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AGENDA

Pwyllgor PWYLLGOR CRAFFU PLANT A PHOBL IFANC

Dyddiad ac amser y cyfarfod DYDD MERCHER, 20 MAWRTH 2024, 4.30 PM

Lleoliad YB 4, NEUADD Y SIR, CYFARFOD AML-LEOLIAD

Aelodaeth Cynghorydd Lee Bridgeman (Cadeirydd)
Cynghorywr Ahmed, Boes, Davies, Ferguson-Thorne, Hopkins,
Melbourne, Moultrie a/ac Simmons

Bridgid Corr (Cynrychiolydd Rhiant-Lywodraethwr), Celeste Lewis (Cynrychiolydd Rhiant-Lywodraethwr), Carol Cobert (Cynrychiolydd yr Eglwys yng Nghymru) a/ac Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig)

*Tua
Amser.*

1 Ymddiheuriadau am Absenoldeb 4.30 pm

Derbyn ymddiheuriadau am absenoldeb.

2 Datgan Buddiannau

I'w wneud ar ddechrau'r eitem agenda dan sylw, yn unol â Chod Ymddygiad yr Aelodau.

3 Cofnodion (Tudalennau 3 - 14)

Cymeradwyo cofnodion y cyfarfod blaenorol ar 26 Chwefror 2024 fel rhai cywir.

4 Darpariaeth ar gyfer plant a phobl ifanc ag Anghenion Dysgu Ychwanegol (ADY) (Tudalennau 15 - 670) 4.35 pm

I'r Aelodau graffu cyn penderfynu

5 Trefniadau Derbyn i Ysgolion 2025/2026 (Tudalennau 671 - 776) 5.35 pm

I'r Aelodau graffu cyn penderfynu

6 Materion Brys (os o gwbl)

7 Y Ffordd Ymlaen

6.35 pm

Adolygu'r dystiolaeth a'r wybodaeth a gasglwyd yn ystod y broses o ystyried pob eitem agenda; a chytuno ar sylwadau, arsylwadau a phryderon yr Aelodau i'w hanfon at yr Aelod Cabinet perthnasol gan y Cadeirydd.

8 Dyddiad y cyfarfod nesaf.

Dyddiad y cyfarfod nesaf fydd dydd Mawrth 16 Ebrill am 4:30pm.

D Marles

Swyddog Monitro Dros Dro

Dyddiad: Dydd Iau, 14 Mawrth 2024

Cyswllt: Michele Chesterman, Michele.chesterman@cardiff.gov.uk,
02920 873606,

GWE-DARLLEDU

Caiff y cyfarfod hwn ei ffilmio i'w ddarlledu'n fyw a/neu yn olynol trwy wefan y Cyngor. Caiff yr holl gyfarfod ei ffilmio, heblaw am eitemau eithriedig neu gyfrinachol, a bydd y ffilm ar gael ar y wefan am 12 mis. Cedwir copi o'r recordiad yn unol â pholisi cadw data'r Cyngor.

Gall aelodau'r wasg a'r cyhoedd hefyd ffilmio neu recordio'r cyfarfod hwn

Os ydych yn ymddangos gerbron y pwyllgor ystyrir eich bod wedi cydsynio i gael eich ffilmio Trwy fynd i mewn i gorff y Siambr nei'r ystafell gyfarfod rydych hefyd yn cydsynio i gael eich ffilmio ac i ddefnydd posibl o'r delweddau a'r recordiadau sain hynny ar gyfer gweddarlledu, gywbpdaeth gyhoeddus, sylw i'r was a/neu ddibenion hyfforddi.

Os oes gennych gwestiynau ynghylch gwe-ddarlledu cyfarfodydd, cysylltwch â'r Gwasanaethau Democrataidd ar 02920 872020 neu e-bost [Gwasanethau Democrataidd](#)

Mae'r dudalen hon yn wag yn fwriadol

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

26 FEBRUARY 2024

Present: Councillor Bridgeman(Chairperson)
Councillors Davies, Ferguson-Thorne and Melbourne

Carol Cobert (Church in Wales Representative), Bridgid Corr (Parent Governor Representative), Celeste Lewis (Parent Governor Representative), Patricia Arlotte (Roman Catholic Church Representative).

Jess Manjesh (Youth Council)

49 : APOLOGIES FOR ABSENCE

Apologies were received from Cllrs Saleh Ahmed, Elaine Simmons and Claudia Boes.

50 : DECLARATIONS OF INTEREST

As Local Authority School Governors the following CYP Members declared a personal interest in Item 4 (Cardiff Education: Collaboration and Federation Strategy 2024-2033):

| Name | Agenda Item | Nature of Interest | Reason for Interest |
|-------------------------------|--------------------|---------------------------|--|
| Patricia Arlotte | 4 | Personal | School Governor Bernadettes Primary School |
| Carol Cobert | 4 | Personal | School Governor, Holy Family Roman Catholic Primary School |
| Bridgid Corr | 4 | Personal | School Governor Llanedeyrn Primary School |
| Cllr Grace Ferguson-Thorne | 4 | Personal | School Governor, Adamstown Primary and Chair of Governors, Stacey Road Primary |
| Cllr Robert Hopkins | 4 | Personal | School Governor, Lakeside Primary School |
| Celeste Lewis | 4 | Personal | Parent Governor, Hawthorn Primary School |
| Cllr Sian Elin- Melbourne | 4 | Personal | School Governor, Llysfaen Primary School |
| Cllr Jess Moultrie | 4 | Personal | School Governor, Springwood Primary School |

51 : MINUTES

The Minutes of the meeting held on 15 January 2024 were agreed as a correct record and signed by the Chairperson.

52 : CARDIFF EDUCATION: COLLABORATION AND FEDERATION STRATEGY

Members were advised that this item would allow them to undertake a pre-decision scrutiny on the Cardiff Education: Collaboration and Federation Strategy which was being considered by Cabinet on 29 February 2024.

The Chair welcomed Cllr Councillor Sarah Merry, Deputy Leader of the Council and Cabinet Member for Education, Melanie Godfrey, Director of Education and Lifelong Learning, Richard Portas, Programme Director for the School Organisation Programme, Brett Andrewartha, School Organisation Programme Planning Manager, Michele Duddridge-Friedl, Operational Manager, School Organisation Programme Strategy, Kate Rowlands, Central South Education Consortium and Sarah Coombes, Executive Head Teacher, Llanishen Fach Primary School and Pentyrch Primary School Collaboration.

Cllr Merry was invited to make a statement, in which she provided an overview of the Cardiff Education: Collaboration and Federation Strategy. She referred to the fact that both collaboration and federation were already in operation across the city and outlined the benefits of the strategy which brought together schools and built on education practice. She stressed that collaboration and federation was one tool amongst many and it did not mean that all schools would be forced into a federation structure but rather schools themselves could come forward with suggestions of collaboration and federation and it would be an option to be considered when a head teacher retired.

Mel Godfrey provided Members with a presentation referring to the Overarching Strategy Cardiff 2030 Vision – Renewed vision for education and learning in the city and approved by Cabinet in October 2019. She explained that the Cardiff Education: Collaboration and Federation Strategy (Appendix 1) had been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline the vision to deliver the themes and goals of Cardiff 2030. Members were advised that in recognising the role of strong leadership and governance in advancing educational outcomes for children and families, Cardiff would look to, through this strategy, enhance collaborative processes for the benefit of its learners and the education workforce in the city. The 10-year strategy provided a framework to encourage collaborative working and included a toolkit that practitioners should consider in localities across the city. She outlined that consultation would happen in the framework of the overarching strategy.

Sarah Coombes spoke on her personal experiences of collaboration and federation through the Llanishen Fach and Pentyrch Learning Collaboration/ Llanishen Fach

Primary School had supported Pentyrch Primary School since 2017 and had resulted in positive outcomes for both schools.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

Sarah Coombes was asked to outline some of the difficulties/challenges from her experience of collaboration and federation. She explained that her school was 6 miles from Pentrych and that it was never meant to be a long term collaboration but it had become one. Members heard how collaboration built on the collective strengths of both schools resulting in a relationship and a partnership. She explained that the challenges were when it became more formalised and longer term. Some of the difficulties arose when it became more of a formal collaboration with the HR and the contractual obligations but Cardiff Council was experienced in this area now. Llanishen Fach Primary and Pentyrch Primary had been a collaboration for seven years with two separate governing bodies on a joint committee but the uniqueness of the schools still remained. Members were informed that the schools were not federated but collaborated and it had not been necessary to ringfence jobs. She stressed that collaboration as a starting point was crucial.

Members sought clarification on whether this was an 'opt-in' model. Officers responded that the changes proposed in the collaboration and federation model had already happened across the city and had also been set out in legislation. The importance of a framework was discussed in order that when a head teacher retired there was a strategic context. Officers referred to the toolkit which would enable those discussions to take place at the right time and right place with leaders of the school system.

Members enquired as to the drivers behind the development of the strategy and whether it was the struggle to recruit, budgetary pressures or the belief that Federation was the ideal model and should be spread across the local authority. Officers responded that it was for all of the reasons stated.

The Strategy would enable collaboration from informal through to formal federation. Members were advised it was about organic collaboration to deal with the pressures on individual schools. Members heard how it was not something that was radically different from what was going on but was building the expectation that this was something that could bring wider benefits and inviting schools to present their own proposals too.

Members asked about job security and referred to the fact that there had been concerns amongst head teachers, deputies and officer managers about how secure their jobs would be; and if schools who put themselves forward for collaboration and federation would their roles be ringfenced to the members of staff in the schools joining together. Officers responded that the strategy was not looking to make mass redundancies or mass retirements from those heads that felt they were looking to retire. Members were advised that it was one about having the right discussions to ensure the right resources were available. Members were informed it was not a programme of cuts but would enable the Authority to plan and prepare in the context of the funding resources it had moving forwards. In terms of the roles being ring fenced, this would be determined by the agreement that was in place when moving to

a federated collaboration. It was not a mandate by the Local Authority but would be chosen by the federation if they chose to move to a federated model and the specifics of that federation.

Members ask what support would be put in place for schools who may not wish to follow this model. Officers advised that it was about making the right decision at the right time and that sometimes it might not be the right time for a particular school because a school was going through a significant investment or a proposal to expand. The Authority was aware of the workload and pressure on schools and the need to factor that in. Officers advised that the model was about strengthening the school system and not about weakening or undermining it.

Members noted the location of certain schools and asked whether distance would be a barrier to a federation. Sarah Coombes responded that it was easier collaborating with somebody closer to you but with technology such as Teams it was not an issue as had been proven by the virtual meetings taking place during Covid.

Members asked how federation was approached when it involved schools operating in different socio-economic contexts and with different starting points in terms of school improvement. Officers responded that the model was an example and was not a mandate for all schools. It was noted that some head teachers had come forward with models to support their own thinking.

Members asked if there were plans to federate schools that were Welsh medium and English medium together or was the strategy to look at English to English and Welsh to Welsh only. Officers responded that there was no reason why certain resources could not be shared amongst schools, for example business managers which had been the case at Llanishen Fach. There was also an opportunity in terms of bilingual provision in Groes Wen. Members were advised that the proposition was that it would be school led. There would be early adopters and there would be discussions with the early adopters and if they could or could not work in terms of context of how they operated.

Members asked about the impact of federation in addressing the need to address challenges such as improving attendance, poor condition of the estate, increased access to the estate for communities and recruitment and retention of teachers. Sarah Coombes responded that the capacity was incredible with two schools and not just the smaller school benefitted but both schools. She referred to the excellent inspection report which was due to the ability to step away from bureaucracy and put the emphasis on the learners and the new curriculum. Standards and outcomes in both schools were equal. In terms of absenteeism strategies were shared and attendance was rising to pre-pandemic levels. In terms of estate management before the collaboration teachers used to open and lock up – having that estates commitment meant lettings were increased by 100%. It also generated income for the schools as communities were able to use them as well.

Members asked the extent to which the strategy has been discussed with the Roman Catholic and Church- in-Wales Diocesan Authorities. Officers responded that there had been consultation and engagement with the Diocesan directors in the development and lead up to the strategy and all schools had been communicated with in the same manner. Members were advised that there would be some schools

where collaboration was not working as well and the toolkit would enable those discussions to take place in those schools.

Members raised concerns that although head teachers had been consulted the Chairs of Governors had not. The point was raised that the Chairs of Governors were key to communicating with other governors. Members suggested that the process might have been more effective if a scrutiny committee had been convened and representatives from head teachers and chairs of governors were in attendance.

Earlier scrutiny intervention would have assisted the whole policy development in collaboration with the service area. The committee was extremely disappointed at the timing of this pre-decision scrutiny. They felt that bringing the strategy on the same day as the budget strategy (when discussing huge financial constraints in this area), was very regrettable.

Members felt the discussion needed to be properly carried out and that by going straight to the head teachers it had alarmed them. Officers advised that the strategic framework was in place to have an enriched consultation with appropriate discussions at the right time and that teachers should not be alarmed. Members were reassured that the right consultations would ensue. There was a framework and that allowed the Authority to do so moving forwards.

Officers advised that drop- in sessions would be taking place over the forthcoming weeks for consultations with head teachers and governors to ask questions. Members were advised that consultation, conversations and accessibility for school leaders of school systems would take place and that success was down to their agreement. In addition, the consultation would go out to parents at an early stage.

Members asked if there was a communication strategy in place for introducing the model and the importance of schools having a strong voice in decision making. Officers responded that there would be a communication strategy which would be school led. The Authority was asking for early adopters and that when the proposals were introduced the communication would be tailored around the context of the proposals going forwards. The Authority could consider collaborations through to formal federations. It would be school led and tailored to the context of the schools, leaders of schools and chairs of governing bodies.

Members asked what the communication strategy was currently. Officers responded that it consisted of a series of engagement sessions taking place with a very small number of head teachers who would be able to ask the right questions and a date was being set to speak to Chairs of Governors. Members were advised it was not just a communication strategy but also about having the right discussions that were informative and reflected the needs of the school leaders in that context.

The committee was exercised by the fact that misunderstandings and misconceptions about what the strategy was intended to achieve may already be evident in the response of key stakeholders. The committee considered that this could have been avoided had greater thought been given to the communication process with the committee itself as well as with head teachers, chairs of governors and elected members. How the strategy was communicated to the school community and beyond was felt to be critical to its success. It was agreed that school leaders,

their governing bodies, parents and carers and other stakeholders would need a strong sense of ownership of the strategy and how it affected them.

RESOLVED: That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way forward.

53 : DRAFT CORPORATE PLAN 2024-2027 & DRAFT BUDGETARY PROPOSALS 2024-25

Members were advised that they were being provided with an opportunity to consider those items in the Draft Corporate Plan and Draft Budgetary Proposals which fall within the responsibilities of the Committee, prior to them being considered by the Cabinet and the Council.

The Chair advised Members that they would receive a briefing from the Corporate Overview of draft Budget Proposals. The Budget proposals and relevant parts of the Corporate Plan would be considered in three parts: Children's Services relevant to Cllr Lister's portfolio; Education, relevant to Cllr Merry's portfolio; and Supporting Young People, relevant to Cllr Bradbury's portfolio.

Corporate Overview:

The Chair welcomed Cllr Chris Weaver, Cabinet Member for Finance, Modernisation and Performance; Chris Lee, Corporate Director, Resources and Ian Allwood, Head of Finance, Resources.

Cllr Weaver made a statement, in which he provided an overview of the Corporate Plan and Budget Proposals.

Ian Allwood provided a presentation, which included details of the savings and other financial measures required to meet the expected shortfall in the Council's revenue and the impact of inflation on the Council's spending.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

Members referred to Section 114 notices what Cardiff's situation was in relation to these. Members asked about the resilience of the budget and the robustness of the financial strategy, particularly in terms of protecting services. Officers noted there had been no Section 114 Notices served in Wales and there was a specific section in the Cabinet report where the robustness of the strategy was set out. Members were aware it had been a really difficult challenge but Cardiff was in a position where a number of non-statutory services for children had been protected. This year it was proposed that there would be no savings to the Youth Services and in Children's Services there were a number of early years interventions. It was believed there was a resilience in the budget proposals.

Members also sought reassurance that the teacher's NJC pay awards over the last two years had been covered in full and that this would continue for future awards. Reassurances were also requested with regard to the pay awards for non-teaching and support staff and the uncertainty surrounding the funding of the increased costs

associated with the teachers' pension scheme and the significant implications should this not be fully covered.

Members asked about the extent of collaboration in the provision of services across the region currently and in the future and the relationship between this and the potential for making efficiency savings that could then be devoted to the delivery of front-line services. Officers responded that collaboration between authorities was important and was supported where it worked. Members were advised that that was a saving in the proposal around the directorate wide review of the service model.

Members asked about central funding available for in year challenges. Officers responded that that there was no more central funding available for in year. The delegated schools budget had been set making no savings. Officers referred to the fact that the Welsh Government had changed the number grants this year from 22 to 4 and the distribution method had changed. There was a need for some flexibility to be able to support if any individual school had a challenge there. It was also to support some of the initiatives that schools would be taking to drive out inefficiencies. Members were advised that last year despite a lot of work carried out to try and ensure a balanced budget a number of deficit budgets were approved. .

Members asked a number of questions seeking clarity around school budgets - both deficits and surpluses. Concerns were expressed around a potential £10m deficit, and how the Council was responding to, and supporting schools. Officers stated that there needed to be a conversation between finance and education on this issue, particularly around ALN.

Members discussed the key pressures facing local authorities – Adult Social Services, Children's Services, Temporary Accommodation and School Transport which had been driven up by a substantial uptake in demand in recent years and how these would impact on the delivery of non-statutory services. Officers noted that the overall driver was pay, but when there were increases they had to be met. Officers referred Members to the Appendix1 in MTFP report. There was a range that officers calculated to assess the risk with each of the factors having their own modelling in their own rights – (funding, demographic assumptions, price of pay) and built on robust estimates. Officers referred to the fact that it was not just demand that was a factor but price inflation as well with Out of County Placements, Children's Social Care Placements going up year on year. Officers stated that stated that detailed questions on this issue would be welcomed during the year.

Members also discussed the nature of any dialogue between Welsh Government and the Council given the predicted budget gap of £142.3 million over the next three years and the risk this posed to the delivery of services in the short and medium terms

Children's Services:

The Chair welcomed Cllr Ash Lister, Cabinet Member for Social Services, Children's; Sarah McGill, Corporate Director, People and Communities and Director of Social Services; and Deborah Driffield, Director of Children's Services, to the meeting.

Cllr Lister made a statement in which he outlined some of the budget proposals for the coming year. The Children's Services net budget being £99,201m with a net budget increase of £10,751m (12%). The Cabinet Member outlined some of the interventions which were starting to reach fruition including building the accommodation strategy building, addressing placement issues and pointed out that although there was a plateau of children looked after there was still a need to address the complexities. He referred to the positives of reducing the number of agency staff resulting in a more secure workforce. Members noted that the Corporate Plan covered many issues the committee was aware of and had been doing for some time but it was about embedding them to ensure the best outcomes for children and young people, shifting the balance work, work in early help (family advice service) and recognising challenge in performance.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

The Director of Children's Services noted that although it had been a challenging year some progress had been made in terms of areas where the service was under the most pressure – placements and the workforce. Members were informed that the previous year had seen a significant increase in the number of unregistered placements (14) but as of today there was only one. The downward trend could be seen in terms of cost but also in placements.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

Members asked in relation to the 15 existing KPIs how many had been met this year. The Cabinet Member responded that there were 6 green, 2 amber and 2 red.

Members referred to the huge demand on Children's Services and the reasons for that demand. The Cabinet Member referred to the scale of challenge that children and young people were facing when they came in contact with Children's Services which added significant pressures. Reference was also made to the amount of work and intervention to support that child to remain safe in their home or if they become looked after how the Authority met their needs in a placement.

The Director of Children's Services highlighted that poverty and austerity played a large part in a parent's ability to support their children at home. The increasing impact of poor mental health, substance misuse and a significant increase in domestic abuse amongst parents was also factor. Members were advised that the impact of poor mental health on children and young people across all the age ranges led to pressures on services, schools and children's services. Other factor included the increase in the numbers of children with neuro diversity and how they were not able to access mainstream services and the impact on Children's Services. She also referred to the increase in numbers of children surviving birth having complex mental health needs. As these children got older it was challenging to find services that were appropriate to meet their needs.

Members asked about the restructuring in the Youth Justice Service – achievability and risk analysis red/amber. Members asked if it could meet demand. Officers advised that there were a number of proposals regarding the restructuring of the

Youth Justice System to improve the service. Members were informed there had been some difficulty attracting staff and so part of the restructure was looking at other qualifications to bring the service in line with other services.

Members asked, in context of budget uplifts, and efficiency savings of £2m plus, in Children's Services, if there were sufficient resources need to meet the priorities in the Corporate Plan. Officers referred to positive factors such as the plateauing of placements and the increase of in-house provision, and the large cohort of social workers trained through the Council which meant that the Service was more sustainable than it had been in previous years.

Members referred to Appendix 5b - Children's Services placement breakdowns - which had a risk analysis of red/amber and asked what the risks were and how they were being overcome. Officers responded that plans were in place to bring the Interventions Service with the Residential Service under one roof with children spending as short a time as possible in residential care and then carrying out a robust assessment. A post was being set up to implement this model but there had been a slight delay in filling it. Members were reassured that the risk analysis would be overcome once that person was in post. In terms of the number of employees 250 being in the negative as it was a spend to save option with savings further down the line.

Members referred to Appendix 5a – Directorate Efficiency Saving Proposals 2024/25 and asked for clarification around the Business Support Restructure. Officers responded that the rationale was around trying to recruit a skilled workforce that felt part of Children's Services as a lot of the business support in Children's Services was of a lower grade than others in the council. Members also asked for detail around the Children's Services Strategy: Place – Operations without Registration in Appendix 5a. Officers responded that it was red/amber as half had been completed but it was not a straightforward green as it was a regional service.

Members asked how far out of the local authority were external placements and if they would reduce as the locality approach was continued to be implemented and in addition what was being done to reduce external placements. Officers responded that there was a 20-mile radius which meant that the children/young people were still able to go to their school and keep in touch with their friends. The Accommodation Strategy was in place to reduce placements.

Members asked about the progress of the service review in the Family Advice Service. Officers responded that a service area alignment review had commenced; that an external company undertook a review (which revealed that clients were being referred to the MASH, rather than early help); and there were plans for a triage system. There was also a suggestion that bringing those two services together could improve preventative services and offer potential efficiency savings, and that some detail of this could be brought back to this scrutiny committee.

Members discussed how Welsh Government Policy such as the Radical Reform Agenda and the National Outcomes Framework affected the service. The Cabinet Member responded that the element of removing profit was affecting the service. He noted that legislation was due in a couple of weeks and discussions would be taking place with providers. He had been involved in two of the Practice Matters weeks,

developing practices and trying to improve the level of service and offer to children and young people.

Education and Lifelong Learning:

The Chair welcomed Cllr Sarah Merry, Deputy Leader and Cabinet Member for Education; Melanie Godfrey, Director of Education and Lifelong Learning; Richard Portas, Programme Director, Schools Organisation Planning; Suzanne Scarlett, Operational Manager – Partnerships & Performance, Education & Lifelong Learning, and Jennie Hughes, Senior Achievement Leader, Inclusion Services, Education & Lifelong Learning:

Cllr Merry made a statement, in which she referred to the themes contained within the Corporate Plan, including Cardiff becoming a Child Friendly City, supporting education recovery post pandemic and continuing to deliver the Cardiff 2030 vision for education and learning; and the additional funding of going into the delegated schools budgets.

Mel Godfrey stated that, what may not have been captured in Corporate Plan was consultation with schools – set up efficiency boards with Secondary Schools, soon Primary and then Special schools – how we can make the system more efficient, distribution for grants. WG now via route all grants through LA not central south.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

Members asked about the Review of the Central South Education Consortium and the fact that the analysis said red/amber. Officers responded that the detail was still to be confirmed.

Members asked about the deletion of two vacant Assistant Educational Psychologist posts. (Appendix 6a) Officers responded that the rationale for deleting these posts was that they were long standing posts that were named on the system, but the structure had moved on and that there was a full complement, and no reduction in service. The Director suggested that she would provide feedback to the Committee to clarify the position on this proposal. Members also asked in relation to the deletion of a post in School Admissions and the reason for the deletion. Officers advised that this was to reflect the move to a more digitalised process and was not a people need.

Also contained in Appendix 6a Members referred the School Catering Service – review of Service to be undertaken to seek efficiencies within the operating model. Members asked if this would affect the health and wellbeing in schools as the risk analysis was red/amber. Officers responded that the review was in relation to a better operating model. It was not envisaged that any children would be affected by the changes.

In relation to the Capital Programme Members asked if there were any challenges in the figures that were not anticipated or if officers were confident the current plans on track. Officers responded that there were challenges in relation to Education Assets and Estates but these were being prioritised and on track.

Members asked about the reduction of grants and how these affected the delivery of priorities. Officers responded that the concerns were more in relation to distribution as the process had been changed. Officers also referred to the fact that they had not been provided with the comparator in terms of adding up the grants.

Members asked a number of questions in relation to the funding of ALN, including seeking assurances that interim funding was available and on the Council's radar; whether ALN additional funding had been clearly communicated; what support was being offered in understanding and when schools could approach the Council for financial assistance. Officers responded that the expectation for schools was to balance their budgets but if necessary, they could approach the Council for an increased deficit budget. In terms of support and also specifically on the ALN funding Members were informed that it had been capped this year, but a piece of work was being undertaken to address the funding approach moving forwards. Members also asked about the overlap between ALN, with Children's Services and School Transport.

Clarity was sought on the numbers of those children who had Individual Development Plans and Members noted that 8% of the current school population had them, which had a knock-on effect in terms of demand and need for provision for complex needs. Members sought assurances in this area and requested that further information be provided.

Members asked about alternative funding for sports facilities. Members were advised that planning permission was being sought for 3D pitches. The Authority was working with individual schools and conversations were taking place with the FAW and WRU to align planning application processes. It was noted that the cost of 3D pitches was very expensive currently and alternative methods of funding was being investigated, perhaps through club subs. There were also links with the Move More Eat Well campaign too.

Members asked whether there were funds in place to shrink the radius from schools (currently 3 miles for Secondary schools and 2 miles for Primary schools) – both in the short time and into the longer term. The Head of Finance stated that he could provide further information on this issue.

Members asked for the number of single sex toilets in schools and whether there had been any issues in schools in relation to this. The Director of SOP responded that he had not had any issues brought to his attention but could find more information/ further clarity on this.

Supporting Young People:

The Chair welcomed Cllr Peter Bradbury, Cabinet Member for Tackling Poverty and Supporting Young People; and Melanie Godfrey, Director, Education and Lifelong Learning

Cllr Bradbury made a statement, in which he outlined the key commitments in the Corporate Plan. He referred to the fact that this year the Service had done well to protect the budget allowing it to rely on the locality model and extending the provision to 52 weeks of the year and strengthening local collaboration.

Members were invited to ask questions and make comments; the discussion is summarised as follows:

Members referred to the £2m allocated for capital investments and hubs. Officers advised that the £2m was for community hubs for the area and not just the city centre youth hub proposal.

Members asked if areas without community councils would be disadvantaged in respect of youth services and areas with community councils would have to pay. Officers advised that areas without community councils would not be disadvantaged. Officers were looking at resources in the youth services across providers in the individual localities. A report on Youth Action Groups to Cabinet in 2023 was referred to and the fact that there were opportunities to extend and partner with new organisations to support youth-based street work to tackle anti-social behaviour.

Members discussed the importance of sustainable youth services and not just offering activities to young people in their areas but also having a community cohesion role, providing mental health and wellbeing support and tackling criminal exploitation.

RESOLVED:

That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations captured during the way forward.

54 : URGENT ITEMS (IF ANY)

None.

55 : WAY FORWARD

Members discussed the information received and identified a number of issues which the Chairman agreed would be included in the letters that would be sent, on behalf of the Committee, to the relevant Cabinet Members and Officers.

56 : DATE OF NEXT MEETING

The date of the next Committee meeting is Tuesday 12 March 2024 at 4.30 pm

The meeting terminated at 8.45 pm

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

20 MARCH 2024

**PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL
LEARNING NEEDS (ALN)**

Purpose of the Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 21 March 2024.
2. This report also sets out details of discussions between the **SOP Task & Finish Group** with the Cabinet Member and SOP Officers on the 12 March 2024, which is set out in **paragraphs 16 and 17** in this report.

Structure of Papers

3. Attached to this report are the following:
 17. **Appendix A** – the draft Report to Cabinet – 21 March 2024. This in turn has a number appendices, namely;
 - **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
4. Also enclosed in this report (at paragraphs 16 and 17) are the views and observations of the SOP Task & Finish Group, which considered the Cabinet Proposals in detail at its meeting with the Cabinet Member and officers on the 12 March 2024.

Background to the Cabinet Proposal

5. 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.
6. 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.

