaining their own Technical Advisor team to oversee the design development and its compliance with the Scope/Employers Requirements.

The alternative is where the client appointed design team would be novated across to the Contractor to continue with the design.

Design and Build can be undertaken as either a single stage or two stage procurement. The two-stage approach allows for a period of pre-construction design and procurement of packages by the Contractor before having to commit to a full construction contract.

2.2.2.1 Single Stage D&B

Advantages

- The client has to contract with only one party. The level of management and co-ordination necessary by the Client is considerably lower than other types of contracts.
- Price certainty is obtained before construction starts provided the employers requirements are adequately specified, and changes are not introduced.
- Less client design period required prior to appointment of a Main Contractor.
- Programme risk lies with the Contractor.
- Design can be carried out in favour of the Contractors own construction method.
- Contract obliges that contractor accepts responsibility for both design and construction.

Disadvantages

- May lead to a higher 'risk allowance' by Contractor in consideration of transfer of risk.

- Contractor delivers to a performance specification not full specification, so potential reduced control over material selection and quality.
- Potential lack of interest in the market as greater risk on the contractor.
Contractor bids can be difficult to compare like for like in the absence of fully specified materials and risk allowances will vary.

2.2.2.2 Two Stage Design & Build

Advantages

- Increased contractor involvement in design.
- Contractor buildability and construction site knowledge from an early stage.
- Degree of competition through pre-construction work package tenders.
- Ability to overlap design and tendering.
- Less client design time required prior to appointment of a Main Contractor.
- Programme risk lies with the Main Contractor.
- Design can be carried out in favour of the Contractors construction method.
- Design risks transferred to the Contractor from the Client.
- Contractor and supply chain involved in the design solution and hence “buy in”.

Disadvantages

- Client reliant on effectiveness of contractors supply chain to offer competitive prices during second stage, can leading to potentially higher build costs.
- Extended period required for analysis of Tender Returns to ensure Contractor’s proposals reflect Scope.
- Requires a robust set of Scope/Employers Requirements document.
- Cost savings by the Contractor to maximise profit, not passed on to client.
- Potential for client to lose their technical guidance in the absence of a separate TA appointment.
- Quality can be an issue due to lack of control over specification, Client may wish to appoint Supervisor/Clerk of Works to manage.

2.2.2.3 Summary

Design and build contracts offer the benefit of passing a significant amount of risk to the Contractor. Nelson & Loudoun may be consideration as a high-risk project. As such a fair balance of risk transfer will need to be adopted to incentivise the contractors as has been evidenced with earlier Expressions of Interest undertaken by CCC – there is limited interest from the market.

In consideration of the period lapsed since Atkins appointment, their RIBA Stage 3 design report and recent legislative changes, (the Building Safety Act); the revisiting of RIBA 0-1 ‘definition of brief’ has been discussed to be sure the ‘High Risk Building’ and associated requirements as defined by the Building Safety Act be incorporated into the Scope/Employers Requirements. The above advantages of a two-stage design and build and the programme advantages, inclusive of the ability for early contractor involvement, would appear the most advantageous route. Any concerns in respect of price, quality and compliance can be managed through pre-construction with the selection of an appropriate Contractor and the provision of a client retained Technical Advisor team to develop a robust tender pack and oversee the design development.

3 NEC or JCT

As noted above, there are many different forms of contract, and this report considers NEC and JCT forms only. CCC are very familiar with both as they are currently in use on both NPS and SEWTAPS frameworks managed by CCC.

Generally, JCT contracts are designed to allocate risk and assess variation without a ‘hands on’ conflict management procedures. Whereas the NEC requires greater collaboration between employer and client in resolving cost, quality, and time. NEC requires a significantly increased level of contract administration by all parties and a competent and suitably qualified Project Manager (acting on behalf of client) and Contractor is recommended when adopting NEC.

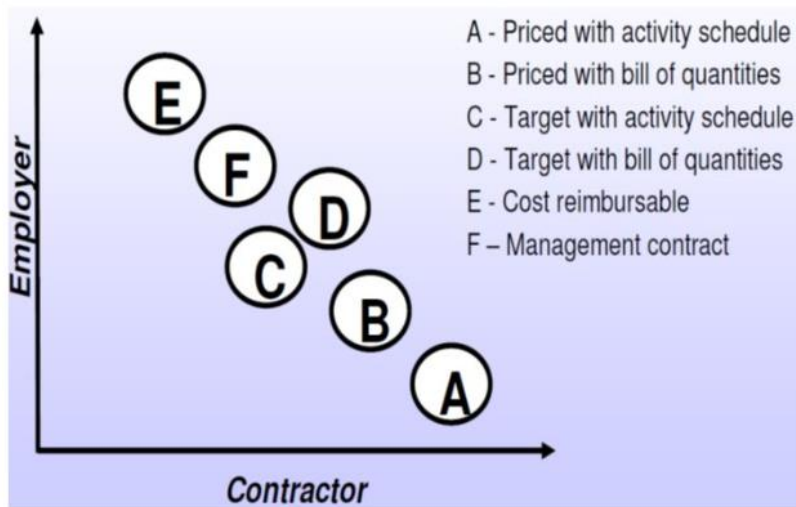
NEC Contract Options;

Below table 1 identifies the main options for NEC suite of contracts, we have considered options A-D as the most appropriate for the proposed Works;

Table 1: NEC Procurement Options

The documents to NEC3 and the procurement options

Corresponding allocation of financial risk



NEC Option A: Priced contract with activity schedule

Option A is a priced contract with an activity schedule, which relates to a programme where each activity is allocated a price and interim payments are made against the completion of each activity once 100% complete. The contractor largely bears the risk of carrying out the work at the agreed prices. Tendered price is adjusted by Compensation Events (variations).

NEC Option B: Priced contract with bill of quantities

Under Option B, the bill of quantities is a ‘traditional’ bill of quantities, i.e., a document prepared by the cost consultant (often a quantity surveyor) that provides project specific measured quantities of the items of work identified by the drawings and specifications in the tender documentation.

From the employer’s specified quantities, the Contractor prices its rates accordingly, and bears the risk of carrying out the work at the agreed prices. Tendered price is adjusted by Compensation Events (variations).

NEC Option C & D: Target Contracts

Option C & D are target contracts where the commercial risks are shared between client and contractor through the provision of pain / gain share percentages agreed at tender stage. The parties will share cost savings but also overspends on the final outturn cost.

JCT Contract Options;

JCT Standard Building Contract with and without Quantities

The JCT Standard Building Contract is intended for large/complex construction projects where detailed contract provisions are needed. Standard Building Contracts are suitable for projects procured via the traditional method.

JCT Design and Build Contract

The JCT Design and Build Contract is designed for construction projects where the contractor carries out both the design and the construction work. Design and build projects can vary in scale, but the Design and Build Contract is generally suitable where detailed provisions are needed.

3.1 Selection Matrix

Having considered and reviewed the advantages and disadvantages associated with each procurement approach against the Client’s brief, the below scoring matrix has been developed and scores applied against each requirement associated with the different procurement approaches.

Employer Requirement	Score Rating	Design & Build	Traditional
Timing – Earliest start date	10	9	6
High Quality Required	15	8	10
Cost of Employer Changes	5	3	3
Minimum Client Involvement	5	4	5
Risk Sharing	10	9	6
Tendering Cost	10	8	9
Quality Control	5	3	5
Value for money	15	13	9
Buildability	10	9	6
Cost Certainty	15	10	13
Total Rating	100	76	72

Based on the initial scoring matrix above, the Design & Build procurement approach (rating score of 76 out of 100) seems to best align to the Clients Requirements and Critical Success Factors.

The below matrix scores several contract particulars associated with each Form of Contract and how that would be an advantage to the Client during construction.

Contract particulars	Score Rating	JCT	NEC
Timing – earliest start date	5	3	3
Project Management involvement	10	5	10
Programme Control	15	5	15
Change Management	15	10	13
Quality Control	10	10	12
Risk Management	15	8	13
Contract Admin	15	10	13
Cost control	15	10	15
Total Rating	100	61	94

Based on the initial scoring matrix above, the NEC contract particulars (rating score of 94 out of 100) seems to best align to the Clients appetite to risk and programme management.

4 Conclusion & Recommendation

4.1 Recommendations

In consideration of the matters outlined in this report, it is recommended that CCC adopt the Two-Stage Design & Build route as the most appropriate procurement method for the Nelson and Loudoun recladding project, to seek the benefit of Early Contractor Involvement and apportioning of risks effectively to achieve best value for money, cost certainty and programme benefits.

For the Principal Contractor appointment, it is recommended that the Pre-Construction Stages be appointed via a NEC4 Professional Services Contract – Option A Priced Contract with Activity Schedule. For the Construction Works, we recommend the NEC4 ECC Contract – again using Option A, largely to promote programme efficiencies and cost certainty during construction, based on a fixed price lump sum, aligned to the agreed activity schedule.

In addition, and prior to the appointment of the Principal Contractor, it is recommended that CCC procure and appoint a Technical Advisor (TA) via a Professional Services Contract (NEC4 PCS Option A), to assist CCC in;

- Preparing Scope/Employers Requirements document (RIBA 0-1).
- To assist Contractor procurement/selection and oversee the Contractors Design development through pre-construction.
- To provide CCC with guidance on new Building Safety Act and inform Employers Requirements.
- Act as Principal Designer (H&S) until Contractor is appointed.

4.2 Procurement Strategy Approach 'Next Steps'

Initially, we propose on your instruction, to procure Technical Advisors (TA) via SEWTAPS on behalf of CCC to undertake above. To confirm, any TA appointment would be direct with CCC.

Once the TA team has been appointed, we propose to procure a Principal Contractor via South East & Mid Wales Collaborative Construction Framework (SEWSCAP3). Initially, on a NEC Professional Services Contract (NEC PSC - Option A) to undertake the pre-construction design services – who will be responsible for the required pre-construction surveys and design, and then by agreement and satisfactory conclusion of the pre-construction stages, provide a lump sum, fixed price tendered sum, and undertake the construction of the recladding project from RIBA Stage 5.

4.3 Procurement Justification

- Due to the lapsed time since the Atkins SNC Lavalin RIBA Stage 3 report was undertaken and the recent implementation of the Building Safety Act in October 2023, it is recommended that the appointment of the Preferred Contractor shall be from RIBA Stage 2, to capture any design requirements and information to inform the Golden Thread.
- Atkins SNC Lavalin have confirmed they have concluded their current commission, a new Technical Advisor is required to update and inform CCC's Scope/Employers Requirements.
- This approach will enable that design can be progressed and benefit from Early Contractor Involvement.
- CCC and their TA team will have the ability to monitor and control design, through the pre-construction stages, which will allow for all requirements to be implemented.
- This form of contract allows for risk to be jointly shared between the parties, which will appeal to the current market, without the appointed Contractor having to allow for pricing 'all-risks' associated with the project.

- The appointment of a D&B Contractor will allow for all aspects of the design work to be carried out and risk transferred to the Contractor, to mitigate Compensation Events (variations) for Client risks in the contract at a later stage. The Client may be required to retain some risks in order to realise best price from the Contractor.
- Working collaboratively with the contractor will ensure that lessons learnt can be developed to produce snag free buildings.

Appendices

A. Project Risk Register

13

A. Project Risk Register

Cardiff Council

Risk Matrix

Project	Nelson & Loudoun Re-cladding
PMC	Mott MacDonald
Document Title	Risk Register Matrix
Document Revision	Nov-23
Originator / Author	Cameron Thomas
Issue Date	21-Nov-23

Nelson & Loudoun Re-cladding

Risk Management Approach

ID	Risk Zone
1	External
2	Planning
3	Utilities
4	Design
5	Commercial
6	Construction
7	Organisational
8	Procurement
9	Contract Management

Risk Management must focus on technical, cost/resource and schedule consequences and include the following work steps:

Identify, and analyze likelihood (probability), impact and projected timeframe of occurrence

Plan mitigation actions

Prioritize to address critical risks

Track mitigation to close out

Risk Matrix

Very High	5	A	S	S	S	S
		20%	40%	60%	80%	100%
High	4	A	A	S	S	S
		16%	32%	48%	64%	80%
Medium	3	A	A	A	S	S
		12%	24%	36%	48%	60%
Low	2	M	A	A	A	S
		8%	16%	24%	32%	40%
Very Low	1	M	M	A	A	A
		4%	8%	12%	16%	20%
Impact/ Consequence	Score	1	2	3	4	5
Likelihood/ Probability		Very Low	Low	Medium	High	Very High
		Never heard of in the industry	Heard of in the industry	Occured rarely in previous project experience of MM	Occurred occasionally in previous project experience of MM	Occurred frequently in previous project experience of MM

Risk Impact		Risk Score	Mitigation Prioritisation	Risk Area Distribution
S	Significant	37-100%	Urgent	40%
A	Acceptable	09-36%	Should be planned	48%
M	Minor	0-8%	Ongoing	12%

Risk Management Philosophy

		Time Reference (Days)	Cost Reference (% of Project Cost)	People	Environment	Quality of Work/ Product		
Likelihood/ Probability	0	Risk Mitigated					Risk Mitigated	
	1	Very Low					Negligible probability the risk event will happen – less than 20%	
	2	Low					Small probability the risk event will happen - 20% - 40%	
	3	Medium					Possibility that the risk event will happen - 40% - 60%	
	4	High					Likely the risk event will occur - 60% - 80%	
	5	Very High					A probability approaching certainty that the problem event will occur - 80% or more	
Impact/ Consequence	1	Very Low	negligible effect on programme	negligible	negligible	negligible	negligible	No threat to continuity/mandate of Project
	2	Low	5% effect on programme	1% budget	minor injury	minor environmental incident	minor effect on local company image/ business relationship mildly affected	Project budget or schedule not impacted in a material way Delivery capability slightly impaired in one or two streams
	3	Medium	12% effect on programme	10% budget	major injury	environmental incident requiring management input	local media exposure/ business relationship affected	Little impact on project budget or schedule Delivery capability slightly impaired
	4	High	25% effect on programme	20% budget	fatality	environmental incident leading to prosecution or protestor action	nationwide media exposure / business relationship greatly affected	Minor impact to continuity/mandate of Project Project budget and/or schedule moderately impacted
	5	Very High	50% effect on programme	50% budget	multiple fatalities	major environmental incident with irreversible effects and threat to public health or protected natural resource	permanent nationwide affect on company image/ significant impact on business relationship	Project budget and/or schedule significantly impacted Delivery capability severely impaired in most streams

The Risk Management Process is iterative in nature and will involve participation from various project teams and stakeholders throughout the Project lifecycle

Each Key Project member has distinct roles and responsibilities in the risk management process

Risk Owner - Project Stakeholder whose actions govern the risk implication and mitigation

Risk Coordinator - Project Team Member who is monitors the progress of the associated risk

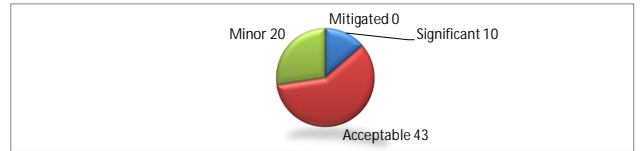
	Identify Risks	Update Risk Matrix	Assess Risk	Develop/ Execute Mitigation Strategy	Approve Mitigation Strategy	Monitor Risk/ Mitigation Strategy
MM Project Team Member	X					
MM Project Coordinator	X	X				X
MM Project Manager	X		X	X		X
MM Project Director	X		X	X	X	
Owner's Representative	X		X	X	X	X

Nelson & Loudoun Re-cladding

Risk Assessment

ID	Risk Zone	Total Risks (No.)	Significant	Acceptable	Minor	Mitigated
0	Commercial	6	1	5	0	0
1	External	7	3	4	0	0
2	Planning	3	0	2	1	0
3	Utilities	2	0	2	0	0
4	Design	0	1	12	2	0
6	Construction	20	2	11	7	0
7	Organisational	3	0	1	2	0
8	Procurement	10	2	2	6	0
9	Contract Managemenet	7	1	4	2	0
		58	10	43	20	0

Risk Impact	No. of	%	Mitigation
Significant	10	14%	Urgent
Acceptable	43	59%	Should be planned
Minor	20	27%	Ongoing
Mitigated	0	0%	
Total Risk Events	73	100%	



Commercial																				
ID	Commercial			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Time Scale	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
1	Cost Plan	Current cost data is based on not scaled drawings, potential errors and omissions due to lack of project brief. Potential increase in project cost when baselined against the OCE.	Budget increase, requiring additional funding through WG and Business Cases.	4	4	0	0	0	2	Low	3	Medium	24%	Acceptable	Should be planned	cost market tested and validated by MM	CCC	Gateway Stages	Project Closure	MM Project Manager
2	Additional Funding / Capital	CCC need to consider if additional capital is required and how that will be obtained i.e WG funding etc	WG funding process may take some time	3	4	1		1	3	Medium	3	Medium	36%	Acceptable	Should be planned	Early board meeting to include additional costs for removal of cladding and associated works.	CCC	RIBA stages	Project Closure	MM Project Manager
3	Two Stage procurement approach	Unknown contract sum until 2nd stage tender returns.	Unable to provide contract sum / fixed price until later in the project to CCC board.	3	4	0	0	1	2	Low	3	Medium	24%	Acceptable	Urgent	MM to validate	CCC	RIBA stages	Project Closure	MM Project Manager
4	Onerous contract T&Cs	Contractor may impose onerous T&Cs for undertaken project, unacceptable to CCC.	Unable to agree contract terms with bidders.	4	4	1	0	3	3	Medium	4	High	48%	Significant	Urgent	CCC to discuss risk appetite and T&Cs upfront in terms of risk allocation with project team.	CCC	Pre-Contract	Project Closure	MM Project Manager
5	Target Cost Contract & Secondary Option Clauses - such as X1.	Contractors only engaging with atarget based pain/gain contract.	Additional commercial risks to the Client.	3	4	0	0	2	2	Low	4	High	32%	Acceptable	Should be planned	Legal advise from Blake Morgan. NEC ECC Project Managers to administer the contract and risk allocation.	CCC	Pre-Contract	Project Closure	MM Project Manager
6	Scope creep	Additional unknown works relating to improvements or repairs required.	Additional cost and programme risks.	3	3	0	0	3	2	Low	3	Medium	24%	Acceptable	Should be planned	Robust design and survey required throughout the pre-con stages.	CCC	Gateway Stages	Project Closure	MM Project Manager

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation	Prioritisation
Significant	1	17%	08-10	Urgent	
Acceptable	5	83%	06-07	Should be planned	
Minor	0	0%	01-05	Ongoing	
Mitigated	0	0%	0	-	

External Dependency																				
ID	External Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Time Scale	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
1	Changes in Law / Legislation	1. Changes in the Building Safety Act, secondary Laws and Building Control; 2. Delay in timely implementation of same, misreading of same resulting in culpable violations.	1. Change in Design required in relation to Fire Regulations and; adverse impact on budget; limitations in current Deding Team 2. Modifications in Cost Plan. Restrictions in usability of the facility	5	4	2	1	5	4	High	3	Medium	48%	Significant	Urgent	Contractor are consulting with building control and SWFRS regarding recent changes in building regulations that will affect the fire testing. Ensure current legislation is followed as best practice. Appointment of TA team to oversee Legislation changes.	CCC	Reviewed monthly with Contractor and Building Control	Project Closure	MM Project Manager
2	Public / Residents	members of the public becoming aggrieved with the cladding process	Affects procurement, labour deployment, work progress	3	3	4	2	4	4	High	4	High	64%	Acceptable	Urgent	CCC hold community drop in sessions to assist in the stakeholder management process. Contractor TLO to issue communication plan to CCC	CCC	As and when required	Project Closure	MM Project Manager
3	Commercial risk	Variation in price and escalation in prices of materials, labour, equipment due to Brexit/Covid	Cost overrun Contract disputes	4	4	0	0	0	2	Low	4	High	32%	Acceptable	Should be planned	1. Agree on price and basis of price 2. Agree on assumptions for calculating the variations Record all discussions and negotiations in writing 3. Agree on fixed price. Built in inflation to be accounted. 4. In case of price increase; Construction Index i.e. CIDC (Construction Industry Development Council) reference to be	CCC	Monthly	Project Closure	MM Project Manager
4	Drastic shortfall / clampdown in supply of essential construction	Disruption in supply of essential bulk materials due war, strikes, shortages - anticipated price hike etc.	Delay in construction activities affecting schedule; cost overruns	3	3	1	0	3	2	Low	3	Medium	24%	Acceptable	Should be planned	contractor to advise on materials likely to be affected.	CCC		Project Closure	MM Project Manager
5	Building Control	A number of items that require A1 fire rating are being discussed with building control	Delay the Design Stages. Programme elongation.	4	4			4	4	High	3	Medium	48%	Significant	Urgent	Meeting held with Building Control and materials matrix provided	CCC	Monthly	Project Closure	MM Project Manager
6	Fire testing	BRE may require the new cladding system fire testing rig and advised of changes in the regulations	delayed fire test	4	4			4	4	High	3	Medium	48%	Significant	Urgent	no mitigated, fire test booked in for 1st week of August 2021.	CCC	Monthly	Project Closure	MM Project Manager
7	Prevention of Flat Access	Contractor will require full access to each flat in a timely manner	Delay to programme. Additional cost through variations.	4	4	0	0	4	3	Medium	3	Medium	36%	Acceptable	Should be planned	CCC to communicate with residents. TLO throughout the contract. Letter drops and phone calls on countdown to access	CCC	Monthly	Project Closure	MM Project Manager

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritisation
Significant	3	43%	08-10	Urgent
Acceptable	4	57%	06-07	Should be planned
Minor	0	0%	01-05	Ongoing
Mitigated	0	0%	0	-

Page 98

Planning Risks																				
ID	Internal Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Date	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
1	Planning process	Contractor to submit the NMA	There is a risk that the planners may reject the application on the basis that there has been a significant enhancement from the previous cladding system.	4	4	0	1	3	3	Medium	2	Low	24%	Acceptable	Should be planned	Early engagement with CCC Planning Department required.	CCC	Project Progress Review monthly meetings	Project Closure	MM Project Manager
2	Objections to the consultation	Members of the public / tenants objecting to the works, unable to agree design.	Additional design work.Prolonged programme. Negative impact on Cllrs.	3	3	3	2	3	3	Medium	2	Low	24%	Acceptable	Should be planned	Early engagement with residents required to feed into design process	CCC	Gaetway	Project Closure	MM Project Manager
3	Implication of third party agreements		Additional work, time and costs to legal agreements of the individual flat owners / occupier	3	2	3	0	0	2	Low	1	Very Low	8%	Minor	Ongoing	engage early with all flat owners/occupiers and hold discussion with Statutory bodies. Cardiff CC legal team to overcome any legal implications involved with the proposed recladding works.	CCC	Project Progress Review monthly meetings	RIBA Stage 3	MM Project Manager
									#DIV/0!	#DIV/0!	0	#N/A	0%	Mitigated						

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritisation
Significant	0	0%	08-10	Urgent
Acceptable	2	67%	06-07	Should be planned
Minor	1	33%	01-05	Ongoing
Mitigated	0	0%	0	-

Design																				
ID	Internal Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Time Scale	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
	1	Improper Work Quality	If the quality of work is found to be not satisfactory or as per required standards	Rework Time delay Added costs	3	2	1	2	4	2	Low	1								
2	Non compliance of System	Non adherence of system by site personnel during work execution	Lapses in aspects such as safety, quality, health	2	3	2	2	3	3	Medium	1	Very Low	12%	Acceptable	Should be planned	Imparting trainings to contractor staff at site. Monitoring of system adherence by MM site team Periodic Audits	Contractor	Site Progress Review	Project Closure	MM Construction Manager
3	Improper storage and transport of material	Improper storage of material and equipment at site Improper handling of material and equipment at site Inadequate transport arrangement for material and equipment	Damage of material Improper stowage of material on site may cause hindrance in construction activities Damage during transport of material may cause added cost and delay in construction activities Unsafe handling of material and equipment at site may lead to safety	2	1	2	2	3	2	Low	2	Low	16%	Acceptable	Should be planned	Defining storage area at site Insurance cover for damage during transport Having correct handling equipment at site	Contractor	Periodic Progress Review Material Planning	Project Closure	MM Construction Manager
4	Inadequate Material Resource Planning	Inadequate material planning for construction activities during project life cycle, inadequate water supply	Temporary shortage of material Time Delay Increase in project costs	5	5	0	0	5	3	Medium	5	Very High	60%	Significant	Urgent	Contractor to advise of any material shortages within the market.	Contractor	Periodic Progress Review Material Planning	Project Closure	MM Project Manager
5	Construction Team	Shortage of construction team resources on site during the construction phase of the project Non availability of skilled/ unskilled labour at site In competent teams	Added costs Possible re-planning of site construction activities, dependent on labour intensity	2	2	0	0	3	2	Low	1	Very Low	8%	Minor	Ongoing	Daily resource monitoring and reporting Collection of contractor resource plan Contractual arrangement to specify Competence requirement at key positions CVs of Contractors team to be approved Activity based resource loaded schedule to be developed and daily resource monitoring and reporting to be done Contractors' resource plans to be collected Impart trainings to construction staff at site Monitoring of work by MM site team Contractual arrangement to specify competence requirement at key positions CVs of contractor team to be approved	Contractor	Site Progress Review Site Mobilization Review	Project Closure	MM Project Manager
6	Natural copper window cills	Natural copper very expensive material. Design requirement for N&I?	Additional cost to the project.	2	4	0	0	3	3	Medium	3	Medium	36%	Acceptable	Should be planned	To be close out as part of the TA ER review.	Contractor	Periodic Progress Review	Project Closure	MM Project Manager
7	Non A1 rated materials	Contractor have noted that some elements cannot be A1 rated.	Client expectation is that everything would be A1	2	4	0	0	3	3	Medium	2	Low	24%	Acceptable	Should be planned	Material tracker approve by the Client.	Contractor/CCC	Periodic Progress Review	Project Closure	MM Project Manager
8	Consequential improvements	Additional Scope required through Building Control due to improvements required, such as access and MEP works	Additional unknown design. Programme elongation. Additional costs associated with design and project fees.	3	3	0	1	3	2	Low	3	Medium	24%	Acceptable	Should be planned	Early engagement with stakeholders and robust ERs required. Implementation of design change	Contractor/CCC	Periodic Progress Review	Project Closure	MM Project Manager
9	Cladding Design alterations	Design improvements from lessons learnt at Lydstep Flats project. Unable to agree with Stakeholders and Stats.	Additional unknown design. Programme elongation. Additional costs associated with design and project fees.	3	3	1	0	3	2	Low	3	Medium	24%	Acceptable	Should be planned	Early engagement with stakeholders and robust ERs required. Implementation of design change	Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager
10	Boiler Replacements	Existing boilers will not be compatible with new high rise flue types. Under Gas Safe a new flue is required with new boiler. CDM design issue when replacing?	Additional unknown design. Programme elongation. Additional costs associated with design and project fees.	3	3	0	0	3	2	Low	4	High	32%	Acceptable	Should be planned	Include as part of the ERs. Contractor to undertake survey of existing boilers and CCC to provide spreadsheet for known make and models etc.	CCC / Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager
11	Brickslip Sizing	Varying thickness of brick slips causes unnecessary additional labour and cost.	Additional material costs and labour resource.	2	3	1	0	2	2	Low	3	Medium	24%	Acceptable	Should be planned	Review of brick slips required,	CCC / Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager
12	Fixtures / Fittings Removal	Removal of satellite dishes, CCTV cameras, lightening tape etc.	Additional cost to the project.	3	3	0	0	3	2	Low	4	High	32%	Acceptable	Should be planned	As part of Ers	CCC / Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager
13	Fire evacuation planning	Fire evacuation plan updated to reflect the temporary condition during construction.	Negative impact on residents. Requirement for use of external POS. Design issues with construction site logistic interfaces	1	2	3	0	2	2	Low	2	Low	16%	Acceptable	Should be planned	Temporary changes to Personal Emergency Evacuation Plan for residents requiring assistance during construction	CCC / Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager
14	Specification of Cavity closers	Difficulties with Hilti fire barrier detailing. Explore Sidewise as alternative.	Additional material costs and labour resource.	3	3	1	0	4	3	Medium	3	Medium	36%	Acceptable	Should be planned	Design review undertaken	CCC / Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager

15	Existing building	Programme delays due to additional structural works necessary after the structural surveys of the existing buildings	Additional works. Additional costs and programme implications	3	3			3	3	Medium	3	Medium	36%	Acceptable	Should be planned	Robust surveys at pre-con stage. TA to write into ERs requirement for surveys.	CCC / Contractor	Monthly Design meetings	RIBA Stage 4	MM Project Manager
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Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritisation
Significant	1	7%	08-10	Urgent
Acceptable	12	80%	06-07	Should be planned
Minor	2	13%	01-05	Ongoing
Mitigated	0	0%	0	-

Utilities																					
ID	Internal Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Time Scale	Risk Coordinator	
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/ Product Quality	Score	Type	Score	Type									
1	Unknown utilities	Diversion of services or replanning of the works	Easements of the existing utilities	4	3	0	0	3	3	Medium	3	Medium	36%	Acceptable	Should be planned	Early consultation with the utilities to mitigate any issues	CCC	RIBA Stages	RIBA Stage 4	MM Project Manager	
2	Gas meter cupboard	Gas cupboards may not meet current Gas Regulations	Additional work required through design and programme costs.	3	3	0	0	3	3	Medium	3	Medium	36%	Acceptable	Should be planned	Undertake review at earliest convenience by CCC.	CCC	RIBA Stages	RIBA Stage 5	MM Project Manager	
3				0	0	0	0	0			0	#N/A	0%	Mitigated							

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritisation
Significant	0	0%	08-10	Urgent
Acceptable	2	100%	06-07	Should be planned
Minor	0	0%	01-05	Ongoing
Mitigated	0	0%	0	-

Construction Risks																				
ID	Internal Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Time Scale	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
1	Improper Work Quality	If the quality of work is found to be not satisfactory or as per required standards	Rework Time delay Added costs	3	2	1	2	4	3	Medium	1	Very Low	12%	Acceptable	Should be planned	Appointment of reputed contractor with adequate resource capability Adherence to QMP and Safety Management Plan agreed with contractors	Contractor	Site Progress Review Appointment of Contractors Orientation of QMP and Safety Management Plan to Contractors	Project Closure	Construction Manager
2	Non compliance of System	Non adherence of system by site personnel during work execution	Lapses in aspects such as safety, quality, health	2	3	2	2	3	3	Medium	1	Very Low	12%	Acceptable	Should be planned	Imparting trainings to contractor staff at site. Monitoring of system adherence by MM site team Periodic Audits	Contractor	Site Progress Review	Project Closure	Construction Manager
3	Improper storage and transport of material	Improper storage of material and equipment at site Improper handling of material and equipment at site Inadequate transport arrangement for material and equipment	Damage of material Improper stowage of material on site may cause hindrance in construction activities Damage during transport of material may cause added cost and delay in construction activities Unsafe handling of material and equipment at site may lead to safety	2	1	2	2	3	2	Low	1	Very Low	8%	Minor	Ongoing	Defining storage area at site Insurance cover for damage during transport Having correct handling equipment at site	Contractor	Periodic Progress Review Material Planning	Project Closure	Construction Manager
4	Inadequate Material Resource Planning	Inadequate material planning for construction activities during project life cycle, inadequate water supply	Temporary shortage of material Time Delay Increase in project costs	5	3	0	0	2	2	Low	1	Very Low	8%	Minor	Ongoing	Alternate make of material to be identified Alternate source of material to be identified and planned for contingencies Transfer risk to the main contractor through	Contractor	Periodic Progress Review Material Planning	Project Closure	Construction Manager
5	Construction Team	Shortage of construction team resources on site during the construction phase of the project Non availability of skilled/ unskilled labour at site In competent teams	Added costs Possible re-planning of site construction activities, dependent on labour intensity	2	2	0	0	3	2	Low	1	Very Low	8%	Minor	Ongoing	Daily resource monitoring and reporting Collection of contractor resource plan Contractual arrangement to specify Competence requirement at key positions CVs of Contractors team to be approved Activity based resource loaded schedule to be developed and daily resource monitoring and reporting to be done Contractors' resource plans to be collected Impart trainings to construction staff at site Monitoring of work by MM site team Contractual arrangement to specify competence requirement at key positions CVs of contractor team to be approved	Contractor	Site Progress Review Site Mobilization Review	Project Closure	Construction Manager
6	Variation in actual construction vs planned designs	Significant variation in actual constructed vis-a-vis authority approved plans	Delay in obtaining final approval (approval to operate)	2	2	0	0	0	1	Very Low	1	Very Low	4%	Minor	Ongoing	Structured management of change.	Contractor	Periodic Progress Review	Project Closure	Construction Manager
7	Disputes	Disputes at site due interpersonal issues and due to different work procedures followed by various contractors Unwanted incidents amongst labourers	Lead to legal issues, causing time delays	2	2	1	0	2	2	Low	1	Very Low	8%	Minor	Ongoing	Dispute resolution mechanism to be adopted and set in place Ensuring healthy working environment at site	Contractor	Periodic Progress Review	Project Closure	Construction Manager
8	Quality procedures conformance at site	Non conformance of quality procedure by site personnel during work execution	Rework Time delay Added costs	2	2	1	1	4	2	Low	1	Very Low	8%	Minor	Ongoing	Imparting trainings to contractor staff at site about Quality Assurance Plan(QAP) Monitoring of quality adherence by MM site team	Contractor	Periodic Progress Review	Project Closure	Construction Manager
9	Lack of Competence of Construction teams	In the event of construction teams, not adequately competent enough to carryout designated tasks	Rework Time delay Added costs	3	2	1	1	3	2	Low	1	Very Low	8%	Minor	Ongoing	Contractual arrangement to specify Competence requirement at key positions CVs of Contractors team to be approved Imparting trainings to construction staff at site. Monitoring of work by MM site team	Contractor	Periodic Progress Review Site Mobilization Review	Project Closure	Construction Manager
10	Existing AOVs	Fire risk when AOV decommissioned - The existing AOV's to each block will need to be decommissioned and removed. From then and up until the new AOV is commissioned the fire safety will be compromised.	H&S issues with install, resident issues.	1	2	3	3	4	3	Medium	3	Medium	36%	Acceptable	Should be planned	Contractor to liaise with CCC and identify the coordination issues. Building Control and SWFR to be consulted.	Contractor	Periodic Progress Review Site Mobilization Review	Project Closure	Construction Manager
11	Construction activity on a live DOMESTIC site	High frequency of plant and material movements with shared entrance and egress points , with risk to the general public	H&S issues onsite, potential HSE involvement and programme risks	3	3	3	3	2	3	Medium	3	Medium	36%	Acceptable	Should be planned	Traffic management designed with all deliveries programmed to be prohibited from peak times. A dedicated traffic management system with a permanent gate person, with a holding area for site deliveries will greatly reduce the risks. Agree phasing plans with the Client, Resident representatives and Resident liaison officer and regularly update where necessary	Contractor	Periodic Progress Review Site Mobilization Review	Project Closure	Construction Manager

12	Quality management	Ensuring fire rated products are installed in accordance with manufacturers recommendations	Risk of abortive works if the product installation has not been fitted properly	3	3	3	1	5	3	Medium	3	Medium	36%	Acceptable	Should be planned	NEC Supervisor appointed as well as façade specialists to oversee install. Work closely with the Supervisor to identify fire barriers as "assets". This will allow the individual installations to be photographed during construction and recorded in the O&M manual as evidence of compliance with design drawings and fire certification. weekly site visit by our Fire Engineer to sign off each stage of the project for	Contractor	Throughout Construction	Project Closure	Construction Manager
13	Failure to achieve Building Control Approval	Unable to sign off the project at Completion	Additional cost associated with non-compliance	4	4	0	0	4	3	Medium	2	Low	24%	Acceptable	Should be planned	consult with Cardiff CC Building Control early in RIBA Stage 3 to ensure Building Control are on board with us throughout the technical design process and on through construction	Contractor	Throughout Construction	Project Closure	Construction Manager
14	Site traffic and disruption to the local community	Disruption to the community normal days operation causing disruption for local residents	H&S issues. Aggrieved residents and Cllrs	1	1	4	3	2	3	Medium	3	Medium	36%	Acceptable	Should be planned	The proposed site access route through the estate will be presented to the local community and the client during the preconstruction stage. The location of our proposed site offices and welfare facilities was the location of the previous contractor compound	Contractor	Throughout Construction	Project Closure	Construction Manager
15	Property safety	Exposing the individual flats to possible break-ins during the construction period when scaffold / Mast Climbers are erected	Possible security issues for the residents, also possibility of residents / children entering the scaffold from within causing serious safety issues.	1	3	5	3	3	3	Medium	2	Low	24%	Acceptable	Should be planned	Mast Climber are to be lowered down after the completion of the days shift. Scaffolding to be barriered off from access below and from the individual flat balconies	Contractor	Throughout Construction	Project Closure	Construction Manager
16	Weather conditions preventing high level working	Severe adverse weather conditions.	Programme delays during high winds or heavy rain	4	4	0	0	3	3	Medium	4	High	48%	Significant	Urgent	Monitor the weather forecast and programme the high level work activities around this forecast. Potential for adding a roof over the scaffolding to allow wet trades to continue.	Contractor	Throughout Construction	Project Closure	Construction Manager
17	Labour resource availability	Limited resource in localist for projects. Boyant market.	Delays to the programme by running the two block at once, putting strain on the local supply chain.	5	4	2	2	4	4	High	4	High	64%	Significant	Urgent	programme will require a large amount of plant, material and labour.	Contractor	Throughout Construction	Project Closure	Construction Manager
18	Maintaining access for the building residents during the construction activities	Restricting access for the residents during the scaffold erection or mast climber erection periods.	. Also delivery periods where large vehicles are entering and leaving the site.	2	2	2	2	2	2	Low	2	Low	16%	Acceptable	Should be planned	liaise with the residents throughout the construction period for each block, we will notify each resident of all activities and times where there will be restricted access. We will ensure safe and sufficient access for the emergency services throughout the construction period	Contractor	Throughout Construction	Project Closure	Construction Manager
19	Accidentally cutting off the power supplies to the flats / building	Accidentally cutting off the power supplies to the flats / building	Delays to the programme to repair any damages. Possible compensation to the residents should the services be interrupted for significant periods	2	2	2	2	2	2	Low	2	Low	16%	Acceptable	Should be planned	Undertake detailed intrusive surveys of all existing services to ensure we do not accidentally interrupt the services during the construction process	Contractor	Throughout Construction	Project Closure	Construction Manager
20	Asbestos	Excessive Asbestos present in the existing building structure	Additional time to remove the Asbestos safely from the site. Delays to the construction programme	3	3	0	2	2	2	Low	3	Medium	24%	Acceptable	Should be planned	Early intrusive investigation. Utilise second stage for additional investigations as required	Contractor	Throughout Construction	Project Closure	Construction Manager
										#DIV/0!										

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation	Prioritisation
Significant	2	10%	08-10	Urgent	
Acceptable	11	55%	06-07	Should be planned	
Minor	7	35%	01-05	Ongoing	
Mitigated	0	0%	0	-	

Organizational Dependency																				
ID	Internal Risk		Impact								Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Date	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/ Product Quality	Score	Type	Score	Type								
1	Inadequate Project Staffing	Inadequate overall project team numbers Inadequately competent team members	Delays in project timelines Ineffective work execution Mishandling of information	3	2	3	0	2	2	Low	1	Very Low	8%	Minor	Ongoing	Stakeholders to mobilise teams as planned Constant monitoring of the teams by Owner and MM, and creating a backup plan for key resources	All Stakeholders	Project Progress Reviews	Project Closure	MM Project Manager
2	Internal Communication	Gaps in internal communication across project stakeholders, including Owner, MM, Contractors, Sub Contractors, and Sub Consultants	Delays and rework	2	2	0	0	2	2	Low	1	Very Low	8%	Minor	Ongoing	Adhere to agreed communication plan Monitor and update communication plan	All Stakeholders	Project Progress Reviews	Project Closure	MM Project Planner & Coordinator
3	Delay in Validation/Approval of Deliverables	Delay in comments/ approvals from Owner Delay in validation of documents submitted for finalization to Owner	Delay in finalisation of deliverables	4	2	0	0	2	2	Low	2	Low	16%	Acceptable	Should be planned	Document control and tracking mechanism implemented. Single set of consolidated comments to be provided for each document Comments to be received within decided number of days. Adherence to structured document control and monitoring mechanism	CCC	Project Progress Reviews	Project Closure	MM Project Manager

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritisation
Significant	0	0%	08-10	Urgent
Acceptable	1	33%	06-07	Should be planned
Minor	2	67%	01-05	Ongoing
Mitigated	0	0%	0	

Procurement																				
ID	Internal Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Date	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
1	Cladding procurement	Contractor require an advance order of the cladding	upfront costs, procurement of material prior to fire test result	4	4	0	0	4	4	High	4	High	64%	Significant	Urgent	CCC have confirmed that Contractor will not be procuring the cladding material until such a time as the fire testing has been confirmed	CCC	Procurement Monitor Review	Project Closure	MM Project Manager
2	Supply Chain procurement issues	Delay in completion of procurement process within planned timelines.	Delay in project timelines Improper selection of suppliers/ contractors/ vendors Change and claims due to inappropriate measures to control costs	4	4	0	0	2	4	High	4	High	64%	Significant	Urgent	MM have queried with Contractor the whether there are any delays in procuring any of the proposed materials	Contractor	Procurement Monitor Review	Project Closure	MM Project Manager
3	Incorrect or inadequate Specification	Narrow or vague definition of specification Definition of incorrect product or service Biased specification Inadequate specification or statement of work (for services) Change in project scope	Fewer alternatives Incorrect specifications leading to rework Time delay Increased cost Difficult during evaluation	3	2	0	0	2	2	Low	1	Very Low	8%	Minor	Ongoing	Designers to develop and provide robust requirements, functional or performance specifications, validated with the users Develop a control mechanism to review specification before release for tendering Signoff on Design drawing from key stake holders	Contractor	Procurement Monitor Review	Project Closure	MM Project Manager
4	Insufficient or incorrect Information to Contractors	In the event of passing of insufficient or incorrect information to vendors/ contractors	Rework Delay in Project timelines Modifications in project costs	2	2	0	0	2	2	Low	2	Low	16%	Acceptable	Should be planned	Proper information control on Contractor Communication Internal Design review as per QAP Communication Protocol to be periodically revised	Contractor	Procurement Monitor Review	Project Closure	MM Project Manager
5	Selecting inappropriate method for vendor selection	Failure to identify potential sources Selecting inappropriate method	Lack of offers from suitable service providers Time Delay Additional Cost	3	3	0	0	1	2	Low	1	Very Low	8%	Minor	Ongoing	Improve vendor selection method by customizing it to project and users expectations Develop effective tender management documentation	Contractor	Procurement Monitor Review	Project Closure	MM Project Manager
6	Inadequate information in Tender Document	Inadequate terms & conditions Providing inadequate information	Low response Rework Increase in cost Time delay	3	1	0	0	1	1	Very Low	1	Very Low	4%	Minor	Ongoing	Review of documents prior to issue for receipt of offers Develop appropriate tender release procedure	Contractor	Procurement Monitor Review	Project Closure	MM Project Manager
7	Failure to address Contractors queries appropriately	Failure to address vendor enquiries Breach of confidentiality Insufficient number of responses	Withdrawal of offers Mistrust by vendors Increased cost Time delay	3	3	0	0	0	2	Low	1	Very Low	8%	Minor	Ongoing	Implement standardised procedure to respond to enquiries Allow adequate time to respond to tenders Use proper tender advertising strategy to optimise competition Seek feedback from vendors on their non response	Contractor	Procurement Monitor Review	Project Closure	MM Procurement & Cost Manager
8	Inadequate Evaluation of Technical Offers	Failure to meet the need	Inconsistent evaluation Vendor complaints Claims of unfair or unethical practices Additional Cost Time delay	2	2	0	0	0	1	Very Low	2	Low	8%	Minor	Ongoing	Provide guidance to the procurement team with planned tender assessment and evaluation process Conduct audits at regular intervals Improve market knowledge Ensure tender documents are appropriate and measurable before tenders are floated	Contractor	Procurement Monitor Review	Project Closure	MM Procurement & Cost Manager
9	Selection of inappropriate contractor or product	Inadequate contractor selection methodology Selecting an Inappropriate contractor Selecting inappropriate product	Failure to fulfill the requirement Failure to meet clients need Time Delay Additional Cost Complaints	2	1	0	0	3	2	Low	1	Very Low	8%	Minor	Ongoing	Provide staff with appropriate tender evaluation, commercial and technical skills training Improve evaluation procedures Reject unacceptable offers Ensure users are involved in the selection procedure	Contractor	Procurement Monitor Review	Project Closure	MM Project Manager
10	Inadequacy in clarifying and Closing Commercial offers	Gap between expectation of buyer and vendor Failure to secure mandatory conditions Unfair or impractical requirement on the vendor in contract conditions Failure to reflect the terms offered and agreed in the contract Signing the contract without prior approval	Contract disputes Delivery delays Cost variations Purchase of less suitable product Legal action Poor vendor relationship	3	4	0	0	3	2	Low	4	High	32%	Acceptable	Should be planned	Maintain communication channel amongst prospective vendors Define terms clearly Record each parties obligations Consider variations in contracts and get appropriate approval prior to finalization Provide negotiators adequate training Negotiate commercial terms Check final draft of contract with vendors Keep records of all negotiations and agreements as per defined documentation procedures	Contractor	Procurement Monitor Review	Project Closure	MM Procurement & Cost Manager
11																				

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritization
Significant	2	20%	08-10	Urgent
Acceptable	2	20%	06-07	Should be planned
Minor	6	60%	01-05	Ongoing
Mitigated	0	0%	0	

Contract Management

ID	Internal Risk			Impact							Likelihood		Risk Score	Risk Impact	Mitigation Priority	Counter Measure	Risk Owner	Review Point/ Milestone	Expected Closure Date	Risk Coordinator
	Risk Title	Description/ Event	Impact	Time	Cost	People	Environment	Work/Product Quality	Score	Type	Score	Type								
1	Inadequate Contract Agreement	Unwillingness of the vendor to accept the contract Failure of either party to fulfil the contract conditions Inadequate handling of contract Commencement of work by vendor before exchange of contract document	Time Delay Rework Contract disputes & Legal proceedings Escalation in project cost	2	4	0	0	1	2	Low	1	Very Low	8%	Minor	Ongoing	Negotiate but retain the integrity of contract Ensure good contract management through appropriate performance management and documentation Maintain and timely update procedures and practices prescribed in contract documentation Accept contract agreements post legal scrutiny for conforming to required expectations Ensure contract agreements are finalised, prior to initiation of work Force majeure clause to be clearly defined in the contract	Contractor/MM	Final Signing of all contract agreements for all respective packages Review of instances of non compliance of agreements	Project Closure	MM Project Manager & Cost Manager
2	Inadequate Change and Claim management	Inadequate Change and claim management in the project management setup Insufficient control measures to monitor changes and claims	Increase in contractual conflicts, Delay in the Project completion, Increase in Project cost	5	5	1	0	0	3	Medium	2	Low	24%	Acceptable	Should be planned	Follow the established Change and Claim control system, monitor and record every change and claim and update on a periodic basis. Seek approval from respective stake holder prior to implementation. Owner to minimize changes in Project Concepts user requests Change to documented and agree on the formula for calculating impact and variations	Contractor/MM	Monthly Review of Change Register	Project Closure	MM Project Manager & Cost Manager
3	Delay in Invoice Clearance	Delay in payment processing to contractors	Delay in project timelines, if work is halted by non delivery by vendors/ contractors	3	3	0	0	0	3	Medium	2	Low	24%	Acceptable	Should be planned	Cost Tracker to be updated Owner to make payments as per agreed terms and conditions	CCC	Project Package Review for Actual Costs at various stages of execution	Project Closure	MM Project Manager & Cost Manager
4	Lack of Performance	Lack of performance of the nominated contractor / main contractor/ sub contractor Absence or non compliance of HSSE policy Lack of quality performance	Delay in project timelines Loss in quality of the project Increase in project costs	4	2	3	1	4	3	Medium	3	Medium	36%	Acceptable	Should be planned	Transfer the risk to the contractor/ sub contractor Penalty/ Bonus Clause to be incorporated in the contract document Third party inspection of quality of materials Adherence to QMP and Safety Management Plan agreed with contractors Evoke performance bank guarantee	Contractor/MM	Project Progress Reports - Monthly	Project Closure	MM Project Manager & Cost Manager
5	Cost control	sufficient cost monitoring		3	3	0	0	0	2	Low	1	Very Low	8%	Minor	Ongoing	Ensure all the clauses are included in the Contract document Include all the conditions such as packaging instructions, insurance cover, liability clauses, inspection & review milestones in contract document All clearances and regulatory information that contractor needs, to be provided Maintain records and proper documentation	Contractor/MM	Project Progress Reports - Monthly	Project Closure	MM Project Manager & Cost Manager
6	NEC contract agreement	Contractors have suggested amendments to the call off contract	require further input from the PM and legal advisors	3	3	0	0	0	2	Low	2	Low	16%	Acceptable	Should be planned	Ensure all the clauses are included in the Contract document Include all the conditions such as packaging instructions, insurance cover, liability clauses, inspection & review milestones in contract document All clearances and regulatory information that contractor needs, to be provided Maintain records and proper documentation	CCC	Project Progress Reports - Monthly	Project Closure	MM Project Manager & Cost Manager
7	Level of insurances required by Contractor	Contractors are unable to obtain required insurances due to changes in legislation	Project at risk due to no insurances	4	2	4	4	4	4	High	3		48%	Significant	Urgent	Discussions with Framework contractors ongoing over T&C / Insurance requirements.	CCC	Weekly	Appointment of D&B Contractor	MM Project Manager & Cost Manager

Risk Impact	No. of Events	% Occurrence	Risk Score	Mitigation Prioritization
Significant	1	14%	08-10	Urgent
Acceptable	4	57%	06-07	Should be planned
Minor	2	29%	01-05	Ongoing
Mitigated	0	0%	0	

Revision: Issue date: 24/01/2024 Base date: 4Q 2023 Project No. 100110298

1 Executive Summary

Project description

This RIBA Stage Zero - 1 Order of Cost Estimate has been prepared for Cardiff City Council to assess the cost of refurbishing Nelson and Loudon Flats in Butetown Cardiff, with the works including stripping and replacing the cladding, windows and internal refurbishments including M&E and boiler replacements.

Statement of cost

Total GIA (m²): 16,425

			£/m2	%
The estimated COST LIMIT (Total Project Cost) is:	£24,972,000	<i>This represents a cost per m2 of GIFA of:</i>	£1,520	100.0
The COST LIMIT includes the following costs;				
The estimated WORKS COST ESTIMATE is:	£18,959,000	<i>This represents a cost per m2 of GIFA of:</i>	£1,154	75.9
Including; Main Contractors Preliminaries of :	£1,428,000	<i>This represents a cost per m2 of GIFA of:</i>	£87	5.7
Main Contractors Overheads & Profit of :	£901,702	<i>This represents a cost per m2 of GIFA of:</i>	£55	3.6
The estimated Project Fees & Other Development costs of:	£1,620,888	<i>This represents a cost per m2 of GIFA of:</i>	£99	6.5
The estimated Risk Allowance total of:	£2,058,000	<i>This represents a cost per m2 of GIFA of:</i>	£125	8.2
The estimated Inflation Allowance total of:	£2,333,814	<i>This represents a cost per m2 of GIFA of:</i>	£142	9.3
The estimated VAT at 20% of the COST LIMIT is:	£4,994,400	£29,967,000	<i>The estimated Total Project Cost including VAT</i>	

Additional Comments

Land value has been excluded from the above figures.

VAT has been included in this Cost Estimate. It is recommended that specialist advice is sought on VAT matters to ensure that the correct rates are applied to the various aspects of the project.

This Order of Cost Estimate has been prepared based on the information available - see section 4 for detail on the Basis of Estimate and Assumptions & Exclusions

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LAND MATTERS**INVESTMENT & DEVELOPMENT (COUNCILLOR RUSSELL
GOODWAY)****AGENDA ITEM: 9**

Appendices C and D of this report are not for publication as they contain exempt information of the description contained in paragraphs 14 of part 4 and paragraph 21 of part 5 Schedule 12A of the Local Government Act 1972.

Reason for this Report

1. To seek to delegate authority to the Director for Economic Development to agree all aspects of the acquisition of land at Pengam Green from the Welsh Government and to dispose of Council owned land in Llanishen as identified in this report.

Background

2. Cabinet is required to approve the disposal or acquisition of land transaction with a value over £1m.
3. The Council has entered into discussions with the Welsh Government regarding the potential acquisition of a strategic area of undeveloped land in east Cardiff in their ownership. The site comprises circa 59 acres and would allow various strategic objectives to be brought forward and progressed.
4. Additionally, the Council has recently secured vacant possession of a property in the Council's ownership of circa 26 acres at New House Farm, Llanishen. The Council intends to retain part of the site as potential cemetery expansion land. The remainder has been identified as surplus and available for disposal.
5. Valuations - The value of the land at Pengam Green and New House Farm have been assessed by external valuers. Valuation reports are attached as Confidential Appendices C and D.

Issues

Pengam Green

6. The site comprises circa 59 acres of undeveloped land on the east side of Cardiff as illustrated by the plan attached at Appendix A. The site is bounded by Rover Way to the south and east, and to the north and west by a mixture of commercial, retail, industrial, residential and grazing land. Approximately 20 acres of the land has previously benefitted from planning permission for industrial uses falling under Classes B1, B2 and B8 of the Town and Country Planning (Use Classes) Order.
7. The land has been identified by NRW as a flood risk area and for development to take place the site would require two elements in order to mitigate flood risk. The first is the completion of flood defence works in the area. The second is for the site levels to be increased by importing appropriate materials. The costs of such work are significant and have been factored into the land valuation.
8. Additionally, due to the presence of natural vegetational growth on much of the Pengam Green site over a period of many years, areas had been assessed to be of interest due to the range of species of plants and wildlife and a proportion of the site has a "Site of Importance for Nature Conservation ["SINC"] designation. The valuation again considers this and other limiting factors, such as road realignments, in the context of the proportion of the site which could ultimately be developed.
9. The site currently undesignated in the Cardiff Local Development Plan. The Council wishes to acquire the land from the Welsh Government to allow it to progress various strategic objectives around economic activity on part of the site, eventual realignment of Rover Way and improvements to the Gypsy Traveller site to the south of the existing road. Flood defence work is also planned the area along the sea/river side of Rover Way. Over time, ownership of the land would facilitate and simplify the delivery of these objectives to the benefit of this area and Cardiff as a whole.

New House Farm

10. New House Farm, Capel Gwilym Road, Thornhill, comprises circa 26 acres of agricultural land on the north side of Cardiff, including an original residential farmhouse and entrance gate bungalow. A plan illustrating the site is attached at Appendix B. The site is located immediately to the north of the M4 Motorway and to the west is cemetery land associated with Thornhill Crematorium, whilst to the north and east is mainly open agricultural land.
11. The site comprises farmland, a four-bed detached farmhouse, a detached three-bed bungalow, a range of traditional and modern farm buildings, a purpose-built farm shop and café, and a five-pitch caravan site.

12. The previous Farm Business Tenant served a notice to quit the Farm Business Tenancy effective on 1st October 2023 and, following payment of Statutory Compensation in January, the Council now has unencumbered possession of the property.
13. External consultants valued the property (see Confidential Appendix D) as part of tenant settlement negotiation process. The property is able to be divided into separate lots depending on offers received. A sale of the property declared surplus is likely to be preferred to a lease, given the differential between the significant capital receipt (which could be re-invested) and the relatively low rental value of the property in its current condition.
14. The Council has earmarked an area of land comprising c.8.2 acres, as illustrated on the plan attached at Appendix B, to be retained by the Council to provide for the future expansion of Thornhill Crematorium. The land is separated from the built area of the estate by a service road and lends itself to form part of the current Crematorium site at a future date.
15. A process of disposal will take place via an appointed agent.
16. The property at New House Farm form part of the Council's Investment Estate; accordingly, any capital receipt will be ring-fenced for investment in property to ensure the Council continues to achieve its revenue income targets.

Local Member consultation

17. Appropriate local member consultation will take place on the terms of the transactions and any subsequent strategic plans for the properties acquired.

Reasons for Recommendation

18. Acquisition of land at Pengam Green would allow various strategic objectives to be brought forward and progressed. In particular, strategic objectives around economic activity on part of the site, eventual realignment of Rover Way and improvements to the Gypsy Traveller site to the south of the existing road would be simplified and achieved.
19. Disposal of the Council's freehold interest in land at New House Farm would result in a capital receipt for the Council during 2023/24 which can be re-invested to secure new income streams for the Council, whilst retaining strategic land for future cemetery expansion.

Financial Implications

20. The report recommends the freehold disposal of New House Farm land with part of the site retained for any future expansion of Thornhill Crematorium.

21. Appendix D sets out various options to the Council for the New House Farm site including reletting, disposing part of the site and potential future use for Council operational needs. Cabinet needs to be satisfied that these options have been adequately considered to ensure best value both financial and non-financial will be achieved.
22. Any revenue implications will need to be managed within the existing Economic Development revenue budget, including any short-term rental income losses because of the disposal. However, the disposal would also result in removal of any holding costs and maintenance liabilities on the site and allow re-investment in an alternative asset to secure a longer-term equivalent income stream.
23. Any proceeds from the disposal of the site would be earmarked and available for further re-investment as part of the Councils Investment Property Strategy. The disposal process adopted should aim to secure best value for the site as recommended by valuation advice. The Council has in 2023/24 financial year made an independently agreed compensation payment under the terms of the Agricultural Tenancies Act 1995 to the former occupiers of the property.
24. The report proposes a potential future expansion of the Thornhill Crematorium site. Any development needs to be considered as part of a robust and financially viable business case. The business case needs to include consideration of the affordability to pay for and operate such facilities including an approved budget framework in place for such facilities and presented back to Cabinet for a further consideration where detailed financial implications can be provided.
25. **The report recommends a strategic freehold acquisition of land at Pengam Green**
26. The valuation report identifies the key risks to the valuation including the costs to be incurred in flood mitigation measures to ensure the valuation attributed to the site if the identified uses of the site can be realised. Where any cost estimates are considered in determining the valuation, due diligence should be undertaken in determining the reasonableness of the costs. No heads of terms are attached but will need to be considered as part of the heads of terms agreed as part of any delegation to be exercised on completion of the transaction. This will need to include any additional one-off costs to be incurred in the acquisition, including Land Transaction Tax and the VAT status of the transaction.
27. Owning the land whilst awaiting a beneficial use may result in revenue holding costs. Opportunities to determine holding costs should be identified as part of further due diligence required. And it will need to be determined as part of any delegation to be exercised whether an existing service revenue budget exists for the Management, maintenance, cleansing and security of the site or whether a gap exists and that any strategic acquisition will need to consider such a service or corporate budget in future, subject to operational experience in managing the site in the next few years.

28. The acquisition cost including any initial Land Transaction cost identified in this report will be met from two sources. An earmarked Capital receipt of £1.205 million from a previous disposal of the Medicentre which is being used as a recycling fund for various economic development regeneration activities. The balance will be met from Earmarked Reserves (Treasury Management Reserve). This may impact on resilience in short term but subject to effective and timely implementation of the benefits intended from the site; future grant funding opportunities and receipts may allow opportunities for both sources of funding to be repaid as Capital Receipts or result in reduced future costs.
29. The report highlights the synergy to existing Council land holdings and several strategic projects that the ownership of the land could facilitate. Any specific projects arising re use of land will need to be subject of a business case approved by Cabinet and be assumed to be fully grant funded at this stage These include facilitating improvements to the existing traveller site, Road re-alignment and widening and Economic Development and industrial activities. It is assumed that the estimated cost of additional flood mitigation on the site, identified in the report, will also be captured as part of such proposals.
30. Whilst this is a strategic acquisition, there needs to be a clearly identified timescale, reporting process and governance approach that seeks to extract the value from the site and recover the potential benefits of site ownership in financial or value terms.
31. The costs associated with development of master planning for the site, business cases will need to be identified by directorates, along with suitable funding sources prior to progressing with these pieces of work. The business cases and progress on developing any approved acquisition should be presented back to Cabinet to determine progress and for further decisions where detailed financial implications can be provided.

Legal Implications

32. Section 120 of the Local Government Act 1972 empowers a local authority to acquire land by agreement for the purposes of any of its functions under that or any other enactment; or the benefit, improvement or development of its area. A local authority may acquire land by agreement notwithstanding that the land may not immediately required for that purpose; and, until it is required for the purpose for which it was acquired, any land acquired under this subsection may be used for the purpose of any of the council's functions.
33. Section 227 of the Town and Country Planning Act 1990 further empowers a local authority to acquire land by agreement for planning purposes if the authority think that the acquisition will facilitate the carrying out of development, re-development or improvement on or in relation to the land; or it is required for a purpose which it is necessary to achieve in the interests of the proper planning of an area in which the

land is situated. unless they think that the development, re-development or improvement is likely to contribute to the achievement of any one or more of the promotion or improvement of the economic, social, or environmental well-being of its area;

34. Section 123 of the Local Government Act 1972 provides general power to dispose of any of its land.
35. The Council's Disposal and Acquisition of Land Procedure Rules requires the decision maker to have regard to advice from a qualified valuer, to ensure value for money. The decision maker should have regard to the valuation reports annexed to this report.
36. It is noted that this report seeks to delegate negotiation and agreement of heads of terms to the Director of Economic Development for Approval and it is anticipated that a further Officer delegation Report will be prepared setting out the detail of the terms upon which further legal advice can be provided.

Equalities & Welsh Language

37. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a) Age, (b) Gender reassignment, (c) Sex, (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation (i) Religion or belief – including lack of belief.
38. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers ([WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 \(gov.wales\)](#)) and must be able to demonstrate how it has discharged its duty.
39. An Equalities Impact Assessment aims to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment.
40. The decision maker should be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

The Well-being of Future Generations (Wales) Act 2015

41. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The wellbeing objectives are set out in Cardiff's Corporate Plan 2020 -23.
42. When exercising its functions, the Council is required to take all reasonable steps to meet its wellbeing objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the wellbeing objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
43. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long-term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions
 - Involve people from all sections of the community in the decisions which affect them
44. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible on line using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

Policy and Budget Framework

45. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to Council.

Property Implications

46. The report covers the specifics of these transactions in detail. At a strategic level, it is noted that the Council is disposing of an investment property asset which has had a small income stream.

HR Implications

47. There are no HR Implications.

RECOMMENDATION

Cabinet is recommended to delegate authority to the Director of Economic Development (in consultation with the Cabinet Member for Investment and Development, the Section 151 Officer and the Monitoring Officer) to negotiate and agree heads of terms and to deal with all aspects of the acquisition of land at Pengam Green and the disposals of the land and buildings at New House Farm, including appropriation of any land required for cemetery expansion purposes, as set out in this report within the parameters of the valuation advice provided at Appendices C and D.

SENIOR RESPONSIBLE OFFICER	Neil Hanratty Director - Economic Development
	15 March 2024

The following appendices are attached:

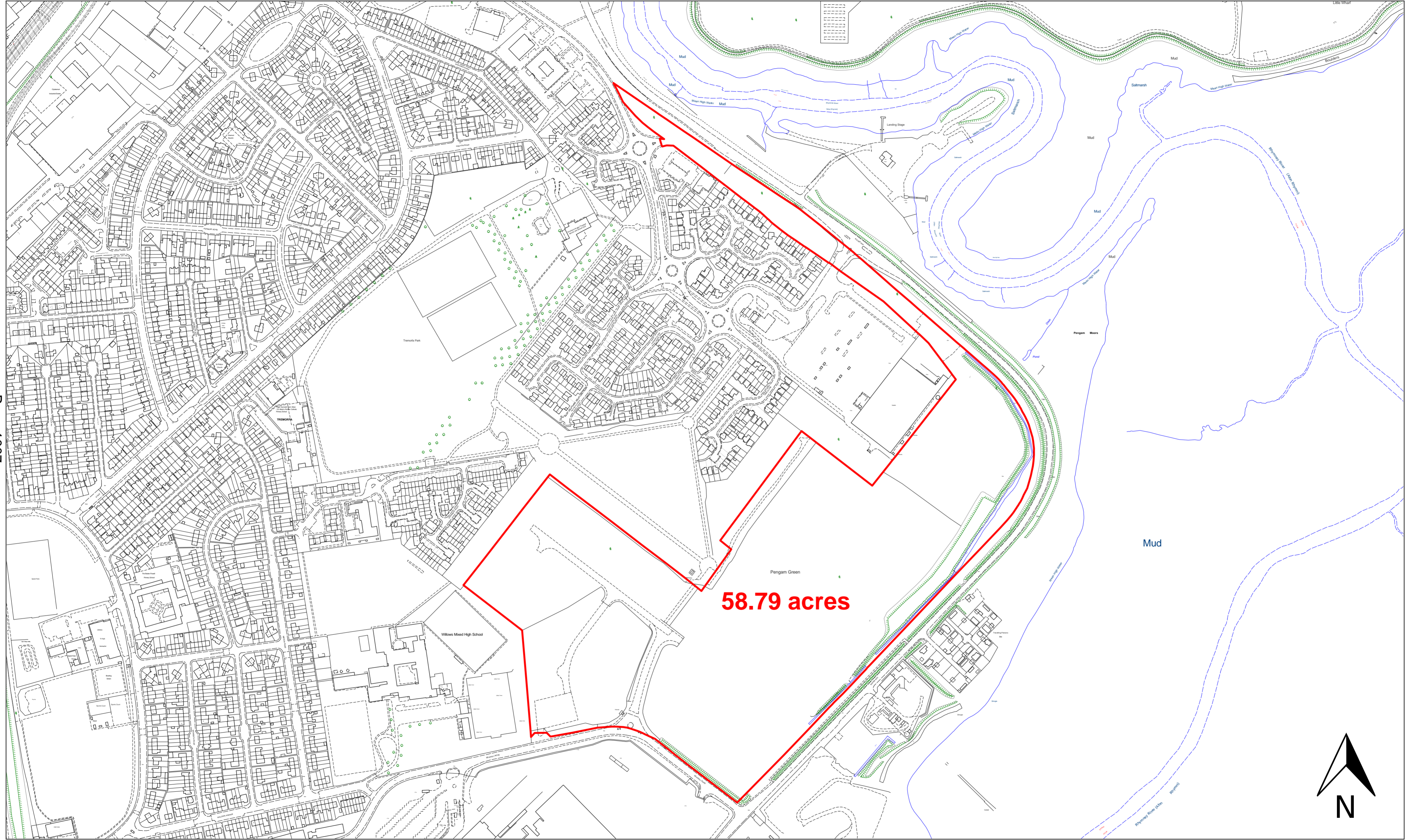
Appendix A – Pengam Green Redline Plan

Appendix B – New House Farm Redline Plan

Confidential Appendix C – Valuation Report Pengam Green

Confidential Appendix D - Valuation Report New House Farm

Appendix A – Pengam Green Redline Plan



Page 1007

58.79 acres

© Hawffraint y Goron Cedwir pob hawl. Y data ar y map yw'r wybodaeth orau sydd ar gael ac mae er gwybodaeth yn unig. Tra gwneir pob ymdrech i sicrhau ei gywirdeb, ni ellir gwarantu hyn. Nid yw'r Cynghor yn derbyn cyfrifoldeb am unrhyw wallau ar y map a dylai defnyddwyr gorchu eu cynigwr arbennig eu hunain ar unrhyw wybodaeth a ddarperir ynddo. AC0000816513 (2024)
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R : \propinfo2\GPplans\Appendix A – Pengam Green Redline Plan - GP .WOR
Lluniwyd gan / Drawn By : LHC Dyddiad / Date : 12 / 2 / 2024
Graddfa / Scale : 1 : 3500 Cyf Adolygiad / Revision Ref. :
Cyfarwyddwr / Director : Neil Hanratty

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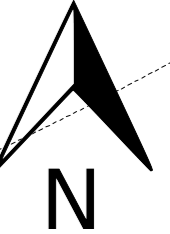
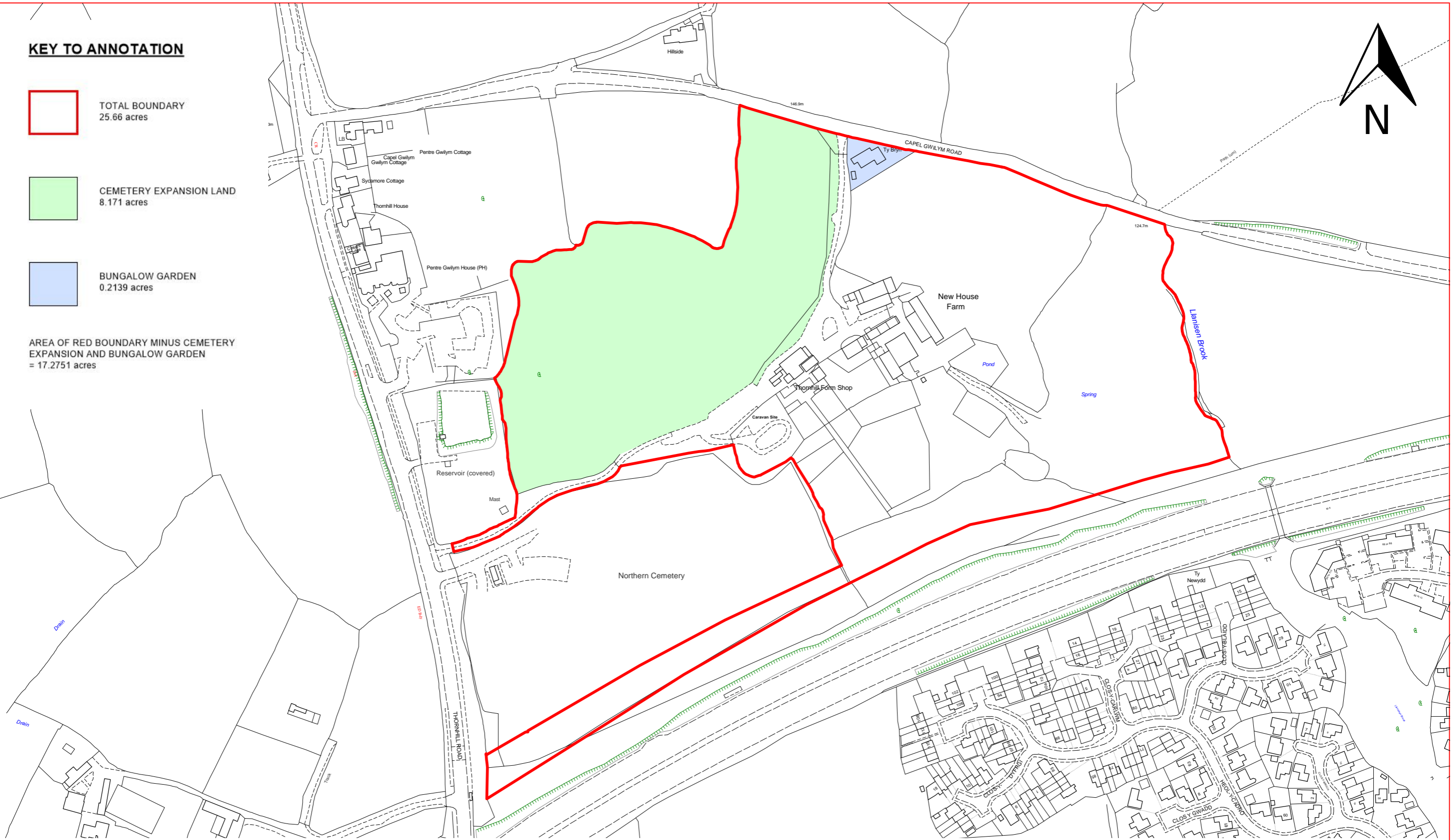
Appendix C – New House Farm Redline Plan

KEY TO ANNOTATION

-  TOTAL BOUNDARY
25.66 acres
-  CEMETERY EXPANSION LAND
8.171 acres
-  BUNGALOW GARDEN
0.2139 acres

AREA OF RED BOUNDARY MINUS CEMETERY EXPANSION AND BUNGALOW GARDEN
= 17.2751 acres

Page 1009



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R : \propinfo2 \GPplans \ Appendix C – New House Farm Redline Plan GP. WOR

Lluniwyd gan / Drawn By : LHC Dyddiad / Date : 12 / 2 / 2024

Graddfa / Scale : 1 : 2500 Cyf Adolygiad / Revision Ref. :

Cyfarwyddwr / Director : Neil Hanratty

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**CARDIFF COUNCIL
CYNGOR CAERDYDD****CABINET MEETING: 21 MARCH 2024**

DELIVERING A BUS PRIORITY NETWORK FOR CARDIFF**TRANSPORT & STRATEGIC PLANNING (COUNCILLOR DAN DE'ATH)****AGENDA ITEM: 10**

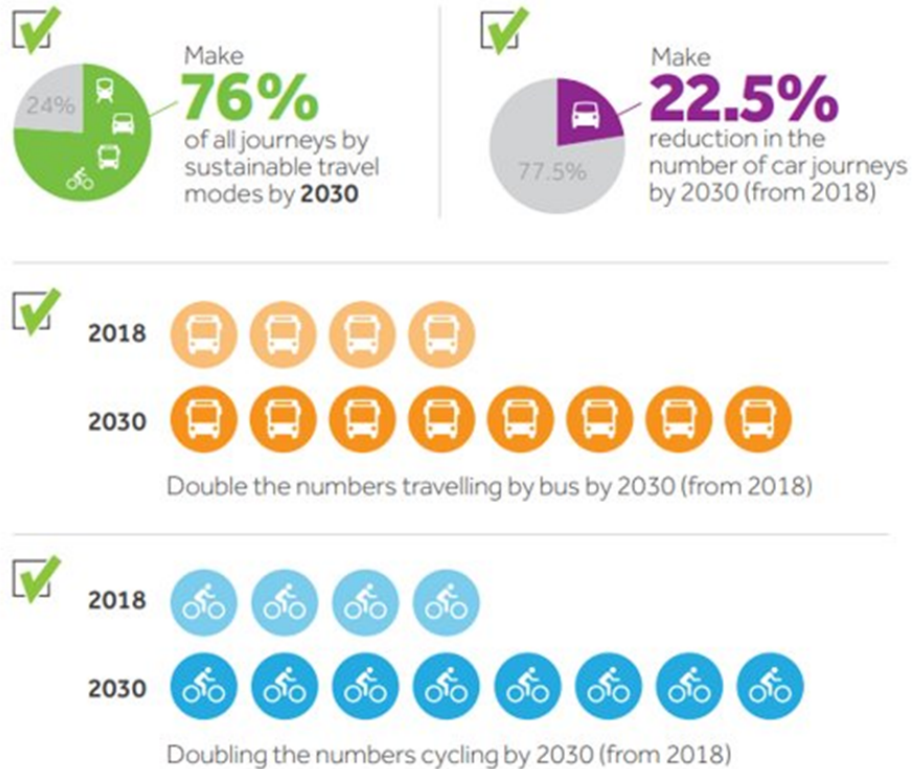
Reason for this Report

1. To seek approval of the draft Bus Priority Infrastructure Plan document, as set out in Appendix 1.
2. To seek approval to go out to public consultation on the Bus Priority Infrastructure Plan.
3. To seek approval to delegate authority to the Director of Transport, Planning and Environment, in conjunction with the Cabinet Member, to make minor amendments to the Bus Priority Infrastructure Plan and formulate a programme of deliverable bus priority projects and relevant engagement with key stakeholders, and to move forward with the delivery of those key projects.
4. To note that all related transport project deliverables included in, and/or produced from the Bus Priority Infrastructure Plan will be subject to successful funding bids, public consultation, design feasibility, assessments (including Equalities Impact Assessments EQIA) and Traffic Regulation Orders (TROs).

Background

5. In January 2020, Cardiff approved the ambitious Transport White Paper, that set out the 10 year transport vision for the city. In this document, it identified a series of key ambitions, one of which included a target to double bus passenger numbers by 2030 (from 2018). The document also included a vision for connected bus priority routes across the city.

Figure 1: The 2030 mode share target set out in the Transport White Paper (2020)



6. In addition to the White Paper, a Bus Strategy for Cardiff (2021) was taken to Cabinet in July 2021 and was then subject to a public consultation. This wider strategy included all elements of bus and identified a series of 'Big Moves' that included key success factors such as pricing, ticketing, services, fleet and infrastructure.
7. The current Bus Priority Infrastructure Plan (2024) is an ancillary to the Bus Strategy for Cardiff (2021) and focuses on the most critical of the priorities highlighted in that strategy - to identify and deliver key priority bus routes across the Cardiff network.
8. The White Paper (2020) and Bus Strategy (2021) both include a bus priority network as a key aspiration. This network of routes connects into several key interchange points across the network, namely the Central Transport Interchange, Waungron Station, University Hospital Wales, other rail interchanges, and several other Park & Ride sites. The bus priority connections to, and from these key interchange sites provide the connection to the network and any onward destination. Furthermore, improving the connections to these sites will enable operators to offer high quality services that are attractive to the public.
9. Since the publication of the White Paper (2020) and the Bus Strategy (2021), Cardiff Council has delivered several projects that enhance the bus

network in Cardiff. They include enhancements to the City Centre's Bus Priority Box and various other bus priority installations across the city. Whilst these can be considered as successful measures for bus, further projects are required to tackle current issues and achieve the vision for bus in Cardiff.