Background and methodology of the consultation set out in the Cabinet Report

7. 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.
8. 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/ALNschoollproposals The response form was also available in Arabic, Polish and Bengali.
9. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
10. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
11. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.
12. 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.
13. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

Further Information Highlighted in the Cabinet Report

14. The Cabinet Report attached at **Appendix A** is set out as follows:
- **Responses received to the consultation on the proposals to increase the number of Emotional Health & Wellbeing Specialist Resource Base places overview** - paragraphs 11 – 17
 - **Wider Stakeholder Survey** – paragraphs 18 – 22
 - **Pupil Representation Overview** – paragraphs 23 -24
 - **Baden Powell Primary School** – paragraphs 25 – 27
 - **Fairwater Primary School** – paragraphs 28 – 32

- **Herbert Thompson Primary School** – paragraphs 33 – 35
- **Lakeside Primary School** – paragraphs 36 – 38
- **Springwood Primary School** – paragraphs 39 – 41
- **Ysgol Gyfun Gymraeg Plasmawr** – paragraphs 42 – 44

- **Responses to views expressed during the consultation** – paragraphs 45 – 93
- **Responses received to the consultation on the proposals to increase the number of Complex Learning Needs and/or Autism Specialist Resource Base places** – paragraphs 94 – 101
- **Views expressed - Wider Stakeholder Survey** – paragraphs 102 – 110
- **Views expressed - Pupil representation overview** – paragraphs 111 – 112
 - Coed Glas Primary School - paragraphs 113 - 115
 - Greenway Primary School - paragraphs 116 – 118
 - Severn Primary School – paragraphs 119 – 121
- **Response to the views expressed during the consultation** - paragraphs 122 – 159
- **Admission Arrangements** – paragraphs 160 – 163
- **Learner Travel Arrangements** – paragraphs 164 – 167
- **Local Member consultation** – paragraph 168
- **Scrutiny Consideration** – paragraph 169

15. The draft Cabinet report also provides details on the following areas:

- **Impact of the proposals on the Welsh Language** – paragraphs 171 - 181
- **Wellbeing of Future Generations** – paragraphs 182 - 184
- **Financial Implications** – paragraphs 185 - 186
- **Legal Implications** – paragraphs 187 - 194
- **Human Resources Implications** – paragraphs 195 - 198
- **Property Implications** – paragraphs 199 - 200
- **Traffic and Transport Implications** – paragraphs 201 – 209

- **Impact Assessment** – paragraph 210 and *Appendix 11 to the Cabinet Report*
- **Community Impact** – paragraphs 211 - 212

SOP TASK & FINISH GROUP MEETING – 12 MARCH 2024

16. On the 12 March 2024, the SOP Task & Finish Group (Councillors Bridgeman and Hopkins; and Patricia Arlotte) met with Councillor Merry and officers to consider this report in detail, and they agreed the following comments and observations. Members are requested to consider the following comments and add to them at this meeting.

17. Members are requested to note that references to “The Group” or “Group Members” relates to Members of the SOP T&F Group, not everybody in attendance.

(i) The Group acknowledged that they were struck by the scale and extent of the proposals – and welcomed the fact that schools, parents and pupils were largely supportive of the proposals.

(ii) The Group stated that it recognised that this report sets out a stage in the SOP process in relation to ALN, and much of the detail is not yet available. What will be key going forward, and that this scrutiny committee is required to do is to monitor the following:

- How will this proposal improve the quality of learning and provision for the children & young people themselves?
- Does demand meet supply – how will this be monitored and adjusted accordingly?
- Has/will there be an evaluation of the impact of the proposals and when? Will this be undertaken in partnership with schools?
- A need for evidence on outcomes

(iii) Group Members stated that the Cabinet Report (**Appendix A in the scrutiny papers**) provided a detailed overview of this agenda item, particularly as this agenda item totalled nearly 1000 pages.

Committee Members may wish to concentrate their efforts on **Appendix A** as a good basis for questioning at formal committee. In addition, it was agreed that, to aid Members at this meeting, it would be useful to highlight some of the key issues arising from the consultation, including some questions related to specific schools.

(iv) The Group agreed that much of the above had been addressed in the Council's response to the consultation (*as set out in **Appendix A to the scrutiny papers***) but there may be further clarity sought around Costs; location of spaces within buildings etc., which may not be available at this stage of the process.

Emotional Health and Wellbeing and Complex Learning Needs

(v) Group Members discussed the following issues that could form part of the **next** Cabinet report:

- The need to explain further the context of having these places – to give better provision to those already known as having ALN? Potential new cases? The new system being more flexible and responsive.
- The movement/transition from well-being classes to SRBs
- The capacity and demand for these placements, including those children and young people remaining longer in these places and the impact of this.
- The impact on the wider school community, given the financial constraints and challenges facing schools
- The benefits to the school in having an SRB, including on the wider school community, as well as practice, expertise and training.
- The opportunity to remove any “barriers” to the having a SRB at the school – not a “them and us” set up, but an amalgamation of the

whole school working together - a development of the school provision.

- Support for governors in planning and operating the provision
- Impact on the Welsh Language and communicating the message that there will be parity of provision in the Welsh medium

(vi) Group Members raised the **Estyn responses** received which highlighted that the proposals are likely to retain standards, but also highlighted other issues that required further detail. Where possible, answers to the questions had been responded to in the Cabinet Report (**Appendix A** in the scrutiny papers):

- Support in establishing the provisions
- How out of county provision relate to the proposals
- Whether the places are sufficient to meet demand
- The need for more information on the benefits to the learners (curriculum and wider support provision)
- Eligibility for free transport and the need for clarity in this area
- Ensuring correct placements are made
- Need for more information on:
 - Transition arrangements (including from mainstream into the provision)
 - Costs
 - Amendments to some of the buildings
 - Identification of space within the buildings
 - Proposed staffing of SRBs
 - Welsh Provision (the Welsh Impact Assessment had been provided to Estyn)
 - Community Impact Assessment – the need for clarity on this.
- Impact of learners and their parents
- Response re the recent ALN Inspection document
- Suitability of accommodation and space available for other professionals
- Support for governors in planning and operating the provision

(vii) In relation to specific schools, Group Members discussed the responses received from schools, as set out in **Appendices A, 3 and 8 in the scrutiny papers**, namely:

- Coed Glas
- Lakeside Primary School
- Greenway Primary School
- Pwll Coch (which stated that it does not wish to proceed with the proposal)
- Plasmawr
- Herbert Thompson Primary School
- Fairwater Primary School

Suggested Way Forward by The Task & Finish Group

The Group agreed that the Cabinet Member and Officers provide assurances to formal committee on the following:

- Rationale for the proposal
- Why is this being done?
- What the implementation arrangements are
- How the funding elements are being addressed
- How the impact will be evaluated in consultation with the schools themselves
- Emphasis on partnership working with individual schools – including addressing pressures and issues raised by individual schools during the consultation

Reason for Recommendations

18. To meet increasing demand for specialist resource base places for learners with Emotional Health and Wellbeing Needs and Complex Learning Needs and/Autism.

Recommendations set out in the Cabinet Proposals

19. The Cabinet is recommended to:

- (i) 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.
- (ii) Not progress the proposal to establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch.
- (iii) 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.

Scope of Scrutiny

20. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 20 March 2024. Members are also required to consider the comments and observations of the SOP Task & Finish Group when formulating the way forward for this Agenda Item.

Previous Scrutiny

21. This issue has previously been considered by this Committee as follows:

- **4 July 2023** - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 4th July, 2023, 4.30 pm : Cardiff Council \(modern.gov.co.uk\)](#)

Way Forward

22. At this meeting, the following have been invited to attend. There will be a verbal introduction given at the beginning of the Item, with a Q&A session afterwards.

- Councillor Sarah Merry (Deputy Leader of the Council and Cabinet Member for Education)
- Richard Portas (Programme Director for the School Organisation Programme)
- Brett Andrewartha (School Organisation Programme Planning Manager)
- Michele Duddridge-Friedl (Operational Manager, School Organisation Programme Strategy)
- Jennie Hughes (Achievement Leader, Inclusion)

23. This report will enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

24. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. 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. Scrutiny 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.

Financial Implications

25. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

1. Review and assess the information contained in the draft Cabinet Report and its appendices, attached at **Appendix A**, together with any information provided at the meeting;
2. Consider and agree the observations and comments of the Task & Finish Group, as highlighted in paragraph * in this report.
3. Provide any recommendations, comments or advice to the Cabinet Member and senior officers prior to the report's consideration by Cabinet.

Leanne Weston
Interim Deputy Monitoring Officer
14 March 2024

BY SUBMITTING THIS REPORT TO THE CABINET OFFICE, I, (MELANIE GODFREY, DIRECTOR OF EDUCATION & LIFELONG LEARNING AM CONFIRMING THAT THE RELEVANT CABINET MEMBER(S) ARE BRIEFED ON THIS REPORT

**CARDIFF COUNCIL
CYNGOR CAERDYDD**

CABINET MEETING: 21 MARCH 2024

**PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN)**

EDUCATION (COUNCILLOR SARAH MERRY)

AGENDA ITEM:

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,

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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

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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/ALNschoollproposals
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.

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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.

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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.

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- 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:

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- *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 in 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.*

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- *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.*

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- *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

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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.

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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

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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

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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).

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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

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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

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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.

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- 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

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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

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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

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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.

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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 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.

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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

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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.

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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)

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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

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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 (including Equality Impact Assessment where appropriate)

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

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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

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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.

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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

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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.

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- 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 |
| | Date submitted to Cabinet office |

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

Mae'r dudalen hon yn wag yn fwriadol

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.



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- The number of places at the school
- Demand for places at the school
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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?
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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.

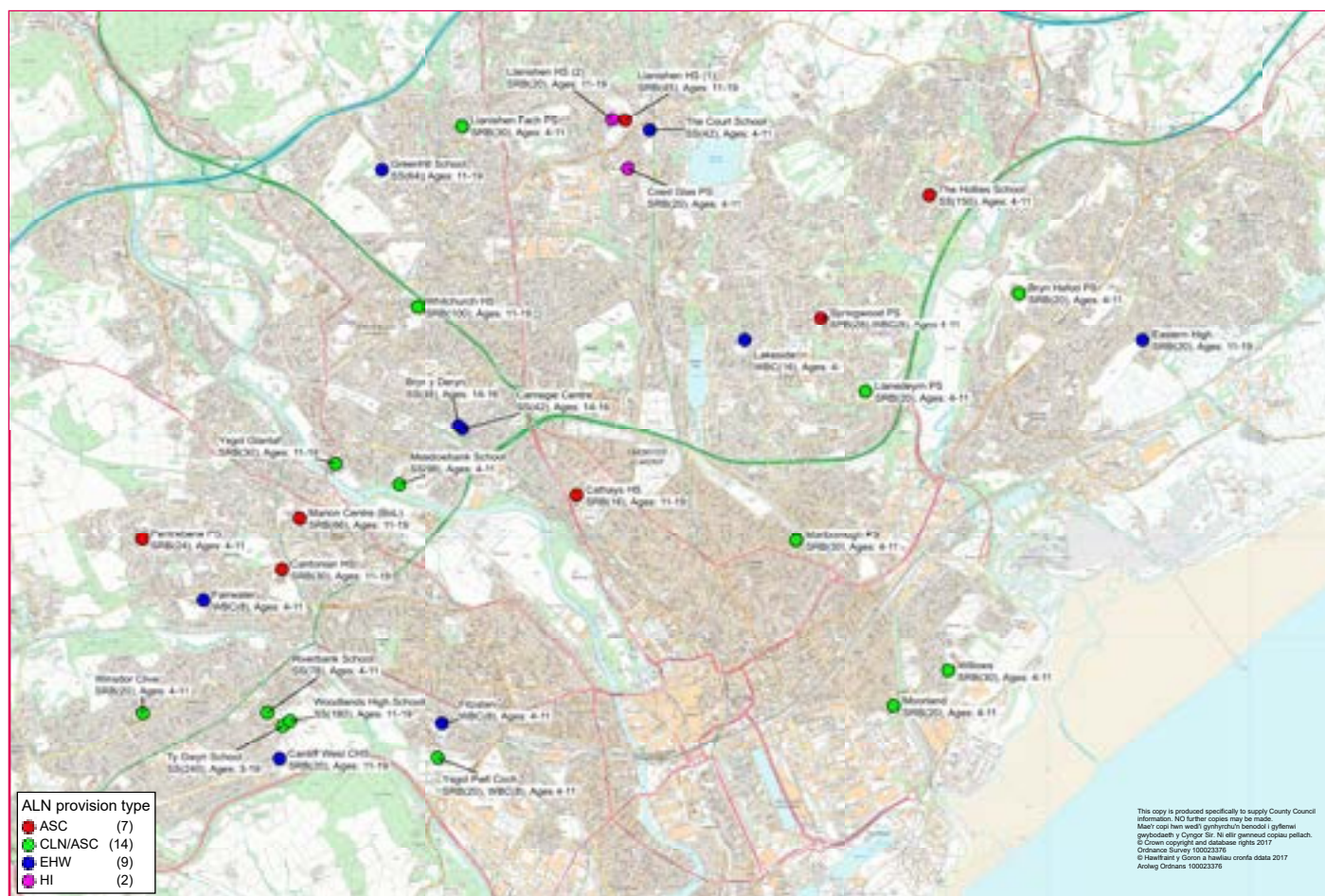
The Council is therefore prioritising the development of proposals to expand the Council's maintained provision which would support a greater number of Cardiff's learners to access education in the city and in their local community and would have a positive impact on the Council's distribution of financial 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

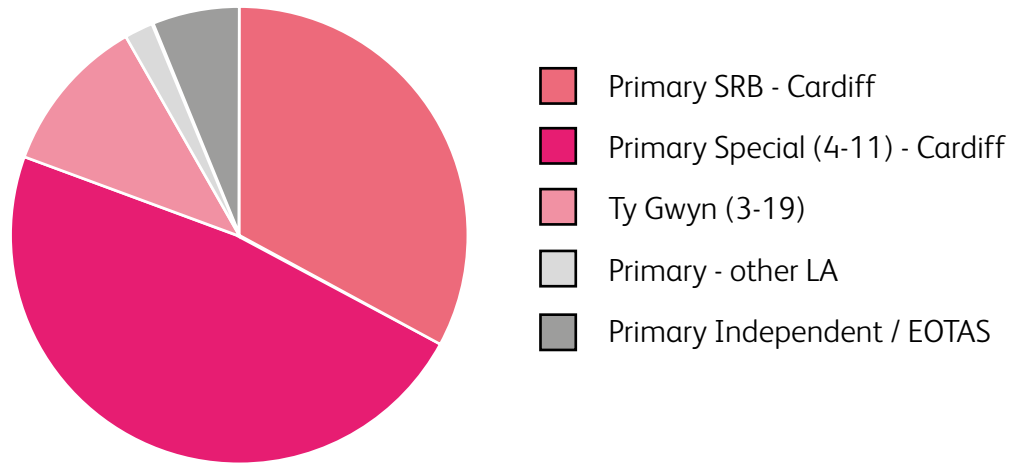
The Council’s continuous monitoring of individual needs of learners, and how each learner’s needs evolve, allows for data trends to be identified which inform the planning of places and learner support.

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



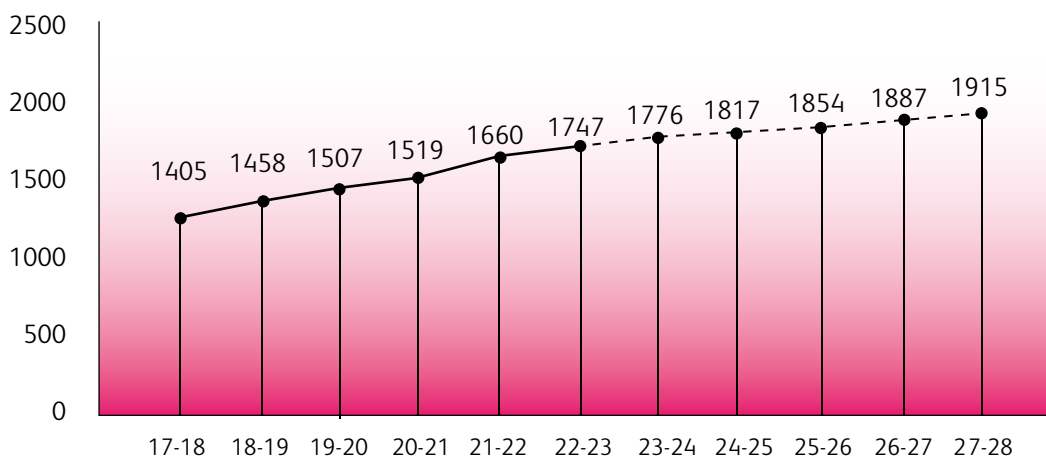
When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified.

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.

| Table 17 : 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 looking down at a table. Two young girls are sitting at the table, looking at educational cards. The cards have mathematical problems like $2 \times 5 = 10$ and $10 \div 2 = 5$.

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.

A woman with curly hair is smiling and looking at a tablet. In the background, other people are visible, some looking at tablets. The scene appears to be a meeting or a presentation.

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

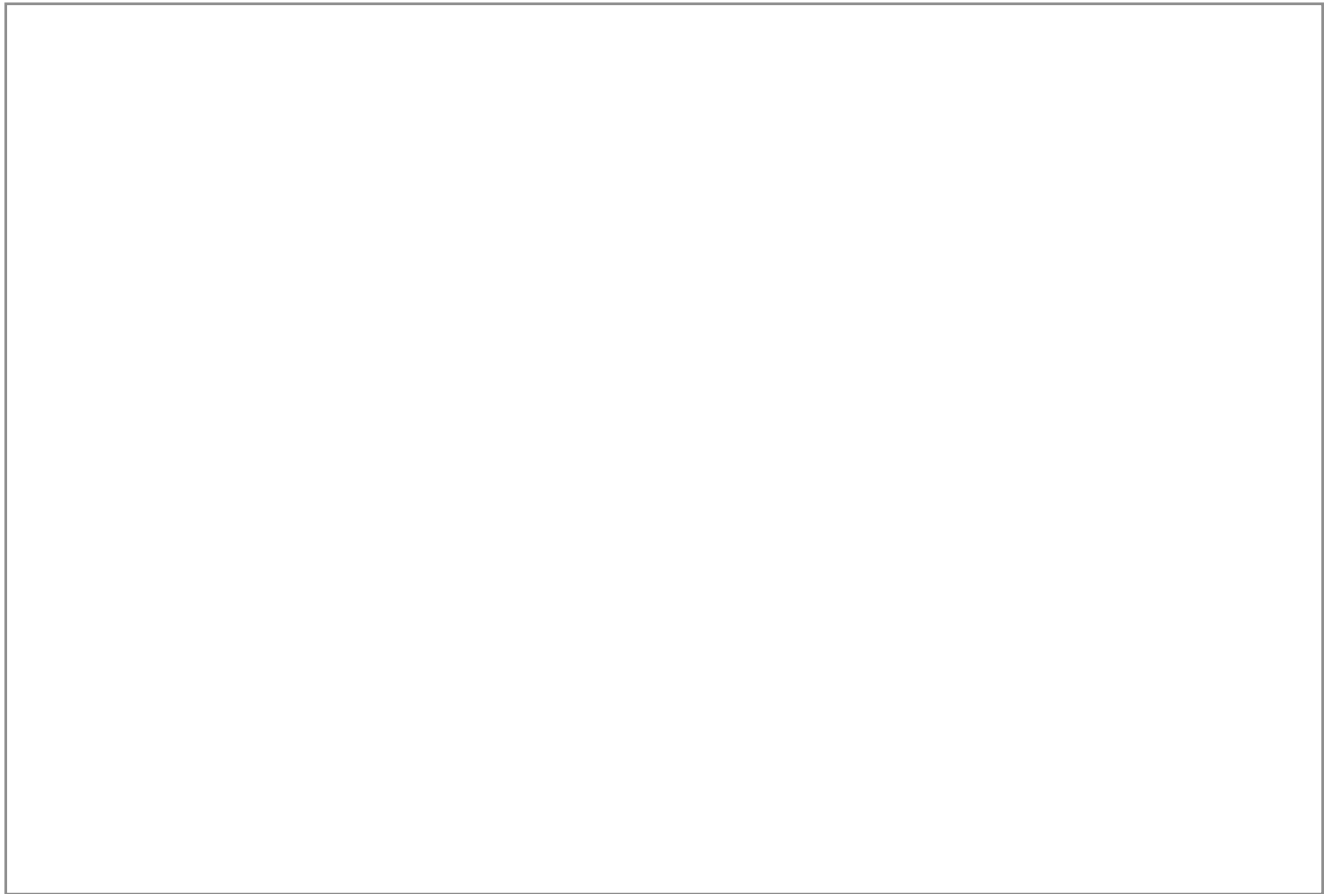
1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

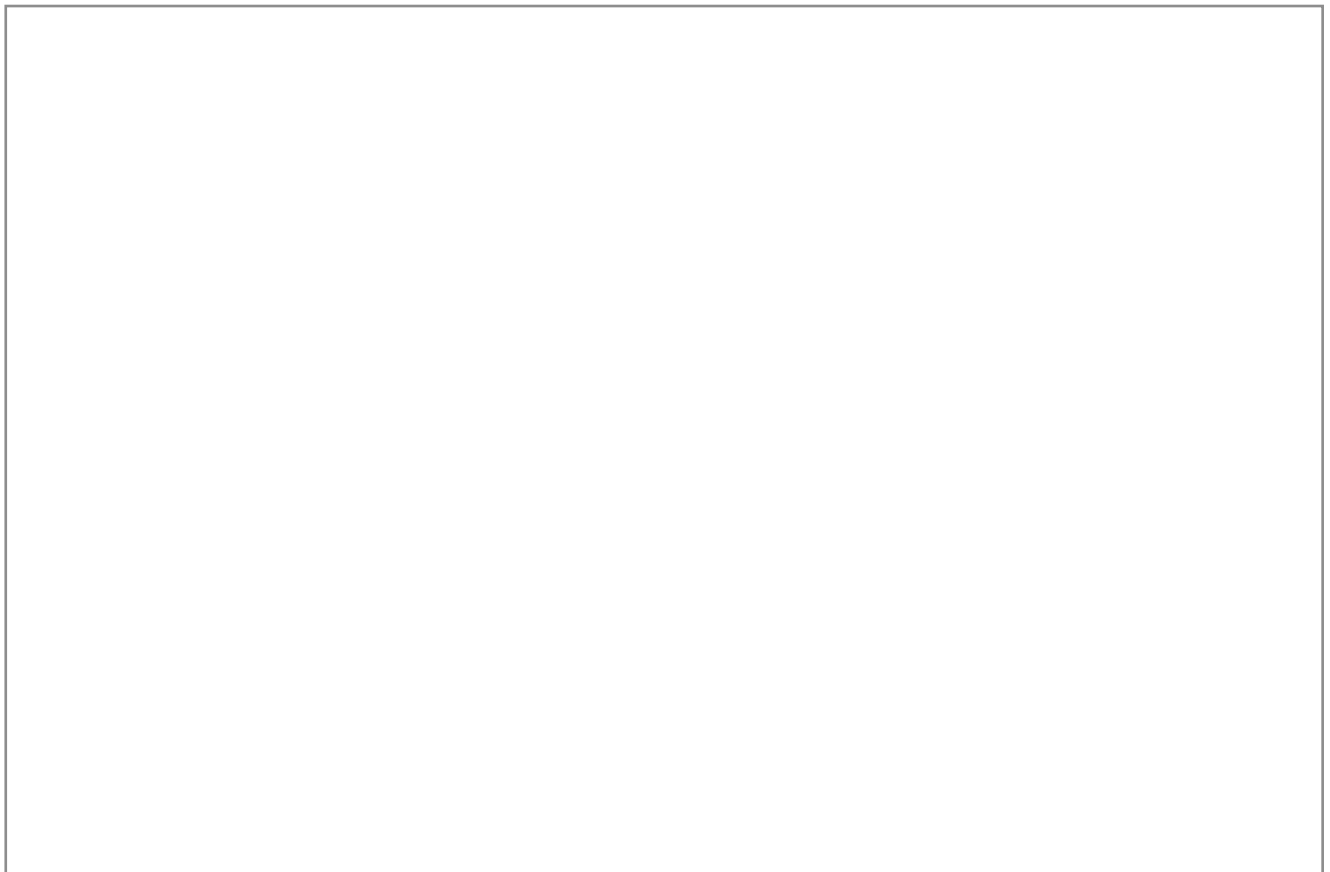
2. Do you support the proposal for each of the school sites?

| 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

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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.



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- Demand for places
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- The number of places at the school
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- Condition and suitability of school buildings
- Proposed Specialist Resource Base accommodation

Quality and Standards

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- 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

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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 |

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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.

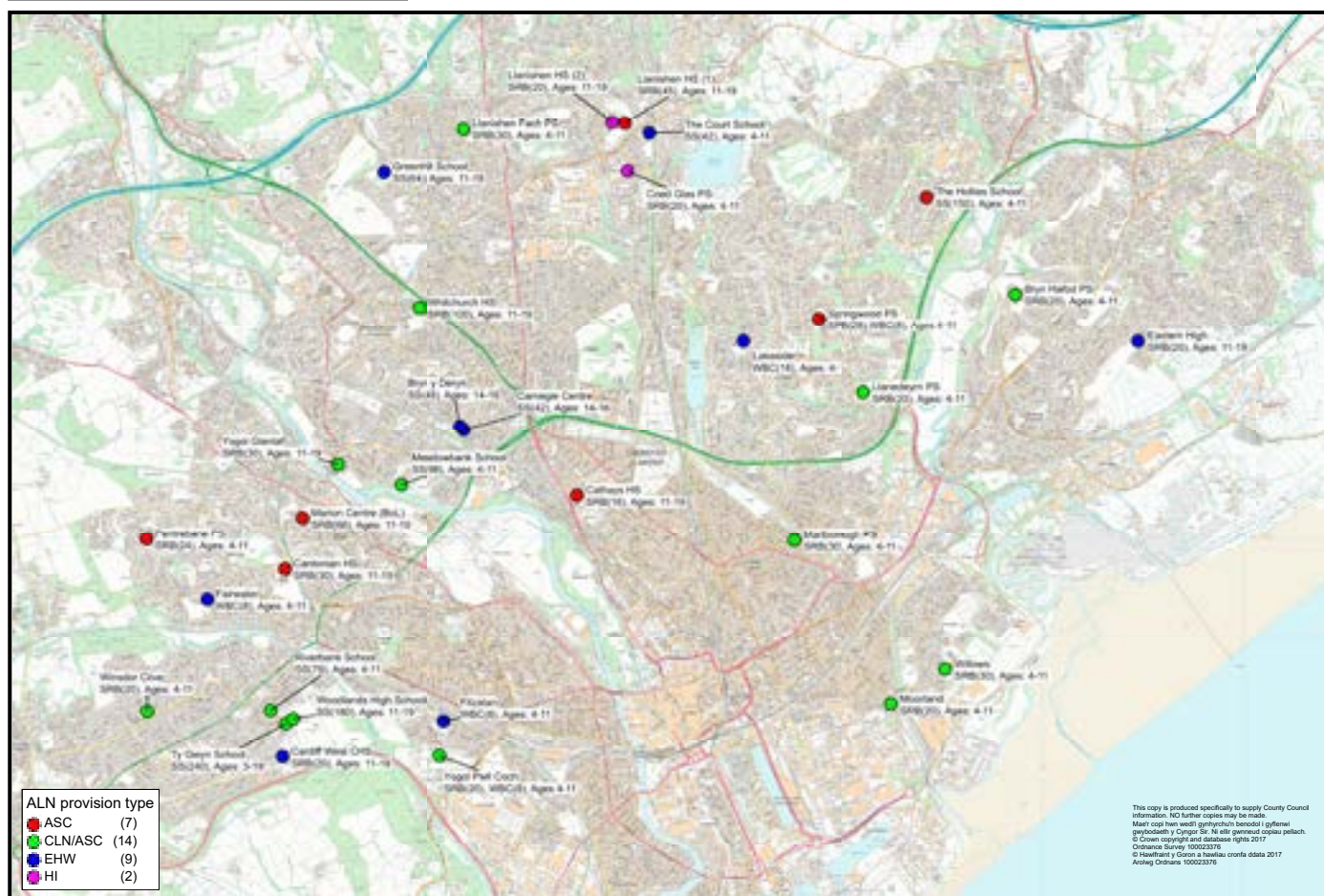
Geographical distribution of specialist provision

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



Demand for places

Demand for places

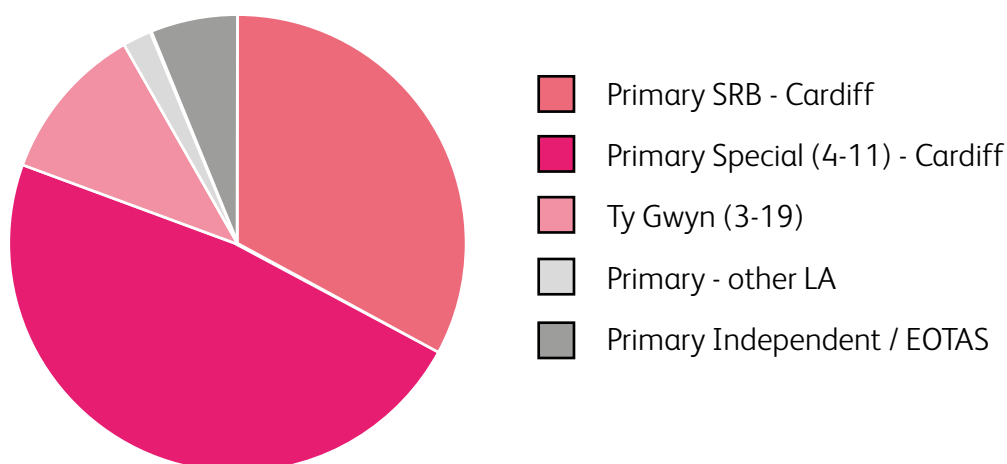
The Council's continuous monitoring of individual needs of learners, and how each learner's needs evolve, allows for data trends to be identified which inform the planning of places and learner support.

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



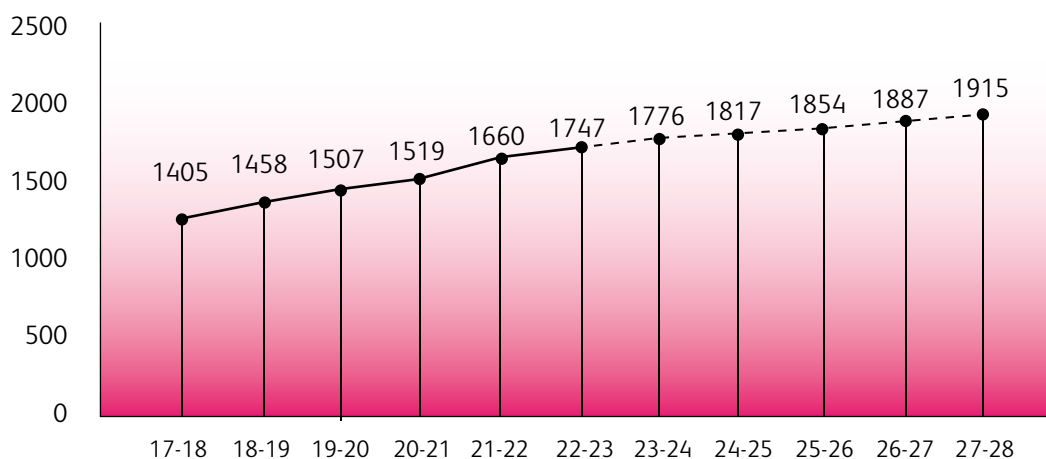
When comparing the number of learners accessing specialist provision to the overall school population in the past five years, a year-on-year increase in the proportion of the pupil population accessing specialist provision can be identified.

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

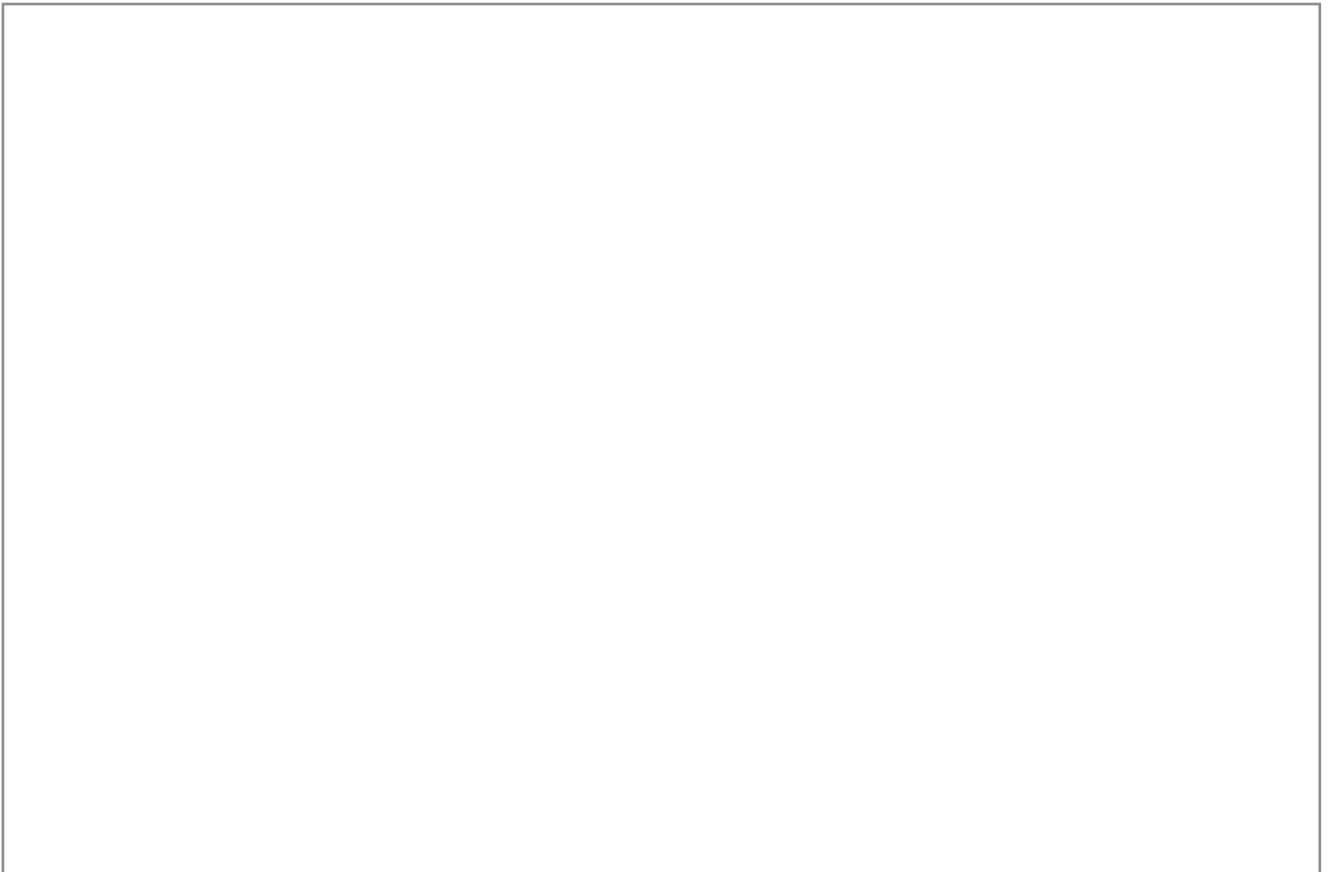
2. Do you support the proposal for each of the school sites?

| 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

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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

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.



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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/ALNschoolproposals

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/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 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.

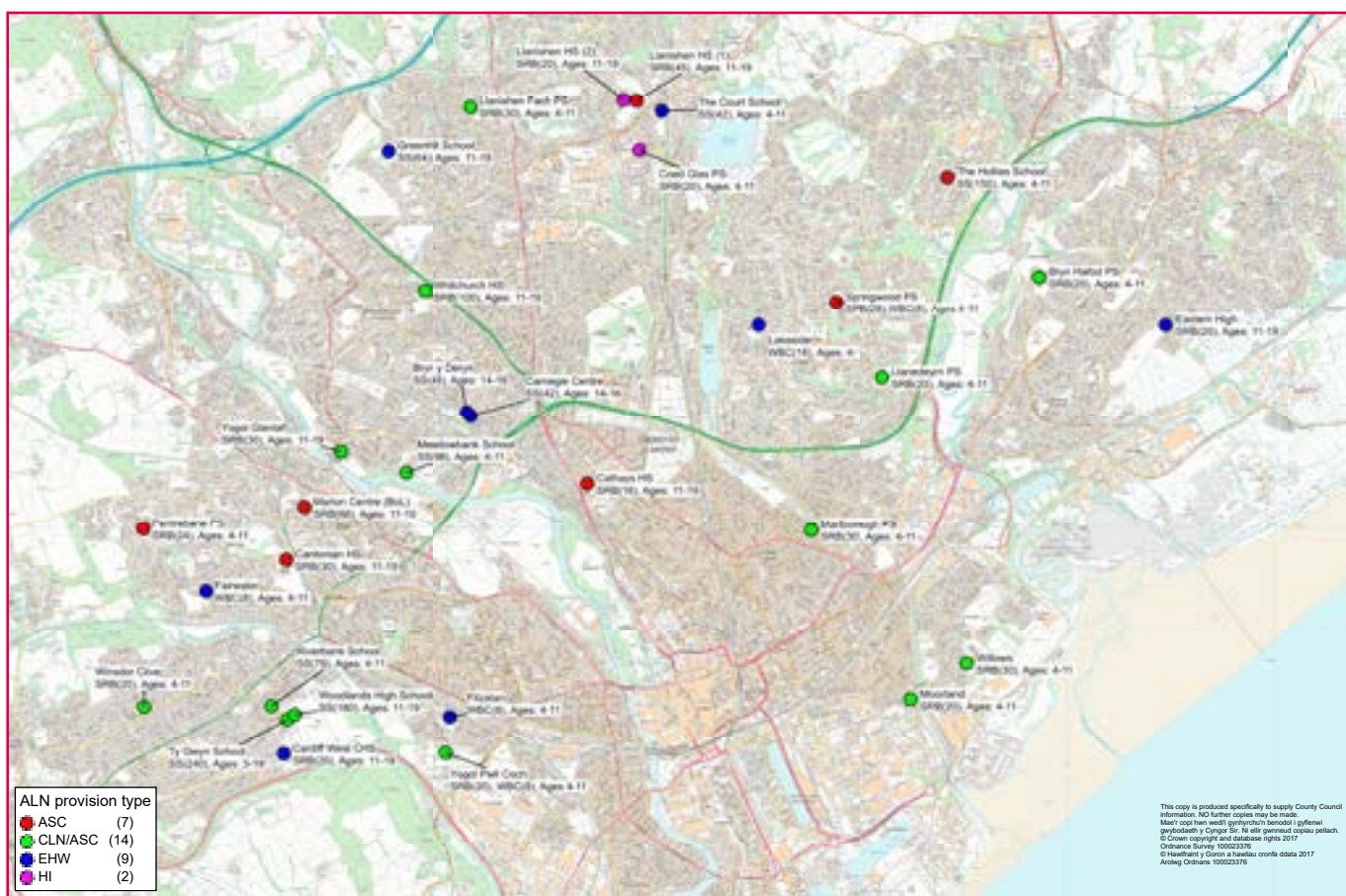
Geographical distribution of specialist provision

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

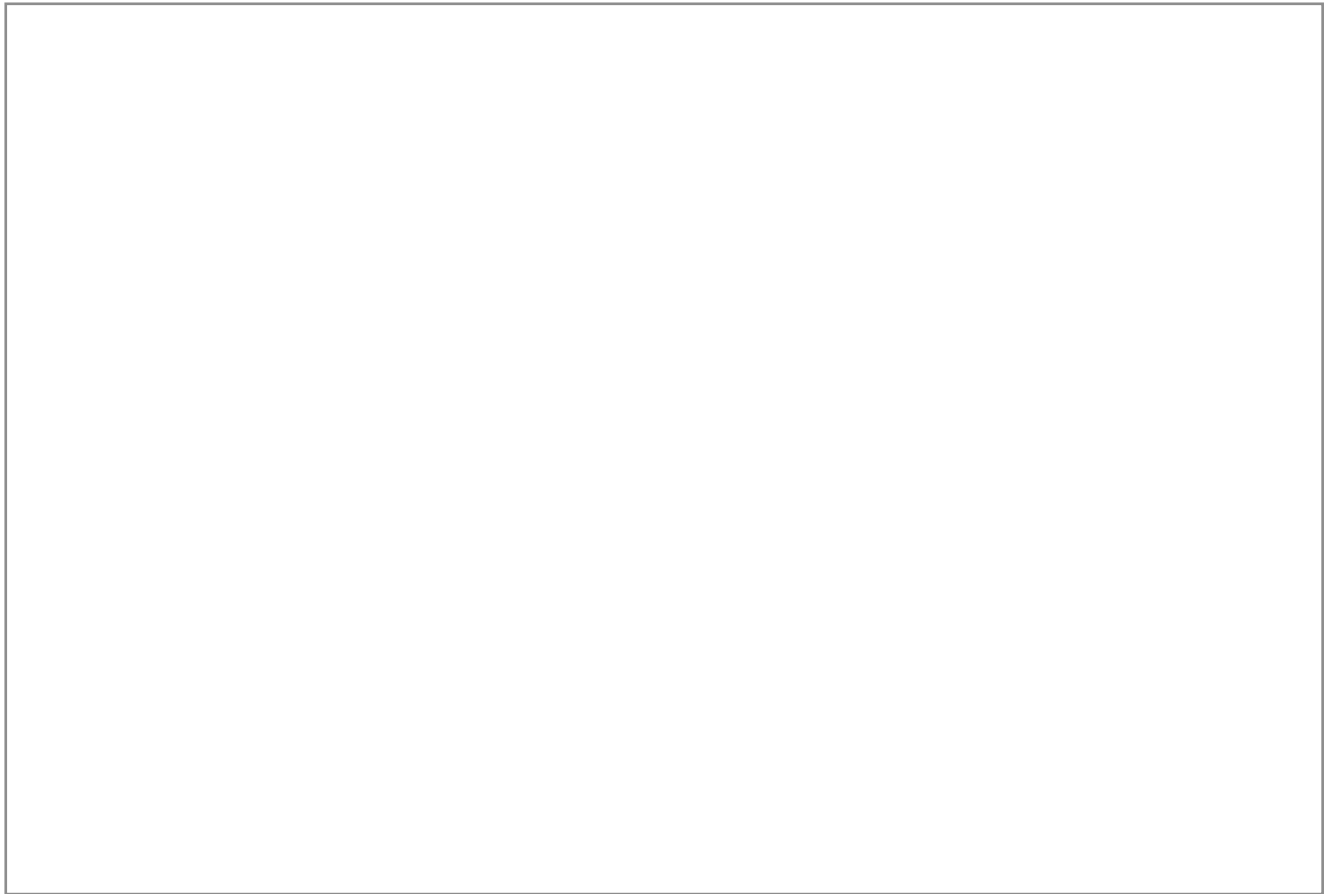
1. Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

- Yes No Don't know

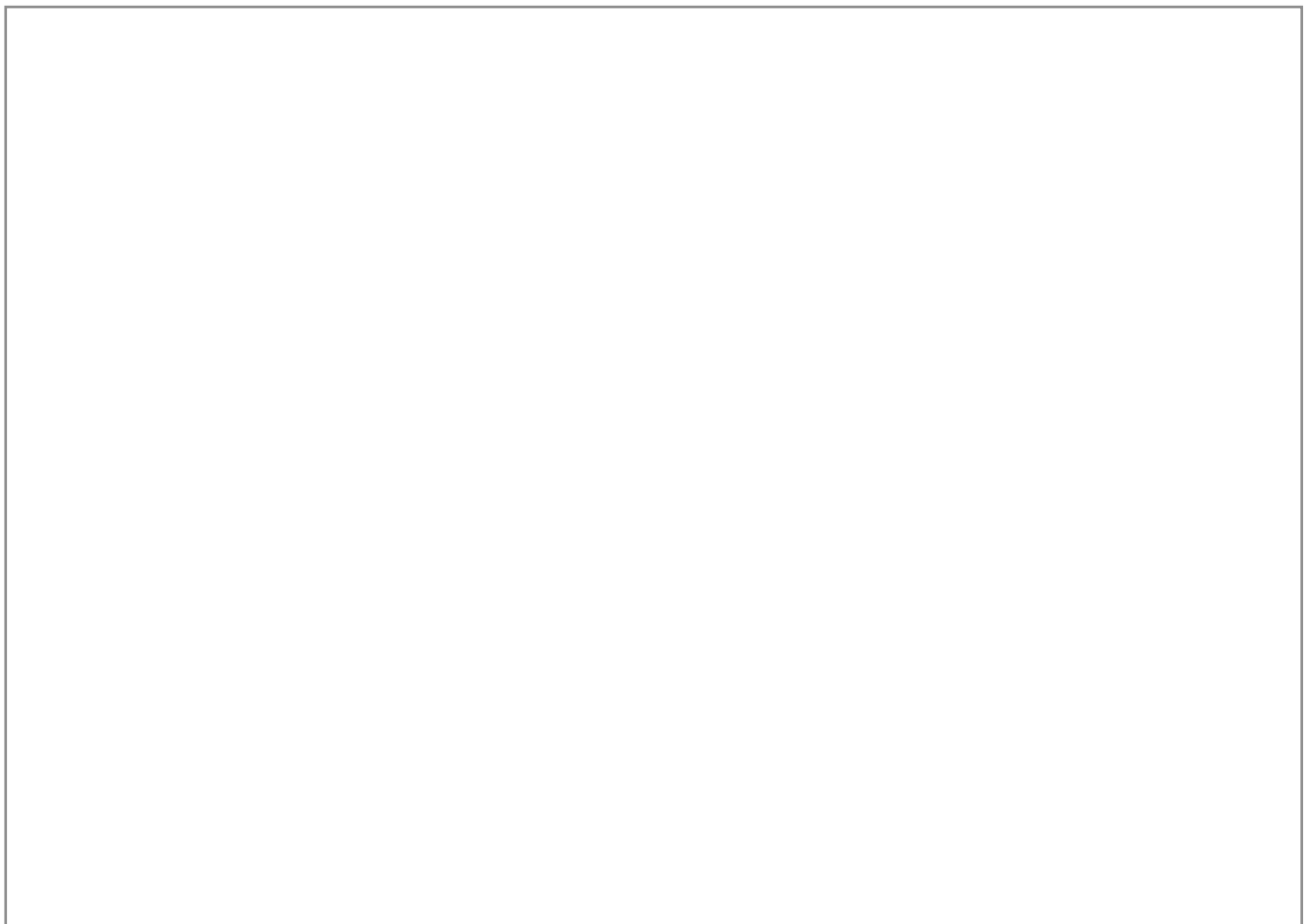
2. Do you support the proposal for each of the school sites?

| 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

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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 tasks 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/ALNschoollproposals
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.



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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

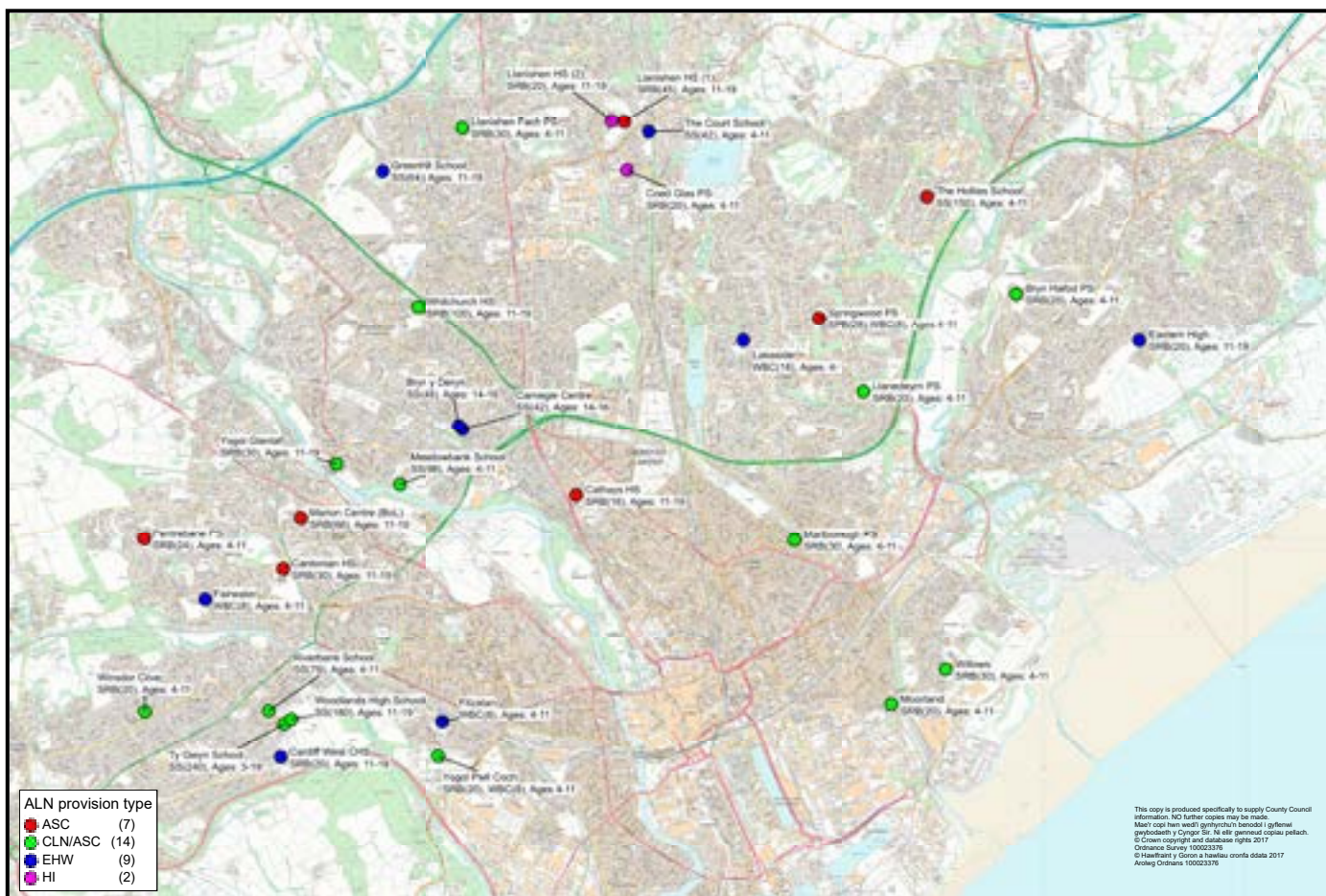
The location of specialist resource bases is not well distributed across the city.

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?

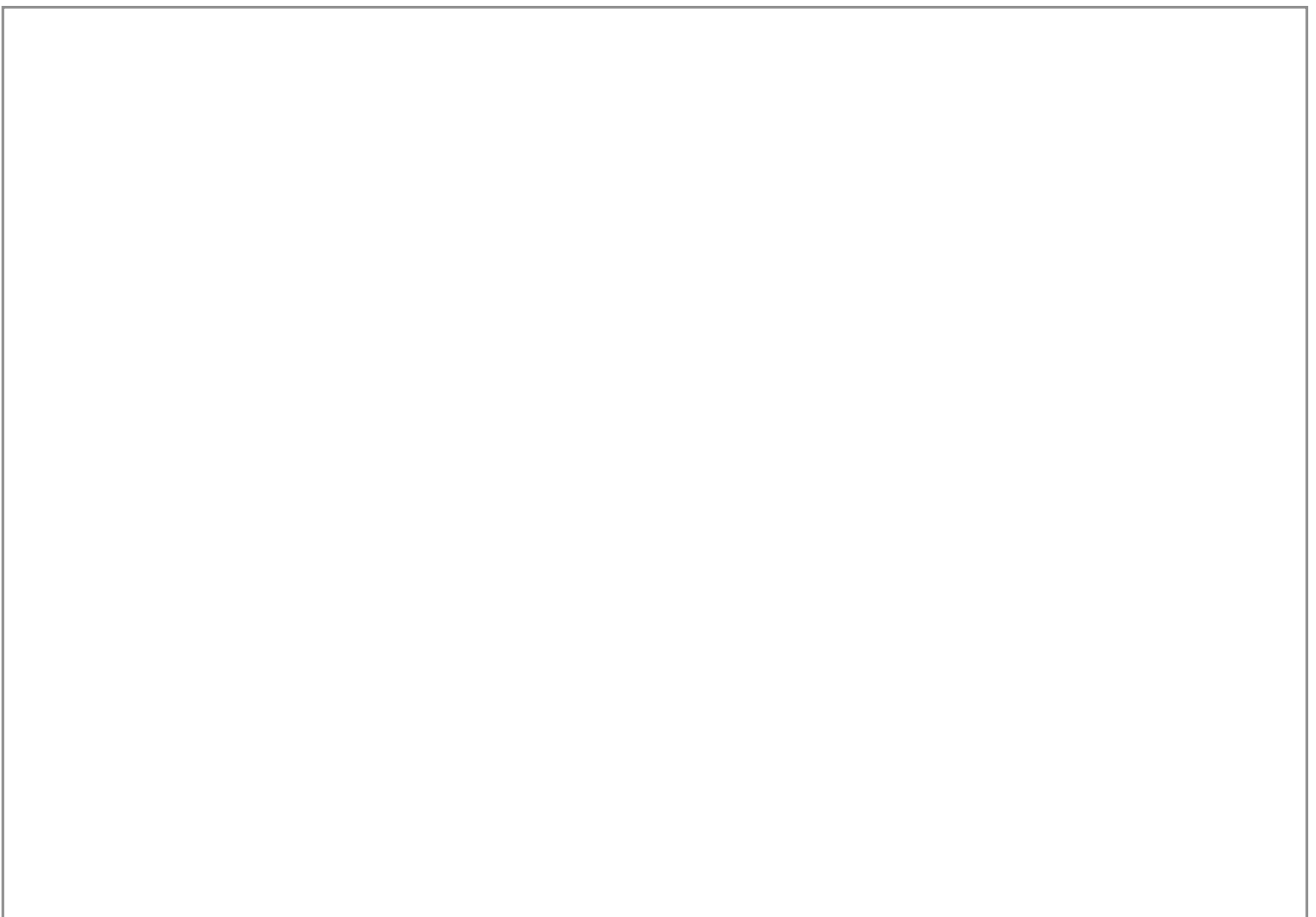
| School and proposal | Yes | No | Don't know |
|--|-----|----|------------|
| Coed Glas Primary School <ul style="list-style-type: none">• establish a 20 place specialist resource base for complex learning needs and/or autism at Coed Glas Primary School from September 2024, within the existing buildings. | | | |
| 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. | | | |

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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

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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 |

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Mae'r dudalen hon yn wag yn fwriadol

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.



Provision for Children and Young People with Additional Learning
Needs
5 December 2023 at 2:30pm

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.**



23 November 2023 at 6pm

- 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?**



23 November 2023 at 6pm

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.



Schools Programme
Coed Glas Primary School Staff Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 3:30pm



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)



STRONGER
FAIRER
GREENER



Baden Powell Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GwaithioDrosCarchChi

#WorkingForCardiff
#WorkingForYou

Provision for children and young people with Additional Learning Needs (ALN)



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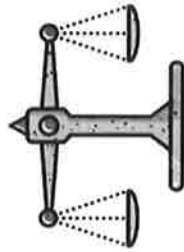




• Who?



• Why?



• What?