10. In addition, a number of critical threats have emerged, that have threatened the delivery of the vision. In particular, the Covid pandemic dramatically impacted on bus ridership. Since the pandemic, there has been a return to bus usage, but not enough to mitigate the losses that occurred. As a result, in recent years, a structural challenge to the viability of bus networks and organisations has developed that resulted in the Welsh Government introducing emergency funding. Nonetheless, this has not fully addressed the underlying causes of this crisis.
11. The main aim of the Bus Priority Infrastructure Plan (2024) is to provide a medium-term solution, that forms the bridge between the vision of a bus network in Cardiff, and the critical challenge to bus usage that has emerged, by the delivery of key infrastructure measures on the transport network. The plan will focus on facilitating end-to-end journey quality through infrastructure delivery. Six core corridors have been identified and an interventions toolkit will provide a list of measures that can be applied on each route.
12. The six bus corridors will connect on to the City Centre Bus Box and provide further onward connections to key interchange sites such as the Central Transport Interchange, rail interchange sites, and park and ride.
13. The delivery of these six bus corridors will enable bus operators to run higher quality bus services, making bus a more attractive transport mode for the residents of Cardiff. The corridors also connect to the new Central Transport Interchange (via the City Centre Bus Box), and several other key interchange sites around the city; this connected network of bus corridors will offer benefit to residents of Cardiff, the South East Wales Region and visitors from further afield.
14. It is important to note that the identification of six key bus corridors does not mean bus lanes along each route. Cardiff has a unique transport network, one that is constrained by space and several geographic factors. There is therefore a need to consider all modes of transport and the integration of bus infrastructure in to a multi modal environment.
15. The assessment and project management process applied to each route will be used to identify the best mix of interventions that can be applied to each route, whilst also ensuring the corridors are integrated into the mixed-use nature of the transport network in Cardiff (*for further information on the type of interventions that could be used see section 27 of this report and the Bus Infrastructure Plan in Appendix 2*).
16. The Bus Priority Infrastructure Plan has been subject to a first stage EQIA (see Appendix 3). Each future project will be subject to further detailed EQIAs.

Current Challenges and Issues

17. **Bus Patronage:** The ambition set out in the White Paper is to double the number of bus passengers by 2030 (from 2018 numbers). The COVID19 era has damaged this ambition and has caused a drop in bus passenger numbers, with current levels operating 20% below pre-Covid levels.
18. **Funding for Bus Projects:** The Local Transport Fund will be applied to for funding. The recent introduction of the Welsh Government's Bus Strategy 'Bws Cymru' could provide a source of support and funding for bus priority measures. A network vision and priority plan will form a key foundation in enabling the submission of high-quality funding bids, should funding be made available.
19. **Funding for Bus Services:** During the COVID19 era the Welsh Government funded bus operators to continue running their pre-COVID services via the Bus Emergency Fund (BES). The BES funding ensured that operators could continue services through the pandemic and on to the recovery period. This funding has been gradually reduced accounting for rebased passenger demand post-COVID through the Bus Transition Fund to a Bus Network Grant that will begin from 1st April 2024. Operators and Local Authorities have reviewed the services and inevitably reduced frequencies, cut services in some instances and/or combined routes. Improved bus priority on a core network will protect core services, improve journey quality and could form the catalyst to attracting passengers back to buses. A dedicated core network could also make additional services more commercially viable in the future.
20. **Funding for Bus Services:** During the COVID19 era, the Welsh Government funded bus operators to continue running their pre-COVID services, via the Bus Emergency Fund (BES). The BES funding ensured that operators could continue services through the pandemic and on to the recovery period. This funding has been gradually reduced accounting for rebased passenger demand post-COVID through the Bus Transition Fund to a Bus Network Grant that will begin from 1st April 2024. Operators and Local Authorities have reviewed the services and inevitably reduced frequencies and cut services in some instances or combined routes. Improved bus priority on a core network will protect core services, improve journey quality and could form the catalyst to attracting passengers back to buses. A dedicated core network could also make additional services more commercially viable in the future.
21. **Network Congestion and Pinch Points:** Cardiff is a growing city that attracts millions of visitors per year; the numbers of people moving around the city is outnumbering the capacity of the network. The return to pre-COVID traffic levels has seen congestion increase, which has a knock-on effect on buses. Congested road links and junctions mean slower bus services and poorer journey quality. There is now a need to provide the right mix of infrastructure that ensures bus operators can provide reliable

and attractive bus services, whilst also ensuring our transport network can operate around, or in parallel to, any new infrastructure.

22. **Major Developments and Transport Projects:** Cardiff is a growing city and there are several key developments and transport projects that need to be considered as part of the Bus Priority Infrastructure Plan. They include;
- a. **Central Transport Interchange (CTI):** The opening of CTI in 2024 will provide an additional key transport hub for the bus network. The network will need to be further enhanced to serve this facility and to safeguard its future success.
 - b. **Park and Ride Facilities:** A separate strategy for Park and Ride will be created in the future. The Bus Priority Infrastructure Plan has been created to plug in to the current known and future Park and Ride sites in Cardiff. The Bus Priority Infrastructure Plan can be amended in the future should any new sites be proposed.
 - c. **South East Wales Metro:** The development of the railways and stations in and around the Cardiff area will mean additional interchange points and a need to connect such facilities with key areas of the city.
 - d. **Cardiff Bay Developments:** The forthcoming redevelopments in Cardiff Bay will require transport connections. Major developments such as the Cardiff Bay Arena will need enhanced bus connections so that people can choose to travel sustainably.
 - e. **Active Travel Network Developments:** The development of the cycleway network is both an issue and a challenge for the bus network. Cycle lanes take away road space and add extra time at junctions and this can result in journey time delay for buses. The challenge is how to integrate cycleway and bus infrastructure so that they work together. Pedestrian facilities are also a key consideration in this instance - bus passengers are also pedestrians and it is therefore important to ensure that bus stops are in the correct location. These factors further strengthen the need to integrate transport scheme design across all modes.
 - f. **Education Facilities:** Cardiff is currently embarking on an ambitious upgrade to its school facilities via the 21st Century Schools Programme. Cardiff also has a long-standing reputation as one of the best higher education cities in the UK and has a large student population. Improved bus journey quality could be a key contributor in attracting pupils and students away from the car and on to buses as their default transport choice.

The Bus Priority Infrastructure Plan

23. A copy of the Bus Priority Infrastructure Plan is appended to this report as Appendix 1. The following section of this report provides a brief summary of the key components of the plan.

24. The main objectives of the plan are as follows:
 1. Faster and more reliable bus services.
 2. Attract more funding for bus priority measures.
 3. More accessible services that are easier to use.
 4. Better integration between bus services and with rail, light rail and bus.
 5. Bus routes and stops designed to complement walking and cycling facilities.
25. The plan aims to achieve these objectives by identifying a user-based approach to the delivery of infrastructure-based improvements. The following key routes, junction hot spots and intervention tools are highlighted in the report:
26. **Establishing a core network of bus routes on the network:** The Bus Priority Infrastructure Plan has identified six core routes that carry 80% of Cardiff Bus passengers; these routes connect on to the City Centre Bus Box and out towards the secondary and regional routes. Figure 2 of this report shows the core network and Table 1 of this report lists and names each core route.
27. **Establishing the secondary network - the connection to the core and regional network:** The Bus Priority Infrastructure Plan identifies the secondary and regional networks and shows how they connect into the core network.
28. **Introduce a Diverse Range of Interventions:** Rather than simply requiring the introduction of bus lanes on all routes, it is proposed to introduce a range of measures appropriate to locations and infrastructure already in place. These measures may include bus lanes, bus prioritisation, signage, telematics, kerbside controls, bus stop placement and other interventions.
29. **A list of Junction Hot Spots:** There are several problem junctions known to cause bus journey time delay. The Bus Priority Infrastructure Plan details a current list of these junctions that can be worked through and edited over the lifetime of the plan. A list of current junctions is included in Table 1 of this report.
30. **An Interventions Playbook:** This list of interventions details all the available infrastructure options available on the core network. It is envisaged that one or several interventions can be used on each corridor – subject to feasibility. Examples of the interventions include Bus lanes, bus gates, kerbside TRO restrictions, junction improvements, network technology and the reallocation of bus stops.
31. **Park & Rides:** Ensure integration of key corridors with park & rides sites and/or multimodal hubs (existing and future).

Figure 2: The Core Network, Secondary Network and Junction Hot Spots

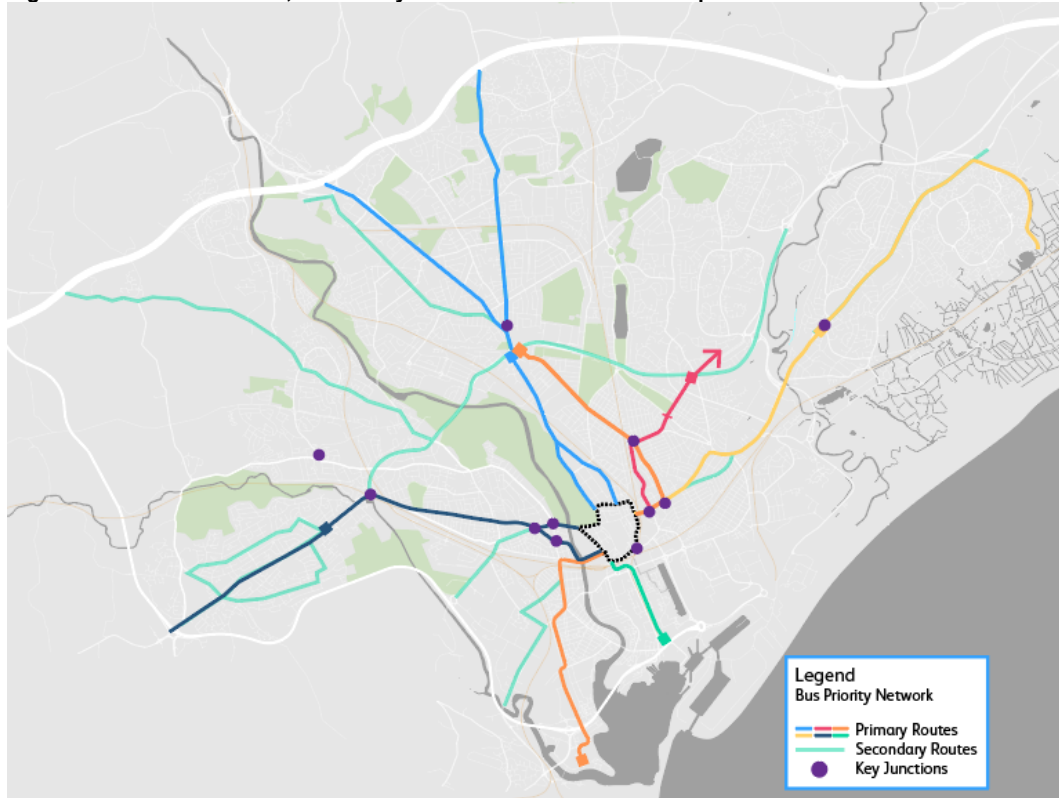


Table 1 – Key Bus Priority Routes and Potential Interventions

Core Bus Network – Proposed Intervention Routes / Locations	
1	<p>Route 1 – Western Bus Corridor (Ely to City Centre): A key route that connects the areas of Ely, Trelai, Canton and Riverside with each other, and also to the city centre.</p> <p>Potential Interventions: This route is not wide enough to provide bus lanes on either side, although some areas could benefit from some sections of priority lanes to assist with improved journey time and reliability. Other measures to consider on this route would be improved kerbside controls that assist buses with unopposed passage through busy areas, reorganising of bus stops and the possible introduction of technology installs on junctions.</p> <p><i>Please Note: The above text is an early assessment on the possibilities of the route, all work is subject to further assessment, consultation, transport project processes and funding.</i></p>
2	<p>Route 2 North – UHW – ISV Cross City Corridor (University Hospital Wales to City Centre): A route that has been chosen due to the vital need to provide high quality public transport connections to the UHW site. Additionally the route will then provide a key connection through the area of Grangetown and onwards to the ISV and Vale of Glamorgan.</p> <p>Potential Interventions (UHW to City Centre): The work on this section will focus on how bus journey time and reliability can be improved through the</p>

	<p>areas of Plasnewydd, Cathays and Gabalfa. Due to space constraints, it is likely that a mixture of kerbside controls, junction improvements, technology and bus stop improvements will be used in the area.</p> <p>Potential Interventions (City Centre to ISV): Space constraints in the Grangetown area will see a focus on technology, bus stop locations and kerbside controls. The area further south, towards the ISV, could see a broader mix of interventions installed that could include some, or all of the measures available in the Interventions List.</p> <p><i>Please Note: The above text is an early assessment on the possibilities of the route, all work is subject to further assessment, consultation, transport project processes and funding.</i></p>
3	<p>Route 3 – Eastern Bus Corridor (City Centre along Newport Road to Newport Border and *Parkway Station): A key corridor that connects Cardiff with Newport. The corridor also provides an arterial bus route that serves the areas of Pentwyn, Pontprennau, Rumney and St Mellons. <i>*Parkway Station subject to planning permission.</i></p> <p>Potential Interventions: This route will be assessed to see how much gold standard bus infrastructure is feasible. Bus lanes, technology, kerbside controls and bus stop relocations will be used to achieve the vision of a high quality bus route.</p> <p><i>Please Note: The above text is an early assessment on the possibilities of the route, all work is subject to further assessment, consultation, transport project processes and funding.</i></p>
4	<p>Route 4 – Southern Bus Corridor (City Centre to Bay): A route from the City Centre to Cardiff Bay has been included in the plan to futureproof and support any future developments. No work has taken place to date on this route, and it will be subject to further assessment and future developments.</p> <p>Potential Interventions: Some, or all the interventions available could be used on this route. The aim of any route would be to connect the bay with the city centre and support any existing rail infrastructure – if needed.</p> <p><i>Please Note: The above text is an early assessment on the possibilities of the route, all work is subject to further assessment, consultation, transport project processes and funding.</i></p>
5	<p>Route 5 – Northern Bus Corridor (City Centre to North Cardiff, RCT and Caerphilly): Known as the Northern Bus Corridor (NBC), this route is already in Stage 2 WelTAG. The corridor is made up of several routes that connect North Cardiff through Gabalfa Roundabout and into the City Centre. There is also a regional aspect to the route as it connects to both Rhondda Cynon Taf and Caerphilly.</p> <p>Potential Interventions: The area south of Gabalfa roundabout is currently undergoing an assessment to identify what level of bus priority could be</p>

	<p>achieved. These priority measures will be backed up by technological installations and the reorganisation of bus stop locations.</p> <p>Please Note: <i>The above text is an early assessment on the possibilities of the route, all work is subject to further assessment, consultation, transport project processes and funding.</i></p>
6	<p>Route 6: Roath-North East Cardiff (City Centre to Roath and North East Cardiff): A key corridor due to the connection to the highly populated areas of Plasnewydd and Penylan. This corridor will also serve the large student population in the area and provide connection to some key educational facilities.</p> <p>Potential Interventions: Kerbside controls and reallocation of bus stops could be a key feature on this corridor. Further assessment will be used to identify which junctions could be improved and where technology installs could be utilised to aid bus movement.</p> <p>Please Note: <i>The above text is an early assessment on the possibilities of the route, all work is subject to further assessment, consultation, transport project processes and funding.</i></p>
	<p>Key Junctions – Proposed Interventions</p> <p>Please Note: <i>The junctions below have been identified by bus operators as issues on the transport network. No further assessment work has taken place to date, and any future work is subject to further assessment, consultation, transport project processes and funding.</i></p>
A	A48 Cowbridge Road W / A4161 Cowbridge Road E / A48 Western Avenue
B	Saint Fagans Road / Fairwater Road
C	Merthyr Road / Caerphilly Road
D	B4487 Newport Road / Wentloog Road
E	Albany Road / City Road / Richmond Road / Crwys Road
F	Newport Road / City Road
G	Newport Road / West Grove
H	Bute Terrace/ Churchill Way / Adam St
I	Lower Cathedral Road / Neville St / Clare St

J	Cathedral Rd / Cowbridge Road E / Lower Cathedral
K	Cowbridge Road East / Wellington Street / Neville St

- 32. The Bus Priority Infrastructure Plan will allow the Transport Team to create a programme of bus projects that will improve bus priority on the six core routes and alleviate the pressure on the junction hot spots. These projects can be submitted for funding bids when they have been taken through the Council's usual transport project process.
- 33. The speed of programme delivery will be subject to the success of those funding bids and the available resources in the Transport Programme Team.

Proposed Recommendation and Next Steps

- 34. In view of the above summary and the appended Bus Priority Infrastructure Plan, it is recommended that the draft plan is approved by Cabinet and delegation is provided to the Director of Planning, Transport and Environment to proceed to public consultation on the plan, and to move forward with the development of a programme of bus projects.

Future Public and Stakeholder Engagement

- 35. The current plan has been created with the input of bus operators and TFW. Continual stakeholder engagement will be required in an ever-changing environment.
- 36. A public consultation on the plan will be used to gain feedback from the public.
- 37. All associated deliverable projects will be required to follow the usual Transport Project Process and will therefore be subject to further cabinet approval (subject to value), local member engagement, stakeholder engagement, public consultation, and a traffic regulation order (TRO) process.
- 38. All transport projects associated with the plan will be subject to engagement with the Access Focus Group and an EQIA.

Project Funding

- 39. The Transport Team have so far used an allocation of internal Council capital funding for the development of bus corridors and the allocation of match funding for Government Grant Bids. The Council has been successful in obtaining £200k of City Region Deal funding for the

development of bus corridors in the north of the city this year. The Newport Corridor is also being funded from external grant funding.

40. Further external grant funding will be required on an annual basis to aid the development and delivery of all schemes. The formulation of base plan of core routes is to be used to aid this process and show how singular infrastructure projects fit in to a wider vision.
41. All projects to deliver changes on the bus corridors will be subject to successful external grant funding bids.

Local Member consultation (where appropriate)

42. Local Members will be consulted with as part of the Transport Project Process and Traffic Regulation Order (TRO) process associated with the delivery of any transport scheme associated with the Bus Priority Infrastructure Plan.

Reason for Recommendations

43. To achieve the Vision for bus set out in the White Paper for Transport 2020.
44. To realise the 'Big Moves' in the wider Bus Strategy for Cardiff, with particular emphasis on supporting Big Moves 1-3 which relate to the delivery of bus infrastructure and priority.
45. A Bus Priority Infrastructure Plan would be a major step forward for the transport network in Cardiff. It would contribute significantly to making buses a more attractive option for travel.
46. To place bus journey quality and the end-to-end user experience at the heart of future transport projects.
47. To prioritise a core set of six bus corridors for infrastructure improvements – subject to further assessment.
48. To enable the Transport Team to move forward with the development of bus priority projects on those routes and to form an associated delivery programme.

Financial Implications

49. The report seeks approval for the Bus Priority Strategy focusing on bus priority infrastructure and as detailed in Appendix 1. It also seeks approval for delegation to the Director of Planning, Transport and Environment to proceed with the development of a programme of bus projects.

50. The financial implications of the implementation of the Bus Priority Strategy and the proposed interventions are not identified at this stage and will need to be subject to the development of detailed project delivery programmes and confirmation of related funding sources.
51. The Strategy as set out is not affordable within existing Council budget allocations and will only be deliverable if additional external funding is secured. All projects will need to have identified and confirmed funding sources with external funding and S106 contributions maximised to ensure no further Council contribution.

Legal Implications

52. The report recommends the approval of a draft Bus Priority Plan in accordance with the 2021 Bus Strategy.
53. In developing the plan and implementing the same:
 - (i) detailed legal advice should be taken/sought on each of the proposals and their achievability given any legal constraints.
 - (ii) the Council needs to be mindful, as the owner (sole shareholder) of a municipal bus company, of its duties under the Transport Act 1985 and the need to ensure there is no distortion of competition and that any opportunities are open to all operators providing bus/transport services.
 - (iii) where third party funding is to be relied upon to implement the plan, the Council needs to be satisfied that the conditions attached to such funding can be met.
54. The report refers to a public consultation exercise being undertaken in relation to the draft Bus Priority Plan. It should be noted that any consultation and engagement must:
 - (a) be carried out when the proposal is at a formative stage
 - (b) consultees must be given sufficient information to understand the project and to respond
 - (c) consultees must be given sufficient time to respond and
 - (d) responses must be conscientiously taken into account when finalising the relevant decision, as a consultation exercise gives rise to the legitimate expectation that due regard will be given to the outcome of the consultation, in determining the way forward .
55. It should be noted that Legal Services have not received a copy of the final version of the draft Bus Priority Plan 2023 document annexed to this report, so have been unable to consider the same - but it is understood from the body of this report that the aforementioned plan contains a number of initiatives that aim to improve bus services.

56. In considering the recommendations contained within the report and in developing the plan and various projects/policies, regard should be given, amongst other matters, to the following general legal requirements:

Equality Requirements

57. The Council's duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a). Age,(b) Gender reassignment (c) Sex (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation (i) Religion or belief – including lack of belief.
58. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers ([WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 \(gov.wales\)](#)) and must be able to demonstrate how it has discharged its duty.
59. An Equalities Impact Assessment aims to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment (**Appendix 3**).

Well-being of Future Generations (Wales) Act 2015

60. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
61. In discharging its duties under the Act, the Council has set, and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
62. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take

account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- look to the long term
- focus on prevention by understanding the root causes of problems
- deliver an integrated approach to achieving the 7 national well-being goals
- work in collaboration with others to find shared sustainable solutions
- involve people from all sections of the community in the decisions which affect them

63. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below:

<http://gov.wales/topics/people-and-communities/people/futuregenerations-act/statutory-guidance/?lang=en>

General

64. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.
65. The decision maker should be satisfied that the decision is in accordance with the financial and budgetary policy.
66. All decisions taken by or on behalf the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Council Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances

HR Implications

67. There are no HR Implications for this report.

Property Implications

68. There are no Property Implications for this report.

RECOMMENDATIONS

Cabinet is recommended to:

1. approve of the draft Bus Priority Infrastructure Plan document, as set out in Appendix 1.
2. approve the commencement of a public consultation on the Bus Priority Infrastructure Plan.
3. delegate authority to the Director of Transport, Planning and Environment in conjunction with the Cabinet Member for Strategic Planning & Transport to make minor amendments to the Bus Priority Infrastructure Plan and formulate a programme of deliverable bus priority projects and relevant engagement with key stakeholders, and to move forward with the delivery of those key projects.
4. note that all related transport project deliverables included in, and/or produced from the Bus Priority Infrastructure Plan will be subject to successful funding bids, public consultation, design feasibility, assessments (including Equalities Impact Assessments EQIA) and Traffic Regulation Orders (TROs).

SENIOR RESPONSIBLE OFFICER	Andrew Gregory Director of Planning, Transport & Environment
	15 March 2024

The following appendices are attached:

- Appendix 1 Bus Priority Infrastructure Plan 2024
- Appendix 2 Corridor Improvements (high level options)
- Appendix 3 Equalities Impact Assessment
- Appendix 4 Exempt Legal Implications

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Cardiff Bus Priority Plan

2024 - 2030

Cardiff Council

February 2024

Quality information

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Revision History

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Table of Contents

1.	Our Ambition for Bus Travel.....	1
2.	Current Situation.....	4
3.	Our Plan.....	5
4.	User focused approach to investment in bus infrastructure.....	11
5.	Delivering our Ambition.....	14
6.	Objectives.....	17
7.	Summary and Conclusions.....	17

Tables

Table 1 – Bus Improvements in the Local Development Plan.....	1
Table 2 – Scheduled Coach Services to / from Cardiff operated by National Express & Megabus.....	10
Table 3 – Bus Stops and their Distance from Cardiff Coach Station.....	10
Table 4 – Gold standard bus service characteristics.....	11
Table 5 – Bus Priority Interventions Playbook.....	13
Table 6 – Strategic Bus Corridors.....	14
Table 7 – Key Bus Priority Junctions.....	15
Table 8 – Bus Priority Plan Objectives.....	17

1. Our Ambition for Bus Travel

Bus is a vital component of the wider sustainable travel offer and Cardiff Council commits to implementing priority measures to make bus more attractive and the travel mode of choice. This plan sets out the immediate infrastructure priorities needed to support our ambition for fast, reliable and attractive bus services aligned with the bus vision in the Council’s Transport White Paper and, in partnership with the bus companies and other stakeholders, to build bus patronage back to pre-pandemic levels and to increase bus’s mode share. It also considers facilities for scheduled coach services that provide people with direct, express services to and from the city. The plan focuses on user experience and provides a framework to guide resource allocation and funding applications. The Bus Priority Plan closely aligns with our Transport White Paper and seeks to address the bus infrastructure elements of the nine-point Draft Bus Strategy consulted on in 2021. Llwybr Newydd, the Transport Strategy for Wales and the more detailed bus vision set out in Bws Cymru, as well as Cardiff Council’s One Planet Cardiff, and the Local Development Plan are other key strategic documents informing this plan.

Cardiff’s Transport White Paper:
Transport Vision to 2030

Changing how
we move around
a growing city



This document is available in Welsh /
Mae'r ddogfen hon ar gael yn Gymraeg



Our **Transport White Paper**: Transport Vision to 2030 outlines the need for change in the way people move around Cardiff and responds to the climate emergency, improve air quality, support healthy and safer communities. It identifies funding to invest in public transport initiatives.

The Vision identifies the following key actions for bus services to “*Connect Cardiff with the region with frequent, affordable, modern buses and quick and easy interchange to other transport modes*”:

- Create **seamless connections** between buses, trains, trams, and other travel modes.
- Introduce **bus priority** measures, such as bus priority corridors and dedicated bus lanes.
- **Improve reliability** of bus services.
- Provide **real time information**, accessible for everyone.
- Introduce **SMART and contactless ticketing** systems
- Ensure **fairer fares**.
- Move to a **low-emission** public transport network.
- Promote **sustainable** travel options.

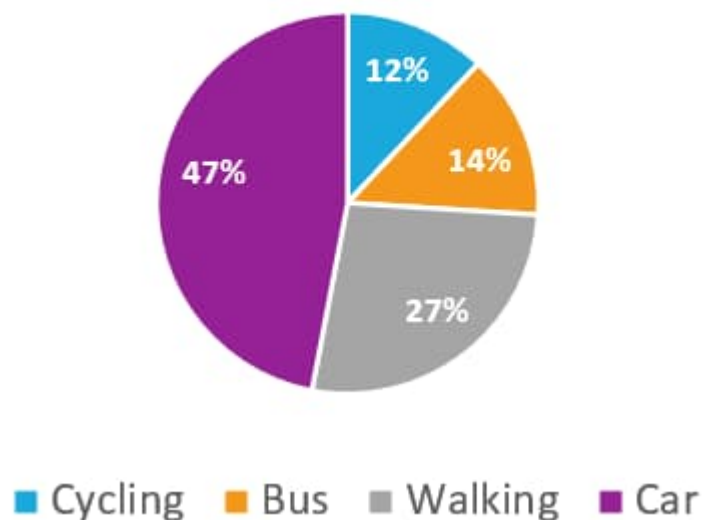




The White Paper sets out our ambition for sustainable travel and what that means for bus travel:

These ambitions remain valid however, the Covid 19 pandemic changed people’s travel habits and bus travel was particularly hard hit with the numbers of people travelling by bus still being 10-20% below the pre-pandemic levels. Bus patronage performance levels will be monitored regularly throughout the period to 2030. Current mode share estimates for Cardiff are shown below:

2022 % Mode Share



Nine Point Draft Bus Strategy 2021. Cardiff Council consulted on a draft bus strategy in October 2021. This set out a nine-point strategy to improve bus services for residents and commuters. The nine-point draft strategy included:

1. *Completion of Planned Major Capital Infrastructure:* This involves the completion of the Central Bus Interchange and building three Transport Interchanges at Waungron Road in Fairwater, Parkway Station in St Mellons, and at the University Hospital of Wales in Heath. A new park and ride facility will also be built off the M4 at junction 33 and options will be explored for another interchange facility at Junction 32 to displace traffic off the A470.
2. *New Bus priority 'smart' corridors:* Several 'smart' bus corridors have been identified, including a cross-city route and a possible orbital route to a wider range of destinations without needing to travel into the city centre to go from one side of the city to the other. Services would be more frequent, using electric-powered buses in inner city areas or in areas where there are existing air-quality issues, with quality facilities available on-board for customers to use, and improved information available at bus stops.
3. *City centre package:* As well as the completion of the Central Interchange, further plans involve the creation of a number of transport hubs around the city, so that customers can interchange between train, bus, cycling and walking. There will be a clear prioritised 'city centre loop' for buses, well-located bus stops and facilities for customers to use.
4. *Integrating with the Metro, integrated ticketing and clear information for customers:* These plans include delivering a single, integrated ticket that can be used on trains and with different bus companies. This will make it easier for people to interchange between train, bus and active travel. The council will continue to develop segregated cycleways and deliver improvements to footways. Signage and on-street information will also be improved so that people can understand how they can move around the city by interchanging between different modes of travel.
5. *Integrated affordable fares:* To ensure travel by bus is appealing, the price structure has to be correct and may require prices to be capped. A review will be carried out to establish a single fare structure, including looking at £1 fares and off-peak reductions. It is important that tickets can be transferred so they can be used on services, regardless of the company that operates the bus route.
6. *Review on the governance and funding for the bus network:* This involves the long-term options of integrating bus networks, including looking at franchising and partnerships that could arise in the future through Welsh Government legislation.
7. *Creating a better customer service:* Ensuring that buses deliver a high level of comfort and are digitally connected for customers to make bus travel a more enjoyable experience.
8. *Low emission/zero carbon fleet:* Increasing the number of zero carbon buses into the bus fleet at a faster rate. Further analysis will also take place on the

whole system costs and benefits of electric buses compared with diesel-powered buses which can be used for funding bids.

9. *Integration of school transport:* The plans include making school transport cheaper and easier to use for all school children, while meeting all statutory requirements for children entitled to free bus travel. This will also involve closer integration between travel by bus and active travel plans that have or are being developed in each school.

Consultation responses indicated that the main barriers to using buses in Cardiff are ‘unpredictable journey times’; buses not available at the times people need them; and the journey taking too long. All agreed that each of the nine-points highlighted in the draft strategy was important. Respondents indicated that integrated and attractive fares was an important factor. Correspondingly, more reliable services were seen as the most likely reason to encourage bus use, followed by more frequent services, cheaper fares, and integrated ticketing. Improved infrastructure, including electric buses, dedicated bus lanes, passenger information and measures to prevent buses being stuck in traffic congestion were measures supported by three-quarters of respondents.

Considering these comments, the slow recovery to pre-covid levels of bus patronage, and the need to ensure bus provides an attractive and sustainable travel choice, Cardiff Council have prepared a medium-term bus infrastructure plan to inform investment over the next 5-7 years (2024 – 2030). This will focus on highway infrastructure priority measures on the core bus network to facilitate fast, reliable and more attractive bus services.

Llywbr Newydd



The key aim of the strategy is to achieve a clear shift away from the private car use to more sustainable modes for most journeys. The Welsh Government will do this by making sustainable transport more attractive, affordable, and easier to use. The new approach seeks to upgrade and maintain current infrastructure, with the Sustainable Transport Hierarchy informing decision making process around new transport infrastructure.

By 2040 the vision is for:

- Faster, more reliable network of bus routes
- Bus services and facilities are accessible, attractive and safe for everyone.
- More people replace car journeys with buses.
- All buses are zero tailpipe emissions
- High quality, flexible and reliable bus services get people to where they want to go, when they want to get there and integrate with other services.
- Wales is a centre for innovative technology that helped reduce emissions from buses.
- Better strategic decision-making at national and regional level
- Better real time information and integrated, smart ticketing helps people travel confidently across different modes of transport.



The **Bws Cymru** vision is for ““A stable and coherent network of bus services that are fully integrated with other modes of public transport, that are reliable, affordable, flexible, easy to use, low-carbon and that encourage more people to use the bus, rather than their cars.” The desire of the strategy is to create a bus system that has passengers as its focus. An approach summarised as **‘One Network, One Timetable, One Ticket’**.



The challenges identified, include:

- Public opinion of buses (too expensive, too unreliable, and too infrequent).
- Current fares and ticketing system – considered confusing and complex, especially if changing to other bus services or mode.
- Lack of coordination between bus timetables and other transport modes.
- On-street parking and footway parking, restricting access to bus stops.

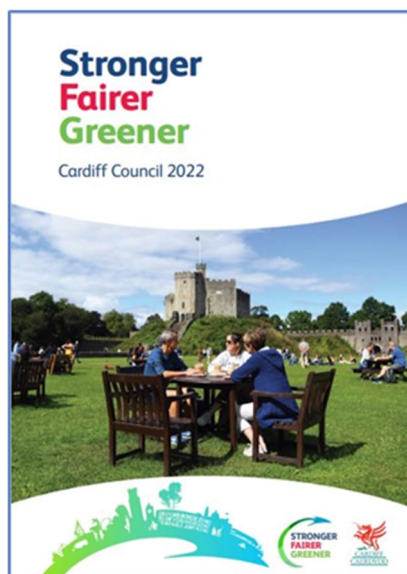
The vision identifies four delivery themes:

- Delivering Together
- Better Integrated
- Buses for Everyone
- Long-Term Planning

Bus Cymru will contribute to the following outcomes:

- There will be increases in the coverage, frequency, and reliability of bus services with improved passenger satisfaction.
- Bus services will be accessible, available, and affordable to all members of society, regardless of their background.
- The quality of the bus fleet will continue to be improved with modern, sustainable, low carbon / zero emission vehicles.
- Services will operate more efficiently, with improvements to bus-related infrastructure and integration, new developments, and other transport modes to create an improved passenger experience.
- Bus services will be simple to use, easier to understand, safe and integrated with other forms of transport, particularly rail and active travel.
- Bus service information will be accurate, consistent and up to date across all channels to enable intelligent journey planning.
- Bus-related professions will be more attractive to applicant with customer focus at their heart.
- Local transport authorities, CJsCs and Transport for Wales are given support to enable them to make long-lasting improvements to local bus services.

Bws Cymru sets an overall target of 45% of journeys to be taken by sustainable modes by 2040. It requires each local Authority to produce a bus action plan. This Medium-Term Plan for bus infrastructure is intended to form part of Cardiff Council's Bus Action Plan.



Stronger Fairer Greener are the themes that have defined the work of the Council over the past decade, and they will be at the heart of everything we do over the next five years.

A stronger city, with an economy creating and sustaining well-paid jobs, with an education system that helps our young people reach their potential, with good, affordable housing in safe, confident and empowered communities, all supported by well resourced, efficient public services.

A fairer city, where the opportunities of living in Cardiff can be enjoyed by everyone, whatever their background, where those suffering the effects of poverty are protected and supported, where a fair day's work receives a fair day's pay, and where every citizen is valued and feels valued.



A greener city which, through our ‘**One Planet Cardiff**’ programme, takes a lead on responding to the climate emergency, which celebrates and nurtures biodiversity, with high-quality open spaces within easy reach for rest and play which are connected by convenient, accessible, safe sustainable transport options.

Our ambition for transport is to fundamentally transform the way people move around the city, reducing the dependency on private cars whilst making it easier, safer and cheaper for people to walk, cycle or use public transport. This will mean more bike lanes, bus lanes, and 20mph roads, new metro stations and routes, and a commitment to new low-cost bus fares. This will all make a decisive contribution to tackling the climate emergency, addressing inequality and promoting inclusive economic growth.

The roll-out of 20mph zones and related activities has delivered new cycleways, new electric buses and created a safer environment for pedestrians and cyclists across the city.

Our transformative transport agenda will change how people move around the city, by making it easier, safer, healthier, and cheaper to use active travel and public transport.

Cardiff Local Development Plan 2006 - 2026

Cardiff Council are currently replacing the 2006 – 2026 Local Development Plan (LDP) to extend to 2036. The LDP recognises that buses form the central element of the city’s strategic public transport network. However, 80% of daily inbound commuter journeys to Cardiff are by car, creating congestion, making bus journeys longer and less reliable. The LDP seeks to address these issues through bus corridor enhancements and integration with the wider transport network, including local walking and cycling routes.

The extant plan identifies measures to improve bus services, as shown in Table 1.

Table 1 – Bus Improvements in the Local Development Plan

Location	Improvements
Cardiff Central Enterprise Zone	<ul style="list-style-type: none"> Improvements to walking and cycling and “improving existing bus routes and services including bus priority measures between the site, Cardiff Bay and other parts of the city”
North-West Cardiff	<ul style="list-style-type: none"> Off-site infrastructure including bus priority measures to develop bus-based Rapid Transit Corridors integrating with the site, the Western Bus Corridor and other routes within the North-West Rapid Transit Corridor. Off-site infrastructure including bus priority enhancements on the Western Bus Corridor and measures to improve linkages into Rhondda Cynon Taf. Extend bus networks and increase the frequency and reliability of services to serve the site with public transport options for a wide range of journeys including a combination of limited stop and local bus services.
North of Junction 33 on M4	<ul style="list-style-type: none"> Provision of new bus-based Rapid Transit Corridors through the site North of Junction 33 linking directly to the Western Bus Corridor. Off-site infrastructure including bus priority measures to develop bus-based Rapid Transit Corridors integrating with the site, the Western Bus Corridor and other routes within the North-West Rapid Transit Corridor. “Off-site infrastructure including bus priority enhancements on the Western Bus Corridor and measures to improve linkages into Rhondda Cynon Taf” “Extend bus networks and increase the frequency and reliability of services to serve the site with public transport options for a wide range of journeys including a combination of limited stop and local bus services”. “Strategic Park and Ride facility North of Junction 33 linked to the Rapid Transit Corridor and public transport node including Bus Gate to provide priority for public transport and limit unauthorised access by car to Junction 33” Rapid transit corridors within the site will be bus based. Provide bus priority measures at appropriate locations to avoid buses queuing.
North-East Cardiff	<ul style="list-style-type: none"> “Off-site infrastructure including bus priority measures to develop bus-based Rapid Transit Corridors integrating with the site, the Eastern/Northern Bus Corridors and other routes within the North-Eastern Rapid Transit Corridor”. “Off-site enhancements including bus priority measures to the Eastern/Northern Bus Corridor”. “Extend bus networks and increase the frequency and reliability of services”. Provide bus priority measures at appropriate locations to avoid buses queuing
East of Pontprennau Link Road	<ul style="list-style-type: none"> “Provision of new bus-based Rapid Transit Corridors through the site including links to the Local Centre and provision of Bus Gates at St Mellons Road at the north-western edge of the site and Bridge Road to the south-east of the site” “Off-site infrastructure including bus priority measures to develop bus-based Rapid Transit Corridors”. “Extend bus networks and increase the frequency and reliability of services”. “Provide a bus-only route along Bridge Road”

Source: <https://www.cardiffldp.co.uk/wp-content/uploads/Final-Adopted-Local-Development-Plan-English.pdf>

The Plan additionally identifies improvements to the following city centre bus routes:

- Eastern Bus Corridor (A48, A4232 from the A48 to Junction 30 of the M4 Motorway, A48M Trunk Road, Southern Way and A4161 Newport Road)
- Northern Bus Corridor (A470 North Road/ Manor Way and A469 Caerphilly Road/A470 Trunk Road to the County Boundary)
- Western Bus Corridor (Cowbridge Road, A48, A4055 Cardiff Road; A4119 Llantrisant Road from the County Boundary to Cowbridge Road and A4232 Trunk Road from Culverhouse Cross to Junction 33 of the M4 Motorway)
- Southern Bus Corridor (Lloyd George Avenue, Lloyd George Avenue to the County Boundary via A4232 and Cogan Spur and via the Cardiff Barrage).

The LDP highlights car park pricing, traffic and parking enforcement, expansion of local bus networks, and improving interchange between bus services and other modes as key infrastructure measures to support increased bus use. It also recognises the role of behaviour change and complementary measures to make sustainable travel, including bus travel, a more attractive choice.

Metro is a proposed new transport system to provide joined-up services using trains, buses and light rail to transform the way we travel around Cardiff Capital region. The network will grow through new services, routes and stations to provide high frequency, ‘turn up and go’ services with seamless integration between bus, rail and light rail and good cycle and walking connections. Achievement of a doubling in the numbers travelling by bus by 2030 will, in part, be through the **Cardiff Metro Vision and investment programme**.

Cardiff's Transport Vision



This medium-term infrastructure plan will complement the Metro programme, targeting the highest bus patronage routes for bus priority measures.

20-minute neighbourhoods and 20 mph streets.



The approach to 20-minute neighbourhoods and 20mph streets has also been considered here.

These seek to deliver compact, well-connected places with access to schools, shops, and leisure facilities, so reducing the need to travel and promoting improved physical and mental health and well-being.

The 20 mph streets legislation for residential streets applies across Wales to ‘restricted’ or residential roads to improve health and well-being, improve the local and global environmental, reduce the number of serious road traffic accidents and provide people with more opportunities to walk and cycle to local destinations. Cardiff Council has worked closely with the bus operators to define the 20mph network and identify those key corridors to remain as 30mph.



Park and Ride and Mobility Hubs

Currently, Cardiff has a free park and ride service to take people to and from the University of Wales Hospital. A shopper’s park and ride is available at the County Hall at weekends and bank holidays. Other Park and Ride services are made available for major events held at the Principality Stadium and elsewhere in the city. Cardiff Council will continue to review the requirement for Park and Ride, in collaboration with rail and bus operators and Transport for Wales.

Mobility Hubs are locations offering opportunities for interchange between travel modes within the city. The offer will differ in different locations in terms of the mix of services offered but could include bus, rail, cycle and scooter hire, as well as electric vehicle charging facilities and car share. Their role is to provide convenient and flexible opportunities to change between mode and provide opportunities to use hire scooters and bikes for short journeys. Cardiff Council will continue to explore the opportunities for mobility hubs to support our sustainable transport objectives and maximise the value of bus services.

Good Practice

In developing our overall approach in the bus infrastructure plan, we have considered evidence of good practice from elsewhere in the UK. For example, Brighton and Hove, who have identified key bus corridors for priority investment and defined five critical factors for success – prioritising road space for buses; improved waiting areas for passengers; real time information; Intelligent Transport Systems; and bus lane and traffic regulation enforcement. Corridors for bus priority and camera enforcement of bus lanes.

Nottingham has a Council-owned bus company alongside private operators and, through a bus partnership, has a long-standing park and ride offer, supported by extensive bus priority interventions on the key radial routes. This, together with city centre parking management, pro-active marketing and signage effectively managed

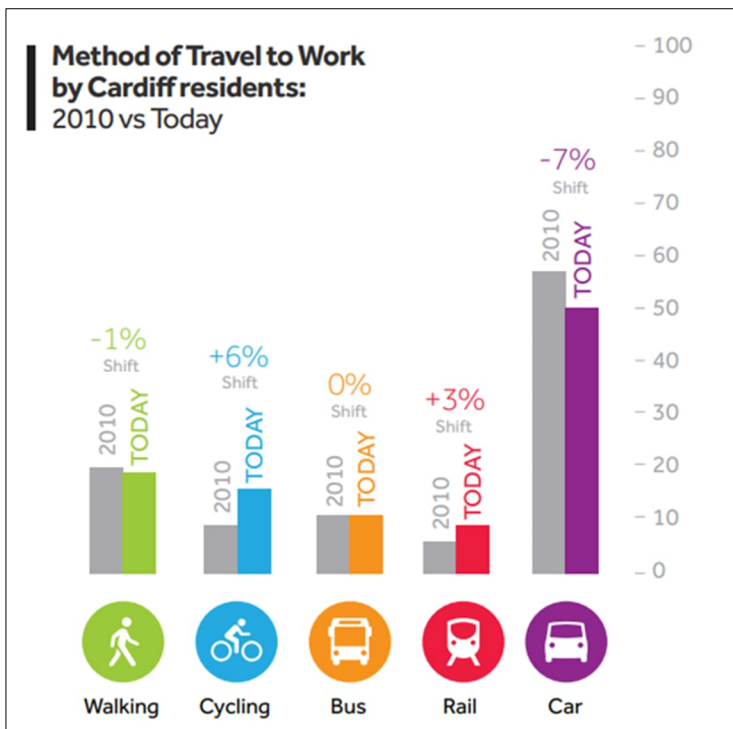
city centre access by general traffic whilst making the central area of the city a bus and tram-friendly area. Pre-Covid, more than 40% of all journeys into the city centre were by public transport.

2. Current Situation

Cardiff has a population of over 350,000 and has a population of 1.5 million living within a 45-minute drive time of the city. The city is expected to be one of the fastest growing cities in the UK and provides jobs and services for the wider south-east Wales. This growth needs to be underpinned by environmentally sustainable, modern rapid transit networks that provide fast and reliable connectivity within the city and between the city and the wider south-east Wales.

More people travel by bus in Cardiff than any other form of public transport. However, most commuters currently travel into and around the city by car. Bus patronage levels have declined across Wales since 2008 and has not recovered as well as other modes post-pandemic. This has reduced the commercial viability of some services and increased fares, which has meant a less attractive offer overall. (Source: Cardiff City Council Bus Strategy Technical Report: June 2021, Sterling Transport Consultancy)

To manage the travel demand in line with our climate emergency, low carbon and equality objectives and maintain a viable transportation network, we need to invest in more sustainable modes of travel.



3. Our Plan

We propose to grow bus patronage and increased mode share through a multi-modal approach that positively manages the highway network to provide bus priority and reduce congestion and that is aligned with the active travel measures, metro proposals and supports general traffic access.

Our objectives for the medium-term plan are:

1. Faster and more reliable bus services
2. Attract more funding for bus priority measures
3. More accessible services that are easier to use
4. Better integration between bus services and with rail, light rail and bus.
5. Bus routes and stops designed to complement walking and cycling facilities
6. More accessible and real time information to make journey planning easier

We recognise that there is limited highway space, and all modes cannot be prioritised on all routes. Therefore, the approach we are taking is to identify the **Core Bus Network** that carries 80% of all bus passengers and **congestion hot spots** where the impact on bus reliability is significant. Bus will take priority over other modes at these locations to maintain a fast, safe, and reliable service.

Core Bus Network

Our medium-term bus infrastructure plan focuses investment on the most congested sections of those routes that collectively carry approximately 80% of all bus passengers in the city. These will form **the Core Bus Network**. Beyond these, several **Key Junctions** have been identified as locations where bus services experience significant delay and will be a focus for bus priority intervention. The type of measures to be considered along the Core Bus Network and Key Junctions will include dedicated bus lanes, bus gates and traffic signal priority to ensure service punctuality and reliability.

There is also an extensive **city centre programme** of bus priority measures and transport interchange investments underway that complement the bus network measures contained within this medium-term plan.

Secondary Bus Network

Other routes that carry significant passengers and which connect key destinations are identified as a **secondary bus network**. These will be considered for more modest priority interventions, including signal priority at junctions, passenger information and improved waiting facilities and passenger information. Many of these services start or end in the city centre and would also benefit from many of the priority measures implemented on the core bus network.

The Core and Secondary routes, together with **key junctions**, are identified in **Figure 1 and Figure 2** shows numbered core bus routes and key junctions.

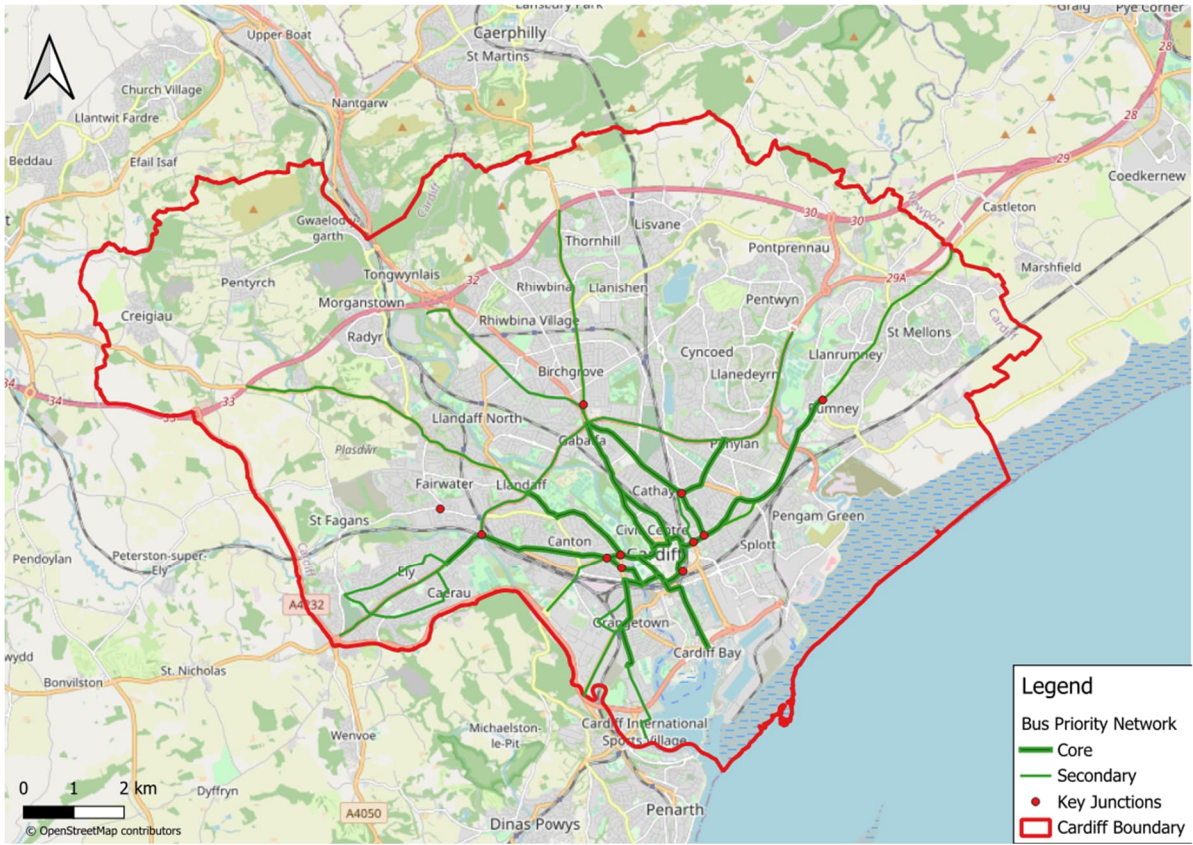


Figure 1 – Bus Network, showing Core & Secondary Network with Key Junctions

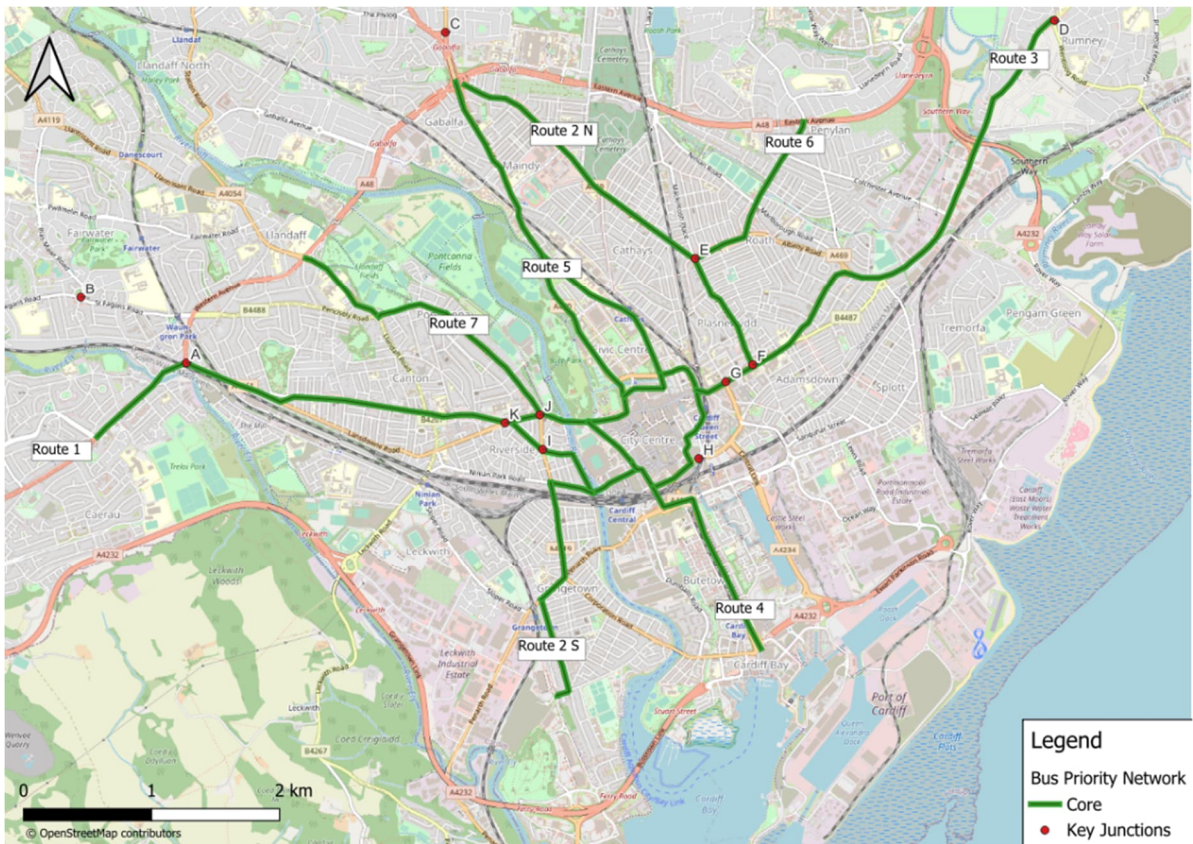


Figure 2– Core Bus Routes and Key Junctions

Local Bus Network

Beyond the core and secondary bus network, investment on the remaining, **local bus network**, would focus on waiting facilities, passenger information and treatment of the environs to support pedestrian and cycle access to bus stops and shelters.

Those routes where we have aspirations for cycle priority measures are set out in **Figure 3**. Here bus priority infrastructure would be considered secondary to cycle measures.

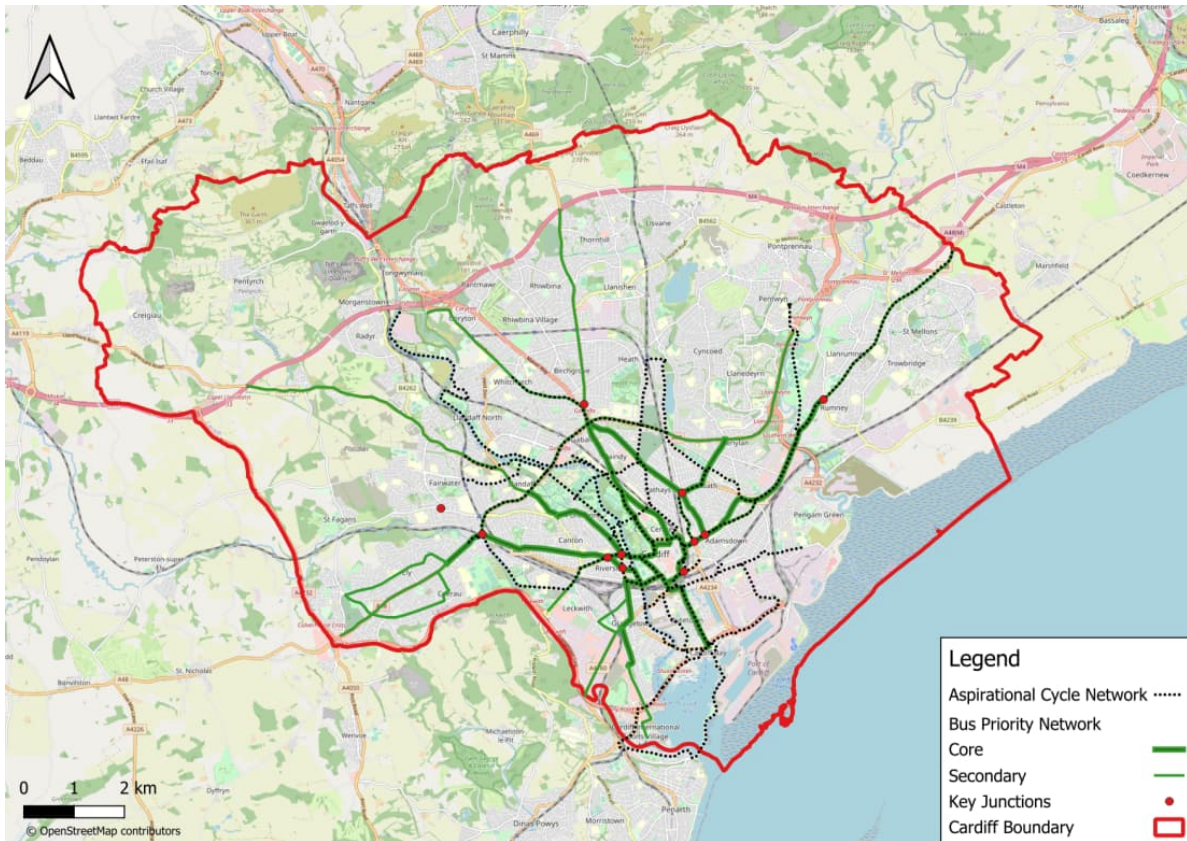


Figure 3 – Cycle Network and Bus Priority Network

A new wayfinding strategy is being prepared that identifies those routes that will prioritise general traffic. This includes routes to car parks and key destinations, and routes for freight and servicing required by the retail, commercial and employment businesses. These are shown in **Figure 4**.

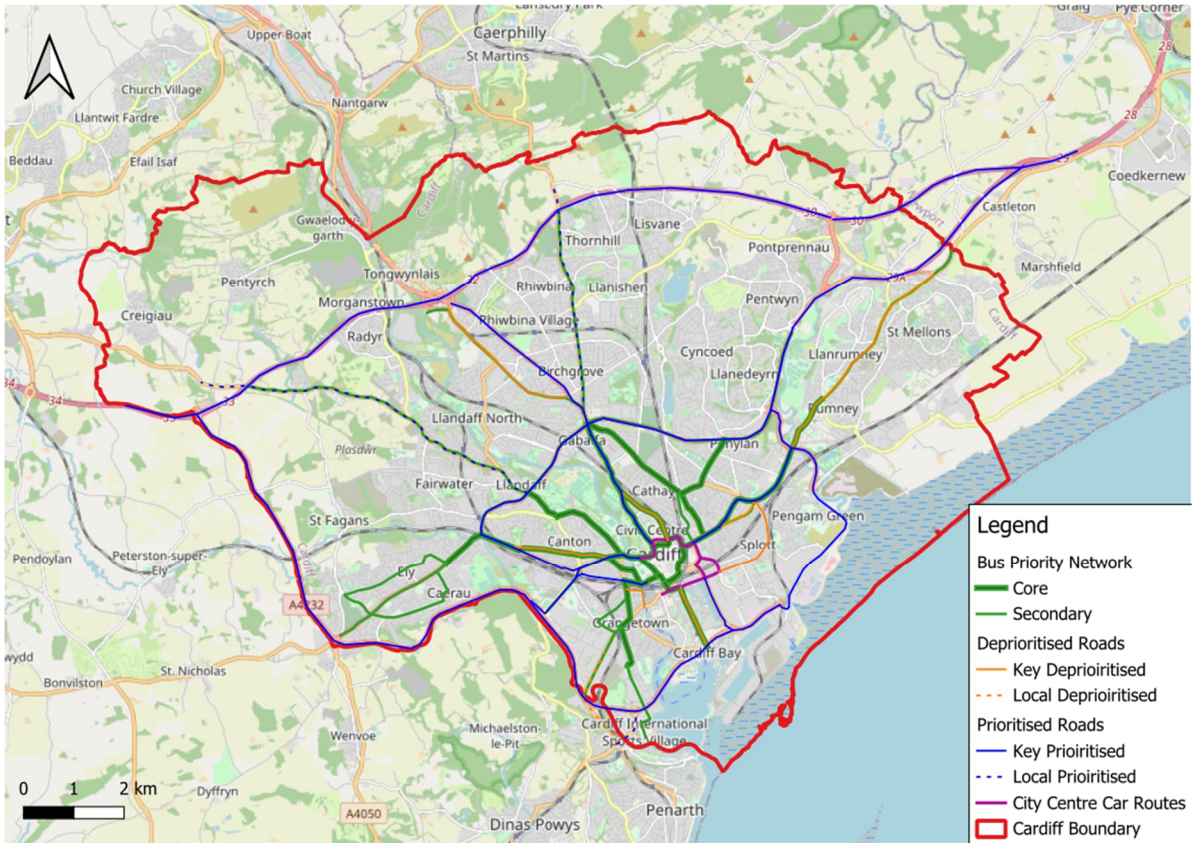


Figure 4 – Prioritised Routes for General Traffic and Bus Priority Network

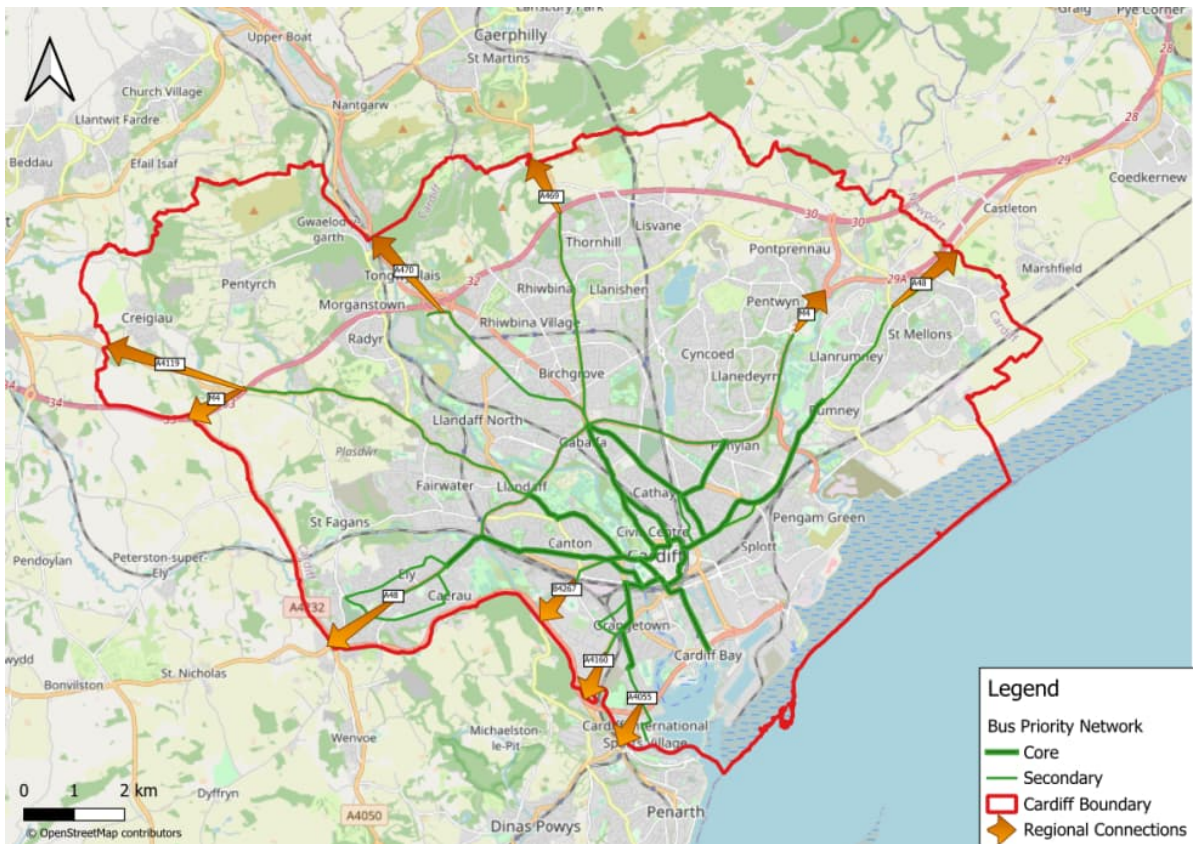


Figure 5 – Wider Cardiff City Region context

Rail Connectivity and Bus Interchange

The interchange and connectivity between local bus and rail is a focus for the transformative Cardiff Capital Region Metro investment in regional rail-based rapid transit. Building on the investment into the city centre bus station and redevelopment around Cardiff Central Station to create a regional transport hub, we will identify opportunities to enhance Bus Infrastructure along the Core and Secondary Bus Corridors in the vicinity of Cardiff’s suburban rail stations to enhance interchange. Consideration will also be given to the routing of buses in relation to the rail services to minimise duplication of services along some corridors and to ensure good quality links between railway stations and key destinations are provided.

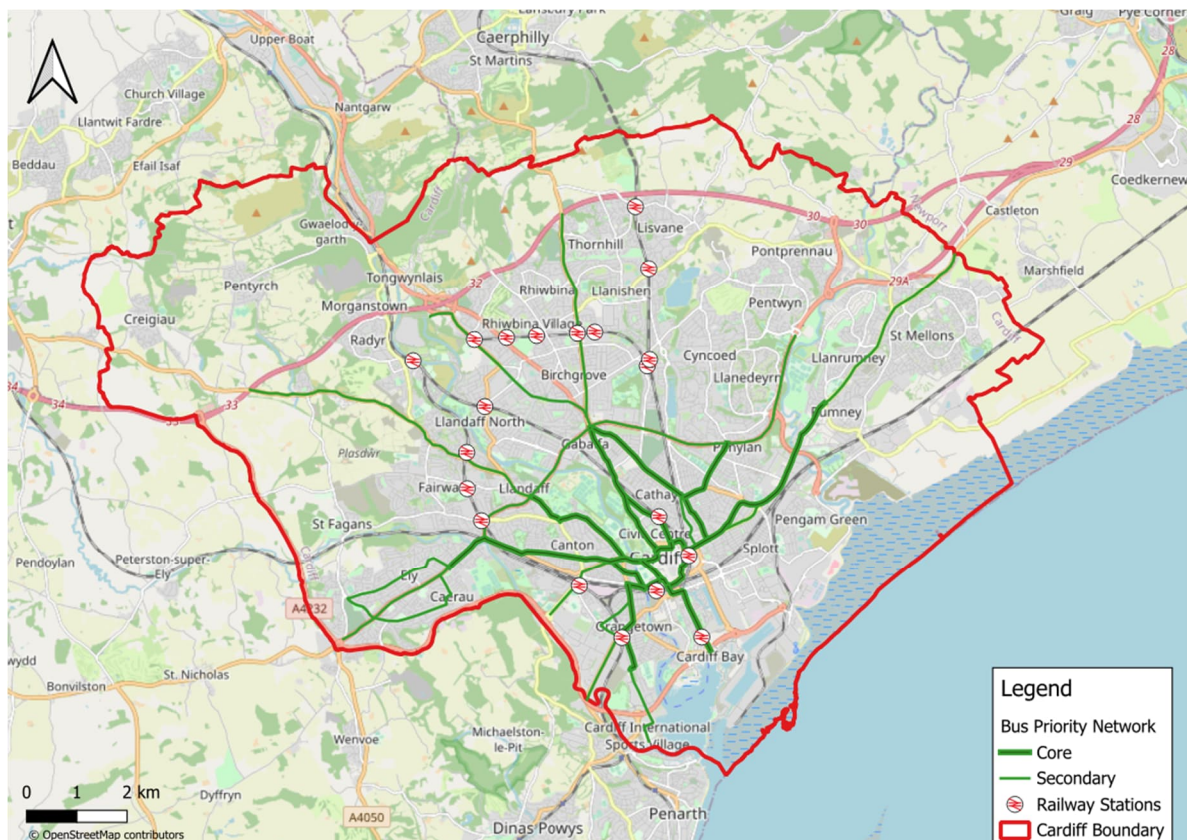


Figure 6 – Railway Stations and Bus Priority Network

Scheduled Coach Services

We recognise the importance of scheduled coach services to provide long-distance, cost-effective, and sustainable services and the need for Cardiff City to provide appropriate infrastructure to support passengers and interchange with other modes. Cardiff Coach Station is located in Sophia Gardens and, together with the coach stops at Cardiff Castle and Cardiff University, provide the main locations for pick up and drop of for scheduled coach services. The bus priority facilities can be used by coaches providing benefits around reliability and speed to those services also. The two main companies who operate scheduled services are the National Express and Megabus. **Table 2** identifies the cities served.

Table 2 – Scheduled Coach Services to / from Cardiff operated by National Express & Megabus

National Express	Megabus
Gatwick	London
Heathrow	Heathrow
London	Birmingham
Birmingham	Bristol
Bristol	Glasgow
Swansea	Manchester
	Leeds

Source: <https://www.nationalexpress.com/en/destinations/cardiff>

Source: <https://uk.megabus.com/city-guides/cardiff>

The current facilities at Cardiff Coach Station include:

- Waiting facilities.
- Toilet facilities.
- Automated ticket machines.
- Pay and display car park.

**Figure 7 – Cardiff Coach Station**

There are a number of bus stops located near the Coach Station, shown in Table 3. The first bus that stops near the coach station arrives at 05:14am and the last arrives at 00:19am, providing access to the coach station via bus for around 19 hours per day. Cardiff Central Train Station is located a 15-minute walk away. The Metro investment programme includes consideration of a direct bus service from the Coach Station to Cardiff Central Railway Station.

Table 3 – Bus Stops and their Distance from Cardiff Coach Station

Bus Stop	Walking Distance
Talbot Street, Pontcanna	5 minutes
Sophia Gardens, Pontcanna	5 minutes
St Davids Hospital, Riverside	7 minutes
Neville Street, Riverside	9 minutes
Corbett Road, Cathays Park	9 minutes
Dispenser Gardens, Riverside	9 minutes
College Road, Cathays Park	10 minutes

Bus Services for new development and growing communities

Experience has shown that the introduction of new bus services does not generate significant new patronage, despite considerable investment and effort. What has been more successful is to extend and improve existing bus routes to serve new communities and destinations. Consideration will also be given to improving access to those existing services with better pedestrian and active travel routes. We will work with bus operators and developers to secure investment to the optimum solution in each case and ensure new development is well-served by public transport and active travel.

4. User focused approach to investment in bus infrastructure

We are taking a **user-focused approach** to our investment in bus infrastructure and priority measures that will focus on the journey quality. All aspects of the bus journey will be considered for improvement, but passengers need to be at the heart of bus services and “priority” needs to consider their end-to-end trip not just the time on the bus. Hence investment is needed on cycling and walking routes to the stops; accurate and accessible bus service information; affordable and easily understood fares; and high quality, safe and comfortable waiting facilities, as well as investment in the vehicles and bus priority infrastructure. This approach is about more than just bus lanes as a range of measures and changes can improve that overall user journey.

The objective of providing **bus priority infrastructure** is to enable the bus to operate in a quick, reliable and safe way, with minimum delay. Key characteristics of a ‘gold standard’ bus service are outlined in **Table 4**.

Table 4 – Gold standard bus service characteristics

‘Gold Standard’ Bus Service Characteristics	
<p>Safe, Accessible and Attractive</p> <ul style="list-style-type: none"> • Passenger focused rather than vehicle focused. • Customers feel safe. • Services accessible to all • Affordable. • Integrated with other modes. • Connections between Active Travel and Bus • Wifi / Digital Service for passengers. • Key destinations well-served by bus. 	<p>Passenger Confidence</p> <ul style="list-style-type: none"> • Stable and Coherent Services. • Reliable and efficient services. • Easy to use. • Well-Maintained infrastructure. • Real Time Information.
<p>Strategic Ambition</p> <ul style="list-style-type: none"> • Strong Political Support. • Mode share target for Public Transport to 33% by 2030. • Balanced multi-modal approach. • Ensuring future growth in bus services. • Commercially viable bus services. 	<p>Low Carbon and Sustainable</p> <ul style="list-style-type: none"> • Supports Clean Air – Electric and Low Emission Vehicles. • Technology used effectively on highway to prioritise bus. • A focus on Place-Making.

We have developed an **interventions toolkit** that will guide the type of bus priority measure to be considered. A summary of these is set out in **Table 5**. The toolkit is set out in full in a separate Technical Report.

This package of interventions seeks to improve passenger access to, and from bus stops, provide a quality stop or interchange with the bus, and then support a faster more reliable service.

Getting passengers to bus stops safely with improved pavements, or cycle facilities, and enabling crossing of roads close to stops is an important part of the trip. Bus stops themselves may need relocating to support better access and locating near key destinations. The bus stop itself needs to consider user needs with shelter, seating and information and provision of an accessible design that supports personal safety and security.

Bus stop location and spacing can also negatively impact bus journey time. This means ensuring stops are not too close leading to excessive bus stop/starting. Bus stop design and location should also minimise boarding and alighting times making it easy for passengers to get on and off, and for the bus to exit and re-enter the traffic stream.

In terms of the on-bus aspect of the journey securing quicker and more reliable services is not just about bus lanes. Different things that occur on the road can negatively impact the bus journey, and bus lanes cannot, either physically, or due to other constraints, be implemented everywhere. Thus, a tailored response dealing with different aspects of likely delay are included. For example, changes to parking and waiting restrictions to minimise stopped vehicles blocking the bus or causing congestion, improvements to traffic signal operation to ensure they are working correctly and adjusted to different traffic and other flow patterns are required.

Combining this package of measures and interventions outlined in the playbook will support bus improvements.

Table 5 – Bus Priority Interventions Playbook

Intervention	Types of Measures
Priority Lanes	<ul style="list-style-type: none"> • With-flow bus lanes operating different times/days • Contra-flow lanes • Managed / priority vehicle lanes allowing access by other vehicles e.g. freight • Segregated busways
Bus Restrictions	<ul style="list-style-type: none"> • Bus Gate • Bus only street
Kerbside Controls	<ul style="list-style-type: none"> • No waiting • No loading • Loading bays • Parking Restrictions – full-time and part-time restrictions • Inset parking/loading bays • Red Routes (linked to wayfinding and signing strategy)
Priority at Junctions	<ul style="list-style-type: none"> • Side road closures • Vehicle pathway turn bans • Turn ban exemptions for buses • Left turn except buses • Changing junction priority
Technology	<ul style="list-style-type: none"> • Traffic signal health checks and optimisation • Traffic signal priority – real time SVD/Bus detection • Pre-signals • UTMC Measures • ‘Virtual bus lanes’ and queue control • Payment Systems and SMART Ticketing • Real time service information
Bus Stops	<ul style="list-style-type: none"> • Redesign • Relocate • Remove and rationalise • Mobility Hubs / Interchange • Electrification
Passenger Safety and Access	<ul style="list-style-type: none"> • Access improvements and inclusive mobility measures – crossing facilities, pavement treatment • Personal security (CPTED/CCTV)
Wheeling and Buses	<ul style="list-style-type: none"> • Bus lanes and cycles • Bus stops and cycles • Complementary measures • Mobility Hubs
Other	<ul style="list-style-type: none"> • Enforcement of bus lanes and Traffic Regulation Orders (TRO) • Information – Real Time Passenger Behaviour Change Activities • Network Management including roadwork management and co-ordination • Ride Quality & Maintenance Regimes • Cashless & Integrated Ticketing • Demand Responsive Transport and bus priority

5. Delivering our Ambition

In order to deliver our ambitions for the bus network, a priority list of Strategic Bus Corridors and key junctions have been developed, following key stakeholder engagement. The Strategic Bus Corridors, made up of Core and Secondary routes are shown in **Figure 7** and their names are listed in **Table 6**. Improvements to these 6 routes will be targeted within the 2024 to 2030 timeframe.

Three concepts designs for Route 1 (Western Corridor), Route 2 North (University Hospital Wales to City Centre) and Route 2 South (International Sports Village to the City Centre) are included within the appendices to this plan. This illustrates the ambition and scale of the improvements which are sought, subject to funding and detailed design.

Table 6 – Strategic Bus Corridors

Strategic Bus Corridors	
Corridor 1	Western Bus Corridor
Corridor 2	UHW – International Sports Village Cross-City Bus Corridor
Corridor 3	Eastern Bus Corridor
Corridor 4	Southern Bus Corridor
Corridor 5	Northern Bus Corridor
Corridor 6	Roath – North-East Cardiff Bus Corridor



Figure 8 – Strategic Bus Corridors

Key bus priority junctions are identified in **Table 7**. The implementation programme will be subject to funding being secured. These have been developed by Cardiff Council in collaboration with key partners and stakeholders to deliver on our ambitions for bus travel and passenger growth. Each junction improvements are subject to further investigation and business case development.