#GwelthioDrosGaerdydd

#GwelthioDrosochChi

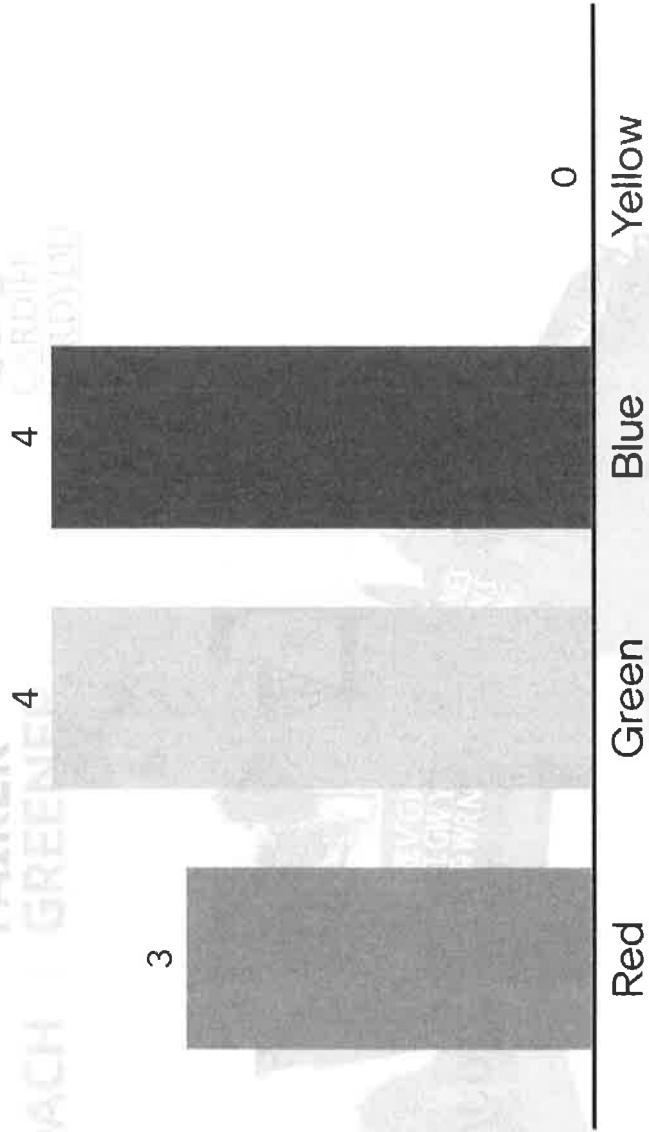
#WorkingForCardiff

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Favourite Colour



#GweithioDrosGaerdydd

#GweithioDrosachChi

#WorkingForCardiff

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Chocolate

CRYFACH
TECACH
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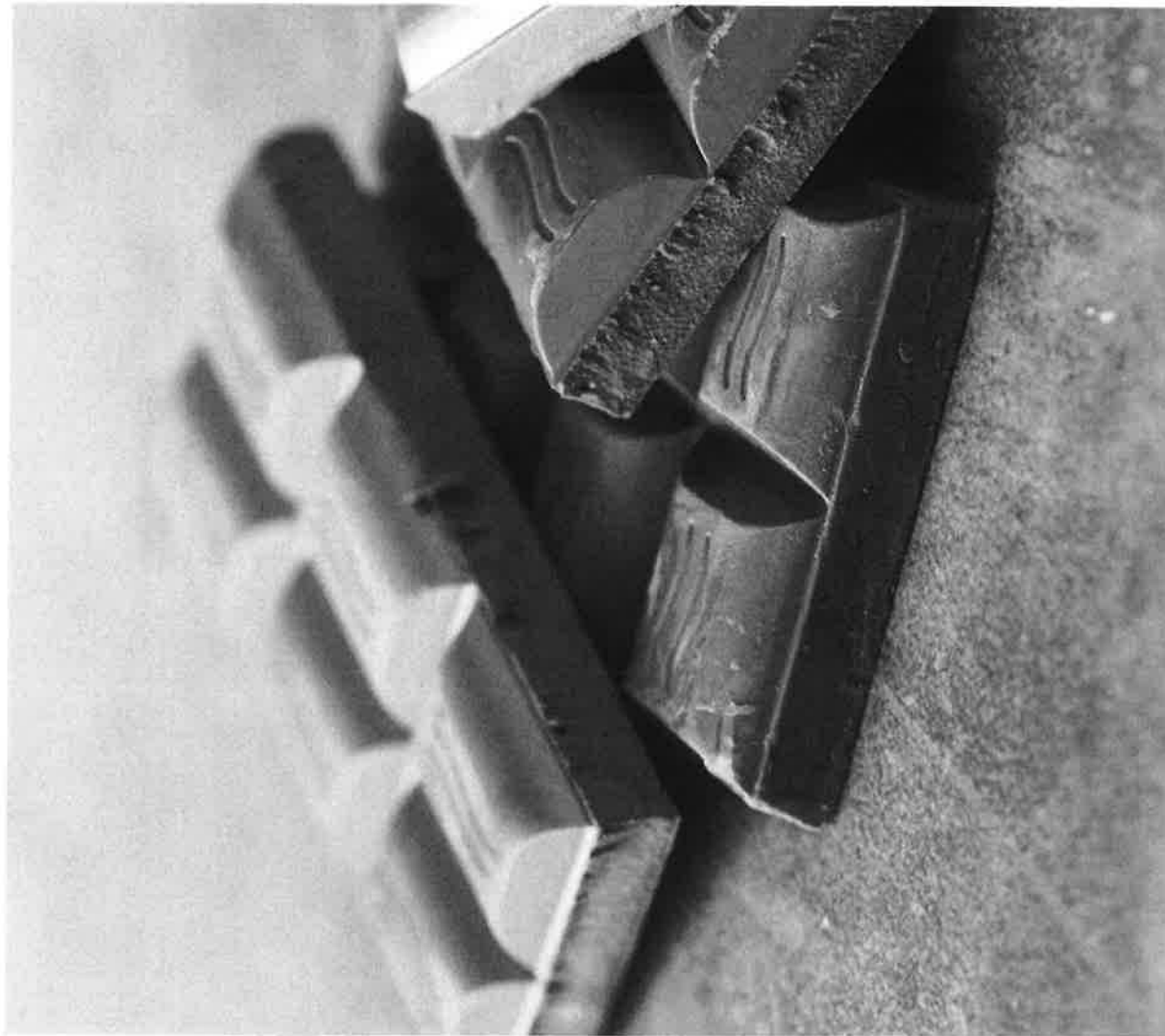
No



#GweithioDrosGaerdydd



#GweithioDrosochChi



CRYFACH
TECACH
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STRONGER
FAIRER
GREENER



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.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



What do you know about specialist resource bases?

19 responses

CRYFACH
TECACH
GWYR

STRONGER
FAIRER
not many children



my brother's autistic

good place to get help

kids with disabilities

cuch

children
more loose

sister
calm

couch

adults that help

safe

safe place to go

ty cwtch

help

#GweithioDrosGaerdydd

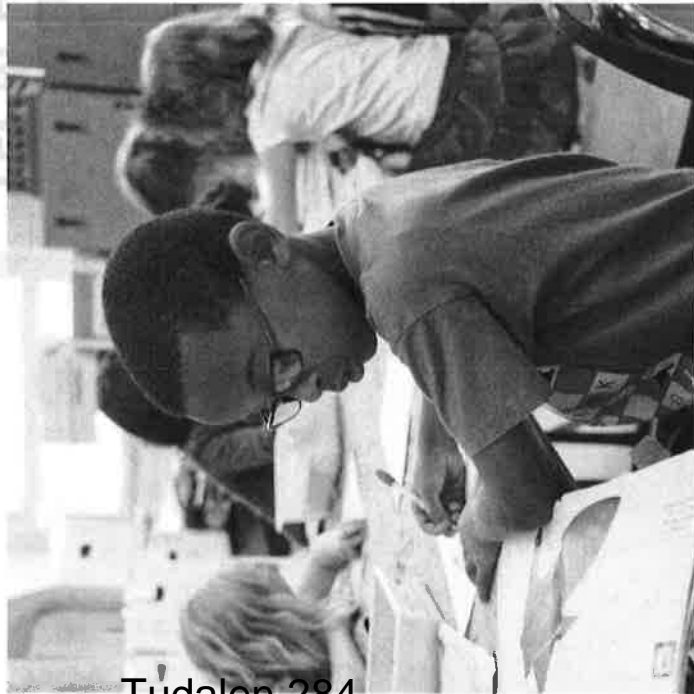
#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou

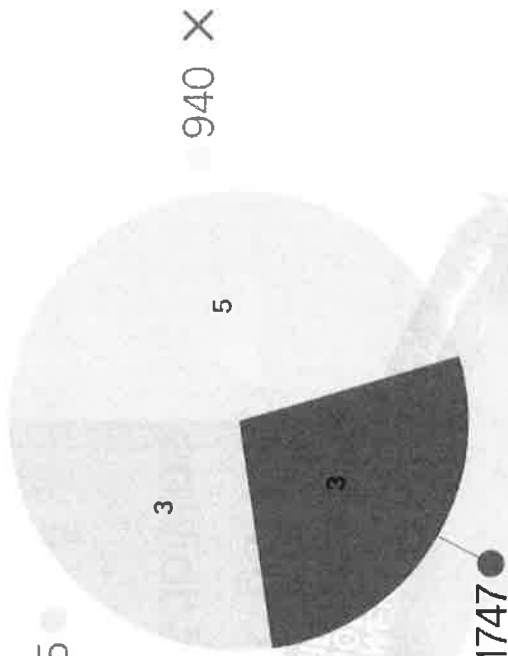


How many children in Cardiff are in specialist placements?



Tudalen 284

X 7645



#GweithioDrasGoerdydd

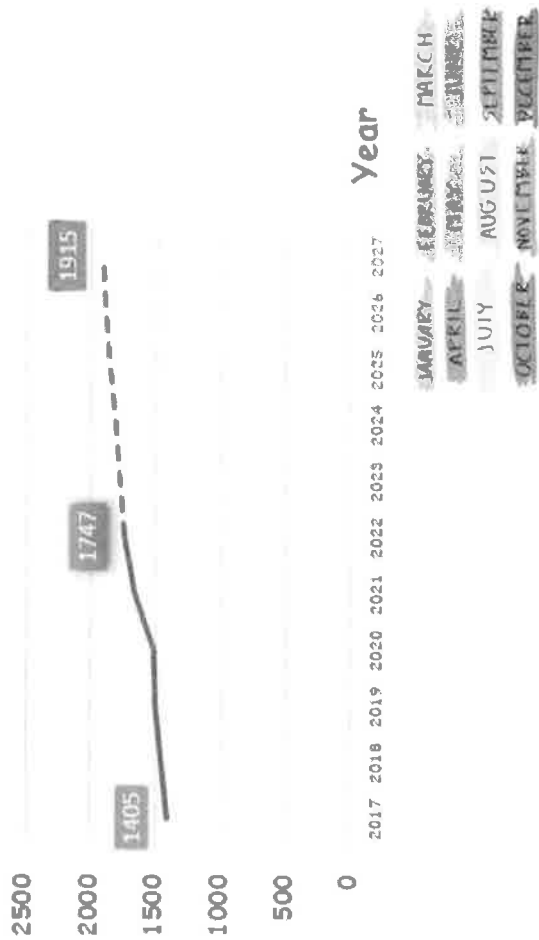
#GweithioDrasochChi

#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?

Tudalen 286

0

✓ 9

25

#GwelthioDrosGaerdydd

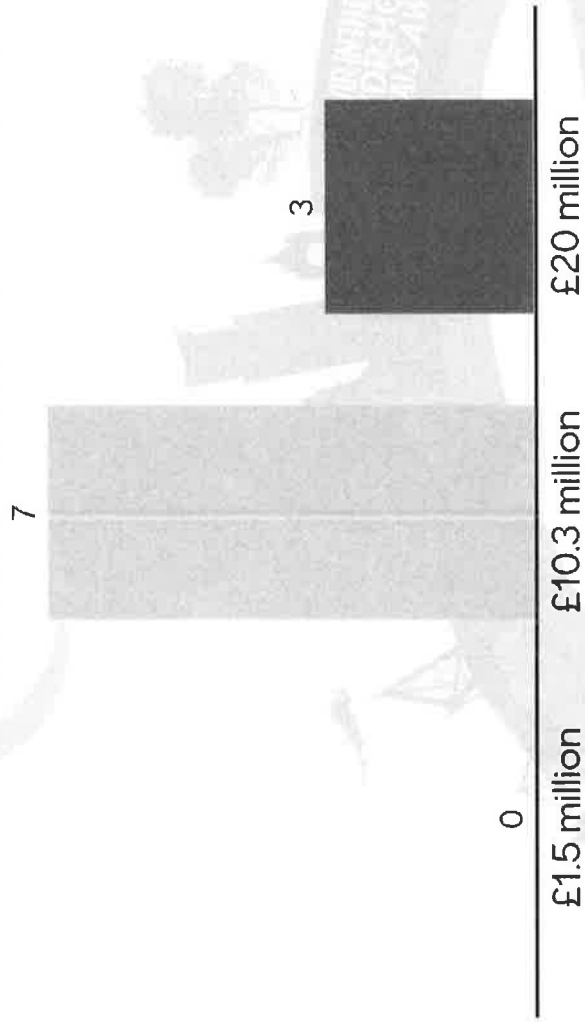
#GwelthioDrosachChi

#WorkingForCardiff

#WorkingForYou



In this school year how much is the Council spending on specialist places in other areas/ independent schools?



STRONGER
FAIRER
GREENER
TECACH
GWYRDDACH

IMMEDIATE ACTION
DEVELOPMENTS
HAS AWFUL

#GweithioDrosGaerdydd
#GweithioDrosochChi
#WorkingForCardiff
#WorkingForYou



CRYFACH
TECACH
GWYRDDACH

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



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 #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou

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

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 family

Thoughts on the proposal

like i said before: annoying
people

people might fight

it good for children to
come down

it is an amazing idea

I don't 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 these 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

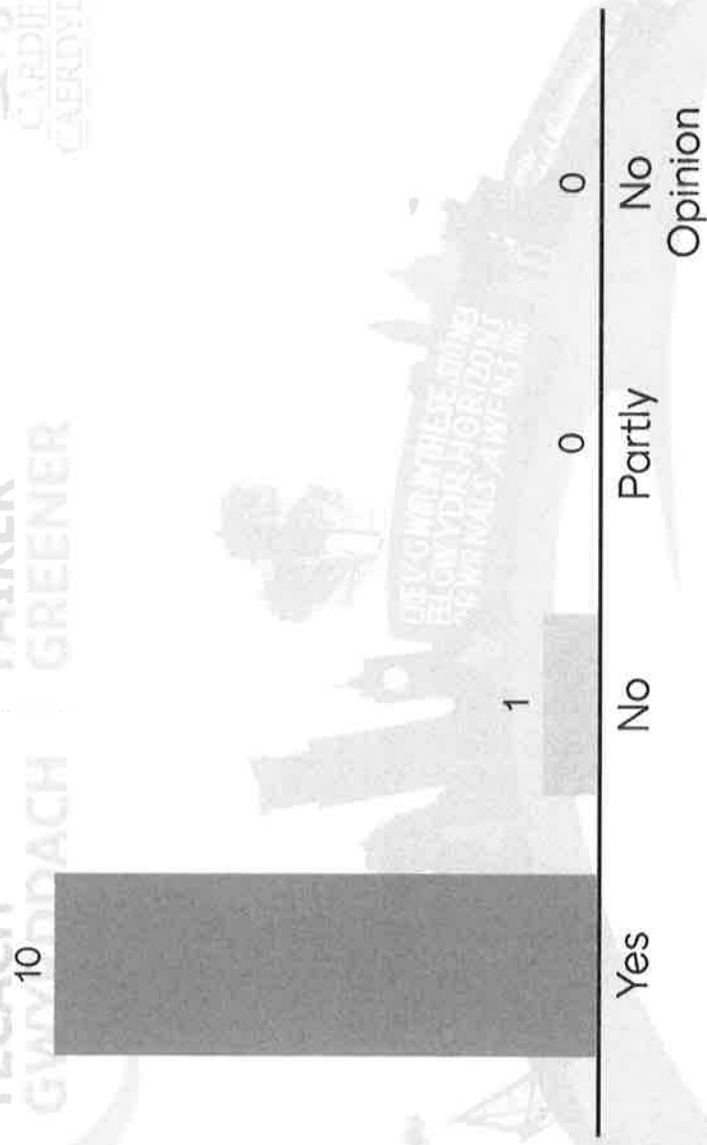
Thoughts on the proposal

putting people with ALN
they might get onight at
eachother

for putting AHD kids and
people Dasple people in
the same room

Do you like the proposal?

CRYFACH STRONGER
TECACH FAIRER
GWYNDACH GREENER



#GweithioDrosGaerdydd #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou

Questions, Suggestions or any other Comments?

20 responses

why is are school chosen

why is our school bieng

the room should be big

thank you for asking us yeah how many children did

be looser maby 10 percent

r we a good school

nope

no why

separate the pupils more

are we the only school

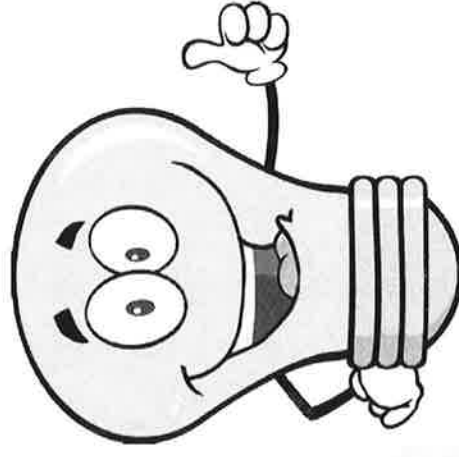
cosen by council

other than that its good

you help everyday because

becuase they might want

some space away people





**STRONGER
FAIRER
GREENER**



Fairwater Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GwaithinDreacwrChi

#WorkingForCardiff
#WorkinnForYou

Provision for children and young people with Additional Learning Needs (ALN)



CRYFACH
TECACH
GWYRDDACH
STR
FAI
GRS

#GwelthioDrosGaerdydd

#GwelthioDrosGŵnChil ?

Instructions

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Or use QR code



#WorkingForChi

#GweithioDrosGaerdydd

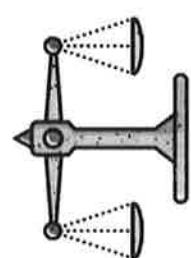
#GweithioDrossochChi



• Who?



• Why?



• What?



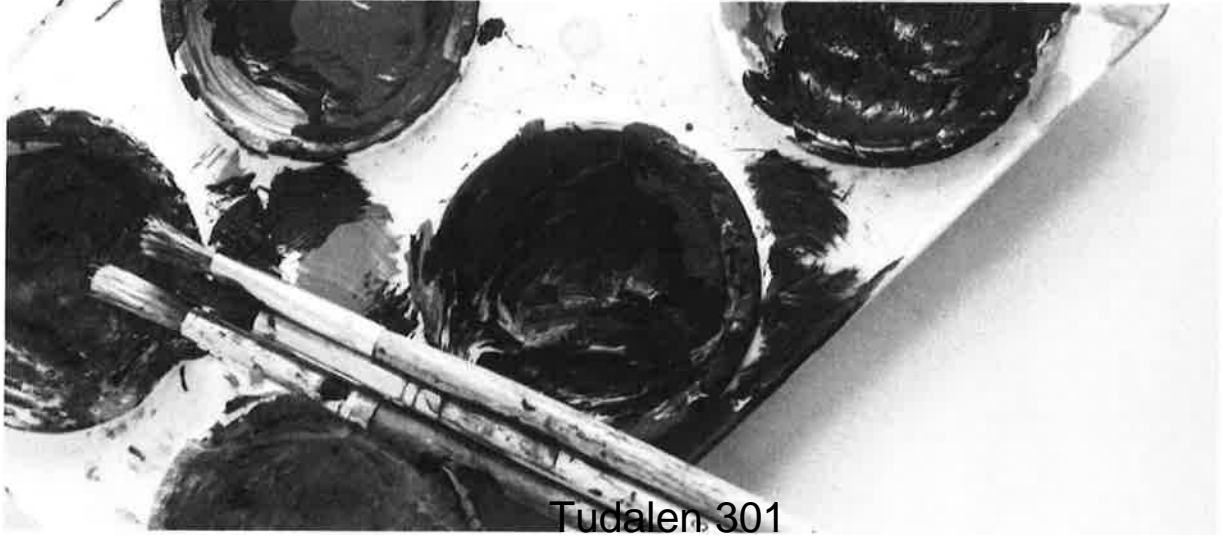
#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou





Favourite Colour

CRYFACH STRONGER
TECACH FAIRER
GWYRDDACH GREENER

6 CARDIFF
GAERDYDD



#GwelthioDrosGaerdydd
#GwelthioDrosochChi

#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAIT
GRE

Yes



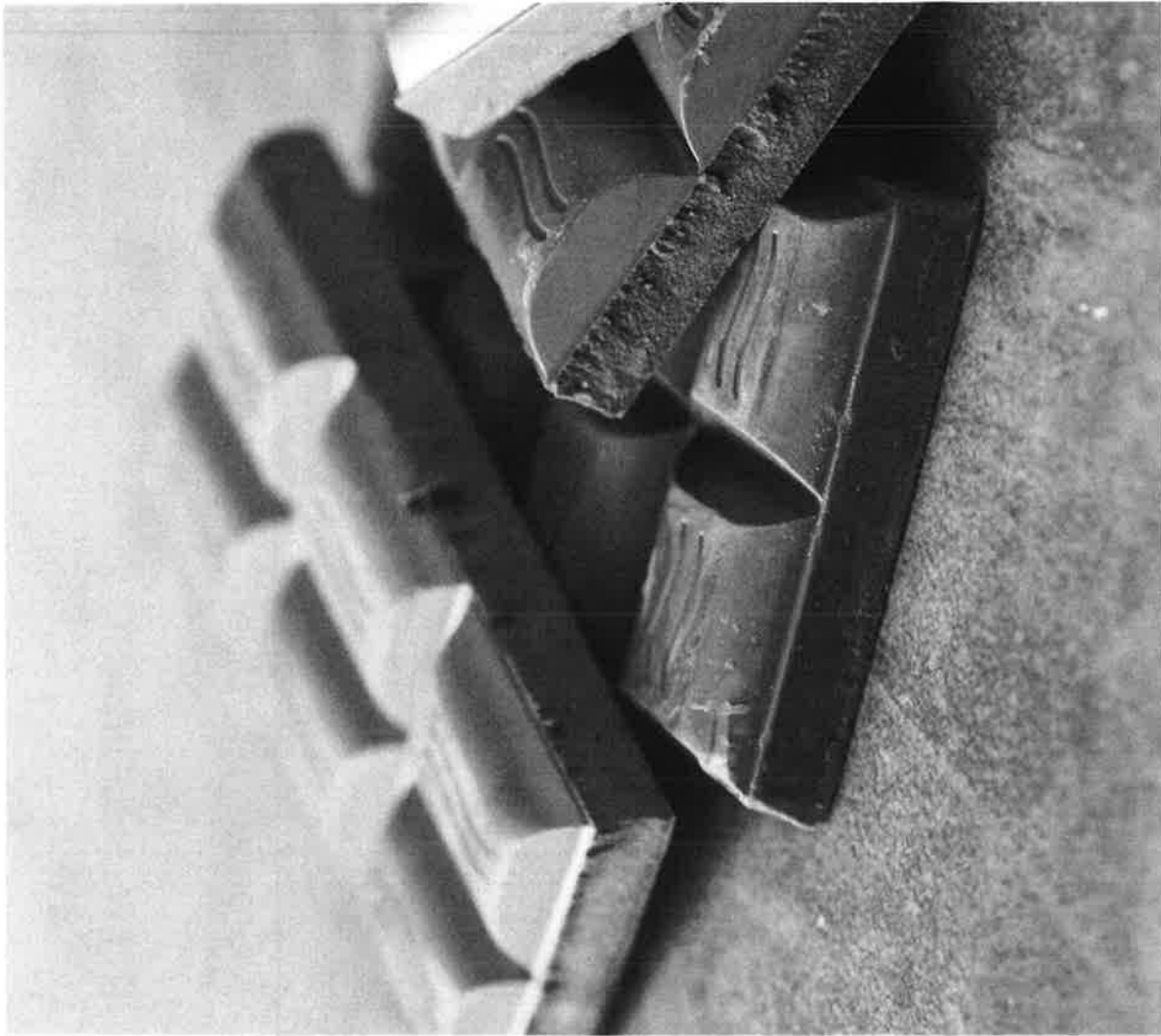
No



#GweltnioDrosGaerdydd



#Gwe thicDrosochChi



CRYFACH
TECACH
GWYRDDACH

STRONGER
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.

#GwelthioDrosGaerdydd
#GwelthioDrosochChi

#WorkingForCardiff
#WorkingForYou



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

therapy

stick ability

freinds safe place

children

togetherness

#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

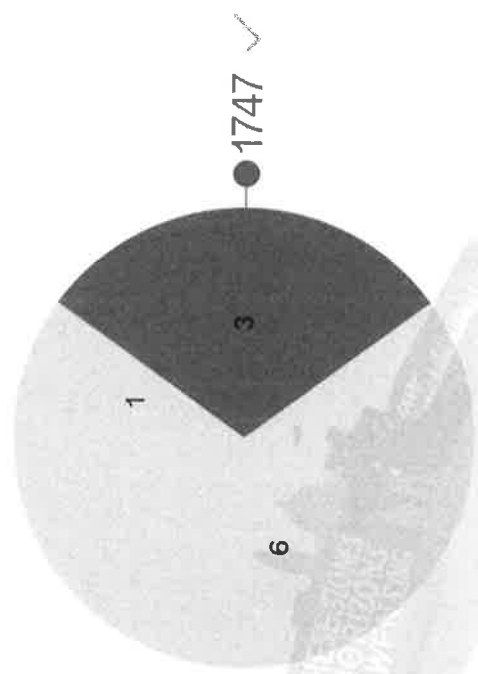
9

10

How many children in Cardiff are in specialist placements?



Tudalen 305



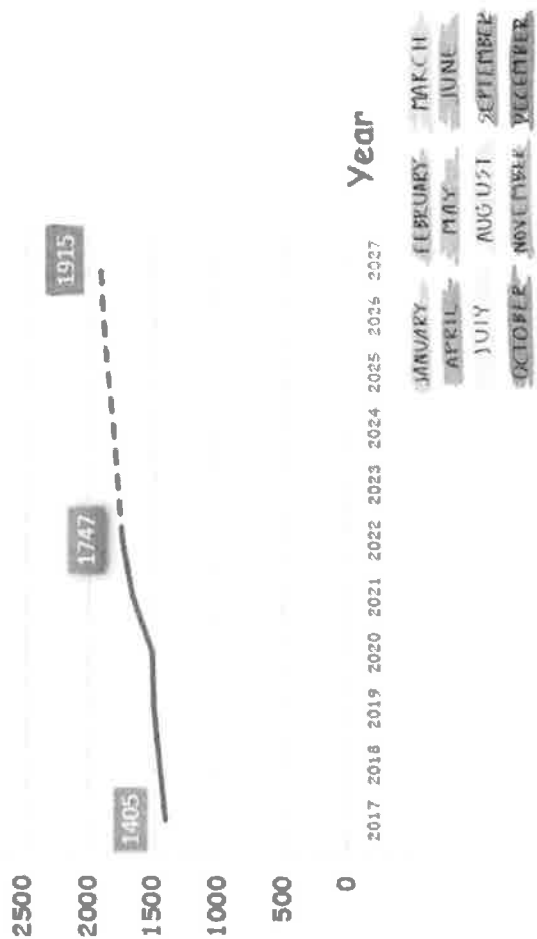
CRYFACH STRONGER
TECACH FAIRER
DACH GREENER

X 7645

#GweithioDrosGaerdydd
#GweithioDrosochChi
#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



Year

2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027

JANUARY FEBRUARY MARCH
APRIL MAY JUNE
JULY AUGUST SEPTEMBER
OCTOBER NOVEMBER DECEMBER

#GwelthioDresGaerdydd

#GwelthioDrosochChi

#WorkingForCardiff

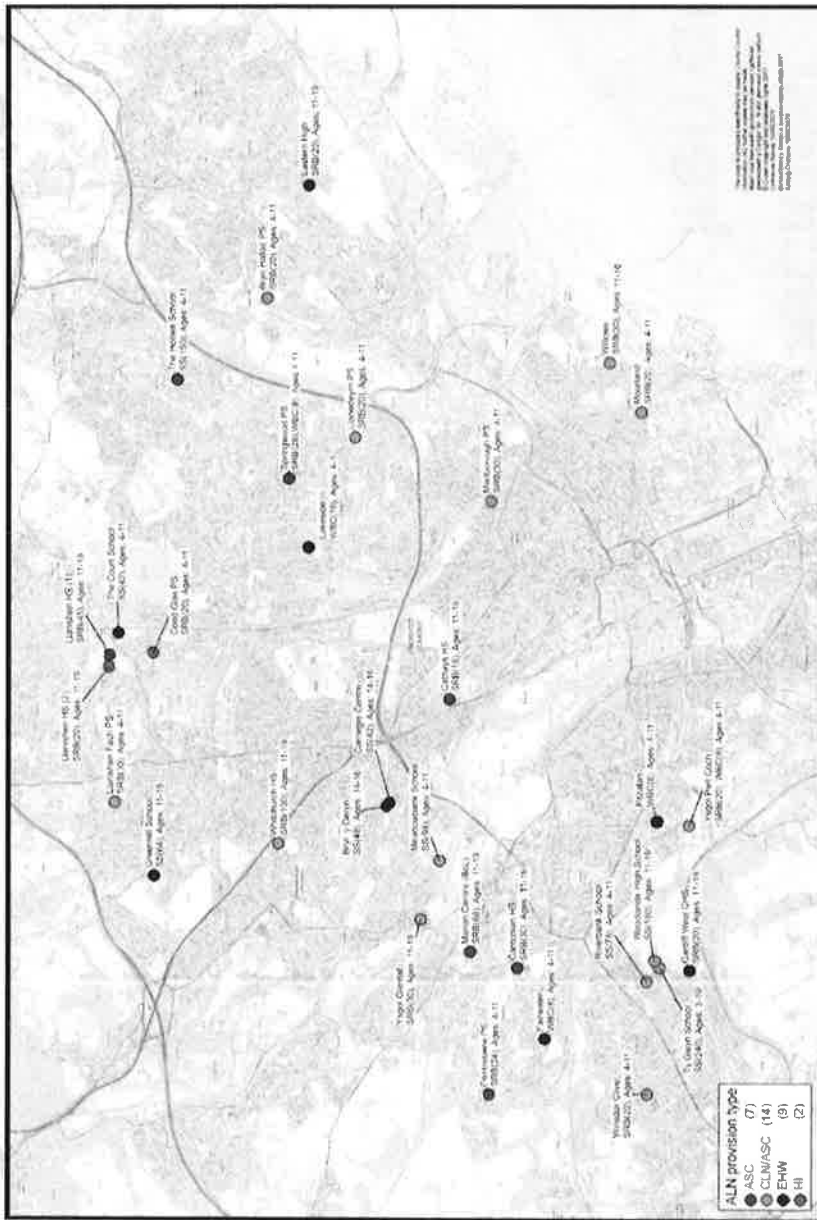
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi
#WorkingForCardiff
#WorkingForYou





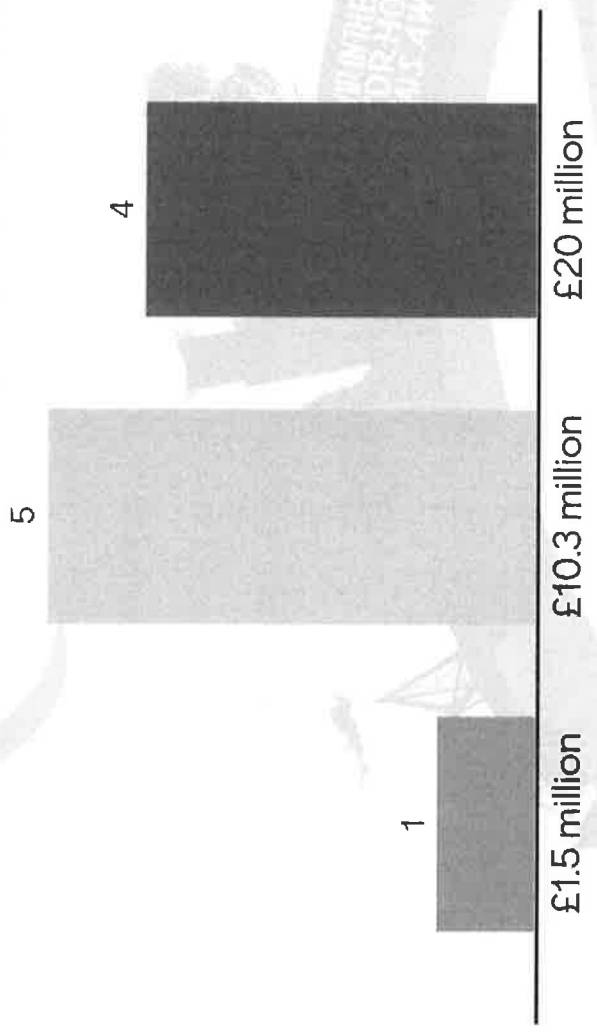
#WorkingForCardiff

#WorkingForYou

#GweithioDrosGaerdydd

#GweithioDrosochChi

In this school year how much is the Council spending on specialist places in other areas/ independent schools?