Table 7 – Key Bus Priority Junctions

Key Junctions – Proposed Interventions	
A	A48 Cowbridge Road W / A4161 Cowbridge Road E / A48 Western Avenue
B	Saint Fagans Road / Fairwater Road
C	Merthyr Road / Caerphilly Road
D	B4487 Newport Road / Wentloog Road
E	Albany Road / City Road / Richmond Road / Crwys Road
F	Newport Road / City Road
G	Newport Road / West Grove
H	Bute Terrace/ Churchill Way / Adam St
I	Lower Cathedral Road / Neville St / Clare St
J	Cathedral Rd / Cowbridge Road E / Lower Cathedral
K	Cowbridge Road East / Wellington Street / Neville St

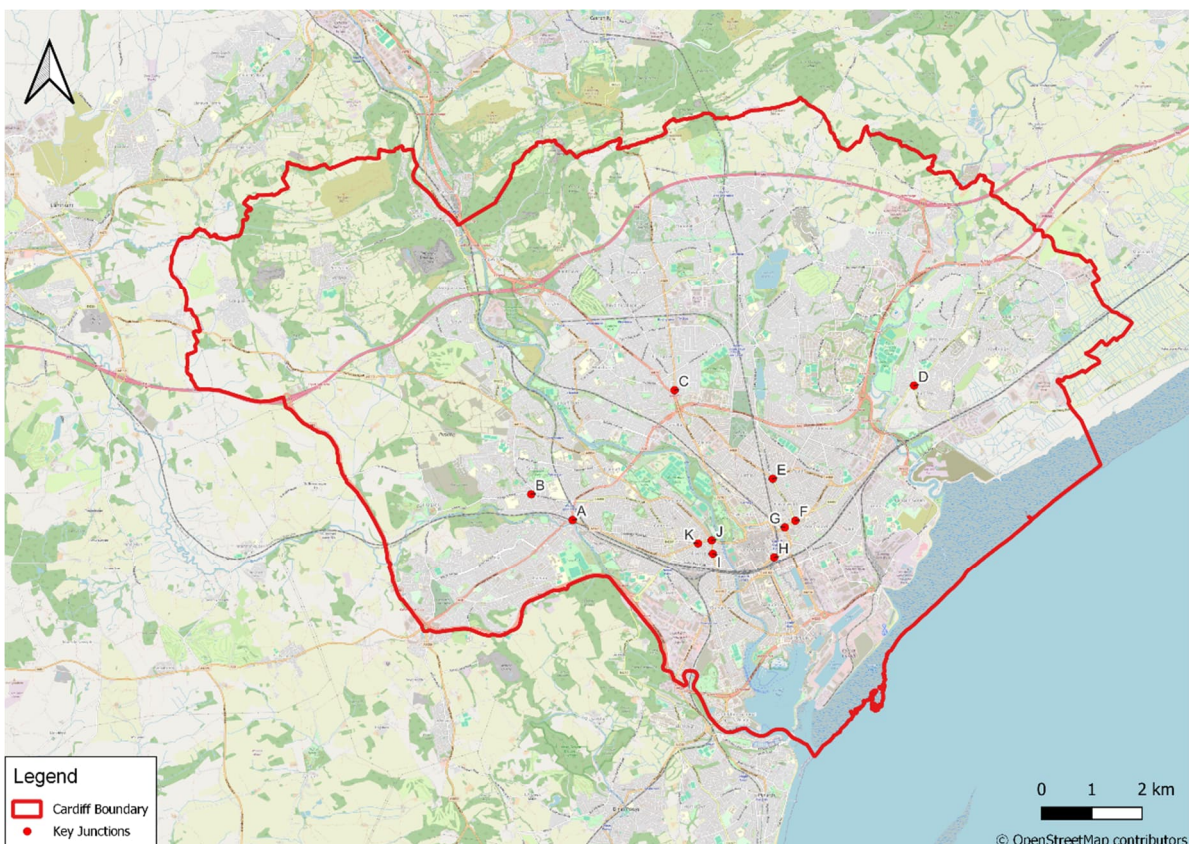


Figure 9 – Key Bus Priority Junctions

We will monitor the delivery of the plan, reporting annually to Cabinet and refine our approach to take on board updated objectives, lessons learnt from each scheme, best practice, and technology and design innovations.

Future Growth and Economic Development

Supporting the Bws Cymru Vision for long-term planning and the Cardiff Local Development Plan, a high quality, efficient and affordable bus network is seen as key to future economic growth.

The plan will be delivered in partnership with the South Wales Metro and ambitions for Active Travel to provide an integrated transport network, helping to unlock housing and employment opportunities across the Cardiff area. Providing an integrated plan with Active Travel supporting and enabling access to public transport will provide increased accessibility to a range of travel options for all users unlocking a key inhibitor to growth.

Our Bus Priority Plan is not a static vision and will evolve as opportunities present themselves. This may include further Strategic Bus Corridors and cross-city routes. There is also potential for new routes to provide better coverage and connectivity in the future. We will monitor future land use and employment proposals and consider changes as required to support good access for all to public transport.

Funding and Delivery Mechanisms

Cardiff Council will work closely and collaboratively with the Welsh Government, Transport for Wales and adjoining local authorities to maximise funding availability to support our bus priority and improvement programme. We will also work closely with bus operators and other key stakeholders to ensure the bus investment programme continues to develop and evolve to best meet our ambitions for bus travel and passenger growth.

6. Objectives

Objectives for the plan include:

Table 8 – Bus Priority Plan Objectives

Objective	Baseline Data	Measure
Faster and more reliable bus services	<ul style="list-style-type: none"> • Average Bus Speed on Core Bus Routes • Reliability measured as variation around mean 	<ul style="list-style-type: none"> • Speed after intervention • Variability in journey time
Attract more funding for bus priority measures		<ul style="list-style-type: none"> • Funding secured
More accessible services that are easier to use	<ul style="list-style-type: none"> • Number of fully accessible stops and shelters • Proximity of crossings and quality footways 	<ul style="list-style-type: none"> • Increase of accessible stops and shelters • Proximity of crossings
Better integration between bus services and with rail, light rail and bus.		<ul style="list-style-type: none"> • Investment at locations to facilitate integration with other modes and between bus services
Bus routes and stops designed to complement walking and cycling facilities		<ul style="list-style-type: none"> • All intervention designs audited to ensure compatibility with walking and cyclist measures (to comply with Active Travel Act Guidance (Wales) and Manual for Streets)
More accessible and real time information to make journey planning easier	<ul style="list-style-type: none"> • Number of stops and shelters with real time information 	<ul style="list-style-type: none"> • Increase of stops and shelters providing real time information

7. Summary and Conclusions

The travelling public in Cardiff have access to a good quality and comprehensive bus service. Covid has changed travel habits for most people and this, together with the impact of traffic congestion, means maintaining and improving the bus service quality to meet our ambitions is challenging. We aim to meet our target of doubling bus passenger numbers by 2030 through investment in bus priority infrastructure measures and focus on passenger experience. Progress will be measured throughout this period to assess effectiveness of investment and outcomes in terms of bus patronage and mode share.

Ongoing work with partners including the local community, bus operators, TfW and the Welsh Government will seek to identify and target further bus investment and combine efforts to deliver our shared aims and objectives for bus, public transport and active travel.

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Cardiff Bus Priority Plan 2024 – 2030

Strategic Corridor Improvement Proposals

This document forms supporting information for the Cardiff Bus Priority Plan 2024-30 developing how the plan can be applied to a number of strategic corridors. Details of the approach to improvements and range of measures are outlined and applied.

01

Strategy overview

Overview of the corridor study

Overview

Bus service improvements are driven by six core objectives. Improvement measures will focus on the strategic bus corridors.

We propose to grow bus patronage and increased mode share through a multi-modal approach that positively manages the highway network to provide bus priority and reduce congestion and that is aligned with the active travel measures, metro proposals and supports general traffic access.

Our objectives for the medium-term plan are:

1. Faster and more reliable bus services
2. Attract more funding for bus priority measures
3. More accessible services that are easier to use
4. Better integration between bus services and between rail, light rail and bus.
5. Bus routes and stops designed to complement walking and cycling facilities
6. More accessible and real time information to make journey planning easier

We recognise that there is limited highway space, and all modes cannot be prioritised on all routes. Therefore, the approach we are taking is to identify the **Core Bus Network** that carries 80% of all bus passengers and **congestion hot spots** where the impact on bus reliability is significant. Bus will take priority over other modes at these locations to maintain a fast, safe, and reliable service.

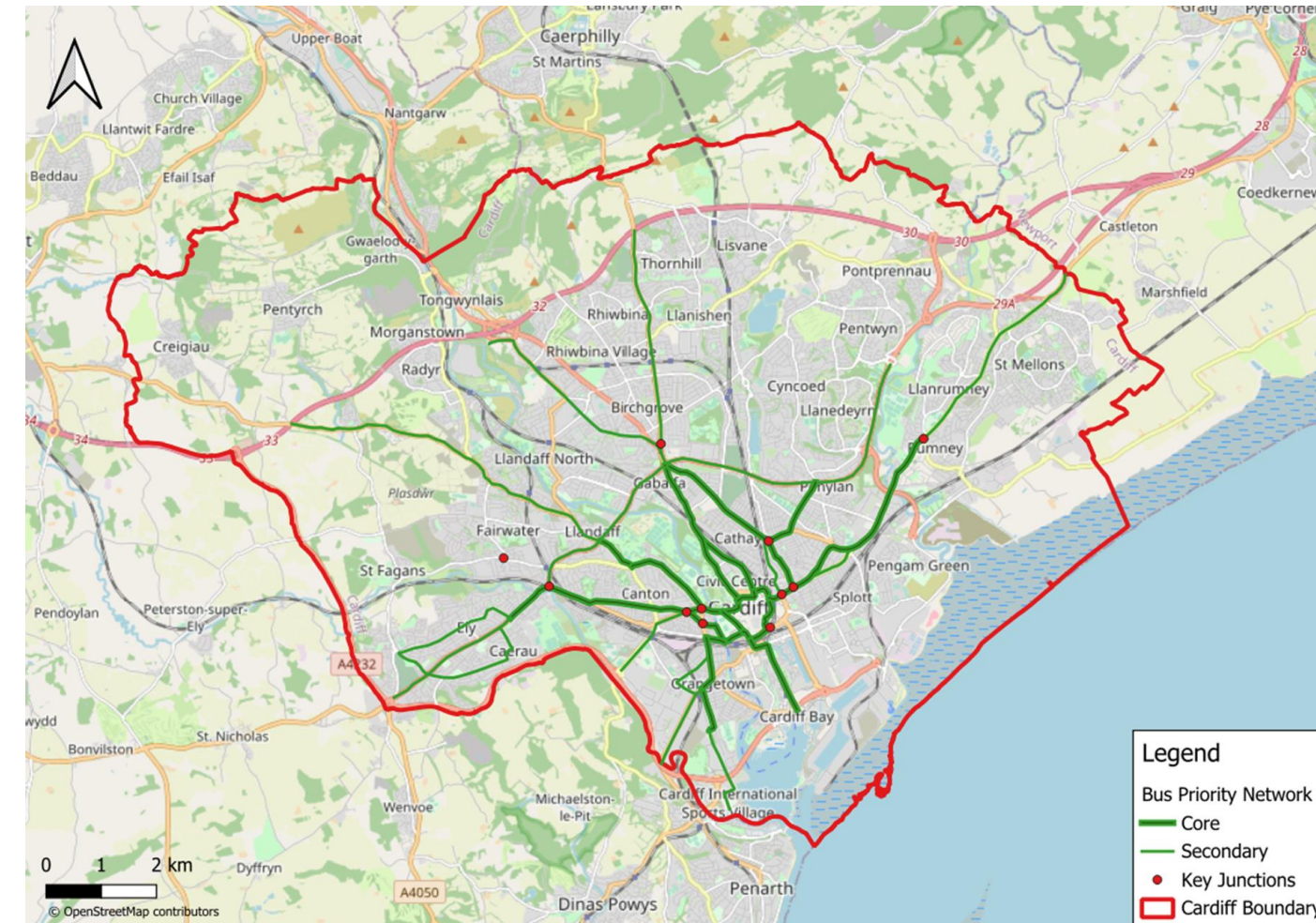
Core Bus Network

Our medium-term bus infrastructure plan focuses investment on the most congested sections of those routes that collectively carry approximately 80% of all bus passengers in the city. These will form the Core Bus Network. Beyond these, several Key Junctions have been identified as locations where bus services experience significant delay and will be a focus for bus priority intervention. The type of measures to be considered along the Core Bus Network and Key Junctions will include dedicated bus lanes, bus gates and traffic signal priority to ensure service punctuality and reliability.

There is also an extensive city centre programme of bus priority measures and transport interchange investments underway that complement the bus network measures contained within this medium-term plan.

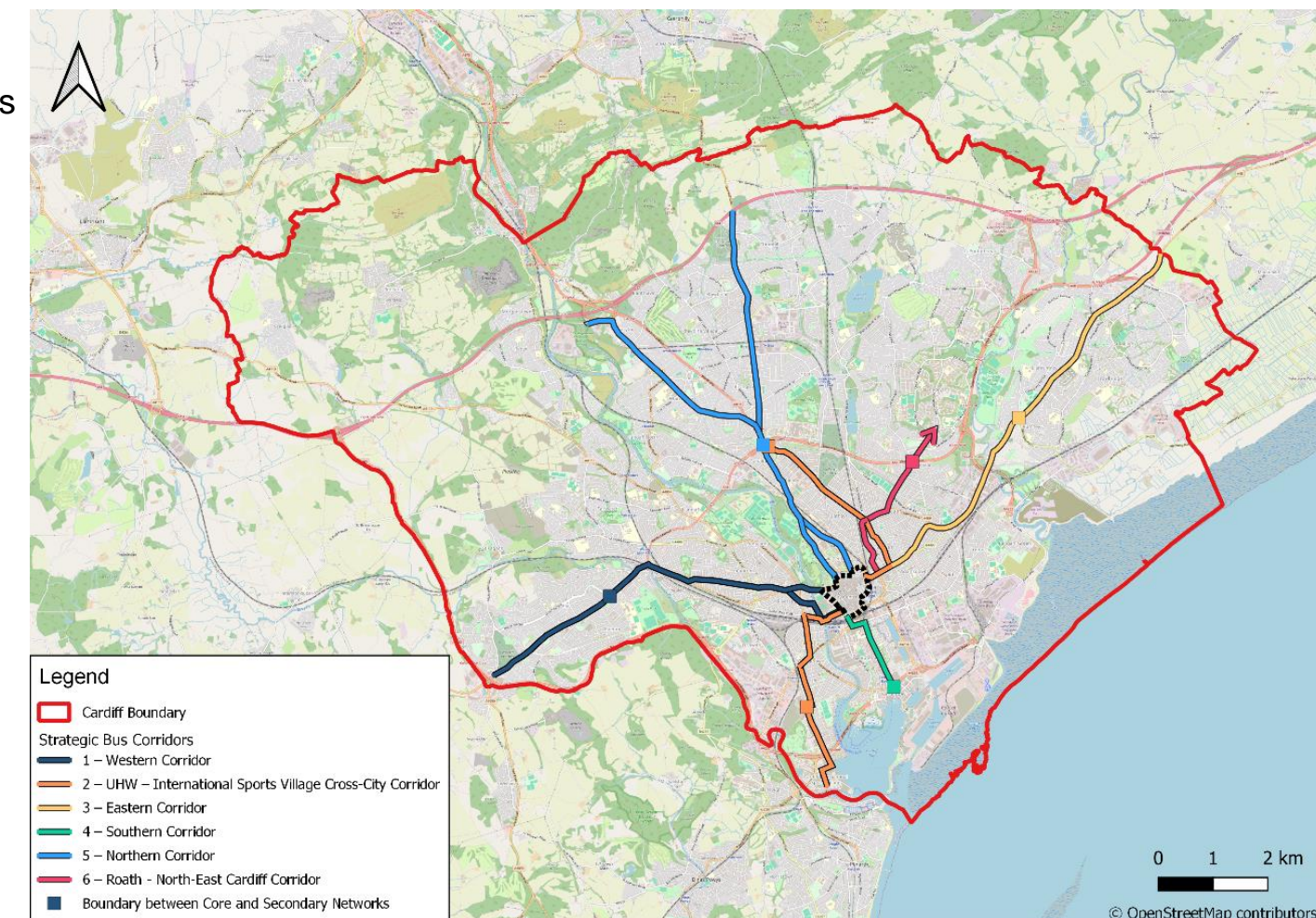
Secondary Bus Network

Other routes that carry significant passengers and which connect key destinations are identified as a secondary bus network. These will be considered for more modest priority interventions, including signal priority at junctions, passenger information and improved waiting facilities and passenger information. Many of these services start or end in the city centre and would also benefit from many of the priority measures implemented on the core bus network.



Strategic Bus Corridors

In order to deliver our ambitions for the bus network, a priority list of Strategic Bus Corridors and key junctions has been developed, following key stakeholder engagement. The Strategic Bus Corridors, made up of Core and Secondary routes, are shown in the adjacent Figure (RHS).



User focused approach to investment in bus infrastructure

The bus strategy is taking a user-focused approach to our investment in bus infrastructure and priority measures that will focus on the journey quality. This means that from a design perspective all aspects of the bus journey will be considered for improvement, with passengers at the heart of bus services and “priority” needs to consider their end-to-end trip not just the time on the bus.

Taking this approach means investment is needed on cycling and walking routes to the stops; accurate and accessible bus service information and high quality, safe and comfortable waiting facilities, as well as investment in vehicle focused bus priority infrastructure. A more holistic and varied package of measures over and above just bus lanes is therefore required in order to improve that overall user journey.

The objective of providing bus priority infrastructure is to enable the bus to operate in a quick, reliable and safe way, with minimum delay. Any factor that can inhibit the speed or reliability should be addressed from parking, to bus stop design through to traffic signal operation. The range of measures to be considered includes:

- Priority Lanes
- Bus restrictions
- Kerbside controls
- Priority at junctions
- Technology
- Bus Stops
- Passenger safety and access
- Wheeling and buses
- Supporting/complementary measures



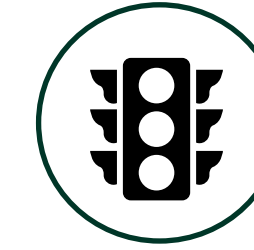
Bus and priority vehicle lanes



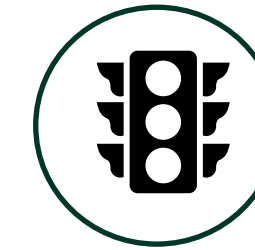
Bus only movements including bus gates or exemptions from bans



Parking and loading controls including red routes



Priority for buses at junctions including dedicated lanes or junction changes



Traffic and signal control with bus priority



Bus stops and mobility hubs including waiting areas



Passenger safety, crossings / route considerations



Cycle facilities and bus access



Supporting measures covering enforcement, information, ticketing, etc

Types of bus service improvement measures

Intervention	Types of measure
Priority Lanes	With-flow bus lanes operating different times/days Contra-flow lanes Managed / priority vehicle lanes allowing access by other vehicles e.g. freight Segregated busways
Bus restrictions	Bus Gate Bus only street
Kerbside controls	No waiting No loading Loading bays Parking Restrictions – full-time and part-time restrictions Inset parking/loading bays Red Routes (linked to wayfinding and signing strategy)
Priority at junctions	Side road closures Vehicle pathway turn bans Turn ban exemptions for buses Left turn except buses Changing junction priority
Technology	Traffic signal health checks and optimisation Traffic signal priority – real time SVD/Bus detection Pre-signals UTMC Measures 'Virtual bus lanes' and queue control Payment Systems and SMART Ticketing Real time service information
Bus Stops	Redesign Relocate Remove and Rationalise Mobility Hubs / Interchange Electrification
Passenger safety and access	Access improvements and inclusive mobility measures – crossing facilities, pavement treatment Personal security (CPTED/CCTV)
Wheeling and buses	Bus lanes and cycles Bus stops and cycles Complementary measures Mobility Hubs
Other	Enforcement of bus lanes and Traffic Regulation Orders (TRO) Information – Real Time Passenger Behaviour Change Activities Network Management including roadwork management and co-ordination Ride Quality & Maintenance Regimes Cashless & Integrated Ticketing Demand Responsive Transport and bus priority



High-level Design Options

Following completion of the initial route design audits, high-level design options have been developed for three routes within the Strategic Bus Corridors. The design options highlight existing constraints and apply the interventions presented on the previous page at specific locations. Design option plans have been produced for:

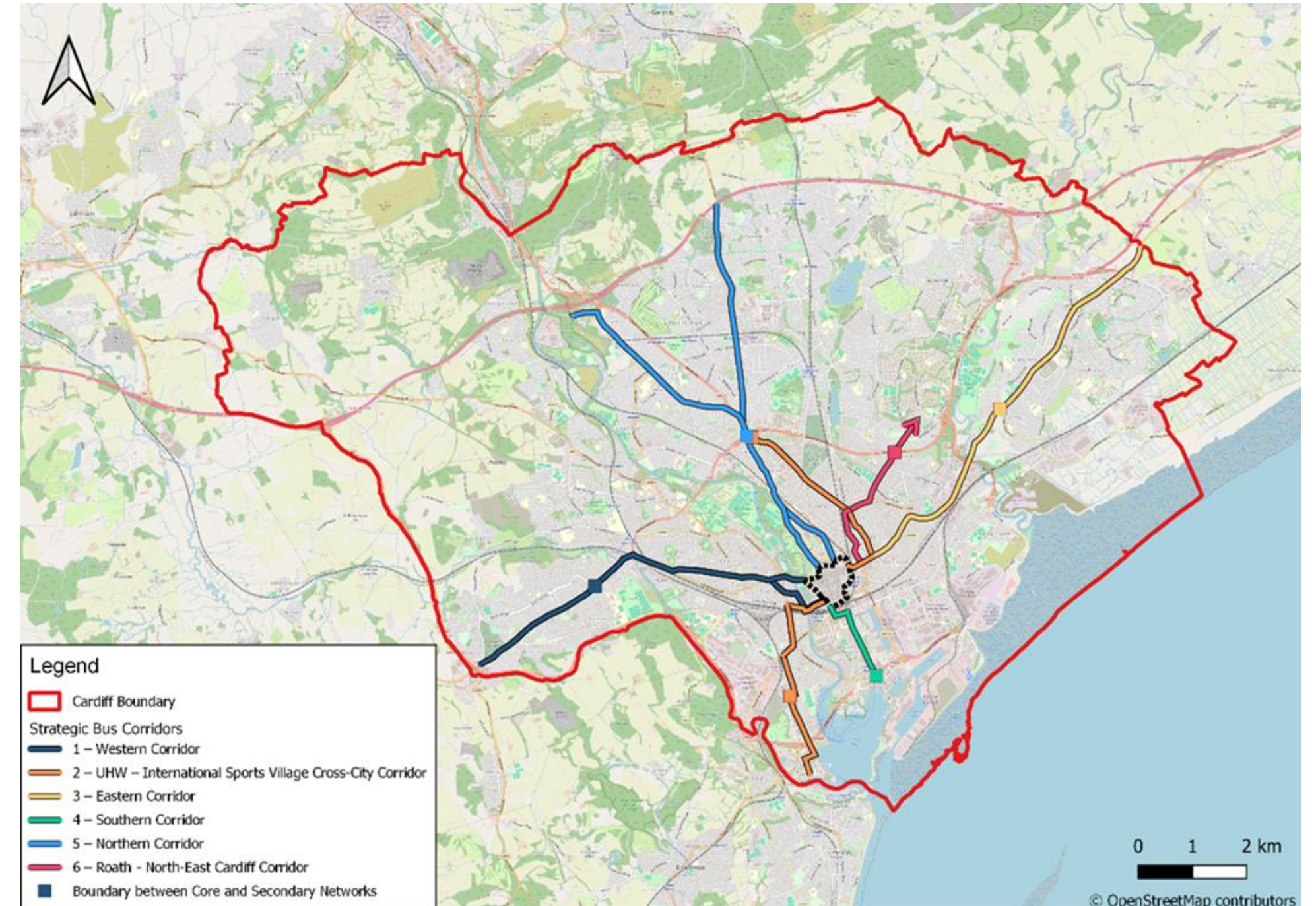
- Route 1 – Western Corridor
- Route 2 North – UHW - International Sports Village Cross-City Corridor
- Route 2 South – UHW - International Sports Village Cross-City Corridor

All proposed measures look to provide deliverable solutions that balance bus reliability, journey time and accessibility.

The following themes were identified by the route audits across the three routes:

- Limited / no bus priority measures at key junctions causing significant delays.
- Inconsistent widths of bus and general traffic lanes.
- Illegal parking and loading.
- Placement of bus stops away from safe pedestrian crossing facilities and walking links.
- Inconsistent pedestrian provision especially at side road junctions.
- Large quantities of on-street parking.

As mentioned within the Bus Plan, a key consideration must be to employ a network approach to further development of bus and active travel corridors within the city where there is a clear hierarchy of modes in place. This will ensure development of a cohesive network of routes that are accessible to a wide range of users.



Route 1 – Western Corridor

The following measures are proposed throughout Route 1:

- Improved kerbside control to prevent pavement parking and vehicles partially blocking running lanes and bus stops.
- Consistent side road entry treatments to improve the pedestrian experience and reinforce driver / pedestrian behaviours at side roads.
- Reduction of junction radii / narrowing to reduce vehicle speeds and improve visibility between pedestrians and vehicles.
- Removal of guardrail to increase useable width of footways.
- Proposed review of traffic signal timings to improve junction operation.
- Relocation of bus stops closer to safe pedestrian crossing facilities.

In addition to the measures above the following options are also presented:

A48 / A4161 Roundabout



Opt. A - Redesign of existing roundabout to include bus priority		Opt. B - Introduction of signal controlled junction with bus priority measures	
+ve	-ve	+ve	-ve
Scope to provide bus lanes through the junction within existing highway land by reallocating road space	Existing safety issues may not be able to be satisfactorily addressed	Scope to integrate signal control to better manage congestion at peak	Reduced traffic capacity on primary route
	Limited opportunities to improve environment for pedestrians and cycles	Option to include improved cycle / walking facilities at the junction	Increased construction impacts and cost
		Existing safety issues can be eliminated or mitigated	

Cowbridge Rd E / Wellington St / Neville St



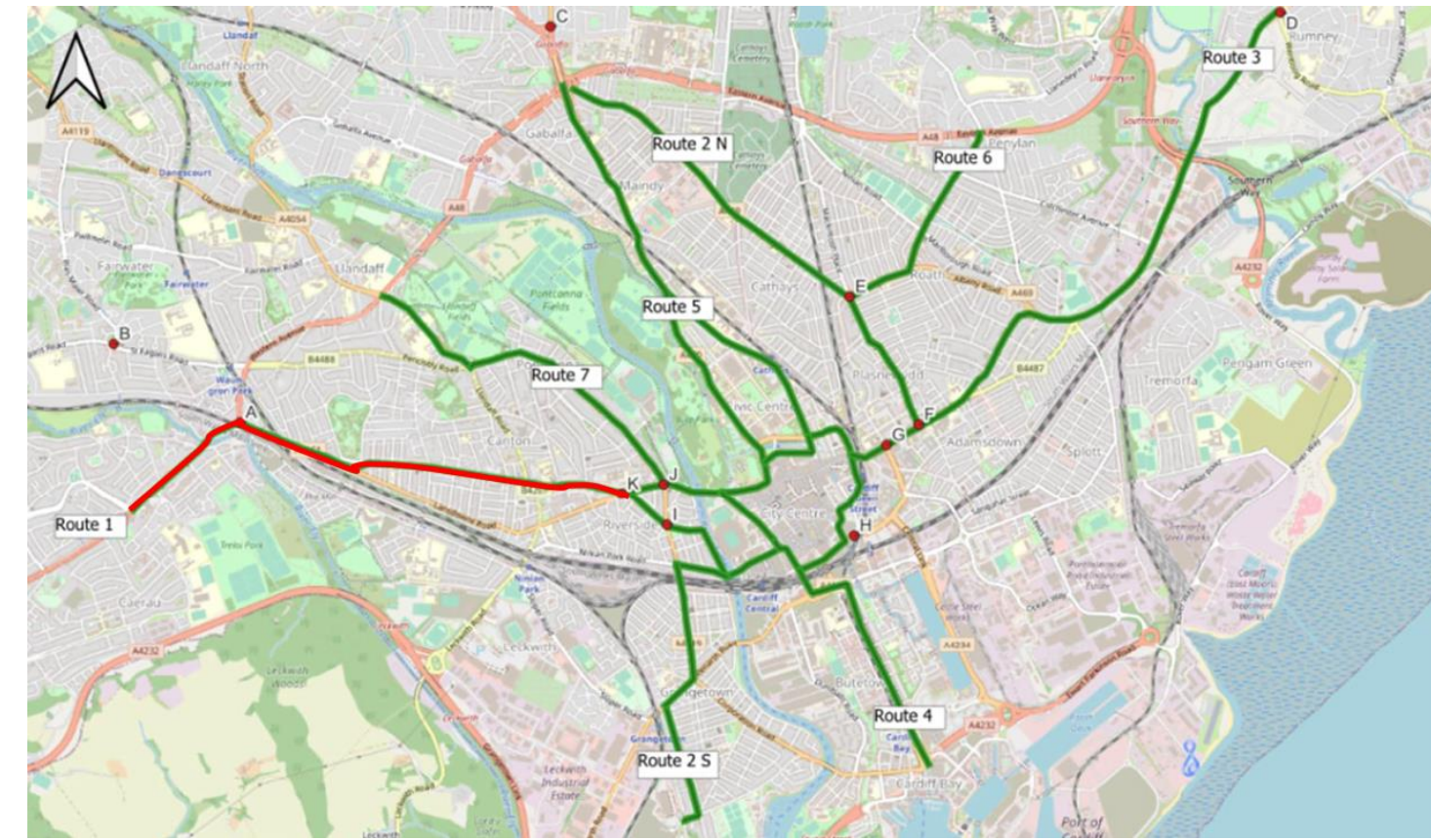
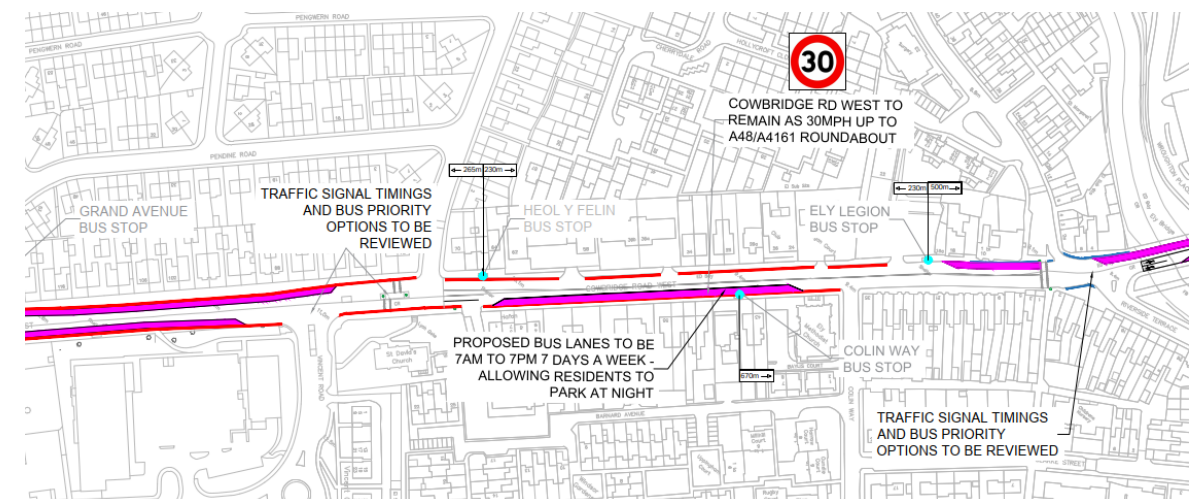
Options considered at this location included an offside bus lane to provide priority for eastbound buses up to the stop line in an area of heavy congestion.

Further consideration should also be given to opportunity to provide a westbound bus gate located to the west of the St David's Hospital access. This would reduce congestion on Cowbridge Rd East, improving westbound bus journey times.

These options should be considered in the context of further traffic modelling, investigation of alternative traffic routing and the proposals associated with Cycleway 5.

Cowbridge Rd W west of Ely Bridge

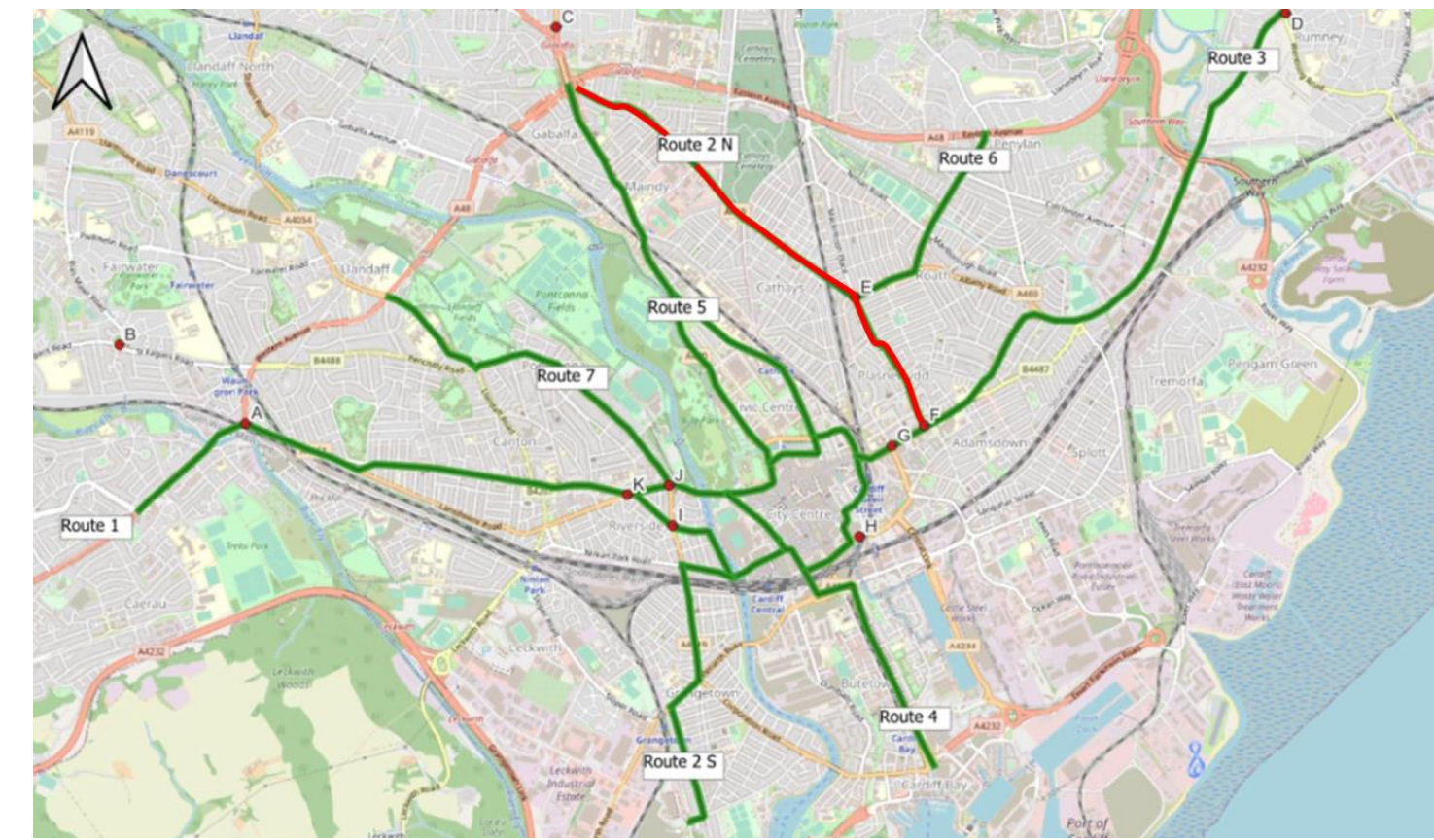
Proposed reallocation of road space to accommodate eastbound and westbound bus lanes. Impacts on traffic capacity could be reduced by providing bus lanes on the approach to signal controlled junctions only as these will provide maximum benefit for bus journey time.



Route 2 North – UHW - International Sports Village Cross-City Corridor

The following measures are proposed throughout Route 2 North:

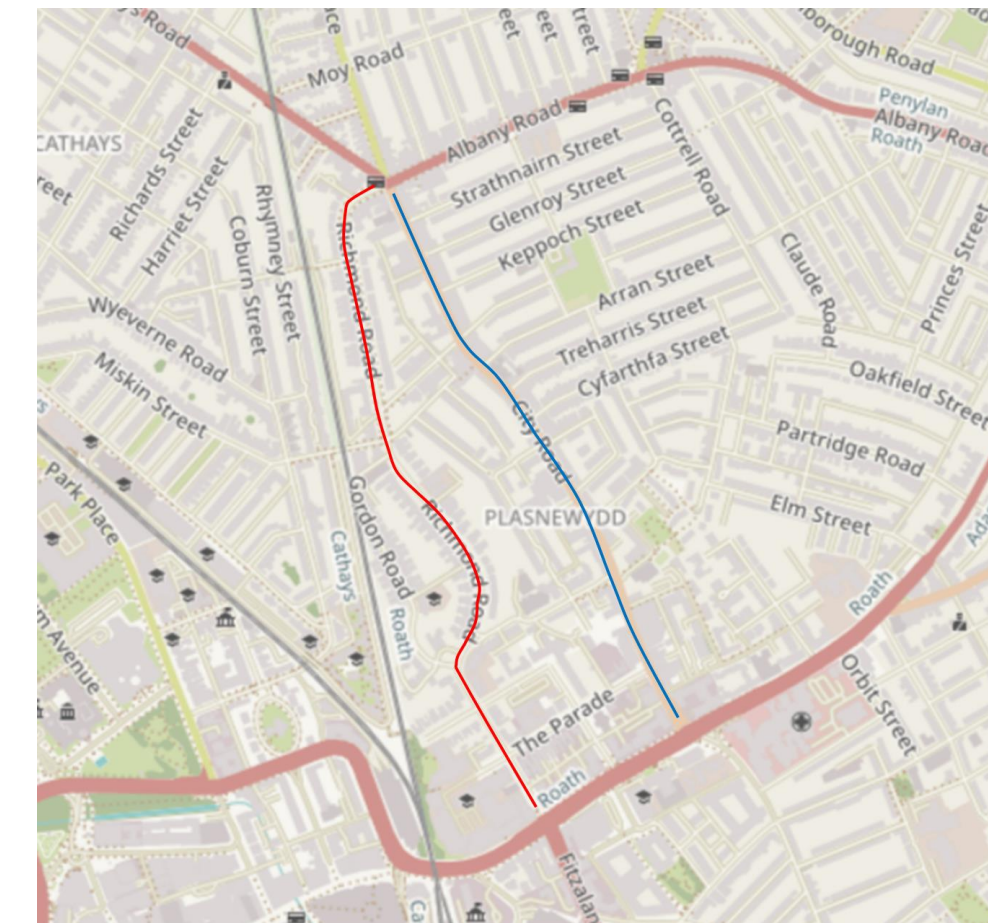
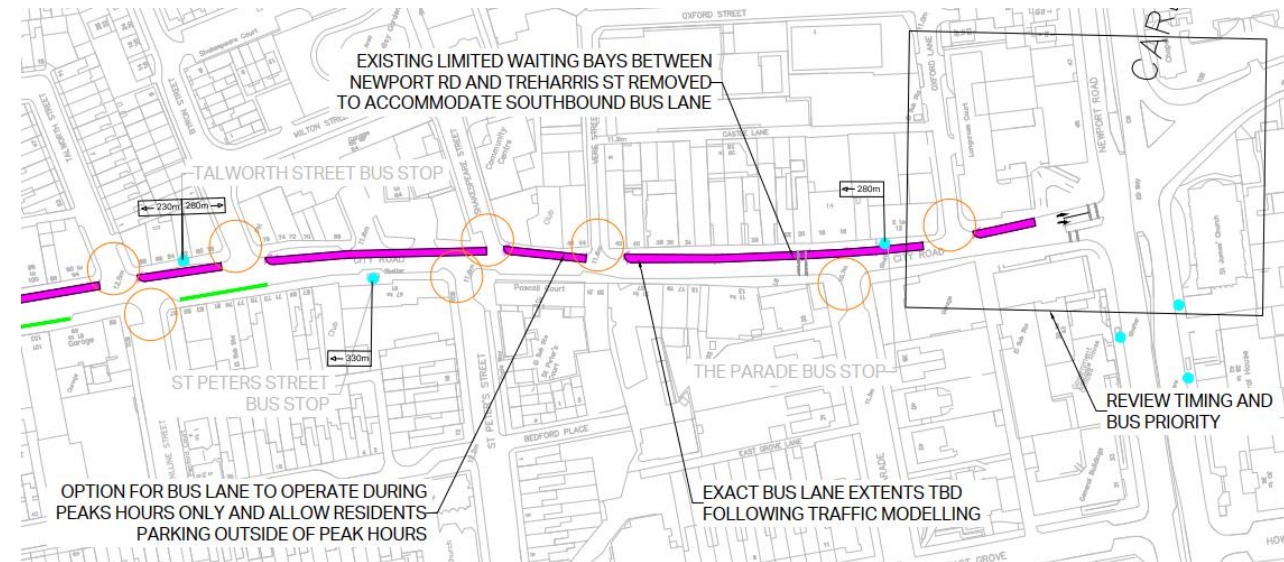
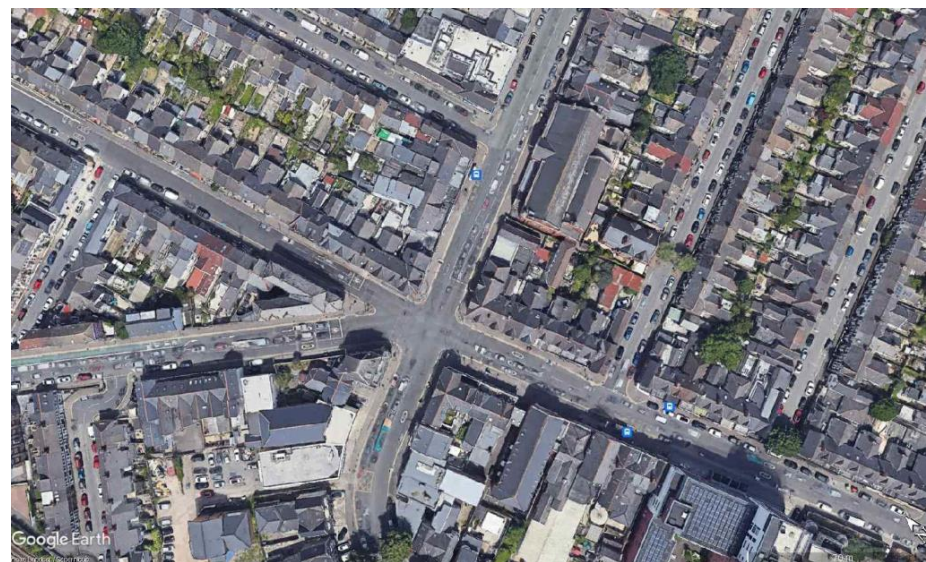
- Improved kerbside control to prevent pavement parking and vehicles partially blocking running lanes and bus stops.
- Consistent side road entry treatments to improve the pedestrian experience and reinforce driver / pedestrian behaviours at side roads.
- Removal of guardrail to increase useable width of footways.
- Proposed review of traffic signal timings to improve junction operation.
- Junction kerb changes to simplify and improve efficiency for all modes
- Removal of bus laybys to prevent bus exit delays.
- Consolidation of traffic lane widths.



In addition to the measures above the following options are also presented:

MacKintosh PI / Albany Rd / City Rd / Richmond Rd / Crwys Rd

City Rd Southbound Bus Lane



Further work could be undertaken to explore opportunities to provide bus priority measures for southbound buses up to the stop line and to restrict existing general traffic movements to improve junction operation.

Proposals should be developed in coordination with cycleway proposals on Albany Rd and Richmond Rd

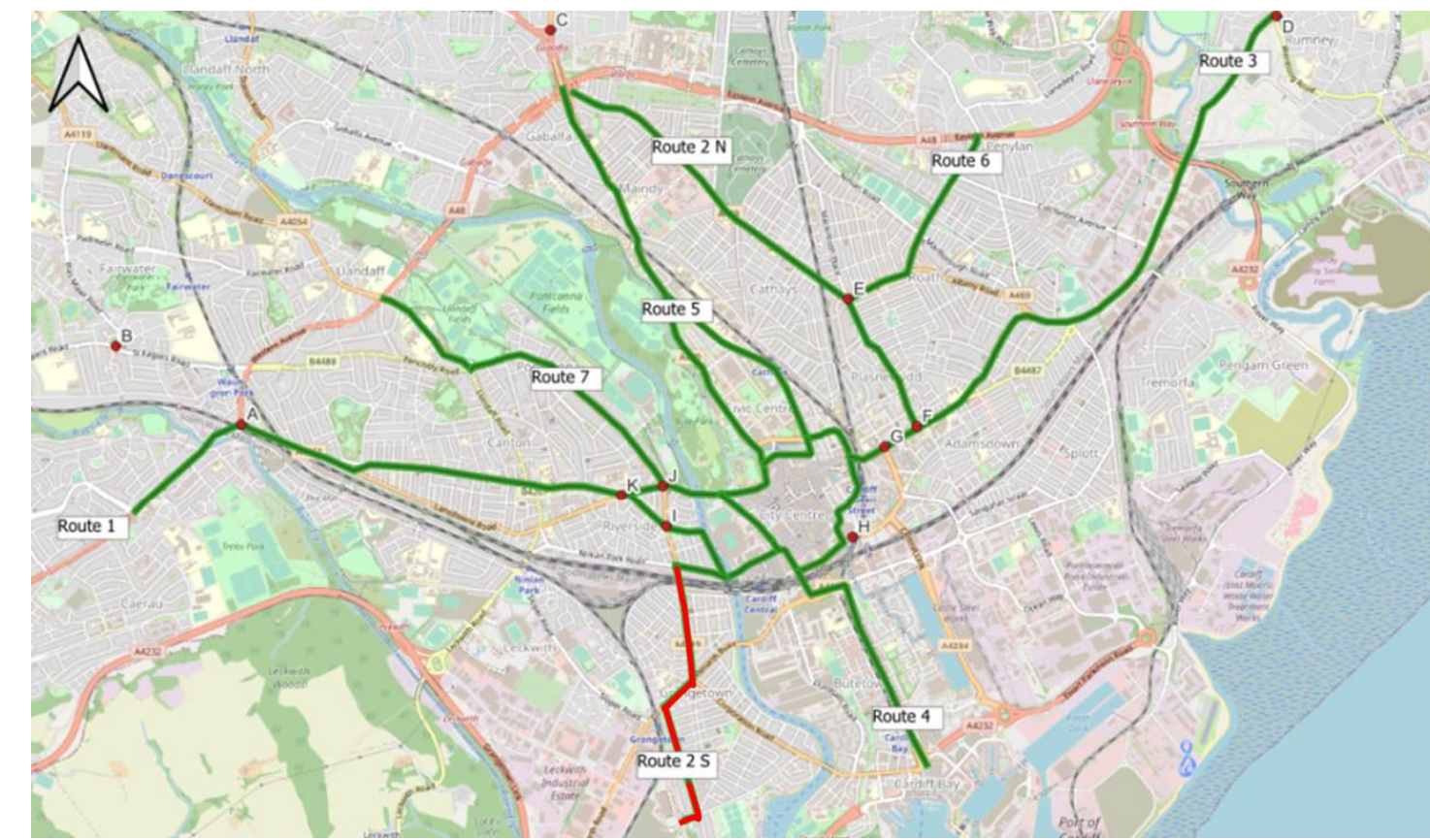
Previous proposals have looked to develop a southbound bus lane on City Road. This would require the removal of limited waiting bays predominantly on the east of City Rd (dependent on bus lane extents). This should be coordinated with the proposals to route northbound buses via Richmond Rd. The proposed southbound route is highlighted in blue and the northbound route in red (see plan on LHS). The proposed City Rd bus lane would terminate prior to the junction with Newport Rd to provide a multi lane approach for general traffic.

Proposed bus lanes should be delivered without worsening the pedestrian provision by narrowing existing footways.

Route 2 South – UHW - International Sports Village Cross-City Corridor

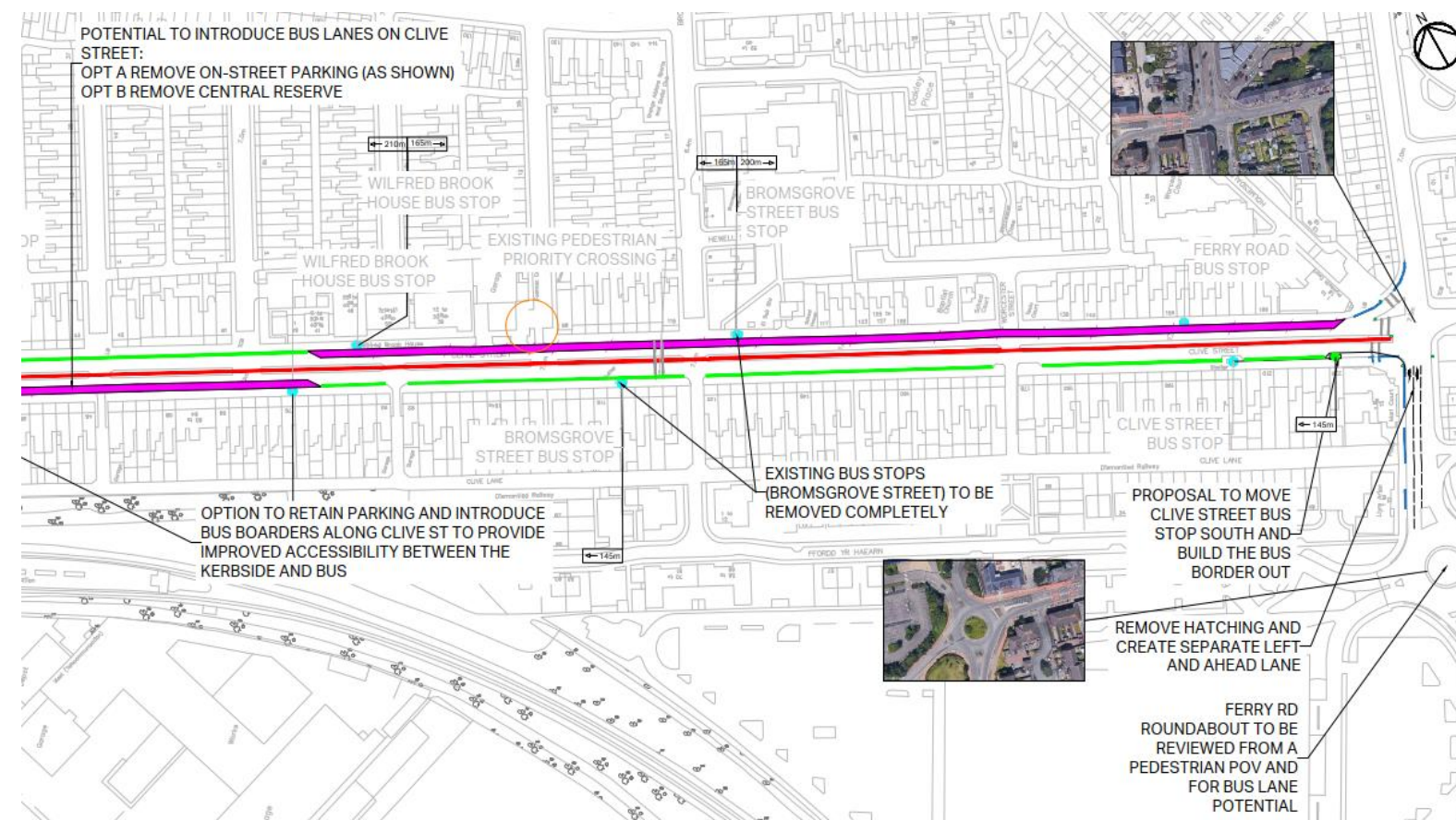
The following measures are proposed throughout Route 2 South:

- Improved kerbside control to prevent pavement parking and vehicles partially blocking running lanes and bus stops.
- Consistent side road entry treatments to improve the pedestrian experience and reinforce driver / pedestrian behaviours at side roads.
- Removal of guardrail to increase useable width of footways.
- Proposed review of traffic signal timings to improve junction operation
- Junction kerb changes to simplify and improve efficiency for all modes
- Proposed bus borders to improve accessibility between the footway and bus.



In addition to the measures above the following options are also presented:

Bus Lanes on Clive St



Proposals to introduce northbound and southbound bus lanes on Clive St by removing on-street parking (Opt. A) or the central reserve (Opt. B) with associated upgrades to the junctions with Penarth Rd (North) and Ferry Rd (South).

Opt. A – Removal of on-street parking		Opt. B – Removal of central reserve	
+ve	-ve	+ve	-ve
No requirement for significant kerb realignment or tree removal	On-street parking appears well used by local residents so removal may cause significant disruption	Limited impacts on existing on-street parking	Would require removal of several mature trees
Lower cost option			

Penarth Rd / Clive St Junction

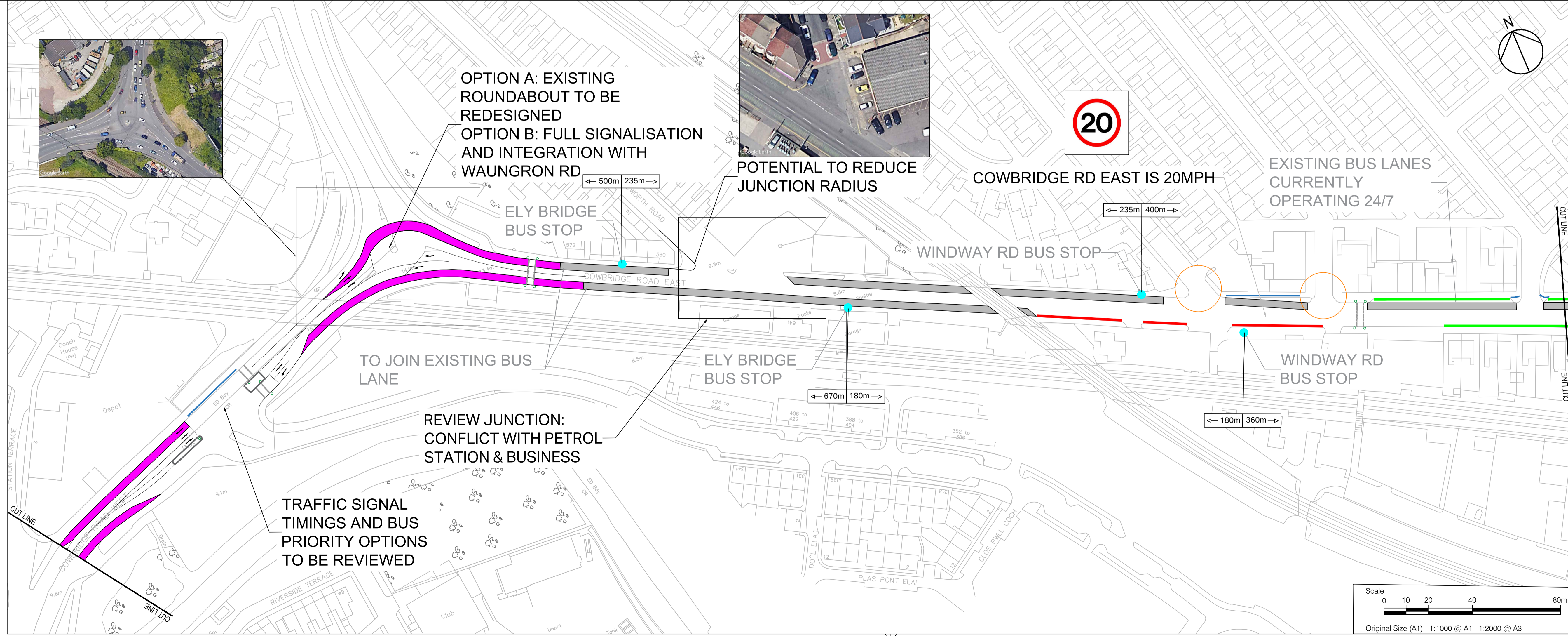
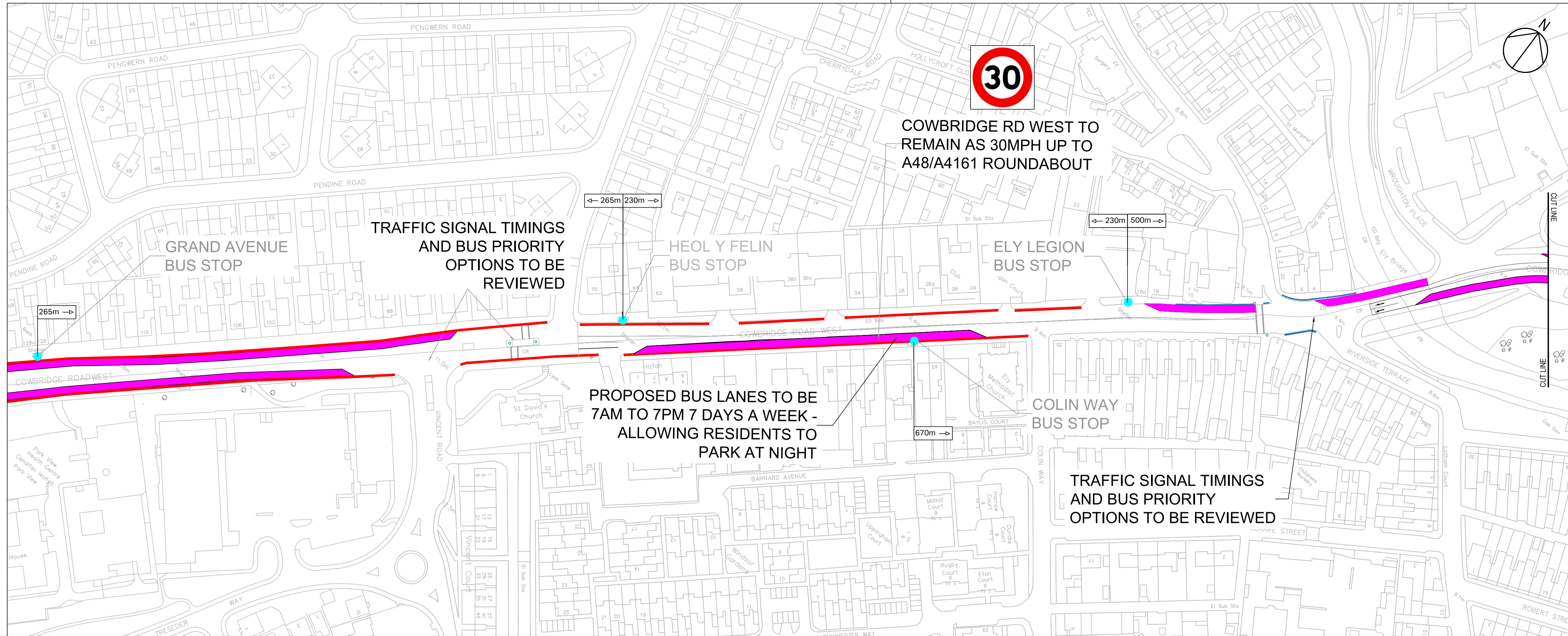
Proposals should look to primarily provide safe pedestrian crossing facilities on all arms of the junction. In the existing setting, controlled pedestrian crossing facilities are only provided on 2 of the 4 arms.

Penarth Rd / Clare Rd Junction

There may be an opportunity to remove buses from Paget St and close it at the junction to simplify operation. This may also provide additional benefits such as a minimised junction footprint and reduced pedestrian crossing distances.



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- EXISTING BUS STOP
- CONTINUOUS FOOTWAY SIDE ROAD TREATMENTS
- GUARD RAIL TO BE REMOVED
- EXISTING CROSSING
- PROPOSED CROSSING
- EXISTING TRAFFIC SIGNAL
- EXISTING CYCLEWAY
- IMPROVED KERBSIDE CONTROL
- EXISTING ON STREET PARKING
- PROPOSED BUS STOP SPACING
- EXISTING BUS STOP SPACING

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Drawing Title: **ROUTE 1 GENERAL ARRANGEMENT SHEET 1 OF 3**

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Internal Project No. 60689391	Suitability	Discipline	Civil - Streets	

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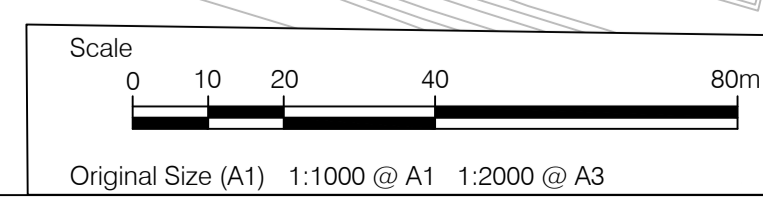
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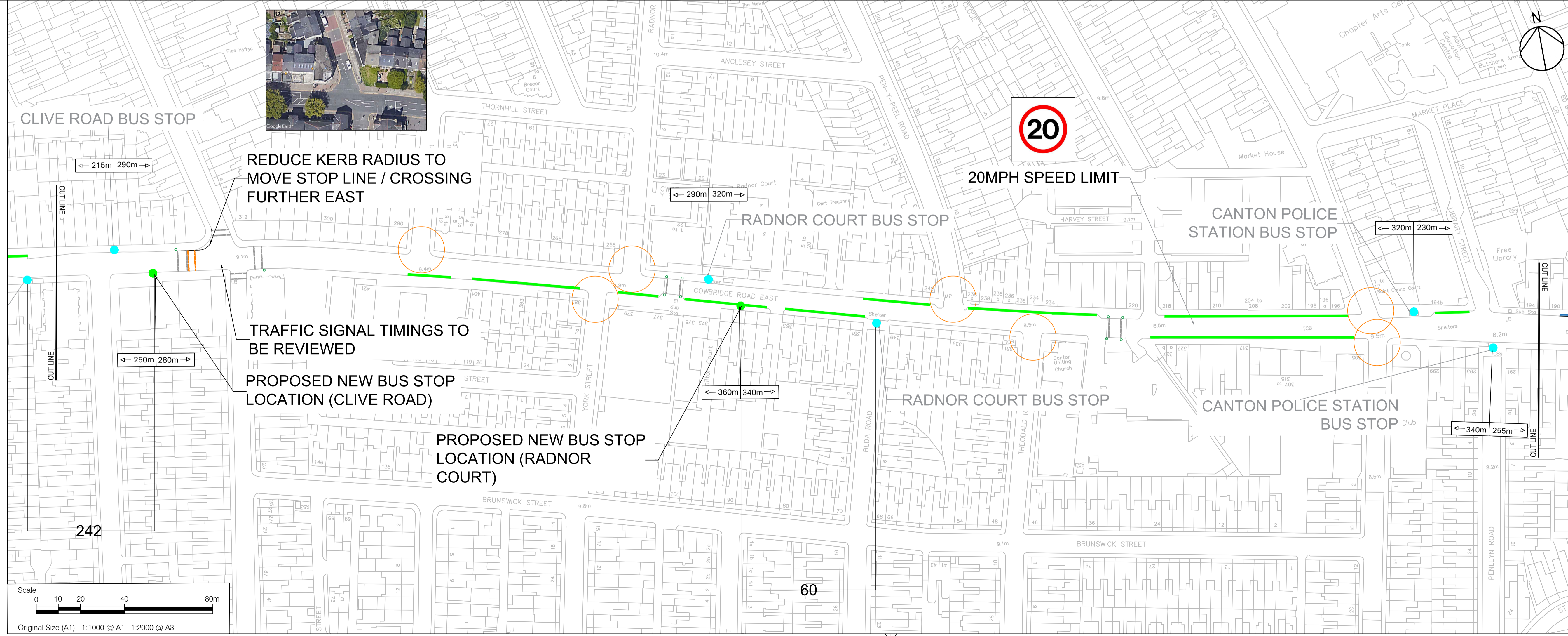
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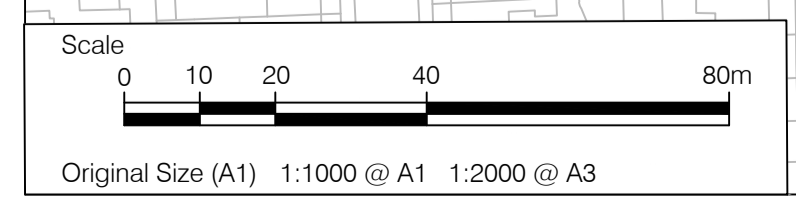
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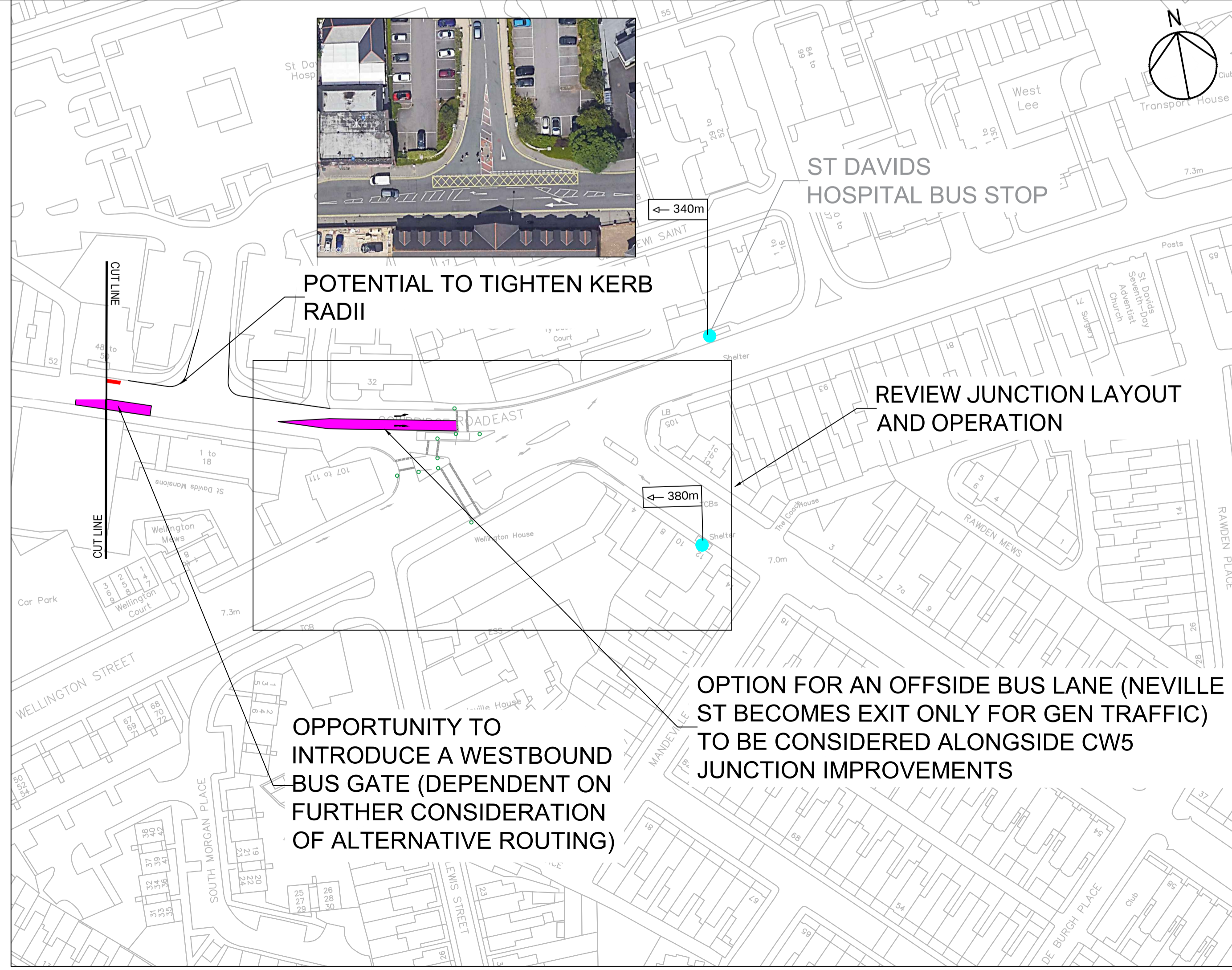
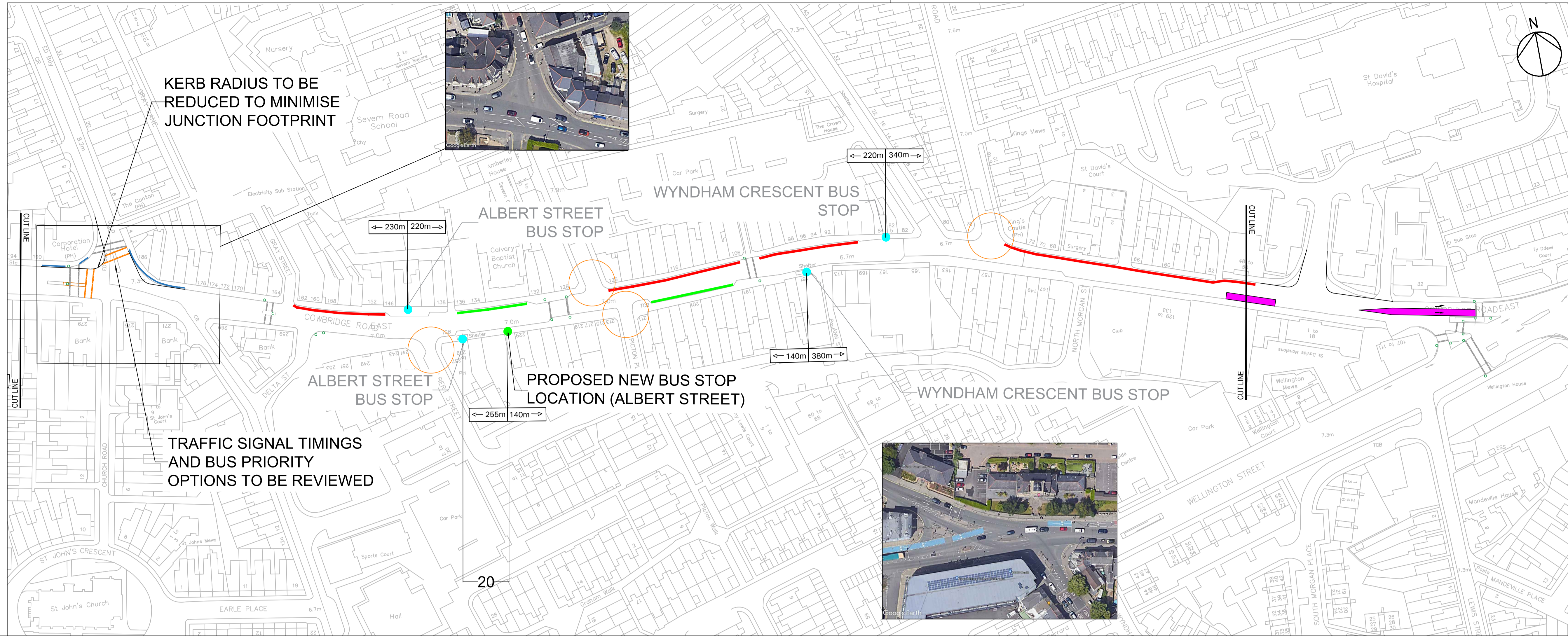
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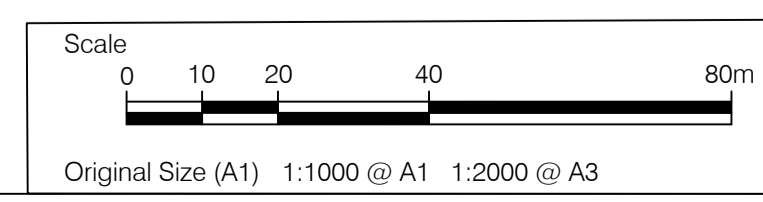
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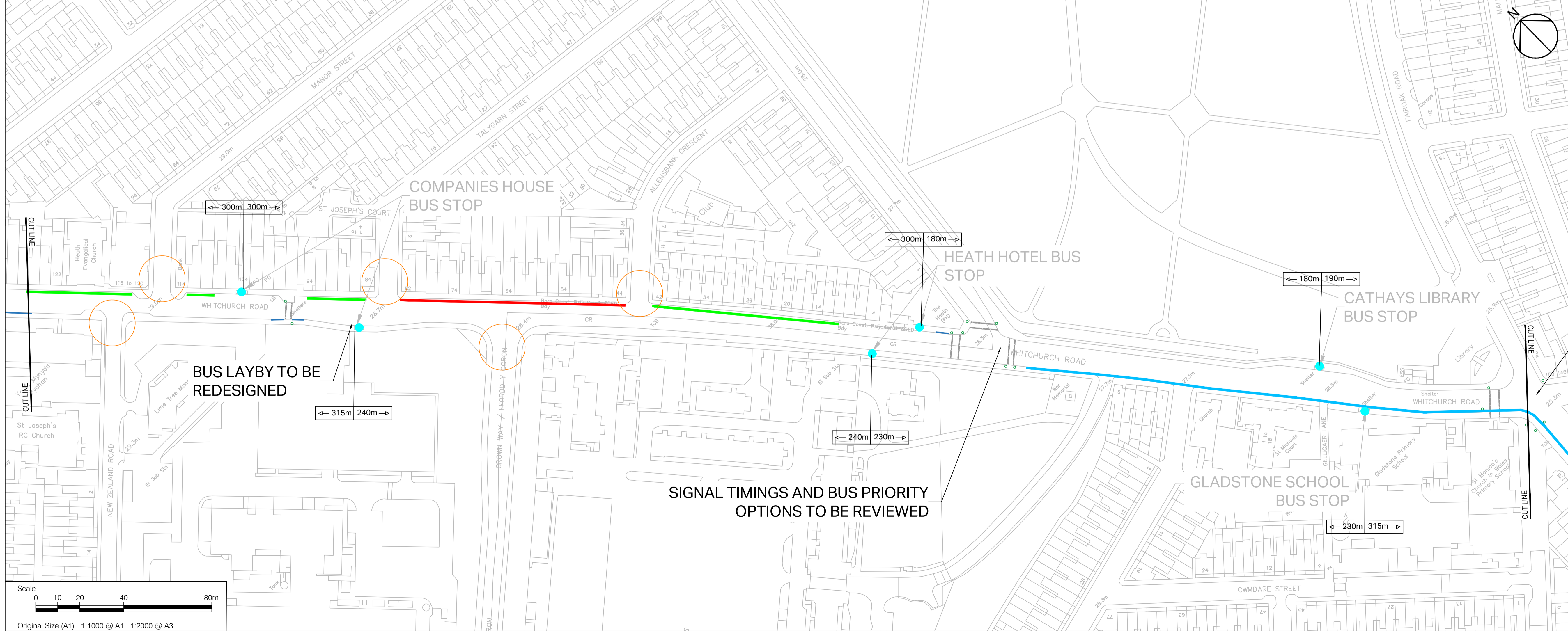
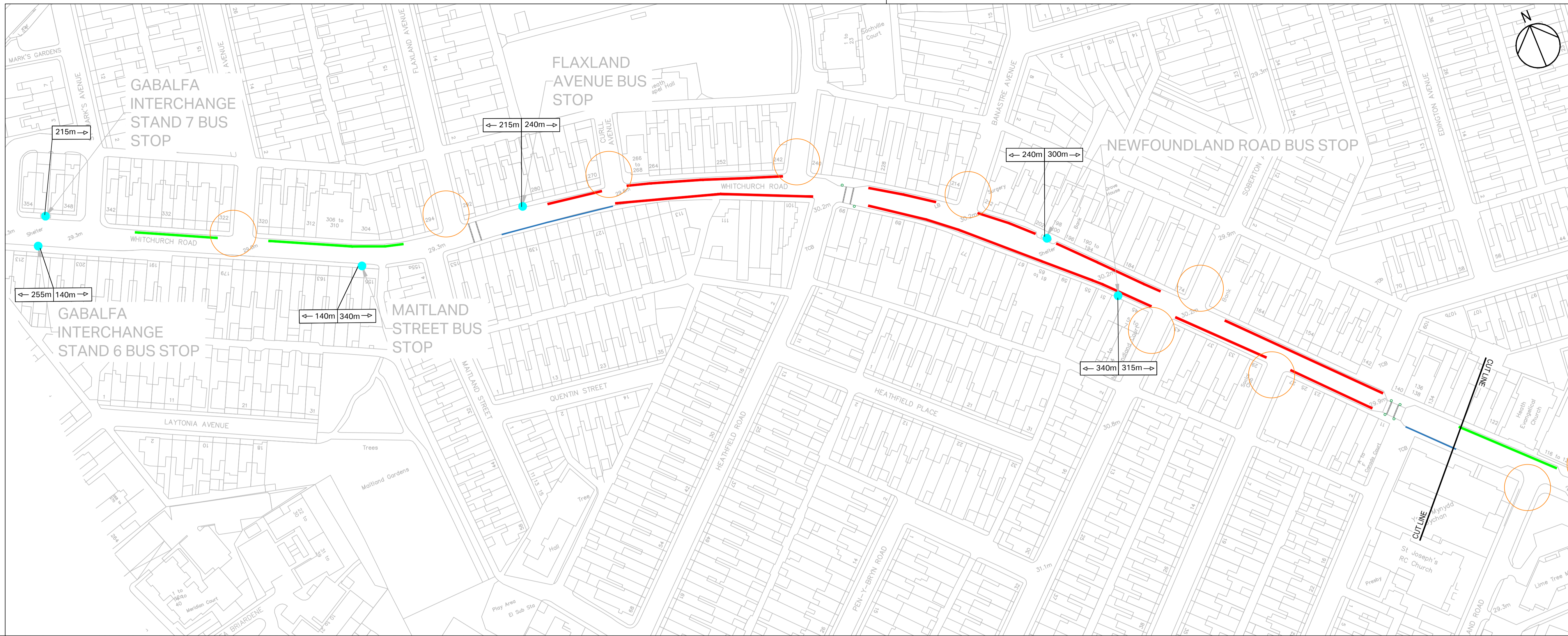
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Internal Project No.	Suitability			
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Scale @ A1	Discipline			
1:1000	Civil - Streets			

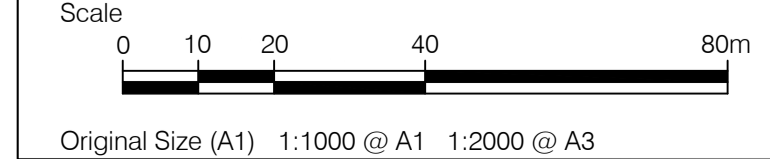
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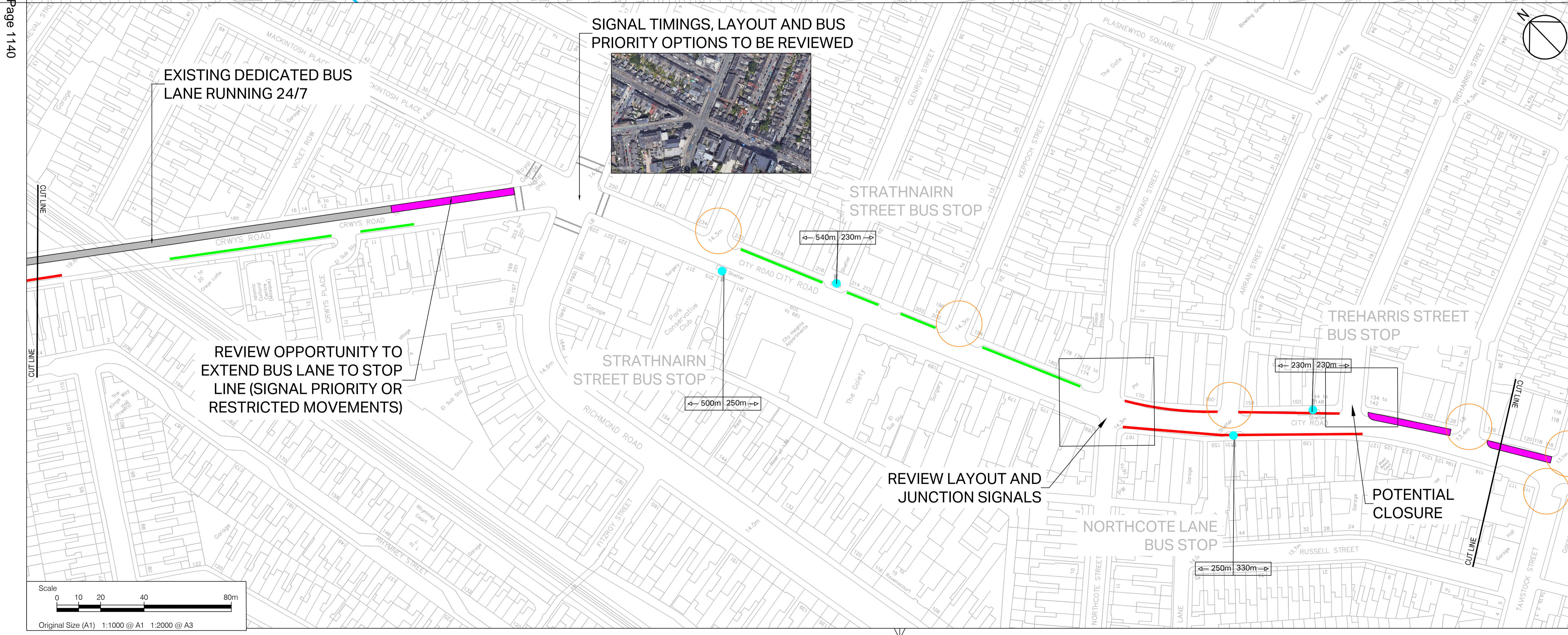
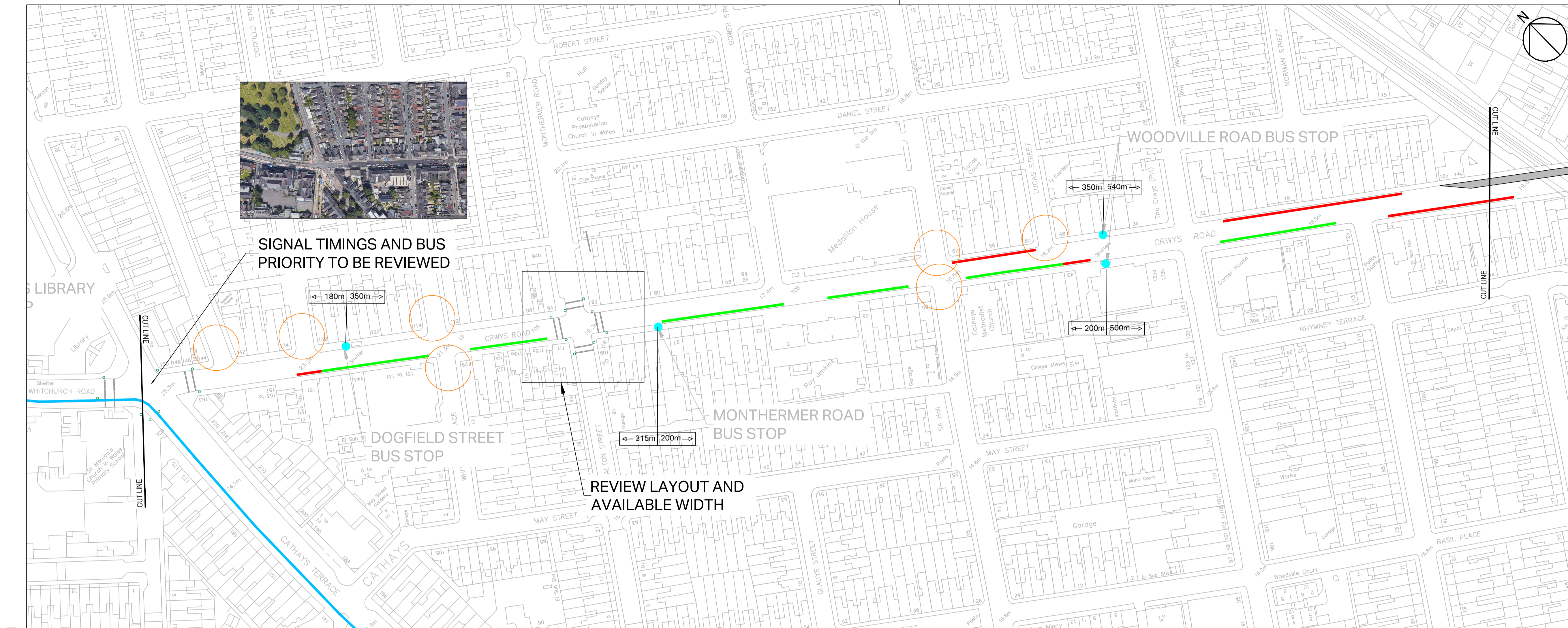
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Location	I Type	I Role	I Number

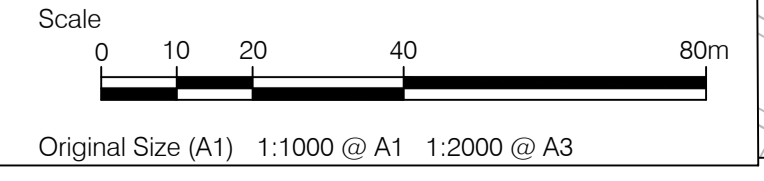




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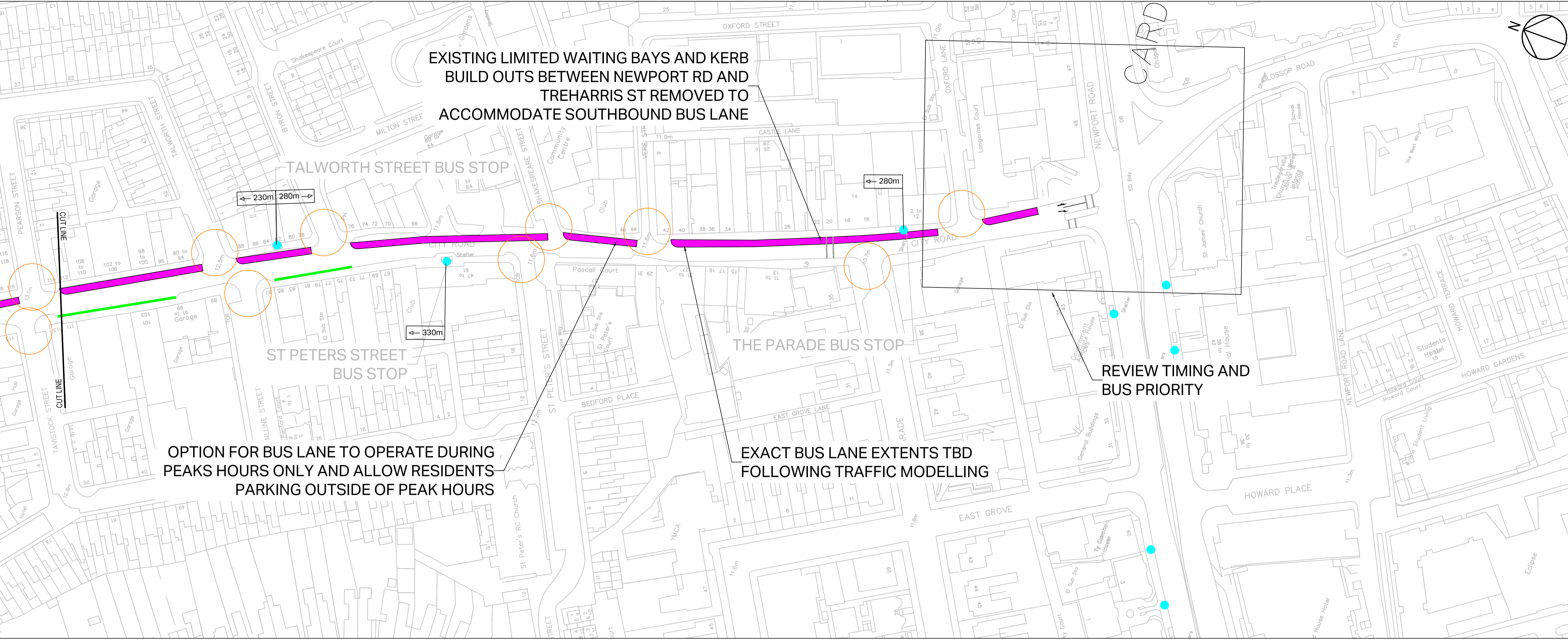
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- CONTINUOUS FOOTWAY SIDE ROAD TREATMENTS 
- GUARD RAIL TO BE REMOVED 
- EXISTING CROSSING 
- PROPOSED CROSSING 
- EXISTING TRAFFIC SIGNAL 
- EXISTING CYCLEWAY 
- IMPROVED KERBSIDE CONTROL 
- EXISTING ON STREET PARKING 
- PROPOSED BUS STOP SPACING 
- EXISTING BUS STOP SPACING 



Page 1140



MINOR AMENDMENTS	JP	08.01.24	P02
REVISION DETAILS	By	Check	Date
Purpose of issue			
Client			
 CARDIFF BUS ROUTE ENHANCEMENTS			
Project Title			
ROUTE 2 NORTH GENERAL ARRANGEMENT SHEET 2 OF 3			
Drawing Title			
Designed	Drawn	Checked	Approved
AW	HD		
Date 22/09/23			
Internal Project No. 60689391			
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Discipline Civil - Streets			
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- EXISTING CYCLEWAY
- IMPROVED KERBSIDE CONTROL
- EXISTING ON STREET PARKING
- PROPOSED BUS STOP SPACING ←→
- EXISTING BUS STOP SPACING ←→

MINOR AMENDMENTS	JP	08.01.24	P02
REVISION DETAILS	By	Date	Suffix

Purpose of issue

Client



Project Title

CARDIFF BUS ROUTE ENHANCEMENTS

Drawing Title

ROUTE 2 NORTH GENERAL ARRANGEMENT SHEET 3 OF 3

Designed	Drawn	Checked	Approved	Date
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Internal Project No.	Suitability			
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Scale @ A1	Discipline			
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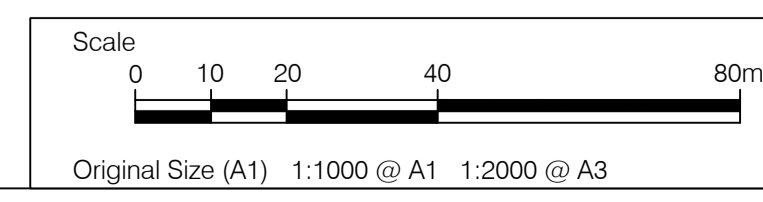
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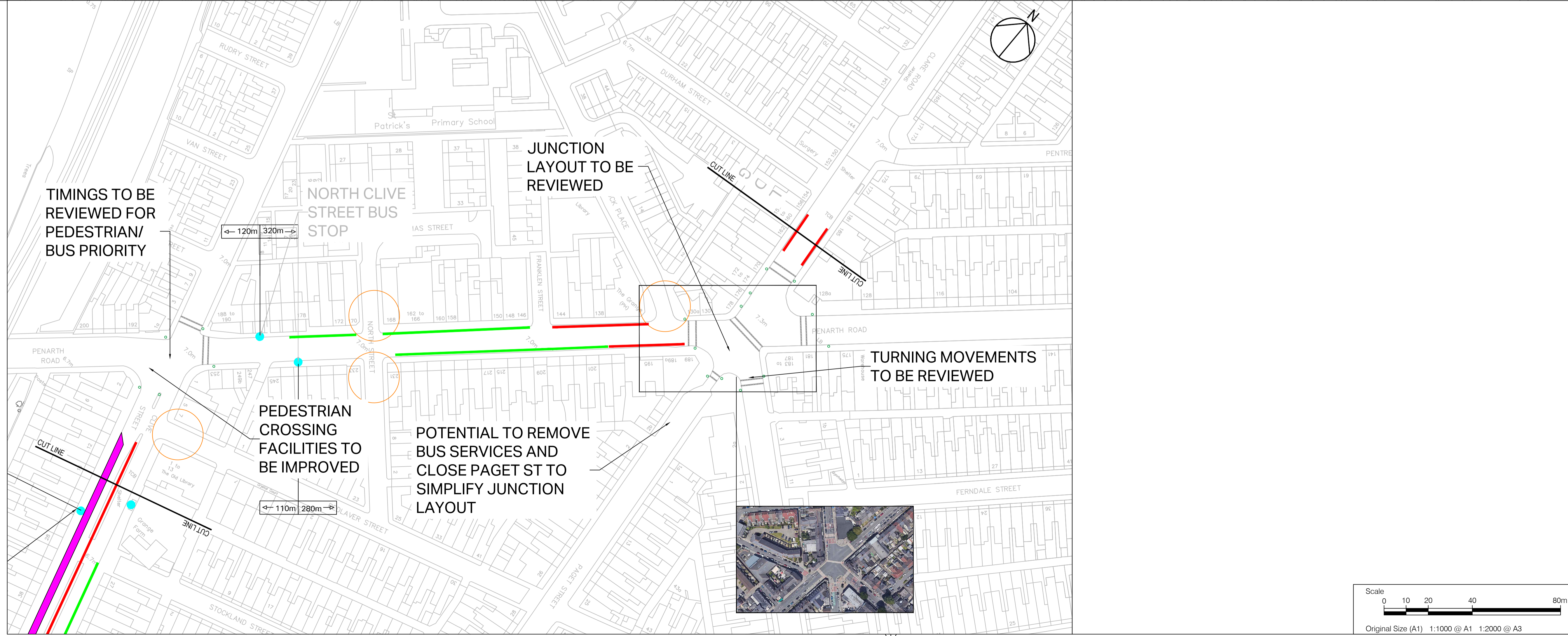
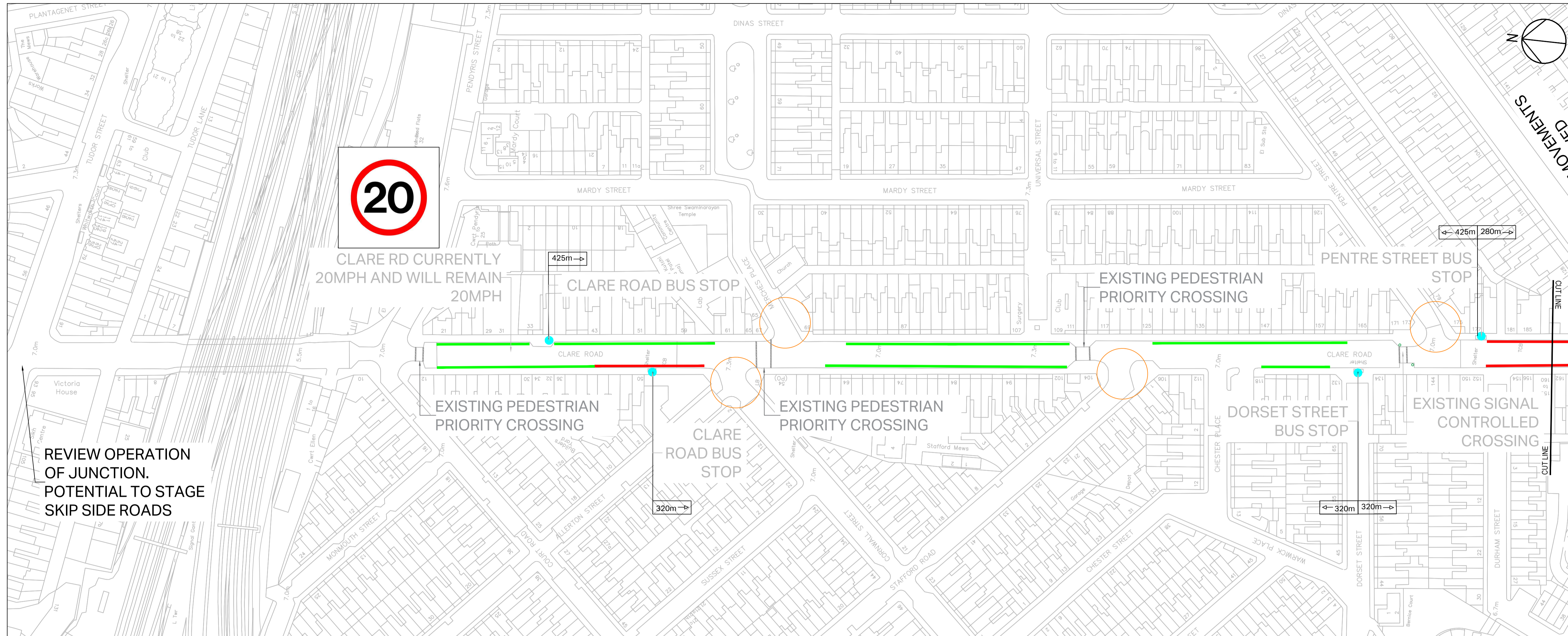
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MINOR AMENDMENTS	JP	08.01.24	P02
REVISION DETAILS	By	Date	Suffix
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Project Title
CARDIFF BUS ROUTE ENHANCEMENTS

Drawing Title
ROUTE 2 SOUTH GENERAL ARRANGEMENT SHEET 1 OF 2

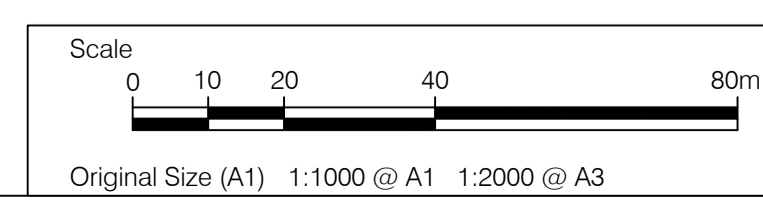
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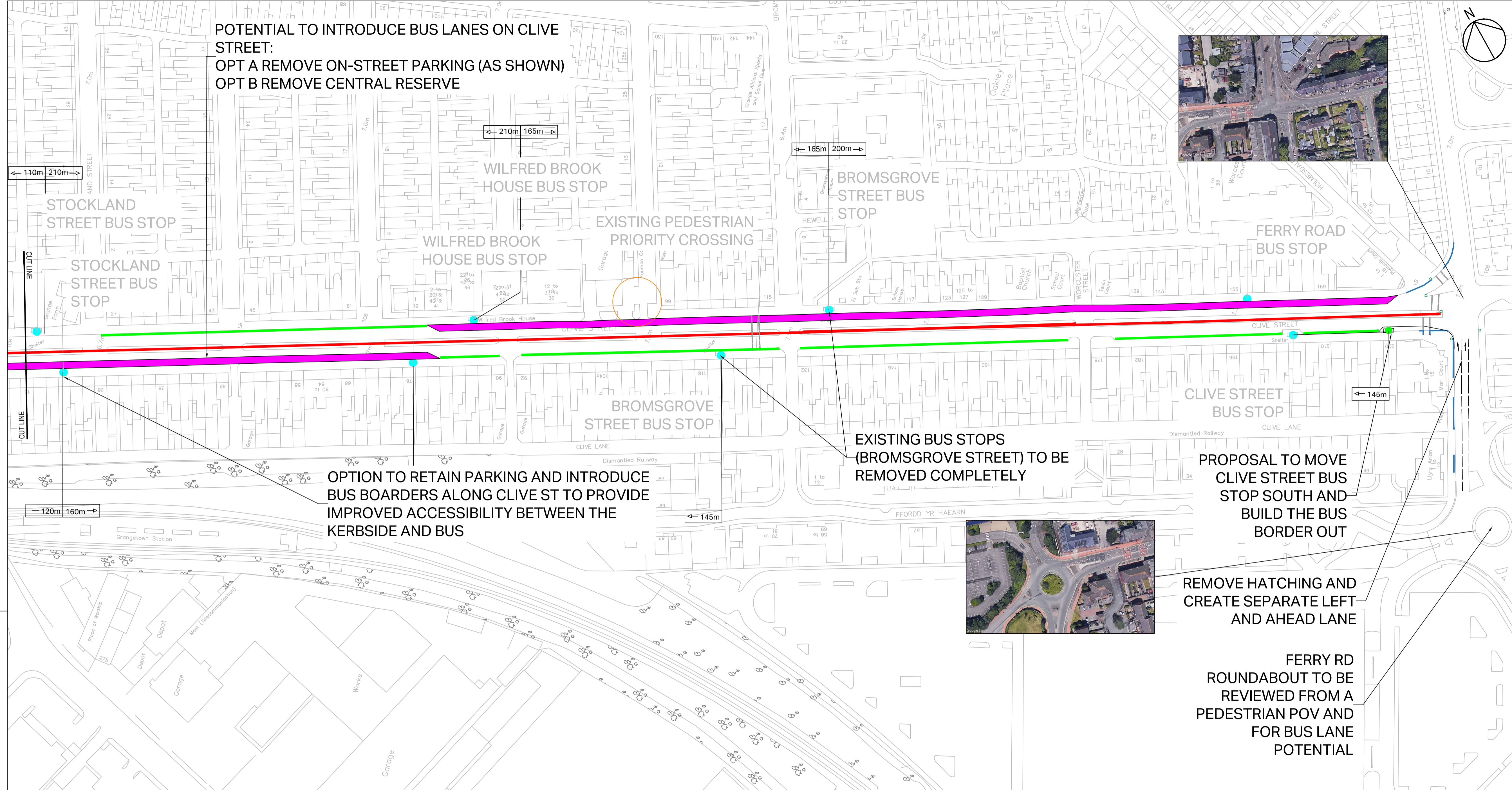
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Location	I	Type	I	Role	I	Number	



POTENTIAL TO INTRODUCE BUS LANES ON CLIVE STREET:
 OPT A REMOVE ON-STREET PARKING (AS SHOWN)
 OPT B REMOVE CENTRAL RESERVE



OPTION TO RETAIN PARKING AND INTRODUCE BUS BOARDERS ALONG CLIVE ST TO PROVIDE IMPROVED ACCESSIBILITY BETWEEN THE KERBSIDE AND BUS

EXISTING BUS STOPS (BROMSGROVE STREET) TO BE REMOVED COMPLETELY

PROPOSAL TO MOVE CLIVE STREET BUS STOP SOUTH AND BUILD THE BUS BORDER OUT

REMOVE HATCHING AND CREATE SEPARATE LEFT AND AHEAD LANE

FERRY RD ROUNDABOUT TO BE REVIEWED FROM A PEDESTRIAN POV AND FOR BUS LANE POTENTIAL

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MINOR AMENDMENTS	JP	08.01.24	P02
REVISION DETAILS	By	Date	Suffix
Purpose of issue			

Client

Project Title
CARDIFF BUS ROUTE ENHANCEMENTS

Drawing Title
ROUTE 2 SOUTH GENERAL ARRANGEMENT SHEET 2 OF 2

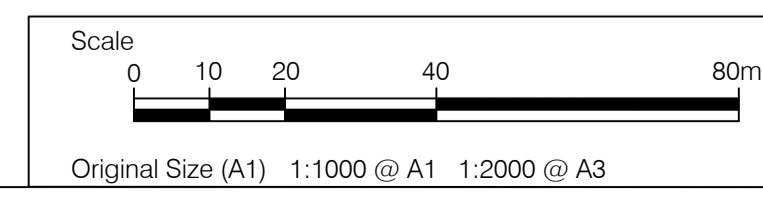
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Location	1 Type	1 Role	1 Number



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Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: Bus Priority Infrastructure Plan

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New

Existing

Directorate/Service Area:

Planning, Transport & Environment

Who is developing the proposal?

Name: Gethin Shields

Job Title: Transportation Programme Manager

Responsible Lead Officer (Director or Assistant Director):

Andrew Gregory

Cabinet Portfolio:

Transport

Authorisation	
Completed By:	Helen Needs
Job Title:	Lead Officer – Transport Programme
Date:	13/09/2023
Approved By:	
Job Title:	

Document History – do not edit

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Fiona Gibson	Senior Corporate Policy Officer	12/10/2022
2	Fiona Gibson	Senior Corporate Policy Officer	12/04/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.

Bus is a vital component of the wider sustainable travel offer and Cardiff Council commits to implementing priority measures to make bus more attractive and the travel mode of choice. The bus priority infrastructure plan sets out the immediate infrastructure priorities needed to support the Council's ambition for fast, reliable and attractive bus services aligned with the bus vision in the Council's Transport White Paper and, in partnership with the bus companies and other stakeholders, to build bus patronage back to pre-pandemic levels and to increase bus's mode share.

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

The bus priority infrastructure plan and its aims will be used to apply to external funding bodies to enable to delivery of the interventions required to improve the bus network and increase patronage.

The cost of these interventions is yet to be determined as the bus priority strategy is in its early stages and costs will be dependent on the interventions proposed.

Cardiff Council will engage and work with key external stakeholders such as Cardiff Bus, the general public and others to develop the bus priority plan and ensure that proposals meet their needs.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

Further information is included about each assessment at the start of the relevant section.

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	
C. Welsh Language Impact Assessment	
D. Habitats Regulations Assessment	
E. Strategic Environmental Assessment	
F. Data Protection Impact Assessment	
G. Health Impact Assessment	

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on different age groups?

	Yes	No	N/A
Up to 18 years	X		
18 - 65 years	X		
Over 65 years	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Improvements to the bus network and public transport links makes journeys more accessible for people of all ages, helping them get where they need to go easily, reliably and safely. There will be a particular benefit to older and younger people who are more likely to use public transport and have less access to cars.

What action(s) can you take to address the differential impact?

The bus priority infrastructure plan will seek to make transport links more accessible to people of all ages and Equality Impact Assessments will be undertaken for each of the proposed interventions as part of the development of the strategy.

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	Y		
Learning Disability	Y		
Long-Standing Illness or Health Condition	Y		
Mental Health	Y		
Neurodiversity	Y		
Physical Impairment	Y		
Substance Misuse	Y		
Visual Impairment	Y		
Other	Y		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The positive impacts outline above also apply to people with disabilities and making the bus network more reliable and easier to use by delivering bus priority measures. Making the bus service more reliable by introducing priority measures will make the bus network easier to use for people with disabilities.

What action(s) can you take to address the differential impact?

Detailed project based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no anticipated positive or negative impacts relating to transgender people resulting from the bus priority infrastructure plan

What action(s) can you take to address the differential impact?

Detailed project based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There are no anticipated positive or negative impacts relating to marriage and civil partnership resulting from the bus priority infrastructure plan

What action(s) can you take to address the differential impact?

Detailed project based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Women who are pregnant and/or who are travelling with children have particular accessibility needs that relate to using the bus network. Making bus journeys easier and more reliable will have a positive impact on this group.

What action(s) can you take to address the differential impact?

Detailed project based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			x
Mixed / Multiple Ethnic Groups			x
Asian / Asian British			x
Black / African / Caribbean / Black British			x
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate that the bus priority infrastructure plan and the associated proposed interventions will have any positive or negative impacts related to a person's race or ethnicity.

What action(s) can you take to address the differential impact?

Detailed project-based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			x
Christian			x
Hindu			x
Humanist			x
Jewish			x
Muslim			x
Sikh			x
Other belief			x
No belief			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate that the bus priority infrastructure plan and the associated proposed interventions will have any positive or negative impacts related to a person's religion or beliefs

What action(s) can you take to address the differential impact?

Detailed project-based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons			x
Female persons			x
Non-binary persons			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate that the bus priority infrastructure plan and the associated proposed interventions will have any positive or negative impacts related to a person's sex.

What action(s) can you take to address the differential impact?

Detailed project based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi			x
Gay			x
Lesbian			x
Heterosexual			x
Other			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate that the bus priority infrastructure plan and the associated proposed interventions will have any positive or negative impacts related to a person's sexual orientation.

What action(s) can you take to address the differential impact?

Detailed project based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

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Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas?)

	Yes	No	N/A
Socio-economic impact		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is anticipated that improved reliability of the bus network as a result of the interventions proposed in the bus network strategy will have a positive impact on those with low incomes/living in deprived areas, encouraging people to use a lower cost alternative to travel around the city compared with owning a car.
What action(s) can you take to address the differential impact?
Detailed project-based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
We do not anticipate that the bus priority infrastructure plan and the associated proposed interventions will have any positive or negative impacts related to the Welsh language
What action(s) can you take to address the differential impact?
Detailed, project-based equality impact assessments for proposed interventions will be undertaken and any differential impacts on an individual scheme basis will be identified and appropriate actions taken

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Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

The bus priority infrastructure plan will be subject to public consultation which will include consultation with the Access Focus group. All individual projects resulting from the plan will also be subject to consultation.

Engagement will be carried out with stakeholder groups on an ongoing basis relating to the bus priority infrastructure plan. Arrangements will be made to consult with the Equalities Groups at an early stage in the development of any interventions which are taken forward from the bus priority strategy as part of the standard transport project consultation process.

Summary of Actions (Listed in the sections above)

	Actions
Age	See section above
Disability	See section above
Gender Reassignment	See section above
Marriage & Civil Partnership	See section above
Pregnancy & Maternity	See section above
Race	See section above
Religion/Belief	See section above
Sex	See section above
Sexual Orientation	See section above
Socio-economic Impact	See section above
Welsh Language	See section above
Generic/ Over-Archiving (applicable to all the above groups)	The bus priority infrastructure plan will be subject to public consultation which will include consultation with the Access Focus group. All individual projects resulting from the plan will also be subject to consultation.

Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

On completion of this Assessment, please ensure that the whole form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council EqualityTeam@cardiff.gov.uk

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**CARDIFF COUNCIL
CYNGOR CAERDYDD**



CABINET MEETING: 21 MARCH 2024

CARDIFF CROSSRAIL PHASE 1 TENDER

TRANSPORT & STRATEGIC PLANNING (COUNCILLOR DAN DE'ATH)

AGENDA ITEM: 11

Appendix 1 of this report is not for publication as it contains exempt information of the description in paragraph 14 (Information relating to the financial or business affairs of any particular person including the authority holding that information) of Part 4 and satisfies the public interest test in paragraph 21 Part 5 of Schedule 12A of the Local Government Act 1972

Reason for this Report

1. Cabinet authority to launch an Early Contractor Involvement (ECI) 2 Stage Tender for Phase 1A of the CrossRail Project.
2. Delegated authority to the Director of Planning, Transport & Environment to award the Stage 1 ECI Design Phase to the successful bidder.
3. To note that Stage 2 of the ECI will be subject to a future cabinet approval. This will be based on an agreement of a target cost price following the Stage 1 process.
4. Delegated authority to Director of PTE (as Senior Responsible Owner (SRO) and Programme Board Chairperson) to move forward with all consultation and engagement process associated with the CrossRail Phase 1 Project.

Background

5. In January 2020, Cardiff unveiled its ambitious ten-year Transport White Paper, outlining a vision for a transformed city transportation network. A key component of this plan is the Crossrail project, an east-west route aiming to span the city and connect thousands of people to areas of employment, education and leisure.

6. By adding new tram-train connections and stations to existing rail lines, Crossrail aims to significantly improve connectivity and accessibility across Cardiff and encourage the mode shift targets set out in the White Paper.
7. While the upfront cost of building a light rail system is significant, its delivery and integration with an effective bus and active travel network is the foundation for achieving a truly sustainable and convenient transportation system. This combined approach fosters the crucial "mode shift" that is needed to achieve the goals set out in the Transport White Paper and Cardiff One Planet Strategy. Furthermore, evidence suggests that light rail acts as a key driver of economic growth in cities and regions.
8. In January 2023, Cardiff Council, in partnership with Transport for Wales (TFW), secured £100m of funding for the Cardiff Crossrail project. This was achieved through a successful bid to the UK Government's Levelling Up Fund, securing £50m, which was then matched by the Welsh Government making the total funding amount secured £100m.
9. The £50m of UK Government funding has to be spent by mid-2026; the Welsh Government funding allocation will be awarded in four equal annual instalments of £12.5m from 2026.
10. There is an aspiration to achieve project completion and operational rail services in time for the European Football Championships in 2028. This programme deadline is aspirational, not mandatory, and is not tied to any funding constraints.
11. To meet the tight spend constraints, and to maximise the programme aspirations, cabinet approval is required to initiate an Early Contractor Involvement (ECI) Tender for Delivery Phase 1A. The proposed procurement strategy is to run a 2 Stage ECI through a mini competition via the Crown Commercial Services for Construction Works and Associated Services framework (CCS Framework). The evaluation criteria will be set at 70% cost, 20% quality and 10% social value. This route has been independently assessed and deemed as the most effective for this project. The ECI contract will be in two stages:
 - i) Stage 1 Design and Cost: This stage will focus on using a contractor to assist with the design process and the costing of the project. This Cabinet report is requesting permission to launch the Stage 1 ECI tender, and further delegated approval to award that stage only to the winning contractor. This stage will be managed under an ECC Option E Contract. It is anticipated that this stage of the project will cost £7-10m (this is an early estimate and will be subject to tender and change).
 - ii) Stage 2 Construction: If stage 1 is successful and the cost is acceptable, the contractor can be awarded the contract to construct the scheme. This Stage 2 process and award will be subject to a further Cabinet Report that will ask for permission to award the construction contract. This stage will be managed by and ECC Option C Contract. It is anticipated that this stage of the project will

cost £60-75m (this is an early high level cost estimate and is subject to change).

12. In addition to the ECI Tender, there are project support packages that are crucial to the overall project delivery; this Cabinet report is also asking for delegated approval to advance the consultation and engagement processes for the project.

Current Challenges and Issues

13. **UK Government spend deadline:** There is a requirement for the project to achieve £50m of spending by mid-2026; this places heavy emphasis on moving the project forward.
14. **Programme:** The requirement to achieve spend by 2026, and the ambitious operational completion target places extra emphasis on creating an optimal programme. All phases of design, project management and delivery will need to be optimised within the levels of tolerable project risk.
15. **Design Integration:** The Cardiff Crossrail project presents a unique opportunity, integrating highway and rail infrastructure for the first time in the city since the early 1900s. Due to the significant highway and public realm works required to enable a tram track through the adopted highway, the majority of the assets built will be council-owned. The tram tracks and trams will also need to use adopted public highway and connect in to the Council's Urban Traffic Control (UTC) Centre. Cardiff Council and TFW have been working in partnership on concept designs for all sections of the scheme; design integration has been a crucial part of this process.
16. **Delivery:** An independent consultant has assessed all of the delivery frameworks and options for the project, with a singular delivery approach being proposed. This involves awarding one contract to a single contractor, procured by Cardiff Council and in partnership with TFW. The procurement route advised is a 2 Stage Early Contractor Involvement (ECI) contract, this means a contractor can be procured early in the design process and can advise on key design and programme elements. It is envisioned that this method of delivery will provide the best possible opportunities for accelerating the programme, managing risk, ensuring effective integration and keeping cost overruns down.
17. **Network Congestion and Pinch Points:** Cardiff has a sensitive traffic network and the incorporation of a tram track into a key section of the City Centre's highway network will have an impact. The Council's Transport Programme Team have ensured that all design options have been tested on a transport model. The introduction of tram tracks will inevitably impact on the capacity in the area and some key network changes will be required to facilitate this key public transport project.

18. **Integration with other Developments:** Cardiff is a growing city and there are several key developments and transport projects that need to be considered and integrated in to the CrossRail project. They include:
- i) **Metro Central Enhancements:** The upgrade to the Central Station ties in with the extra platforms provided with CrossRail Phase 1. The design will also need to tie into the Car Park and future station services will need to be enabled.
 - ii) **Current & Future Development Sites:** CrossRail will act as an enabler and connector to several key development sites; they include Central Quay, land around Callaghan Square, the Cardiff Arena and any future developments in Cardiff Bay.
 - iii) **Transport Network Development:** While necessitating a comprehensive remodelling of the south side City Centre and Cardiff Bay's highway network, Crossrail Phase 1 presents a transformative opportunity. This significant network overhaul allows us to build on recent investments in cycleway and bus priority schemes, further advancing the network objectives outlined in the Transport White Paper. The CrossRail Phase 1 project will provide segregated cycleways, improved pedestrian crossings and new bus priority improvements.

CrossRail Phase 1 – Project Overview

19. The CrossRail Phase 1 Project has been broken down in to two delivery phases:
- i) **Phase 1A: Cardiff Central to Cardiff Bay Station.** This section of the project will require a significant redevelopment of the highway network in the Callaghan Square area to enable the construction of a new tram-train platform at Central Station and a tram track through Callaghan Square and on to the existing Bay Line. There will also be the need for a new platform at the Cardiff Bay Station. This section of the project will also include a new public realm area in Callaghan Square, new pedestrian crossing facilities throughout and the installation of a segregated cycleway to connect Cardiff Central and Callaghan Square to the primary cycle network. Further network changes will also be needed, with the access routes through Bute Terrace and Lower St Mary Street changing to access only for buses, taxis, deliveries and car parks.
 - ii) **Phase 1B: Cardiff Bay Station to Pierhead.** This section of the project will include the remodelling of the highway network around The Flourish and Pierhead Street areas to enable a tram track extension to connect through to a new platform in the pierhead development area. This section will also include new pedestrian facilities and segregated cycleways to better connect the Roald Dahl Plass and Arena Development areas.

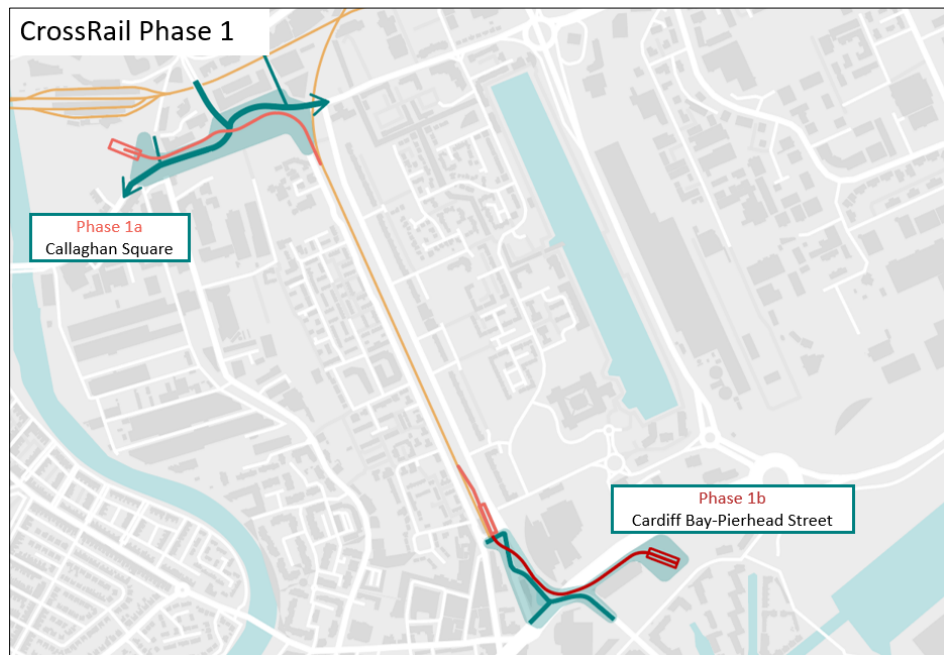


Figure 1: CrossRail Phase 1 Project Area

20. To deliver the project successfully and to ensure that both Cardiff Council and TFW gain operational clarity and success, there are a series of Support Packages associated with the delivery of the project. Cardiff Council and TFW are working together to deliver these packages and they have been included in this Cabinet Report. Of those projects, it is only consultation and engagement that requires Cabinet approval at this stage. The Project Breakdown Structure (PBS) in Figure 1 highlights all the packages associated with the project, including the Engagement and Consultation package:

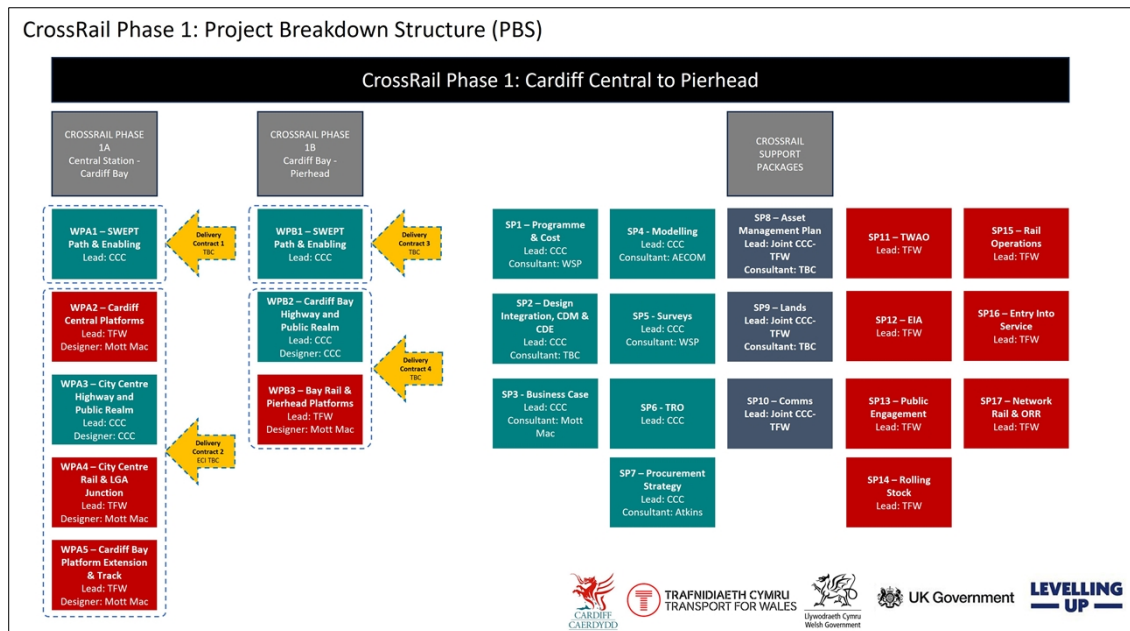


Figure 2: CrossRail Phase 1 Project Breakdown Structure

Governance

22. As the funding owner, Cardiff Council is the Business Case owner and the lead client under Construction Design and Management (CDM) regulations. As the tendering authority, all delivery packages will therefore require Cardiff Council Cabinet Approval to proceed to tender, with a further approval required at tender award stage. The Senior Responsible Owner (SRO) is Cardiff Council's Director of Planning, Transport and Environment.
23. With Cabinet as the ultimate decision-making authority, a Programme Board has been set up to run the key aspects of the project and provide a decision-making function for the Project Management Office (PMO). The board is chaired by the SRO and attended by other key members of Cardiff Council, TFW and Welsh Government. All project level decisions are made by the Project Board, with key decisions being escalated to Cabinet where necessary.
24. The PMO is responsible for Governance and have created a Governance Plan for the project which will be approved by the Programme Board.
25. During the delivery phase of the project, Cardiff Council and TFW will work together with the support of an externally appointed consultant commercial management team. The Delivery Team will report to the Programme Board.
26. A Clients Agreement Document is currently in place serving as the agreement between both organisations during the concept design phases. This will be superseded by a further agreement in 2024 that will serve as an agreement for the delivery phase of the project.

Risk Management

27. CrossRail will be subject to all the delivery and operational risks associated with a scheme of this size. The top three risk at present are:
 - i) Risk 1: Not being able to spend £50m of UK Government Funding by 2026.
 - ii) Risk 2: The completion of Phase 1A not being achieved by mid-2028.
 - iii) Risk 3: The overall cost of both Phase 1A and 1B exceeding the £100m budget.
28. The following actions are being taken to manage risk:
29. **Risk Management Plan:** The project will be subject to a dedicated Risk Management Plan. The plan will be used to mitigate risk, reduce impact, inform better decision making and increase efficiency.
30. **Lessons Learned:** The project team have held several lessons learned sessions with various consultants, contractors, and cities where tram trains are common. These sessions have been invaluable to the development of

the project so far with lessons learnt being applied in project structure, governance design integration and delivery method.

31. **External Support:** External consultancies are being used to advise on several elements of the project; they include risk management, cost management, programme management, contract management and legal advice.
32. **Tender Route:** The ECI Tender route has been selected to enable the Council to lead on the delivery of the highway elements of the project. The Council are not subject to a Traffic Works Act Order (TWAO) and can therefore enter site before any rail works are started. This route offers the highest possibility of getting on site early, achieving the £50m spend by 2026 and completing Phase 1A by mid-2028.

Proposed Recommendation and Next Steps

33. In view of the above summary, and to mitigate the risk of missing the spend deadlines, it is proposed that Phase 1A of CrossRail moves to a 2 Stage ECI Tender and delegated authority is given to the Director Planning, Transport and Environment, to move forward with all of the support packages associated with the project.
34. The next steps for the project are as follows:
 - April 2024: Submit Outline Business Case to UK Government
 - Spring 2024: Launch Stage 1 ECI Tender for Phase 1A
 - Summer 2024: Stakeholder Engagement and Public Consultation
 - Autumn 2024: Award Stage 1 ECI Tender for Phase 1A
 - Autumn 2024: Possible start of Enabling Works Package for Phase 1A
 - Winter 2024: Submit Full Business Case to UK Government
 - Summer 2025: Further Cabinet Approval to Award tender for Stage 2 ECI Tender (Construction)
 - Autumn 2025: Construction start for Phase 1A Main Contract

Future Public and Stakeholder Engagement

35. The business case process attached to the scheme requires stakeholder engagement.
36. The wider project will be subject to a TWAO, which is subject to a public consultation.
37. All associated deliverable projects will be required to follow the usual Transport Project Process and will therefore be subject to further cabinet approval, local member engagement, stakeholder engagement, public consultation, and a traffic regulation order (TRO) process.

Project Funding

38. The Council have been awarded £100m (subject to business case approval) for the CrossRail Phase 1 project.
39. At this stage the Phase 1A section of the scheme is being moved forward for delivery, the Phase 1B section will subject to design only. It is acknowledged that Phase 1B is likely to need further funding award via further government grant funding or development contributions.

Local Member consultation

40. Local Members will be consulted with as part of the Transport Project Process and Traffic Regulation Order (TRO).
41. The delivery of the project will provide a significant opportunity to maximise the social value benefits of the tenders and local members will be involved in this process throughout the project lifecycle.

Reasons for Recommendations

42. To achieve the Vision for CrossRail set out in the White Paper for Transport 2020.
43. To enable further Business Case submissions to UK Government.
44. To enable key project processes to be undertaken by the project team.
45. To give the project the best chance of achieving the allocated funding sums by mid-2026.
46. To deliver a fully operational Phase1A project by mid-2028.
47. To Proactively manage design and delivery risks through a comprehensive plan, minimising potential disruptions and cost overruns.
48. To lay the groundwork for future CrossRail phases, including connecting Cardiff City Centre with the east of the city and connecting the proposed Phase 1A scheme to the west via 'The Ramp' at Central Station.

Financial Implications

49. Funding of £50 million is available in principle from the Department of Transport Levelling Up fund (LUF) and also £50 million from Welsh Government. Apart from the grant funding identified in the report, no other Council sources of revenue or Capital have been made available for the project. Up to 10% of the LUF funding has been approved to be drawn down for the development of the scheme including all costs to develop an updated business case in line with the Traffics Works Act Order. These are estimated to cost c £7-10m. The detail in respect to the Welsh Government contribution is yet to be developed.

50. There remains a risk of abortive costs whilst in the development and design phase and further financial advice will need to be sought as part of a future Cabinet report prior to future financial commitments being entered into. Whilst the report identifies risks of delay in the project timescales, the need for a Council approved business case as part of a thorough process is essential, else the unintended financial consequences could outweigh any delay. This business case must amongst all other best practice requirements for a scheme of this size and complexity must include the following: A complete risk analysis and mitigations including that for the Council and Partners; Understanding of future operating costs and responsibility for these; define the affordable scope of the works being committed to and confirmation of funding from all partners of their respective grants and contributions and timing of such; approach to structuring the procurement to ensure no adverse VAT impact on the project and each of its key partners; understanding asset ownerships and liabilities; financial implications arising from integration with other Council and partner developments that may impact on this project.

Legal Implications

Provided by Blake Morgan LLP:

51. The Council is procuring a single combined construction project via the Crown Commercial Services Framework (“CCS Framework”) using a two phased NEC4 ECC contract with early contractor involvement. Stage 1 will be an NEC4 ECC option E (cost reimbursable) and Stage 2 will be an NEC4 ECC option C (Target Price with potential profit share for both the Council and the Contractor). The procurement process is by mini competition and is compliant with the Public Contracts Regulations 2015. Faithful & Gould/Atkins Realis have confirmed that the CCS Framework allows the use of bespoke amendments to the NEC forms of contract and its report on the Procurement Review, dated 11 October 2023 which supports the decision to use the CCS Framework, is attached at [Appendix 1 – Confidential Appendix.] Blake Morgan LLP is preparing bespoke amendments to the NEC forms of contract to ensure that the Council’s risk is managed in the most appropriate way and to provide for TFW’s rail requirements.
52. The tendered contract will include a contract for both the Stage 1 Works and the Stage 2 Works and the contractual risk which those contracts contain at tender will need to be maintained for the entirety of the construction works ie there can be no renegotiation of the terms post contract award, as to do so would introduce an element of procurement risk for the Council.
53. During the Stage 1 Works the Contractor will undertake site investigation works and work up the design to prepare a sum for the Target Price for the Stage 2 Works. If the Council is content with the Target Price submitted, it issues a Notice to Proceed (“NTP”) to require the Contractor to undertake the Stage 2 Works. The issue of the NTP is entirely at the Council’s discretion. Further authority to proceed would be required at this stage. If the Council decided not to issue the NTP, it would have the right to use the design prepared in Stage 1 and could chose to retender the Stage 2 Works.

Legal Advice provided by Cardiff Council Legal Services

54. It is further understood from the body of this report that the scheme is funded via UK and Welsh Government Grants and therefore consideration should be given to the funding conditions attached to the grants to ensure all conditions are complied with.

General advice

55. In considering the matters set out in this report regard should also be had to: The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector Equality Duties (PSED). These duties require the Council to have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of ‘protected characteristics’. The ‘Protected characteristics’ are: • Age • Gender reassignment • Sex • Race – including ethnic or national origin, colour or nationality • Disability • Pregnancy and maternity • Marriage and civil partnership • Sexual orientation • Religion or belief – including lack of belief.

Well Being of Future Generations (Wales) Act 2015

56. The Well-Being of Future Generations (Wales) Act 2015 (‘the Act’) places a ‘well-being duty’ on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
57. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff’s Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
58. The well-being duty also requires the Council to act in accordance with a ‘sustainable development principle’. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term

- Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions
 - Involve people from all sections of the community in the decisions which affect them
59. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below:<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>
60. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.
61. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to the Council. All decisions taken by or on behalf the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Council Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances

Consultation/Public Engagement

62. It is understood from the report that consultation and public engagement exercises are to be carried out prior to stage 2 of the procurement commencing. It should therefore be noted that Consultation/public engagement gives rise to a legitimate expectation that the outcome of the consultation exercises will be taken into account in determining the way forward.
63. It is also noted that progression of the scheme is also subject to the making of road traffic regulation orders (TRO's). The Council as the 'Traffic Authority' has a discretionary power to make TRO's where it appears to the Council expedient to make the order for any of the purposes specified under Section 1 of the Road Traffic Regulation Act 1984 Act ("the 1984 Act").
64. Full legal advice should be sought on the proposed TRO's as the same are developed but it should be noted that in making any traffic regulation order the Council must comply with the procedure set out in the Act and the regulations made there under. This process involves at statutory consultation exercise, with associated rights of objection. If objections are received, they must be duly considered and following such consideration

the potential exists that the traffic regulation order may be made, be made but in modified form or not proceeded with at all.

HR Implications

65. There are no HR Implications for this report.

Property Implications

66. There are no Property Implications for this report

RECOMMENDATIONS

Cabinet is recommended to:

1. Authorise the launch of an Early Contractor Involvement (ECI) 2 Stage Tender for Phase 1A of the CrossRail Project.
2. Delegate authority to the Director of Planning, Transport & Environment to award the Stage 1 ECI Design Phase to the successful bidder using the evaluation criteria set out in Paragraph 11 of this report.
3. note that Stage 2 of the ECI will be subject to a future cabinet approval. This will be based on an agreement of a target cost price following the Stage 1 process.
4. Delegate authority to Director of PTE (as Senior Responsible Owner (SRO) and Programme Board Chairperson) to move forward with all consultation and engagement process associated with the CrossRail Phase 1 Project.

SENIOR RESPONSIBLE OFFICER	Andrew Gregory Director of Planning, Transport & Environment
	15 March 2024

The following appendices are attached:

Appendix 1 Exempt Legal Implications
Appendix 2 Single Impact Assessment

By virtue of paragraph(s) 14, 21 of Part(s) 4 and 5 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

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Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?	
Title:	Cardiff Crossrail Phase 1

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?	
New	<input checked="" type="checkbox"/>
Existing	<input type="checkbox"/>

Directorate/Service Area:	
Planning, Transport & Environment	

Who is developing the proposal?	
Name:	Gethin Shields
Job Title:	Transportation Programme Manager

Responsible Lead Officer (Director or Assistant Director):	
Andrew Gregory	

Cabinet Portfolio:	
Transport	

Authorisation	
Completed By:	Helen Needs
Job Title:	Senior Project Manager
Date:	04/03/2024
Approved By:	Gethin Shields
Job Title:	Transportation Programme Manager

Document History – do not edit

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	FG	Senior Corporate Policy Officer	12/10/2022
2	FG	Senior Corporate Policy Officer	12/04/2023
3	FG	Senior Corporate Policy Officer	12/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.

The council is seeking to go to tender for the construction of Phase 1a of Cardiff Crossrail.

The project has been successful in attracting £100m of funding to date. Crossrail Phase 1 is split into Phase 1a and Phase 1b.

Phase 1a consists of:

- Two new platforms at Cardiff Central in the current location of the station car park
- A new tram-train line across Callaghan Square
- Reconfiguration of highway space in and around Callaghan Square
- Active Travel connections and public realm improvements in Callaghan Square
- Joining the new tram-train line onto the existing Core Valley Line on Lloyd George Avenue

Please see concept design drawing “CO20000 - Callaghan Square High Level Option 16 A” (Note: this is subject to change and further development in the detailed design stage)

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

Cardiff Council has been successful in acquiring UK Levelling Up Funding (LUF), (£50m) and Welsh Government Funding (£50m) to deliver Phase 1 of the Cardiff Crossrail. Supported by, and working closely with Transport for Wales, Cardiff Council is the recipient and administrator of both the funding and the programme, and the Business Case Owner. Workstreams and projects will be designed and delivered by both organisations and third-party development sites.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

Further information is included about each assessment at the start of the relevant section.

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	Y
C. Welsh Language Impact Assessment	Y
D. Habitats Regulations Assessment	N
E. Strategic Environmental Assessment	N
F. Data Protection Impact Assessment	N
G. Health Impact Assessment	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on different age groups?

	Yes	No	N/A
Up to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Improvements to public transport links make journeys more accessible for people of all ages, helping them get where they need to go easily, reliably and safely. This infrastructure from Callaghan Square and onto the Cardiff Bay Line is key to facilitate a direct connection from Cardiff Central to Cardiff Bay in future phases, reducing journey times and removing the need to transit via Queen Street Station.

There will be a particular benefit to older and younger people who are more likely to use public transport and have less access to cars.

What action(s) can you take to address the differential impact?

The project will be subject to a full public consultation that will be undertaken in partnership with Transport for Wales so the proposals can be presented and understood in full.

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	x		
Learning Disability	x		
Long-Standing Illness or Health Condition	x		

Mental Health	x		
Neurodiversity	x		
Physical Impairment	x		
Substance Misuse	x		
Visual Impairment	x		
Other	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The positive impacts outlined above also apply to people with disabilities and makes the public transport network more connected and easier to use by facilitating a future connection from Cardiff Central through to Cardiff Bay. There will be less distance to travel between stations and fewer connections, reducing journey time and simplifying journeys.

The removal of car park spaces at the rear of the station to accommodate the new platforms may have a negative impact on people with mobility impairments.

Changes to signage and wayfinding may impact on people with visual impairments.

What action(s) can you take to address the differential impact?

The project will be subject to a full public consultation that will be undertaken in partnership with Transport for Wales so the proposals can be presented and understood in full.

The accessibility group will also be specifically consulted with throughout the design process.

The removal of car park spaces at the rear of the station is expected to be mitigated by the multi-modal transport hub which is part of Network Rail's masterplan for the area.

Additional/accessible signage to mitigate the impact on people with visual impairments will be considered if concerns with wayfinding are raised through the consultation process. Lessons learned from other cities with tram/light rail systems will be utilised.

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

At this time, it is not anticipated that there will be any differential impact on transgender people resulting from Crossrail Phase 1a.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

At this time, it is not anticipated that there will be any differential impact on marriage or Civil Partnership resulting from Crossrail Phase 1a.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy	x		
Maternity	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Women who are pregnant and/or who are travelling with children have particular accessibility needs that relate to using public transport. Making public transport journeys easier and more reliable will have a positive impact on this group.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

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Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			X
Mixed / Multiple Ethnic Groups			X
Asian / Asian British			X
Black / African / Caribbean / Black British			X
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate Crossrail Phase 1a will have any positive or negative impacts related to a person's race or ethnicity.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			X
Christian			X
Hindu			X
Humanist			X
Jewish			X
Muslim			X
Sikh			X
Other belief			X
No belief			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate Crossrail Phase 1a will have any positive or negative impacts related to a person's religion, belief or non-belief.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons			X
Female persons			X
Non-binary persons			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate Crossrail Phase 1a will have any positive or negative impacts related to a person's sex.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi			X
Gay			X
Lesbian			X
Heterosexual			x
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

We do not anticipate Crossrail Phase 1a will have any positive or negative impacts related to a person's sex.

What action(s) can you take to address the differential impact?

If the public consultation identifies that there may be a differential impact, this will be considered and mitigated if necessary following the consultation.

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas?)

	Yes	No	N/A
Socio-economic impact		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

It is anticipated that the improvements to the public transport network as a result of Crossrail Phase 1a will have a positive impact on those with low incomes/living in deprived areas, encouraging people to use a lower cost alternative to travel around the city compared with owning a car.

There is a potential negative impact (especially during construction) on the population of Butetown which is in close proximity to the proposals.

What action(s) can you take to address the differential impact?

The community in Butetown will be consulted with throughout the development of the proposals.

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Please see Section C: Welsh Language Impact Assessment

What action(s) can you take to address the differential impact?

Please see Section C: Welsh Language Impact Assessment

Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

A full public consultation will take place on the proposals, in collaboration with Transport for Wales.
The council's accessibility group will be consulted with, as well as community groups in Butetown.

Summary of Actions (Listed in the sections above)

	Actions
Age	
Disability	Engagement and consultation with the accessibility group as per standard Transport project consultation process.
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	Undertake a full public consultation in collaboration with Transport for Wales, and identify any potential differential impacts on all of the above groups and seek to mitigate where possible.

Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

On completion of this Assessment, please ensure that the whole form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council EqualityTeam@cardiff.gov.uk

B: Child Rights Impact Assessment

The aim of a Child Rights Impact Assessment is to put children and young people at the forefront of decision-making. The assessment helps officers to consider how the rights of children and young people may be affected by a proposed policy or project.

Click [here](#) to start a Child Rights Impact Assessment.

You will receive an automated email containing a link to your Child Rights Impact Assessment template and the Child Friendly Cardiff Team will be in contact to support you.

Guidance for Local Government prepared by Unicef is available here:
[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Title of policy/strategy/project/procedure/service being assessed:	Cardiff Crossrail Phase1a
Type of Assessment:	New

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
Name:	Gethin Shields
Job Title:	Transportation Programme Manager
Service/Team:	Transport Programme
Directorate:	Planning, Transport & Environment

STAGE 1: PURPOSE/SCOPE

- 1. What is the policy/strategy/project/procedure/service? Summarise its overall aims and any aims specific to children.**

Cardiff Council has been successful in acquiring UK Levelling Up Funding (LUF), (£50m) and Welsh Government Funding (£50m) to deliver Phase 1 of the Cardiff Crossrail.

Phase 1a will provide a tram-train connection from Cardiff Central Station, that will join onto the Cardiff Bay Line after crossing Callaghan Square.

The highway, junctions and public realm in Callaghan Square will be amended to accommodate the tram-train.

- 2. Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.**


<input type="checkbox"/> Protected Characteristics	<input type="checkbox"/> EOTAS
<input type="checkbox"/> Young Parents	<input type="checkbox"/> Gypsy Travellers
<input type="checkbox"/> Children of Single Parents	<input type="checkbox"/> Asylum Seekers
<input type="checkbox"/> Southern Arc Children	<input type="checkbox"/> BAME Community
<input type="checkbox"/> Children of Deaf Parents	<input type="checkbox"/> Care Experienced
<input type="checkbox"/> Young Carers	<input type="checkbox"/> Pre-School
<input type="checkbox"/> Primary School	<input type="checkbox"/> Secondary School
<input type="checkbox"/> Welsh First Language	<input type="checkbox"/> Non-Native Speakers of English
<input type="checkbox"/> Set Locality	<input checked="" type="checkbox"/> Citywide

<input type="checkbox"/> LGBTQ+	<input type="checkbox"/> ALN
<input type="checkbox"/> Youth Justice	Other - Click or tap here to enter other identified groups

STAGE 2: BUILD AND ASSESS

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

3. What is the likely/ actual impact of the proposal on children’s rights? Is it positive, negative, or neutral?

<i>Describe the Impact</i>	<i>Impacted UNCRC Articles</i>	<i>Impact Scale</i>	<i>How to mitigate impact (if negative)  - additional info</i>
Improved connections between Cardiff Central and Cardiff bay via tram-train to access facilities to meet with other children and join groups across the city	15	Positive	Click or tap here to add a mitigation.
Improved access to take part in cultural and artistic activities in Cardiff Bay resulting from improvements to travel connections	31	Positive	Click or tap here to add a mitigation.
Improved travel infrastructure that is easier to use and more accessible will improve access to the public transport network for children with disabilities	23	Positive	Click or tap here to add a mitigation.
A better connected and integrated tram-train network, improved cycleway and active travel connections that enable a connection from Cardiff Central-Cardiff Bay will contribute to the health and well-being of children and young people	24	Positive	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

STAGE 3: VOICE AND EVIDENCE

4. **How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children’s rights?** [i - additional info](#)

Cardiff Crossrail will go through a full public consultation. Children and young people will be encouraged to participate in the consultation, and this can be worked on with the Child Friendly Team.

5. **Have you sourced and included the views and experiences of children and young people? What do you know about children and young people’s views and experiences that are relevant to the proposal?** [i - additional info](#)

Young people are more likely to be users of public transport and therefore their views must be taken into consideration when looking to improve facilities and services. A strategy to consult and engage with children and young people on transport projects and proposals is due to be developed, working with the Child Friendly Team and Transport for Wales who will run the communications and engagement aspect of the project.

STAGE 4: BUDGET

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

6. **What is the budget for this policy/ strategy/ project/ procedure/ service? In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.**

Budget for Phase 1 of Crossrail is £100m. There is no specific allocation for children and young people.

STAGE 5: IDENTIFIED ACTIONS

7. What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment? ⓘ - [additional info](#)

Children and young people must be consulted with regarding the project
--

AUTHORISATION

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	Helen Needs
Submission Date:	21/02/2024
Job Title:	Senior Project Manager
Approved By:	Click or tap here to enter name.
Job Title:	Click or tap here to enter job title.

Governance & Decision-Making

Where it is considered that a CRIA is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Advice & Support

UNICEF Child Rights Impact Assessment Guidance for Local Government:
[Child rights impact assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff's Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

Welsh Language Standards 88-97 (Policy Making)

Cardiff Council's full Compliance Notice can be found [here](#), but the Standards noted above specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

They are summarised below, and you **must** provide evidence, especially from, but not limited to, any consultation exercises undertaken, in order to support your comments, regardless of whether you are noting a positive, negative or neutral impact.

- Will this proposal impact on a) the opportunities for persons to use the Welsh language and b) treating the Welsh language **no** less favourably than the English language? (Please tick where relevant.)

	Positive	Negative	Neutral
a)	X		
b)	X		

Based on your above answer, please provide supporting comments and evidence in the relevant boxes on the following questions, for each one of the above that you have ticked.

- Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

We do not anticipate that Cardiff Crossrail will have any negative impacts related to the Welsh language, but will have some positive impacts.

The bilingual consultation will seek the views of Welsh-speakers on the proposals, and further identify any potential impacts on the Welsh language, and all new signage (mounted and on the road surface) following any changes will be bilingual. All promotional work regarding any changes being implemented will be communicated in Welsh.

Improved transport links will have an indirect positive impact for Welsh speakers by allowing better access to Welsh-medium education opportunities for adults for example, or easier access to Welsh language events or employment opportunities in Cardiff Bay.

- When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects?

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects?

Please include a copy of the relevant consultation question/questions below along with your evidence.

Cardiff Crossrail has not yet been taken to a public consultation.

All consultation relating to this project will follow the council's guidelines regarding bilingual communications. The consultation has not yet occurred, but will comply with the Council's general consultation processes, the relevant duties under the Welsh Language Standards, and will include Bilingual Cardiff and any relevant partners.

- If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language **no** less favourably than the English language?

Note **N/A** if no awarding of grants was involved.

N/A

- If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language no less favourably than the English language?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects?

Note **N/A** if no research was undertaken or commissioned.

N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

Click on the following to view further information on specific issues:

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)
- [Producing Forms](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Public Address Announcements](#)
- [Public Messages – electronic – video](#)

- [Publicity & Advertising](#)
- [Reception Services](#)
- [Self Service Machines](#)
- [Signs, Notices & Display Material](#)
- [Social Media](#)
- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

Yes

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed [here](#) and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

A copy must also be emailed to Bilingual Cardiff's Policy Team [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk

UPDATED HIGHWAY MAINTENANCE POLICY DOCUMENT PART A -
2024

TRANSPORT & STRATEGIC PLANNING (COUNCILLOR DAN
DE'ATH)

AGENDA ITEM: 14

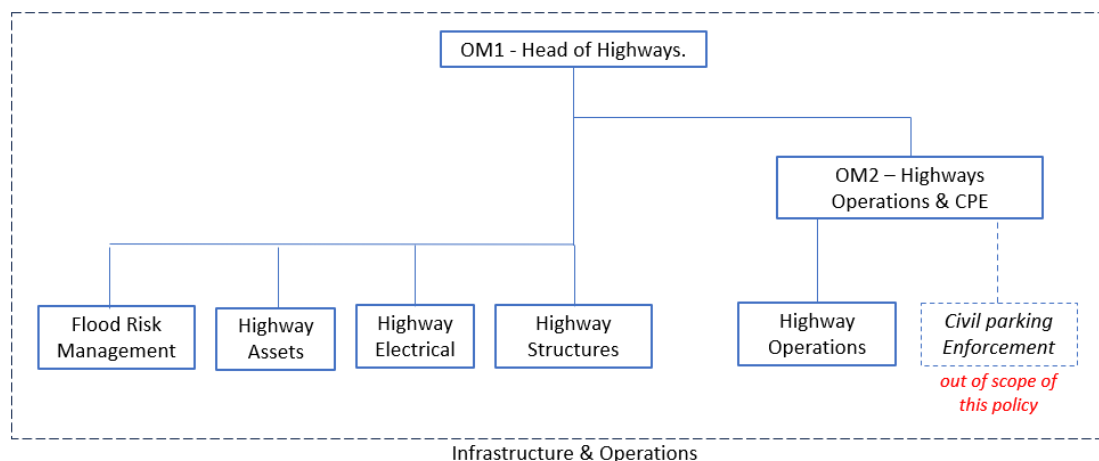
Reason for this Report

1. To recommend to the Cabinet the Updated Highway Maintenance Policy Document Part A – 2024 (**see Appendix A**).

Background

2. There is a three-tiered approach for Cardiff Council's highway maintenance policy documentation following the Wales Audit Office (Audit Commission) recommendation of best practice in 2008. The Policy's three tiers are:
 - Part A - The Maintenance Policy (**Why we do it**). This sets out the Council's statutory obligations and key principles which will provide the framework for Part's B and C of the Policy which will provide the operational details.
 - Part B – The Standards (**What we do**). This will provide detail of what is required to be done to maintain the highway asset to satisfy the Council's statutory obligations and the key principles established in Part A.
 - Part C - Working Instructions (detailed, **How we do it**). These will set out more detailed instructions and procedures required to undertake and complete specific maintenance activities to satisfy the Council's statutory obligations and the key principles established in Part A.
3. This Cabinet Report relates to an updated **Part A (2024)** of the Highway Maintenance Policy which applies to the functions delivered by the **Highways Infrastructure and Operations Teams** that manage and maintain the highway network for which the Council is responsible as the Highway Authority.

Highways Infrastructure and Operations Team Structure



4. The primary objective of the Highway Maintenance Policy is to set how the Council will deliver its statutory duty as the **Highway Authority** in maintaining the highway network within Cardiff. Reference in this document to highway network or highways relates to the adopted highway. For these purposes adopted highway only applies to a designated section of public maintained highway that has gone through a process for maintenance and inspection criteria as defined in the Highway Maintenance Policy Document Part C:001 Highway Safety Inspections (**see Appendix C**) - relating to areas highlighted pink on the councils GIS mapping system.
5. Part A of the Maintenance Policy sets out the Council's statutory obligations and key principles which creates the framework for Part B (**see Appendix B**) and Part's C (**see Appendix C**) of the Policy which will provide the operational details. This Part A document will:
 - Outline Cardiff Council's approach to highway maintenance within a legislative, corporate, and financial framework.
 - Define the Council's approach to highway maintenance based on current legislation and recommendations made in the latest national highway's code of practice: Well Managed Highway Infrastructure – October 2016, utilising the risk-based approach advocated in the determination of local technical and operational standards.
 - Establish the network hierarchy for carriageways and footways.
 - Define arrangements for the management of highway maintenance set within the context of an overall asset management regime defined in The Highway Asset Management Plan 2023-2026 (HAMP – 3)
6. The Highway Maintenance Policy will be periodically reviewed particularly in response to changes in legislation, the development of case law or Council reorganisation. This is the second Highway Maintenance Policy document Part A, the first was approved by the Council's Cabinet on 16th February 2012 under Decision No. EXECM/11110/Min no.121.
7. The Council's Cabinet is responsible for the approval of any changes to the Highway Maintenance Policy Part A. In respect of part B and part C of the policy document, as stated in the approved executive report dated 16th February 2012 *"the City Services Chief Officer, in consultation with the Executive Member for Highways, to be authorised to approve these*

documents, and subsequent amendments to these as they become necessary, for example, because of operational experience or marketplace innovations”.

Issues

8. There are no identified issues raised for the approach described in this Part A Highway Maintenance Policy Document. However, issues resulting from financial pressures on the maintenance and management of the highway asset are described in detail in the May 2023 Cabinet approved Highway Asset Management Plan 2023-2026 (HAMP-3), and its accompanying HAMP-3 Cabinet Report.

Reason for Recommendation

9. To approve the Updated Highway Maintenance Policy Document Part A (2024) as the current management policy for this function.

Financial Implications

10. This report does not result in any additional financial implications. It seeks approval for an updated Highway Maintenance Policy Document Part A which sets out how the Council will deliver its statutory duty as the Highway Authority in maintaining the highway network within Cardiff.
11. The updated Highway Asset Management Plan reported to Cabinet in May 2023 detailed proposals for future management and investment of the highway and associated assets. This report identified pressures on the service and a significant budget gap for future years between the existing capital budget allocations and the investment deemed necessary to achieve steady state, without reliance on additional Council resources.
12. The Directorate must continue to manage within available revenue and capital budgets and seek all alternative external funding sources, actions, mitigations and efficiencies which enable the service to close the gap without impacting on maintenance obligations and minimum condition standards.
13. This will necessitate prioritisation of work and diversion of resources as appropriate in order to maximise resources within a cost effective and risk-based planned maintenance programme.

Legal Implications

14. Section 41 of the Highways Act 1980 (“the Act”) imposes on a highway authority an express duty to maintain highways which are maintainable at public expense. The section itself does not specify what is the standard required of the highway authority in executing this duty. Case law has however established, that the duty to maintain a highway requires maintenance of a standard necessary to accommodate the ordinary traffic which passes or may reasonably be expected to pass along the highway. Therefore, the extent of the duty will vary according to the type of highway and the type of traffic that may normally be expected on it. Breach of this duty can render the council liable to

pay compensation if anyone is injured as a result of failure to maintain the highway. The Highway Maintenance Policy sets out the Council's approach to highway maintenance as regards highways which are maintainable at the public expense.

15. It should be noted that claims can be brought against a highway authority for alleged failure to maintain the highway. Section 58 of the Act provides a defence against such claims where the highway authority can be shown to have taken such care, as in all the circumstances was reasonably required to secure that the part of the highway to which the claim relates was not dangerous. It is understood that the preparation and approval of the updated plan will, in part, assist the Council to demonstrate the approach adopted to carry out highway inspections.

Equality and Socio-Economic Duty

16. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.
17. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.Wales) and must be able to demonstrate how it has discharged its duty.
18. An Equalities Impact Assessment aims to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment.

Well-Being of Future Generations (Wales) Act 2015

19. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales – a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
20. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the

decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.

21. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them
- The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

22. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.

23. Cabinet must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to the Council. All decisions taken by or on behalf the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Council Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances

HR Implications

24. There are no HR implications directly arising from this report.

Property Implications

25. There are no specific property implications arising from the Updated Highway Maintenance Policy Part A report. Where there are any property transactions or valuations required to deliver any proposals, they should be done so in accordance with the Council’s Asset Management process and in consultation with Strategic Estates and relevant service areas.

Insurance Implications

26. Section 41 of the Highways Act 1980 (“the Act”) imposes on a highway authority an express duty to maintain highways which are maintainable at public expense. The updated policy incorporates the “Well Managed Highway Infrastructure – October 2016” code of practice. The Highways policy will be relied on when attempting to defend insurance claims made against the Council.

RECOMMENDATION

Cabinet is recommended to approve the updated Highway Maintenance Policy Document Part A (2024) as the current management policy for this function.