#GweithioDrosGaerdydd
#GweithioDrosochChl
#WorkingForCardiff
#WorkingForYou



CRYFACH
TECACH
GWYRDDACH

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

#GwelthioDrosGaerdydd
#GwelthioDrosochChi

#WorkingForCardiff
#WorkingForYou

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 #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou

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

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 a/n

Thoughts on the proposal

| | | | |
|----------|---|--|---|
| The cars | People treat other people how they don't want to be treated | 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 aIn |

Thoughts on the proposal

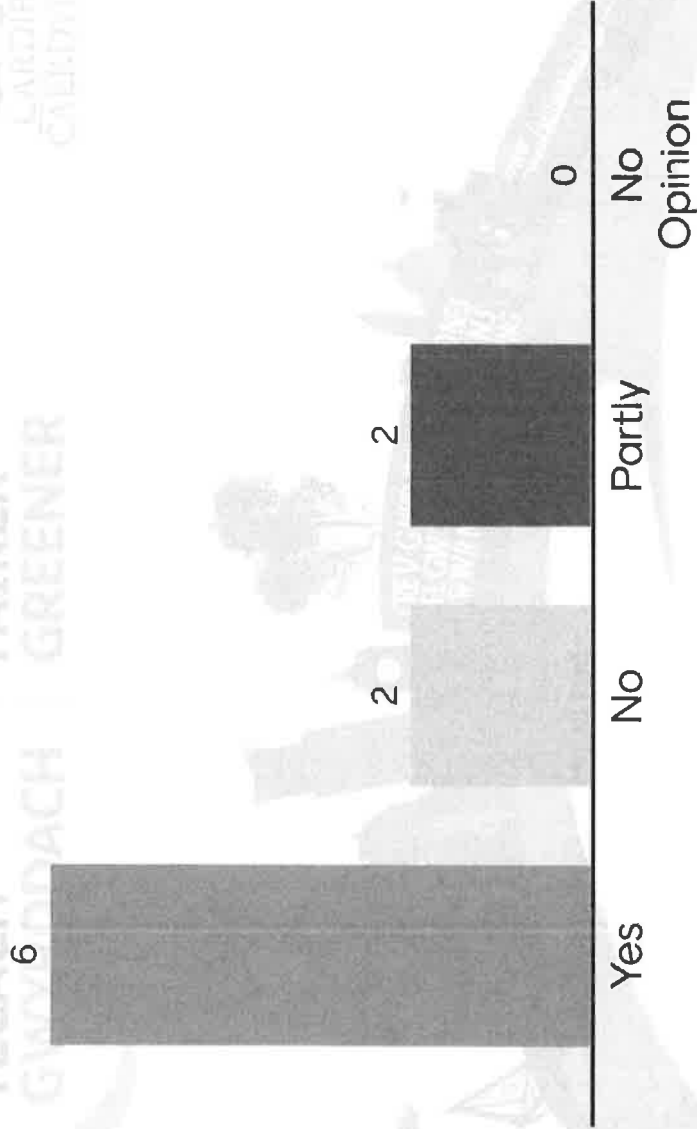
It might take a long time
to develop

People being upset in the
corridor

Do you like the proposal?



CRYFACH STRONGER
TECACH FAIRER
GWYDDACH GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

11 responses

CRYFACH
TECACH

STRONGER
FAIRER

is the going to be change

are you going to build

how do you do it

how do people get aIn

how many people have aIn

help more people

very good

how long

excellent

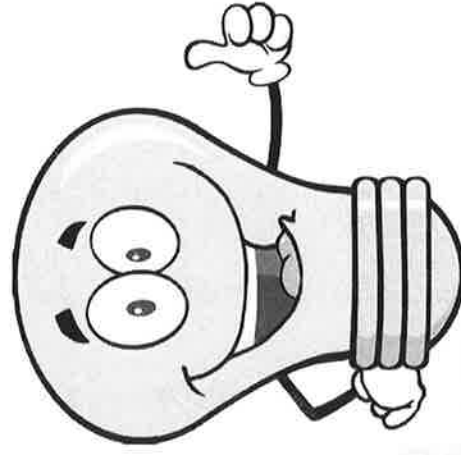
how much would it change

#GiveItTheCryGolemYin

#WaitingForCrydifi

#GiveItTheDraochChi

#WaitingForYin





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 well 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 it easier to do work
- They would like some more staff and a quiet space
- Their learning had improved since being in the class



STRONGER
FAIRER
GREENER



Herbert Thompson Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

Provision for children and young people with Additional Learning Needs (ALN)

Tudalen 320



#GwelthioDrosGaerdydd

#GwelthioDrosGoch   3 

Instructions

CRYFACH
TECACH
GWYRDDACH

FAIRER
GREENER



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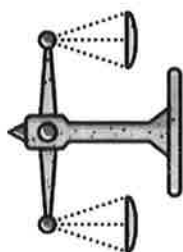
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#GweithioDrosGaerdydd

#GweithioDrosochChi



• Who?



• Why?



• What?

#GwelthioDrosGaerdydd

#GwelthioDrosachChi

#WorkingForCardiff

#WorkingForYou





Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



16 CARDIFF
DYDD



Red

Green

Blue

Yellow

#GweithloDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes



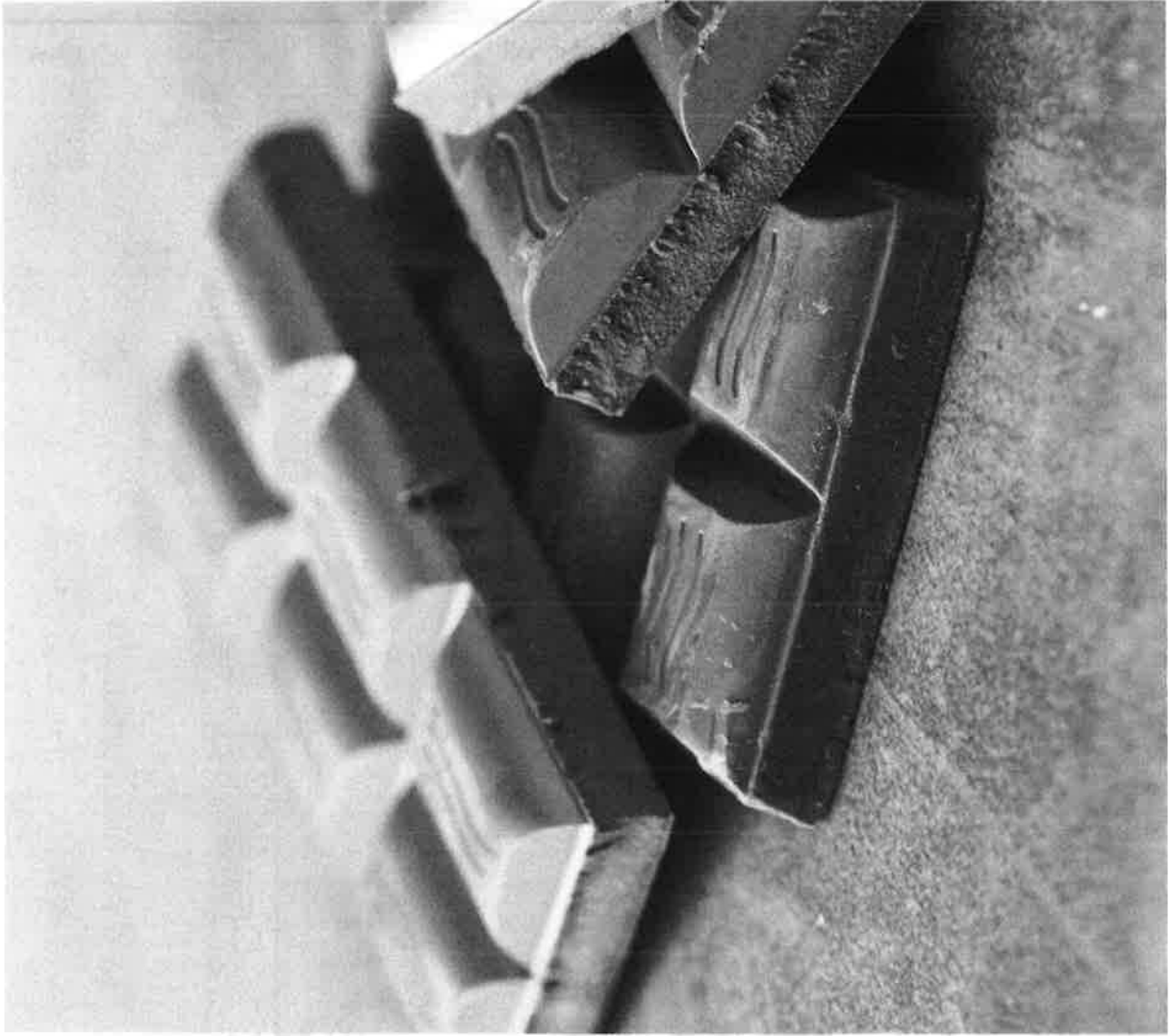
No



#GweithioDrosGoerdydd

#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.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



What do you know about specialist resource bases?

30 responses

CRYFACH STRONGER
TECACH FAIRER
GMYRDDACH GREENER



they will be taught diff
like my cousins class

i think it will be quiet

way smaller than my class

it would be helpful

i think it will be noisy

or

not really quiet

small class

self in care

special needs

small - it is smaller

or

quiet

special need

disability special needs

disabilities

they need more care

they need help

it would be much smaller

there might be less kids

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosOchChi

#WorkingForYou

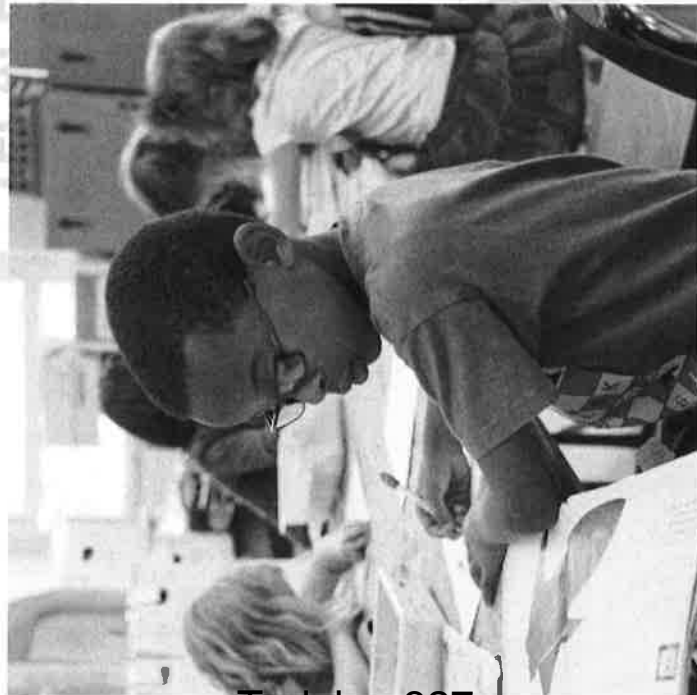
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17



How many children in Cardiff are in specialist placements?

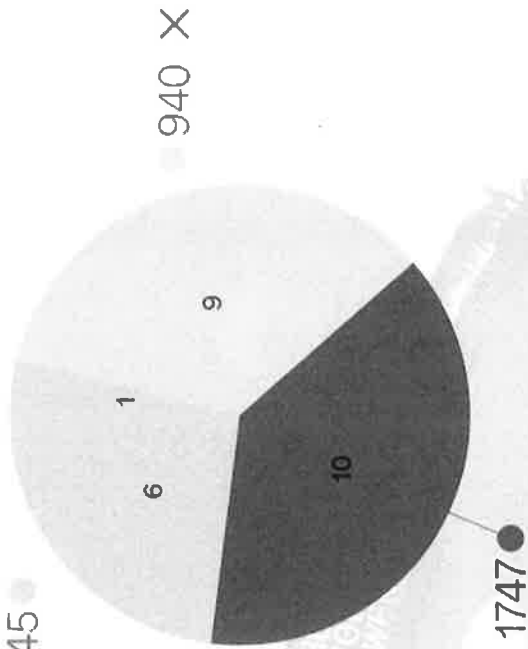


Tudalen 327

CRYFACH STRONGER
TECACH FAIRER
DACH GREENER

● 55 X

X 7645 ●



● 940 X

#GwelthioDrosGaerdydd

#GwelthioDrosochChi

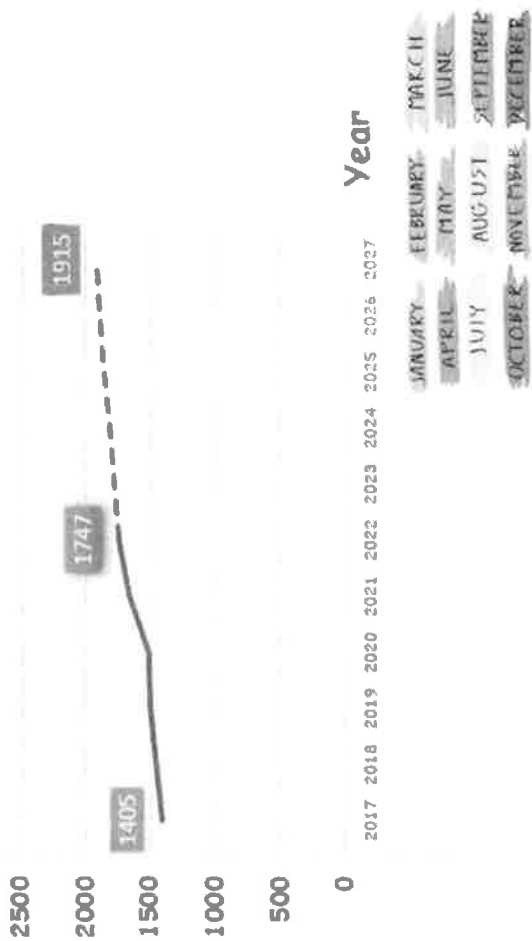
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Number of Pupils in SRB's



#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
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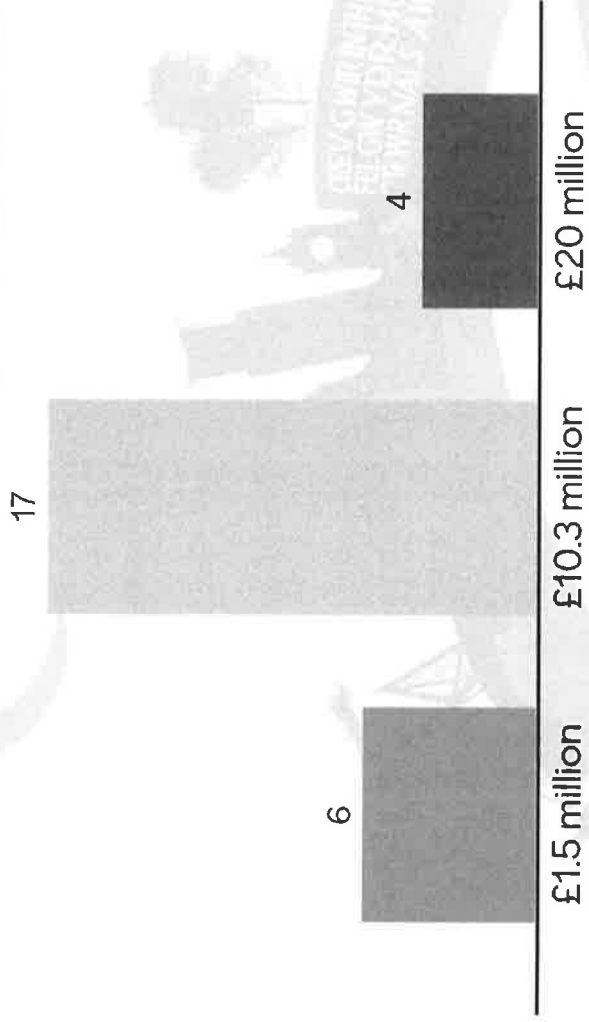
How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochChi
#WorkingForCardiff
#WorkingForYou



In this school year how much is the Council spending on specialist places in other areas/ independent schools?



#GwelthioDrosGaerdydd #GwelthioDrosachChi
#WorkingForCardiff #WorkingForYou

CRYFACH
TECACH
GWYRDDACH

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

#GweithioDrosGoerdydd

#GweithioDrosachChi

#WorkingForCardiff

#WorkingForYou



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 #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou

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

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]

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.

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]

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.

Thoughts on the proposal

we could make the school bigger because we can have more space and have a bigger playground

its good because it helps children

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.

Thoughts on the proposal

good

Tudalen 337

Thoughts on the proposal

i

nothing

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

Thoughts on the proposal

not really because your offer
is mostly covering everything
besides from traveling but
most people live close

inside the boxing shed it
might be all dirty and rusty

it would be more dangerous
because there would be more
cars so its a higher chance of
them getting hurt.

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

Thoughts on the proposal

I dont thing thars nuthng
wruing

it could be bigger for the
people who need's help

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

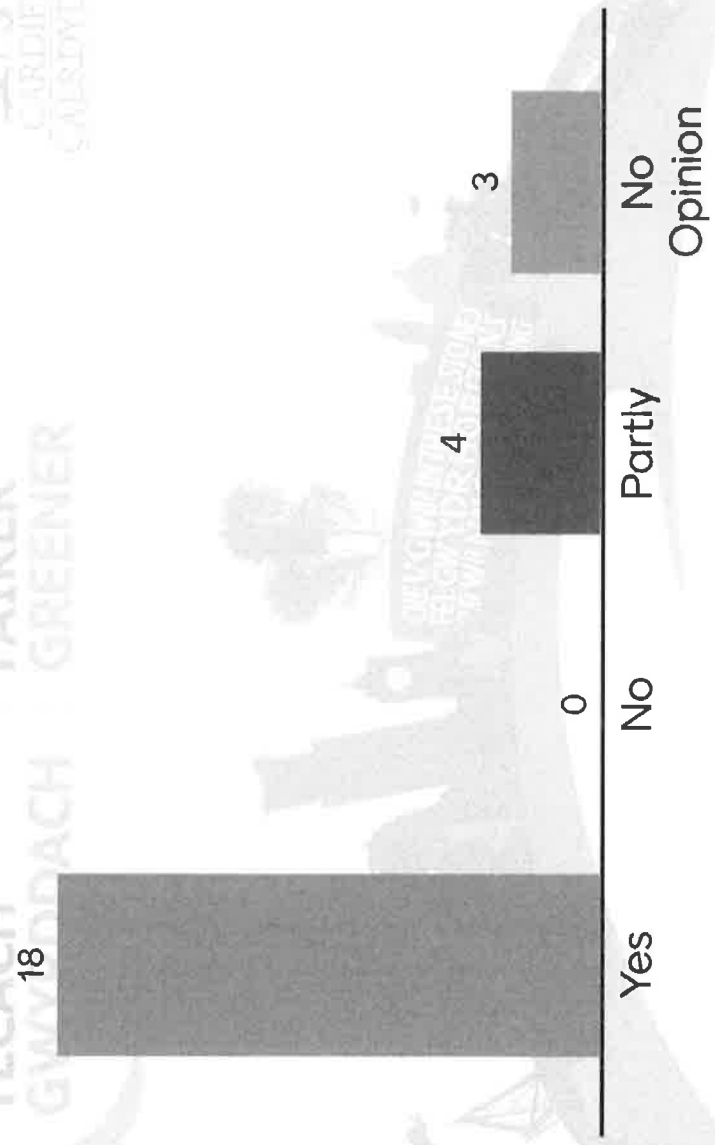
The most of the children on the
playground might be banging or
hitting the football on it which will
cause distraction especially when
there is P.E the children might be
shouting: [REDACTED]

That there are enough
schools in Cardiff

Do you like the proposal?



STRONGER
FAIRER
GREENER
CRYFACH
TECACH
GWYDDACH
STRONGER
FAIRER
GREENER

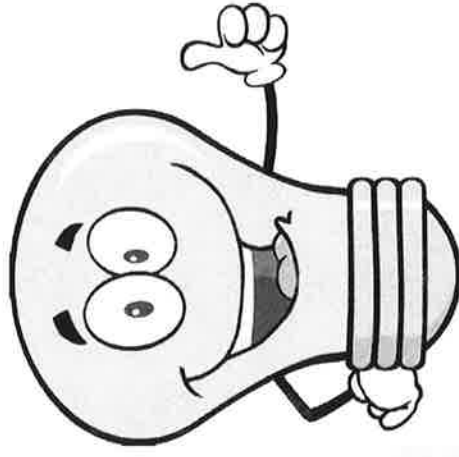


#GwelthioDrosGaerdydd
#GwelthioDrosochChi
#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

23 responses

Tudalen 342



howmuch scholls would

dont let football on back

make other classes in the

nice proposal

how much will it costs

amazing good

if think it is a good idea

is the a chill zone

people might distract em

not that i think

maybe on weekends

you could make a football

no questions

you billd

will a worker protect kid



STRONGER
FAIRER
GREENER



Lakeside Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GwaithinDrosorhChi

#WorkingForCardiff
#WorkingForYou



Provision for children and young people with Additional Learning Needs (ALN)

CRYFACH
TECACH
GWYBODAETH
STR
FAH
GPE

#GwelthioDrosGoerdydd
#GwelthioDrosGymhysgi
7 7 1 ?

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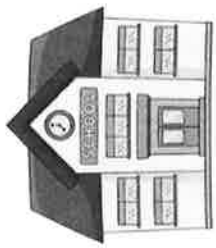
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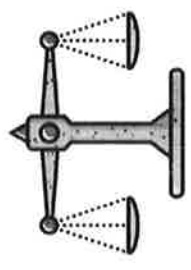
#GweithioDrosGaerdydd

#GweithioDrosochChi





• Who?



• Why?



• What?



#GweithioDrosGaeidydd #WorkingForCardiff
#GweithioDrosachChi #WorkingForYou





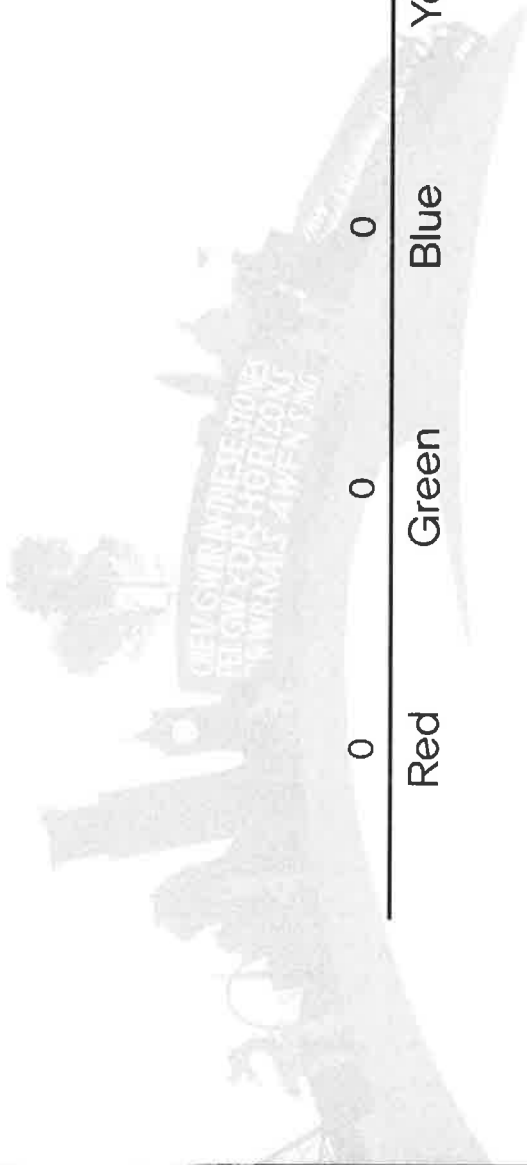
Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



CARDIFF
CAERDYDD



#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

#WorkingForYou

Chocolate

Yes

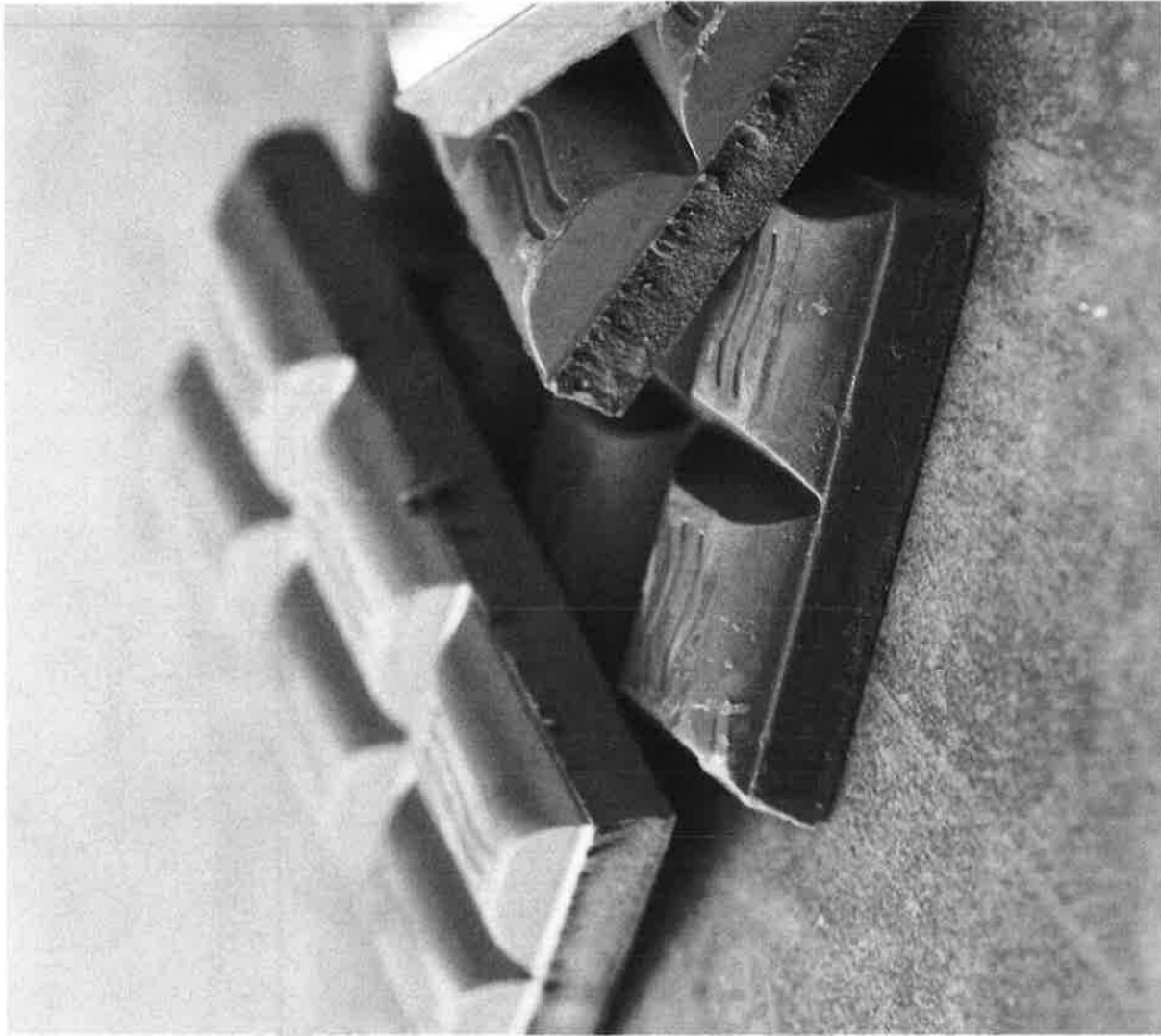


No



#GwelthioDrosGaerdydd

#GwelthioDrosochChi



CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



What are we proposing to do?