SENIOR RESPONSIBLE OFFICER	Andrew Gregory Director Planning, Transport & Environment
	15 March 2024

The following appendices are attached:

- Appendix A** *Highway Maintenance Policy Document Part A (2024) – DRAFT - v2.10*
- Appendix B** *Highway Maintenance Policy Document Part B (2024) – FINAL - v2.13*
- Appendix C** *Highway Maintenance Policy Document Part C:001 – Highway Safety Inspections – FINAL – v2.12*

The following background papers have been taken into account: -

- *Highways Asset Management Plan 2023-2026 (HAMP – 3) – FINAL v1.0*
- *Cabinet Report – HAMP 3 – May 2023 – Final – v0.20*

Cardiff Council

Highway Maintenance Policy Document

Part A – 2024

DRAFT – v2.10



DRAFT

Contents	Page
1. Executive Summary	5
2. Introduction	7
3. Purpose, Scope, Objectives and Outcomes	8
4. Legal and Corporate Plan Framework.....	10
5. Highway Asset Management Planning	14
6. Communication	17
7. Network Hierarchies	18
8. Inspections, Assessment and Recording.....	23
9. Condition Standards and Investigatory Levels	24
10. Performance Indicators, Comparisons and Targets	26
11. Programming and Priorities	26
12. Winter Service.....	26
13. Weather and Other Emergencies	27
14. Procurement and Service Delivery	27
15. Financial Management	27
16. Monitoring and Review	28
Appendix A – References	29

Document Control

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Date	21 st March 2024
Council Approval Level	Cabinet Meeting

Revision	Status	Description	Date	Author	Approved
2.5	DRAFT	Initial Update of Document	21.06.23	A.G.	-
2.6	DRAFT	General Amendments Following Review with O.M	04.07.23	A.G.	G.B.
2.7	DRAFT	General Amendments	16.08.23	A.G.	-
2.8	DRAFT	General Amendments Following Review with O.M	05.12.23	A.G.	G.B.
2.9	DRAFT	Minor Amendments following Review by Legal Corporate Advice.	14.02.24	A.G.	-
2.10	DRAFT	Issued to Cabinet for Approval	15.02.24	A.G.	G.B.

1. Executive Summary

- 1.1. This policy outlines Cardiff Council's approach to highway maintenance within a legislative, corporate, and financial framework.
- 1.2. The primary objective of the Highway Maintenance Policy is to set how the Council will deliver its statutory duty as the **Highway Authority** in maintaining the highway network within Cardiff. Reference in this document to highway network or highways relates to the adopted highway. For these purposes adopted highway only applies to a designated section of public maintained highway that has gone through a process for maintenance and inspection criteria as defined in the Highway Maintenance Policy Document Part C:001 Highway Safety inspections - relating to areas highlighted pink on the councils GIS mapping system.
- 1.3. The outcomes from the implementation of the Policy can be summarised under the key headings of network safety, network serviceability, customer service and network sustainability.
- 1.4. This document forms Part A of the Maintenance Policy. It sets out the Council's statutory obligations and key principles which creates the framework for Part's B and C of the Policy which will provide the operational details.
- 1.5. This document establishes the network hierarchy for carriageways and footways. The importance of establishing an effective regime of inspection, assessment and recording is identified as well as the adoption of the continuous improvement approach to highway maintenance.
- 1.6. The Highway Maintenance Policy will be periodically reviewed particularly in response to changes in legislation, the development of case law or Council reorganisation. This is the second Highway Maintenance Policy document Part A, the first was approved by the Council's Cabinet on 16th February 2012 under Decision No. EXECM/11110/Min no.121.
- 1.7. The Council's Cabinet is responsible for the approval of any changes to the Highway Maintenance Policy Part A. In respect of part B and part C of the policy document, as stated in the approved executive report dated 16th February 2012 *"the City Services Chief Officer, in consultation with the Executive Member for Highways, to be*

authorised to approve these documents, and subsequent amendments to these as they become necessary, for example, because of operational experience or marketplace innovations”.

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2. Introduction

2.1 The Highway Maintenance Policy outlines Cardiff Council's approach to highway maintenance within a legislative, corporate, and financial framework.

2.2 It defines the Council's approach to highway maintenance and is based on current legislation and recommendations made in the latest national highway's code of practice: Well Managed Highway Infrastructure – October 2016.

2.3 The Policy does not have any statutory status. The three-tiered approach for Cardiff Council's highway maintenance policy documentation followed the Wales Audit Office (Audit Commission) recommendation of best practice in 2008.

2.4 The Policy's three tiers are:

- Part A - The Maintenance Policy (**Why we do it**). This sets out the Council's statutory obligations and key principles which will provide the framework for Part's B and C of the Policy which will provide the operational details.
- Part B – The Standards (**What we do**). This will provide detail of what is required to be done to maintain the highway asset to satisfy the Council's statutory obligations and the key principles established in Part A.
- Part C - Working Instructions (detailed, **How we do it**). These will set out more detailed instructions and procedures required to undertake and complete specific maintenance activities to satisfy the Council's statutory obligations and the key principles established in Part A.

This document is **Part A** of the Highway Maintenance Policy.

3. Purpose, Scope, Objectives & Outcomes

Purpose

3.1 The primary objective of this Highway Maintenance Policy is to set how the Council will deliver its statutory duty as the **Highway Authority**. Section 1 of the Highways Act 1980 as amended by the Local Government (Wales) Act 1994 determined that in Wales the council of a county or county borough are the highway authority for all highways in the county which are not highways for which the Minister is the highway authority. The duties and responsibilities of the Highway Authority are regulated by the Highways Act 1980

Scope

3.2 This Highway Maintenance Policy relates to the functions delivered by the **Highways Infrastructure and Operations Teams** that manage and maintain the highway network for which the Council is responsible as the Highway Authority.

3.3 Below is a list of Highway and Transportation functions that have a direct relationship to the services delivered by the Highways Infrastructure and Operations Teams but are **not included in this policy** as they are managed in other areas of the service and/or under separate Policy:

- Accessibility by public transport
- Active travel and road safety
- Agreements made under Section 278 & 38 of the Highways Act
- Carriageways, footways, and associated infrastructure managed by other Council teams such as Housing, Parks etc.
- Civil parking enforcement
- Electric vehicle charging
- Highway licensing and enforcement
- Network management
- Passenger transport
- Planning
- Safer routes to school
- Strategic management and development of the cycle network
- Streetworks and the management of utility companies
- Traffic regulation orders (TRO)
- Traffic safety schemes

- Transport planning and vision
- Urban regeneration schemes
- Weed control.

3.4 Cardiff is not the Highway Authority for the M4 & A48M motorway and Trunk Roads (parts of the A470, A4232) - these routes are the responsibility of the Welsh Government.

3.5 Objectives

Objectives of this Highway Maintenance Policy are:

- To adopt asset management planning as a means of demonstrating value for money in the delivery of highway maintenance.
- To develop, adopt and review policies for highway maintenance, consistent with the wider principles of integrated transport, sustainability and best value.
- To focus on the needs of users and the community, and their active involvement in the development and review of policies, priorities and programmes.
- To adopt an efficient and consistent approach in the collection, processing and recording of highway inventory, highway condition and status information for the purpose of both local and national needs assessment, management and performance monitoring.
- To utilise a risk-based approach in the determination of local technical and operational standards that rectify defects arising from safety and serviceability inspections and inform investment priorities.
- To encourage continuing innovation in the procurement of highway maintenance contracts, whilst complying with high standards of corporate governance.

3.6 Outcomes

The intended outcomes from the implementation of this Policy are as follows:

Network Safety

- Complying with statutory obligations
- Meeting highway user's needs

Improving Customer Service

- User experience/satisfaction
- Communication
- Information
- Levels of service

Network Serviceability

- Ensuring availability
- Achieving integrity
- Maintaining reliability
- Resilience
- Managing condition

Network Sustainability

- Minimising costs over time
- Maximising value to the community
- Maximising environmental contribution

4. Legal & Corporate Plan Framework

Duties of a Highway Authority

4.1 Section 130 Highways Act 1980 makes it a duty of the highway authority to assert and protect the rights of the public to the use and enjoyment of any highway.

4.2 The Highways Act 1980 states the Highway Authority is the body responsible for maintaining highways maintainable at the public expense (for example certain: roads; footpaths; bridleways and byways) and keeping them free from obstructions. Network Management exercise powers under Section 115 VIIA-K of the Highways Act 1980 for activities and licencing on the highway as conveyed in the 1982 Local Government Miscellaneous Provisions Act (Wales). Network management duties for activities such as Road Closures are exercised under the Road Traffic Act 1984. As stated in section 3 Cardiff Council is the Highway Authority for all adopted roads in Cardiff other than the M4 & A48M motorway and Trunk Roads (parts of the A470, A4232) these routes are the responsibility of the Welsh Government.

4.3 The Highways Act 1980 is the principal legislation, which governs the maintenance of the highway. Section 130 of the Highways Act 1980 governs the

overall duties and functions - any other regulation is ancillary to S130. Section 41 imposes a duty to maintain highways [which are] maintainable at public expense and almost all claims against Authorities relating to highway functions arise from the alleged breach of this section. Section 58 provides a defence against such claims relating to alleged failure to maintain the highway on such grounds that the Highway Authority has taken such care as in all the circumstances was reasonably required.

4.4 The Council has a duty to remove any obstructions from a highway due to an accumulation of snow or from the falling down of banks on the side of the highway, or from any other cause, pursuant to section 150 of the Highways Act 1980. In particular the Council has a duty to ensure, so far as is reasonably practicable, that safe passage along a highway is not endangered by snow or ice pursuant to section 41 of the Highways Act.

4.5 In view of its legal obligations, the Council keeps accurate records of all its highway maintenance activities undertaken, particularly safety and other inspections, identifying the time and nature of any response. The efficiency, accuracy and quality of information and records maintained are required for both the effective management of the service and for the defence of claims received in relation to the Council's alleged failure to maintain the highway. The system supports compliance with standards of evidence provision consistent with the Pre-Action Protocols as set out within The Ministry of Justice Civil Procedure Rules.

Other Legislation

4.6 Examples of other important legislation which affects the Council's highway maintenance functions is listed below. This list is not exhaustive, as there is a considerable volume of other legislation and regulations which affect the public highway network to a greater or lesser extent:

- Health & Safety at Work Act 1974
- Local Government Miscellaneous Provisions (Wales) Act 1982.
- Road Traffic Regulation Act 1984
- Road Traffic Act 1991
- Traffic Management Act 2004

- Town and Country Planning Act 1997
- Environmental Protection Act 1990
- New Roads and Streetworks Act 1991
- Health & Safety at Work Regulations 1999
- Construction (Design & Management) Regulations 2015
- Countryside and Rights of Way Act 2000

Statutory Powers

4.7 The majority of activities carried out by Highway Authorities relate to statutory powers identified in the relevant legislation, rather than duties. These powers are exercised at the discretion of the Highway Authority, but the Authority is not bound by law to do all or any of them.

Some examples of the powers stated in the Highways Act 1980 are as follows:

- Power of highway authority to adopt by agreement (section 38)
- Power to get materials for repair of publicly maintainable highway (section 45)

The Role of Community Councils & Others

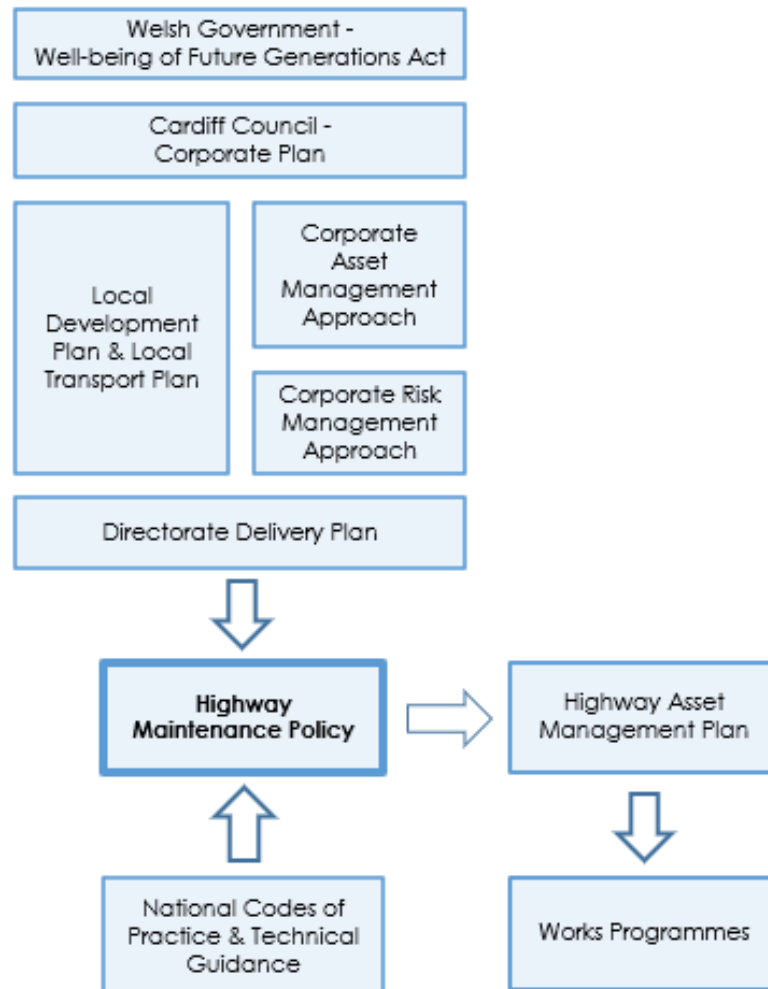
4.8 Community Councils have certain powers under the Highways Act 1980 which relate to the maintenance of footpaths and bridleways and the erection of warning notices.

4.9 Some streets are un-adopted and remain the responsibility of a private landowner or the owners of the properties fronting the street.

4.10 Provisions are made in the Highways Act 1980 Sections 49 to 61 to ensure that streets are adequately maintained by the owners, and in Section 130 to ensure that they remain unobstructed.

Cardiff Council Corporate Plan

4.11 The maintenance of the highway network supports objectives identified within the Council’s corporate plan. The diagram below illustrates the high-level relationship between highway maintenance policy and corporate business planning:



Local Transport Plan & Local Development Plan

4.12 Although this policy is focused upon highway maintenance, inevitably, it closely links with the infrastructure requirements of statutory transportation strategies, including the Local Development Plan and Local Transport Plan, which are described below for information but managed in other areas of the service and covered under separate policy.

4.13 The Local Development Plan (LDP) is used by the Council to guide and manage development, providing a basis by which planning applications will be determined.

4.14 The Council has a Local Transport Plan (LTP) which has been approved by Welsh Government. The LTP identifies the key transport issues relevant to Cardiff, the improvements which are required to address these issues and a prioritised programme of schemes. The proposals outlined in the LTP includes, but not limited to, walking and cycling infrastructure, bus network and junction improvements, 20mph limits and road safety schemes.

5. Highway Asset Management Planning

5.1 Arrangements for the management of highway maintenance is set within the context of an overall asset management regime. The Highway Asset Management Plan (HAMP) is fundamental to demonstrating the value of highway maintenance in delivering the wider objectives of the Corporate Plan, transport policies and achieving value for money. At time of preparation of this report the current Highway Asset Management Plan is HAMP-3 which was approved by the Council's Cabinet on 18th May 2023.

5.2 The purpose of Cardiff Council's Highways Asset Management Plan is to:

- Formalise strategies for investment in highway asset groups.
- Define service standards.
- Improve how the highway asset is managed.
- Ensure the most effective service is delivered within available resources.

5.3 HAMP aligns and integrates to wider corporate strategies and will seek to:

- Align the strategy with – where possible - developing a low carbon response to Highway maintenance.
- Maximise the integration of sustainable mode use on the Highway.
- Regard the Highways within the wider context of creating high quality public realm, based on placemaking, greening, accessibility, and design quality – supporting wider economic approach to city and local centre regeneration.

5.4 Well maintained local highway assets, including roads, footways, footpaths, bridleways, cycle tracks and cycle paths, are essential to the delivery of effective transport outcomes. They encourage walking and cycling and contribute to the active travel agenda and improved road safety. They promote the quality and comfort of bus services, improve journey ambience, minimise wear and tear to

vehicles and promote better environmental outcomes including emissions and noise. Well maintained roads, footways, footpaths, structures, streetlights, street furniture and public rights of way, make an important contribution to the quality and liveability of public spaces.

Risk Management

5.5 The management of risk is an essential part of effective highway maintenance and asset management, as defined in the current Highway's code of practice Well Managed Highway Infrastructure (2106) a risk-based approach should be adopted. The management of highway maintenance, including the establishment of regimes for inspection, setting levels of service, determining priorities and programmes and procuring the service, is undertaken against a clear and comprehensive understanding and assessment of the risks and consequences involved.

5.6 The most commonly understood risks affecting the service, relate to the safety of the network and liability for accident, injury or health risks to users and employees. There are, however, a wide range of other risks relating to other key objectives the evaluation of which is a crucial part of the asset management process. These risks include:

- asset loss or damage
- service failure or reduction
- operational
- environmental
- financial
- contractual
- reputation / confidence

Designing for Maintenance

5.7 The Highway Asset Management Plan highlights the importance of assessing the financial implications of future maintenance in respect of its whole life cost for both new and existing assets.

Sustainable Highway Maintenance

- 5.8 The Council's corporate carbon reduction policies play an important role in the delivery of the Highway Maintenance service. The service endeavours to adopt effective working practices to promote carbon reduction and help the Council achieve its target of Cardiff becoming a carbon neutral city by 2030.
- 5.9 The concept of sustainability is a critical factor and is integral to current practices adopted for highway management and maintenance. Sustainability is a key factor applied in the Council's asset management approach in the accepted sense of securing a balance of social, economic and environmental wellbeing that does not compromise the ability of future generations to meet their needs. It is also applied in terms of financial and operational sustainability, ensuring that investment and operational resources procured are provided to avoid progressive deterioration of the asset. These factors are not incompatible, but together provide a significant challenge for the highway maintenance industry and this is recognised, in the Cardiff context, within this Policy and the Highway Asset Management Plan.

Continuous Improvement & Well-being of Future Generations (Wales) Act 2015

- 5.10 Continuous improvement is achieved through the continual development of the Council's maintenance priorities for its highway assets and its ability to deliver these in line with Welsh Government overarching guidelines in the form of the Well-being of Future Generations (Wales) Act 2015.
- 5.11 The Council's Corporate Plan sets out how the Administrations priorities for Cardiff will be achieved, providing clarity on what will be delivered and by when. The plan also satisfies the requirements of national legislation, the steps we will take to achieve them and how we will measure our progress.
- 5.12 Directorates across the Council play a critical role in enabling the Council to achieve its priorities and Directorate Delivery Plans (DDP) which set out actions, milestones and key performance indicators are the key vehicle for this. Directorates are responsible for identifying the objectives and associated steps to which they contribute, and for developing milestones which state the actions they will take. Key performance indicators are identified to measure progress,

alongside any risks, audits or recommendations that must be managed and responded to. DDPs are written within the context of good resource management, for example, workforce development and financial management and must include an assessment of progress and challenges to identify appropriate priorities.

6. Communications

Public & Other Stakeholder Communications

6.1 Cardiff Council will keep the public informed about forthcoming Council planned road works. This will be achieved using a variety of methods, including:

- Displaying information on the Council website
- Displaying road signs at the site of a forthcoming road closure, advising when the road will be closed.
- Reporting significant delays on road network.
- Letters / leaflets to householders and local businesses informing of the road works.
- Informing the Council Members and key stakeholders.

6.2 The Council is continually developing the availability of roadworks information through the Cardiff Council Website.

6.3 The Council may also utilise the following methods as appropriate to keep the public informed about roadworks:

- Newspapers (road closures).
- X (formerly Twitter) – Cardiff Council newsroom.
- Road works website - <https://one.network/custom/cardiff/>
- Cardiff Council road report webpage:
<https://www.cardiff.gov.uk/ENG/resident/Parking-roads-and-travel/Road-works/Pages/Road-works.aspx>

6.4 Communication with Council members plays a key role in helping local concerns to be built into future works and changes.

Policy of Active Co-ordination

- 6.5 Highway maintenance management and operations contribute to the delivery of the Highway Asset Management Plan and support and add value to the development of the Local Transport Plan. Plans to provide facilities for pedestrians, bicycles and motorcycles and the management of heavy goods vehicles have particular implications for highway maintenance, as could strategies for accident reduction and prevention.
- 6.6 Co-ordination of highway operations and transport management is particularly relevant to the statutory network management duty introduced by Section 16 of the Traffic Management Act 2004, which imposes a duty on authorities to coordinate street and roadworks and a duty on undertakers to co-operate in such co-ordination. Section 18 of the Traffic Management Act provides that Welsh Government may publish guidance about the techniques of network management that the Council must have regard to in performing those duties.
- 6.7 It is also important to ensure that highway maintenance strategy is coordinated with that of neighbouring authorities for both locally and nationally maintained networks as advised in Well Managed Highway Infrastructure 2016. Users expect reasonable continuity of safety and serviceability. Co-ordination is undertaken with neighbouring authorities to ensure the best possible delivery of a number of functions including Cardiff's winter service, management of border structures and development of network hierarchy.

7. Network Hierarchies

- 7.1 The network hierarchy is the foundation of a coherent, consistent and auditable maintenance strategy. It is also crucial in asset management for establishing levels of service and to the network management role for achieving co-ordination and regulating occupation.
- 7.2 As defined in the Highway Maintenance Policy Document Part C: 001 – Highway Safety Inspections Cardiff Council will periodically review the carriageway and footway hierarchies utilising an approved all Wales approach to reflect changes in network characteristics and functionality, so that maintenance policies, practices and standards reflect the current situation rather than the situation when the

hierarchy was originally defined. Where major maintenance, construction or other development involves significant traffic diversion, or when congestion in one part of the network results in traffic shift to another part of the network it is important that these changes are reflected in the hierarchy and subsequently in the maintenance and network management regimes.

7.3 The hierarchies for Carriageways, Footways and Public Rights of Way are summarised below.

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Carriageway Hierarchy

7.4 All elements of the carriageway network have been given a hierarchy, which reflects the volume of the traffic using each road. The hierarchy is based on the County Surveyors Society Wales methodology which developed a nationally (Welsh) consistent response to the CoP (2016) which was produced under the CSSW Asset Management & Performance Group HAMP project. This hierarchy forms the basis of Highway Safety Inspections defined in the Highway Maintenance Policy Document Part C: 001

Carriageway Hierarchy Descriptions	
Hierarchy Name	Description
Strategic Routes	Important routes carrying high volumes of traffic exceeding 20,000 vehicles per day generally between primary destinations
Hierarchy 1 – Main Distributor Route	Major urban network with traffic volumes in the range of 10,000 to 20,000 vehicles per day.
Hierarchy 2 – Secondary Distributor Route	Mixed classes of carriageways with traffic volumes in the range of 5,000 to 10,000 vehicles per day
Hierarchy 3 – Link Road	Mixed classes of carriageways with traffic volumes in the range of 1,000 to 5,000 vehicles per day
Hierarchy 4 – Local Access Road	Carriageways serving limited numbers of properties and/or businesses generally carrying access only traffic with volumes in the range of 200 to 1,000 vehicles per day
Hierarchy 5 – Minor Roads	Carriageways serving limited numbers of properties and/or businesses generally carrying access only traffic with volumes in the range of less than 200 vehicles per day
Adopted Rear Lanes	These are elements of the adopted highway that provide low volume vehicular and pedestrian access to the rear of properties often running parallel to the main carriageway network bisecting the blocks of properties.

Footway Hierarchy

7.5 All elements of the footway network have been given a hierarchy, which reflects pedestrian volumes and its use. The hierarchy is based on the County Surveyors Society Wales methodology which developed a nationally (Welsh) consistent response to the CoP (2016) which was produced under the CSSW Asset Management & Performance Group HAMP project. This hierarchy forms the basis of Highway Safety Inspections defined in the Highway Maintenance Policy Document Part C: 001

Footway Hierarchy Descriptions	
Hierarchy Name	Description
City Centre Pedestrian Areas	Very heavily used - busy areas of the city centre.
Town Centre Pedestrian Area - Hierarchy 1	Busy urban shopping and business areas.
Footways Outside Public Facilities - Hierarchy 2	Footways outside busy public buildings such as train/bus stations, hospitals, schools and colleges or small parade of shops etc. that generate significantly higher levels of use than the adjacent footways.
Footway Hierarchy 3	Footways that link housing estates and industrial estates to other centres/routes
Footway Hierarchy 4	All other footways including footways in housing areas where footfall levels are expected to be medium or low.

Public Rights of Way

7.6 A Public Right of Way (PROW) is a highway over which the public has a right to pass and repass. These paths have a legal status and Cardiff Council has a statutory obligation to record and maintain them, they form the backbone of the off-road network in Cardiff, including portions of promoted long-distance trails and National Trails.

7.7 Public Rights of Way categories are:

- **Footpaths** - restricted to pedestrian use.
- **Bridleways** - restricted to use by pedestrians, equestrians, and cyclists.
- **Byways Open to All Traffic (BOATs)** - used largely as footpaths or bridleways but which carry vehicular rights, e.g. some of these routes are popular with 4X4 users and motorcyclists.
- **Restricted byways** – Pedestrian, Equestrian, Cyclists, Carriages, no motorised vehicles

7.8 Cardiff has a Rights of Way Improvement Plan (ROWIP), it sets out how the PROW team will identify, prioritise, and plan improvements across the network.

7.9 There is a legal obligation for all Local Authorities to make a 10-year ROWIP under Section 60 (1) of the CROW Act 2000. Cardiff published its 1st ROWIP in June 2008. Under section 60 (3-4) of the CROW Act 2000, there is a legal obligation to review the ROWIP, a second ROWIP (ROWIP 2) was published in January 2020; the ROWIP will be reviewed every subsequent decade.

Maintenance Undertaken on the Highway Network

7.10 The maintenance types described below contribute in varying degrees to the core objectives of safety, serviceability, customer satisfaction and sustainability (as summarised in section 3.6). In each case standards and delivery arrangements are established having regard to these objectives.

Maintenance Type	Example of Activity
Reactive Maintenance	Responding to inspections, complaints or infrastructure emergencies
Routine Maintenance	Regular consistent schedule, generally for patching, cleaning, and asset replacement
Programmed Maintenance	Flexibly planned schemes primarily of resurfacing, reconditioning or reconstruction, preventative and corrective treatments.
Winter Service	Gritting, snow clearance, maintenance of grit bins and management of the function
Weather & Other Emergencies	Responding to adverse weather or other emergencies

8. Inspections, Assessment & Recording

8.1 The establishment of an effective risk- based regime of inspection, assessment and recording incorporating inspection frequencies, items to be recorded and nature of response, is essential for the achievement of the highway maintenance outcomes stated in section 3.6, that is:

- Network safety
- Network Serviceability
- Customer Service
- Network Sustainability

8.2 This inspection, assessment and recording regime will be applied systematically and consistently and standardised comprehensive recording system will be adopted to ensure a clear and transparent procedure.

8.3 The Council's policy is to undertake inspections and surveys in the following categories:

- **Safety Inspections** - regular comprehensive inspections of highway assets to identify safety related defects.
- **Service Inspections** - detailed inspections tailored to the requirements of particular highway assets to make sure that they meet requirements for serviceability, together with inspections for regulatory purposes to ensure network availability and reliability and less frequent inspections for network integrity.
- **Surveys of Structural Condition** - primarily intended to identify deficiencies in the fabric of highway assets, which are likely to affect the network value and its longer-term integrity. These may also influence the serviceability of the network in the short term.

8.4 The recording systems for inspections and surveys provide data that allows a holistic and informed view to be taken for the development of maintenance programmes through consideration of condition, trends, network characteristics and use. The Highway Asset Management Plan also uses this data to predict and report longer-term financial requirements.

8.5 Inspection outcomes from customer service requests and complaints are also recorded.

9. Condition Standards & Investigatory Levels

9.1 Highway maintenance standards and targets have been set with consideration of the Council's statutory obligations and responsibilities to network users. They include indicative response times to action defects arising from inspections, service requests and complaints.

9.2 Standards identified in Part B and part C of the Highway Maintenance Policy supported by the Highway Asset Management Plan contribute to satisfying the following core objectives:

- Network safety
- Complying with statutory obligations
- Meeting user's needs.
- Network Serviceability
- Ensuring availability
- Achieving integrity
- Maintaining reliability
- Enhancing quality
- Network Sustainability
- Minimising cost over time
- Maximising value to the community
- Maximising environmental contribution

9.3 Users may not be able easily to distinguish between maintenance, network management and improvement works. The core objectives listed above can be summarised as delivering good customer service which applies across the entire highway asset.

9.4 Every aspect of highway maintenance potentially contributes to the achievement of the above objectives for all parts of the highway asset. For example, the contribution to the safety objective of the carriageway surface is affected by:

- the actual condition of the surface
- the response time for attending to inspections and user concerns
- the quality of management and service delivery
- the effectiveness of materials and treatments used

9.5 There are defined standards for the condition of each element of the network, developed through a risk-based assessment process, which is considered necessary to meet the requirements for safety, serviceability and sustainability. This assessment is an ongoing process so that changes in the use of the network are considered.

10. Performance Indicators, Comparisons & Targets

Performance management is a fundamental tool for the Council to achieve continuous improvement. To demonstrate continuous improvement, performance is continually measured, compared with targets with appropriate action thereafter being taken. The performance indicators and targets in respect of highway maintenance are detailed in Part B or C of the Policy or HAMP as appropriate.

11. Programming & Priorities

11.1 The highest priority for the Council in undertaking highway maintenance activities is to meet the statutory duties and safety obligations, which are defined within the Highways Act 1980.

11.2 Therefore, the development and implementation of effective methods of prioritising and programming of highway maintenance activities is a key requirement.

11.3 Cardiff Council has developed risk-based systems to help make decisions on an informed basis for the maintenance of highway assets. These systems form part of a wider framework the details of which are provided in Part B and Part C of this Policy and the HAMP.

11.4 The establishment of priorities is an interactive process, working through the strategic, transport and maintenance requirements. Prioritisation will also take account of other opportunities that may integrate with measures to improve facilities for users and meet community aspirations.

12. Winter Service

12.1 Section 150 of the Highways Act 1980 states the Council *“has a duty to remove any obstructions from a highway due to an accumulation of snow or from the falling down of banks on the side of the highway, or from any other cause”*.

12.2 Section 41 of the Highways Act states the Council *“has a duty to ensure, so far as is reasonably practicable, that safe passage along a highway is not endangered by snow or ice”*.

12.3 Cardiff Council has developed appropriate risk-based processes, procedures and policies for winter services, which are coherent and cover wider objectives for transport integration and network management, including strategies for public transport and walking. These are set out in the Council's Winter Maintenance Implementation Plan and Winter Service Operations Manual.

13. Weather & Other Emergencies

13.1 The Council's Highway Maintenance Service will liaise with emergency services and assist as far as is reasonably practical during periods of severe weather and other emergencies.

13.2 The Council has developed a series of emergency plans which identify amongst other matters, the actions which would be expected of the highway maintenance service and also other Service Area's.

14. Procurement & Service Delivery

The procurement of highway maintenance services are undertaken in accordance with standing orders of the Council.

15. Financial Management

15.1 Financial Regulations govern the conduct of financial management by the Council and may only be amended or varied by resolution of the Council. Financial Regulations are one of the Council's three governing policy documents providing procedural guidance for Members and Officers. Financial Regulations are observed in conjunction with the Council's Standing Orders and any individual Financial Regulations relating to contracts. The financial regulations are an essential tool, they set out the framework within which the council ensures responsible and sustainable management of the council's finances. The Highways service works within this framework.

15.2 Plans for highway maintenance investment contained in the Highway Asset Management Plan will be supported by clear financial planning and information

management arrangements, based on the high standards of corporate governance outlined above.

15.3 The Council recognises the importance of ensuring that maximum benefit is obtained for highway maintenance from contributions in respect of new development where relevant and appropriate. Although such contributions will be primarily to provide new or improved integrated transport infrastructure, to mitigate the effects of the development, there may be a need to modify or bring forward maintenance works, which could be incorporated into development agreements and the like.

16. Monitoring & Review

The establishment of regular and structured monitoring is a key requirement of any management regime and a fundamental principal of continuous improvement. It is especially important in the case of highway maintenance. The Highway Maintenance Policy will be periodically reviewed particularly in response to legislation changes and also the development of case law.

Appendix A – References

Construction (Design & Management) Regulations 2015	Health & Safety Executive
Countryside and Rights of Way Act 2000	Legislation.gov.uk
Environmental Protection Act 1990	Legislation.gov.uk
Health & Safety at Work Act 1974	Health & Safety Executive
Health & Safety at Work Regulations 1999	Legislation.gov.uk
Highways Act – 1980	Legislation.gov.uk
Highway Asset Management Plan – HAMP-3	Cardiff Council
Highway Maintenance Policy – Part B - 2024	Cardiff Council
Highway Maintenance Policy – Part C	Cardiff Council
Local Development Plan	Cardiff Council
Local Transport Plan	Cardiff Council
Ministry of Justice Civil Procedure Rules	Ministry of Justice
New Roads and Streetworks Act 1991	Legislation.gov.uk
Rights of Way Improvement Plan (ROWIP 2)	Cardiff Council
Road Traffic Act 1991	Legislation.gov.uk
Road Traffic Regulation Act 1984	Legislation.gov.uk
Town and Country Planning Act 1990	Legislation.gov.uk
Traffic Management Act 2004	Legislation.gov.uk
Well-Managed Highway Infrastructure: A Code of Practice – October 2016	UK Roads Liaison Group
Winter Maintenance Implementation Plan	Cardiff Council
Winter Service Operations Manual.	Cardiff Council

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Cardiff Council

Highway Maintenance Policy Document

Part B – 2024



FINAL – v2.13

Contents		page
1. Introduction		10
2. Service Management		13
2.1 Management & Organization		13
2.1.1 Quality Assurance Systems.....		13
2.1.2 Performance Management & Review.....		13
2.1.3 Health & Safety – Construction Design Regulations (CDM).....		13
2.2 Policy, Strategy and Procedure Management		14
2.2.1 General.....		14
2.2.2 Policy Review & Approval.....		14
2.3 Allocation of Annual Budgets		14
2.4 Communications		14
2.4.1 Customer Care & Management.....		14
2.4.2 Stakeholder Management.....		15
2.5 Contracts and Suppliers		15
2.5.1 General Procurement.....		15
2.5.2 Delivering Services		15
2.6 Equality and Diversity		15

Service Standards

3 Safety Inspections

3.1	<i>Carriageway Safety Inspections</i>	17
3.2	<i>Carriageways Under Housing Ownership.....</i>	17
3.3	<i>Council Owned Car Parks.....</i>	17
3.4	<i>Footway Safety Inspections.....</i>	17
3.5	<i>Footways Under Housing Ownership.....</i>	18
3.6	<i>Off Street Cycle-way Safety Inspections.....</i>	18
3.7	<i>On Street Cycle-way Safety Inspections.....</i>	18
3.8	<i>Rear Lanes (Adopted)</i>	19

4 General Inspections and Licensing

4.1	<i>Third Party Claims</i>	20
-----	---------------------------------	----

5 Carriageway & Footway Condition Surveys & Planned Maintenance

5.1	<i>Carriageway and Footway Condition Assessments</i>	21
5.2	<i>Carriageway and Footway Surface Renewal and Reconstruction</i>	22
5.3	<i>Localised Highway Asset Improvements and Reconstruction</i>	22
5.4	<i>Mobility Access Improvements</i>	23

6 Cyclic / Routine Maintenance

6.1	<i>Carriageway Markings Routine Maintenance</i>	24
6.2	<i>Drainage Gully / Catchpit Cleansing</i>	24
6.3	<i>Drainage Maintenance – Ditching, Hazzarding and Letting</i>	24
6.4	<i>Drainage Repairs and Improvements</i>	25
6.5	<i>Highway Verges</i>	25
6.6	<i>Street Furniture Routine Maintenance.....</i>	26

6.7 *Traffic Sign Cleaning* 26

6.8 *Traffic Signs Routine Maintenance* 26

7 Flood & Coastal Risk Management

7.1 *Local Lead Flood Authority (LLFA)* 27

7.2 *Flood Risk Management Plan & Strategy* 27

7.3 *Flood investigations* 27

7.4 *Flood Risk Schemes* 28

7.5 *Ordinary Watercourse Consents* 28

7.6 *Suds Approval Body (SAB)* 29

7.7 *Planning Authority Consultee Comments* 29

7.8 *Flood Risk Asset Register* 29

7.9 *Non-Flood Risk Asset Register* 30

7.10 *Pumping Station and Groundwater Monitoring* 30

7.11 *Coal and non-Coal Tips* 30

7.12 *Enforcement* 31

7.13 *Shore Line Management Plan* 31

7.14 *Butetown Tunnel Drainage Maintenance & Management* 32

8 Highway Structures

8.1 *General Inspections* 33

8.2 *Principal Inspections* 33

8.3 *Structural Review & Assessment* 33

8.4 *Special Structural Inspections* 34

8.5 *Kerb Drainage to Structures* 34

8.6 *Structural Records* 34

8.7 *Abnormal Load Movements* 35

8.8 *Structural Works* 35

8.9	<i>Structural Painting</i>	35
8.10	<i>Structural Renewal</i>	36
8.11	<i>Technical Approval of Structures Supporting the Highway</i>	36
8.12	<i>Butetown Tunnel Structure Maintenance & Management</i>	37

9 Incident Response & Severe Weather

9.1	<i>Incident Response.....</i>	38
9.2	<i>Winter Plan</i>	38
9.3	<i>Flooding.....</i>	39
9.4	<i>Dead Animals on the Highway.....</i>	39
9.5	<i>Live Animals on the Highway.....</i>	39

10 Intelligent Transport Systems (ITS)

10.1	<i>Intelligent Transport System Assets</i>	40
10.2	<i>Urban Traffic Control Room & ITS Fault Management System</i>	44
10.3	<i>Highway Safety Inspections</i>	41
10.4	<i>Electrical Inspections</i>	41
10.5	<i>Routine Site Inspections of ITS Assets</i>	42
10.6	<i>Programmed Maintenance</i>	42
10.7	<i>Cyclic Maintenance</i>	42
10.8	<i>Reactive Maintenance</i>	43
10.9	<i>Energy Reduction</i>	43
10.10	<i>Electrical Energy Management</i>	43
10.11	<i>Technical Approval</i>	44
10.12	<i>New ITS Schemes and Developments</i>	46
10.13	<i>Butetown Tunnel Mechanical & Electrical Maintenance & Management</i>	46
10.14	<i>Recovering Costs of 3rd Party Damage to the ITS Asset</i>	46

11 Public Rights of Way (PROW)

11.1 Public Rights of Way – Changes to the Rights of Way Network 47

11.2 Public Rights of Way – Maintenance 47

11.3 Public Rights of Way – Obstructions and Other Nuisance 48

12 Street Lighting

12.1 Why Do We Light the Highway 49

12.2 Highway Safety Inspections 49

12.3 Electrical inspections 50

12.4 Non-Destructive Structural Inspections 51

12.5 Electrical Energy Management 51

12.6 Central Management System (CMS) 52

12.7 Programmed Maintenance 52

12.8 Cyclic Maintenance 53

12.9 Reactive Maintenance 53

12.10 LED Replacement Programme & Energy Reduction 53

12.11 Light Levels for LED’s 54

12.12 New Lighting Schemes & Developments 54

12.13 Requests for New or Additional Lighting 55

12.14 Requests to Move an Existing Street Light 56

12.15 Technical Approval 57

12.16 Attachments to Lighting Columns 58

12.17 Managing Street Lighting Data 60

Appendices

A Policy Change Schedule 61

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1. Introduction

- 1.1 The Highway Maintenance Policy outlines Cardiff Council’s approach to highway maintenance within a legislative, corporate, and financial framework.
- 1.2 It defines the Council’s approach to highway maintenance and is based on current legislation and recommendations made in the latest national highway’s code of practice: Well Managed Highway Infrastructure – October 2016, utilising a risk-based approach methodology.
- 1.3 The Policy does not have any statutory status. The three-tiered approach for Cardiff Council’s highway maintenance policy documentation followed the Wales Audit Office (Audit Commission) recommendation of best practice in 2008.
- 1.4 The Policy’s three tiers are:
 - Part A - The Maintenance Policy (**Why we do it**). This sets out the Council’s statutory obligations and key principles which will provide the framework for Part’s B and C of the Policy which will provide the operational details.
 - Part B – The Standards (**What we do**). This will provide detail of what is required to be done to maintain the highway asset to satisfy the Council’s statutory obligations and the key principles established in Part A.
 - Part C - Working Instructions (detailed, **How we do it**). These will set out more detailed instructions and procedures required to undertake and complete specific maintenance activities to satisfy the Council’s statutory obligations and the key principles established in Part A.

This document is **Part B** of the Highway Maintenance Policy













- 1.5 The Highway Maintenance Policy will be periodically reviewed particularly in response to changes in legislation, the development of case law or Council reorganisation. This is the second Highway Maintenance Policy document Part B, the first was approved by Officer Decision 8th April 2014.
- 1.6 The Council’s Cabinet is responsible for the approval of any changes to the Highway Maintenance Policy Part A. In respect of Part B and Part C of the policy document, as stated in the approved executive report dated 16th February 2012 *“the City Services Chief Officer, in consultation with the Executive Member for Highways, to be authorised to approve these documents, and subsequent amendments to these as they become necessary, for example, because of operational experience or marketplace innovations”*.
- 1.7 **Purpose**
The primary objective of this Highway Maintenance Policy is to set how the Council will deliver its statutory duty as the Highway Authority in maintaining the highway network within Cardiff.
- 1.8 **Scope**
This Highway Maintenance Policy relates to the functions delivered by the **Highways Infrastructure and Operations Teams** that manage and maintain the highway network for which the Council is responsible as the Highway Authority. Reference in this document to highway network or highways relates to the adopted highway. For these purposes adopted highway only applies to a designated section of public maintained highway that has gone through a process for maintenance and inspection criteria as defined in the Highway Maintenance Policy Document Part C:001 Highway Safety inspections relating to areas marked pink on the councils GIS mapping system.

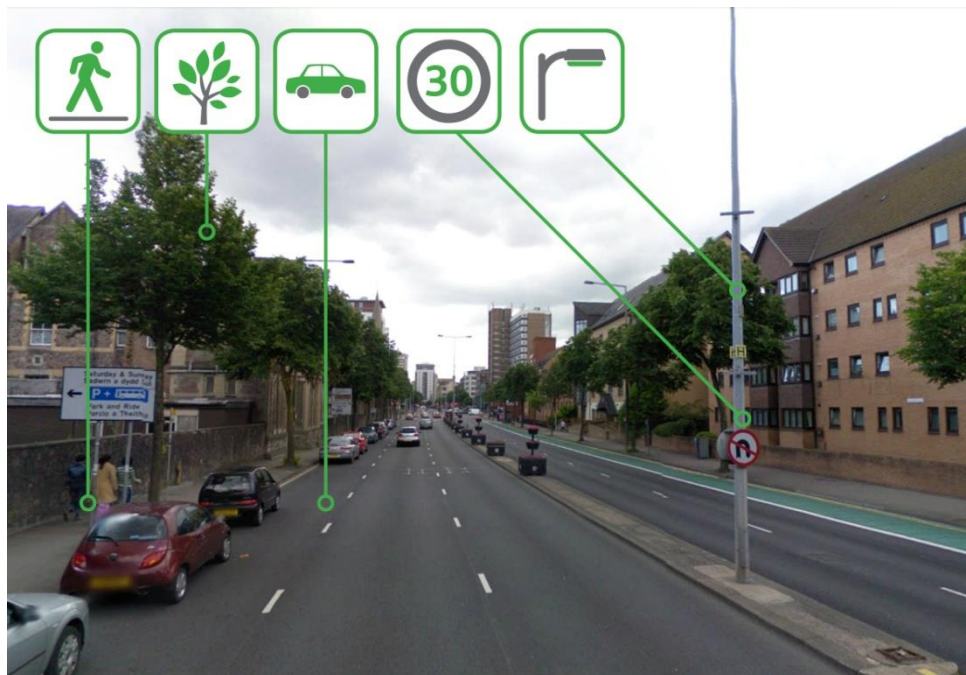
1.9 Below is a list of Highway and Transportation functions that have a direct relationship to the services delivered by the Highways Infrastructure and Operations Teams but are **not included in this policy** as they are managed in other areas of the service and/or under separate Policy:

- Accessibility by public transport
- Active travel and road safety
- Agreements made under Section 278 & 38 of the Highways Act
- Carriageways, footways, and associated infrastructure managed by other Council teams such as Housing, Parks etc.
- Civil parking enforcement
- Electric vehicle charging
- Highway licensing and enforcement
- Network management
- Passenger transport
- Planning
- Safer routes to school
- Strategic management and development of the cycle network
- Streetworks and the management of utility companies
- Traffic regulation orders (TRO)
- Traffic safety schemes
- Transport planning and vision
- Urban regeneration schemes
- Weed control.

1.10 Highway Infrastructure Assets

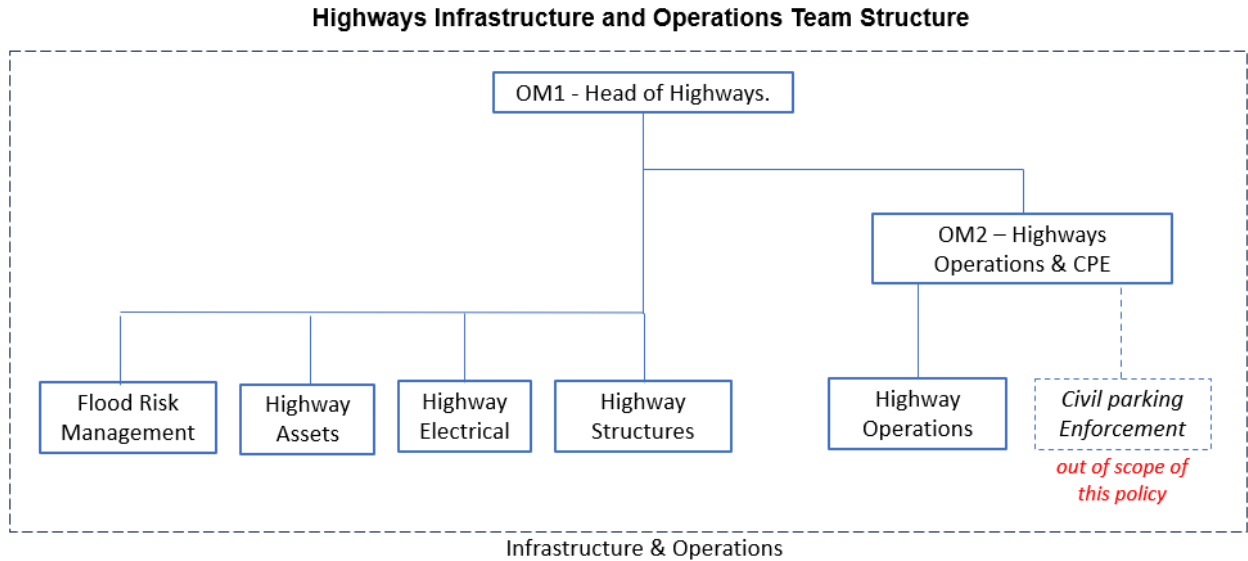
The Primary Highway Assets and associated services that the Council is responsible for are:-

	Carriageways (roads)		Footways (pavements)		Cycleways
	Public Rights of Way		Street Lighting		Street Furniture – including signs, road markings
	Safety & other Fencing		Highway Green & Open Space		Drainage & Flood Risk
	Highway Structures		Intelligent Transport Systems		Winter Maintenance



2 Service Management

2.1 Management & Organisation.



2.1.1 Quality Assurance Systems

The Highway Operations team has accreditation applying quality system management principles and guidance, these being the BS ISO 9001:2015 Quality Management System Standard, National Highway Sector Schemes – NHSS 8 (street lighting and electrical apparatus) NHSS 10B (barrier repair on high-speed routes) and NHSS 12A/12B (traffic management set out), Highways also has accreditation to HEA/HERS (electrical accreditation).

2.1.2 Performance Management & Review

The Service has adopted a “plan, do, check, act” framework for managing performance which has resulted in a framework of audits, management reviews and risk management considerations. Additionally, the Service is assessed by external parties periodically to verify compliance to the above accreditations.

2.1.3 Health & Safety - Construction Design Regulations (CDM)

The Service’s Health & Safety Framework is driven by a Corporate Health & Safety Policy and bespoke Responsibility Appendices which specifies how the Service manages health & safety, regular reviews are undertaken to validate that the framework is working effectively.

2.2 Policy, Strategy and Procedure Management

2.2.1 General

The maintenance of Highways infrastructure is delivered to support the Council's strategic objectives defined in the Council's Corporate Plan. The contribution of the Highway Maintenance service to this plan is defined in the current **Directorate Delivery Plan**.

Arrangements for the management of highway maintenance is set within the context of an overall asset management regime. The **Highway Asset Management Plan (HAMP)** is fundamental to demonstrating the value of highway maintenance in delivering the wider objectives of the Corporate Plan, transport policies and achieving value for money. The purpose of Cardiff Council's Highways Asset Management Plan is to:

- Formalise strategies for investment in highway asset groups.
- Define service standards.
- Improve how the highway asset is managed.
- Ensure the most effective service is delivered within available resources.

The Highway Maintenance policy provides details of how highway infrastructure is maintained (based on the HAMP purposes above), and the standards to which work is done whilst satisfying the Council's wider objectives described in the documents above. All strategies, policies and procedure undergo the appropriate level of review and approval.

2.2.2 Policy Review & Approval

Policies and management arrangements will be clearly defined, formally approved and adopted by the Council and periodically reviewed. These management arrangements will include a regime of inspection and responses, in accordance with the principles of risk assessment and management.

2.3 Allocation of Annual Budgets

The Budget to deliver the Highway Maintenance service for each financial year is agreed through the cabinet approval process. Each annual settlement will have an influence on the size and extent of programmes of work and direct influence on strategies such as condition targets.

2.4 Communications

2.4.1 Customer Care & Management

Customer enquiries and reports of problems for highway infrastructure are logged directly by the customer on the Council's App.

The required response times to correspondence are in accordance with the corporate policy:

Customer Category	Response Time
Cabinet Member (Enquiry from Councillor)	7 Calendar days
Cabinet Member (Enquiry from AM/MP & Public)	14 Calendar days
Councillor	14 Calendar days
Public	21 Calendar days
Complaints	21 Calendar days

2.4.2 Stakeholder Management

Customers are kept informed of details and developments relating to their enquiries.

Various appropriate communication channels are used to inform customers of the progress of their enquiries and to notify them of works being carried out on the Highway.

2.5 Contracts and Suppliers

2.5.1 General Procurement

The Highway Service complies with the Councils standing orders for contracts and procurement

2.5.2 Delivering Services

The Council has an internal workforce that delivers certain maintenance operations which is supported with the use of external contractors. Whether an operation is carried out by the internal workforce or by external contractors is based on skills, competencies and capacity.

2.6 Equality and Diversity

The Council has policies in place that embed equalities within the organisation and respond to the needs of citizens.

Council equalities policies will be appropriately followed when undertaking highway maintenance design, maintenance works and highway improvements. Beyond these and technical codes of practice, the following Equalities legislation is considered:

- Equalities Act 2010
- Inclusive Mobility (Department of Transport 2021)
- The Building Regulations Part M – Access to Buildings (2010)
- BS 8300 – Design of Buildings and their Approaches to Meet the Needs of Disabled People (2018)

The services covered within this policy will be monitored to ensure the needs of the diverse community are met and as additional requirements become apparent, they will be considered, and policy amended as appropriate. When policy is changed an evaluation will be undertaken to determine whether staff affected will require additional equalities training.

Service Standards

This document describes the operational policies, standards and criteria of Cardiff Council for the management of its highway network and its highway assets based on HAMP strategies to formalise investment, define service standards, improve how the asset is managed and provide the most efficient service is delivered within available resources. It defines good practice within current budget levels, identifying frequencies for inspection as well as policy and strategy for the repair and maintenance of the adopted highway network. In some instances, further operational details are provided in a sperate Part C of this Policy.

These standards form the foundation for the management of the highway asset and the basis for the Highway Authority’s (Cardiff Council) statutory duties to maintain the highway network and provide a robust S.58 defence in the case of claims made against the authority. Inspections can be categorised into, planned safety inspections, reactive based on customer contact and technical surveys. Maintenance operations can be categorised as planned programmes of work and reactive works based on inspections or customer requests.

3 Safety Inspections – Overview




Safety inspections are designed to identify defects in highway assets likely to create a danger or serious inconvenience to users of the highway network. These assets will include, but not limited to:


- Carriageway and footway
- Utility covers or apparatus
- Overhanging tree growth or vegetation
- Grassed verges.
- Drainage gullies and manholes
- Street furniture
- Road markings
- Electrical apparatus
- Traffic signal equipment



Defects arising from safety inspections will be categorised as one of the following criteria which defines the response time for the repair:


- **Critical Defects**
- **Safety Defect**
- **Maintenance Defects**
- **Programmed Repairs**


The Council carries out comprehensive highway safety inspections utilising a risk-based approach methodology. The approach was produced under the County Surveyors Society Wales (CSSW) Asset Management & Performance Group HAMP project that developed a nationally (Welsh) consistent response to the Well Managed Highway infrastructure Code of Practice (2016). Details of the Council’s Highway Safety Inspection regime including investigatory levels and defect response times are contained in Part C of this Policy, refer to: **Part C: 001 - Highway Safety Inspections**


3.1	Carriageway Safety Inspections	
<p>The Council will undertake safety inspections on adopted carriageways to identify defects that are likely to create danger or serious inconvenience to users of the network.</p> <p>Defects will be assessed in accordance with document: Part C: 001 - Highway Safety Inspections</p>		


3.2	Carriageways Under Housing Ownership	
<p>Safety inspections will be undertaken on some pre agreed housing owned carriageways which are listed in the carriageway and footway hierarchy document in AMX.</p> <p>Defects will be assessed in accordance with document: Part C: 001 - Highway Safety Inspections</p>		

3.3	Council Owned Car parks	 
<p>Safety inspections will be undertaken on Council owned car parks managed by the PTE Directorate which are listed in the carriageway and footway hierarchy document in AMX.</p> <p>Defects will be assessed in accordance with document: Part C: 001 - Highway Safety Inspections</p>		

3.4	Footway Safety Inspections	
<p>The Council will undertake safety inspections on adopted footways to identify defects that are likely to create danger or serious inconvenience to users of the network.</p> <p>Defects will be assessed in accordance with document: Part C: 001 - Highway Safety Inspections</p>		

3.5	Footways Under Housing Ownership	
<p>Safety inspections will be undertaken on some pre agreed housing owned footways which are listed in the carriageway and footway hierarchy document in AMX.</p> <p>Defects will be assessed in accordance with document: Part C: 001 - Highway Safety Inspections</p>		

3.6	Off Street Cycleway Safety Inspections	
<p>There are no routine safety inspections of the off street cycleway network.</p> <p>Customer requests for inspections or repairs in these areas are passed on to the Council section responsible for the land.</p>		

3.7	On Street Cycleway Safety Inspections	
<p>The Council will undertake safety inspections on the on-street cycleway network.</p> <p>Cycleways located in the carriageway will be inspected as part of the carriageway safety inspection regime and cycleways located in the footway will be inspected as part of footway safety inspection regime.</p> <p>Defects will be assessed in accordance with document: Part C: 001 - Highway Safety Inspections</p>		

3.8



Rear Lanes (Adopted)



Safety inspections of adopted rear lanes will be undertaken on a reactive basis in response to customer complaints and requests.

Defects will be assessed in accordance with document: **Part C: 001 - Highway Safety Inspections**

4	General Inspections and Licensing
<p>Inspections that focus on ensuring the network meets the needs of users.</p> <p>Highway Inspections & Licenses That are Out of Scope of This Policy</p> <p>Below is a list of Highway and Transportation functions and licensing/management activities that have a direct relationship to the services delivered by the Highways Infrastructure and Operations Teams but are not included in this policy as they are managed in other areas of the service and/or under separate Policy.</p> <ul style="list-style-type: none"> • Streetworks – Inspections • Streetworks – Co-ordination of Works on the Highway • Licensing & management of Construction Skips • Licensing & management of Storage Containers • Licensing & management of Scaffolding and Hoardings • Enforcement of obstructions and Illegal Deposits • Licensing & management of Construction of Vehicle Crossovers • Enforcement of Illegal Signs and Goods • Licensing & management of Street Cafés • Licensing & management of Activity Sites 	

4.1	Third Party Claims	 
<p>Investigations will be made into all highway insurance claims and where a defence to any claim exists, the Council will use this defence robustly.</p> <p>As described above the Council carries out comprehensive safety inspections. Details of the Council’s Highway Safety Inspection regime can be seen in: Policy Part C:001 - Highway Safety Inspections</p>		

5

Carriageway & Footway Condition Surveys & Planned Maintenance

This service function covers the forward programming of carriageway and footway maintenance broadly set out in the Highway Asset Management Plan and is based on HAMP strategies to define service standards and improve how the asset is managed.

5.1



Carriageway and Footway Condition Assessments





Condition assessments are undertaken on the carriageway and footway network primarily intended to identify defects in the highway which, if untreated, are likely to adversely affect its long-term performance and serviceability. These assessments contribute to a dynamic data set used to generate annual renewal and improvement programmes.

The Council uses a number of manual and machine inspections to understand the condition of the highway network. These include:

- **RoadAI**
An artificial Intelligence (AI) technology tool recording high-quality video data from a moving vehicle which is post processed to assess road surface conditions quickly and accurately.
- **Safety Inspectors Condition Assessment**
As safety inspectors undertake their cyclic safety inspection an assessment of overall carriageway and footways condition is recorded.
- **Engineering Inspections**
A driven or walked visual inspection of the carriageway or footway that are assessed against their condition.
- **SCANNER (Surface condition Assessment of the National Network of Roads)**
SCANNER is a machine-based survey that assesses the surface condition of the A, B & C class carriageways. This survey technique is used to collect the Welsh Assembly Government Performance Indicators and enable comparisons nationally.
- **SCRIM (Sideways Force Co-efficient Routine Investigation Machine)**
SCRIM is a machine-based survey that assesses the skidding resistance of the carriageway. All A and B and selected C and U class roads are surveyed annually.

<p>5.2</p>	<p>Carriageway and Footway Surface Renewal and Reconstruction</p>	 
<p>The Council will maintain the highway network adopting a risk-based approach with consideration to its usage, location and condition.</p> <p>These works usually involve replacing the entire footway or carriageway with new material or protecting the existing surface with an impermeable weatherproof overlay. Treatments include but are not limited to reconstruction, strengthening, resurfacing, inlay patching and preventative surface treatments such as micro asphalt and surface dressing. Other complimentary treatments are also undertaken to address particular forms of asset deterioration.</p> <p>These schemes are prioritised based on an evaluation of condition, usage and need with information obtained from network surveys (machine based & visual described above), site inspections, safety inspector feedback and Councillor and customer requests and complaints. The data is collated and reviewed to form a draft priority list; final checks are made on each location identified on the list to determine the section that should be considered for treatment. The priority list is then finalised based on the budget available for that treatment programme.</p> <p>Contracts for these works are let throughout the year and the available budget will define the overall number of schemes delivered. Local members and residents will be notified of any proposed works. The decision to undertake maintenance schemes considers a balance between immediate need and the best long-term solution for the network, for example the use of preventative surfacing within the suite of treatment options enables us to make the best use of the limited resources.</p> <p>Carriageways and footways will be repaired using materials relevant to the use and location of the street and may be different to the existing surface.</p> <p>When continual vehicular damage is identified on existing slabbed footways they may be replaced with flexible surfacing. Treatment types may vary and will take usage and damage into consideration. For localised repairs, larger slabs may be replaced by smaller slabs, to reduce the likelihood of further failure from vehicle overrun and remove the inherent issues related to manual handling.</p>		

<p>5.3</p>	<p>Localised Highway Asset Improvements and Reconstruction</p>	 
<p>The Council will maintain the highway network adopting a risk-based approach with consideration to its usage, location, and condition.</p> <p>These localised highway asset improvements and reconstruction works often arise from network surveys, site inspections, safety inspector feedback and Councillor and customer requests and complaints. These improvements generally rectify ongoing asset deterioration which will enhance localised issues lengthening substantially the useful life of the asset. Any safety defects identified will be dealt with in accordance with the Part C Policy: Part C:001 Highway Safety Inspections.</p> <p>These works usually involve replacing localised areas or elements of highway infrastructure which could include (but not limited to), paving, asphalt, kerbs, street furniture, drainage etc. These improvements are prioritised utilising a risk-based approach within available budget.</p>		

5.4**Mobility Access Improvements**


The council is committed to carrying out improvements to the adopted highway to facilitate improved access for those users with increased mobility requirements.


To help improve mobility access an annual programme of installing dropped kerbs at junctions and minor re-profiling will be undertaken. Provision of pedestrian access beyond this on busier junctions and roads will need to be evaluated for traffic and pedestrian safety implications by the Council's Transportation Team.


Each request is considered on its own merits within available budget. The following criteria are considered when selecting schemes:

- Pedestrian usage
- Traffic volume
- Does the new crossing complete a missing link?
- Proximity to the nearest existing crossing
- Proximity to shops and leisure facilities
- Proximity to medical facilities
- Proximity to educational facilities
- Proximity to a bus stop
- Proximity to a care home or sheltered accommodation

6	Cyclic / Routine Maintenance
<p>This service function provides guidance on the service standards for regular aspects of highway maintenance that take place on a cyclic or routine basis.</p>	

6.1	Carriageway Markings Routine Maintenance	
<p>The Council will inspect road markings in response to complaints and adopt a risk-based approach within available budget for the prioritisation of their replacement.</p> <p>Regulatory road markings have cyclic inspections on selected routes during planned safety inspections. For details refer to: Policy Part C:001 - Highway Safety Inspections</p>		

6.2	Drainage Gully/Catchpit Cleansing	
<p>The Council will provide a cyclic drainage gully cleansing service for the adopted highway network excluding adopted rear lanes, which are cleansed only on request.</p> <p>The Council is working towards cleansing all highway drainage gullies on a cyclic basis. However, reports of blocked gullies resulting in localised flooding are prioritised before moving onto cyclical gully cleansing activities. As a result, during periods of heavy/extended rainfall, cyclical operations may be delayed.</p>		

6.3	Drainage Maintenance – Ditching, Hazarding and Letting	
<p>The Council will provide cleansing and surface water drainage on adopted roads through; ditching, hazarding and letting functions in response to complaints and adopt a risk-based approach within available budget for the prioritisation of these works.</p> <p>“Ditching” involves clearing the bottom of a ditch of any extraneous material which would obstruct the flow of water along it. Detailed inspections of ditches are carried out upon request. Defects arising from detailed inspections or complaints of flooding will result in a ditch cleansing operation, subject to funding.</p> <p>“Hazarding” involves cutting back grass, soil, roots, grit and leaves from the edge of the carriageway to form a regular and stable roadside bank profile. Planned hazarding is undertaken in some locations as listed in the local schedule.</p> <p>“Letting” involves the clearance of any build up of detritus or debris and reshaping of the existing channel at the edge of the carriageway to allow the discharge of storm water into an adjacent drainage ditch or land (this is termed as Riparian Liability).</p>		

6.4

Drainage Repairs and Improvements

The Council will maintain drainage gullies on the adopted highway network in response to complaints observation from other works or inspections and adopt a risk-based approach within available budget for the prioritisation of these works.

Where a given defect is highlighted by safety inspections, a repair will be undertaken to rectify the defect.

Where high pressure jetting proves unsuccessful during cleansing, the location of the blockage will be recorded, and an exploratory excavation undertaken in order to repair any evident damage. If additional drainage is required, a scheme will be devised to improve drainage at that location subject to available funding.

6.5

Highway Verges

In maintaining the highway verge regard will be made of the importance of nature conservation all of which is associated with satisfying the Council's statutory obligations primarily under the Highways Act 1980.

Routine grass cutting on highway verges is undertaken by the Council's Parks teams.


Reports of persistent verge damage will be inspected and assessed, and improvement works will be considered where appropriate adopting a risk-based approach within available budget.


Where appropriate the following improvements may be considered:


- Reconstruction of the existing verge to a hard surface.
- Restoration of the existing verge and application of protection methods.
- Reduction of verge width or total removal of the verge to increase carriageway area.
- Provision of Grasscrete (or similar).

Verges within the adopted highway are inspected on all routes during planned safety inspections. For details refer to: **Policy Part C:001 - Highway Safety Inspections**


In some instances, enforcement action may be taken on those damaging the verge or other preventative measures taken such as introduction of Traffic Regulation Orders.


<p>6.6</p>	<p>Street Furniture Routine Maintenance</p>	
<p>The Council will inspect street furniture in response to complaints and adopt a risk-based approach within available budget for the prioritisation of its replacement.</p> <p>Street furniture is inspected on all routes during planned safety inspections. For details refer to: Policy Part C:001 - Highway Safety Inspections</p>		


<p>6.7</p>	<p>Traffic Sign Cleaning</p>	
<p>As far as is reasonably practicable the Council clean traffic signs to keep them legible and adopts a risk-based approach within available budget for sign cleaning prioritisation.</p>		


<p>6.8</p>	<p>Traffic Signs Routine Maintenance</p>	
<p>The Council will inspect traffic signs in response to complaints and adopt a risk-based approach within available budget for the prioritisation of their replacement.</p> <p>All new signs are bi-lingual and manufactured in accordance with the Traffic Signs Regulations and General Directions 2016.</p> <p>Regulatory and warning signs have cyclic inspections on selected routes during planned safety inspections. For details refer to: Policy Part C:001 - Highway Safety Inspections</p> <p>None of the inspection and repair activities described in this section apply to the treatment of electrical components. These inspections are managed by the Council’s electrical team and are described in section 12.</p>		


7	Flood & Coastal Risk Management
<p>This service function covers all aspects and legislative requirements required of Cardiff Council as the Local Lead Flood Authority (LLFA) and the Suds Approval Body (SAB).</p> <p>This service function also covers aspects and legislative requirements required of Cardiff Council under the Mines and Quarries (Tips) Act 1969.</p>	


7.1	Local Lead Flood Authority (LLFA)	
<p>Cardiff Council under The Flood and Water Management Act 2010 is designated as The Local Lead Flood Authority. The LLFA has a strategic overview role to manage and mitigate for local flood risk. Cardiff Council is the designated LLFA for all areas within the authority’s boundary.</p> <p>Local Flood risk is designated as that from surface water, groundwater and ordinary watercourses</p>		


7.2	Flood Risk Management Plan & Strategy	
<p>As defined in The Flood Risk Regulations (2009) and The Flood and Water Management Act (2010) the LLFA is required to have in place an adopted Flood risk Management Plan and Flood Risk Strategy. These documents are updated in line with the respective legislation and The Welsh Government Guidance.</p> <p>The Documents have been combined into one strategy known as The Local Flood Risk Management Strategy and can be viewed on Cardiff Councils website or a hard copy issued to any interested party.</p>		


7.3	Flood Investigations	
<p>As per the requirements of The Flood and Water Management Act 2010 an investigation will be undertaken by the LLFA upon the receipt of a report of a flood incident. Should the number of internally flooded homes reach the appropriate trigger level, a section 19 report (Flood and Water Management Act 2010) will be drafted and published on the council’s website.</p> <p>As per the councils adopted strategy, the Section 19 trigger is <u>when 20 properties have encountered internal flooding from the same source</u>. Internal flooding is categorised as the ingress of water from and external source.</p>		


<p>7.4</p>	<p>Flood Risk Schemes</p>	
<p>Schemes to lower the risk of internal flooding from a range of sources are undertaken following the 5 Business Case model. Schemes range from small scale localised schemes to extensive multi million pound schemes.</p> <p>Schemes are undertaken utilising internal, DCWW, Welsh Government and other external stakeholder funding.</p> <p>The five business case model has been designed and adopted by HM Treasury, The Welsh Government and The UK Office of Government Commerce.</p>		


<p>7.5</p>	<p>Ordinary Watercourse Consents</p>	
<p>The LLFA undertakes its duties and requirements as set out in The Land Drainage Act 1991 (as amended by The Flood and Water Management Act 2010).</p> <p>An alteration / interaction with an ordinary watercourse (i.e culvert / diversion) requires consent from the LLFA under Section 23 of The Land Drainage Act 1991.</p> <p>An Ordinary Watercourse is any River, Stream, Brook, Ditch, Drain, Culvert, Pipe or any passage of which water flows that is not designated as Main River on Natural Resource Wales database.</p> <p>The enforcement powers given to the LLFA under this act are permissive and decisions on whether to utilise these powers is based on the level of flood risk caused by the nuisance.</p>		


7.6	Suds Approval Body (SAB)	
<p>All developments over 100 square meters are required to obtain SAB approval along with other consents as per the enactment of Schedule 3 of The Flood and Water Management Act 2010 on 7th January 2019.</p> <p>A Pre-Application service is offered to applicants which can be taken jointly or separately to the planning department.</p> <p>All applications are assessed in line with the 6 Suds Standards, 12 principles and The Welsh Government Guidance.</p> <p>The 6 Standards are:</p> <ol style="list-style-type: none"> 1. Discharge Destination 2. Discharge rate 3. Water Quality 4. Amenity 5. Biodiversity 6. Maintenance and Adoption 		


7.7	Planning Authority Consultee Comments	
<p>The LLFA are a non-statutory consultee to all planning permission applications submitted to the planning authority.</p> <p>Should the LLFA be consulted comments are returned withing the requested deadlines.</p> <p>All comments take into consideration, the SAB principles and standards.</p> <p>Current and predicted climate change impacts are also considered within any returned comments</p>		


7.8	Flood Risk Asset Register	
<p>As per Section 21 of The Flood and Water Management Act 2010, the LLFA has a duty to maintain a flood risk asset database (such as culverts and debris screens).</p> <p>The flood risk asset database is maintained and included within the highways AMX asset database. Asset locations and current condition are shared with other risk management authorities when requested.</p> <p>Approximately 100km of culverted watercourses and 40 debris screens.</p> <p>10 of the “critical” debris screens have telematic monitoring cameras and loggers installed. These assets feed into the managed “timeview” monitoring software</p>		

<p>7.9</p>	<p>Non-Flood Risk Asset Register</p>	
<p>A non-flood risk asset database is maintained and included within the highways AMX asset database.</p> <p>This database contains highway drainage assets, Suds assets and other drainage assets that are not considered to have a direct influence on flood risk as per the Welsh Government guidelines.</p> <p>Approximately 95k highway gullies, 250km of piped network and 150 SUDS assets.</p>		

<p>7.10</p>	<p>Pumping Station and Groundwater monitoring</p>	
<p>Management of 15 foul and groundwater pumping stations and associated infrastructure.</p> <p>These assets are maintained under departmental Service Level Agreements (SLA).</p> <p>Department SLA’S include: Housing, Waste, Harbour Authority and Strategic Estates</p> <p>SLA’S are renewed and signed at the beginning of the financial year.</p>		

<p>7.11</p>	<p>Coal and non-Coal Tips</p>	
<p>Duties are undertaken as required by the Mines and Quarries (tips) Act 1969. These include but are not limited to inspections, mitigation measures and remedial works.</p> <p>Coal and non-Coal tip assets are recorded on the highways asset AMX database.</p> <p>Coal Tip Categories:</p> <ul style="list-style-type: none"> A – Low Risk B – Low / Medium Risk C – Medium / High Risk D – High Risk 		

7.12	Enforcement	
<p>Cardiff Council has permissive enforcement powers under numerous legislations.</p> <ul style="list-style-type: none"> • Building Act 1984 - Utility Misconnection • Highways Act 1980 - Illegal discharge onto highway • Land Drainage Act 1991 - Unconsented Culvert • Mine and Quarries (Tips) Act 1969 - Groundwork on a coal tip • Article 4 of the Sustainable Drainage (Enforcement) (Wales) Order 2018 		

7.13	Shore Line Management Plan	
<p>Cardiff Council has a statutory duty to have an adopted shoreline management plan which identifies the most sustainable approach to managing the flood and coastal erosion risks to the coastline in the:</p> <ul style="list-style-type: none"> • Short Term (0-20 years) • Medium Term (20-50 Years) • Long term (50 – 100 years) <p>These timeframes are also known as epochs within the shoreline management plan.</p> <p>Cardiff Council is situated within SMP19 Anchor Head to Lavernock Point (Severn Estuary) which is led by The Environment Agency.</p> <p>Cardiff Council is responsible for 3 policy units:</p> <ul style="list-style-type: none"> • <u>Car 1</u> – Cardiff Bay Barrage • <u>Car 2</u> – Western end of Cardiff Bay Barrage to mouth of River Rhymney at Rover Way • <u>Car 3</u> – Both banks of the River Rhymney from the mouth at Rover Way to the Lamby Way landfill site drain <p>Cardiff Council has adopted the policy of Hold the Line for all 3 policy units.</p> <p>Hold the line is defined as keeping the line of defence in approximately the same location as it is now. Existing defences are maintained, replaced or upgraded along their current alignment. This may or may not include upgrades to counter climate change as sea levels rise.</p>		

7.14


Butetown Tunnel Drainage Maintenance & Management





The management of the Drainage components of the Butetown tunnel are undertaken by the Flood & Coastal Risk Management team. However, the management for the Structural and the Mechanical & Electrical components of the tunnel are split between the Highway Structures Team and Highways Electrical Team respectively.


Maintenance is generally delivered by the current term maintenance contractor and undertaken in accordance with the current Butetown Tunnel Services Maintenance Contract. However, some maintenance and inspection services are procured independently.


8	Highway Structure
<p>This service function covers all aspects of service delivery and standards for the ‘Structures’ inventory and is based on HAMP strategies to define service standards and improve how the asset is managed. The term structures incorporate vehicular over and under bridges, subways, footbridges, major retaining walls and large diameter culverts (>0.9m). The authority has 1 tunnel within its inventory.</p>	


8.1	General Inspections	
<p>The Council will carry out general inspections on all Council Highways structures once every two years.</p> <p>General Inspections shall be recorded on the structures database. Defects and remedial works will be assessed, and appropriate action taken to maintain safety based on a risk-based approach with consideration to usage, location, and condition in line with available resources. Defects identified that are not prioritised for repair as described above are added to the structures work bank from which they can be considered for action in the future.</p>		


8.2	Principal Inspections	
<p>The Council will carry out principal inspections on all Council Highways Structures every six years.</p> <p>Principal Inspections shall be recorded on the structures database. Defects and remedial works will be assessed, and appropriate action taken to maintain safety based on a risk-based approach with consideration to usage, location, and condition in line with available resources. Defects identified that are not prioritised for repair as described above are added to the structures work bank from which they can be considered for action in the future.</p>		


8.3	Structural Review & Assessment	
<p>The Council will carry out a Structural review on a structure every 12 years, in accordance with CS451. The review will determine if a further Load Capacity assessment is required on the structure.</p> <p>The Structural Review and any subsequent Load Capacity assessment will be recorded on the Structures database along with any action undertaken to maintain safety. The outcome of an assessment will depend upon the individual structural circumstances which apply at that location. For example, the structure may require a weight restriction to be imposed either as an interim or permanent measure, i.e. until appropriate strengthening works has been undertaken.</p>		


<p>8.4</p>	<p>Special Structural Inspections</p>	
<p>The Council will undertake special structural inspections as required when accidental damage, scour, post tensioned issues or other structural defects are identified.</p> <p>Special Structural Inspections are recorded on the structures database. Defects and remedial works will be assessed, and appropriate action taken to maintain safety based on a risk-based approach with consideration to usage, location, and condition in line with available resources. Defects identified that are not prioritised for repair as described above are added to the structures work bank from which they can be considered for action in the future.</p>		

<p>8.5</p>	<p>Kerb Drainage to Structures</p>	
<p>The Council will inspect the kerb drainage on the Leckwith, Southern Way, Grangetown, Cogan Spur and Taff & eastern Bay Link viaducts annually.</p> <p>Kerb drains (Aqua Drains) will be cleared of detritus as required.</p>		

<p>8.6</p>	<p>Structural Records</p>	
<p>The Council maintains a database for all structures that support or cross the highway to ensure adequate records exist to identify liability for those structures.</p> <p>For structures maintained by the Highway Structures team the database contains archive construction drawings (where available), records of asbestos use, ecological surveys, inspection records and work records. A full inventory of retaining walls exists for highway structures, however, records of retaining walls under the ownership of others is yet to be developed.</p> <p>For structures that are owned privately (e.g. rail companies) or by other Council service areas (parks, harbour authority, housing etc), only the ownership details of these structures are recorded on the database.</p>		

<p>8.7</p>	<p>Abnormal Load Movements</p>	
<p>The Council will process notices (in accordance with Article 26,2,b of ‘The Road Vehicles (Authorisation of Special Types) General Order 2003 that all hauliers shall give in respect of all loads with laden dimensions exceeding:</p> <ul style="list-style-type: none"> • 44,000 Kg (44t) gross weight • 2.9m (9’6”) overall width or • 18.65m (61’0”) rigid length <p>The notice period a haulier gives shall be at least 2 clear working days for loads up to 80,000 kgs and at least 5 clear working days for loads over 80,000 kgs. The Form of Indemnity may be submitted any time before the movement.</p> <p>All notices correctly submitted will be assessed and the haulier will only be advised if any structures have insufficient strength to support the load, or if there is a height restriction.</p>		

<p>8.8</p>	<p>Structural Works</p>	
<p>The Council will assess, monitor, or repair defects to structures as deemed appropriate.</p> <p>To ensure the general maintenance of structures can be carried out efficiently defects and remedial works will be assessed from inspection reports and appropriate action taken to maintain safety based on a risk-based approach with consideration to usage, location, and condition in line with available resources.</p>		

<p>8.9</p>	<p>Structural Painting</p>	
<p>The Council will endeavour to re-paint all steel structures such that their structural integrity is not impaired.</p> <p>Inspections will identify the need for structural painting. Painting work is prioritised and programmed utilising a risk-based approach with consideration to usage, location, and condition in line with available resources.</p>		

8.10**Structural Renewal**

The Council will endeavour to renew structures where remedial work is not economically viable.