Tudalen 349

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.

#GweithioDrosGoerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

What do you know about specialist resource bases?

36 responses

CRYFACH STRONGER
TECACH FAIRER
GWYRDDACH GREENER
they will feel safe
they make you feel safe
they are very confident
i think it is a cosy plac children feel special
children feel safe familiar
breakout room cosy are i like the breakroom warm and safe
very safe calm safe
peaceful
safe
feels like home
i think it is very safe
they might feel safe
feeling at home
its their happy place
at home they
warm and cosy
#GweithioDrosGaerdydd #WorkingForCardiff
#GweithioDrosachChi #WorkingForYou

How many children in Cardiff are in specialist placements?



Tudalen 351

X 7645



940 X

#GwelthioDrosGaerdydd

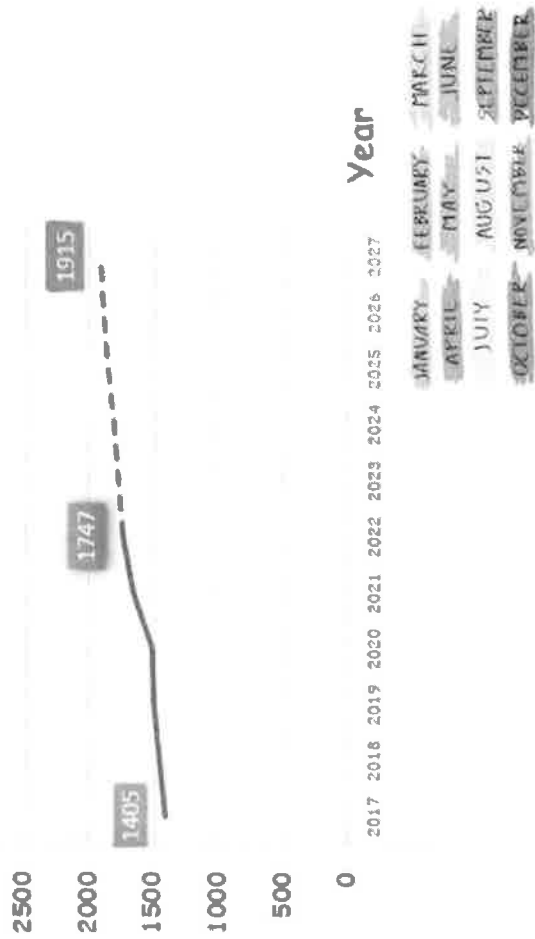
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#GwelthioDrosachChi

#WorkingForYou



Number of Pupils in SRB's



#GwelthioDrosGaerdydd

#GwelthioDrosachChi

#WorkingForCardiff

#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



#GweithioDrosGaerdydd
#GweithioDrosochiChi

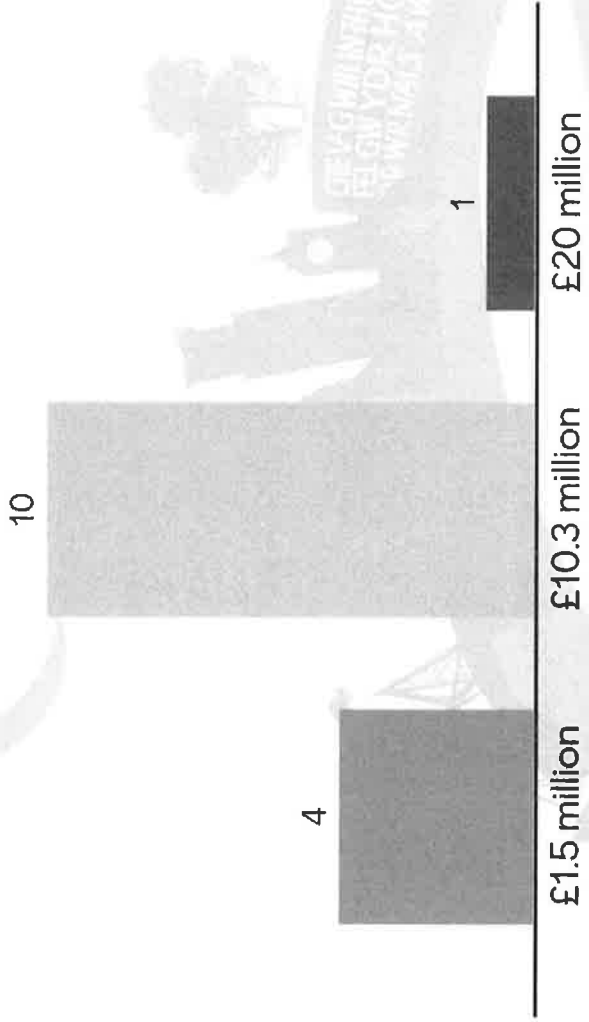
#WorkingForCardiff
#WorkingForYou.



In this school year how much is the Council spending on specialist places in other areas/ independent schools?



STRONGER
FAIRER
GREENER
GWYRDDACH
DROSACH
DROSACH



#GweithioDrosGaerdydd
#GweithioDrosachChi
#WorkingForCardiff
#WorkingForYou

CRYFACH
TECACH
GWYRDDACH

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



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 #WorkingForCardiff
#GweithioDrosochChi #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 lonely 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 well being 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 time table 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 its 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. Its brilliant!

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 because 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.

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.

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.

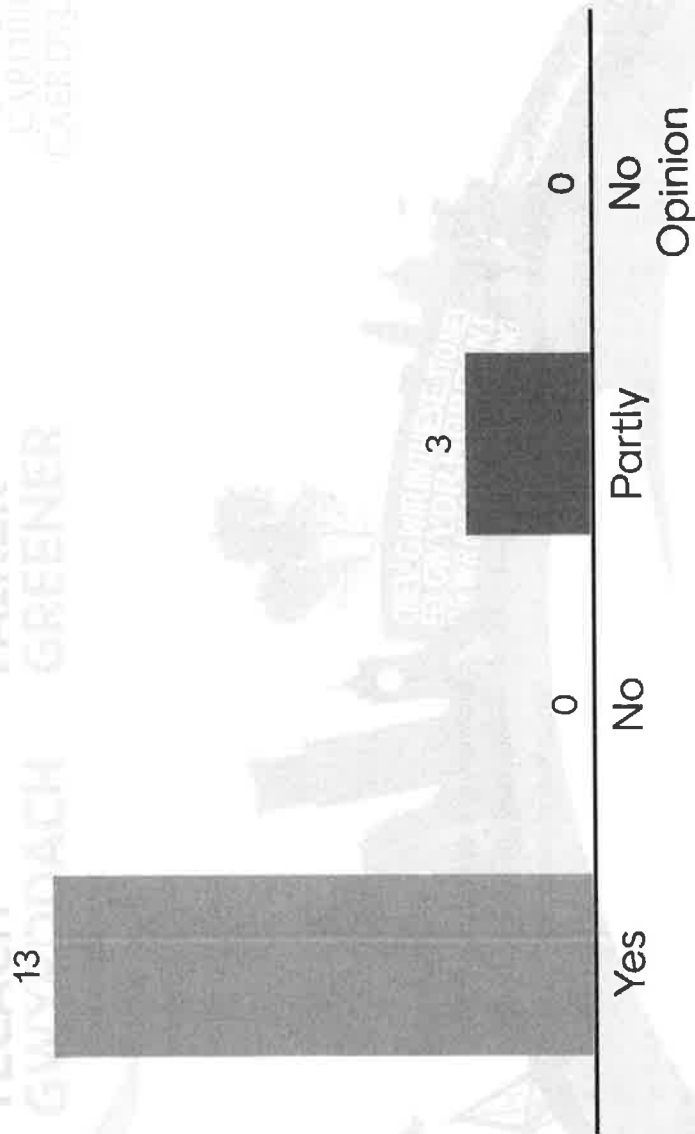
maybe we kneed to make sure the teachers are kind and just go with the flow

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 sid of school so it will be anoiing that it will probley be more dangers for people walking home

I that the worst thing is that there is not much well being is over schools adhd all so mabye the kids might not want to go class and they might get over welled so

Do you like the proposal?



#GwelthioDrosGaerdydd #WorkingForCardiff
#GwelthioDrosachChi #WorkingForYou



Questions, Suggestions or any other Comments?

21 responses

are the taxi driver a safe

how do you get the money

how long will i be build

were is your place you st

nothing

enough money as there

if schools got more money

i love this idea ay **no**

would it be quicker

will be lots of slbs

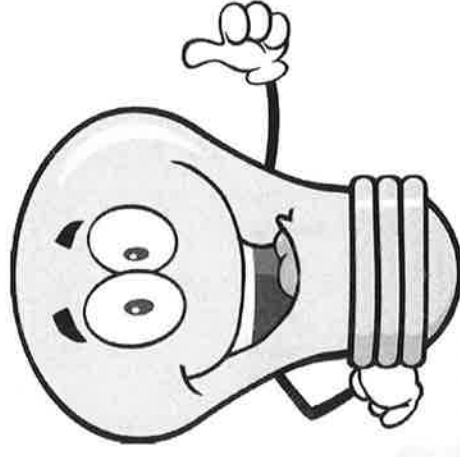
how will this happen irl

does the council have

ow long will it take to

how do you know about if

i think taxis come later



CRYFACH
TECACH



STRONGER
FAIRER

#GwentThisDropsGustoToYou

#MarkingforCredit

#GwentThisDropsGusto

#MarkingforYou



STRONGER
FAIRER
GREENER



Springwood Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GweithioDrosorChî

#WorkingForCardiff
#WorkingForYou

CRYFACH
TECACH

GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosChCyl   ?



Instructions



Go to

www.menti.com

Enter the code

6945 1412



Or use QR code

#GweithioDrosGaerdydd

#GweithioDrosachChi

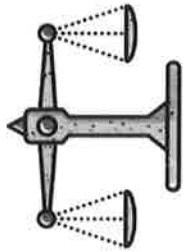
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#WorkingForYou





• Who?



• Why?



• What?



#GweithioDrosGaerdydd

#GweithioDrosochChi

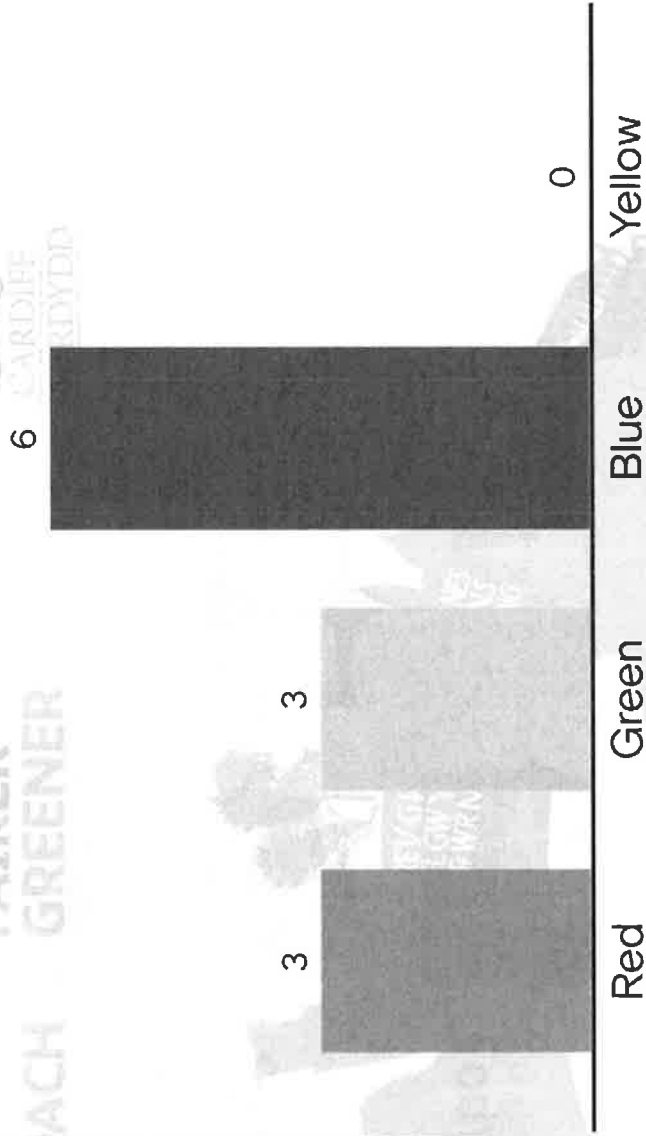
#WorkingForCardiff

#WorkingForYou



Favourite Colour

CRYFACH STRONGER
TECACH FAIRER
GWYRDDACH GREENER



#GweithioDrosGaerdydd
#GweithioDrosochChi

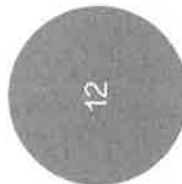
#WorkingForCardiff
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes

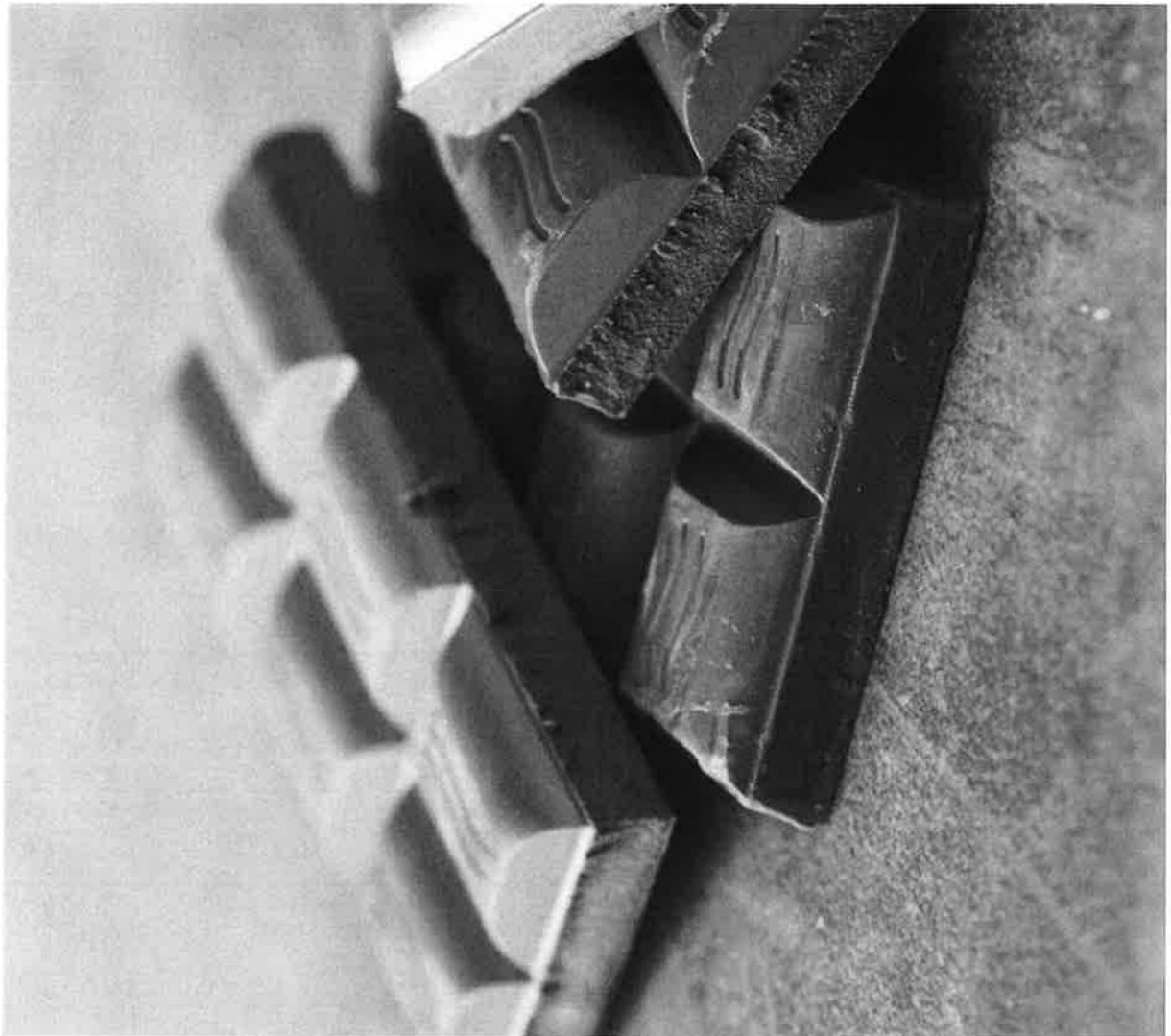


No



#GweithloDrosGaerdydd

#GweithloDrosochChi



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



STRONGER FAIRER GREENER

CRYFACH TECACH GWYRDDACH

there bigger classes

they flap hands

learning reading

quiet spaces

base 3

base 1

base 1

base 1

base 2

special resources

busy classrooms

it's a bit quiet

it is fun more

for autistic people

base 2

morning songs goodbye son

they can learn at their o

stuff to help them learn

#GweithioDrosGaerdydd

#GweithioDrossochChi

#WorkingForCardiff

#WorkingForYou



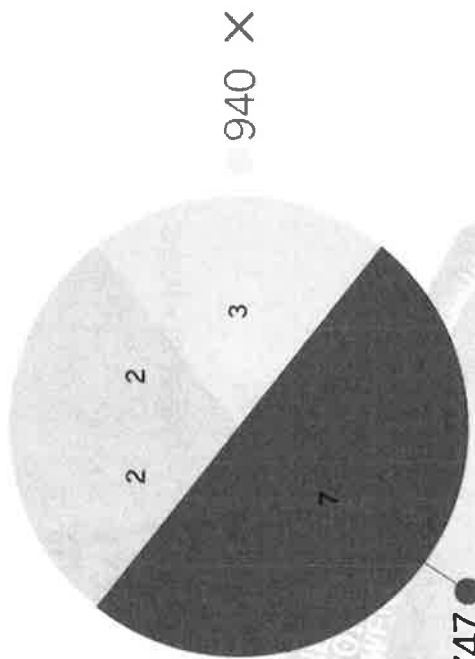
How many children in Cardiff are in specialist placements?



Tudalen 372

X 7645 ●

X 55 X



X 940 X

✓ 1747 ●

#GweithioDrosGaerdydd

#GweithioDrosachChi

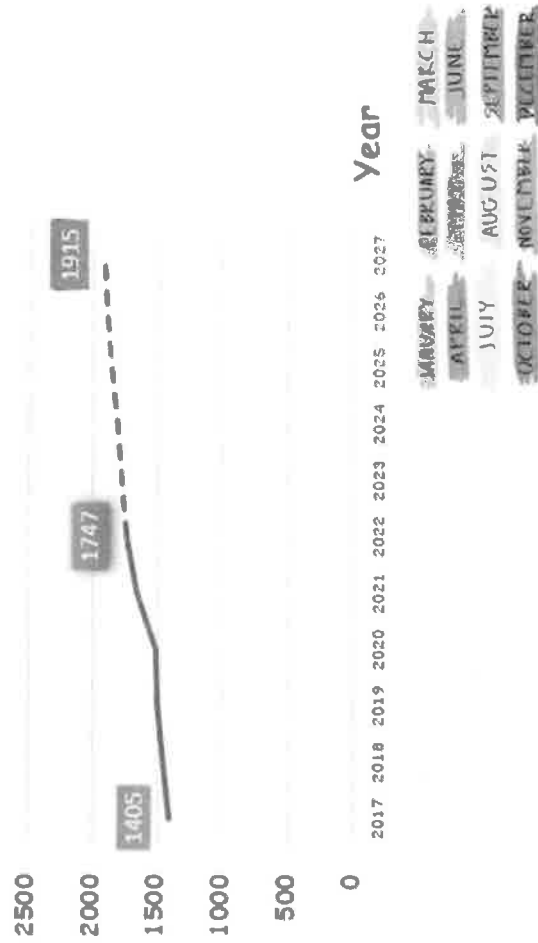
#WorkingForCardiff

#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?

Tudalen 374

0

✓ 19

25

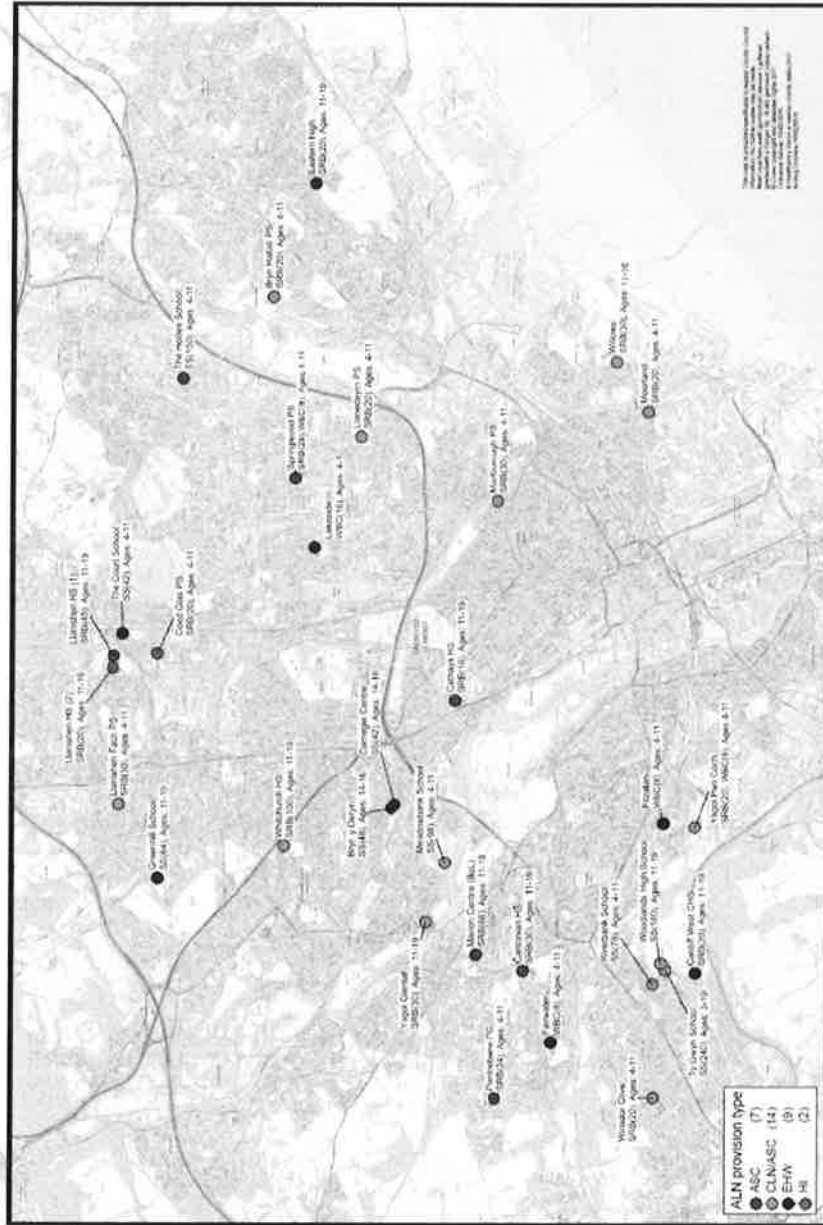
#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou





#WorkingForCardiff

#WorkingForYou

#GweithioDrosGaerdydd

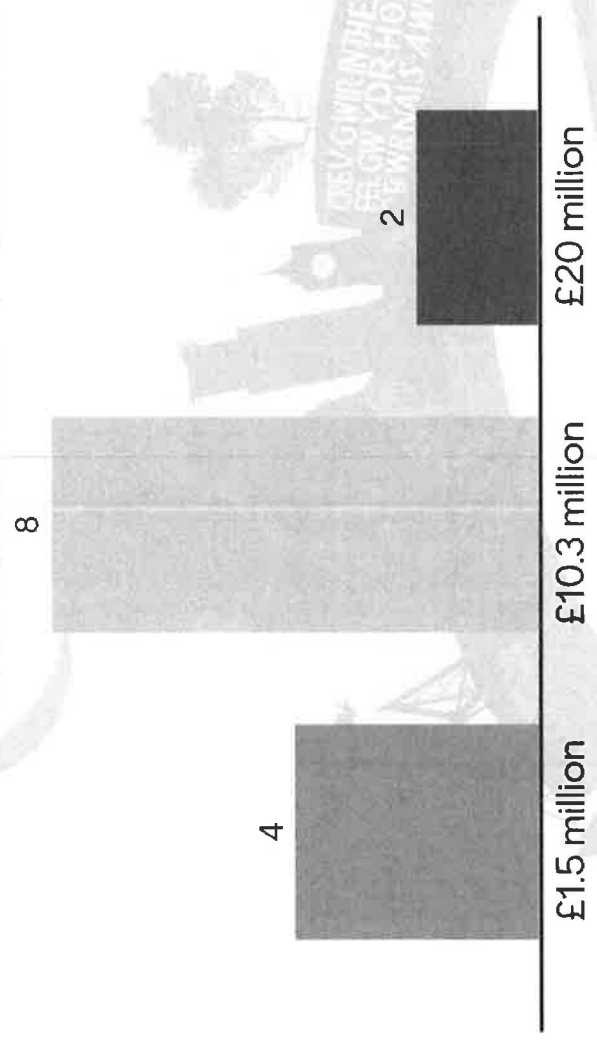
#GweithioDrosochChi

In this school year how much is the Council spending on specialist places in other areas/ independent schools?



**STRONGER
FAIRER
GREENER**

**STRONGER
FAIRER
GREENER**



#GweithioDrosGaerdydd #WorkingForCardiff
 #GweithioDrosachChi #WorkingForYou



CRYFACH
TECACH
GWYRDDACH

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

CRYFACH
TECACH
GWYRDDACH

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.

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.

Tudalen 380

that more people can come and
have fun in school because some
people might want to go some
where to feel safe and that is in
the class that specializes in their
needs ITS A GOOD IDER :)

I think it is Good it is kind of
cool

Thoughts on the proposal

no probs

no problems

no problems i think it a
good idea :smiley face
again:)

it would cost a awful lot of
money we need the lottery 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 crowd about lunch
play and just toylet and its allredy
crowed and you will need more
teachers to lookafter them
properly

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

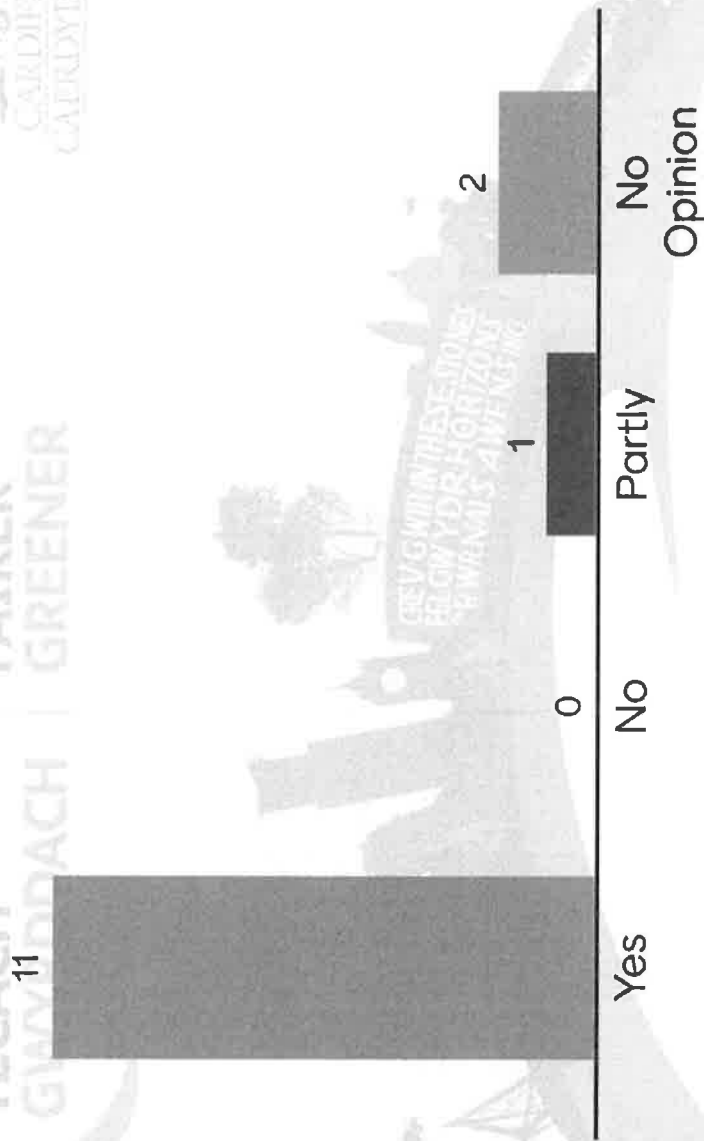
Tudalen 382

nothing is bad about it because all children should have equal education

Do you like the proposal?



CRYFACH | STRONGER
TECACH | FAIRER
GWYDDACH | GREENER



#GweithioDrosGaerdydd
#GweithioDrosachChi
#WorkingForCardiff
#WorkingForYou

Questions, Suggestions or any other Comments?

31 responses

pls can we have more

good stuff

people pleas

base 5 and 4

to its been fun

'nothing
good idea

nothing to say

idea

no

good

nothing

play games have fun

thank you

some story maps

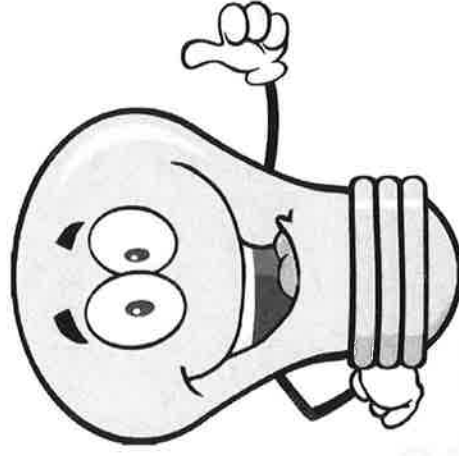
this was fun

i dont know

have fun with your mates

add another base like

things to halp speshel





STRONGER
FAIRER
GREENER



Ysgol Gyfun Gymraeg Plasmawr

Pupil Consultation



#GweithioDrosGaerdydd
#GweithioDrosrheChi

#WorkingForCardiff
#WorkingForYou



Provision for children and young people with Additional Learning Needs (ALN)

CRYFACH
TECACH
GWYRDDACH
STR
FAI
GRE

#GweithioDrasGaerdydd
#GweithioDrasGochChi

Instructions

CRYFACH
TECACH
GWYRDDACH
FAIRER
GREENER



Go to

www.menti.com

Enter the code

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#GweithioDrosGoerdydd Or use QR code

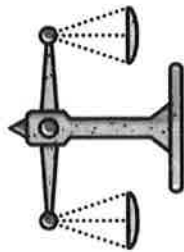
#GweithioDrosochChi

#WorkingForClimate

#WorkingForYou



• Who?



• Why?



• What?

#GweithioDrosGaerdydd

#GweithioDrosochChi

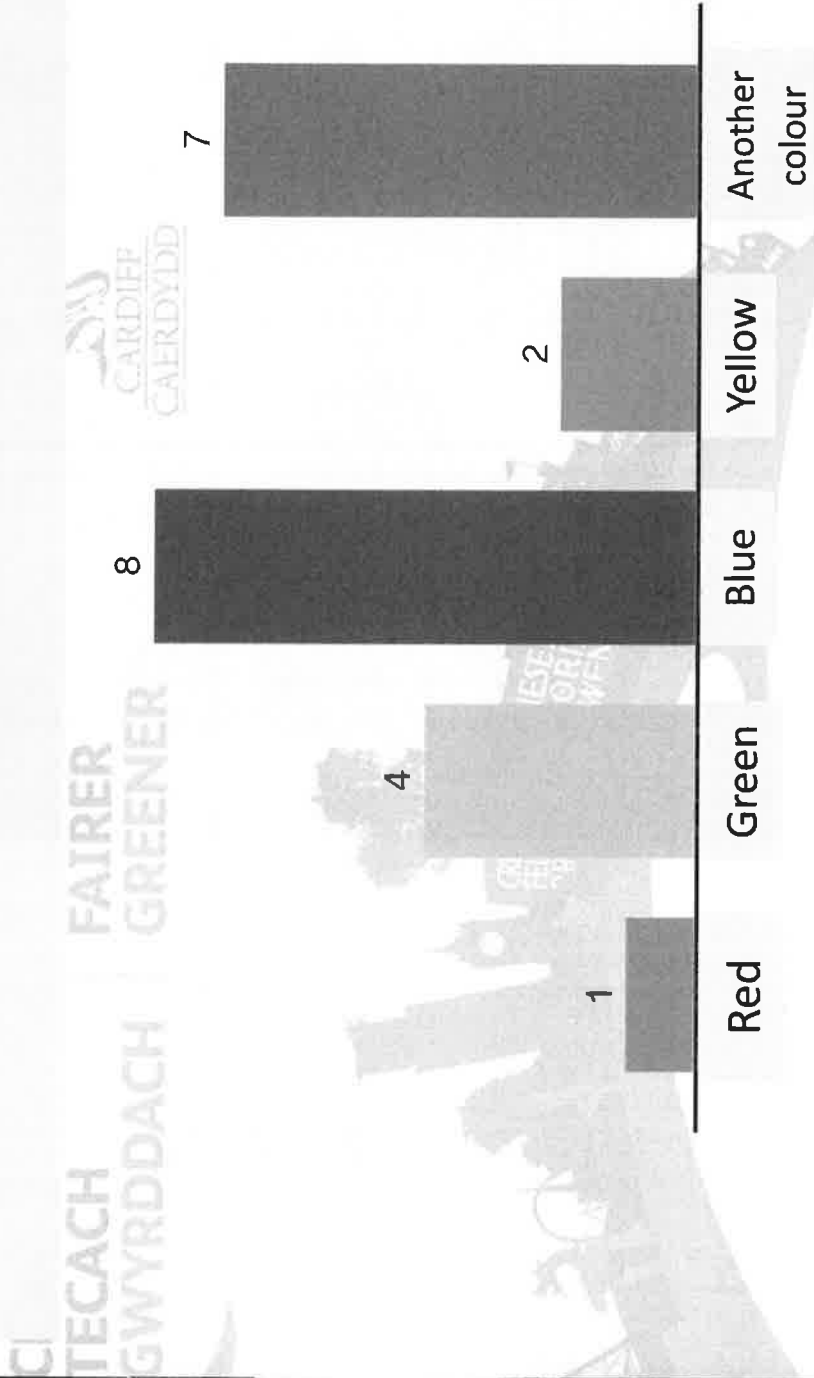
#WorkingForCardiff

#WorkingForYou





What is your favourite colour?



Do you like chocolate?

Yes

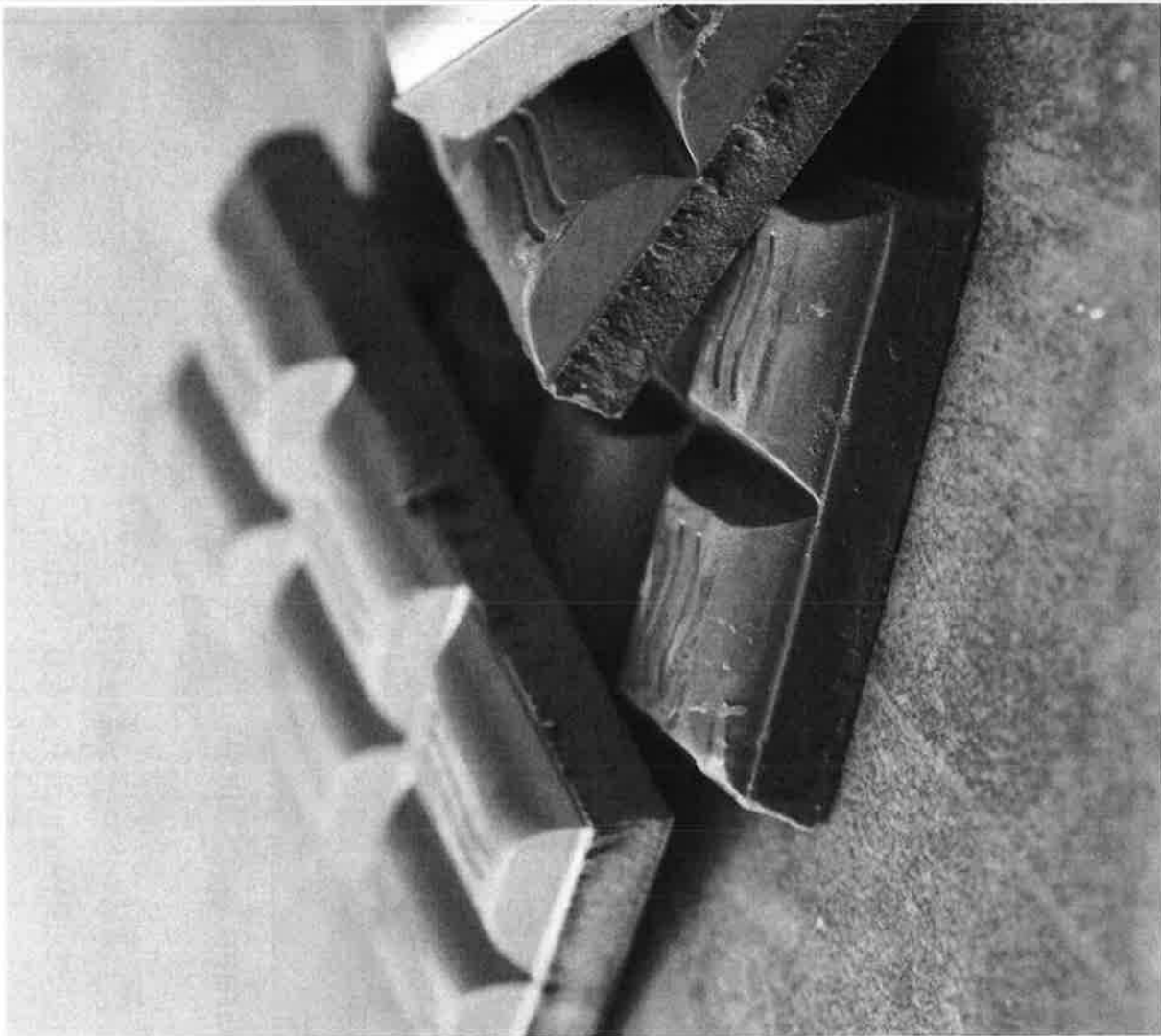
20

No

2

#GweithioDrosGaerdydd

#GweithioDrosochChi



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

CRYFACH
TECACH

STRONGER
FAIRER



| | | |
|------------------------|--------------------------|---------------------------|
| 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 | |

Tudalen 392

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosachChi

#WorkingForYou



How many children / young people in Cardiff are in specialist placements?



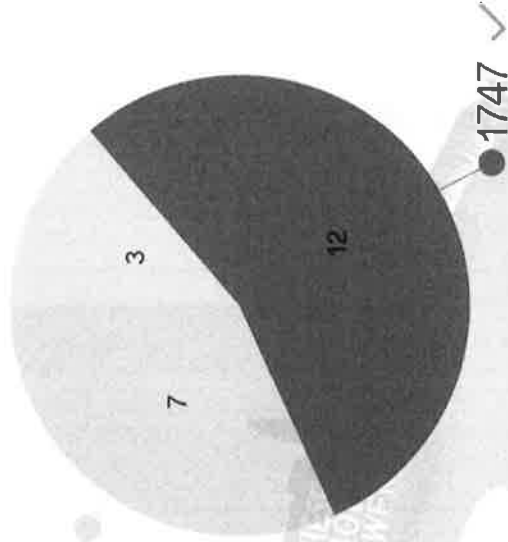
Tudalen 393

CRYFACH
TECACH

DACH
GREENER

CARDIFF
CAL 940 X

X 7645 ●



#GwelthioDrosGaerdydd

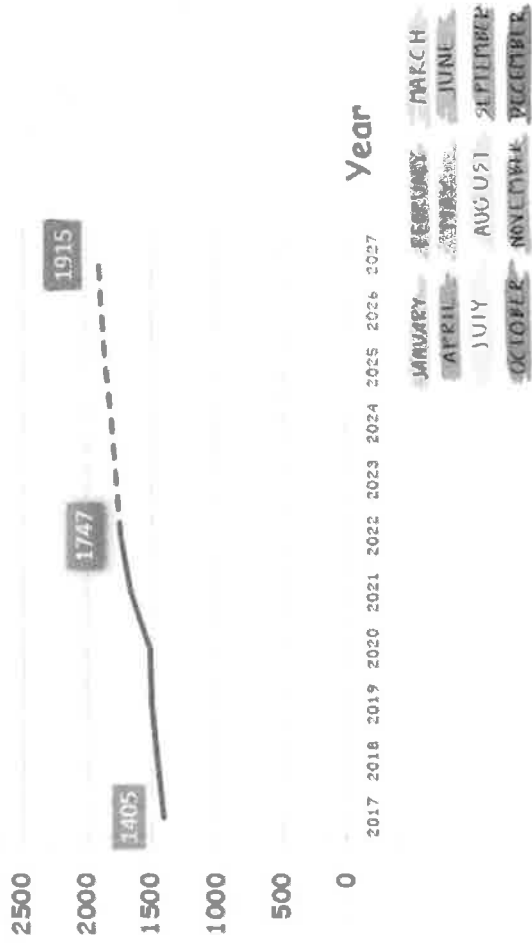
#GwelthioDrosochChi

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Number of Pupils in SRB's



#GweithioDrosGaerdydd

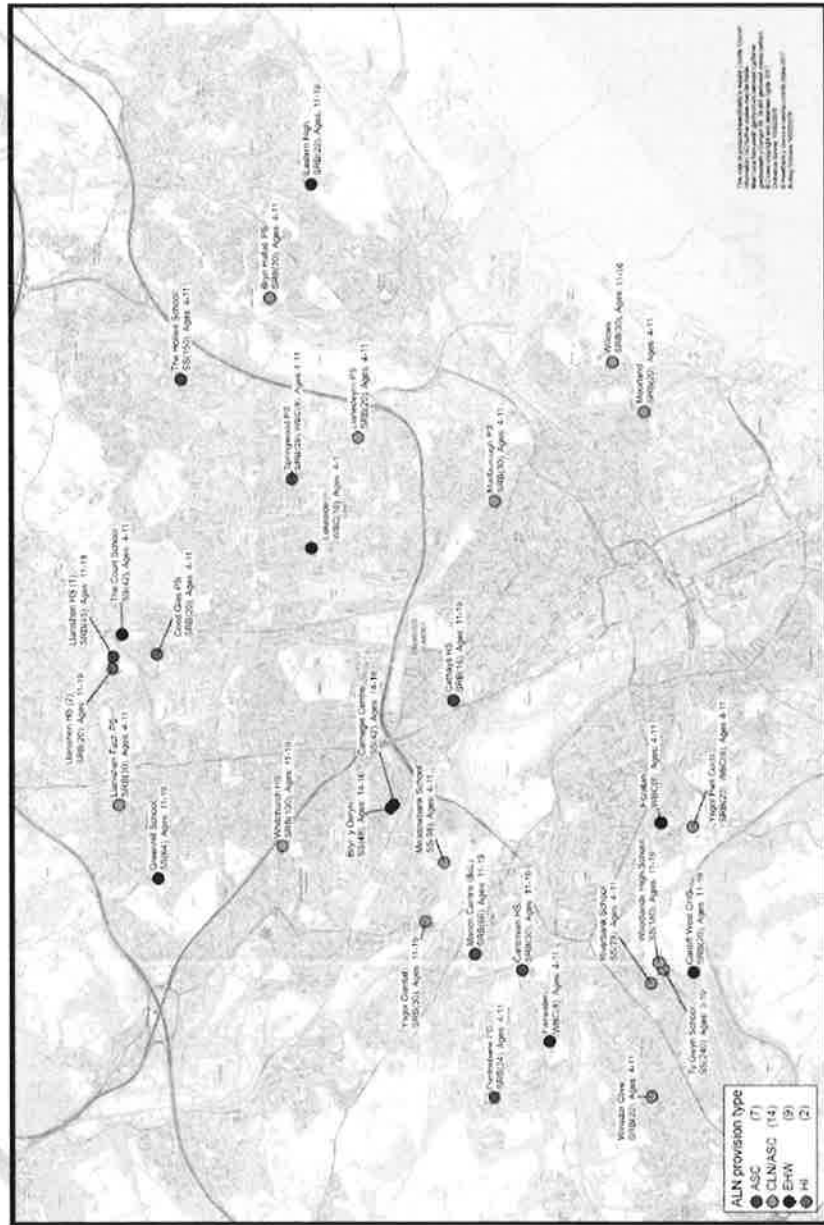
#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?



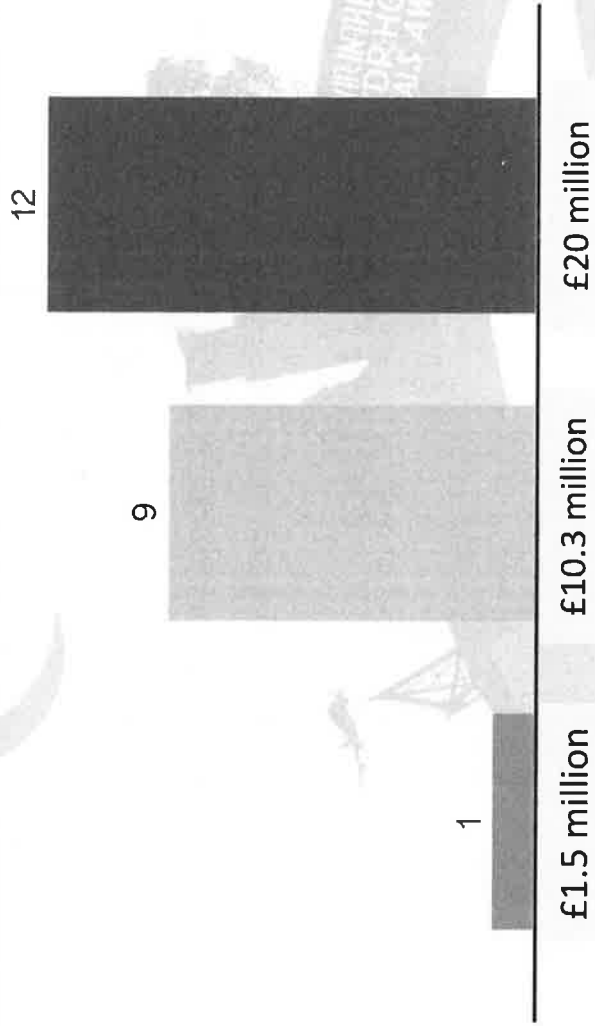


#GweithioDrosGaerdydd #WorkingForCardiff

#GweithioDrosachChi #WorkingForYou



In this school year how much is the Council spending on specialist places in other areas/ independent schools?



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou

15

22

CRYFACH
TECACH
GWYRDDACH

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



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 #WorkingForCardiff
#GweithioDrosochChi #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

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

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

Ensuring better time at school for people with ALN

Give everyone opportunities to get an education. An advantage for individuals with ALN and a benefit for teachers and classes in the mainstream

It allows everyone to learn without feeling uncomfortable

It helps pupils with ALN to settle better

This proposal is very fair.

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

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

Thoughts on the proposal

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAJRER
GREENER

More staff needed

Tudalen 405



#CwethioDrosGoerdydd
#CwethioDrosauChri

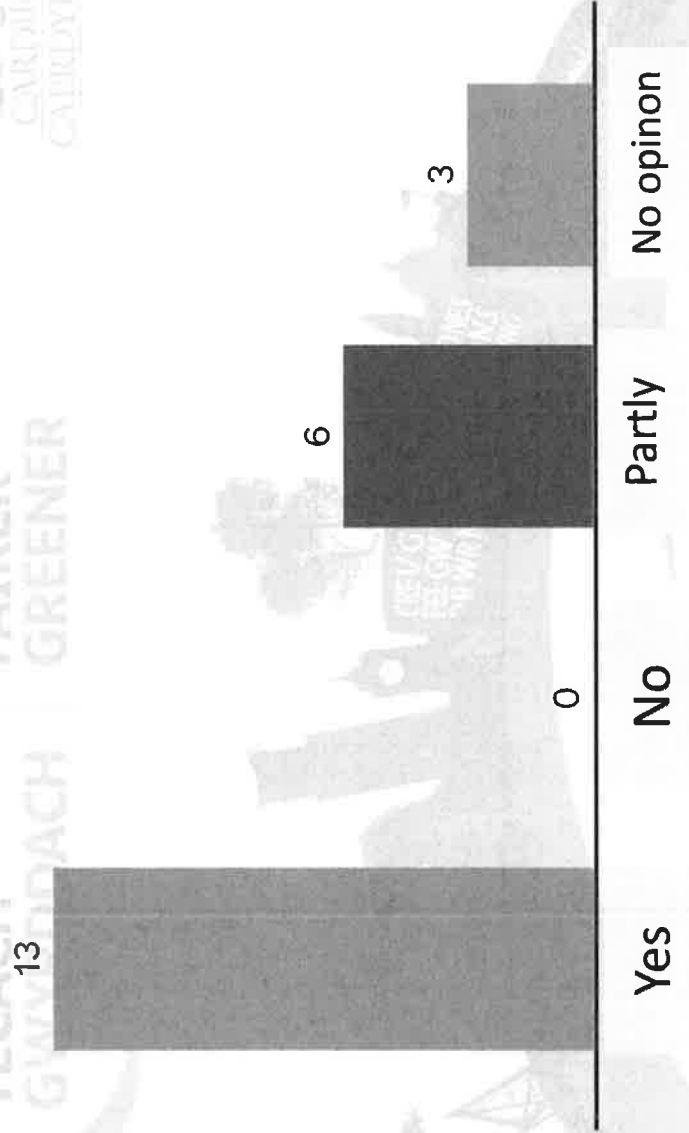
#WethioDorLlud
#WethioDorLlud

Do you like the proposal?



TECACH
GWYDDACH

— RONGER
FAIRER
GREENER



#GweithioDrosGaerdydd
#GweithioDrosachChi

#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 | |



STRONGER
FAIRER
GREENER



Coed Glas Primary School

Pupil Consultation

Tudalen 408



#GweithioDrosGaerdydd
#GwaithioDrosorchChi

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#WorkingForYou

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosGochChi



CRYFACH
TECACH
GWYRDDACH | GREENER

PAIKER

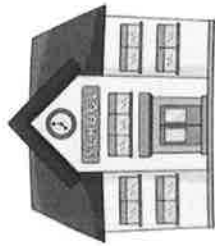
Instructions



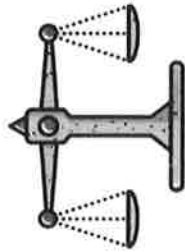
#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou





• Who?



• Why?



• What?

#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou





Favourite Colour

CRYFACH
TECACH
GWYRDDACH

STRONGER
FAIRER
GREENER



6



Blue
Yellow

Green

Red

#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

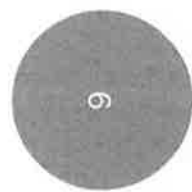
#WorkingForYou

Chocolate



STR
FAI
GRE

Yes

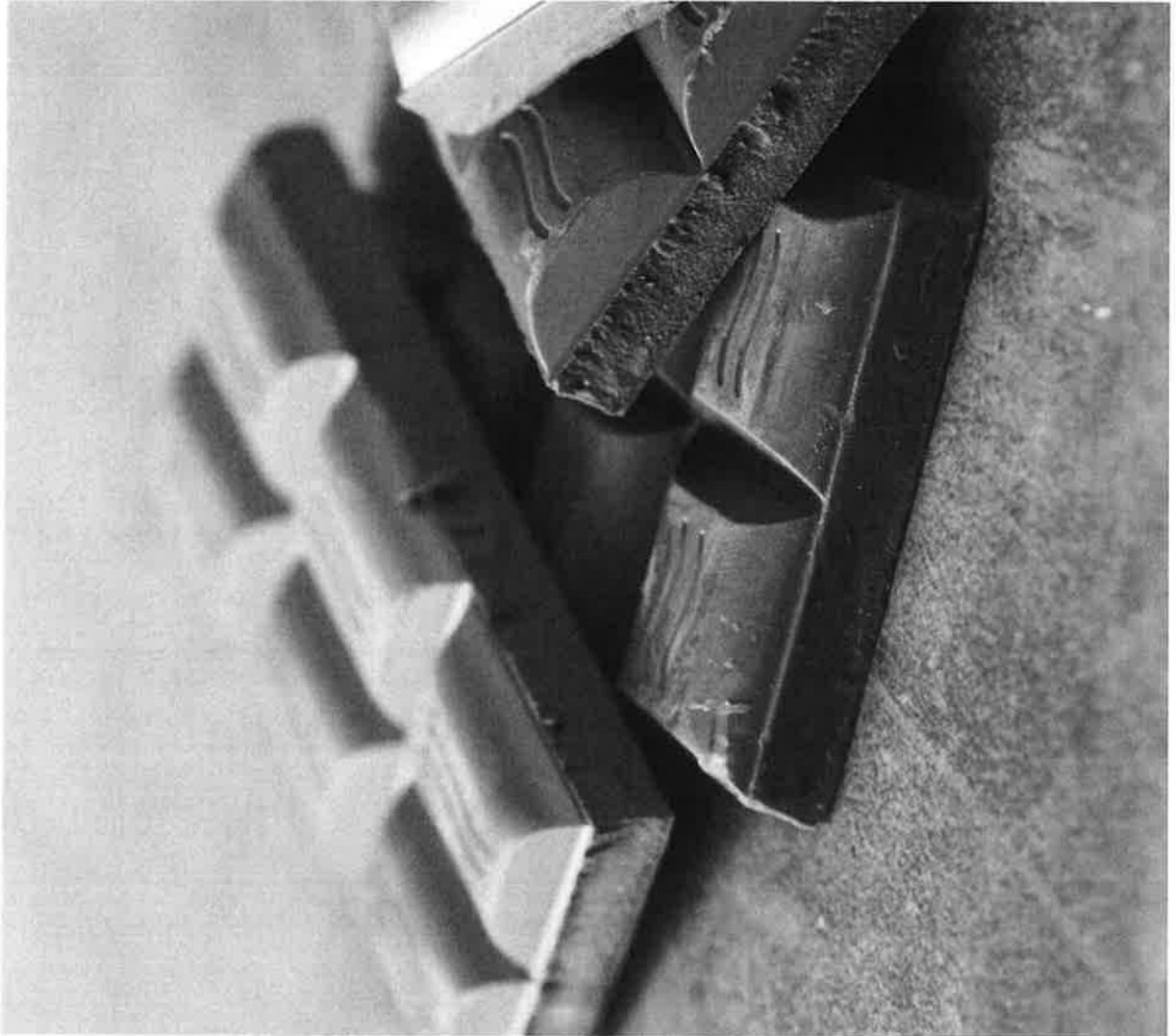


No



#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 STRONGER
 TECACH FAIRER
 GWYRDDACH GREENER

CARDIFF
 CAERDYDD

different learning interupt people
 calm and quiet place there are 14 children
 have calm spots lots of space

in and out

in and out of class

special teachers 14 calm and quiet distract people
 its were people can learn they 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?



Tudalen 416



#GweithioDrosGaerdydd
#GweithioDrosachChi

#WorkingForCardiff
#WorkingForYou

Number of Pupils in SRB's



Year

- JANUARY
- FEBRUARY
- MARCH
- APRIL
- MAY
- JUNE
- JULY
- AUGUST
- SEPTEMBER
- OCTOBER
- NOVEMBER
- DECEMBER

#GweithioDrosGaerdydd

#GweithioDrossochChI

#WorkingForCardiff

#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?

Tudalen 418

0 ————— 19 ————— 25

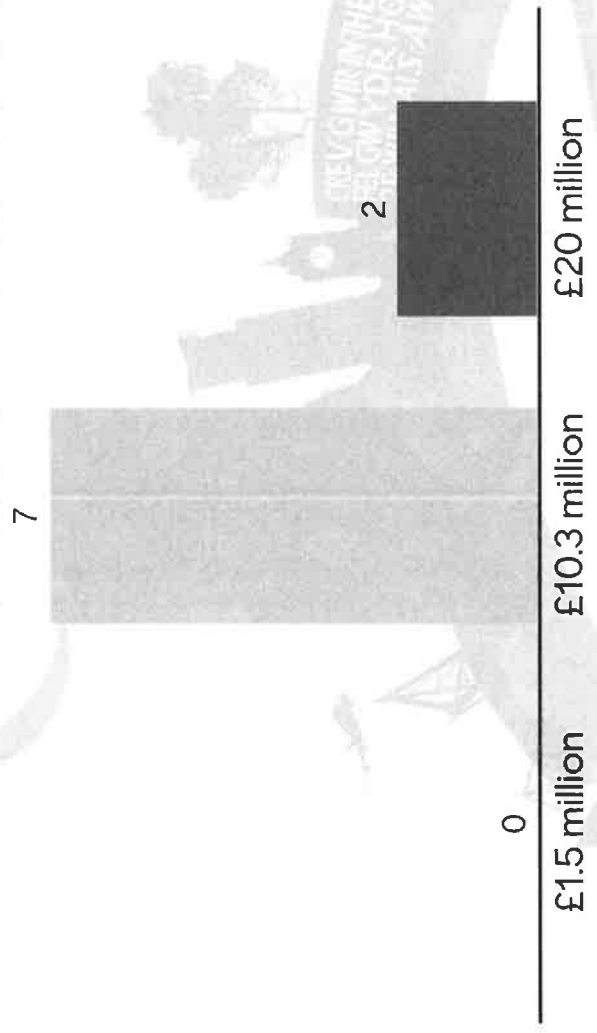
#GweithioDrosGaerdydd #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou



In this school year how much is the Council spending on specialist places in other areas/ independent schools?