Inspection reports will be assessed, and any structural renewals required will be prioritised utilising a risk-based approach with consideration to usage, location, and condition in line with available resources.

Where funding is not available to undertake necessary upgrades or repairs a weight restriction may be imposed either as an interim or permanent measure, depending on the circumstances which apply at that location.

8.11**Technical Approval of Structures Supporting the Highway**

The Council will employ procedures for technical approval of structures on Council road schemes as set out in; 'Technical Approval of Highway Structures on County Roads' Highways England/Welsh government CG300.

Where instigated by third party works the Council will recover the expense of undertaking technical approvals. In instances where the structure will be transferred into Council ownership a commuted maintenance cost will be charged to the developer, to include costs of future inspection and maintenance for a period of 60 years.

The procedures are for new design, assessment of load carrying capacity or demolition of existing structures which support the highway. It is nationally applied using the Design Manual for Roads & Bridges on motorway and trunk roads and by all local authorities for the purpose of ensuring safety and durability of the highway network.

As Technical Approval Authority (TAA), the role of the Council is to agree the fundamental principles and parameters to be utilised in the design, in the form of an approval in principal (AIP) document and ensure that design and construction are completed in compliance with the AIP.

The purpose of the AIP stage is to enable the TAA to be satisfied, before detailed design proceeds, as to:

- The application of selected design documents.
- The adequacy of soil & other investigations.
- The loading and other design criteria proposed.
- The suitability of the design method.
- The provision made for the inspection and maintenance of the structure.

The role of the TAA is:

- To agree with the category of the structure and the need for AIP.
- To examine proposals at the preliminary stage and endorse the AIP.
- To receive the drawings, design or assessment and check certificates to signify compliance.
- To receive and endorse construction compliance certificate.
- To receive and examine the health & safety files, completing the technical approval procedure

8.12

Butetown Tunnel Structure Maintenance & Management




The management of the Structural components of the Butetown tunnel are undertaken by the Highway Structures team. However, the management for the Drainage and the Mechanical & Electrical components of the tunnel are split between the Flood & Coastal Risk Management Team and Highways Electrical Team respectively.


Maintenance is generally delivered by the current term maintenance contractor and undertaken in accordance with the current Butetown Tunnel Services Maintenance Contract. However, some maintenance and inspection services are procured independently.


9	Incident Response & Severe Weather
<p>This service function is closely integrated with the operational arrangements for Safety/Reactive and emergency inspections and Highway Management & Enforcement. It covers operational procedures to ensure service cover is '24-7' covering periods both during the normal working day and outside of normal working hours. It includes the specific function of Winter / Adverse Weather Service and plans for dealing with incidents that occur on or adjacent to the Highway Network</p>	

9.1	Incident Response	
<p>The Council will provide an emergency highway response service 24 hours a day 365 days a year over the whole of the adopted highway network.</p> <p>The Council provide an emergency service through normal resources during working hours and out of hours via an emergency call out system where levels of resources can be mobilised to respond and make safe emergencies on the adopted highway. The response time during normal working hours shall be no more than 2 hours. The operational criteria for responding to incidents are described in the Highway Operations Emergencies Manual.</p> <p>A limited resource is available and is secured by a standby arrangement. If additional resources are required these will be mobilised subject to availability.</p> <p>Details of this service can be seen in the Council's Emergency Manual</p>		

9.2	Winter Plan	
<p>The Council will provide a full winter service between 1st November and 31st March to treat ice and snow in order to satisfy its obligations under section 150 of the Highways Act. Weather is monitored in October and April with resources being mobilised as required.</p> <p>Details of this service can be seen in the Council's Winter Service Plan</p>		

<p>9.3</p>	<p>Flooding</p>	
<p>The Council has arrangements in place to manage the consequences of flooding and occurrences of severe weather.</p> <p>Details of these procedures can be seen in the Council’s Cardiff Council Local Flood Risk Strategy and associated action plans.</p>		

<p>9.4</p>	<p>Dead Animals on the Highway</p>	
<p>The Council as Highway Authority will remove any dead animal larger than a cat from any adopted carriageway where a speed limit of 50 mph or more applies.</p> <p>Where large dead animals are present on routes with a speed limit of 50 mph or more the Council will endeavour to move within 2 hours of notification to allow the safe passage of vehicular traffic on the highway. If this is not possible, the road will be made safe until such a time that the animal is removed.</p>		

<p>9.5</p>	<p>Live Animals on the Highway</p>	
<p>The Council will wherever possible endeavour to make the highway safe by the removal of the animals at the earliest opportunity.</p> <p>Where large animals (e.g. horses, cows, sheep, goats etc) are present on the adopted highway the Councils contractor will move them to a safe location or undertake any action that is deemed necessary to alleviate the immediate danger. Response is planned to be within 2 hours.</p> <p>Trading Standards, employ a dog warden for removal of stray dogs from the highway.</p> <p>In order to keep the nuisance of loose horses under control, a horse warden has been employed by Trading Standards who will undertake regular inspections of the known problem areas. A programme of horse collections and impoundments will be arranged periodically to ensure they are removed from council land.</p>		

10 Intelligent Transport Systems (ITS).

This service function covers all aspects of service delivery and standards for the Intelligent Transport System asset, including Traffic Signals, CCTV, Dynamic Signs, Tidal Flow System, Real Time Bus Information, Speed Cameras and the Fibre Optic Communication System and is based on HAMP strategies to define service standards and improve how the asset is managed.

10.1 Intelligent Transport System Assets



The following assets are managed as part of the Intelligent Transport System:

- Traffic Signals
- Automatic rising bollards
- CCTV systems
- Dynamic signing systems, including.
 - Variable message signs (VMS)
 - Rotating plank signs (RPS)
- Tidal flow system
- Real time bus information
- Speed cameras
- Fibre optic communication system
- Butetown tunnel mechanical & electrical systems

Maintenance of the ITS asset is generally undertaken by the Councils term contractors and is controlled by the Telematics/ITS Equipment Maintenance Contracts which are let on a periodic basis. These contracts contain all the requirements that the contractor must fulfil to appropriately maintain the ITS asset to the Council's Highway Electrical team requirements.

10.2 Urban Traffic Control Room & ITS Fault Management System



The Council operates a 24/7 traffic control room through which all ITS assets are routinely monitored for faults and operational effectiveness. Both the Urban Traffic Control system and various ITS systems are monitored and controlled from this facility.

When a fault is generated by the Urban Traffic Control system or ITS systems, depending on its nature, it will be passed to the appropriate term maintenance contractor or the Highway Electrical team for action. Completed repairs will be logged onto the system by the control room. If for a particular reason the fault cannot be closed down, it will be passed onto the Highway Electrical team for consideration and action.

10.3**Highway Safety Inspections**

The cyclic network highway safety inspections will identify damaged, malfunctioning or missing apparatus and pass this information onto the Highway Electrical team.

Safety inspection frequencies are dependent on the network hierarchy and the assessments will be undertaken in accordance with document: **Part C: 001 - Highway Safety Inspections**

10.4**Electrical Inspections**


Electrical inspections are undertaken on:


- Traffic Signals
- Automatic rising bollards
- CCTV systems
- Dynamic signing systems, including.
 - Variable message signs (VMS)
 - Rotating plank signs (RPS)
- Tidal flow system
- Real time bus information
- Speed cameras
- Fibre optic communication system
- Butetown tunnel mechanical & electrical systems


These inspections are primarily intended to identify electrical defects which are likely to cause a danger to network users.


All electrical installation inspections and testing is carried out in accordance with the IET Wiring Regulations: BS7671 latest edition by the Council ITS term contractors.


Full details of the electrical testing regime are contained in the current Telematics/ITS Equipment Maintenance Contracts.


10.5	Routine Site Inspections of ITS Assets	
<p>Site inspections of ITS assets are undertaken by the Term Maintenance Contractor.</p> <p>These inspections are primarily intended to identify defects which are likely to cause a danger or inconvenience to network users. These assessments contribute to a continually developing data set used to develop future renewal programmes.</p> <p>The assets included in this inspection regime, the frequency of inspections and the items or components included in these inspections are specified in the current Telematics/ITS Equipment Maintenance Contracts</p>		

10.6	Programmed Maintenance	
<p>The Council will repair and replace ITS assets utilising a risk-based approach with consideration to its usage, location, and condition within available budget. Programmed maintenance is undertaken by the Term Maintenance Contractor.</p> <p>The development of appropriate maintenance programmes is informed by:</p> <ul style="list-style-type: none"> • Term maintenance contractor’s periodic inspections • Urban Traffic Control (UTC) real time faults • Council and 3rd party schemes that replace existing asset items 		

10.7	Cyclic Maintenance	
<p>The Council’s Term Maintenance contractor carries out cyclic maintenance on ITS assets.</p> <p>Full details of the cyclic maintenance activities are contained in the current Telematics/ITS Equipment Maintenance Contracts</p>		

10.8	Reactive Maintenance	
<p>Reactive maintenance is undertaken by the Term Maintenance Contractor and will normally be identified from:</p> <ul style="list-style-type: none"> • Periodic inspections • UTC information • Customer complaints and reports <p>Response times for reactive maintenance are categorised as either urgent or non-urgent. Full details of the fault classification and the response and repair regime are contained in the current Telematics/ITS Equipment Maintenance Contracts.</p>		

10.9	Energy Reduction	
<p>Wherever possible the ITS asset supports Cardiff’s corporate targets by improving the sustainability of the city both financially and environmentally, by reducing the operational energy requirements for the asset and associated CO2 emissions.</p> <p>Energy reduction approaches include:</p> <ul style="list-style-type: none"> • Wherever possible new equipment is installed using extra low voltage (ELV) supplies. • New traffic signal heads will utilise LED technology. <p>Wherever practical every effort will be made to introduce low energy product alternatives</p>		

10.10	Electrical Energy Management	
<p>The Council will maintain an inventory to comply with unmetered supply regulations and aid efficient energy management.</p> <p>The Councils energy for the ITS assets is procured via a CCS (Crown Commercial Services) framework that is managed via NPS (National Procurement Service (Wales)).</p> <p>ITS assets consume electrical energy. Most electrical supplies to these assets are un-metred (apart from ITS assets that are rated in excess of 500w) whereas supplies to homes and businesses are metered. The Council maintains an inventory of the equipment installed via the ITS Asset Management System. Energy is then calculated based on the inventory data and appropriate charge for the energy consumed.</p>		

10.11**Technical Approval**

To ensure ITS designs are undertaken to Council requirements the Council will undertake technical approval of ITS assets on Council promoted road schemes and third-party development works usually via the s38 and s278 mechanism.


Council costs incurred for the technical approval of third-party works will be recovered from the developer or promoter. In instances where the ITS assets will be transferred into Council ownership a commuted maintenance cost will be charged to the developer, to include costs of future inspection and maintenance for a period of 20 years.


Technical approvals may be generally based on (but not restricted to) the following technical guidance:


- BS 7987 (HD 638) Road Traffic Signal Systems
- BS7671 -18th Edition – IET Wiring Regulations
- BS EN 50293 Electromagnetic Compatibility Road Traffic Signal Systems Product
- BS EN 12675 Traffic signal controllers – functional safety requirements Specifications
- TRG 0600 Self-Certification and Approval of Equipment for the Control of Vehicular and Pedestrian Traffic on Roads
- TR 2506 Performance Specification for Above Ground On-Crossing Pedestrian Detection Systems
- TR 2507 Performance Specification for Kerbside Detection Systems for use with Nearside Signals and Demand Units
- TR 2508 Performance Specification for Tactile Equipment for use at Pedestrian Crossings
- TR 2509 Performance Specification for Audible Equipment for use at Pedestrian Crossings
- TR 2523 Traffic Control Equipment Interfacing Specification
- MCE 0360 Urban Traffic Control - Functional Specification
- MCE 0361 High Capacity data transmission system for use in UTC
- TR 2500 A Specification for Traffic Signal Controller
- TSR&GD Traffic Signs Regulations and General Directions 2016
- The Zebra, Pelican and Puffin Crossing Regulations and General Directions 1997
- TA 89/04, Use of Passively Safe Signposts to BS EN 12767, DMRB, Vol 8, Section 2
- BS EN 12767, Passive safety of support structures for road equipment - Requirements and test methods, BSI.
- Road Traffic Regulation Act 1984.
- MCS 206, List of Drawings, Specifications and Instructions. HA.
- MCS 215, Traffic Signal Equipment On All Purpose Roads European Standard EN 12368:2000. BSI.
- Local Transport Note 1/98, The Installation of Traffic Signals and Associated Equipment.
- TR 2154, Light Signal for Control of Tramcars. HA.
- TR 2513 Performance Specification for Wig Wag Signal Control Equipment. HA
- Railway Safety Principles and Guidance, Part 2, Section E, Guidance on level crossings. HSE
- Chapter 3 of the Traffic Signs Manual. TSO
- Chapter 4 of the Traffic Signs Manual.
- Chapter 5 of the Traffic Signs Manual. TSO.
- BS 5489, Road Lighting. BSI. 22
- TR 2500, Specification for Traffic Signal Controller.
- BS 6100:1992 Building and Civil Engineering Terms. BSI.
- MCE 0108C, Siting of Inductive Loops for Vehicle Detecting Equipment at Permanent Road Traffic Signal Installations. HA.
- TAL 16/99, The Use of Above Ground Vehicle

- TA 12 Traffic Signals on High Speed Roads
- TA 84 Code of Practice for Traffic Control and Information Systems
- for All Purpose Roads
- TA 68 The Assessment and design of Pedestrian Crossings
- LTN1/95 – Assessment of Pedestrian Crossings
- LTN 2/95 – Design of Pedestrian Crossings
- Traffic Signs Manual Chapter 6 2019
- Adjacent and Shared Use Facilities for Pedestrians and Cyclists
- LTN 1/04, Policy, Planning and Design for Walking and Cycling, DfT 2004
- Application Guide 44 - MOVA Traffic Control Manual
- Application Guide 45 - Guide to MOVA Data Set-Up and Use
- BS 7818 1995 - Pedestrian Restraint Systems
- CDM Regs 2015
- DB 32 1992
- Guidance on the use of Tactile Paving Surfaces, Department of the Environment, Transport and the Regions & The Scottish Office, DTER, London,1998.
- BS 7997: Products for tactile paving surface indicators Specification, British Standards Institution (Draft), February 2002.
- Shared Use by Cyclists and Pedestrians, DTLR Local Transport Note 2/86, HMSO, August 1986.
- Audible and Tactile Signals at Pelican Crossings, DTLR Traffic Advisory Leaflet 4/91, HMSO, November 1991.
- Inclusive mobility 75 Audible and Tactile Signals at Signal Controlled Junctions, DTLR Traffic Advisory Leaflet 5/91, HMSO, December 1991.
- A design guide for the use of colour and contrast to improve the built environment for visually impaired people, Joint Mobility Unit, RNIB & University of Reading, 1997.
- Tactile paving, Technical Bulletin 9/96, Joint Mobility Unit, London, 1996.
- TA 84, The Code of Practice for Traffic Control and Information Systems
- Design Manual for Roads and Bridges (DMRB), Vol. 8, Section 1.
- Traffic Advisory Leaflet (TAL), Traffic Light Signals
- TD 50/04 The Geometric Layout of Signal-Controlled Junctions and Signalised Roundabouts, Detectors. DfT.
- TAL 3/97, “The MOVA Signal Control System”. DfT.
- TD 35/91, “All Purpose Trunk Roads MOVA System Of Traffic Control At Signals”. DMRB Vol.8, Section 1, Part 1. TSO.
- TAL 7/99, “The SCOOT Urban Traffic Control System”. DfT.
- TAL 7/00, SCOOT Gating. DfT.
- TAL 8/00, Bus Priority in SCOOT. DfT.
- TAL 9/00, SCOOT Estimates of Emissions from Vehicles.
- “A Review of Signal-controlled Roundabouts”, Traffic and Safety Committee, Traffic Management Working Group. CSS.
- LINSIG. JCT Consultancy.
- OSCADY Optimised Signal Capacity and Delay. TRL.
- ARCADY Assessment of roundabout Capacity and Delay. TRL.
- PICADY Priority Intersection Capacity and Delay. TRL.
- Road Research Technical Paper No. 56 - Traffic Signals, Webster and Cobbe, HMSO, out of print.
- TRL Report RR67 The prediction of saturation flows
- National Highways Sector Schemes for Quality Management in Highway Works 8, 9B & 10 Installation and Maintenance of Highway Electrical and/or Highway Electronic Equipment and/or Associated Highway Works 2007
- Highways Act 1990
- MCH1827B – Traffic Signal Controller and Works Specification and Configuration Forms 2006
- TA 89/05 USE OF PASSIVELY SAFE SIGNPOSTS, LIGHTING COLUMNS AND TRAFFIC SIGNAL POSTS TO BS EN 12767
- PUFFIN Good Practice Guide 2006
- TAL 999 20mph zones
- TAL 10-93 TOUCAN Crossing Guide
- TD 9/93 Highway Link Design
- TD 41/95 Vehicular Access to All Purpose Trunk Roads
- TD 42/95 Geometric Design of Major/Minor junctions



- DMRB, Vol. 6, Section 2.
- TAL 5/05, Pedestrian Facilities at Signal-controlled Junctions.
- TAL 2/03, Signal-control at Junctions on High-speed Roads.
- TD 22/06 Grade Separated junctions.
- Traffic Signs Manual Chapter 8 – Part 1 and Part 2
- TAL 3-03 Equestrian Crossings



10.12	New ITS Schemes and Developments	
<p>The Council receives requests for new and improved ITS installations. ITS requests come in many forms, through internal Council departments, developers, members of the public, Councillors etc.</p> <p>The process of implementing new ITS installations is generally managed and delivered by the Transportation team. The Highway Electrical team will provide detailed technical support to this process.</p> <p>New Highway Improvement Schemes will often add new ITS assets. When new traffic signals are installed, it may be necessary to upgrade existing ITS assets in the surrounding area in line with the appropriate guidance.</p>		

10.13	Butetown Tunnel Mechanical & Electrical Maintenance & Management	
<p>The management of the mechanical and electrical components of the Butetown tunnel are undertaken by the Highway Electrical team. However, the management for the drainage and structural components of the tunnel are split between the Flood & Coastal Risk Management Team and Highway Structures Team respectively.</p> <p>Maintenance is delivered by the current term maintenance contractor and undertaken in accordance with the current Butetown Tunnel Services Maintenance Contract.</p>		

10.14	Recovering Costs of 3rd Party Damage to ITS Assets	
<p>When the ITS asset is damaged by 3rd party activities such as a road traffic collision the Council will endeavour to recover the cost of repair from the 3rd party.</p> <p>The Council will utilise a debt recovery agency to recover these costs. This cost will include a 20% ancillary charge to cover the management and organisational costs incurred by the Council to replace and maintain this asset.</p>		

11	Public Rights of Way (PROW)
<p>This service function covers aspects of service delivery and standards for the management & maintenance of Public Rights of Way.</p> <p>A Public Right of Way (PROW) is a highway over which the public has a right to pass and repass. These paths have a legal status and Cardiff Council has a statutory obligation to record and maintain them, they form the backbone of the off-road network in Cardiff, including portions of promoted long-distance trails and National Trails</p>	

11.1	PROW – Changes to the Rights of Way Network	 
<p>The Council will process a claim for a right of way (supported by evidence of twenty years usage) in accordance with Section 31 Highways Act 1980, Section 53 and Schedule 14 the Wildlife and Countryside Act 1981.</p> <p>Diversion or stopping up orders will be processed pursuant to Section 116, Section 118 or 119 Highways Act 1980 or in the case of orders made under planning permission Section 253 or 257 Town and Country Planning Act 1990.</p> <p>The Council has a duty to determine claims for new rights of way, diversions and stopping up of paths. Claimants are assisted by the provision of an application pack containing guidance notes.</p>		

11.2	PROW – Maintenance	 
<p>The public rights of way network will be maintained in accordance with Section 36 Highways Act 1980 and in accordance with recommendations made within the Rights of Way Improvement Plan (RoWIP).</p> <p>The public rights of way network consists of public footpaths, bridleways, restricted byways and byways open to all traffic.</p> <p>Both landowners and the highway authority (Council) have responsibilities in respect of rights of way. In general landowners are responsible for the maintenance and upkeep of gates and stiles and ensuring that overgrowth from their land does not encroach onto and obstruct a right of way and that any paths disturbed by ploughing are reinstated.</p> <p>The Council is responsible for removing growth from the surface of a path and ensuring the surface is safe and fit for ordinary traffic as befits the character of the way. There is no duty on highway authorities to improve the surface of rights of way or alter its character. The Council is also responsible for signposting footpaths, bridleways and byways where they leave metalled roads and elsewhere along the path to help people follow the route.</p>		

11.3


PROW – Obstructions and Other Nuisance




The Council will deal with obstructions to the rights of way network in accordance with the Highways Act 1980 as amended by the CROW Act 2000 and the methodology outlined in the RoWIP.

In general, the Council is responsible for ensuring the surface of a right of way is free from obstruction and may take action against landowners who obstruct a right of way. It is normal to first attempt to remove the obstruction or abate a nuisance by negotiation resorting to the legal action only when negotiations have failed.

12	Street Lighting
<p>This service function covers all aspects of service delivery and standards for the street lighting inventory, including illuminated signs and bollards in the adopted highway. It covers all aspects of electrical and structural testing and includes the authority’s policies on energy and environmental light pollution and is based on HAMP strategies to define service standards and improve how the asset is managed.</p>	

12.1	Why Do We Light the Highway?	
<p>There is no statutory requirement on local authorities in the United Kingdom to provide public lighting. The following statutes empower local authorities to light roads but do not impose a duty. In England and Wales, the Highways Act 1980 empowers a Highway Authority to provide lighting for any highway or proposed highway for which they are, or will be, the Highway Authority.</p> <p>Road lighting encompasses the lighting of all types of highway and public thoroughfare, assisting traffic safety and ease of passage for all users. In this respect, good lighting can be one of the measures used to reduce night-time traffic collisions. It can allow pedestrians to see hazards, orientate themselves, recognise other pedestrians and feel more secure. It also has a wider social role, with the potential of helping to reduce crime and the fear of crime and can contribute to commercial and social use at night, of town centres and tourist locations, by improving the daytime and night-time appearance.</p> <p>Under the Highways Act 1980, Health and Safety at Work Act 2015 and the Electricity at Work Regulations 1989 the Council has a duty to maintain its street lighting assets in a safe condition.</p> <p>Having provided street lighting, illuminated signage and bollards, the Council has a duty of care to users of the highway network.</p> <p>The British Standards specification and codes of practice for lighting are not statutory requirements. They are provided to give local authorities and lighting bodies consistent and qualitative standards to work to. The Council is not duty bound to work to these but will be able to demonstrate any departure from national guidelines.</p>		

12.2	Highway Safety Inspections	
<p>The cyclic network wide highway safety inspections will identify exposed electrical elements which are reported to the Street Lighting team.</p> <p>Safety inspection frequencies are dependent on the network hierarchy and the assessments will be undertaken in accordance with document: Part C: 001 - Highway Safety Inspections</p>		

12.3**Electrical Inspections**

Electrical inspections are undertaken on:

- Streetlights
- Illuminated signs.
- Illuminated bollards (but not solar)
- Feeder Pillars.
- Subway lighting.

These inspections are primarily intended to identify electrical defects which are likely to cause a danger to network users. These assessments contribute to a continually developing data set used to develop future renewal programmes.

A visual inspection is carried out at the start of the Test & Inspection process. Should the asset being inspected, fail a visual inspection then the remainder of the process should not proceed. Failed apparatus will be reported back to the Highway Electrical Street Lighting team for further investigation.

All electrical inspections are undertaken on a maximum 6 year cycle in accordance with BS7671 – Requirements for Electrical Installations:

These electrical inspections include a visual inspection, and a Test & Inspection certificate is completed for each installation, which generally covers:

- A schedule of items inspected.
- Fault and additional information
- Identification criteria
- Cable and conductor check
- General checks
- Circuit details
- Test results

12.4**Non-Destructive Structural Inspections**

Non-Destructive Structural inspections are undertaken on the following street lighting assets adopting a risk-based approach prioritising assets posing the greatest risk to network users:

- High mast columns
- Street lighting columns

These inspections are primarily intended to identify structural defects which are likely to cause a danger to network users. These assessments contribute to a continually developing data set used to develop future renewal programmes.

Non-destructive structural inspections are undertaken on a maximum 6 year cycle in accordance In line with EN40, GN22, and PLG 06, the industry guidelines recognise the need for structural testing and the non-destructive test method should determine whether a deteriorating lighting column either satisfies the service criteria or is in danger of collapse, the structural inspection could include:

- Visual inspection
- Force Deflection Test – Conclusive Result
- Handheld Force Deflection Test – Indicative Result
- Ultrasonic (Loss of Section) Test – Indicative Result
- Load calculation

Failed apparatus will be reported back to the Highway Electrical Street Lighting team for further investigation.


12.5**Electrical Energy Management**


The Council will maintain an inventory to comply with unmetered supply regulations and aid efficient energy management.


The Councils energy for street lighting assets is procured via a CCS (Crown Commercial Services) framework that is managed via NPS (National Procurement Service (Wales)).


Street lighting and illuminated signs and bollards consume electrical energy. The electrical supplies to streetlights are un-metred whereas supplies to homes and businesses are metered.


The Council measures the hours of operation and energy use is calculated and the appropriate payment made to the energy supplier.


12.6	Central Management System (CMS)	
<p>The Council has a Central Management System which provides remote monitoring and management of street lighting by using state of the art real time communication. The CMS was introduced when LED street lighting was introduced.</p> <p>The Central Management System provides many benefits to the operation and management of the street lighting asset, including:</p> <ul style="list-style-type: none"> • Reduced maintenance costs by identifying inoperable lights. • Provides real-time reports on energy consumption. • Fault reporting. • The CMS allows Officers to control lighting levels to support improving energy efficiency and therefore maximise saving potential, whilst allowing the management of any concerns relating to lighting levels. • The CMS allows integration with other technology to managing city infrastructure. • The introduction of LED technology (see below) with a Central Management System provides improvements in the management of street lighting. 		


12.7	Programmed Maintenance	
<p>The Council will undertake programmed repairs and replacements on the following street lighting assets:</p> <ul style="list-style-type: none"> • Streetlights. • Illuminated signs. • Illuminated bollards. • Feeder pillars. • Belisha beacons at zebra crossings. <p>Asset replacement is not automatic, a risk-based approach is adopted prioritising assets posing the greatest risk to network users. Consideration to usage, location and condition within available budget will be made and the replacement of faulty equipment will be prioritised. Existing street lighting schemes will generally be replaced on a like for like positional basis using specified equipment. There are several criteria used to prioritise and determine appropriate replacement programmes for street lighting assets, including:</p> <ul style="list-style-type: none"> • Ongoing deterioration of asset condition and failures • Electrical testing results • Structural testing results • Energy reduction programmes including introduction of LED's. • Implementation of new technology • Faults identified through CMS monitoring. 		

<p>12.8</p>	<p>Cyclic Maintenance</p>	
<p>The Council will carry out lens cleaning of LED lamps as part of the 6 yearly electrical testing regimes.</p>		

<p>12.9</p>	<p>Reactive Maintenance</p>	
<p>The Council or its contractor will carry out reactive maintenance on the street lighting asset resulting from:</p> <ul style="list-style-type: none"> • Third party accident damage and vandalism • Identified failures from inspections, customer complaints and Central Management System. <p>The scheduling to rectifying these damaged or missing assets adopts a risk-based approach prioritising assets posing the greatest risk to network users. Consideration to usage, location and condition within available budget will be made.</p> <p>The call out response time for emergency defects is 2 hours (includes faults in the control of the District Network Operator or Independent District Network Operator)</p>		

<p>12.10</p>	<p>LED Replacement Programme & Energy Reduction</p>	
<p>In 2016, the Council’s Cabinet approved the procurement of LED street lighting on the strategic road network with the implementation of 13,600 LED streetlights. In 2021, Cabinet approved the procurement of a further 24,000 LED streetlights on residential roads.</p> <p>The efficiencies associated with LED and its reduced energy consumption will contribute towards the Councils carbon reduction targets, it is now the product of choice and conversely the production of traditional lighting assets has reduced.</p> <p>The LED street lighting programme supports Cardiff’s corporate targets by improving the sustainability of the city both financially and environmentally, by reducing the operation energy requirements for lighting and associated CO2 emissions. Furthermore, the LED street lighting technology adopts intelligence led approaches to managing infrastructure by the introduction of a Central Management System.</p> <p>Prior to the introduction of LED’s and to identify the most appropriate LED product for use in Cardiff a trial of numerous lanterns took place which included comprehensive stakeholder consultation. A pilot LED lighting scheme was delivered in a residential setting which provided positive feedback from residents giving a good indication of the acceptance of this new LED street lighting technology.</p> <p>A Central Management System was introduced when LED street lighting was implemented the benefits of which are described above.</p>		

12.11	Light Levels for LED's	
<p>The LED implementation described above for both residential streets and the strategic network specifies a white light of 3000 kelvins. This is a warmer light colour that matches the existing white light already located in residential areas so the effect on individuals was minimum as the apparent change will be minor. Minimal complaints were received relating to LED installation and any issues reported were efficiently managed through minor adjustments and the CMS system.</p> <p>Lighting levels of 4000 kelvins are used at zebra crossing locations so pedestrians are more visible to traffic as they approach the crossing.</p> <p>As discussed above a comprehensive trial of LED street lighting lanterns took place which included stakeholder consultation. Complaints relating to lighting levels will be reviewed on a case-by-case basis.</p>		

12.12	New Lighting Schemes and Developments	
<p>The Council receives many requests for new and improved lighting. New street lighting requests come in many formats, through internal Council departments, developers, members of the public, Councillors etc.</p> <p>New street lighting can only be installed through the following processes:</p> <ul style="list-style-type: none"> • New developments that are adopted by the Council (see technical approval below) • New highway improvement schemes (including road safety and traffic management) • New community safety schemes. • Supported assessments made by the street lighting team following public, police, senior officer, Community Council or Councillor requests. • New lighting columns installed as part of programmed replacements. <p>When highway improvement schemes, new traffic management schemes, traffic management features, or pedestrian crossings are installed it may be required to upgrade existing street lighting in the surrounding area in line with the appropriate guidance. These improvement schemes may include (but not limited to):</p> <ul style="list-style-type: none"> • Controlled and pedestrian crossings • Traffic calming • Car parks • Road alignment alterations • Junction improvements • Road safety enhancements • New installations 		

12.13**Requests for New or Additional Lighting**

Requests for additional street lighting for any purpose other than Council schemes may be **rechargeable**, this will be confirmed to the person(s) making the request prior to the commencement of any work.

Any requests will initially consider:

- The reason for the request
- The impact of change on the existing lighting layout
- The future servicing of the unit
- The impact of the proposal on neighbours, communities and other highway users

The Council will deal with each request on its individual merit, adopting a risk-based approach to prioritising requests that alleviate the greatest risk and add maximum benefit to network users.

Requests are registered and may be undertaken should budgets become available.

Factors that may be considered (but not limited to) are:

- Consequence of the proposed change
- Impact on the existing lighting arrangement
- Impact on any other stakeholders
- Road safety issues
- Environmental issues
- Crime prevention
- Traffic and/or pedestrian volumes

12.14**Requests to Move an Existing Street Light**

Any requests for the relocation of an existing streetlight will initially consider:

- The reason for the request
- The impact of change on the existing lighting layout
- The future servicing of the unit
- The impact of the proposal on neighbours, communities and other highway users

The Council will deal with each request on its individual merit, adopting a risk-based approach to prioritising requests that alleviate the greatest risk and add maximum benefit to network users.

Requests are registered and may be undertaken should budgets become available.

There are some instances where residents can pay for the relocation of street lighting assets for personal reasons, such as the relocation of a lighting column when constructing a Council approved vehicle crossover. This is subject to the appropriate site assessment by the Highway Electrical Street Lighting Team but there is no guarantee that relocation works will be undertaken.

Factors that may be considered (but not limited to) are:

- Consequence of the proposed change
- Impact on the existing lighting arrangement
- Impact on any other stakeholders
- Road safety issues
- Environmental issues
- Crime prevention
- Traffic and/or pedestrian volumes

12.15**Technical Approval**

To ensure street lighting designs are undertaken to Council requirements the Council will undertake technical approval of Street Lighting assets on Council promoted road schemes and third-party development works usually via the s38 and s278 mechanism.

Council costs incurred for the technical approval of third-party works will be recovered from the developer or promoter. In instances where the street lighting assets will be transferred into Council ownership a commuted maintenance cost will be charged to the developer, to include costs of future inspection and maintenance for a period of 20 years.

Technical approvals will be generally based on (but not restricted to) the following technical guidance:

- BS5489-1:2020 Design of Road Lighting
- BSEN13201-1 2014 Guidelines on selection of lighting classes
- BSEN13201-2 2015 Performance Requirements
- BSEN13201-3 2015 Calculation of Performance
- ILP TR12 Lighting of Pedestrian Crossings
- ILP TR24 Practical Guide to the Development of a Public Lighting Policy for Local Authorities
- ILP TR25 Lighting for Traffic Calming Features
- ILP TR30 Guidance on the Implementation of Passively Safe Lighting Columns and Signposts
- GN01 Guidance for the reduction of obtrusive light GN05 Using LEDs
- GN06 Retro fitting LED luminaires on existing lighting columns
- GN08 Bats and artificial lighting
- GN22 Asset Management Toolkit (Replaced TR22 – Managing a vital asset: Lighting supports)
- PLG01 Central Management Systems
- PLG02 The Application of Conflict Areas on the Highway
- PLG03 Lighting for Subsidiary Roads
- PLG07 High Masts for Lighting and CCTV
- PLG08 Guidance on the Application of Adaptive Lighting within the Public Realm
- PLG09 Ensuring Visibility within Short Tunnels
- PLG23 Lighting for Cycling Infrastructure
- PLG26 Corrosion Protection of Minor Structures
- GP03 Code of Practice for Electricity Safety in Highway Electrical Operations
- GP10 Safety during the Installation and Removal of Lighting Columns and similar Street Furniture in the Proximity to High Voltage Overhead Lines
- G39 Working in the Vicinity of the DNO
- GS06 Avoiding Danger from Overhead Power Lines
- HERS Highway Electrical Registration Scheme
- BS7671 18th Edition Amendment 2:2022
- BS7430:2015 Code of Practice for Protective Earthing of Electrical Installations
- CDM 2015
- Highways Act 1980
- BSEN 40-3-1 Lighting Columns Design and Verification – Specification of Characteristic Loads
- BSEN 40-3-3 Lighting Columns Design and Verification – Verification by Calculation
- PD6547:2004 Amendment 1:2009 Guidance on the use of 40-3-1 and 40-3-3

12.16**Attachments to Lighting Columns**

Generally lighting columns have not been designed to accommodate the stresses induced by attaching extraneous objects such as signs, banners, CCTC equipment etc. Generally, attachment will not be permitted on any unit, where attachments are permitted, they must fully satisfy the appropriate consideration and approvals as listed in this section. Any promoter's contractor undertaking approved works relating to street lighting assets must be HEA registered with the appropriate sector scheme approval for working on street lighting equipment. Where attachments to columns are made there may be a charge associated for it which will be agreed with the Highway Electrical Street Lighting Team

Columns as a Support for Signs.

Street lighting columns are not to be used as supports or additional support of a sign requiring two posts unless the column has been designed for that purpose. Requests for mounting signs on street lighting columns will only be considered when accompanied by an appropriate structural assessment of that column for the proposed loadings placed on it by the new sign, in accordance with Cardiff Council Highway Electrical Street Lighting Team requirements. Other safety considerations may also prevent signs being mounted on lighting columns.

Columns as Supports for Banners.

For a street lighting column to be considered as a support for an advertising sign or banner the following requirements must be met by the promoter making the request:

- Provide an appropriate structural assessment in accordance with Cardiff Council Highway Electrical Street Lighting Team requirements for proposed loadings placed on the existing column by the new sign or banner.
- Demonstrate that there are no other safety issues created through the placement of the sign or banner on the existing column.
- The Council will be indemnified for all liabilities associated with the sign or banner.
- All costs associated with the approval and erection of the banner or sign will be met by the promoter.
- Contact details of the promoter must be made available.
- Proactive and reactive maintenance arrangements must be provided and approved in case of future need of removal or repair.

Temporary / Permanent Electrical Supplies from Columns.

Electricity supplies to street lighting columns are generally unmetered (see Electrical Energy Management above). For a supply from a column to be considered the following criteria must be met:

- Approval must be requested and granted from the Highway Electrical Street Lighting Team prior to any connections are made.
- Attachments must have an UMSUG code.
- The promoter will be required to declare and pay for their energy consumption via their own MPAN agreement with the energy provider.
- The promoter must pay for all electricity consumed.
- All equipment must be individually isolatable.
- Supplies must conform to BS7671.
- The Council will be indemnified for all liabilities associated with the equipment supplied from the lighting column.

Festive Lighting.

The Council supports the provision of festive lights primarily to encourage commercial activity, it recognises the desire of smaller communities to have festive lights although column mounted festive lights may not be appropriate for all communities. The Highways Act 1980 Section 178 requires that anyone who wishes to fix overhead apparatus over, along or across a road (including associated footways and verges) must first obtain consent from the roads authority (the Council). Consent can be obtained from the Highway Electrical Street Lighting Team, but the following standards must be met:

- The connection of catenary wires will not be permitted to any street lighting assets.
- Installations must comply with:
 - Health & Safety at work act 2015
 - The Electricity at work regulations 1989
 - Construction, design management regulations 2020
 - Requirements for electrical installations – BS7671
- The applicants appointed Contractor shall as a minimum competency requirement ensure anyone associated with the works onsite be registered with the Highway Electrical Registration Scheme (HERS), to National Highway Sector Scheme NHSS 8, evidence of these qualifications must be supplied to the Highways Electrical Street Lighting team. This will not override the requirement for all electrical works to be carried out by a qualified Electrician. Non-Electricians are not permitted to carry out any electrical works on the network in any shape or form.
- Proactive and reactive maintenance arrangements must be provided and approved in case of future need of removal or repair.
- The Council will be indemnified for all liabilities associated with the festive lights.
- Equipment must be UMSO (un-metered supply organisation) rated to allow for the payment of electricity consumed.
- The charge for electricity shall be calculated from the length of period applied for and total electrical load to be connected to the street lighting supply as detailed in the annual application form. The charge shall be a fixed cost covering the proposed installation.
- The promoter will be required to declare and pay for their energy consumption via their own MPAN agreement with the energy provider (National Grid).
- The promoter must undertake an appropriate structural assessment in accordance with Cardiff Council Highway Electrical Street Lighting Team requirements for proposed loadings placed on the existing column by the festive lighting.

Support of Flower Baskets.

Street lighting columns should not normally be used as supports for flower baskets of any kind. From time to time the Council may approve the attachment of flower baskets. However, prior to erection the following requirements must be met by the promoter making the request:

- Provide an appropriate structural assessment in accordance with Cardiff Council Highway Electrical Street Lighting Team requirements for proposed loadings placed on the existing column by the new baskets.
- Demonstrate that there are no other safety issues created through the placement of the basket on the existing column.
- Proactive and reactive maintenance arrangements must be provided and approved in case of future need of removal or repair.


Columns Supporting CCTV cameras.

The Council deploys CCTV systems in areas suffering from crime and anti-social behaviour and to support traffic regulation orders. These act as a deterrent, a detection tool and reassurance to the public and businesses. Dedicated supports designed for CCTC applications should be used. In the event of a fault the Council accepts no liability to the loss of income or service. In instances where temporary CCTV installations are required approval must be granted subject to the following criteria:

- Provide an appropriate structural assessment in accordance with Highway Electrical Street Lighting Team requirements for proposed loadings placed on the existing column by the new camera.
- Demonstrate that there are no other safety issues created through the placement of the camera on the existing column.
- All equipment must be individually isolatable.
- Supplies must conform to BS7671.
- The promoter will be required to declare and pay for their energy consumption via their own MPAN agreement with the energy provider.
- The promoter must pay for all electricity consumed.

Columns Supporting Mobile Communications Devices (e.g. 5G).

At time of preparation of this document this is an evolving technology. Appropriate consultation must be made by any promoter requesting the use of lighting columns in association with mobile communication requirements. The promoter must engage with the Highway Electrical Street Lighting Team to establish their requirements, costs, approvals, and the effects of the request on the street lighting asset.

12.17	Managing Street Lighting Data	
<p>The street lighting asset is currently managed by the Mayrise asset management system.</p> <p>The Mayrise system provides the following management functionality:</p> <ul style="list-style-type: none"> • Asset register • Energy management • Fault management • Links to CMS 		

Appendix 1 - Policy Change Schedule

Details of amendments for Document (insert version here) issued (insert date):

No	Page No.	Policy Number & Name	Description of Change	Date Changed
1				
2				
3				
4				

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Cardiff Council Highway Maintenance Policy Document

Part C



Part C: 001 – Highway Safety Inspections

FINAL – v2.12

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg.

Contents		Page
1.	Introduction to the Policy	8
2.	Purpose of Safety Inspections	12
3.	Managing Liability	12
4.	Description of Network Categories	12
5.	Methodology of Inspection, Frequency & Response Times	16
6.	Duties of a Highway Safety Inspector	24
7.	Identification of Safety Defects & Investigation Levels	25
	Potholes	28
	Flags / Paviours / Slabs	32
	Kerbs	34
	Path Edgings / Channels	38
	Subsidence / Depressions	40
	Localised Surface Deterioration	42
	Voids	44
	Ponding on Footways	46
	Ponding on Carriageway (1)	48
	Ponding on Carriageway (2)	50
	Ironwork	52
	Edge Deterioration	54
	Verge Defects	56
	Cracking	58
	Rutting	60
	Crazing / Fretting	62
	Sign Plates on Illuminated & Non-illuminated Signs & Bollards	64
	Illuminated & Non-illuminated Signs & Bollards	66
	Electrical Apparatus	68
	Street Furniture	70
	Vehicle Safety Barriers	72
	Road Studs	74
	Road Markings	76
	Mud / Deposits / Debris on the Highway	78
	Obstructions	80
	Traffic Signals & Telematics	82

Contents Continued		Page
	Vegetation	84
	Highway Trees	86
8.	Recording and Monitoring of Information	89
9.	Health and Safety	90
10.	Prioritising Customer Service Requests	90
 Appendix A: Extract from; Cardiff Council Carriageway & Footway Hierarchy Document		92
 Appendix B: Highway Inspections During COVID-19 Restrictions		93
 Appendix C: Risk Matrix		98
 Appendix D: CSS Wales Risk Based Approach Guidance (contained in separate document due to size):		100
	i. Summary – v1 Final	
	ii. Rationale Behind the Approach 2019 – v1 Final	
	iii. Method 2019 – v1 Final	
	iv. National Minimum Standards Inspection & Repair 2019 – v1 Final	

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0.2	DRAFT	General Amendments	-	A.G.	-
0.3	DRAFT	General Amendments	-	A.G.	-
0.4	DRAFT	General Amendments	11.03.13	A.G.	O.J.
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0.6	DRAFT	General Amendments	17.05.13	A.G.	-
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1.2	FINAL	Inspection under static objects note added to 7.2	05.01.15	A.G	G.B

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2.3	DRAFT	Amendments to suit CSS Wales Guidance to new Code Of Practice – Well Managed Highway Infrastructure	Dec' 19	A.G.	-
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2.5	DRAFT	Amendments to suit CSS Wales Guidance to new Code Of Practice – Well Managed Highway Infrastructure	Feb' 20	A.G.	-
2.6	DRAFT	Amendments following comments from legal partners	Feb' 20	A.G.	-
2.7	DRAFT	General amendments	April' 20	A.G.	-
2.8	DRAFT	Amendments from OM review	25.06.20	A.G.	G.B
2.9	DRAFT	Reviewed by Asst. Director	22.09.20	A.G.	M.W
2.9	DRAFT	Reviewed by Cabinet Member	19.10.20	A.G.	C.W
2.10	FINAL	Approved by Officer Decision	24.11.20	A.G.	M.W

Document Control – For Final Document - issued November 2020 - continued

Revision	Status	Description	Date	Author	Approved
2.11	FINAL	Minor amendments to timeline in section 1.5 and COVID arrangements in Appendix B	11.02.21	A.G	G.B
2.12	FINAL	Defect cat upgraded for Signs (pg. 64) & Road Markings (pg. 76) on SR and 1-MD carriageway hierarchy	12.03.21	A.G	G.B

1. Introduction to the Policy

1.1 The Highway Maintenance Policy outlines Cardiff Council's approach to Highway Maintenance within a legislative, corporate and financial framework. It describes all aspects of the Highway Maintenance management systems.

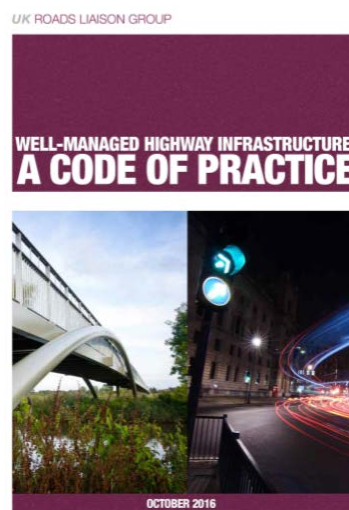
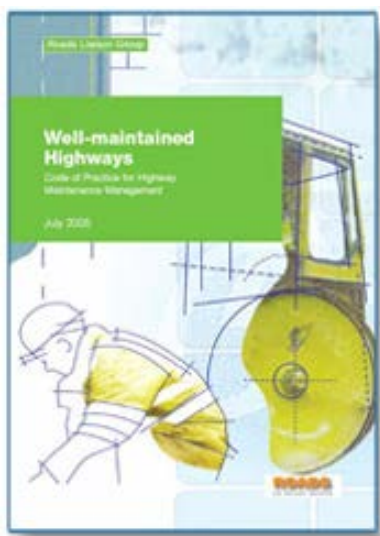
The Policy comprises three Parts:

- Part A - The Maintenance Policy. This sets out the Council's statutory obligations and key principles which will provide the framework for Part's B and C of the Policy which will provide the operational details;
- Part B – The Standards. This will provide detail of what is required to be done in order to maintain the highway asset to satisfy the Council's statutory obligations and also the key principles established in Part A, and
- Part C - Working Instructions. This will comprise of multiple documents covering numerous Highway functions and will set out the necessary instructions and procedures required for undertaking and completing the required maintenance works in order to satisfy the Council's statutory obligations and also the key principles established in Part A.

This document is, **Part C: 001 - Highway Safety Inspections**

1.2 The establishment of an effective regime of inspection, assessment and recording is the most crucial component of good highway maintenance. A Safety Inspection regime provides the basic information for addressing the first core objective of highway maintenance, network safety.

1.3 Publication of the new Code of Practice for Highways



In October 2016 a new code of practice (CoP) for highways was published titled “Well-Managed Highway Infrastructure - A Code of Practice”. The most significant change from the previous code (Well Maintained Highways: Code of Practice for Highway Maintenance – 2005) is a recommendation that authorities adopt a risk based approach. The code is explicit in this requirement but silent on how it should be achieved.

1.4 The County Surveyors Society Wales (CSSW) Response to the New CoP

The CSSW commissioned the development of a nationally (Welsh) consistent response to the CoP (2016) which was developed under the CSSW Asset Management & Performance Group HAMP project.

The CSSW Main Group approved this new risk based approach developed from the commission in September 2019. This new CSSW risk based approach proposes a need to address the following:

- i. Establish a Network Hierarchy
- ii. Establish an Inspection Regime
- iii. Establish a Repair Regime

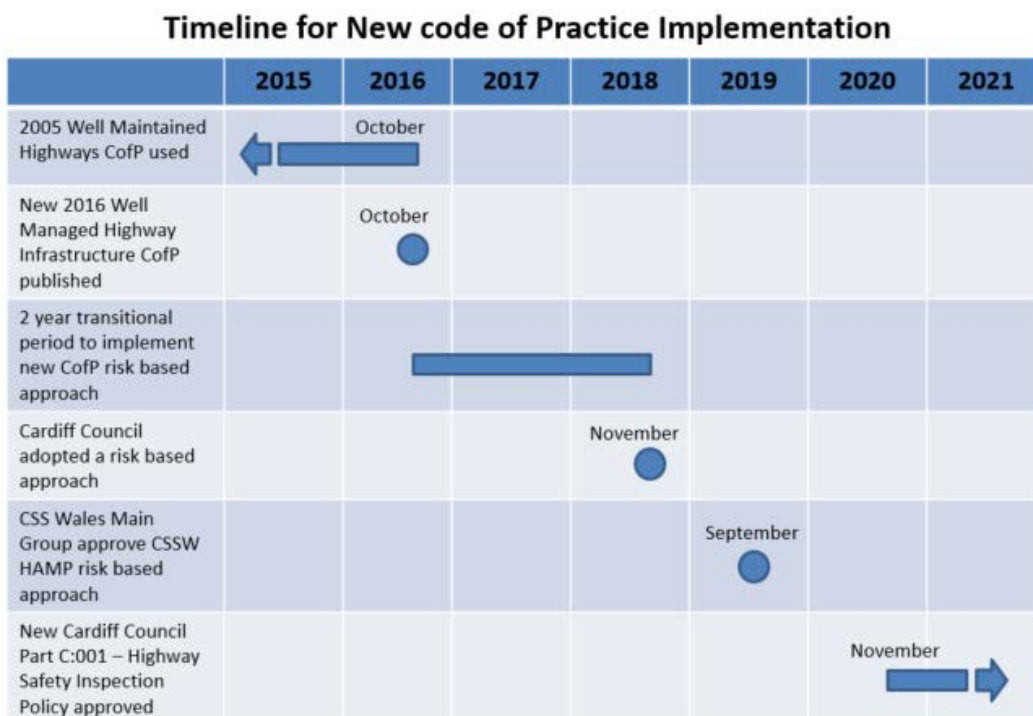
1.5 Cardiff Council’s Response to the New CoP

This document **Part C: 001 - Highway Safety Inspections** has been updated based on this approach developed through CSSW. The characteristics of the regime, including the frequency of inspection, items to be recorded and nature of response are defined by this Safety Inspection Policy.

Well Managed Highway Infrastructure was published in October 2016, it allowed a 2 year period of introduction for its recommendations. The Council operated a phased period of operational change based on emerging CSSW guidance between 2016 to 2018 undertaking a risk based hierarchy review and adopting adjusted inspection frequencies which were adopted and implemented in November 2018. The new CSS approach was ratified by CSSW Main Group in September 2019 and Cardiff Councils updated highway safety inspection policy was approved by Officer Decision in November 2020, full adoption and operational implementation was in April 2021 following a period of software update required to fully align the AMX software with the new policy. The policy is considered to have been in a state of transition between 2018 and 2021 when operational adjustments had been made but the new policy had not been formally adopted or software reconfigured. The diagram below illustrates the timeline of this process.

The CSSW Risk Based Approach guidance documents can be seen in Appendix D (contained in a separate document due to size) which comprise of:

- i. Summary – v1 Final
- ii. Rationale Behind the Approach 2019 – v1 Final
- iii. Method 2019 – v1 Final
- iv. National Minimum Standards Inspection & Repair 2019 – v1 Final



Refer to Appendix B for details of inspection criteria during the 2020 COVID-19 pandemic

1.6 About the County Surveyors Society Wales

The CSSW are a professional association of local authority chief officers who operate at the strategic tier of local government in Wales, they play a key role in planning and delivering local and national initiatives including:

- transportation;
- waste management;
- traffic management;
- road safety;
- highways development;
- transport planning;
- engineering and construction;
- bridges and structures;
- street lighting;
- fleet management and maintenance;
- environmental management;
- highways maintenance; and
- public rights of way.

The CSSW has members from each of the 22 local authorities across Wales and has strong links with the Welsh Government and Welsh Local Government Association. They work closely with the Association of Directors of Environment, Economy, Planning and Transport (ADEPT), the Society of Chief Officers of Transport in Scotland (SCOTS) and the Northern Ireland Road Service.

The CSSW has several groups established to review specific activities and functions which are supported by a number of staff from the 22 local authorities, one of these being the CSS Asset Management & Performance Group that commissioned this national response to the CoP with the support of their term Consultants EXP. These groups report to the management committee and they are vital in providing capacity to tackle common issues and in building skills and capacity.

The CSSW aims to help improve the economic, social, environmental and cultural well-being of Wales by:

- Developing and maintaining transport and highway networks which is vital to movement of goods and people.
- Sharing and promoting best practice to ensure that service delivery is carried out in the most effective, efficient and economic way.
- Protecting and enhancing our natural environment.
- Maintaining and enhancing public spaces.
- Highlighting the value to the Welsh economy from infrastructure development and the delivery of the services in Wales.
- Reducing risk to the public and the public sector organisations.

2. Purpose of Safety Inspections

2.1 Safety inspections are designed to identify all defects likely to create short term danger or serious inconvenience to users of the network. Such defects include those that require urgent attention as well as those where the locations and sizes are such that longer periods of response are acceptable.

3. Managing Liability

3.1 The Safety Inspection regime forms a key aspect of Cardiff's strategy for managing liability and risk.

3.2 The Council uses its Safety Inspection process, monitoring information and a regime of proactive maintenance to reduce risk. In addition, Section 58(1) of the Highways Act 1980 is used to defend claims against the Highway Authority.

4. Descriptions of Network Categories

Carriageway Hierarchies

The decision on whether a particular route will be inspected by foot or driven will be based on geographic (i.e. location, surface construction, parking constraints etc.) and health and safety (i.e. safe working practices) constraints, in most situations where footways are not present for safety reasons carriageway inspection will be

driven. Details of route inspection regimes are contained Cardiff Councils highway asset management software AMX, an example of which can be seen in Appendix A, inspection frequencies for each carriageway hierarchy are shown in table 5.8.

Table 4a – Carriageway Hierarchy Descriptions

Hierarchy Name	Description
Strategic Routes	Important routes carrying high volumes of traffic exceeding 20,000 vehicles per day generally between primary destinations
Hierarchy 1 – Main Distributor Route	Major urban network with traffic volumes in the range of 10,000 to 20,000 vehicles per day.
Hierarchy 2 – Secondary Distributor Route	Mixed classes of carriageways with traffic volumes in the range of 5,000 to 10,000 vehicles per day
Hierarchy 3 – Link Road	Mixed classes of carriageways with traffic volumes in the range of 1,000 to 5,000 vehicles per day
Hierarchy 4 – Local Access Road	Carriageways serving limited numbers of properties and/or businesses generally carrying access only traffic with volumes in the range of 200 to 1,000 vehicles per day
Hierarchy 5 – Minor Roads	Carriageways serving limited numbers of properties and/or businesses generally carrying access only traffic with volumes in the range of less than 200 vehicles per day
Adopted Rear Lanes	These are elements of the adopted highway that provide low volume vehicular and pedestrian access to the rear of properties often running parallel to the main carriageway network bisecting the blocks of properties.

4.1 Motorway

The South Wales Trunk Road Agency (SWTRA) manage the motorways in the Cardiff area. The Council has no management responsibility on this part of the network.

4.2 Council Owned Car Parks

Council owned car parks listed in the Cardiff Council Carriageway and Footway Hierarchy document receive safety inspections once per month.

4.3 Newly Adopted Carriageway

Areas of carriageway that are newly adopted by the Council will not receive safety inspections for 2 years following the date of adoption. Following this period safety inspections will be undertaken to suit the relevant hierarchy.

4.4 On Street Cycle ways (carriageways)

These are cycle ways that form part of the adopted carriageway. Where it is practicable these are inspected the same time and frequency as the carriageway that they are adjacent.

4.5 Off Street Cycle ways

These are cycle ways that are remote from the adopted highway and are not inspected by highway safety inspectors. Customer requests relating to these areas are passed onto the relevant Council area assuming responsibility for the cycleway e.g. Parks, Housing etc.

Footways

The decision on whether a particular route will be inspected by foot or driven will be based on geographic (i.e. location, surface construction, parking constraints etc.) and health and safety (i.e. safe working practices) constraints. Details of route inspection regimes are contained in the Cardiff Council Carriageway and Footway Hierarchy document, an example of which can be seen in Appendix 1, inspection frequencies for each footway hierarchy are shown in table 5.9.

Table 4b – Footway Hierarchy Descriptions	
Hierarchy Name	Description
City Centre Pedestrian Areas	Very heavily used - busy areas of the city centre.
Town Centre Pedestrian Area - Hierarchy 1	Busy urban shopping and business areas.
Footways Outside Public Facilities - Hierarchy 2	Footways outside busy public buildings such as train/bus stations, hospitals, schools and colleges or small parade of shops etc. that generate significantly higher levels of use than the adjacent footways.
Footway Hierarchy 3	Footways that link housing estates and industrial estates to other centres/routes
Footway Hierarchy 4	All other footways including footways in housing areas where footfall levels are expected to be medium or low.

4.6 Adopted Residential Cut-through / Access Paths

These are adopted pathways that intersect residential areas remote from the carriageway.

4.7 Newly Adopted Footways

Areas of footway that are newly adopted by the Council will not receive safety inspections for 2 years following the date of adoption. Following this period safety inspections will be undertaken to suit the relevant hierarchy.

4.8 Footway Hierarchy at Intersections

Where two categories of the network intersect, the category with the most frequent investigation levels is applied to both at that location.

4.9 On Street Cycle ways (shared footways/cycleway)

These are cycle ways that form part of the adopted footway. Where it is practicable these are inspected the same time and frequency as the carriageway that they are adjacent.

4.10 Highway Grass Verges

Grass verges adjacent to the footway will be inspected at the same time as the footway. However, defect investigation levels will be different to those for footways and are detailed in section 7.

4.11 Subways

The footway areas running through subways are inspected at the same time as adjacent footway with the same investigation criteria being applied.

4.12 Vagrant Land

These area areas of land are owned by the Council, not adopted highway but vested to Highways. Inspection and maintenance in these areas is reactive to customer request only.

5. Methodology of Inspection, Frequency & response Times

5.1 The 2016 Code of Practice does not directly specify frequencies of safety inspections. It proposes that frequencies should be determined through a risk based approach considering issues such as the hierarchy, use and characteristics of routes.

5.2 In response to the publication of the 2016 CoP the CSSW Highway Asset Management project utilised its term consultant to develop an all Wales risk based approach as described in section1. The approach follows the following principles which adopts the CoP recommendations:

- Category within the network hierarchy
- Traffic use, characteristics and trends
- Incident and inspection history
- Characteristics of adjoining network elements
- Wider policy and operational considerations

5.3 Cardiff Council has adopted this all Wales approach and reviewed both its hierarchy and inspection frequencies. The inspection frequencies adopted for each network hierarchy are shown in table 5.8 and 5.9.

5.4 Ongoing Management of Network Hierarchy.

Details and records of the network hierarchy process are managed within the Councils highway asset management software AMX. Whilst the initial hierarchy was produced based on the principles and approach described above the hierarchy will be actively managed adopting a risk based approach.

5.4.1 An assessment will be undertaken by the safety inspectors on each street to ascertain if there have been significant changes to either footway or carriageway that may affect the current hierarchy, if a change has been observed it will be recorded in AMX via their hand held device. These changes could take the form of but not limited to:

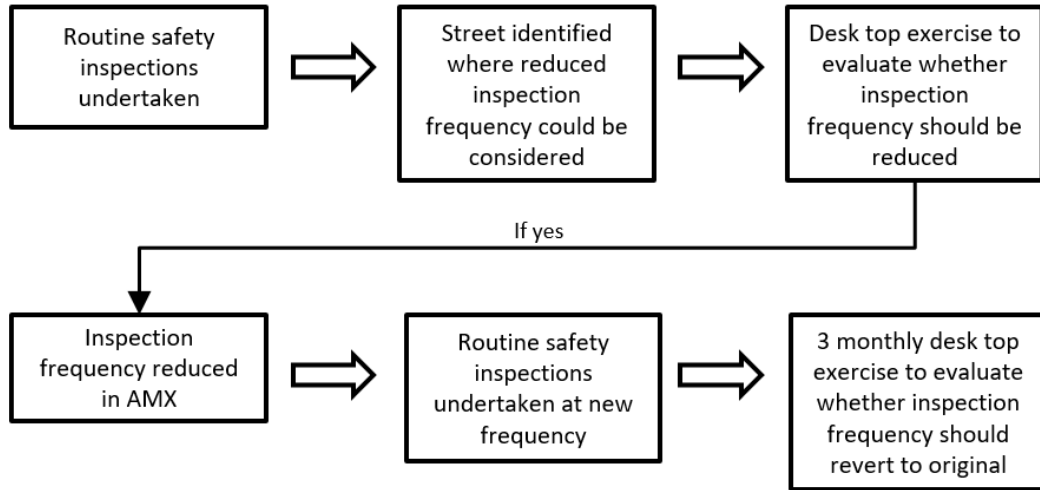
- Increased or decreased usage
- change of use
- new or removed buildings or infrastructure
- changes to highway geometry

Network changes may also be reported by other sources. Changes identified will be evaluated by the management team when reported and the hierarchy amended as appropriate, this will ensure that the hierarchy classifications are assessed and updated dynamically as the highway network evolves.

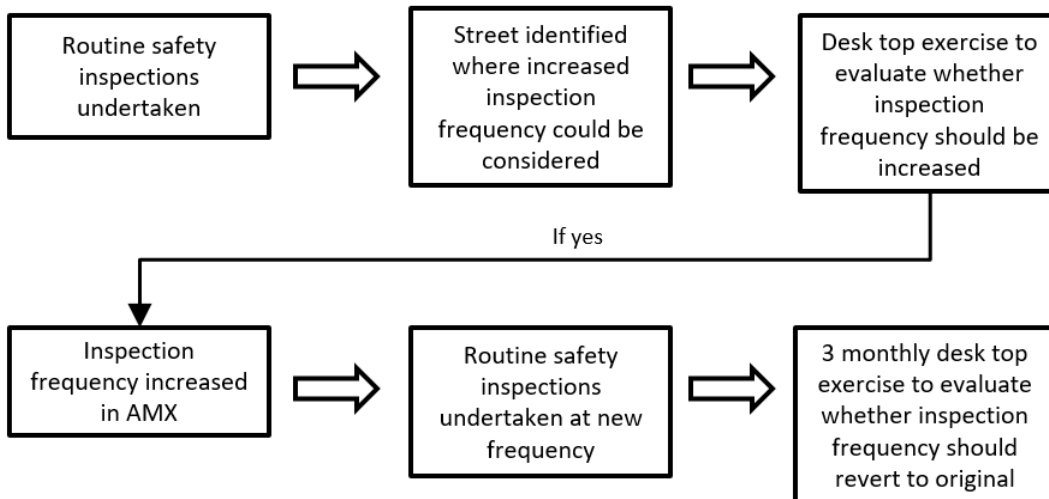
5.4.2 The hierarchy will be reviewed every 2 years utilising data stored in AMX

5.4.3 As stated above “incident and inspection history” is a component of the decision making in assigning hierarchy and inspection frequency. Consequently, in line with a risk based approach, areas where inspection history illustrates that condition remains consistently good or is observed to be significantly deteriorated consideration will be given to reducing / increasing the inspection frequencies of a particular street (carriageway or footway). The diagram below shows the steps in this decision making process.

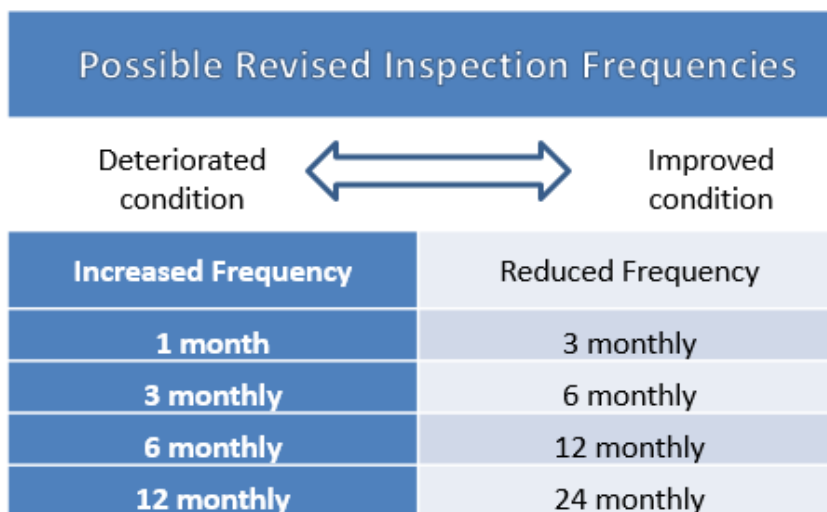
Decision Making to Consider **Reducing** Inspection Frequencies (generally where condition is improved)



Decision Making to Consider **Increasing** Inspection Frequencies (generally where condition is deteriorating)



5.4.4 Where condition is considered to warrant a revised inspection frequency the period between inspections will be changed as shown in the table below:



5.5 It should be noted that for operational efficiency some streets may be inspected at a higher frequency than that specified in table 5.8 & 5.9. For example, if a series of footways with a 6 monthly inspection frequency is located close to a number of streets receiving 3 monthly inspections it may be decided to undertake the 6 monthly inspections at the same time as the 3 monthly inspections which will reduce travel time and improve operational efficiency.

5.6 All safety inspections whether driven or walked will be undertaken in accordance with Risk Assessment STO035 Highway Inspections.

5.7 Cross Border Routes with Neighbouring Councils.

Cardiff has 4 neighbouring Councils that it shares cross border routes with;

- o Newport to the East.
- o Caerphilly to the North East.
- o Rhondda Cynon Taff to the North.
- o Vale of Glamorgan to the West.

An assessment of each route was made and recorded in AMX. It was found that Cardiff’s inspection criteria was more stringent than that of our neighbours. Therefore, it was deemed that no adjustments were necessary to Cardiff’s criteria.

5.8 Carriageway Inspection Frequency

The table below illustrates how frequently each hierarchy of carriageway will be inspected

Table 5.8				
Carriageway Safety Inspection Frequencies				
Road Category	Category Name	Advised National CSS Inspection Frequency	Cardiff Council Inspection Frequency	Inspection Tolerances
-	Motorway	n/a	n/a	n/a
-	Strategic Route	1 month	1 month	± 5 working days
1	Main Distributor	1 month	1 month	± 5 working days
2	Secondary Distributor	3 monthly	3 monthly	± 10 working days
3	Link Road	6 monthly	6 monthly	± 15 working days
4	Local Access Road	12 monthly	12 monthly	± 20 working days
5	Minor Road	12 monthly	12 monthly	± 20 working days
-	Adopted Rear Lanes	n/a	Reactive to complaint	n/a
-	Council Owned Car Parks	n/a	1 month	± 5 working days
-	On Street cycle ways	n/a	As adjoining carriageway	As carriageway

5.9 Footway Inspection Frequency

The table below illustrates how frequently each hierarchy of footway will be inspected

Footway Safety Inspection Frequencies				
Footway Category	Hierarchy Name	Advised National CSS Inspection Frequency	Cardiff Council Inspection Frequency	Inspection Tolerances
-	City Centre Pedestrian Area	1 month	1 month	± 5 working days
1	Town Centre Pedestrian Area	1 month	1 month	± 5 working days
2	Footway Outside Public Facilities	3 monthly	3 monthly	± 10 working days
3	Link footway	6 monthly	6 monthly	± 15 working days
4	Housing estate footway	12 monthly	12 monthly	± 20 working days
5	Little used rural footway	n/a	12 monthly	± 20 working days
-	Shared footway/cycleway	n/a	As adjoining footway	As footway

5.10 Inspection Tolerances

Due to inclement weather, public holidays etc it may not possible to complete all inspections exactly to programme, therefore as shown below an approximate tolerance has been allowed between inspections:

Inspection Frequency	No of Inspections Per Year	Approximate Inspection Tolerance
Monthly	12	+ - 5 Working Days
Three Monthly	4	+ - 10 Working Days
Six Monthly	2	+ - 15 Working Days
Annual	1	+ - 20 Working Days

Additional supplementary inspections may be undertaken to stay within tolerance.

5.11 Repair Response Times

Defects are categorised as shown in the table below; the defect category defines the response time for the repair. Specific defects are detailed in the matrices in section 7.

Table 5.11a - Carriageway Repair Response Times

Defect Category	Hierarchy Name	Description	Response Time
Critical Defect	All carriageway hierarchies	A situation where the inspecting officer considers the risk to safety high enough to require immediate action. Requiring an immediate response to make the site safe	2hr #
Safety Defect	<ul style="list-style-type: none"> ○ Strategic Routes ○ Main Distributor ○ Secondary Distributor ○ Council Owned Carpark 	Defects that pose an imminent risk of injury to road users, Requiring a response as soon as possible to remove a potential risk of injury to users	By end of next working day
Safety Defect	<ul style="list-style-type: none"> ○ Link Road ○ Local Access road ○ Minor Road 	As above	Within 5 working days
Maintenance Defect	<ul style="list-style-type: none"> ○ Strategic Routes ○ Main Distributor ○ Secondary Distributor ○ Council Owned Carpark 	Defects that warrant treatment to prevent them deteriorating into a safety defect prior to the next scheduled inspection, Requiring a response to prevent them becoming a safety defect	28 days
Maintenance Defect	<ul style="list-style-type: none"> ○ Link Road ○ Local Access road ○ Minor Road 	As above	3 months
Programmed Repairs	All carriageway hierarchies	Defects that warrant treatment, in order to prevent them deteriorating to such an extent that additional works or costs are incurred.	As per the local works programme

- response time for critical defects refers to the time to attend site and make safe, the repair will be undertaken ASAP thereafter.

Table 5.11b - Footway Repair Response Times

Defect Category	Hierarchy Name	Description	Response Time
Critical Defect	All footway hierarchies	A situation where the inspecting officer considers the risk to safety high enough to require immediate action. Requiring an immediate response to make the site safe	2hr #a
Safety Defect	<ul style="list-style-type: none"> ○ City Centre pedestrian Area ○ Town centre pedestrian Area ○ Footway outside public Buildings 	Defects that pose an imminent risk of injury to road users, Requiring a response as soon as possible to remove a potential risk of injury to users	By end of next working day
Safety Defect	<ul style="list-style-type: none"> ○ Link Footway ○ Housing Estate Footway ○ Little Used Rural Footway 	As above	Within 15 working days
Maintenance Defect	<ul style="list-style-type: none"> ○ City Centre pedestrian Area ○ Town centre pedestrian Area ○ Footway outside public Buildings 	Defects that warrant treatment to prevent them deteriorating into a safety defect prior to the next scheduled inspection, Requiring a response to prevent them becoming a safety defect	28 days
Maintenance Defect	<ul style="list-style-type: none"> ○ Link Footway ○ Housing Estate Footway ○ Little Used Rural Footway 	As above	3 months #b
Programmed Repairs	All carriageway hierarchies	Defects that warrant treatment, in order to prevent them deteriorating to such an extent that additional works or costs are incurred.	As per the local works programme

#a - response time for critical defects refers to the time to attend site and make safe, the repair will be undertaken ASAP thereafter.

#b – exceeds CSS Wales guidance response time

5.12 Reducing Repair Response Times on a Defect.

The Defect Investigation tables shown in section 7 provide advice on identifying and responding to highway defects. However, in certain circumstances the timescale to respond may be reduced if the nature and/or location of a specific defect is considered likely to cause harm or damage if not rectified in a shorter timescale.

In some cases defects can be programmed for repair in shorter response times than stated in the table 5.11a & 5.11b. This may be in response to addressing particular priorities or to satisfy customer expectations, the acceleration of the repair time **is not considered as raising its defect category**.

6. Duties of a Highway Safety Inspector

6.1 The objective of the routine repair system is to ensure that the public highway within the County of Cardiff is maintained to a safe standard for all users. The Highway Inspector has an important role to play in making this system operate smoothly.

6.2 The inspection regime is developed based upon hierarchy and provides a practical and reasonable approach to the risks and potential consequences identified, taking into account the potential risks to all road users and in particular those that are most vulnerable.

6.3 It is the duty of a Highway inspector to:

- Inspect the areas of the network that they are assigned.
 - Prior to inspecting an assigned street the inspector must check the pink highway adoption record to ensure he is fully aware of the extent of the asset that the safety inspection will cover. The red elementary street unit (ESU) line shown on the map indicates the length of this asset.
 - If during an inspection, it is observed that an obvious area of adopted highway is not coloured pink or the red ESU line does not extend fully within the pink this must be recorded and reported to the management team for further investigation, the map will be updated if required.
- Identify defects.

- Raise repair instructions.
- Undertake an assessment to confirm hierarchy.
- Highlight and record safety and non-safety related defects based on the investigation criteria contained in this document whilst considering any local onsite details that may have an effect on the selected outcome.
- Respond to reactive customer service requests.

7. Identification of Safety Defects & Investigation Levels

7.1 Over time, all highway assets are subject to wear and deterioration. It is the inspector's responsibility to carry out the necessary safety inspections to keep the highway network in a condition specified in this policy. As described above the identification of defects will consider on-site risk along with primary guidance from the investigation criteria contained in this document.

7.2 Special considerations;

- i. On carriageways at pedestrian crossing points trips and potholes investigations are treated as the adjacent footway.
- ii. Trips are considered a vertical difference in height (as specified in defect investigation level sheets) of adjoining elements unless present by design i.e. steps, kerbs, drainage channels etc.
- iii. Inspectors are not expected to record defects that are hidden by static objects in the highway, such as; bins, parked vehicles, skips etc.
- iv. Due to the diversity of the highway network safety inspectors may encounter defects that are not covered in this document, in cases where an inspector identifies a defect of this nature that they feel requires attention or more detailed consideration they will report the defect to the relevant team for action.

7.3 When critical, safety and maintenance defects are identified (not programmed works) where possible they shall be marked using yellow spray paint in order to help the contractor identify their location.

- A pothole should be circled
- An area of surfacing requiring a patch repair should have its perimeters marked.

- Paving to be replaced should be marked with a cross.
- Paving to be re-used should be marked with a dot.
- Wherever possible a photo should be taken of the defect using the camera on the hand held device.
- In rural locations where there are no reference points or where the carriageway is continually wet, it may not be possible to mark the carriageway or describe the location. In these circumstances it is helpful to provide a sketch or location plan when processing the repair in the office.

7.4 Treatment of Statutory Utilities Apparatus.

Where a defect is the responsibility of a utility company (e.g. gas, electricity, telecom etc.) it will be dealt with through a section 81 notice in line with the New Roads and Streetworks Act 1981 and the Specification for the Reinstatement of Openings in Highways.

When a utility related defect is identified by an inspector its details will be recorded on the handheld device along with a photo. These details will be automatically emailed from the AMX asset management system to the Council Streetworks team who will notice the utility company of the defect. The utility company will either accept or deny responsibility for repairing the defect, if accepted they will arrange treatment of the defect in accordance with their internal processes. However, if they deny responsibility the streetworks team will investigate to ascertain the appropriate course of action. i.e. whether the utility company is mistaken or the defect is the responsibility of another organisation.

The response time allocated to the defect will be dependant on its severity and classified in accordance with the defect investigation levels listed in this document.

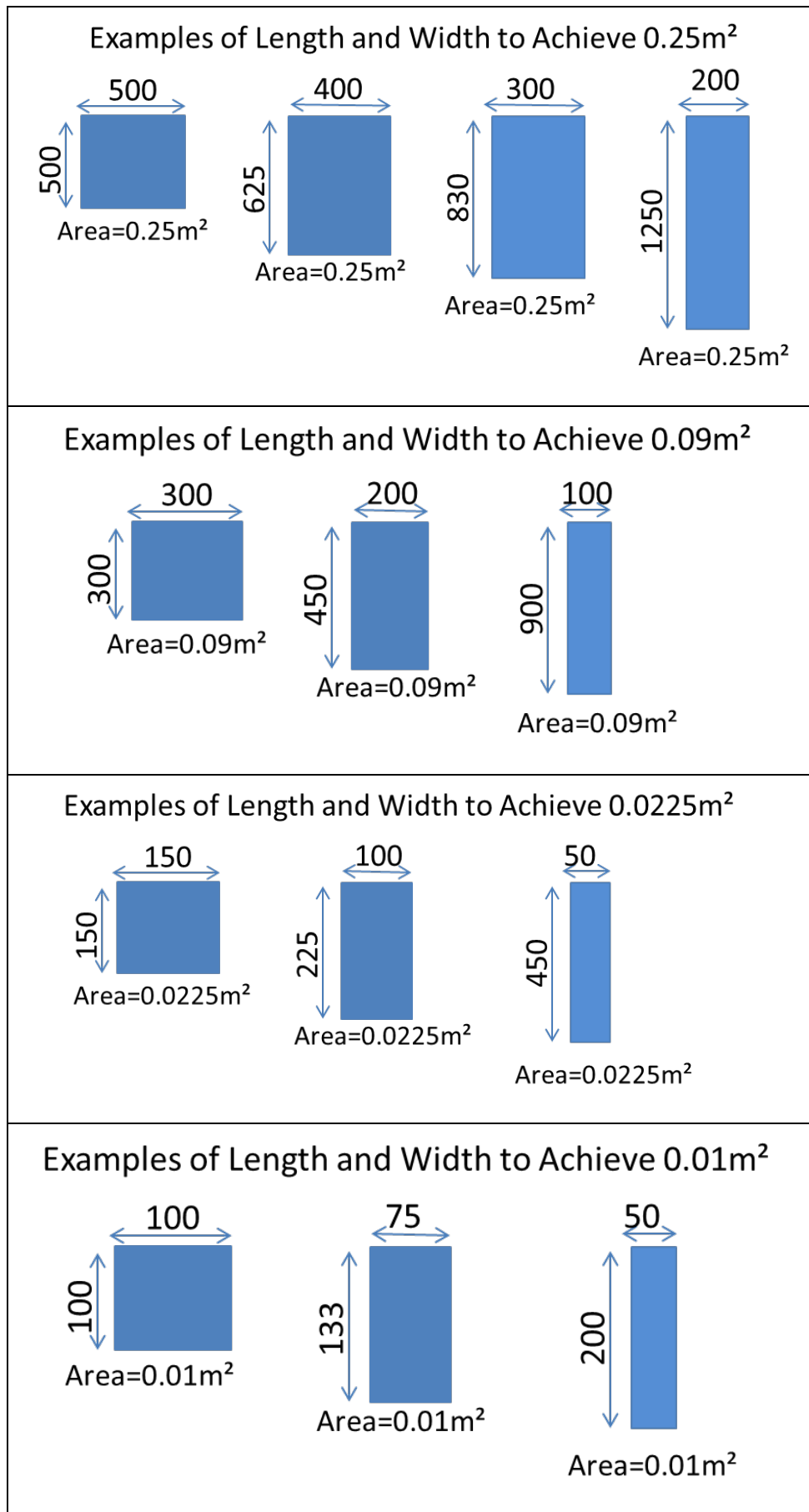
7.4.1 Special Considerations for Statutory Utilities Apparatus.

Welsh Water Victorian drain covers (as shown below) are designed with segments missing to allow ventilation, sealing could cause a major gas issue for properties that they service. Consultation has been undertaken with Welsh Water who do not consider the missing segments a defect therefore the Council will not raise them as an actionable safety defect.



Ventilated drain cover

Defect Investigation Levels						
Defect	Pothole					
Definition	An isolated and defined hole in the highway surface with vertical sides that is likely to cause a nuisance or danger to network users					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	≥0.25m ² & ≥100 deep	≥0.09m ² & between 40-99 deep		≥0.09m ² & between 30-39 deep		
1 – Main Distributor	≥0.25m ² & ≥100 deep	≥0.09m ² & between 40-99 deep		≥0.09m ² & between 30-39 deep		
2 – Secondary Distributor	≥0.25m ² & ≥100 deep	≥0.09m ² & between 40-99 deep		≥0.09m ² & between 30-39 deep		
3– Link Road	≥0.25m ² & ≥100 deep		≥0.09m ² & between 40-99 deep		≥0.09m ² & between 30-39 deep	
4 – Local Access Road	≥0.25m ² & ≥100 deep		≥0.09m ² & between 40-99 deep		≥0.09m ² & between 30-39 deep	
5 – Minor Road	≥0.25m ² & ≥100 deep		≥0.09m ² & between 40-99 deep		≥0.09m ² & between 30-39 deep	
Adopted Rear Lane					≥0.25m ² & 100 deep	
Council Owned Carpark	≥0.01m ² & ≥60 deep	≥0.01m ² & between ≥40 to 59 deep		≥0.0225m ² & between ≥20-39 deep		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	≥0.01m ² & ≥60 deep	≥0.01m ² & between ≥40 to 59 deep		≥0.0225m ² & between ≥20-39 deep		
1 – Town Centre Pedestrian Area	≥0.01m ² & ≥60 deep	≥0.01m ² & between ≥40 to 59 deep		≥0.0225m ² & between ≥20-39 deep		
2– Outside Public Facilities	≥0.01m ² & ≥60 deep	≥0.01m ² & between ≥40 to 59 deep		≥0.0225m ² & between ≥20-39 deep		
All Other Footways	≥0.01m ² & ≥60 deep		≥0.01m ² & between ≥40 to 59 deep		≥0.0225m ² & between ≥20-39 deep	
<ul style="list-style-type: none"> • The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. • All dimensions are in millimetres unless otherwise stated 						





Examples of Potholes

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Defect Investigation Levels						
Defect	Flags / Paviours / Slabs					
Definition	Includes missing, rocking (if vertical face whilst rocking is equal to investigation level) and uneven surfaces. Where a vertical height difference between two surfaces is likely to cause a danger or nuisance to network users. It excludes trips that are present by design					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	≥100 Vertical Face	≥40 to 99 Vertical Face		≥30 to 39 Vertical Face		
1 – Main Distributor	≥100 Vertical Face	≥40 to 99 Vertical Face		≥30 to 39 Vertical Face		
2 – Secondary Distributor	≥100 Vertical Face	≥40 to 99 Vertical Face		≥30 to 39 Vertical Face		
3– Link Road	≥100 Vertical Face		≥40 to 99 Vertical Face		≥30 to 39 Vertical Face	
4 – Local Access Road	≥100 Vertical Face		≥40 to 99 Vertical Face		≥30 to 39 Vertical Face	
5 – Minor Road	≥100 Vertical Face		≥40 to 99 Vertical Face		≥30 to 39 Vertical Face	
Adopted Rear Lane					≥100 Vertical Face	
Council Owned Carpark	≥60 Vertical Face	≥40 to 59 Vertical Face		≥20 to 39 Vertical Face		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	≥60 Vertical Face	≥40 to 59 Vertical Face		≥20 to 39 Vertical Face		
1 – Town Centre Pedestrian Area	≥60 Vertical Face	≥40 to 59 Vertical Face		≥20 to 39 Vertical Face		
2– Outside Public Facilities	≥60 Vertical Face	≥40 to 59 Vertical Face		≥20 to 39 Vertical Face		
All Other Footways	≥60 Vertical Face		≥40 to 59 Vertical Face		≥20 to 39 Vertical Face	
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

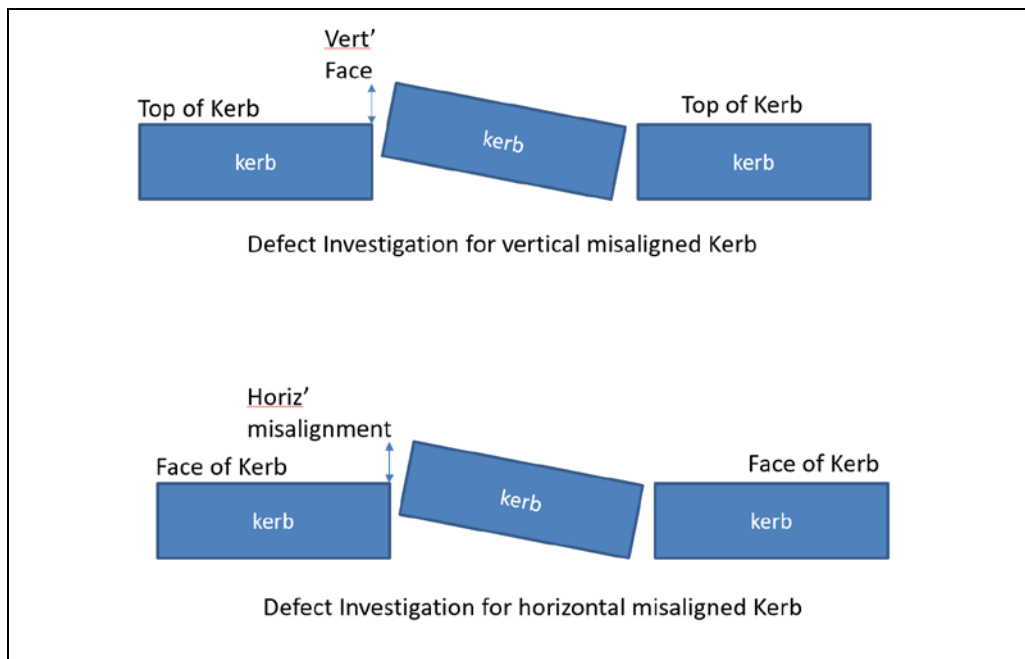
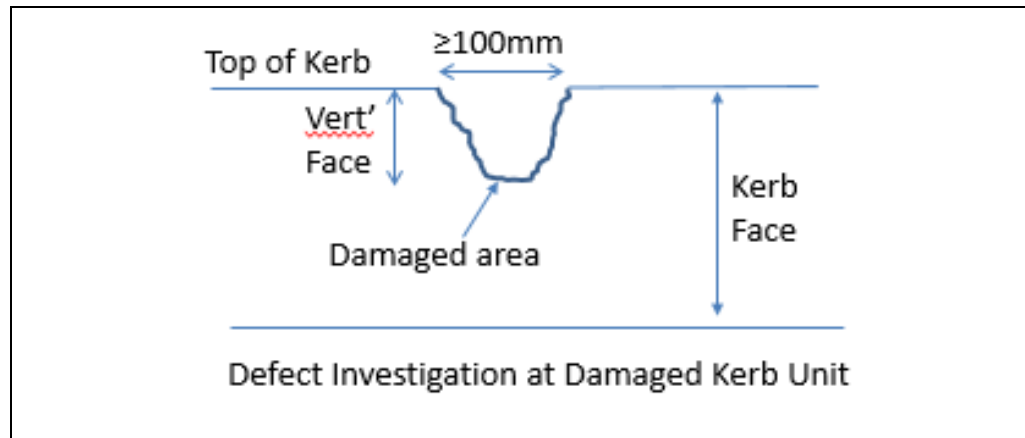
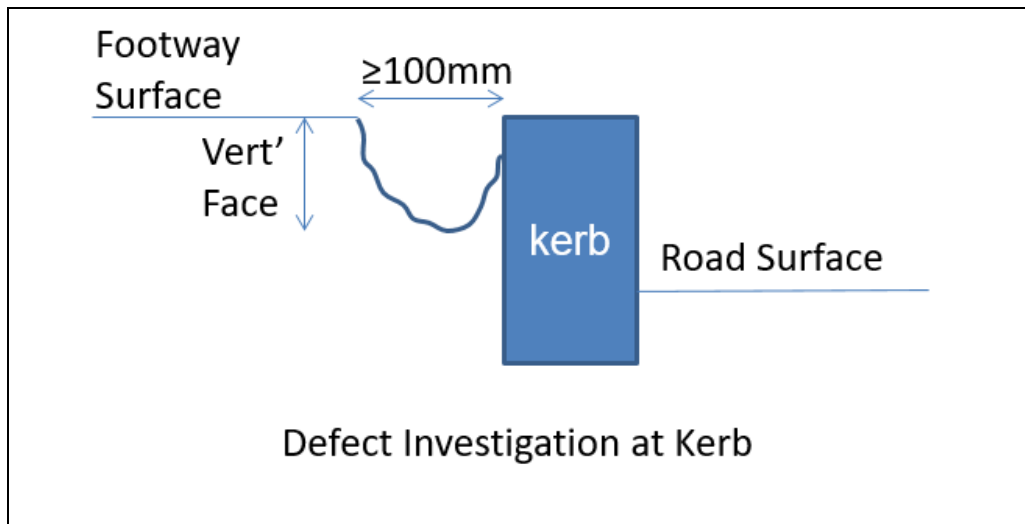


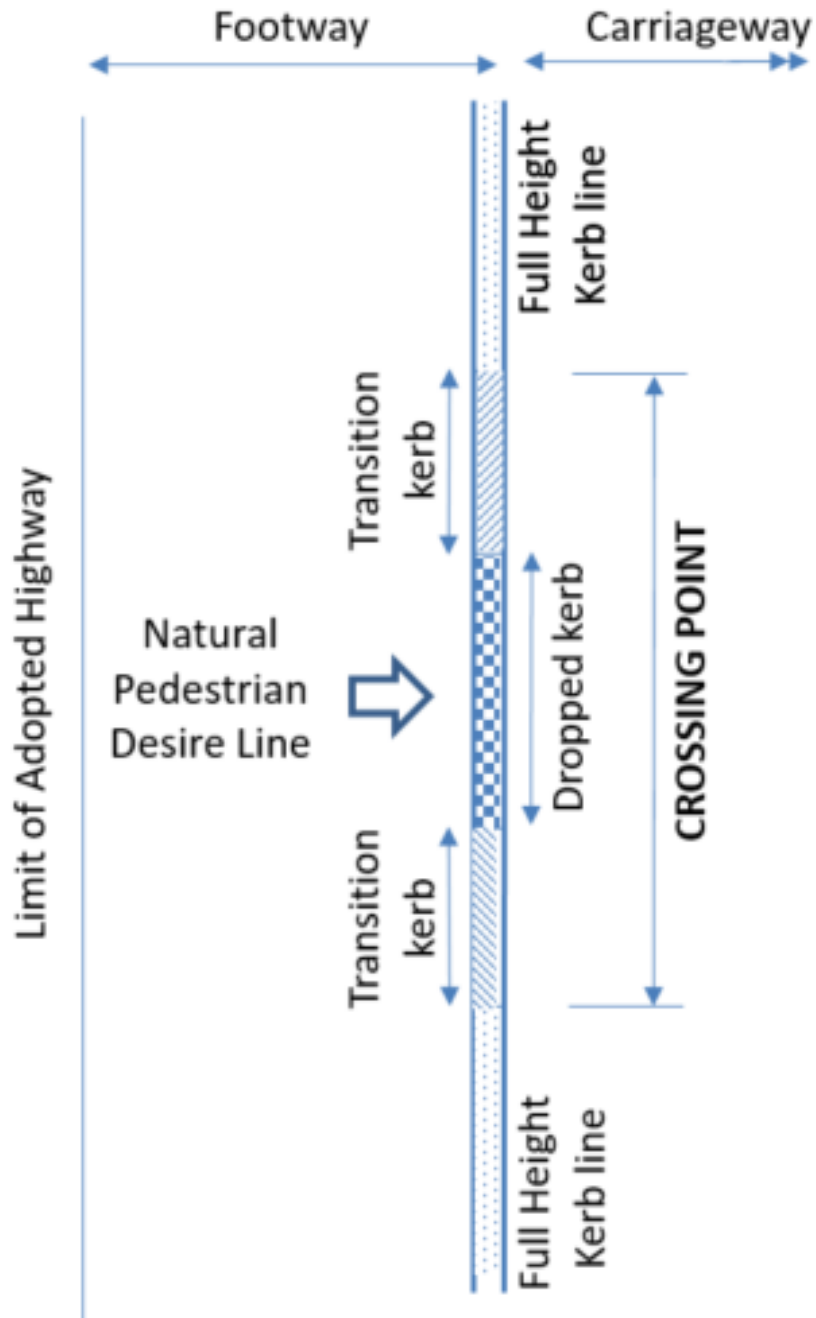
Example of Paving Defect



Example of Paving Defect

Defect Investigation Levels						
Defect	Kerbs					
Definition	Includes broken, uneven or missing elements that present a vertical face that exceeds the investigation level					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route				≥75 out of alignment into carriageway		
1 – Main Distributor				≥75 out of alignment into carriageway		
2 – Secondary Distributor				≥75 out of alignment into carriageway		
3– Link Road					≥75 out of alignment into carriageway	
4 – Local Access Road					≥75 out of alignment into carriageway	
5 – Minor Road					≥75 out of alignment into carriageway	
Adopted Rear Lane						
Council Owned Carpark	≥60 Vertical face	≥40 to 59 Vertical face		≥75 out of alignment into CW or ≥20 to 39 Vertical face		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	≥60 Vertical face	≥40 to 59 Vertical face		≥75 out of alignment into CW or ≥20 to 39 Vertical face		
1 – Town Centre Pedestrian Area	≥60 Vertical face	≥40 to 59 Vertical face		≥75 out of alignment into CW or ≥20 to 39 Vertical face		
2– Outside Public Facilities	≥60 Vertical face	≥40 to 59 Vertical face		≥75 out of alignment into CW or ≥20 to 39 Vertical face		
All Other Footways #	≥60 Vertical face		≥40 to 59 Vertical face		≥75 out of alignment into CW or ≥20 to 39 Vertical face	
<p>Important Note: # = Only apply at CROSSING POINTS for pedestrians. Refer to diagram below.</p> <ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

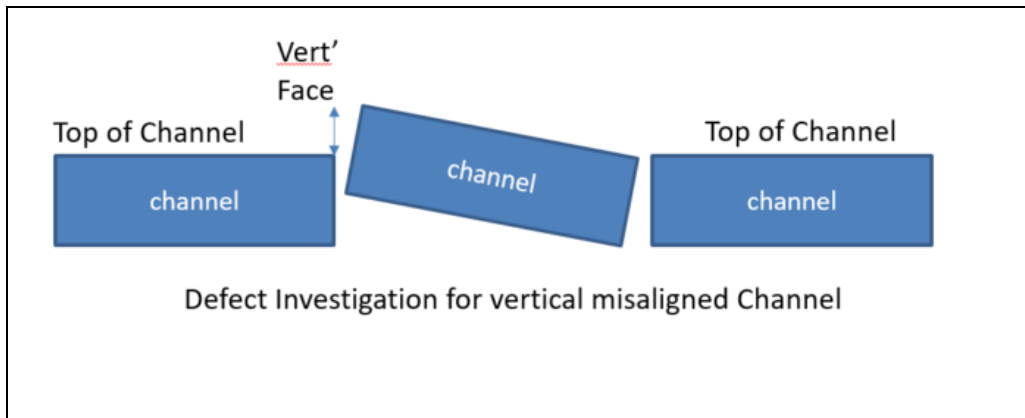
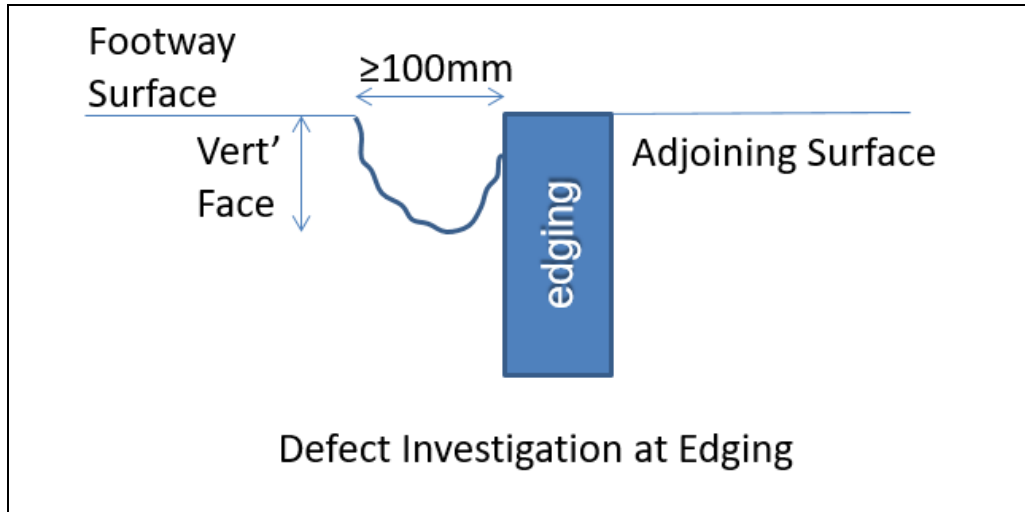




Detail of **CROSSING POINT** for Pedestrians

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Defect Investigation Levels						
Defect	Path Edgings / Channels					
Definition	Includes broken, uneven or missing elements that present a vertical face that exceeds the investigation level					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	≥100 Vertical face	≥40 to 99 Vertical face		≥30 to 39 Vertical face		
1 – Main Distributor	≥100 Vertical face	≥40 to 99 Vertical face		≥30 to 39 Vertical face		
2 – Secondary Distributor	≥100 Vertical face	≥40 to 99 Vertical face		≥30 to 39 Vertical face		
3– Link Road	≥100 Vertical face		≥40 to 99 Vertical face		≥30 to 39 Vertical face	
4 – Local Access Road	≥100 Vertical face		≥40 to 99 Vertical face		≥30 to 39 Vertical face	
5 – Minor Road	≥100 Vertical face		≥40 to 99 Vertical face		≥30 to 39 Vertical face	
Adopted Rear Lane						
Council Owned Carpark	≥60 Vertical face	≥40 to 59 Vertical face		≥20 to 39 Vertical face		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	≥60 Vertical face	≥40 to 59 Vertical face		≥20 to 39 Vertical face		
1 – Town Centre Pedestrian Area	≥60 Vertical face	≥40 to 59 Vertical face		≥20 to 39 Vertical face		
2– Outside Public Facilities	≥60 Vertical face	≥40 to 59 Vertical face		≥20 to 39 Vertical face		
All Other Footways	≥60 Vertical face		≥40 to 59 Vertical face		≥20 to 39 Vertical face	
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Defect Investigation Levels						
Defect	Subsidence / Depressions					
Definition	A level difference over the specified area or more causing a hazard or danger to network users					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route				≥100 deep over 2m ²		
1 – Main Distributor				≥100 deep over 2m ²		
2 – Secondary Distributor				≥100 deep over 2m ²		
3– Link Road					≥100 deep over 2m ²	
4 – Local Access Road					≥100 deep over 2m ²	
5 – Minor Road					≥100 deep over 2m ²	
Adopted Rear Lane						
Council Owned Carpark				≥50 deep over 2m ²		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area				≥50 deep over 2m ²		
1 – Town Centre Pedestrian Area				≥50 deep over 2m ²		
2– Outside Public Facilities				≥50 deep over 2m ²		
All Other Footways					≥50 deep over 2m ²	
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

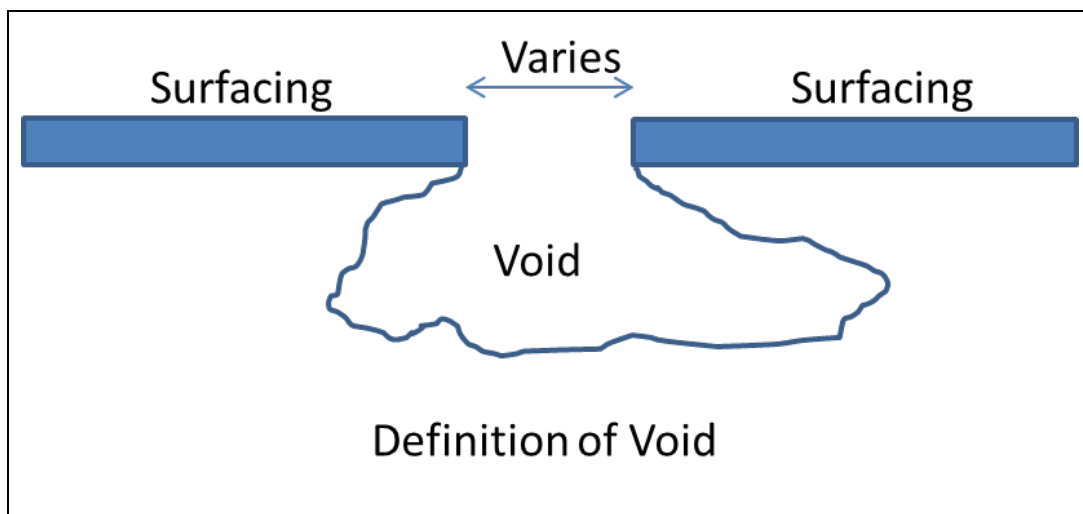
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Defect Investigation Levels						
Defect	Localised surface deterioration					
Definition	Areas of localised deterioration in carriageway or footway that do not present a safety defect as defined in this policy but could be considered for treatment in other programmes of work, such as; capital resurfacing or localised improvement works					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The extent of repair and the programme in which to undertake shall be based on a judgement of immediate risk (and site specific requirements) using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The extent of repair and the programme in which to undertake shall be based on a judgement of immediate risk (and site specific requirements) using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
All dimensions are in millimetres unless otherwise stated						



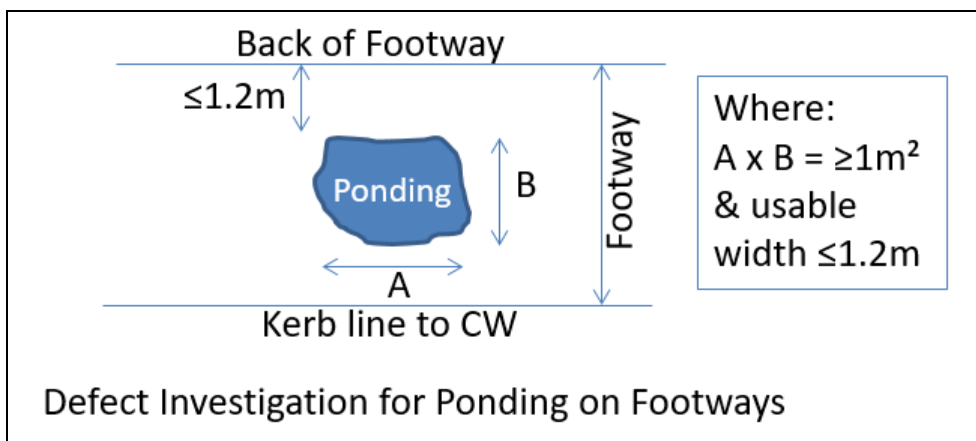
Example of Localised Surfacing Deterioration

Defect Investigation Levels						
Defect	Voids					
Definition	A hole present in carriageway or footway where dimensions exceed that of a pothole and the actual extent often extend beyond that visible from the surface					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
All dimensions are in millimetres unless otherwise stated						



Example of Void

Defect Investigation Levels						
Defect	Ponding on Footways					
Definition	Areas of standing water on the footway that are $\geq 1\text{m}^2$ and cause pedestrians to walk into the carriageway					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route						
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area				$\geq 1\text{m}^2$ and cause pedestrians to walk into the carriageway		
1 – Town Centre Pedestrian Area				$\geq 1\text{m}^2$ and cause pedestrians to walk into the carriageway		
2– Outside Public Facilities				$\geq 1\text{m}^2$ and cause pedestrians to walk into the carriageway		
All Other Footways					$\geq 1\text{m}^2$ and cause pedestrians to walk into the carriageway	
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						



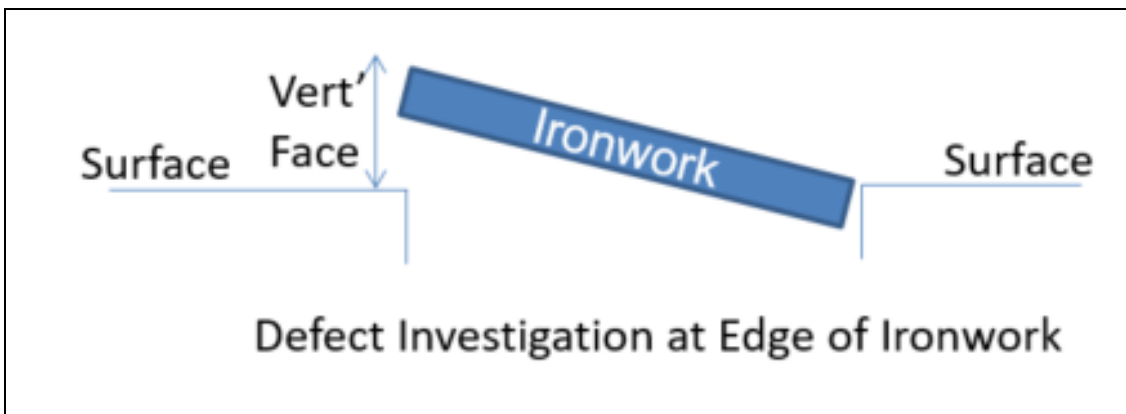
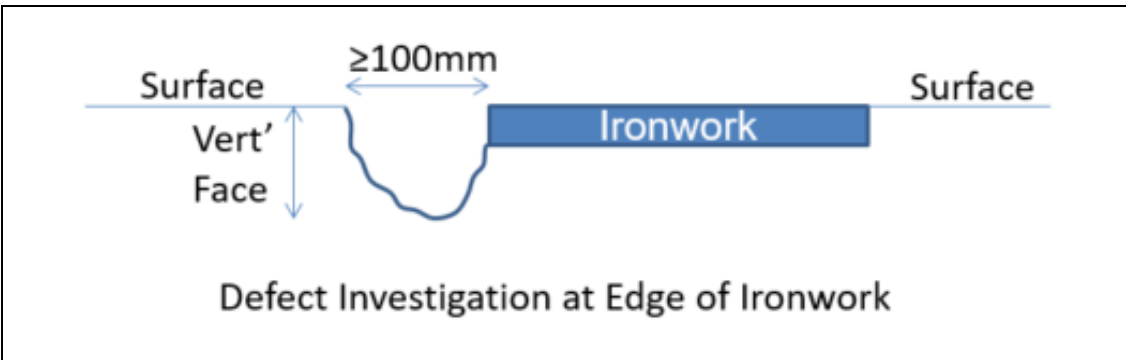
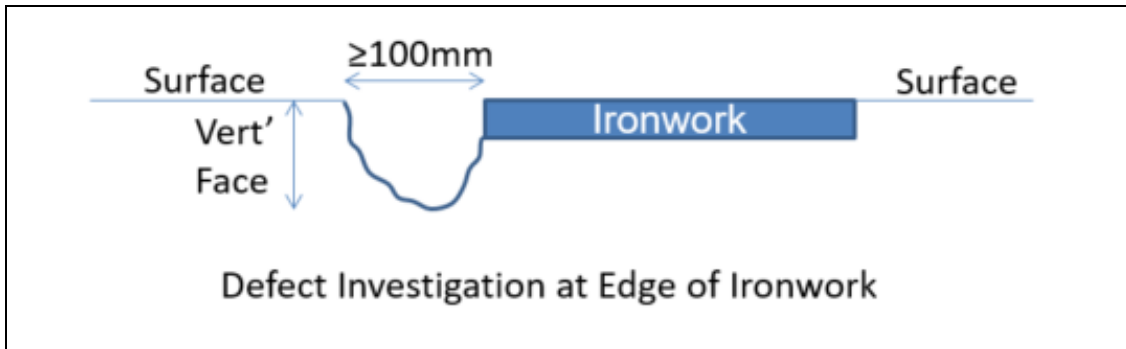
Defect Investigation Levels						
Defect	Ponding on Carriageway (1)					
Definition	Standing or running water on carriageways with a speed limit of 40mph or above where highway users risk aquaplaning.					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	<p>During prolonged heavy rain, standing / running water will not be treated as a defect requiring investigation.</p> <p>If after 24 hours from when the rain has ceased standing water makes the road impassable, or it is forcing vehicles or cyclists away from the nearside channel to cross the centreline an investigation will be undertaken.</p>					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						

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Defect Investigation Levels						
Defect	Ponding on Carriageway (2)					
Definition	Standing water on carriageways (generally in the channel) that causes a nuisance to adjacent properties and network users.					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						

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Defect Investigation Levels						
Defect	Ironwork -					
Definition	Includes damaged, uneven (that presents a vertical face that exceeds the investigation level, see diag. opposite) or missing gullies, manholes, stop valves etc.					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	Missing	≥40 Vertical face		≥30 to 39 Vertical face.		Blocked or damaged
1 – Main Distributor	Missing	≥40 Vertical face		≥30 to 39 Vertical face.		Blocked or damaged
2 – Secondary Distributor	Missing	≥40 Vertical face		≥30 to 39 Vertical face.		Blocked or damaged
3– Link Road	Missing		≥40 Vertical face		≥30 to 39 Vertical face.	Blocked or damaged
4 – Local Access Road	Missing		≥40 Vertical face		≥30 to 39 Vertical face.	Blocked or damaged
5 – Minor Road	Missing		≥40 Vertical face		≥30 to 39 Vertical face.	Blocked or damaged
Adopted Rear Lane	Missing					Blocked or damaged
Council Owned Carpark	Missing	≥40 Vertical face		≥20 to 39 Vertical Face		Blocked or damaged
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	Missing	≥40 Vertical face		≥20 to 39 Vertical Face		Blocked or damaged
1 – Town Centre Pedestrian Area	Missing	≥40 Vertical face		≥20 to 39 Vertical Face		Blocked or damaged
2– Outside Public Facilities	Missing	≥40 Vertical face		≥20 to 39 Vertical Face		Blocked or damaged
All Other Footways	Missing		≥40 Vertical face		≥20 to 39 Vertical Face	Blocked or damaged
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Example of Deterioration Around Ironwork

Defect Investigation Levels						
Defect	Edge Deterioration					
Definition	Edge deterioration extending into carriageway or footway					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route				Extends into CW ≥150 x ≥30 deep		
1 – Main Distributor				Extends into CW ≥150 x ≥30 deep		
2 – Secondary Distributor				Extends into CW ≥150 x ≥30 deep		
3– Link Road					Extends into CW ≥150 x ≥30 deep	
4 – Local Access Road					Extends into CW ≥150 x ≥30 deep	
5 – Minor Road					Extends into CW ≥150 x ≥30 deep	
Adopted Rear Lane					Extends into CW ≥150 x ≥100 deep	
Council Owned Carpark				Extends into CW ≥150 x ≥20 deep		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area				Extends into FW ≥150 x ≥20 deep		
1 – Town Centre Pedestrian Area				Extends into FW ≥150 x ≥20 deep		
2– Outside Public Facilities				Extends into FW ≥150 x ≥20 deep		
All Other Footways					Extends into FW ≥150 x ≥20 deep	
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Example of Edge Deterioration

Defect Investigation Levels						
Defect	Verge Defects					
Definition	Defects to the structure of the verge including those caused by vehicle over riding. Excludes feature installed by design such as grips cut for drainage purposes					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route						≥600 x ≥100 x ≥150 deep
1 – Main Distributor						≥600 x ≥100 x ≥150 deep
2 – Secondary Distributor						≥600 x ≥100 x ≥150 deep
3– Link Road						≥600 x ≥100 x ≥150 deep
4 – Local Access Road						≥600 x ≥100 x ≥150 deep
5 – Minor Road						≥600 x ≥100 x ≥150 deep
Adopted Rear Lane						≥600 x ≥100 x ≥150 deep
Council Owned Carpark						≥600 x ≥100 x ≥150 deep
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						≥600 x ≥100 x ≥150 deep
1 – Town Centre Pedestrian Area						≥600 x ≥100 x ≥150 deep
2– Outside Public Facilities						≥600 x ≥100 x ≥150 deep
All Other Footways						≥600 x ≥100 x ≥150 deep
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Example of Verge Defect

Defect Investigation Levels						
Defect	Cracking					
Definition	Longitudinal or transverse crack in the surface that extend for $\geq 1\text{m}$ distance.					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route				$\geq 1\text{m} \times \geq 75 \times \geq 30 \text{ deep}$		
1 – Main Distributor				$\geq 1\text{m} \times \geq 75 \times \geq 30 \text{ deep}$		
2 – Secondary Distributor				$\geq 1\text{m} \times \geq 75 \times \geq 30 \text{ deep}$		
3– Link Road					$\geq 1\text{m} \times \geq 75 \times \geq 30 \text{ deep}$	
4 – Local Access Road					$\geq 1\text{m} \times \geq 75 \times \geq 30 \text{ deep}$	
5 – Minor Road					$\geq 1\text{m} \times \geq 75 \times \geq 30 \text{ deep}$	
Adopted Rear Lane						
Council Owned Carpark				$\geq 1\text{m} \times \geq 50 \times \geq 20 \text{ deep}$		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area				$\geq 1\text{m} \times \geq 50 \times \geq 20 \text{ deep}$		
1 – Town Centre Pedestrian Area				$\geq 1\text{m} \times \geq 50 \times \geq 20 \text{ deep}$		
2– Outside Public Facilities				$\geq 1\text{m} \times \geq 50 \times \geq 20 \text{ deep}$		
All Other Footways					$\geq 1\text{m} \times \geq 50 \times \geq 20 \text{ deep}$	
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

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Defect Investigation Levels						
Defect	Rutting					
Definition	Longitudinal surface depressions (often in the wheel track).					
Action	Defect recorded in the highway management system and appropriate works order generated					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route						≥10m x ≥300 x ≥100 deep
1 – Main Distributor						≥10m x ≥300 x ≥100 deep
2 – Secondary Distributor						≥10m x ≥300 x ≥100 deep
3– Link Road						≥10m x ≥300 x ≥100 deep
4 – Local Access Road						≥10m x ≥300 x ≥100 deep
5 – Minor Road						≥10m x ≥300 x ≥100 deep
Adopted Rear Lane						
Council Owned Carpark				≥1m x ≥50 x ≥20 deep		
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area				≥1m x ≥50 x ≥20 deep		
1 – Town Centre Pedestrian Area				≥1m x ≥50 x ≥20 deep		
2– Outside Public Facilities				≥1m x ≥50 x ≥20 deep		
All Other Footways					≥1m x ≥50 x ≥20 deep	
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

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Defect Investigation Levels						
Defect	Crazing / Fretting					
Definition	Surface deterioration causing the breakup of surfacing material.					
Action	Defect recorded in the highway management system and appropriate works order generated.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route						Extends over 10m ² or more
1 – Main Distributor						Extends over 10m ² or more
2 – Secondary Distributor						Extends over 10m ² or more
3– Link Road						Extends over 10m ² or more
4 – Local Access Road						Extends over 10m ² or more
5 – Minor Road						Extends over 10m ² or more
Adopted Rear Lane						Extends over 10m ² or more
Council Owned Carpark						Extends over 10m ² or more
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						Extends over 10m ² or more
1 – Town Centre Pedestrian Area						Extends over 10m ² or more
2– Outside Public Facilities						Extends over 10m ² or more
All Other Footways						Extends over 10m ² or more
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

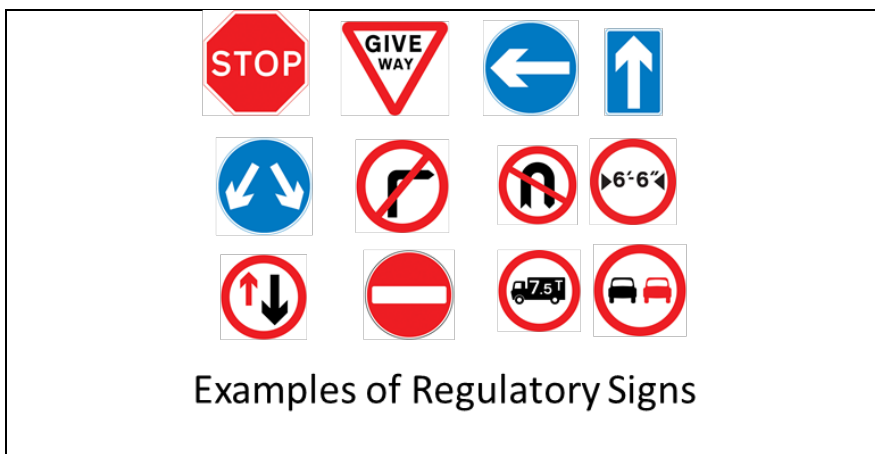


Example of Crazing



Example of Crazing

Defect Investigation Levels						
Defect	Sign Plates on Illuminated and Non Illuminated Signs and Bollards					
Definition	Includes sign plates that are missing, faded so are unreadable, obscured or twisted.					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route				Regulatory & warning signs as definition above		
1 – Main Distributor				Regulatory & warning signs as definition above		
2 – Secondary Distributor						Regulatory & warning signs as definition above
3– Link Road						Regulatory & warning signs as definition above
4 – Local Access Road						Regulatory & warning signs as definition above
5 – Minor Road						Regulatory & warning signs as definition above
Adopted Rear Lane						Regulatory & warning signs as definition above
Council Owned Carpark						Regulatory & warning signs as definition above
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						Regulatory & warning signs as definition above
1 – Town Centre Pedestrian Area						Regulatory & warning signs as definition above
2– Outside Public Facilities						Regulatory & warning signs as definition above
All Other Footways						Regulatory & warning signs as definition above
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Defect Investigation Levels						
Defect	Illuminated and Non Illuminated Signs and Bollards					
Definition	Includes sign mounting heights that are too low, damaged elements that are deformed, corroded or remain as a stump causing a possible trip hazard or obstruction to users					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Example of Stump

Special Considerations for Illuminated and Non Illuminated Signs and Bollards

- i. Safety inspections of traffic signs and bollards are visual only.
- ii. If a sign installation appears to be overloaded i.e. there are too many sign plates mounted on a post/posts. The issue should be referred to the relevant team for specialist consideration.

Defect Investigation Levels						
Defect	Electrical Apparatus					
Definition	Includes exposed electrical elements for street lights, illuminated bollards, illuminated signs and other electrical installations.					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	Electrical elements exposed					
1 – Main Distributor	Electrical elements exposed					
2 – Secondary Distributor	Electrical elements exposed					
3– Link Road	Electrical elements exposed					
4 – Local Access Road	Electrical elements exposed					
5 – Minor Road	Electrical elements exposed					
Adopted Rear Lane	Electrical elements exposed					
Council Owned Carpark	Electrical elements exposed					
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	Electrical elements exposed					
1 – Town Centre Pedestrian Area	Electrical elements exposed					
2– Outside Public Facilities	Electrical elements exposed					
All Other Footways	Electrical elements exposed					
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						



Example of Exposed Electrical Elements

Defect Investigation Levels						
Defect	Street Furniture					
Definition	Includes seats, pedestrian and vehicular barriers, bins, fences etc. (that are not covered elsewhere in this doc) that are damaged or missing					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						



Damaged Pedestrian Barrier



Missing Pedestrian Barrier

Defect Investigation Levels						
Defect	Vehicle Safety Barrier					
Definition	Includes corrugated beam, open box beam and wire safety rope vehicle safety barriers that have been damaged and create a danger or serious inconvenience to the network user					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to repair and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						

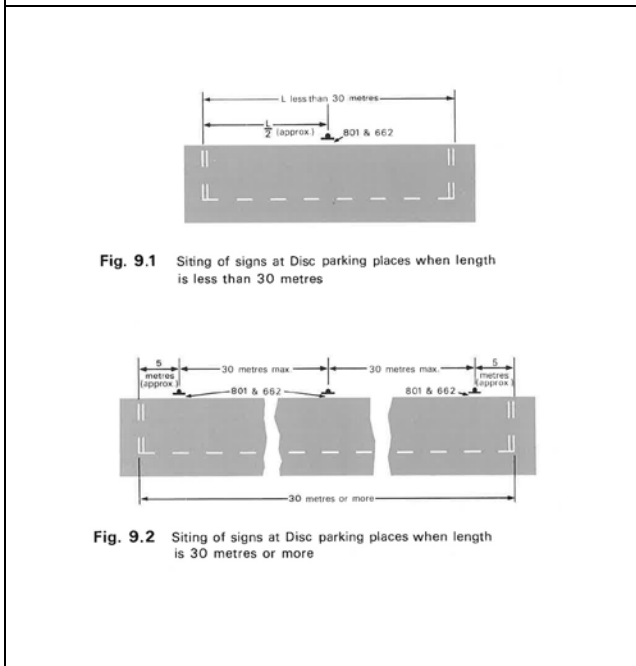
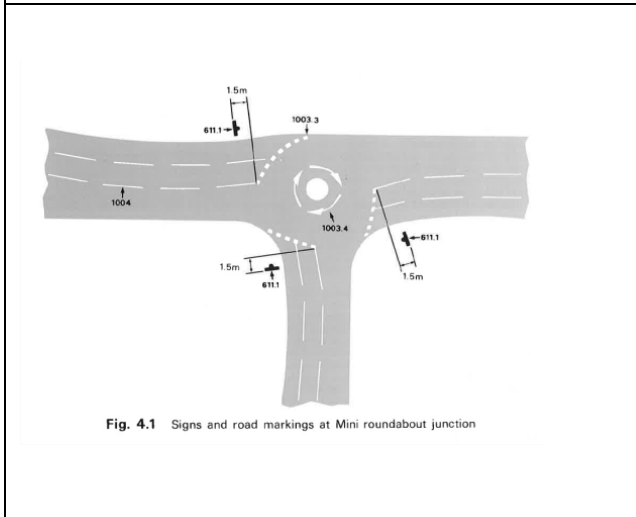
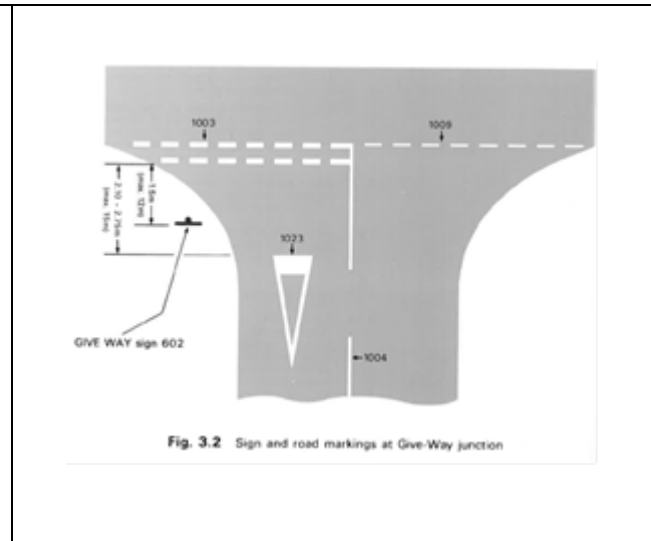
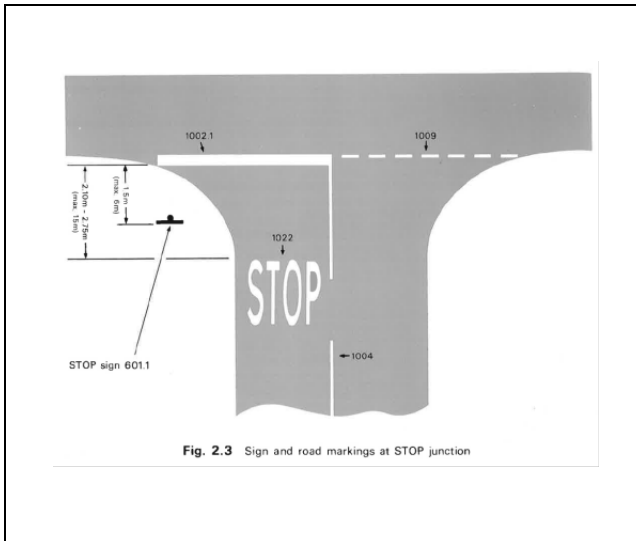
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Defect Investigation Levels						
Defect	Road Studs					
Definition	Includes damaged and missing studs					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route						≥25% of section missing
1 – Main Distributor						≥25% of section missing
2 – Secondary Distributor						≥25% of section missing
3– Link Road						≥25% of section missing
4 – Local Access Road						≥25% of section missing
5 – Minor Road						≥25% of section missing
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> • The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. • All dimensions are in millimetres unless otherwise stated 						

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Defect Investigation Levels						
Defect	Road Markings					
Definition	Includes worn or missing markings					
Action	Defect recorded in the highway management system and passed onto the relevant Council team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route				≥50% of regulatory missing or faded		
1 – Main Distributor				≥50% of regulatory missing or faded		
2 – Secondary Distributor						≥50% of regulatory missing or faded
3– Link Road						≥50% of regulatory missing or faded
4 – Local Access Road						≥50% of regulatory missing or faded
5 – Minor Road						≥50% of regulatory missing or faded
Adopted Rear Lane						
Council Owned Carpark						≥50% of regulatory missing or faded
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area						
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> The dimensional criteria relate to the appropriate response time as shown above, unless the nature and/or location of the defect is likely to cause harm or damage if not rectified in a shorter time. All dimensions are in millimetres unless otherwise stated 						

Examples of Regulatory Road Markings



		Restrictions in force throughout the working day, i.e. for at least 8 hours during the period 7am to 7pm on 4 or more days a week other than Sunday (Diags 1017A/1020) A	Restrictions as for (A) plus any period before 7am or after 7pm on any day (Diags 1018&1021) B	Any other restrictions e.g. (i) Alternating unilateral (ii) Peak hours only (iii) Sundays only (iv) Evenings only (Diags 1016.1&1019) C
Longitudinal lines for restrictions on waiting	The short transverse lines indicate the beginning or end of a restriction			
Marks for restrictions on loading and unloading	Where there is a raised kerb: These marks continue to the base of the kerb face			
	Where there is no raised kerb: The marks will be 300 long and separated from the longitudinal no waiting lines by approx. 250			

Defect Investigation Levels						
Defect	Mud / Deposits / Debris on the Highway					
Definition	Any deposits on the highway that is likely to cause a danger or nuisance to network users.					
Action	In the first instance, the person responsible (if identifiable) should be contacted and a request to clean / removed as described below. If there is no response, sign, cleanse and recharge as appropriate					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to action and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to action and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						

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Defect Investigation Levels						
Defect	Obstructions					
Definition	Any obstruction on the highway (including verge) that is not licensed and / or does not have the correct level of signing, lighting and guarding					
Action	Defect recorded in the highway management system and passed onto the relevant Council's enforcement team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to remove and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to remove and timescale in which to undertake shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						



Example of Highway Obstructions

Defect Investigation Levels						
Defect	Traffic Signals & Telematics					
Definition	Includes damaged, malfunctioning or missing apparatus such as; traffic signals, controllers, controlled crossing, variable message signs, rotating plank signs etc.					
Action	Defect recorded in the highway management system and passed onto the Council's Telematics team.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	Damaged, malfunctioning or missing apparatus must be reported to the Telematics team					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	Damaged, malfunctioning or missing apparatus must be reported to the Telematics team					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						



Example of Telematics Defect – (Traffic Signals not working)

Defect Investigation Levels						
Defect	Vegetation					
Definition	Includes overgrown vegetation causing a hazard or danger to highway users. e.g. obscure visibility splays, reduced available footway to less than 1.2m or excessive surface weed growth					
Action	Defect recorded in the highway management system and passed onto the relevant Council's team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to intervene and timescale in which to undertake work shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to intervene and timescale in which to undertake work shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						



Example of Excessive Vegetation Growth

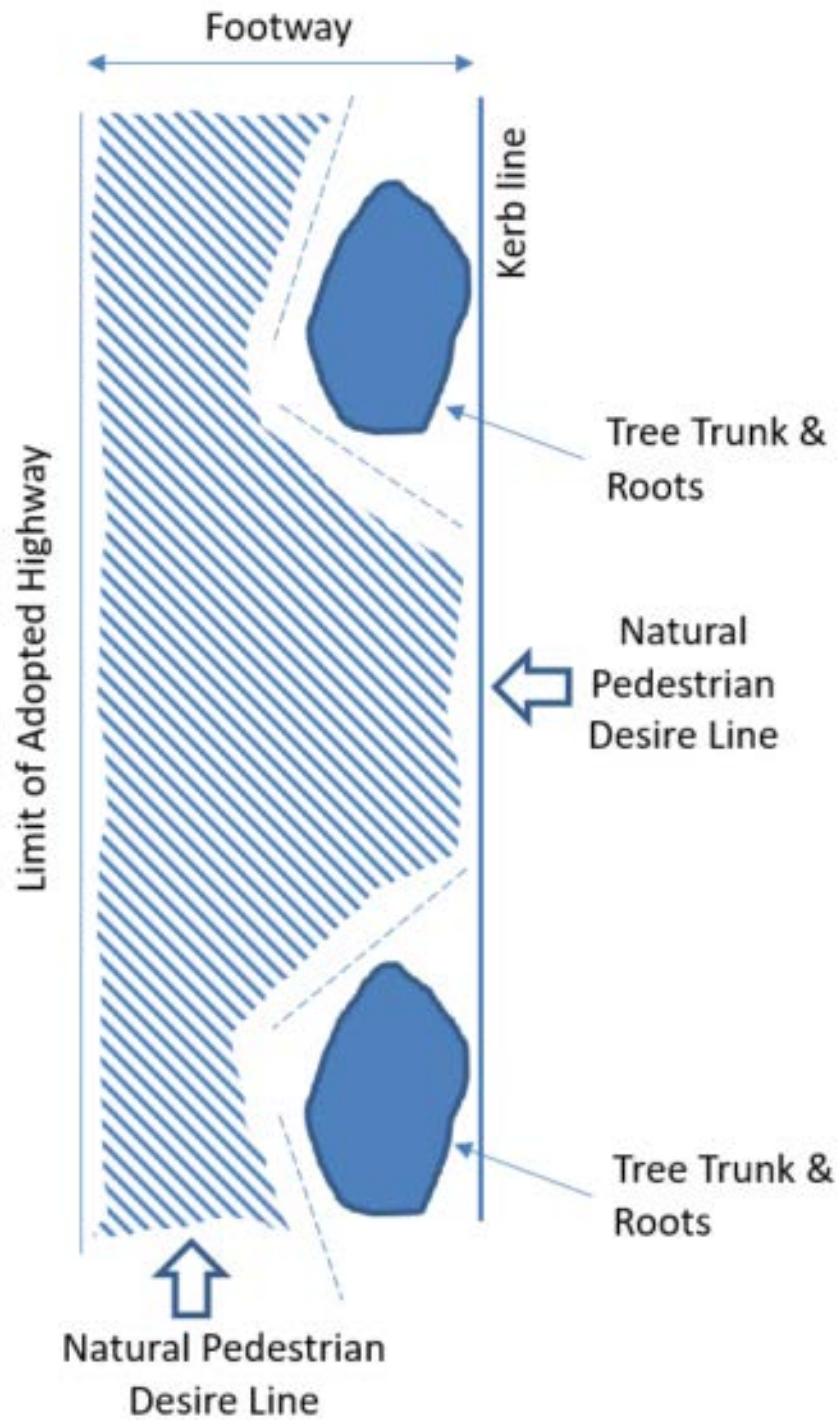
Defect Investigation Levels						
Defect	Highway Trees					
Definition	Includes damage caused by the growth of tree roots					
Action	Defect recorded in the highway management system and passed onto the relevant Council's team for action.					
Defect Category	Critical Defect	Safety Defect	Safety Defect	Maint' Defect	Maint' Defect	Programmed Works
Carriageways						
Response Time	2 hour	End of next working day	Within 5 working days	28 days	3 Months	Next Available Programme
Strategic Route	The need to intervene and timescale in which to undertake work shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Main Distributor						
2 – Secondary Distributor						
3– Link Road						
4 – Local Access Road						
5 – Minor Road						
Adopted Rear Lane						
Council Owned Carpark						
Footways						
Response Time	2 hour	End of next working day	Within 15 working days	28 days	3 Months	Next Available Programme
City Centre Pedestrian Area	The need to intervene and timescale in which to undertake work shall be based on a judgement of immediate risk using the matrix defined in Appendix C					
1 – Town Centre Pedestrian Area						
2– Outside Public Facilities						
All Other Footways						
<ul style="list-style-type: none"> All dimensions are in millimetres unless otherwise stated 						



Example of Tree Root Damage



Example of Tree Root Damage



Example of the Actual Pedestrian Walking Route
(Natural Pedestrian Desire Line) Avoiding Highway Trees

8. Recording & Monitoring of Information

8.1 The Council office systems allow for the electronic recording of safety inspections, service requests, complaints, reports, asset data and information from users and other third parties. These may require urgent action, special inspection, or influence future inspection or monitoring arrangements.

8.2 The inspection, assessment, recording and repair regime is reviewed on an annual basis. The purpose of this is to:

- Consider the need for changes to the inspection regime derived from the risk assessment.
- Ensure compliance with legal obligations
- Seek continuous improvement.

8.3 Method of Recording

All Highway Safety Inspection data is recorded on the Council's electronic AMX asset management system.

8.4 The recording system is also interrogated each time a third party claim is made against the council, with the information being used to establish the possibility of a Section 58 defence.

8.5 In order to ensure that safety inspections are being undertaken to a consistent and satisfactory level each inspector will be audited by a competent officer on a 12 monthly basis. This will consist of the competent officer re-inspecting a recent inspection checking compliance to this policy. Non-compliant inspections will be reviewed with the inspector by the competent officer and used as a training opportunity.

8.6 Performance Indicators (PI's)

The completion of safety inspections and repairs are monitored through performance indicators.

9. Health and Safety

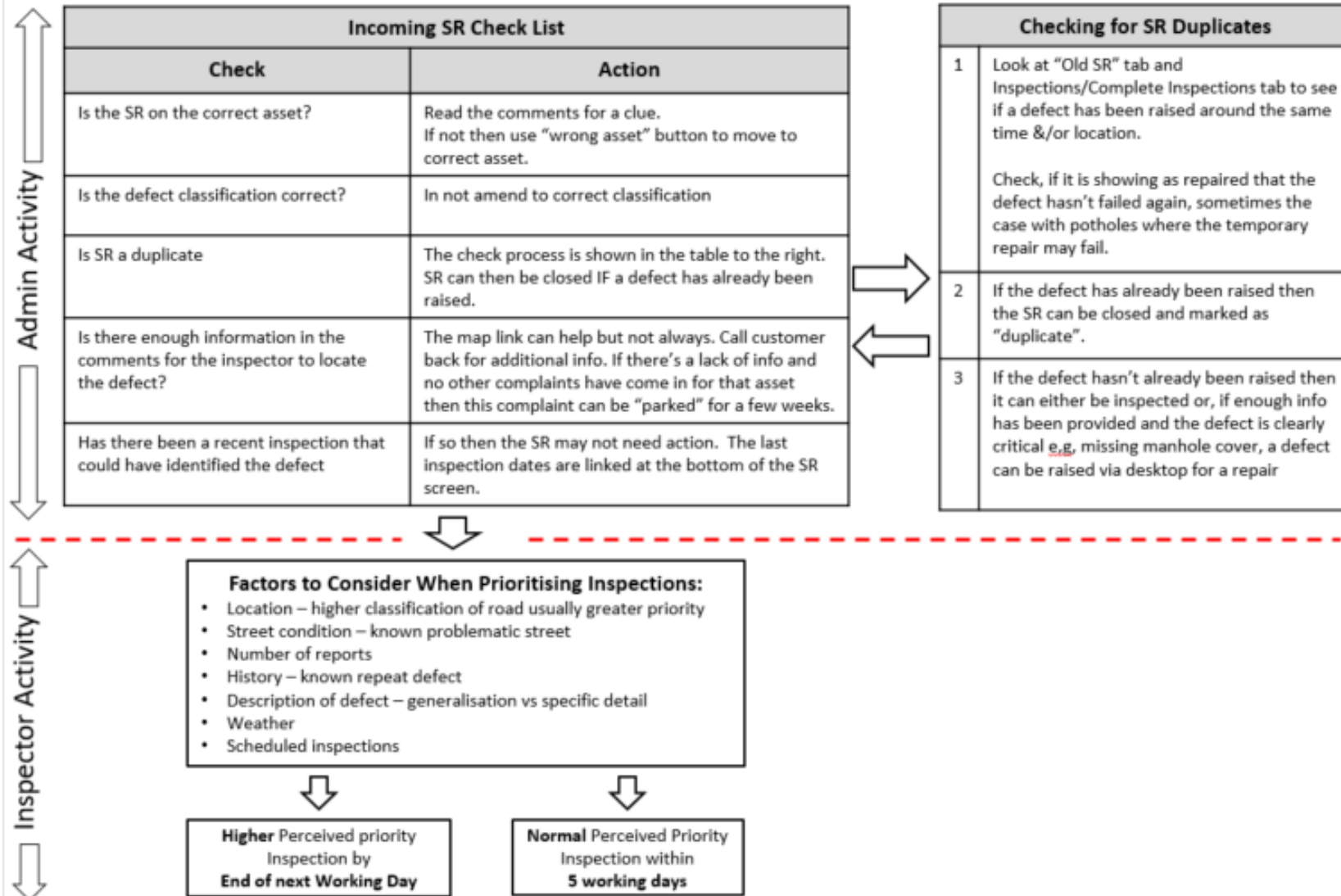
9.1 The Inspector shall be aware of their responsibility under the health and safety at work act (1974) and should be in possession of a copy of Safety at Street Works and Road Works

9.2 All inspections will be carried out in accordance with the relevant risk assessment STO 035 which can be viewed on the corporate information system.

10. Prioritising Customer Service Requests

10.1 Defects reported by customers will be assessed and prioritised for inspection based on the process shown in the diagram below. It is generally based on evident risk e.g. if photographic evidence is supplied, or multiple reports of the same defect are received corroborating its severity.

Prioritising Customer Service Requests (SR)



Appendix A

Example of Cardiff Council Carriageway & Footway Hierarchy Document

	A	B	C	F	G	H	I	J	M	P	R	T	U	Y	Z
1	USRN	Road Name	A,B,C,U Existing Hierarchy	Existing Hierarchy	Strategic Route?	Why?	Initial Proposed Road Hierarchy	Is the assumed traffic flow within the band indicated below?	AAADT	Large volume of HGVs?	Is this part of "designated" diversion route?	2. Reviewed Road Hierarchy	Does road cross boundary?	4. Final Road Hierarchy	Comments
2	05800012	ADAM STREET	A	Main Distributor	Yes		Strategic Route	10,000 - 20,000	30053	No	No	Main Distributor	No	In Distributor	
3	05800023	ALBANY ROAD	A	Secondary Distributor	No		Main Distributor	10,000 - 20,000	24450	No	No	Main Distributor	No	Main Distributor	
4	05800065	ASH GROVE	A	Strategic Route	Yes		Strategic Route	10,000 - 20,000	30550	No	No	Strategic Route	No	Strategic Route	
5	05800074	ATLAS ROAD	A	Secondary Distributor	No		Main Distributor	10,000 - 20,000	7740	No	No	Secondary Distributor	No	Secondary Distributor	
6	05800171	BOULEVARD DE NANTES	A	Main Distributor	No		Main Distributor	10,000 - 20,000	19554	No	No	Main Distributor	No	Main Distributor	
7	05800189	BRIDGE ROAD	A	Secondary Distributor	No		Main Distributor	10,000 - 20,000	13140	No	No	Main Distributor	No	Main Distributor	
8	05804638	BRIDGE ROAD	A	Secondary Distributor	No		Main Distributor	10,000 - 20,000	13140	No	No	Main Distributor	No	Main Distributor	

Appendix B

Highway Inspections During Covid-19 Restrictions 26th March to 29th June 2020

On 23rd March 2020 the UK government introduced social distancing requirements for the British public which dramatically reduced the use of the highway network.

In response to these government requirements and adopting a risk based approach based on the vastly reduced usage of the highway network routine cyclic highway safety inspection were stopped on 23rd March 2020 and temporarily replaced with an alternative inspection regime as described below. This arrangement will remain in place until further notice.

Considering reduced traffic, pedestrian flows and the limitations placed on inspection personnel the alternative inspection regime is used to identify critical and safety defects as defined in Part C: 001 – Highway Safety Inspections undertaken in the following areas:

- Daily driven (Monday to Friday) inspections of the strategic network carriageways only. Commenced on 26th March 2020. Areas listed in Appendix B1.
- Driven inspection of main distributor route carriageways only, undertaken on a 4 day cycle (Monday to Friday). Commenced on 14th April 2020. Areas listed in Appendix B2.
- Monthly walked inspection of city centre pedestrian areas linking stations and key locations, commenced on 14th April 2020. Areas listed in Appendix B3:
- Following the above adjustments made to the inspection regime due to the COVID-19 situation routine highway safety inspections returned to their normal schedule on 29th June 2020.

Due to the extenuating circumstances created by the COVID-19 situation and the Government restrictions, any routine highway safety inspection missed during the period 26th March and 29th June 2020 will not be undertaken until their next scheduled inspection date.

Appendix B1 Strategic Routes for Inspection

Name	Ward	Class
BUTETOWN LINK	BUTETOWN	Strategic Route
CENTRAL LINK	BUTETOWN	Strategic Route
ELY LINK	CAERAU	Strategic Route
WESTERN AVENUE	FAIRWATER	Strategic Route
WESTERN AVENUE	GABALFA	Strategic Route
WESTERN AVENUE	GABALFA	Strategic Route
GRANGETOWN LINK	GRANGETOWN	Strategic Route
WESTERN AVENUE	LLANDAFF	Strategic Route
EASTERN AVENUE	PONTPRENNAU	Strategic Route
PENTWYN LINK	PONTPRENNAU	Strategic Route
EAST MOORS VIADUCT	RUMNEY	Strategic Route
SOUTHERN WAY	RUMNEY	Strategic Route
ROVER WAY	SPLOTT	Strategic Route
FFORDD EWART PARKINSON	SPLOTT	Strategic Route
NEWPORT ROAD	TROWBRIDGE	Strategic Route
ASH GROVE	WHITCHURCH	Strategic Route
MANOR WAY	WHITCHURCH	Strategic Route
NORTHERN AVENUE	WHITCHURCH	Strategic Route

Appendix B2 Main Distributor Routes for Inspection

Name	Ward	Class
BERESFORD ROAD	ADAMSDOWN	Main Distributor
BLANCHE STREET LANE	ADAMSDOWN	Main Distributor
BERESFORD ROAD NEWPORT ROAD ACCESS	ADAMSDOWN	Main Distributor
MOIRA TERRACE	ADAMSDOWN	Main Distributor
FITZALAN PLACE	ADAMSDOWN	Main Distributor
GLOSSOP ROAD	ADAMSDOWN	Main Distributor
ADAM STREET	ADAMSDOWN	Main Distributor
CLARENCE ROAD	BUTETOWN	Main Distributor
CARDIFF BAY RETAIL PARK	BUTETOWN	Main Distributor
HERBERT STREET	BUTETOWN	Main Distributor
STUART STREET	BUTETOWN	Main Distributor
EAST TYNDALL STREET	BUTETOWN	Main Distributor
TYNDALL STREET	BUTETOWN	Main Distributor
PENARTH ROAD	BUTETOWN	Main Distributor
JAMES STREET	BUTETOWN	Main Distributor
PIERHEAD STREET	BUTETOWN	Main Distributor
BUTE STREET	BUTETOWN	Main Distributor
LECKWITH ROAD	CANTON	Main Distributor
COWBRIDGE ROAD EAST	CANTON	Main Distributor
LECKWITH ROAD	CANTON	Main Distributor
WHITCHURCH ROAD	CATHAYS	Main Distributor
CRWYS ROAD	CATHAYS	Main Distributor
GUILDFORD STREET	CATHAYS	Main Distributor
DUMFRIES PLACE	CATHAYS	Main Distributor
ST ANDREW'S PLACE	CATHAYS	Main Distributor

BUTE TERRACE	CATHAYS	Main Distributor
KINGSWAY	CATHAYS	Main Distributor
DUKE STREET	CATHAYS	Main Distributor
NORTH ROAD	CATHAYS	Main Distributor
BOULEVARD DE NANTES	CATHAYS	Main Distributor
STUTTGARTER STRASSE	CATHAYS	Main Distributor
CASTLE STREET	CATHAYS	Main Distributor
LLANTRISANT ROAD	CREIGIAU	Main Distributor
FIDLAS ROAD	CYNCOED	Main Distributor
LAKE ROAD WEST	CYNCOED	Main Distributor
LLANDENNIS ROAD	CYNCOED	Main Distributor
RHYD Y PENAU ROAD	CYNCOED	Main Distributor
CYNCOED ROAD	CYNCOED	Main Distributor
CULVERHOUSE CROSS	ELY	Main Distributor
COWBRIDGE ROAD WEST	ELY	Main Distributor
LLANTRISANT ROAD	FAIRWATER	Main Distributor
ST FAGANS ROAD	FAIRWATER	Main Distributor
NORTH ROAD	GABALFA	Main Distributor
WHITCHURCH ROAD	GABALFA	Main Distributor
CLARENCE ROAD	GRANGETOWN	Main Distributor
FERRY ROAD	GRANGETOWN	Main Distributor
PENARTH ROAD	GRANGETOWN	Main Distributor
PENARTH ROAD	GRANGETOWN	Main Distributor
COGAN SPUR	GRANGETOWN	Main Distributor
AVONDALE ROAD	GRANGETOWN	Main Distributor
HADFIELD ROAD	GRANGETOWN	Main Distributor
CAERPHILLY ROAD	HEATH	Main Distributor
MERTHYR ROAD	HEATH	Main Distributor
ALLENSBANK ROAD	HEATH	Main Distributor
KING GEORGE V DRIVE EAST	HEATH	Main Distributor
NORTH ROAD	HEATH	Main Distributor
LLANTRISANT ROAD	LLANDAFF	Main Distributor
BRIDGE ROAD	LLANDAFF	Main Distributor
WAUNGRON ROAD	LLANDAFF	Main Distributor
CARDIFF ROAD	LLANDAFF	Main Distributor
STATION ROAD	LLANDAFF NORTH	Main Distributor
BRIDGE ROAD	LLANDAFF NORTH	Main Distributor
FIDLAS ROAD	LLANISHEN	Main Distributor
TY GLAS AVENUE	LLANISHEN	Main Distributor
LLANEDEYRN ROAD EASTERN AVENUE ACCESS NORTH	PENTWYN	Main Distributor
PENTWYN ROAD	PENTWYN	Main Distributor
LLANEDEYRN JUNCTION (SOUTHERN WAY)	PENTWYN	Main Distributor
PENTWYN JUNCTION	PENTWYN	Main Distributor
SOUTHERN WAY EASTERN AVENUE LINK NORTH	PENTWYN	Main Distributor
YNYS BRIDGE	PENTYRCH	Main Distributor
COLCHESTER AVENUE	PENYLAN	Main Distributor
IPSWICH ROAD	PENYLAN	Main Distributor
RHYMNEY RIVER BRIDGE ROAD	PENYLAN	Main Distributor
NEWPORT ROAD	PENYLAN	Main Distributor
CYNCOED ROAD	PENYLAN	Main Distributor
CITY ROAD	PLASNEWYDD	Main Distributor
NEWPORT ROAD	PLASNEWYDD	Main Distributor
CRWYS ROAD	PLASNEWYDD	Main Distributor

ALBANY ROAD	PLASNEWYDD	Main Distributor
PONTPRENNAU JUNCTION	PONTPRENNAU	Main Distributor
MOTORWAY JUNCTION 30	PONTPRENNAU	Main Distributor
HEOL PONTPRENNAU	PONTPRENNAU	Main Distributor
SOUTHERN WAY EASTERN AVENUE ACCESS SOUTH	PONTPRENNAU	Main Distributor
LLANEDEYRN ROAD EASTERN AVENUE ACCESS SOUTH	PONTPRENNAU	Main Distributor
LLANTRISANT ROAD	RADYR	Main Distributor
HEOL ISAF	RADYR	Main Distributor
MAIN ROAD	RADYR	Main Distributor
TY-NANT ROAD	RADYR	Main Distributor
CAERPHILLY ROAD	RHIWBINA	Main Distributor
PANTMAWR ROAD	RHIWBINA	Main Distributor
THORNHILL ROAD	RHIWBINA	Main Distributor
CORYTON INTERCHANGE SOUTH BOUND OFF SLIP ROAD	RHIWBINA	Main Distributor
CLARE STREET	RIVERSIDE	Main Distributor
COWBRIDGE ROAD EAST	RIVERSIDE	Main Distributor
LOWER CATHEDRAL ROAD	RIVERSIDE	Main Distributor
CATHEDRAL ROAD	RIVERSIDE	Main Distributor
PEN-HILL ROAD	RIVERSIDE	Main Distributor
WELLINGTON STREET	RIVERSIDE	Main Distributor
NEWPORT ROAD	RUMNEY	Main Distributor
OCEAN WAY	SPLOTT	Main Distributor
EAST TYNDALL STREET	SPLOTT	Main Distributor
HEOL LAS	TROWBRIDGE	Main Distributor
LLANEWRWG WAY	TROWBRIDGE	Main Distributor
LAMBY WAY	TROWBRIDGE	Main Distributor
WENTLOOG AVENUE	TROWBRIDGE	Main Distributor
NEWPORT ROAD	TROWBRIDGE	Main Distributor
FORTTRAN ROAD	TROWBRIDGE	Main Distributor
WILLOWBROOK DRIVE	TROWBRIDGE	Main Distributor
WILLOWDENE WAY	TROWBRIDGE	Main Distributor
PARK ROAD	WHITCHURCH	Main Distributor
TAFFS WELL ROUNDABOUT	WHITCHURCH	Main Distributor
NORTHERN AVE OB FROM CORYTON OFFSLIP TO CORYTON ONSLIP	WHITCHURCH	Main Distributor
PENDWYALLT ROAD	WHITCHURCH	Main Distributor
CARDIFF ROAD	WHITCHURCH	Main Distributor
NORTHERN AVE IB FROM CORYTON OFFSLIP TO CORYTON ONSLIP	WHITCHURCH	Main Distributor
THE PHILOG	WHITCHURCH	Main Distributor
MERTHYR ROAD	WHITCHURCH	Main Distributor
CORYTON INTERCHANGE NORTH BOUND ON SLIP ROUND	WHITCHURCH	Main Distributor

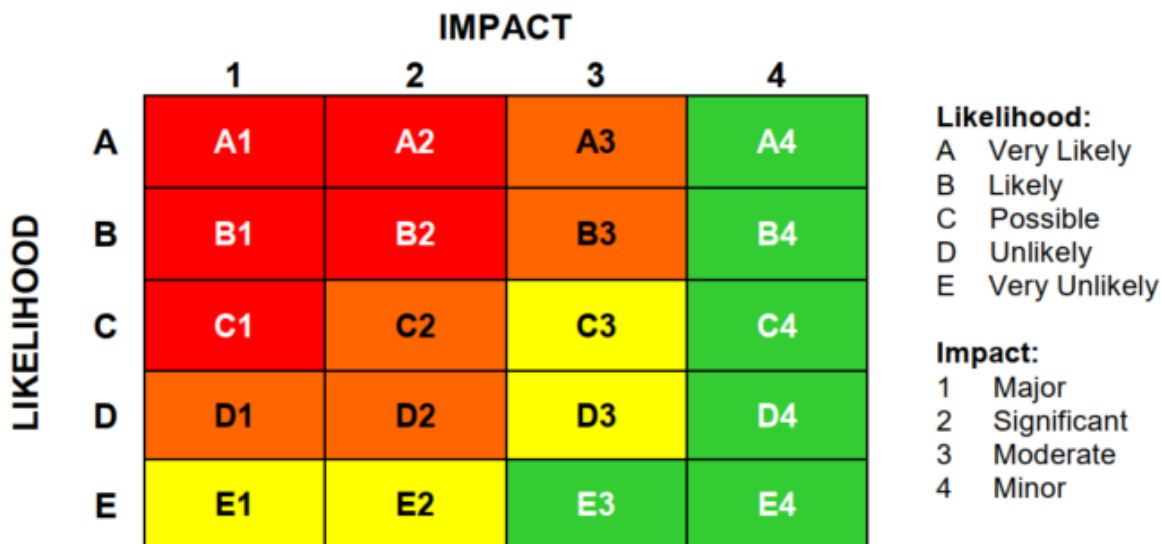
Appendix B3

City Centre Pedestrian Areas for Inspection

Name	Ward	Class
ST MARY STREET	CATHAYS	City Centre
CASTLE STREET	CATHAYS	City Centre
DUKE STREET	CATHAYS	City Centre
NORTH EDWARD STREET	CATHAYS	City Centre
SAUNDERS ROAD	CATHAYS	City Centre
GUILDFORD STREET	CATHAYS	City Centre
CHURCHILL WAY	CATHAYS	City Centre
HIGH STREET	CATHAYS	City Centre
QUEEN STREET	CATHAYS	City Centre
STATION TERRACE	CATHAYS	City Centre
WOOD STREET	CATHAYS	City Centre
WESTGATE STREET	CATHAYS	City Centre
KINGSWAY	CATHAYS	City Centre
TRINITY STREET	CATHAYS	City Centre
THE HAYES	CATHAYS	City Centre
GREYFRIARS ROAD	CATHAYS	City Centre
MILL LANE	CATHAYS	City Centre
CHURCH STREET	CATHAYS	City Centre
QUEEN STREET	CATHAYS	City Centre
PARK PLACE	CATHAYS	City Centre
ST JOHN STREET	CATHAYS	City Centre
WORKING STREET	CATHAYS	City Centre
THE FRIARY	CATHAYS	City Centre

Appendix C

Risk Matrix



Risk	Defect Category #
RED	Critical defect
AMBER	Safety defect
YELLOW	Maintenance Defect
GREEN	Next Available Programme or no response

- ensure defect category & response time relates to correct hierarchy – refer to table 5.11a & 5.11b

LIKELIHOOD table

Description	Probability	Criteria
A. Very Likely	75%+	Expected to occur in most circumstances
B. Likely	50% - 74%	Will probably occur in most circumstances
C. Possible	30% - 49%	Not likely to occur but a distinct possibility
D. Unlikely	10% - 29%	Not expected to happen but there is the potential
E. Very Unlikely	Less than 10%	May only happen in exceptional circumstances

IMPACT table

Description	1 - Major	2 – Significant	3 – Moderate	4 - Minor
Health & safety risk of injury	Fatality	Major Injury #	Minor Injury	No Injury

- Specified injuries classified by Health & Safety Executive (HSE) as a major injury, see below:

- i. Bone fractures (other than to fingers, thumbs and toes)
- ii. Amputation of arm, hand, finger, thumb, leg, foot or toe
- iii. Any injury causing permanent blinding or reduction in sight to one or both eyes
- iv. Any crush injury to the head or torso causing damage to the brain or internal organs
- v. Any burn injury covering more than 10% of the body or causing damage to the eyes, respiratory system or vital organs
- vi. Any scalping requiring hospital treatment
- vii. Loss of consciousness caused by head injury or asphyxia
- viii. Any injury from work in an enclosed space leading to hypothermia or heat-induced illness, or requiring resuscitation or admittance to hospital for more than 24 hours

Appendix D:

CSS Wales Risk Based Approach Guidance (due to space limitations stored in a separate document):

- i. Summary – v1 Final
- ii. Rationale Behind the Approach 2019 – v1 Final
- iii. Method 2019 – v1 Final
- iv. National Minimum Standards Inspection & Repair 2019 – v1 Final

MICROSOFT 3 YEAR LICENSE AGREEMENT RENEWAL

**FINANCE, MODERNISATION AND PERFORMANCE
(COUNCILLOR CHRIS WEAVER)**

AGENDA ITEM: 13

Reason for this Report

1. To seek the approval of Cabinet;
 - i) For the Council to either procure its Microsoft software renewal via the Crown Commercial Service (CCS) Technology Products and Associated Services framework agreement (using Microsoft Spring 2024 aggregation - NFC166), or Welsh Government's WGCD (Welsh Government Commercial Delivery) / NPS (National Procurement Service) IT Products and Services (ii) Framework Agreement. The contract value of this procurement is estimated to be in excess of £5M.
 - ii) To delegate the authority to the Corporate Director, Resources in consultation with the Cabinet Member for Finance, Modernisation and Performance and legal services to determine which framework to utilise and generally deal with all aspects of the procurement process and associated matters up to and including the awarding of the contract.

Background

2. All Council and Schools employees with computer access make use of Microsoft subscription licences to facilitate essential everyday tasks. These include Office, Teams and more specialist software, such as Visio, Project and Power BI. The Authority also requires Microsoft licences for its server and cloud environment, and to use Microsoft's enhanced security functionality. Microsoft subscription contracts are managed in 3-year terms. The current term is due to end 30/06/24 and the Council must ensure any renewal is compliant with The Public Contracts Regulations (PCR) 2015.
3. The previous / current contract was let via Welsh Government's IT Products and Services (ii) Framework, which offers a PCR compliant route to market. The Council has recently taken the opportunity to be part of an aggregated procurement exercise run by the Crown Commercial Service's Aggregation team, under their Technology Products and Associated

Services framework agreement RM6098 (Microsoft Spring 2024 aggregation -NFC166). Due to the Council's licensing volumes, it is not possible to contract directly with Microsoft.

4. The aggregation process places no obligation on the Council to commit to a contract but allows the opportunity to be part of a wider procurement exercise (9 public sector organisations included in Lot 2 Local Government Devolved) to leverage better value through increased volume. CCS estimate up to 3% savings through their aggregated procurements.

Issues

5. CCS, an Executive Agency of the Cabinet Office, negotiates a Memorandum of Understanding (MoU) with Microsoft every three years. The current MoU is DTA21 (Digital Transformation Arrangement 2021) but DTA24 is due to be implemented from 01/05/24. The aggregation exercise had to be based on current pricing for award purposes, but locks in supplier margins for the duration of the contract. Final pricing options will not be known until DTA24 is confirmed (the framework route has provision for this). As part of the procurement exercise, CCS have provided buyers with 'worst case' scenario figures using the tendered supplier margins and their pricing / discount estimates. These figures have been used to inform contract value estimates, but final figures will not be known until April / May 2024.
6. The intention, when DTA24 pricing is known, is to gauge whether the aggregated tender exercise with CCS or Welsh Government's IT Products and Services (ii) Framework, offer the best value for the Council. The latter already has a published maximum markup margin for Microsoft products and allows the option for direct award or further competition. Insight Direct (UK) LTD was the winning supplier of Lot 2 of the CCS aggregation exercise, though they are not a supplier on Welsh Government's framework.
7. Whilst final DTA24 pricing is not yet known, the projections from CCS would represent a significant increase in costs from the DTA21 agreement. Although unlikely, it's not yet confirmed whether Microsoft will allow customers to utilise DTA21 pricing / discounts. Microsoft list pricing is fixed UK wide, so the frameworks offer the best opportunity to achieve the lowest possible pricing.
8. Although unlikely, if the Council can use DTA21, it may offer the best pricing option. Authority to proceed would need to be in place by the end of March / early April to allow this potential option to be taken forward. This is the reason for the more urgent requirement for a decision, allowing the Council to choose the best value route.
9. In addition to the above, the use of the CCS framework (via the aggregated procurement) is subject to further clarification from CCS. Accordingly, the recommendation is to seek approval in principle to procure either via the aggregated procurement or the Welsh Government framework and to

delegate to the Corporate Director Resources in consultation with others to determine the route to be taken, amongst other things.

Reason for Recommendations

10. As the estimated contract value exceeds £5,000,000, to comply with Financial Procedure Rules, and Contract Standing Orders and Procedure Rules, Cabinet approval to proceed is required.
11. Due to the timings of the release of the DTA24 Microsoft MoU, it's not possible to wait until pricing is known to seek Cabinet approval – prior approval is therefore required to delegate the authority to complete the necessary procurement activities, allowing the Council to utilise the most appropriate procurement option.

Financial Implications

13. The actual financial cost will not be known until the procurement mechanism is both identified and actioned but there is a revenue budget within the ICT service. The final cost will also be determined by the number of licenses being agreed which will amongst other things have considered any headcount reduction being undertaken by the Council reduced. Any differences between the final cost of the contract and the budget will be managed within the existing and future budgetary framework decisions over the life of the contract.

Legal Implications

14. The report seeks approval in principle to procure via either of the 2 frameworks mentioned in the report and to delegate authority for further decisions (as set out in the report). Any procurement via a framework must be carried out in accordance with the process set out in the framework Agreement. Legal services have not reviewed the frameworks. Before placing reliance on a framework and awarding a contract, in summary, the client department should satisfy itself that the Council was identified in the contract notice (advertising the framework opportunity) as a party entitled to use the framework for the intended procurement/contract and the framework process is followed and, in respect of direct awards, that the framework allows direct award. The client department should also satisfy itself as to the T&CS and as to whether they are suitable for their requirements and complete all necessary information in those T&CS before commencing the procurement process. With regards the CCS framework, further clarification is needed and accordingly, further legal advice should be sought on the CCS framework and aggregated process before using it. Legal Services are instructed that further clarification is being sought from CCS. Any further legal implications will be set out in the delegated report.

Equality Duty.

15. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.

Well Being of Future Generations (Wales) Act 2015

16. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
17. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2023-26. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
18. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
 - Look to the long term.
 - Focus on prevention by understanding the root causes of problems.
 - Deliver an integrated approach to achieving the 7 national well-being goals.
 - Work in collaboration with others to find shared sustainable solutions.
 - Involve people from all sections of the community in the decisions which affect them.
19. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

- 20. The decision maker should be satisfied that the decision is in accordance within the financial and budgetary policy and represents value for money for the council.
- 21. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards."

HR Implications

- 22. No anticipated HR implications from this decision / procurement exercise.

Property Implications

- 23. No anticipated property implications from this decision / procurement exercise.

RECOMMENDATIONS

Cabinet is recommended to:

- 1) Approve in principle for the Council to procure its Microsoft software renewal via either the Crown Commercial Service (CCS) Technology Products and Associated Services framework agreement (using Microsoft Spring 2024 aggregation - NFC166), or Welsh Government's WGCD (Welsh Government Commercial Delivery) / NPS (National Procurement Service) IT Products and Services (ii) Framework Agreement.
- 2) Delegate authority to the Corporate Director, Resources in consultation with the Cabinet Member for Finance, Modernisation and Performance and the Monitoring Officer to determine which framework to utilise and generally deal with all aspects of the procurement process and associated matters up to and including the awarding of the contract.

SENIOR RESPONSIBLE OFFICER	Isabelle Bignall Chief Digital Officer
	15 March 2024

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**CARDIFF COUNCIL
CYNGOR CAERDYDD****CABINET MEETING: 21 MARCH 2024**

PAY POLICY 2024/2025**FINANCE, MODERNISATION AND PERFORMANCE
(COUNCILLOR CHRIS WEAVER)****AGENDA ITEM: 14**

Reason for this Report

1. To ask Cabinet to review the Pay Policy Statement for 2024/25 and recommend to Council for approval in accordance with the requirements of the Localism Act 2011.

Background

2. Cardiff Council understands the importance of having a clear written policy on pay for employees. The policy statement provides a framework to ensure that employees are rewarded fairly and objectively without discrimination.
3. The Council also has a statutory requirement under the Localism Act 2011 to prepare a Pay Policy Statement on an annual basis. The first statement was in place by 31st March 2012, and they have been produced annually since then. Agreement (and subsequent publication) of the 2024/25 Pay Policy Statement will ensure continued compliance with this legislation.

Issues

4. Under section 38 of the Localism Act 2011, a relevant authority's pay policy statement must include the authority's policies relating to:
 - the level and elements of remuneration for each chief officer
 - remuneration of chief officers on recruitment
 - increases and additions to remuneration for each chief officer
 - the use of performance-related pay for chief officers
 - the use of bonuses for chief officers
 - the approach to the payment of chief officers on their ceasing to hold office under or to be employed by the authority; and
 - publication of and access to information relating to remuneration of chief officers.

5. The focus of the legislation is about transparency of pay for Chief Officers and how their pay compares with lower paid employees in the Council. However, in the interests of transparency and accountability the Council has chosen since 2011 to take a broader approach and produce a Pay Policy Statement (**Appendix 1**) covering all employee groups except for teachers (as the remuneration for this latter group is set by Welsh Government Ministers and therefore not in local authority control). This policy also excludes Members of the Council as they are not employees and are governed by separate legislation via the Independent Remuneration Panel for Wales.

Voluntary Redundancy Scheme

6. The legislation also requires the Council to provide information about redundancy payments that are made to employees who leave the organisation, and this is set out in the Council's Local Government Pension Scheme Discretions Policy which was agreed by Cabinet on 14th July 2022 and replaced Appendix 1 of the Voluntary Redundancy Policy. The introduction of the Local Government Pension Scheme Discretions Policy was a mandatory requirement but did not result in any change to the Voluntary Redundancy Scheme. There will be no further changes for the 2024/25 financial year.
7. Redundancy payments made under the Policy are calculated with reference to a week's pay up to a maximum of £643.00. Since 13th June 2017, as a result of a ruling by an Employment Appeal Tribunal (EAT) in the case of *University of Sunderland v Drossou*, in June 2017, employers must ensure that a week's pay includes remuneration 'payable by the employer under the contract of employment' and that this value should not be limited by what the employee directly receives. The rationale offered by the EAT was that employer's pension contributions formed part of the overall package of 'remuneration' offered to an employee in return for their services. The result of this is that where appropriate, the employer's pension contributions are included in the calculation of an employee's weekly pay, subject to the maximum weekly rate, and updated on an annual basis.

Chief Officer Pay

8. The Standing Orders (Wales) Amendment Regulations 2014 introduced a requirement that: "*The relevant authority must determine the level, and any change in the level, of the remuneration to be paid to a Chief Officer*". The impact of this amendment was that *all* changes to Chief Officer pay had to be voted on by full Council, not just those which are determined locally. This included any pay rises which had been nationally negotiated by the JNC for Chief Officers and that they could not be paid, unless and until, they had been agreed by full Council.
9. As Chief Officers of this authority are employed under JNC terms and conditions which are incorporated into their contracts of employment, they are contractually entitled to any JNC pay rises. A decision to withhold payment (unless preceded by action to effect appropriate changes to

contracts) could result in claims against the authority of 'unlawful deduction from wages' or 'breach of contract'.

10. Taking account of the contractual obligations, and the potential time delays resulting from local determination to pay JNC nationally agreed pay rises, the WLGA pursued the matter with Welsh Government on behalf of local authority employers. As a result, it was agreed that the requirement for full Council to determine nationally agreed contractually entitled pay rises for Chief Officers could be met by full Council voting on an appropriate resolution to insert a suitable clause in their Pay Policy Statements to cover this issue.
11. As a result, in agreeing the 2015/16 Pay Policy Statement, Council resolved that the authority's Pay Policy Statement, from 2015/16 onwards, would include the following paragraph:

The JNC for Chief Officers negotiates on national (UK) annual cost of living pay increases for this group, and any award of same is determined on this basis. Chief Officers employed under JNC terms and conditions are contractually entitled to any national JNC pay rises. This Council will therefore pay these nationally agreed pay awards as and when determined unless full Council decides otherwise.
12. Should the Council at any time decide that it does not wish to implement nationally negotiated JNC pay increases then that would need to be a decision of Full Council, and the Pay Policy Statement would need to be amended to reflect that decision.
13. This report recommends that the resolution continues to be applied provided that such pay increases are in line with those accounted for in the Budget set and agreed by Council on 7th March 2024. Any additional financial implications arising from the national pay agreements determined after this date that cannot be met within the Council's Revenue Budget will be referred to Council for consideration and decision.

Local Government Services Pay Award 2024

14. The NJC pay agreement effective from 1st April 2024 will be implemented once agreed by the national employers. Until then the Council will continue to apply the NJC 2023 pay agreement in line with those accounted for in the Budget set and agreed by Council on 7th March 2024. Any additional financial implications arising from the national pay agreements determined after this date that cannot be met within the Council's Revenue Budget will be referred to Council for consideration and decision.

Gender Pay Gap

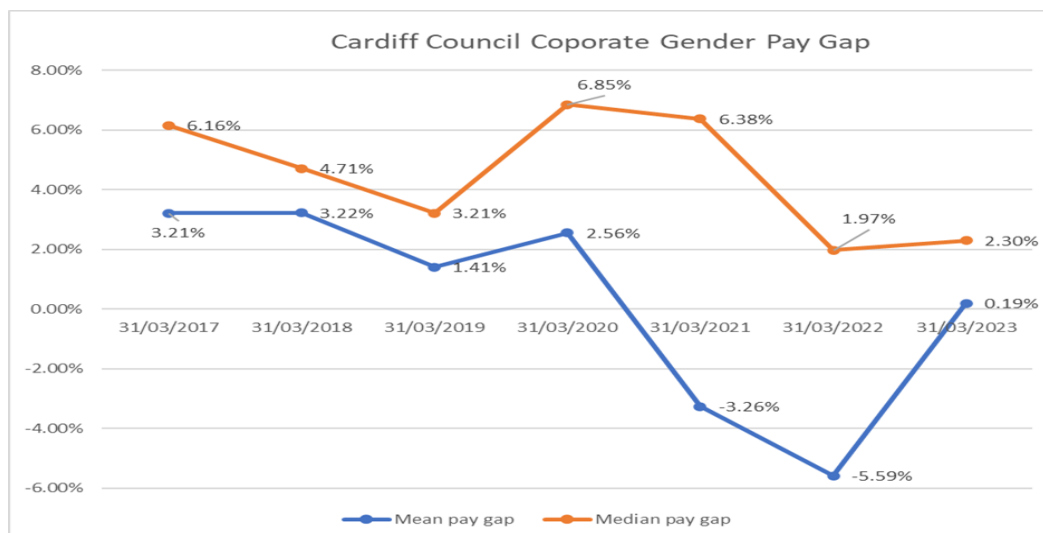
15. The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, which relate to public sector employers in England and Wales, requires the publication of gender pay gap data based on a 'snapshot' date of 31st March.

16. Since the publication of the regulations it has been clarified that local authorities in Wales are not covered by the requirement to formally publish a Gender Pay Gap report, but instead must manage gender pay differences.
17. With more public sector employers being required to report on their Gender Pay Gap, and in line with the Council's commitment to fairness and transparency, it is proposed that the Council continues to voluntarily publish its Gender Pay Gap report as part of the annual Pay Policy Statement, to be published by 31st March 2024.
18. The Council's Job Evaluation Scheme using the Greater London Provincial Council's Job Evaluation (GLPC) Scheme is used to determine the Grades of posts and ensures that men and women receive equal pay for work of equal value.
19. The Pay Policy Statement reports a change in the Gender Pay Gap from 2022 to 2023. The following table highlights the actual monetary change in pay between the two years:

	31.3.2022 Mean Hourly Rate	31.3.2022 Median Hourly Rate	31.3.2023 Mean Hourly Rate	31.3.2023 Median Hourly Rate
Male	15.37 Grade 6	13.71 Grade 6	16.11 Grade 6	14.78 Grade 6
Female	16.22 Grade 6	13.44 Grade 6	16.08 Grade 6	14.44 Grade 6
Pay Gap	-5.59% (£+0.85)	1.97% (-£0.27)	0.19% (-£0.03)	2.30% (-£0.34)

20. A positive percentage figure reveals that typically, or overall, employees who are female have lower pay than male employees. According to the national government's Gender Pay Gap information at www.gov.uk, this is likely to be the situation for most employers.
21. For 2023, the mean hourly pay rates for male and female employees remained within Grade 6 of the Council's Pay & Grading Structure.
22. This year the Mean Gender Pay Gap % is a positive figure which means that the mean average for female employees is lower than that for male employees, with a gap of £0.03. This is a change from 2022. Contributing factors to this are a reduction in payments to females compared to males, higher value of allowances paid to men, a reduction of the number of women receiving allowances compared to 2022, a reduction of full-time female employees, and a reduction of female social workers (who would also have been in receipt of market supplement allowances).
23. The graph below demonstrates Cardiff Council's Gender Pay Gap trend between 2017 – 2023. The graph demonstrates that whilst there has

been an expected fluctuation in the % gap between years, the gap has remained relatively constant with the overall trend demonstrating that the gap is narrowing for both mean and median methods of calculation around 0%. A gender pay gap of 0% would demonstrate that pay for males and females is the same; this graph shows the overall positive progress Cardiff Council is making towards that goal.



24. When compared to those Core Cities and local authorities in Wales that have published their Gender Pay Gap, the Council's position compares favourably, however so far, very few have published their data for 31st March 2023.

Non-Guaranteed Working Hours

25. In December 2016 the Welsh Government issued principles and guidance on the appropriate use of non-guaranteed hours arrangements in the devolved public services in Wales. These principles and guidance were developed by the Public Services Staff Commission in social partnership with the Welsh Government's Partnership Council and its sector groups. The Council is committed to the principles determined by Welsh Government which apply to those employees who are employed on a relief, 'casual' or sessional basis. These employees are used in services within the Council where there is either a need to bring in an additional workforce to cover peaks in workload, or where the workload is on a one-off basis, such as Events.

Reason for Recommendations

26. To respond to the legal requirement under the Localism Act 2011 by agreeing the Pay Policy Statement, the publication of which will also provide openness and accountability in how the Council rewards its employees.

Financial Implications

27. The rates of pay and conditions set out in the Pay Policy Statement (Appendix 1) are reflected in the Council's budget for 2024/25.

Legal Implications

28. Under Section 38 of the Localism Act 2011 the Council must prepare a Pay Policy Statement for each financial year before the commencement of that year. The Pay Policy Statement for 2024/25 must therefore be approved by full Council by 31st March 2024.
29. The Act requires the Pay Policy Statement to cover certain specific matters and the Welsh Government has issued statutory Guidance in relation to Pay Policies, to which the Council must have regard: [Pay accountability within local government \[HTML\] | GOV.WALES](#).
30. Legal Services is instructed that the proposed Pay Policy Statement for 2024/2025 meets the requirements of the Act and the Welsh Government Guidance.
31. The Pay Policy Statement must be published in such manner as the Council thinks fit, which must include publication on the Council's website.
32. The Council's pay structures are considered to be compliant with Equalities legislation.

HR Implications

33. The Pay Policy recommendation does not impact on employees across the Council as it merely outlines in one policy, existing and agreed arrangements for pay and remuneration of employees.
34. The trade unions have been consulted on the Pay Policy Statement.

Property Implications

35. There are no further specific property implications in respect of the Council Report Pay Policy 2024/25. Where there are any relevant property management matters, property transactions or valuations required to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

RECOMMENDATIONS

Cabinet is recommended to recommend that Council:

1. confirm that the decision to agree the Pay Policy Statement constitutes agreement to implement the cost of living pay increases determined by the relevant negotiating body effective from 1st April 2024, as

accounted for in the Budget set and agreed by Council on 7th March 2024.

2. determine that any additional financial implications arising from the national pay agreements determined after this date that cannot be met within the Council's Revenue Budget will be referred to Council for consideration and decision.
3. approve the attached Pay Policy Statement (2024/25) Appendix 1.

SENIOR RESPONSIBLE OFFICER	Chris Lee Corporate Director Resources
	15 March 2024

The following appendix is attached:

Appendix 1: Pay Policy Statement 2023/24, together with Annex 1

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CARDIFF COUNCIL**PAY POLICY STATEMENT 2024/25****INTRODUCTION**

1. Since 2012 the Council has complied with the statutory requirement under the Localism Act 2011 to prepare a Pay Policy Statement on an annual basis. This Pay Policy Statement covers the period 1st April 2024 to 31st March 2025. It was approved by Council on **DATE OF Agreement** (and subsequent publication) of the 2023/24 Pay Policy Statement ensures continued compliance with legislation.
2. This Pay Policy Statement provides the framework for decision making on pay, and in particular, decision making on senior officer pay within the Council. It complements other information published on the Council's website which is linked at appropriate points in this Pay Policy Statement.
3. Cardiff Council recognises the importance of managing pay fairly and consistently in a way that motivates employees to make a positive contribution to the Council's business of delivering public services and administering local government in the Capital City of Wales.
4. The Council has also been accredited as a Living Wage Employer by the Living Wage Foundation and is committed to ensuring that our lowest paid employees are paid, as a minimum, in accordance with the 'Real' or Voluntary Living Wage, which is calculated annually by the Resolution Foundation and overseen by the Living Wage Commission.
5. The decisions that are taken by the Council regarding pay are crucial to maintaining equality across the organisation. The production of an annual Pay Policy Statement supports this approach and assists in providing both transparency and accountability.

SCOPE

6. In accordance with the requirements of the Localism Act 2011 this Pay Policy Statement covers all aspects of Chief Officer remuneration (including on ceasing to hold office), and that relating to the 'lowest paid' employees in the authority. The relationship between the remuneration for Chief Officer posts and other employee groups employed by the Council is explained.
7. In the interests of transparency and accountability the Council has chosen to take a broader approach than that required by legislation and therefore this Pay Policy Statement covers all employee groups, except for teachers, (as the remuneration for this latter group is set by the Welsh Government and therefore not in local authority control).
8. This Pay Policy Statement does not apply to Members of the Council as they are not employees and are governed by separate legislation and the requirements of the Independent Remuneration Panel for Wales.

KEY PRINCIPLES

9. This Pay Policy Statement aims to ensure that all employees are rewarded fairly and without discrimination for the work that they do. It reflects fairness and equality of opportunity, the need to encourage and enable employees to perform to the best of their ability and the commitment to operate a transparent pay and grading structure.
10. The Council recognises that pay is not the only means of rewarding and supporting employees and offers a wider range of benefits, such as flexible working arrangements, access to learning and development, a Health and Wellbeing Charter and an Employee Assistance Programme.
11. To ensure these principles are embedded the Council will ensure that there are clear and transparent processes for setting and reviewing salaries for all employees, and that there is sufficient flexibility to take into account the pay market and recruitment and retention factors.
12. Any policy statement on pay has to be affordable and support the provision of high-quality public services.

LEGISLATION

13. In determining the pay and remuneration of all its employees, the Council will comply with all relevant legislation. This includes the Equality Act 2010, Part Time Employment (Prevention of Less Favourable Treatment) Regulations 2000, Agency Workers Regulations 2010 and where relevant the Transfer of Undertakings (Protection of Employment) Regulations 2006.
14. With regard to the Equal Pay requirements of the Equality Act, the Council will ensure there is no pay discrimination within its pay structures and that all pay differentials can be objectively justified through the use of equality proofed Job Evaluation mechanisms which directly relate salaries to the requirements, demands and responsibilities of the role.

DEFINITIONS

15. The Localism Act 2011 sets out the requirements for Pay Policy Statements and as part of this there are certain terms that are used to define different employee groups and in particular senior officers. This section explains these definitions and how they apply in this authority.

Chief Officer

16. The Localism Act 2011 defines 'Chief Officer' as Head of Paid Service, Monitoring Officer, Statutory Chief Officers and Non-Statutory Chief Officers.
17. Cardiff Council's Chief Officers are as follows:
 - Head of Paid Service - Chief Executive
 - Monitoring Officer – Director of Governance & Legal Services
 - Statutory Chief Officers:-
 - Director for Education and Lifelong Learning,
 - Corporate Director for People and Communities who undertakes the role of Director of Social Services
 - Corporate Director Resources who undertakes the role of Section 151 Officer
 - Non-statutory Chief Officers – this refers to non-statutory posts that report directly to the Head of Paid Service
 - Director for Economic Development
 - Director for Planning, Transport and Environment

Deputy Chief Officers

18. The Localism Act 2011 defines 'Deputy Chief Officers' as those officers that report directly to statutory or non-statutory Chief Officers. In Cardiff Council this includes:
 - Director Adult, Housing and Communities
 - Director Children's Services
 - Assistant Director for County Estates
 - Assistant Director for Education and Lifelong Learning
 - Assistant Director for Street Scene
 - Assistant Director for Development and Regeneration
 - Programme Director for School Organisation Planning
 - Head of Service for Finance
 - Head of Performance and Partnerships
 - Head of Democratic Services – statutory role which reports to the Monitoring Officer
 - Chief HR Officer
 - Chief Digital Officer
19. The Council's senior management arrangements include Operational Manager posts. In addition to the posts identified above, there are also some Operational Managers that report directly to statutory or non-statutory Chief Officers (Corporate Director Resources, Directors of Economic Development; Governance and Legal Services; Planning, Transport and Environment) and so for the purposes of this policy these posts are included within the definition of Deputy Chief Officer. Operational Managers are employed on the same terms and conditions as the Council's Chief Officers as indicated in paragraph 30.
20. The Council's senior management arrangements also include the posts of Assistant Director for Adult Services, and Assistant Director of Housing and Communities, that report to a Deputy Chief Officer.

Lowest Paid Employees

21. The Localism Act 2011 requires the Council to define its 'lowest paid employee' within the Pay Policy Statement. Within the Council the lowest paid employees are those appointed on Spinal Column Point (SCP) 1 of the National Joint Council (NJC) for Local Government Services' nationally agreed pay scale. However, to support the Council's lowest paid employees, with effect from 1st September 2012 the Council adopted the Voluntary Living Wage. In practice this means that the pay for the lowest paid employees is kept under review to ensure that either the Voluntary Living Wage hourly rate is paid, or the relevant Spinal Column Point, whichever is the greatest.
22. The Voluntary Living Wage, as announced in September 2023, has risen to £12.00. Based on current rates of pay and changes to the NJC for Local Government Services pay scale effective from 1st April 2023, a Voluntary living Wage Supplement will therefore need to be paid to those employees on SCP 2, and 3 and 4, in 2024/25 until such a time as any pay award is agreed. In accordance with the Council's commitment to the payment of the Voluntary Living Wage this will be further reviewed once the 2025 National Pay Agreement is finalised, and any adjustment implemented.

Pay

23. The Localism Act 2011 defines 'pay' remuneration as 'salary, bonuses, charges, fees or allowances payable, any benefits in kind, increase or enhancement of pension entitlement. This definition is applied in this Pay Policy Statement.

ROLE OF THE CHIEF EXECUTIVE

24. The Chief Executive fulfils the statutory role of Head of Paid Service as defined by the Localism Act 2011. The Local Government and Elections (Wales) Act 2021, Section 54 makes provision to codify the role of the Chief Executive in a principal council (county and county borough councils), including, but not exclusively, the functions currently undertaken by the head of paid service as designated under section 4 of the Local Government and Housing Act 1989. As a result, from 5 May 2022, all principal councils are required to appoint a Chief Executive. This replaced the previous requirement to designate an existing officer as head of paid service under section 4 of the Local Government and Housing Act 1989. This requirement did not affect arrangements in Cardiff as the Council already had an appointed Chief Executive.
25. As the most senior officer the Chief Executive is responsible for a wide range of services with a total budget of £804 million (2023/24) and for the employment of 14,151 employees (at 31st December 2023). The services are provided to a total population of 372,100 (rounded to the nearest 100) according to the Office for National Statistics' latest (mid-2022) population estimates. The Council was recorded as having a Council housing

stock of 13948 (January 2024) and in October 2023 there were 56,064 pupils enrolled in our schools.

26. The role of Chief Executive is a full time and permanent appointment. Post holders are selected on merit, against objective criteria, following public advertisement. They are appointed by the Appointments Committee of the Council, comprising elected members.
27. The Chief Executive works closely with elected members to deliver the administration's policy statement – 'Stronger, Fairer, Greener' – a programme setting out the themes that have defined the work of the Council over the past decade, and that are the heart of the Council's work over the next five years.
28. The Chief Executive routinely works outside of the standard Monday to Friday business week. The Chief Executive also heads the Gold Command 'on call' arrangements particularly to cover emergency planning requirements.

PAY DETAILS

Chief Executive

29. The Chief Executive is employed on Joint National Committee for Chief Executives of Local Authorities (JNC for Chief Executives) terms and conditions. The JNC for Chief Executives negotiates on national (UK) annual cost of living pay increases, and any award of the same is determined on this basis. These pay awards are effective from 1st April each year, however they are not normally confirmed in advance of this date.

Chief Officers and Operational Managers

30. Posts at Operational Manager and above are employed on Joint National Committee (JNC) Chief Officer terms and conditions and pay levels for these posts have been evaluated using the Korn Ferry Hay (formerly Hay) Job Evaluation Scheme since 1999.
31. The JNC for Chief Officers negotiates on national (UK) annual cost of living pay increases for this group, and any award of same is determined on this basis. These pay awards are effective from 1st April each year, however they are not normally confirmed in advance of this date.

Chief Officer Pay Decisions

32. Although the annual cost of living pay awards, referred to in paragraph 31 above, are part of the nationally agreed terms and conditions, the Council's Constitution Employment Procedure Rules states that any decision to determine or vary the remuneration of Chief Officers (or those to be appointed as Chief Officers) must be made by full Council.

33. Therefore, in accordance with these rules, the Council's decision to agree this Pay Policy Statement constitutes agreement to implement the cost of living pay increases determined by the relevant negotiating body effective from 1st April 2024, as accounted for in the Budget set and agreed by Council on 7th March 2024.
34. Any additional financial implications arising from the national pay agreements determined after this date that cannot be met within the Council's Revenue Budget will be referred to Council for consideration and decision.

Chief Officer and Operational Manager Pay

35. The following table shows the current pay rates for Chief Officers and Operational Managers, as at 1st April 2023:

Post	Salary
Chief Officers – Spot Salary	
Chief Executive	£196,744
Corporate Director for Resources Corporate Director for People and Communities	£150,920
Directors	£139,463
Chief Digital Officer	£112,352
Chief Officers, Assistant Directors	£95,474
Operational Managers – 5 Point Range	
Operational Manager – Level 1	£63,391 - £76,815
Operational Manager – Level 2	£52,241 - £62,691

36. The salary level for Chief Officer and Operational Managers is determined by an independent external evaluation process based on an assessment of relative job sizes and benchmarking against market comparisons for posts of similar size and complexity, using the Korn Ferry (previously Hay) Job Evaluation Scheme.
37. For Chief Officer positions, any report from the external evaluators on grading of new posts or changes to salary levels is presented to the Council's Employment Conditions Committee (ECC) which has the following functions delegated to it under the Council's Constitution:
- (i) *To consider and determine policy and issues arising from the organisation, terms and conditions of Chief Officers and Deputy Chief Officers (as defined in the Local Authorities (Standing Orders) (Wales) Regulations 2006), together with any other category of employee specified in Regulation from time to time where this is necessary, subject to the approval of Council in respect of any determination or variation of the remuneration of Chief Officers.*
 - (ii) *To decide requests for re-grading of Chief Officers and Deputy Chief Officers (as defined in the Local Authorities (Standing Orders) (Wales) Regulations 2006), except*

for Operational Managers deemed to be classed as Deputy Chief Officers, whose applications may be determined under Chief Executive officer delegation within the remuneration framework for Operational Managers, together with any other category of employee specified in Regulation from time to time, whether by way of appeal by an employee against a decision to refuse a re-grading application or to decide applications for re-grading which are supported, subject to the approval of Council in respect of any determination or variation of the remuneration of a Chief Officer.

38. Where an Operational Manager, who falls within the statutory definition of a Deputy Chief Officer, submits a request for regrading, this is dealt with by the Chief Executive under delegated authority, within the remuneration framework for Operational Managers (delegation reference CE8). It has been agreed that any such decisions shall be reported in this Pay Policy Statement for transparency. During 2023/24, the Chief Executive's delegation has been exercised in relation to two Operational Manager (OM) posts which were both originally OM2 and have been regraded and now deemed as OM1 graded posts.
39. In addition to the above, the Independent Remuneration Panel in Wales (IRP) has specific functions concerning the salary of the Chief Executive (Head of Paid Service). Before making a change to the salary of the Chief Executive, which is not commensurate with a change to the salaries of the Council's other employees, the local authority must consult the IRP about the proposed change and have regard to any recommendation received from the IRP when deciding whether or not to proceed with making the change.
40. In the year ending 31st March 2024 the local authority has not had the need to make a referral to the IRP.
41. Since 2009/10, the Council has published pay details for Chief Officer posts on its website. Previous to this, the number of officers at each salary band over £60,000 were set out. The information can be found in the 'Statement of Accounts' which is accessed via the tab 'Your Council' and then the link to 'Council Finance' <https://www.cardiff.gov.uk/ENG/Your-Council/Council-finance/Managing-the-Councils-Finances/Pages/default.aspx>. The Chief Executive pay has been published on the website since 2010.

'National Joint Council (NJC) (Green Book)' and 'Joint National Council (JNC) Craft' Employees

42. The pay grades for all former NJC Green Book and JNC Craft positions within the Council are evaluated using a job evaluation (JE) process using the Greater London Provincial Council (GLPC) scheme. The JE process uses a consistent set of criteria which ensures that the Council's grading structure is fair, transparent, and equitable, and that men and women receive equal pay for work of equal value. The Council has Collective Agreements in place with UNISON, GMB and Unite (NJC Green Book), and GMB, and Unite (JNC Craft) which set out the pay ranges for each grade, and also relevant terms and conditions.
43. The Council's pay and grading structure links the scores from the job evaluation process directly to the NJC pay structure. The national pay structure with effect from 1st April

2023 ranged from spinal column point (SCP) 2 to 40 which equates to £22,366 to £48,474.

44. Cardiff Council has in place a locally agreed pay scale which has 10 grades that span across SCPs 2- 40 of the national pay structure. SCPs 10, 13, 16, 18 and 21 of the national pay structure are not used in Cardiff Council. Overall, the Council's pay scale equates to £22,366 to £48,474, on 1st April 2023. Each grade has a number of incremental points.
45. More information about the GLPC Scheme and the grades of the Council can be found in the Council's Single Status Collective Agreement. The agreed grades and associated salaries at 1st April 2023 can be seen at Annex 1.

Employees other than Chief Officer and previous 'Green Book' and 'Craft' employees

46. The Council also has employees whose pay, terms and conditions are determined by other national agreement, i.e. JNC Youth and Community, Soulbury, and School Teacher terms and conditions. Pay for these employees is based on the relevant nationally agreed rates of pay. Pay rates are included in Annex 1 for information.

Pay Differentials

47. The current pay levels within the Council define the multiple between the lowest paid (full time equivalent) employee (£22,366) and the Chief Executive (£196,744) as 1:9 and between the lowest paid employee (£22,366) and median Chief Officer (£95,474) as 1:4. Cardiff Council pays an allowance to those who earn below the Real Living Wage to ensure all employees earn at least the Real Living Wage. When we include the allowance in these calculations, the multiple between the lowest paid (full time equivalent) employee (£23,152) and the Chief Executive (£196,744) as 1:8, and between the lowest paid employee (£23,152) and the median Chief Officer (£95,474) as 1:4.
48. The multiple between the median full time equivalent earnings (£29,777) and the Chief Executive (£196,744) is [1:7] and; between the median full time equivalent earnings (£29,777) and median Chief Officer (£95,474) is [1:3].
49. The Council does not use performance related pay or bonuses for Chief Officers.

Incremental Progression – all employees

50. Incremental progression for 'Green Book', 'Craft' employees and Operational Managers is not automatic but is dependent upon a successful performance review. Following a successful performance review, increments are normally effective from the 1st April each year. For 'Green Book' and 'Craft' employees, this requirement is detailed in the relevant Single Status Collective Agreement, and for Operational Managers this is contained within their terms and conditions.

Salary on Appointment – all employees

51. Vacancies are advertised on the agreed grade for the post stating the minimum and maximum salary, or spot point, as appropriate to the post. All Chief Officers are appointed to the spot point. Where salary scales are in place appointments are made at the bottom point of the range, but there is discretion to appoint at a higher point within the range. This would usually be to match a candidate's current level of pay, or other particular circumstances.

Market Supplements – all employees

52. It is recognised that there will be exceptional circumstances where the market rate for certain key jobs is higher than that provided for by relevant Council pay and grading structure. In these circumstances, the grading of the post will be reviewed in accordance with the Council's Market Supplement Scheme agreed as part of the Council's Single Status Agreement. The scheme is applicable to all those covered by the Green book, Craft employees, JNC for Chief Officers, JNC for Youth & Community Workers and those on Soulbury terms and conditions. Proposals to pay a Market Supplement must be supported by a fully evidence-based business case and follow the agreed decision making processes of the Council.

ADDITIONAL PAYMENTS

53. Employees employed under the previous 'Green Book' and 'Craft' terms and conditions are paid on the same terms and conditions and pay scales through Single Status. However, a tool allowance has been retained for relevant craft posts.

NJC 'Green Book' and JNC 'Craft' Employees

54. Additional payments are made as detailed in their respective Collective Agreements. The types of additional payments made include overtime and Saturday and Sunday working at time and a half; recalls to work attract a minimum payment of 2 hours payment; public holiday payments; car allowances; motorcycle and bicycle allowances; stand by and call out payments; night /evening /unsocial hours payments; shift work allowance; sleeping in duty payment; first aid allowance; relocation payment and payment for professional subscriptions. To manage ongoing budgetary pressures, in the financial year 2024/25 payments for interview expenses, relocation expenses and professional subscriptions (which are not legal requirements of a post) will not be made. This has consistently been applied since the 2014/15 financial year.

Chief Officers and Operational Managers

55. Additional payments made include car, motorcycle and bicycle allowances which have been harmonised for all Council employees using the single rate based on the HMRC arrangements paid for business mileage, i.e. currently 45p per mile for cars.

56. Interview Expenses and Relocation Assistance – Consistent with a decision applied since the 2014/15 financial year, these payments will not be made for the 2024/25 financial year.
57. Professional Subscriptions – In the financial year 2024/25 these will continue to only be paid by the Council where it is a legal requirement of the post.
58. Returning Officer Fees - The appointment of Electoral Registration Officer is required by S8 Representation of the People Act 1983; and the appointment of Returning Officer is required by S35 Representation of the People Act 1983. At the Council meeting on the 28th February 2019, the Chief Executive was appointed to the roles of Electoral Registration Officer and Returning Officer, with effect from the 3rd April 2019. The roles of Electoral Registration Officer and Returning Officer are part of the job description of the Chief Executive.
59. The Returning Officer fees for parliamentary, Welsh Government, Police and Crime Commissioner Elections and all referenda are set out in statutory fees and charges orders for each election. For these externally sponsored elections, the fee is funded through grant awarded by the Welsh Government in respect of its election, and by Central Government in respect of the other elections. For local elections, the Council must pay the expenditure properly incurred by the Returning Officer in relation to holding the election, for example, for printing of ballot papers and all election stationery and provision of polling stations. The Chief Executive has waived all personal fees associated with the role of Returning Officer.

Election Staff to Assist the Returning Officer

60. The Returning Officer has power to appoint all staff necessary to assist in the discharge of the Returning Officer's duties in respect of holding the elections, including Poll Clerks, Presiding Officers, and Count Staff. For all externally sponsored elections, staff fees must be set in line with the appropriate statutory fees and charges order and are recoverable on that basis. For local elections, staff fees are based on the scale and type of election and are reviewed to take account of inflation and any other pressures, as appropriate. The fees are set and approved by the Returning Officer prior to the election.

HONORARIA AND ACTING UP SCHEMES

61. The Council has schemes for payment where an employee acts up into a post at a higher level of pay (Acting Up Scheme) or where they undertake additional duties at a higher level of responsibility (Honoraria Scheme). These schemes are applicable for all Council employees, excluding teachers, however for the financial year 2024/25 the current Honoraria Scheme will continue to be withdrawn in order to manage an ongoing budgetary pressure.

ANNUAL LEAVE

62. Annual leave entitlements are determined by the terms and conditions of the different employee groups. Entitlements to annual leave are pro rata for part time employees.

Green Book and Craft employees, Chief Executive, Chief Officers and Operational Managers

63. The annual leave entitlement is 28 days, rising to 33 days after 5 years’ service, and in addition, there are usually 8 public holidays. This leave entitlement is set out in the Council’s Single Status Collective Agreement. Under local agreement this leave entitlement also applies to employees whose pay is negotiated under Craftworkers, Chief Officer pay terms (OMs and above) and the Chief Executive.

Other Employees

64. The annual leave entitlement for JNC Youth & Community is 30 days, rising to 35 days after 5 years’ service. The Soulbury entitlement is 25 days rising to 30 days after 5 years’ service. In addition, there are usually 8 public holidays and 4 extra statutory days for both groups.

Purchase of Annual Leave

65. The Council has in place an Annual Leave Purchase scheme where employees can purchase up to 10 day’s annual leave, which is then payable by monthly deductions during the leave year. In December 2023 121 employees accessed the scheme in the 2023/24 annual leave year, which was an increase of 21 compared to the previous year.

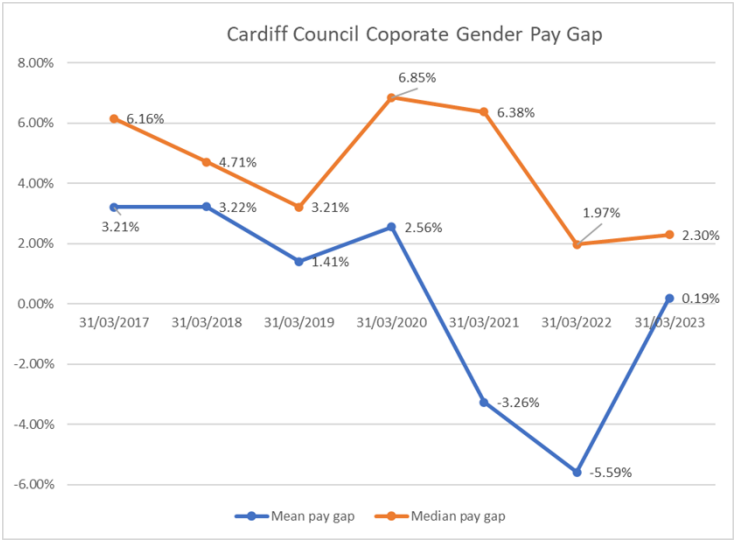
GENDER PAY GAP REPORT

66. The Council has published a Gender Pay Gap report as part of its Annual Equalities Monitoring Report. The report uses data for employees who were paid for the period that covers 31st March each year. There will be changes from year to year and these will very much depend on the extent to which changes arise in the number of male and female employees at different grades, the use of salary sacrifice schemes and changes to additional allowances paid to employees. The following Gender Pay Gap information sets out the actual differences in the average pay between employees who are male and those who are female (excluding schools) as at 31st March 2023, compared with 31st March 2022, and shows the percentage and actual pay gap between men and women:

Data excluding schools

	31.3.2022 Mean Hourly Rate	31.3.2022 Median Hourly Rate	31.3.2023 Mean Hourly Rate	31.3.2023 Median Hourly Rate
Male	15.37 Grade 6	13.71 Grade 6	16.11 Grade 6	14.78 Grade 6
Female	16.22 Grade 6	13.44 Grade 6	16.08 Grade 6	14.44 Grade 6
Pay Gap	-5.59% (£+0.85)	1.97% (-£0.27)	0.19% (-£0.03)	2.30% (-£0.34)

- 67. The **mean** average involves adding up all the hourly rates and dividing the result by how many numbers were in the list. The **median** average involves listing all the hourly rates in numerical order. If there is an odd number of results, the median average is the middle number. If there is an even number of results, the median will be the mean of the two central numbers.
- 68. A positive percentage figure reveals that typically, or overall, employees who are female have lower pay than male employees. According to the national government’s Gender Pay Gap information at www.gov.uk, this is likely to be the situation for most employers. A negative percentage figure indicates that typically, or overall, employees who are female have higher pay than male employees.
- 69. Using the **mean** method of calculating the average the pay gap shows that the hourly rate for women is lower than that for men, with a pay gap of 0.19%, this is a change from 2022 when the mean method of calculating the average pay gap demonstrated a pay gap of -5.59%, in favour of women. The **median** average of 1.97% in 2022 has grown to 2.30% in 2023. Both methods of calculation indicate that employees who are female have lower pay than male employees.
- 70. The **mean** hourly pay rate for women for 2023 slightly changed with the hourly rate falling from within Grade 7 to Grade 6, with males remaining in Grade 6. The **median** hourly pay rates for both males and females are within Grade 6 which is consistent with 2022.
- 71. The graph below demonstrates Cardiff Council’s Gender Pay Gap trend between 2017 – 2023. The graph demonstrates that whilst there has been an expected fluctuation in the % gap between years, the gap has remained relatively constant with the overall trend demonstrating that the gap is narrowing for both mean and median methods of calculation around 0%. A gender pay gap of 0% would demonstrate that pay for males and females is the same; this graph shows the overall positive progress Cardiff Council is making towards that goal.



72. As demonstrated in the table below point 72, when schools are included, the Gender Pay Gap information at 31st March 2023, compared with 31st March 2022 shows that the mean and median hourly rates fall within the same grades as in the previous year. The mean pay gap shows that women overall have a lower mean hourly rate than men, by £0.13 per hour.
73. When schools are included, the 2022 the median pay gap was £0.83 per hour, a gap of 5.78% in favour of male employees, in 2023 this pay gap reduced significantly , bringing the actual hourly pay difference to -£0.53, to the benefit of male employees. It must be remembered that the pay information for school-based employees includes those who are paid on teachers’ terms and conditions so different pay award levels each year, and higher salary levels, will result in a fluctuation in the pay gap information.

Data including schools:

	31.3.2022 Mean Hourly Rate	31.3.2022 Median Hourly Rate	31.3.2023 Mean Hourly Rate	31.3.2023 Median Hourly Rate
Male	16.74 Grade 7	14.37 Grade 6	17.73 Grade 7 Increase of £0.99	15.26 Grade 6 Increase of £0.89
Female	16.88 Grade 7	13.54 Grade 6	17.60 Grade 7 Increase of £0.72	14.73 Grade 6 Increase of £1.19
Pay Gap	0.82% (£0.14)	5.78% (-£0.83)	0.73% (-£0.13)	3.47% (-£0.53)

74. The quartile table below shows the proportion of male and female full-pay relevant employees (excluding schools) in four quartile pay bands, which is calculated by dividing the workforce into four equal parts. If there are number of employees on the same hourly rate of pay crossing two of the quartiles, males and females are split as evenly as possible across the quartiles. Quartile 1 represents the lowest paid and Quartile 4 represents the highest paid.

Quartiles	31.3.2022		31.3.2023		Male Difference	Female Difference
	Male	Female	Male	Female		
Q1 Lower hourly pay	35.30%	64.70%	39.60%	60.40%	+4.30	-4.30
Q2 Lower middle hourly pay	42.46%	57.44%	41.54%	58.46%	-0.92	+1.02
Q3 Upper middle hourly pay	45.11%	54.89%	43.74%	56.26%	-1.37	+1.37
Q4 Upper hourly pay	42.83%	57.17%	42.83%	57.17%	0.00	0.00

75. At the 31st March 2023, compared to 2022, in Quartile 1 the percentage of females compared to male employees decreased. In Quartiles 2 and 3 the percentage of female employees compared to male employees increased. There is no change in the Q4 data.

76. Whilst there is no requirement in Wales to publish Gender Pay Gap information, Cardiff Council has chosen to publish its information on GOV.UK. In terms of the 2023/24 published data, Cardiff Council's position compares well to other Local Authorities, include those core cities that have published their data.

PENSION SCHEME

77. All Council employees (except for teachers) are entitled to join the local government pension scheme (LGPS) which is offered by the Local Government Employers. If employees are eligible, they will automatically become a member of the scheme (to join they must have a contract for at least 3 months duration and be under the age of 75). Employees can decide to opt out of the scheme. The benefits and contributions payable under the Fund are set out in the LGPS regulations.

78. The current level of contribution to the scheme by employees is:

Contribution table 2023/24			
Band	Actual pensionable pay for an employment	Contribution rate for that employment	
		Main	50/50 section
1	Up to £16,500	5.50%	2.75%
2	£16,501 to £25,900	5.80%	2.90%
3	£25,901 to £42,100	6.50%	3.25%
4	£42,101 to £53,300	6.80%	3.40%
5	£53,301 to £74,700	8.50%	4.25%
6	£74,701 to £105,900	9.90%	4.95%
7	£105,901 to £124,800	10.50%	5.25%
8	£124,801 to £187,200	11.40%	5.70%
9	£187,201 or more	12.50%	6.25%

79. Teachers are entitled to join the Teachers' Pensions scheme. As the Teachers Pensions scheme is operated externally further information can be found on www.teacherspensions.co.uk.
80. The Council's current published statement relating to pensions was agreed by the Cabinet on 12th June 2014 for implementation on 30th June 2014. The way redundancy payments are calculated was agreed by Cabinet on 26th January 2015 as part of the former Voluntary Redundancy Policy (now the Local Government Pension Scheme Discretions Policy) and is detailed below.

EXIT (REDUNDANCY/SEVERANCE) PAYMENTS

Voluntary Severance Scheme

81. The Council's 'Local Government Pension Scheme Discretions Policy' provides details of the position on making discretionary payments on early termination of employment under Regulation 7 of the Local Government (Early Termination of Employment) (Discretionary Compensation) (England and Wales) Regulations 2006. The policy also provides details of the Council's policy on increasing an employee's total pension scheme membership and on awarding additional pension under Regulation 66 of the Local Government Pension Scheme (Administration) Regulations 2008.
82. The arrangements set out in the document referred to in paragraph 80 apply to Chief Officers and all other employees of the Council irrespective of grade or status. The most relevant sections are detailed below:
- (i) **The power to pay lump sum compensation of up to 104 weeks** - the Council's policy for utilising this discretion is that the statutory redundancy table is multiplied by a factor of 1.5 subject to a maximum of 45 weeks from 3rd April 2015.
 - (ii) **The power to increase a Statutory Redundancy Payment** – the Council's policy for utilising this discretion is that redundancy payments to be based on actual week's pay up to a maximum of £643 per week (at 6th April 2023) or actual pay whichever is the lesser. The maximum figure to be adjusted by the statutory amount for a week's pay, as announced annually by the Department of Business Innovation and Skills. The maximum redundancy payable is therefore £28,935.
83. The policy effective since 5 April 2015 was amended to take account of the decision of an Employment Appeal Tribunal (EAT) in the case of *University of Sunderland v Drossou* (13 June 2017). The EAT ruled that employer's pension contributions should be included in the calculation of a week's pay for calculations made under the Employment Rights Act 1996 (ERA). Sections 220-229 of the ERA set out the rules regarding the 'week's pay provisions' and the way a week's pay is used, which includes the calculation of redundancy pay.
84. The EAT held that a week's pay should include remuneration 'payable by the employer under the contract of employment' and that this value should not be limited by what the employee directly receives. The rationale offered by the EAT was that employer's pension contributions formed part of the overall package of 'remuneration' offered to an employee in return for their services. The result of this is that, where appropriate, the

employer's pension contributions are included in the calculation of weekly pay, subject to the £643 maximum.

RE-EMPLOYMENT OF STAFF

85. Since 1st April 2015, the Council has had a policy regarding re-employment of employees (at any level) who take voluntary redundancy from the Council which was agreed at Cabinet on 26th January 2015.
86. The Council's agreed policy is that employees requesting voluntary redundancy have to agree to the condition that given the Council's obligation to safeguard public funds, they will be precluded from returning to employment (which includes permanent, temporary, casual and agency) within the Council (including schools) for a period of 12 months from the date of their termination. Casual engagement includes contracts for services.
87. The Council does not believe that it employs any individual in a manner that seeks to avoid tax.
88. Within the Council, under the pension fund discretionary policies there is generally no abatement of pension following re-employment except under the following circumstances:
 - (i) Where a person has been awarded compensatory added years (CAY's) under the LGPS Compensation Regulations the pension may be abated. This is a requirement of the compensation regulations, but these will be historical cases as CAY's can no longer be granted.
 - (ii) Where a person has retired under tier 1 ill health provisions and is subsequently re-employed. This is because the certification for tier 1 supposes that the person is permanently unfit for all work. Other tiers of ill health or other retirements would not lead to abatement on re-employment.
89. Abatement, where it applies, would be based on non-betterment that is the pension together with the pay in the new employment should not exceed the pay at the point of retirement (adjusted for pension increases). Under (i) the abatement would only apply to the pension from CAY's.

NON-GUARANTEED WORKING HOURS

90. In December 2016 the Welsh Government issued principles and guidance on the appropriate use of non-guaranteed hours arrangements in the devolved public services in Wales. These principles and guidance were developed by the Public Services Staff Commission in social partnership with the Welsh Government's Partnership Council and its sector groups.
91. The Council is committed to the principles determined by Welsh Government which apply to those employees who are employed on a relief, casual or sessional basis.

These employees are used in services within the Council where there is either a need to bring in an additional workforce in order to cover peaks in workload or where the workload is on a one-off basis.

ACCOUNTABILITY AND DECISION MAKING

92. In accordance with the Constitution of the Council, the Cabinet are responsible for decision making in terms of pay, terms and conditions and redundancy arrangements in relation to employees of the Council. The exception to this is that the Employment Conditions Committee is responsible for posts at Chief Officer level and above.
93. In accordance with the Localism Act 2011 redundancy packages above £100,000 for Chief Officers must be agreed by full Council. The redundancy package includes any redundancy payment (from 3 April 2015, statutory redundancy pay of 30 weeks plus an additional 15 weeks), contractual notice period and full cost of early release of pension (as required under Regulation 68(2) of the Local Government Pension Scheme).

REVIEW OF THE POLICY

94. This Pay Policy Statement will be kept under review and developments considered in the light of external best practice and legislation. The Pay Policy Statement may also be reviewed as part of the Council's existing Scrutiny arrangements. The Council will ensure the Pay Policy Statement is updated on an annual basis in line with the requirement of the Localism Act 2011. The annual Pay Policy Statement will be submitted to Cabinet, and then full Council by March of each year.
95. In line with legislation, this Pay Policy Statement will be reviewed and updated on an annual basis for consideration and agreement by full Council, with the next Pay Policy Statement to be in place for the 2025/26 financial year.

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Salary Scales

SCP	Job Evaluation Scores (GLPC scheme)	FTE SALARY	MONTHLY	HOURLY (National Living Wage £10.42 from 01/04/2023)	Hourly Living Wage £10.90 from 01/04/2023 then £12.00 from 01/01/2024
GRADE 1					
2	1 - 247	22366	1863.84	11.59	
GRADE 2					
3	248 - 286	22737	1894.75	11.79	
GRADE 3					
3	287 - 327	22737	1894.75	11.79	
4		23114	1926.17	11.98	
5		23500	1958.34	12.18	
6		23893	1991.09	12.38	
GRADE 4					
6	328 - 369	23893	1991.09	12.38	
7		24294	2024.50	12.59	
8		24702	2058.50	12.80	
9		25119	2093.25	13.02	
11		25979	2164.92	13.47	
GRADE 5					
11	370 - 409	25979	2164.92	13.47	
12		26421	2201.75	13.69	
14		27334	2277.84	14.17	
15		27803	2316.92	14.41	
17		28770	2397.50	14.91	
19		29777	2481.42	15.43	
GRADE 6					
19	410 - 454	29777	2481.42	15.43	
20		30296	2524.67	15.70	
22		31364	2613.67	16.26	
23		32076	2673.00	16.63	
24		33024	2752.00	17.12	
25		33945	2828.75	17.59	
GRADE 7					
25	455 - 499	33945	2828.75	17.59	
26		34834	2902.84	18.06	
27		35745	2978.75	18.53	
28		36648	3054.00	19.00	
29		37336	3111.34	19.35	
30		38223	3185.25	19.81	
GRADE 8					
30	500 - 544	38223	3185.25	19.81	
31		39186	3265.50	20.31	
32		40221	3351.75	20.85	
33		41418	3451.50	21.47	
34		42403	3533.59	21.98	
GRADE 9					
34	545 - 589	42403	3533.59	21.98	
35		43421	3618.42	22.51	
36		44428	3702.34	23.03	
37		45441	3786.75	23.55	
GRADE 10					
37	590 +	45441	3786.75	23.55	
38		46464	3872.00	24.08	
39		47420	3951.67	24.58	
40		48474	4039.50	25.13	
Other		0	0.00	0.00	

* SCP 10, 13, 16, 18 & 21 are not in use

SCP	FTE SALARY	MONTHLY	HOURLY
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JNC CHIEF OFFICERS (as at 1st April 2023)

OM2			
1	52241	4353.42	27.08
2	54884	4573.67	28.45
3	57185	4765.42	29.64
4	59936	4994.67	31.07
5	62691	5224.25	32.49

OM1			
1	63391	5282.59	32.86
2	66801	5566.75	34.62
3	70213	5851.09	36.39
4	73438	6119.84	38.06
5	76815	6401.25	39.82

Chief Officer/Assistant Director			
1	95474	7956.17	49.49

Chief Digital Officer			
1	112352	9362.67	58.24

Director			
1	139463	11621.92	72.29

Corporate Director			
1	150920	12576.67	78.23

JNC CHIEF EXECUTIVE (as at 1st April 2023)

Chief Executive			
1	196744	16395.34	101.98

Teacher (Main Pay Range)

			Daily Rate (195ths) for 01/09/2023 - 31/08/2024
2	30742	2561.83	157.65
3	33212	2767.67	170.32
4	35771	2980.92	183.44
5	38587	3215.58	197.88
6	42466	3538.83	217.77

Teacher (Upper Pay Range)

			Daily Rate (195ths) for 01/09/2023 - 31/08/2024
1	44024	3668.67	225.76
2	45656	3804.67	234.13
3	47340	3945.00	242.77

Unqualified Teacher

			Daily Rate (195ths) for 01/09/2023 - 31/08/2024
1	20674	1722.83	106.02
2	23078	1923.17	118.35
3	25482	2123.50	130.68
4	27885	2323.75	143.00
5	30292	2524.33	155.34
6	32696	2724.67	167.67

Leadership Group Range

	Min	Max
Group 1	54316	72,263
Group 2	57064	77,769
Group 3	61547	83,699
Group 4	66148	90,079
Group 5	72985	99,347
Group 6	78547	109,585
Group 7	84536	120,811
Group 8	93236	133,350

* Scale points to be applied **only** to head teachers at the top of the school group range in the academic year 2015/16, indicating no uplift for 2016/17.

e.g

Headteacher on Grade 12-18 (moves to sp18 on Sept 2016)
Salary Range £51,127 - £58,677 (no uplift on point 18)

Headteacher on Grade 15-21 (moves to sp18 on Sept 2016)
Salary Range £55,049 - £63,779 (sp18 = £59,264)

Leading Practitioner Range

LP01 - LP05		LP02 - LP06		LP03-LP07	
1	48248	2	49457	3	50691
2	49457	3	50691	4	51952
3	50691	4	51952	5	53246
4	51952	5	53246	6	54582
5	53246	6	54582	7	56053
LP04-LP08		LP05-LP09		LP06-LP10	
4	51952	5	53246	6	54582
5	53246	6	54582	7	56053
6	54582	7	56053	8	57344
7	56053	8	57344	9	58776
8	57344	9	58776	10	60287
LP07-LP11		LP08-LP12		LP09-LP13	
7	56053	8	57344	9	58776
8	57344	9	58776	10	60287
9	58776	10	60287	11	61854
10	60287	11	61851	12	63276
11	61851	12	63276	13	64857
LP10-LP14		LP11-LP15		LP12-LP16	
10	60287	11	61851	12	63276
11	61851	12	63276	13	64857
12	63276	13	64857	14	66474
13	64857	14	66474	15	68128
14	66474	15	68128	16	69940
LP13-LP17		LP14-LP18			
13	64857	14	66474		
14	66474	15	68128		
15	68128	16	69940		
16	69940	17	71545		
17	71545	18	73347		

Leadership Pay Range

1	48012
2	49213
3	50441
4	51697
5	52985
6	54316
7	55776
8	57064
9	58488
10	59990
11	61547
12	62966
13	64540
14	66148
15	67794
16	69598
17	71195
18*	72263
18	72985
19	74796
20	76649
21*	77769
21	78547
22	80497
23	82490
24*	83699
24	84536
25	86636
26	88780
27*	90079
27	90980
28	93236
29	95545
30	97923
31*	99347
31	100343
32	106836
33	105390
34	107996
35*	109585
35	110681
36	113420
37	116240
38	119117
39*	120811
39	122020
40	125064
41	128189
42	131400
43	133350

JNC YOUTH AND COMMUNITY (as at 1st September 2023)

SCP	FTE SALARY	MONTHLY	HOURLY	Hourly Living Wage £10.90 from 01/04/2023 then £12.00 from 01/01/2024
CE2				01/04/23 - £21029
05	29606	2467.17	15.35	
07	31528	2627.34	16.34	
09	35547	2962.25	18.42	
10	41344	3445.34	21.43	

SCP	FTE SALARY	MONTHLY	HOURLY
T00 1			
11	27434	2286.17	14.22
12	28501	2375.09	14.77
13	29606	2467.17	15.35
14	30750	2562.50	15.94

T00 2			
18	33946	2828.84	17.60
19	34745	2895.42	18.01
20	35547	2962.25	18.42
21	36447	3037.25	18.89

T00 3			
20	35547	2962.25	18.42
21	36447	3037.25	18.89
22	37467	3122.25	19.42
23	38461	3205.09	19.94

T00 4			
22	37467	3122.25	19.42
23	38461	3205.09	19.94
24	39459	3288.25	20.45
25	40465	3372.09	20.97

T00 4A			
24	39459	3288.25	20.45
25	40465	3372.09	20.97
26	41470	3455.84	21.50
27	42475	3539.59	22.02

T00 5			
27	42475	3539.59	22.02
28	43493	3624.42	22.54
29	44502	3708.50	23.07
30	45513	3792.75	23.59

SCP	FTE SALARY	MONTHLY	HOURLY
T00 HRLY			
05	23496	1958.00	12.18
06	23825	1985.42	12.35
07	24121	2010.09	12.50
08	24799	2066.59	12.85
09	25664	2138.67	13.30
10	26341	2195.09	13.65
11	27434	2286.17	14.22
12	28501	2375.09	14.77
13	29606	2467.17	15.35
14	30750	2562.50	15.94
15	31528	2627.34	16.34
16	32341	2695.09	16.76
17	33141	2761.75	17.18
18	33946	2828.84	17.60
19	34745	2895.42	18.01
20	35547	2962.25	18.42
21	36447	3037.25	18.89
22	37467	3122.25	19.42
23	38461	3205.09	19.94
24	39459	3288.25	20.45

SCP	FTE SALARY	MONTHLY	HOURLY
EAI			
01	40540	3378.34	21.01
02	41920	3493.34	21.73
03	43224	3602.00	22.40
04	44545	3712.09	23.09
05	45857	3821.42	23.77
06	47170	3930.84	24.45
07	48550	4045.84	25.16
08	49878	4156.50	25.85
09	51425	4285.42	26.65
10	52805	4400.42	27.37
11	54166	4513.84	28.08
12	55484	4623.67	28.76
13	56976	4748.00	29.53
14	58308	4859.00	30.22
15	59777	4981.42	30.98
16	61106	5092.17	31.67
17	62440	5203.34	32.36
18	63748	5312.34	33.04
19	65097	5424.75	33.74
20	65794	5482.84	34.10
21	67133	5594.42	34.80
22	68301	5691.75	35.40
23	69586	5798.84	36.07
24	70739	5894.92	36.67
25	71971	5997.59	37.30
26	73173	6097.75	37.93
27	74403	6200.25	38.57
28	75650	6304.17	39.21
29	76899	6408.25	39.86
30	78146	6512.17	40.51
31	79382	6615.17	41.15
32	80637	6719.75	41.80
33	81894	6824.50	42.45
34	83180	6931.67	43.11
35	84465	7038.75	43.78
36	85784	7148.67	44.46
37	87083	7256.92	45.14
38	88396	7366.34	45.82
39	89691	7474.25	46.49
40	90985	7582.09	47.16
41	92285	7690.42	47.83
42	93585	7798.75	48.51
43	94883	7906.92	49.18
44	96189	8015.75	49.86
45	97490	8124.17	50.53
46	98794	8232.84	51.21
47	100102	8341.84	51.89
48	101399	8449.92	52.56
49	102700	8558.34	53.23

SCP	FTE SALARY	MONTHLY	HOURLY
AEP			
02	35228	2935.67	18.26
03	36531	3044.25	18.93
04	37828	3152.34	19.61
05	39341	3278.42	20.39

SCP	FTE SALARY	MONTHLY	HOURLY
EDPSY A			
01	42422	3535.17	21.99
02	44474	3706.17	23.05
03	46525	3877.09	24.12
04	48575	4047.92	25.18
05	50627	4218.92	26.24
06	52678	4389.84	27.30
07	54609	4550.75	28.31
08	56540	4711.67	29.31
09	58348	4862.34	30.24
10	60160	5013.34	31.18
11	61848	5154.00	32.06

SCP	FTE SALARY	MONTHLY	HOURLY
EDPSY B			
01	52678	4389.84	27.30
02	54609	4550.75	28.31
03	56540	4711.67	29.31
04	58348	4862.34	30.24
05	60160	5013.34	31.18
06	61848	5154.00	32.06
07	62540	5211.67	32.42
08	63836	5319.67	33.09
09	65120	5426.67	33.75
10	66425	5535.42	34.43
11	67706	5642.17	35.09
12	69010	5750.84	35.77

Community Service Manager Range

CSM 1			CSM 2			CSM 3		
SCP	FTE SALARY	MONTHLY	SCP	FTE SALARY	MONTHLY	SCP	FTE SALARY	MONTHLY
1	41972	3497.67	2	43281	3606.75	3	44587	3715.59
2	43281	3606.75	3	44587	3715.59	4	45922	3826.84
3	44587	3715.59	4	45922	3826.84	5	47278	3939.84
4	45922	3826.84	5	47278	3939.84	6	48601	4050.09
CSM 4			CSM 5			CSM 6		
4	45922	3826.84	5	47278	3939.84	6	48601	4050.09
5	47278	3939.84	6	48601	4050.09	7	49953	4162.75
6	48601	4050.09	7	49953	4162.75	8	51490	4290.84
7	49953	4162.75	8	51490	4290.84	9	52338	4361.5
CSM 7			CSM 8			CSM 9		
7	49953	4162.75	8	51490	4290.84	9	52338	4361.5
8	51490	4290.84	9	52338	4361.5	10	53648	4470.67
9	52338	4361.5	10	53648	4470.67	11	54950	4579.17
10	53648	4470.67	11	54950	4579.17	12	56255	4687.92
CSM 10			CSM 11			CSM 12		
10	53648	4470.67	11	54950	4579.17	12	56255	4687.92
11	54950	4579.17	12	56255	4687.92	13	57550	4795.84
12	56255	4687.92	13	57550	4795.84	14	58858	4904.84
13	57550	4795.84	14	58858	4904.84	15	60167	5013.92
CSM 13			CSM 14			CSM 15		
13	57550	4795.84	14	58858	4904.84	15	60167	5013.92
14	58858	4904.84	15	60167	5013.92	16	61481	5123.42
15	60167	5013.92	16	61481	5123.42	17	62800	5233.34
16	61481	5123.42	17	62800	5233.34	18	64113	5342.75
CSM 16			CSM 17			CSM 18		
16	61481	5123.42	17	62800	5233.34	18	64113	5342.75
17	62800	5233.34	18	64113	5342.75	19	65417	5451.42
18	64113	5342.75	19	65417	5451.42	20	66749	5562.42
19	65417	5451.42	20	66749	5562.42	21	68106	5675.5
CSM 19			CSM 20			CSM 21		
19	65417	5451.42	20	66749	5562.42	21	68106	5675.5
20	66749	5562.42	21	68106	5675.5	22	69496	5791.34
21	68106	5675.5	22	69496	5791.34	23	70912	5909.34
22	69496	5791.34	23	70912	5909.34	24	72358	6029.84

ALLOWANCES

Single Status Contractual Allowances - NJC 37 Hours

Wage Type	Wage Type Text	£/Hours/Units	Comments
1015	Market Supplement £	£	Cash Amount
1020	Market Supplement %	Units	% of Annual Salary, amount auto populates
1253	Travel Allowance	£	Cash Amount. Payments will be not considered unless the additional expenditure exceeds £3.27 per week and payments should continue for a period of 1 year from the date of transfer, whichever is the shorter
1306	Protected Allowance	£	SOP Protected Allowance
1324	Dress Allowance	£	Cash Amount £21.81
1403	Secondment allowance	£	Cash Amount for External Secondment
1405	Acting Up Allowance	£	Cash Amount
1421	AMHP Payment	£	£2808 PA pro rata, amount auto populates
1510	Term Time Only Wks	Units	44 Weeks Max
1515	Term Time Leave Ent Days	Units	27 or 32 Days
1600	Contractual Overtime	Hours	SCP * 1.5
1605	Night Allowance	Hours	SCP * 1/3
1610	Shift Allowance 10%	£	10% of Annual Salary, amount auto populates
1615	Standby Duty	Units	£34.04 per session
1620	Weekend Work	Hours	SCP * 1/2
1625	SEN	£	£548.16 PA, £45.68 monthly amount auto populates
1630	First Aid Allowance	£	£206.16 PA, £17.18 monthly amount auto populates
1632	Living Wage Supplement	£	N/A for NJC 37 hours & JNC Craft/Assoc
1650	Market Supplement - CS	£	£5000 PA pro rata, amount auto populates
1658	Market Supplement - AS	£	£1000 PA pro rata, amount auto populates

Single Status Contractual Allowances - JNC Craft/Assoc

Wage Type	Wage Type Text	£/Hours/Units	Comments
1253	Travel Allowance	£	Cash Amount. Payments will be not considered unless the additional expenditure exceeds £3.27 per week and payments should continue for a period of 1 year from the date of transfer, whichever is the shorter
1403	Secondment allowance	£	Cash Amount for External Secondment
1405	Acting Up Allowance	£	Cash Amount
1510	Term Time Only Wks	Units	44 Weeks Max
1515	Term Time Leave Ent Days	Units	27 or 32 Days
1600	Contractual Overtime	Hours	SCP * 1.5
1605	Night Allowance	Hours	SCP * 1/3
1610	Shift Allowance 10%	£	10% of Annual Salary, amount auto populates
1615	Standby Duty	Units	£34.04 per session
1620	Weekend Work	Hours	SCP * 1/2
1630	First Aid Allowance	£	£206.16 PA, £17.18 monthly amount auto populates
1632	Living Wage Supplement	£	N/A for NJC 37 hours & JNC Craft/Assoc
1634	Tool Allowance 1	£	£208.08 PA, 17.34 monthly amount auto populates
1636	Tool Allowance 2	£	£444.24 PA, £37.02 monthly amount auto populates

Contractual Allowances - Chief Officers

Wage Type	Wage Type Text	£/Hours/Units	Comments
1253	Travel Allowance	£	Cash Amount. Payments will be not considered unless the additional expenditure exceeds £3.27 per week and payments should continue for a period of 1 year from the date of transfer, whichever is the shorter
1403	Secondment allowance	£	Cash Amount for External Secondment
1405	Acting Up Allowance	£	Cash Amount
1510	Term Time Only Wks	Units	44 Weeks Max
1515	Term Time Leave Ent Days	Units	27 or 32 Days
1630	First Aid Allowance	£	£206.16 PA, £17.18 monthly amount auto populates

Contractual Allowances - JNC Youth & Comm

Wage Type	Wage Type Text	£/Hours/Units	Comments
1253	Travel Allowance	£	Cash Amount. Payments will be not considered unless the additional expenditure exceeds £3.03 per week and payments should continue for a period of 1 year from the date of transfer, whichever is the shorter
1403	Secondment allowance	£	Cash Amount for External Secondment
1405	Acting Up Allowance	£	Cash Amount
1510	Term Time Only Wks	Units	44 Weeks Max
1515	Term Time Leave Ent Days	Units	34 or 39 Days (Actual AL are 30 or 35)
1630	First Aid Allowance	£	£206.16 PA, £17.18 monthly amount auto populates

Contractual Allowances - Soulbury

Wage Type	Wage Type Text	£/Hours/Units	Comments
1253	Travel Allowance	£	Cash Amount. Payments will be not considered unless the additional expenditure exceeds £3.03 per week and payments should continue for a period of 1 year from the date of transfer, whichever is the shorter
1403	Secondment allowance	£	Cash Amount for External Secondment
1405	Acting Up Allowance	£	Cash Amount
1510	Term Time Only Wks	Units	44 Weeks Max
1515	Term Time Leave Ent Days	Units	29 or 34 Days (Actual AL are 25 or 30)
1630	First Aid Allowance	£	£206.16 PA, £17.18 monthly amount auto populates

Contractual Allowances - Teachers

Wage Type	Wage Type Text	£/Hours/Units	Comments
1313	Pay Supplement	£	Cash Amount
1360	ALN - Teacher	£	Cash Amount - please refer to the minimum and maximum for each academic year below
1375	First Aid - Teachers	£	£206.16 PA, £17.18 monthly amount auto populates
1376	TLR 1 PRO RATA	£	Cash Amount - please refer to the minimum and maximum for each academic year below.
1377	TLR 2 PRO RATA	£	Cash Amount - please refer to the minimum and maximum for each academic year below
1378	Safeguard Payment	£	Fixed term cash amount - normally ends after 3 years
1386	TLR3	£	Fixed term cash amount - requires an end date, please refer to the minimum and maximum for each academic year below
1388	Discretionary Payment HT	£	Cash Amount
1389	Discretionary Payment HT %	Units	% of Annual Salary, amount auto populates
1651	TLR 1 Full Rate	£	Cash Amount - please refer to the minimum and maximum for each academic year below. PART TIME TEACHERS ONLY
1652	TLR 2 Full Rate	£	Cash Amount - please refer to the minimum and maximum for each academic year below. PART TIME TEACHERS ONLY
1401	R & R Allowance	£	Cash Amount

Start Date	End Date	Allowance	Annual Min	Annual Max
01/09/15	31/08/16	SEN - Teacher	£2,064	£4,075
01/09/16	31/08/17	SEN - Teacher	£2,085	£4,116
01/09/17	31/08/18	SEN - Teacher	£2,106	£4,158
01/09/18	31/08/19	SEN - Teacher	£2,149	£4,242
01/09/19	31/08/20	SEN - Teacher	£2,209	£4,359
01/09/20	31/08/21	SEN - Teacher	£2,270	£4,479
01/09/21	31/08/22	ALN - Teacher	£2,310	£4,558
01/09/22	31/08/23	ALN - Teacher	£2,461	£4,855
01/09/23		ALN - Teacher	£2,585	£5,098
01/09/15	31/08/16	TLR 1 Pro Rata	£7,546	£12,770
01/09/16	31/08/17	TLR 1 Pro Rata	£7,622	£12,898
01/09/17	31/08/18	TLR 1 Pro Rata	£7,699	£13,027
01/09/18	31/08/19	TLR 1 Pro Rata	£7,853	£13,288
01/09/19	31/08/20	TLR 1 Pro Rata	£8,069	£13,654
01/09/20	31/08/21	TLR 1 Pro Rata	£8,291	£14,030
01/09/21	31/08/22	TLR 1 Pro Rata	£8,437	£14,276
01/09/22	31/08/23	TLR 1 Pro Rata	£8,986	£15,204
01/09/23		TLR 1 Pro Rata	£9,436	£15,965
01/09/15	31/08/16	TLR 2 Pro Rata	£2,613	£6,386
01/09/16	31/08/17	TLR 2 Pro Rata	£2,640	£6,450
01/09/17	31/08/18	TLR 2 Pro Rata	£2,667	£6,515
01/09/18	31/08/19	TLR 2 Pro Rata	£2,721	£6,646
01/09/19	31/08/20	TLR 2 Pro Rata	£2,796	£6,829
01/09/20	31/08/21	TLR 2 Pro Rata	£2,873	£7,017
01/09/21	31/08/22	TLR 2 Pro Rata	£2,924	£7,140
01/09/22	31/08/23	TLR 2 Pro Rata	£3,115	£7,605
01/09/23		TLR 2 Pro Rata	£3,271	£7,986
01/09/15	31/08/16	TLR 3	£619	£3,071
01/09/16	31/08/17	TLR 3	£523	£2,603
01/09/17	31/08/18	TLR 3	£529	£2,630
01/09/18	31/08/19	TLR 3	£540	£2,683
01/09/19	31/08/20	TLR 3	£555	£2,757
01/09/20	31/08/21	TLR 3	£571	£2,833
01/09/21	31/08/22	TLR 3	£581	£2,883
01/09/22	31/08/23	TLR 3	£619	£3,071