**STRONGER
FAIRER
GREENER**



#GweithioDrosGaerdydd #WorkingForCardiff
 #GweithioDrosachChi #WorkingForYou



CRYFACH
TECACH
GWYRDDACH

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



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 #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou



Thoughts on the proposal

so people can have lots of help with ALN so they dont stugle

more children can enjoy school

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

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 people

Tudalen 424

Thoughts on the proposal

Nothing

Some children find
change and moving
schools hard

it will be hard to make new
friends and with autism

Maybe the parking place for
parents because there are
going to be alot of taxis and
vans that pick children up.

Tudalen 425

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
diffrent and finding it hard to
make friends.

they could be really
scared and could take
some time to settle

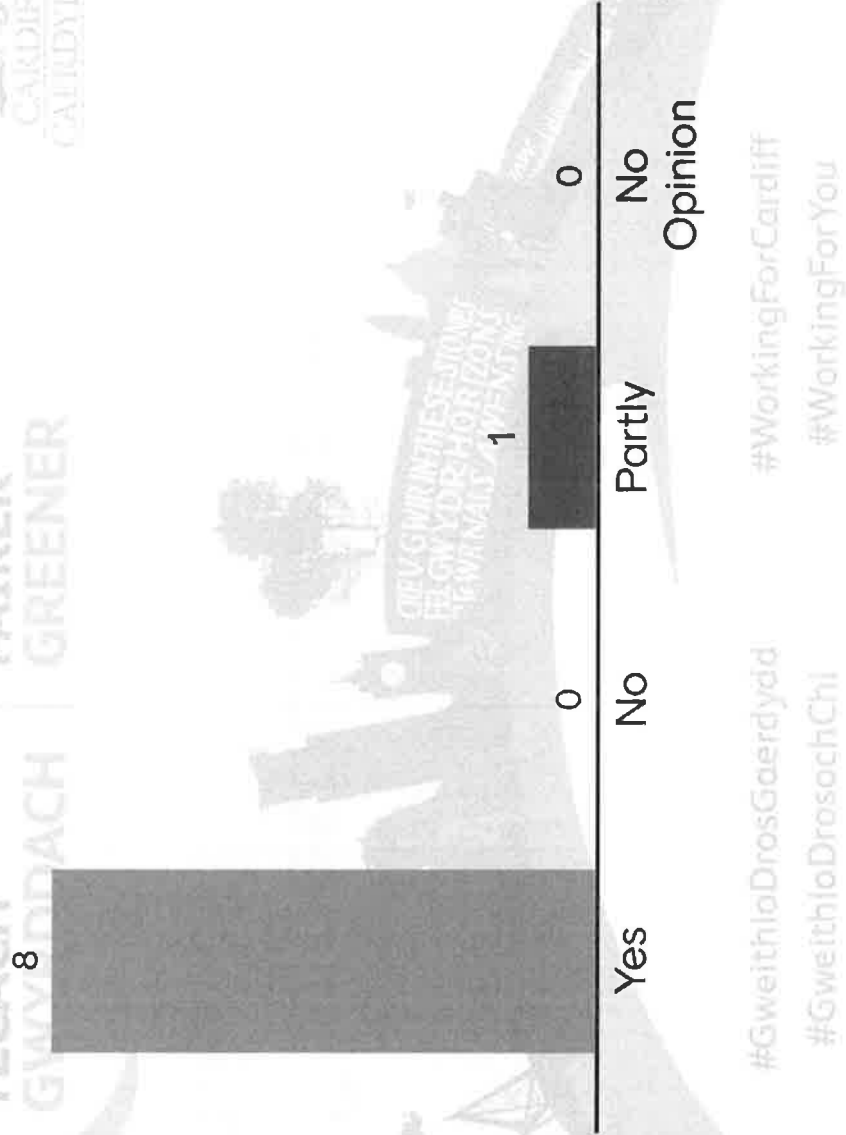
Thoughts on the proposal

They mite be nervas and
not know anione here

Tudalen 426

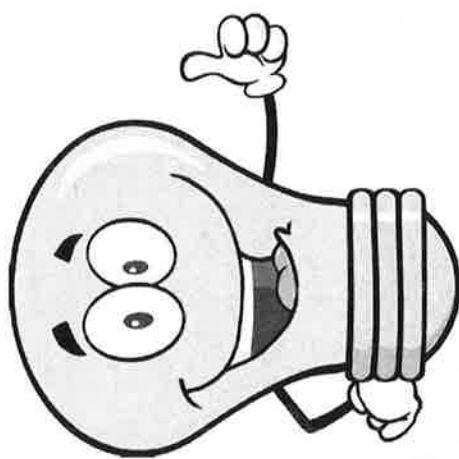
Do you like the proposal?

CRYFACH STRONGER
TECACH FAIRER
GWYDDACH GREENER



Questions, Suggestions or any other Comments?

Waiting for responses ...



CRYFACH
TECACH
CANYRDDACH

STRONGER
FAIRER
GREENER

2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030



STRONGER
FAIRER
GREENER



Greenway Primary School

Pupil Consultation



#GweithioDrosGaerdydd
#GwaithinDrosochChi

#WorkingForCardiff
#WorkingForYou



Provision for children and young people with Additional Learning Needs (ALN)

STR
FAI
GRE

CRYFACH
TECACH
GWYRDDACH

#GweithioDrosGoerdydd

#GwelthioDrosChCyl ?

Instructions



Go to

www.menti.com

Enter the code

5950 5606



Or use QR code

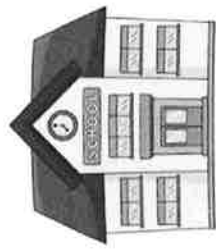
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#GweithioDrosachChi

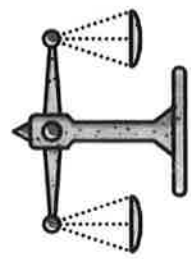
#WorkingForCardiff

#WorkingForYou





• Who?



• Why?



• What?



#WorkingForCardiff
#WorkingForYou

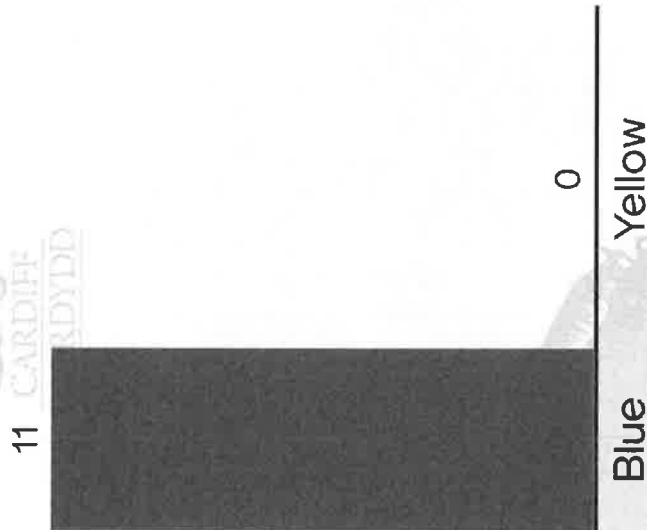
#GweithioDrosGaerdydd
#GweithioDrosochChi





Favourite Colour

CRYFACH STRONGER
TECACH FAIRER
GWYRDDACH GREENER



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

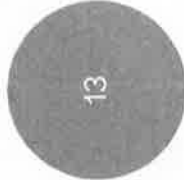
#WorkingForYou

Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Yes

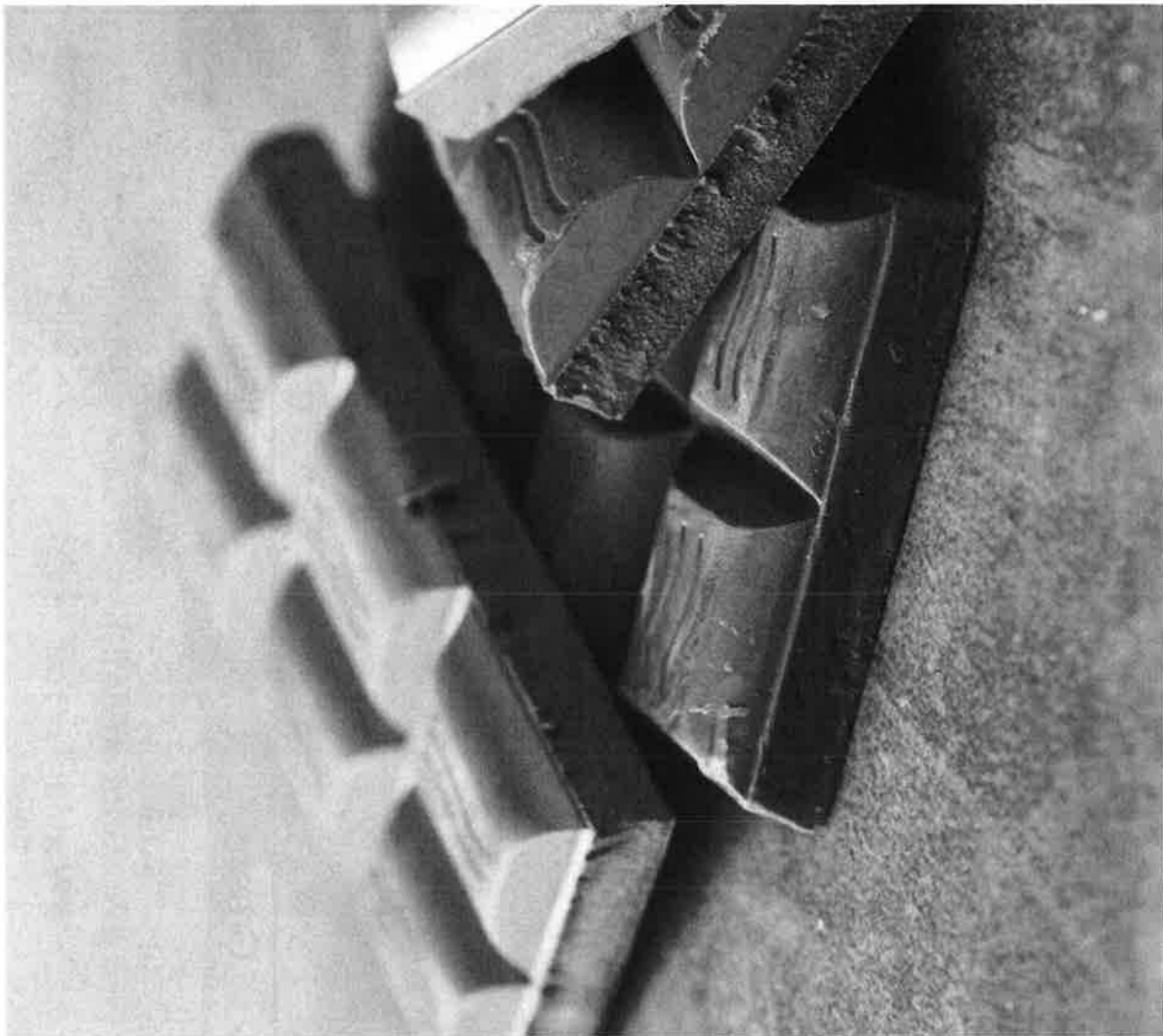


No



#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 Greenway Primary School from September 2024, within the existing buildings.

#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



What do you know about specialist resource bases?

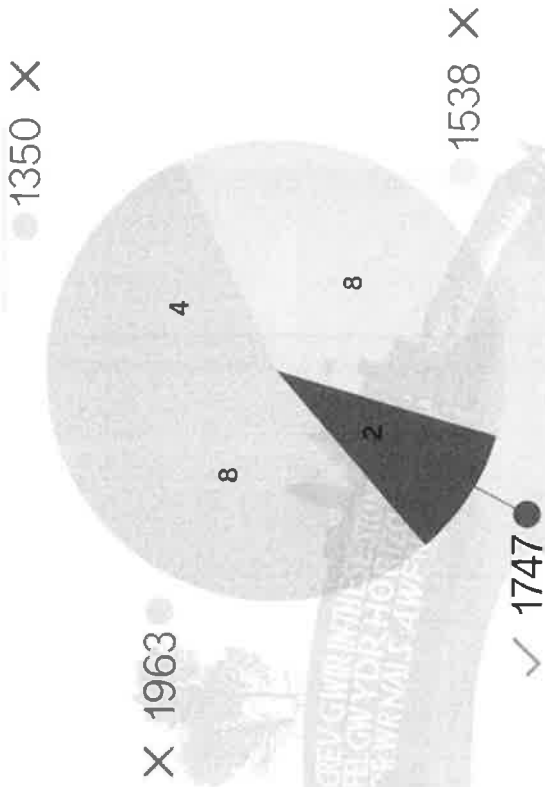
25 responses



How many children in Cardiff are in specialist placements?



Tudalen 437



#GweithioDrosGaerdydd

#GweithioDrosochChi

#WorkingForCardiff

#WorkingForYou



Number of Pupils in SRB's



2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027

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?

0

25

#GweithioDrosGaerdydd

#GweithioDrosochChi

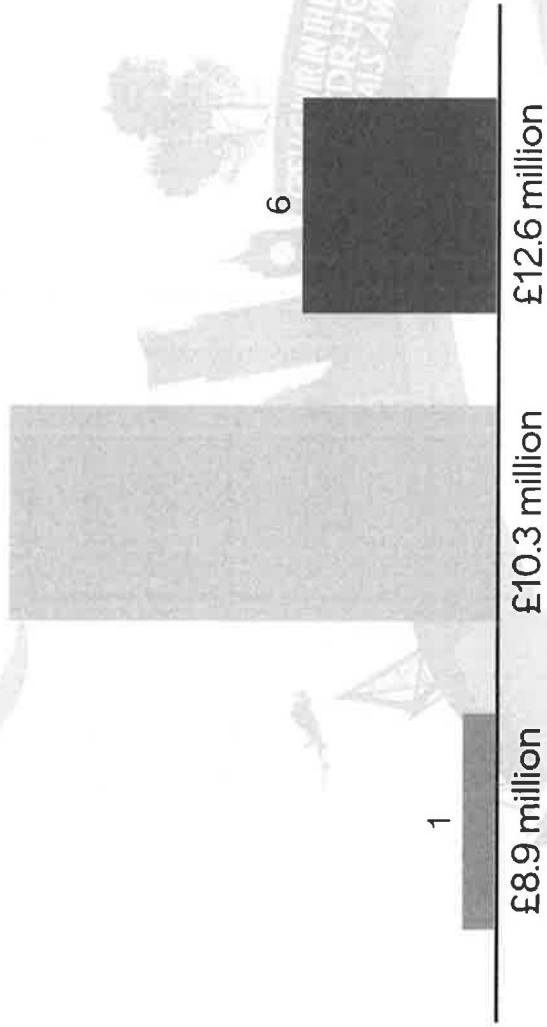
#WorkingForCardiff

#WorkingForYou

16

22

In this school year how much is the Council spending on specialist places in other areas/ independent schools?



#GweithloDrosGaerdydd #WorkingForCardiff
#GweithloDrosachChi #WorkingForYou



CRYFACH
TECACH
GWYRDDACH

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

CRYFACH
TECACH
GWYRDDACH

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

Tudalen 444

Meet new children

Children getting what they
need in life to live

They'll have lots of friends
to play with .

New friends

Thoughts on the proposal

New friends

children getting what they need and new friends

better Learning 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.

Tudalen 445

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

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

Tudalen 446

i think this is an amazing way
to help people who need it
and in their way

New friend

Thoughts on the proposal

Nothing

More cars

More cars

More Cars

Nothing

more cars

more cars to get in the school

Nothing

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

Tudalen 448

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.

Thoughts on the proposal

well the only thing that dose
scary me is that more cars
and less spaces

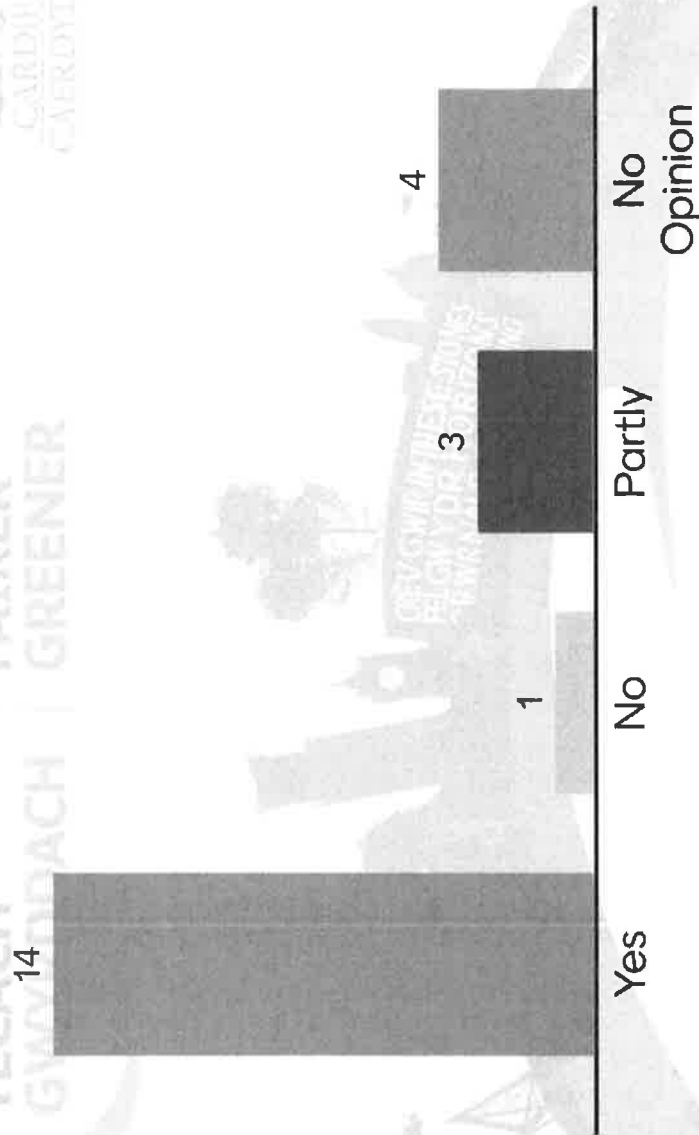
kars

nothing

Do you like the proposal?



CRYFACH STRONGER
TECACH FAIRER
GWYBODAETHACH GREENER



#GweithioDrosGaerdydd #WorkingForCardiff
#GweithioDrosochChi #WorkingForYou

Questions, Suggestions or any other Comments?

23 responses

i dont got any questions

will they go outside

woud thay play with us

not

nothing

really

lunch with us

nope no

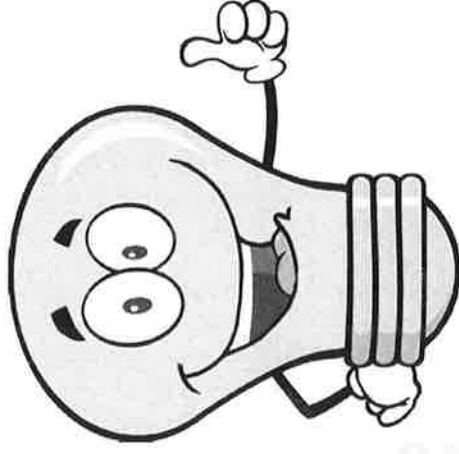
do they have a cafitira

spaces

where will they come from

would they go well being

will there be more car





STRONGER
FAIRER
GREENER



CARDIFF
CAERDYDD

Severn Primary School

Pupil Consultation

Tudalen 452



#GweithioDrosGaerdydd
#GwaithinDrosorchChi

#WorkingForCardiff
#WorkingForYou

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

Provision for children and young people with Additional Learning Needs (ALN)

#GweithioDrosGaerdydd

#GweithioDrosochChi



Instructions

CRYFACH
TECACH
GWYRDDACH

FALKER
GREENER

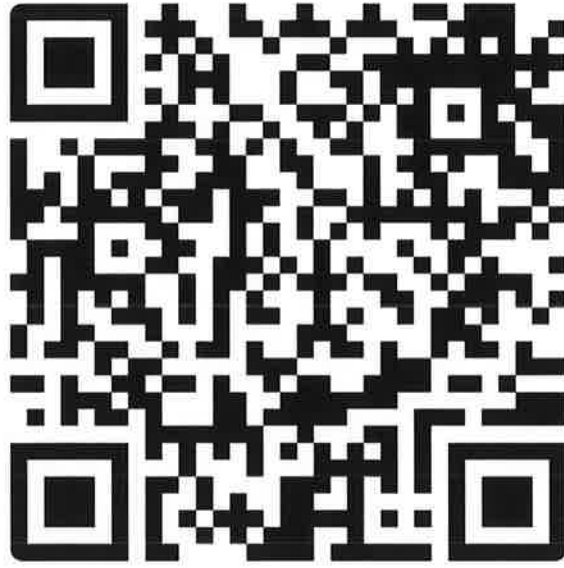


Go to

www.menti.com

Enter the code

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Or use QR code

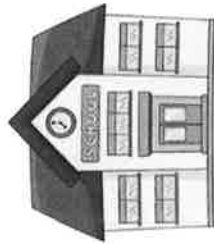
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#GweithioDrosochChi

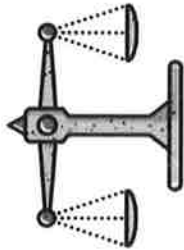
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#WorkingForYou





• Who?



• Why?



• What?

#GweithioDrosGaerdydd

#GweithioDrosachChi

#WorkingForCardiff

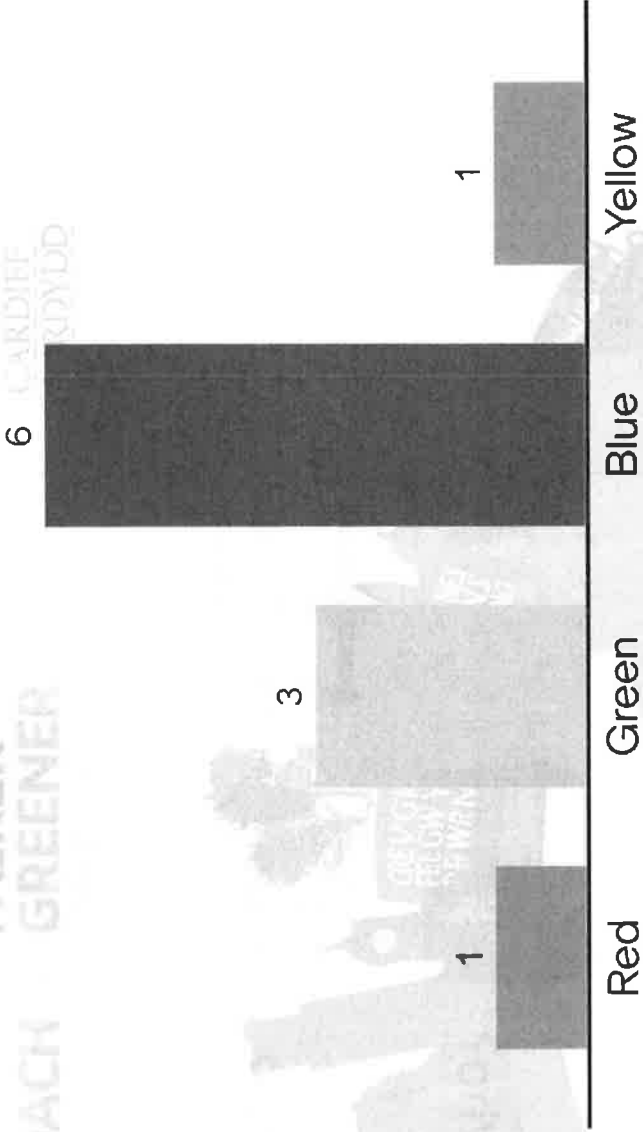
#WorkingForYou





Favourite Colour

STRONGER
FAIRER
GREENER
CRYFACH
TECACH
GWYRDDACH
CARDIFF
GAERDYDD



#GweithioDrosGaerdydd
#GweithioDrosochChi

#WorkingForCardiff
#WorkingForYou



Chocolate

CRYFACH
TECACH
GWYRDDACH

STR
FAI
GRE

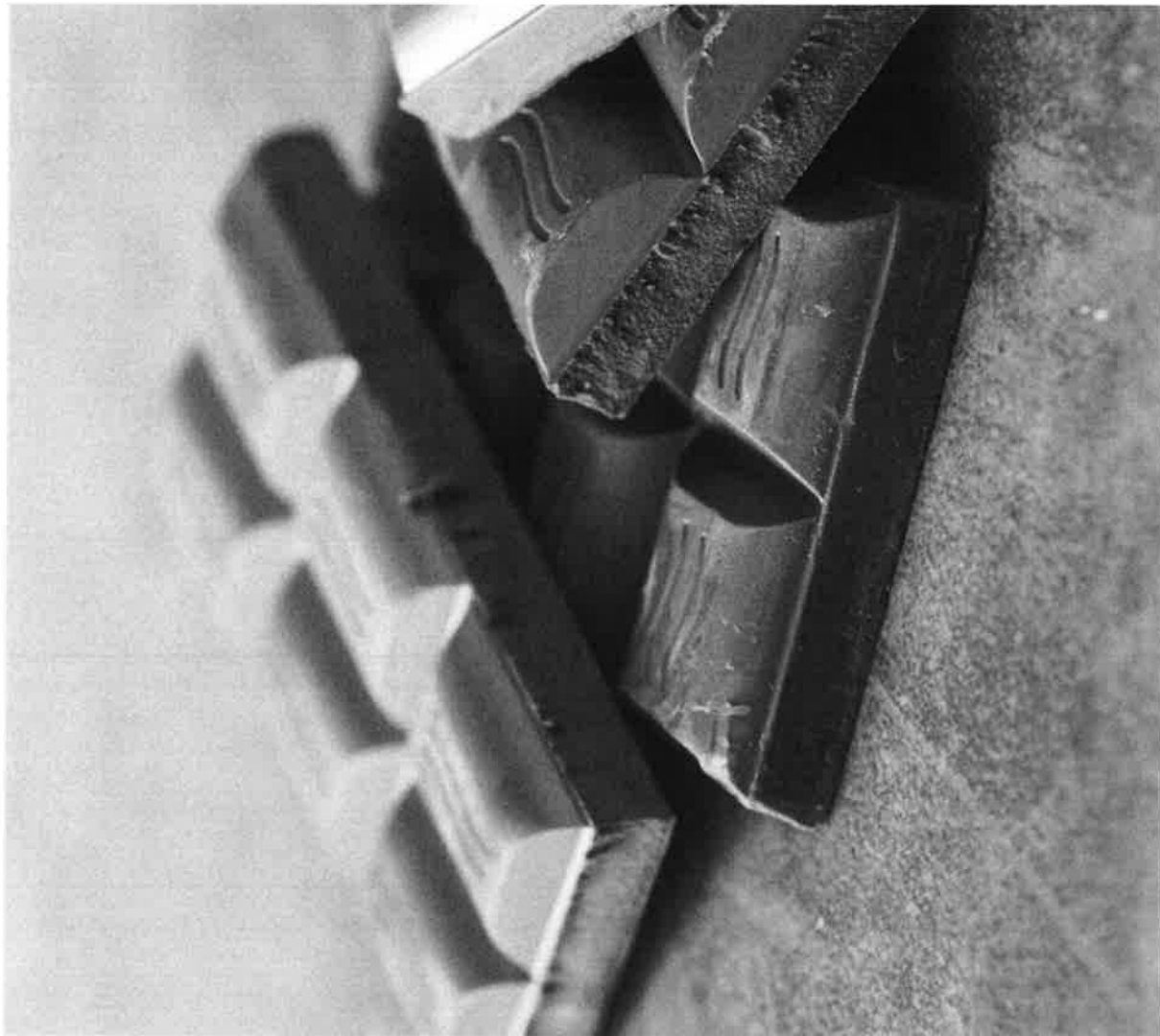
Yes

10

No

#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



helps people

used to help others

being quieter

it might be a bigger class

smaller than normal class

less pupils

big class

quiet

noisy environment

calm down

small class

more teachers

smaller class

calm people down

things to keep them calm

helps understanding

#GweithioDrosGaerdydd

#WorkingForCardiff

#GweithioDrosochChi

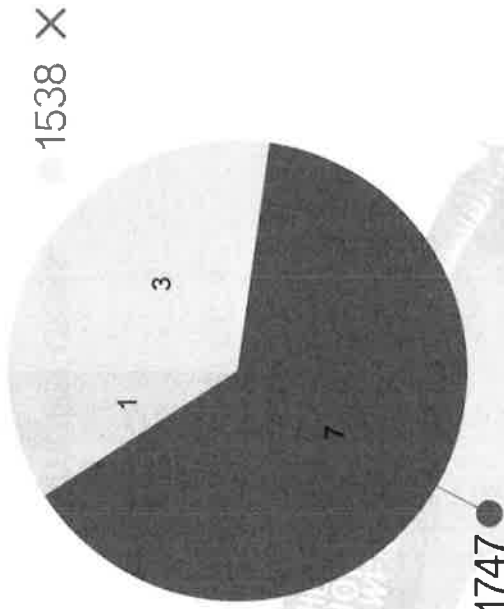
#WorkingForYou



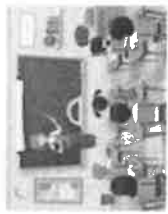
How many children in Cardiff are in specialist placements?



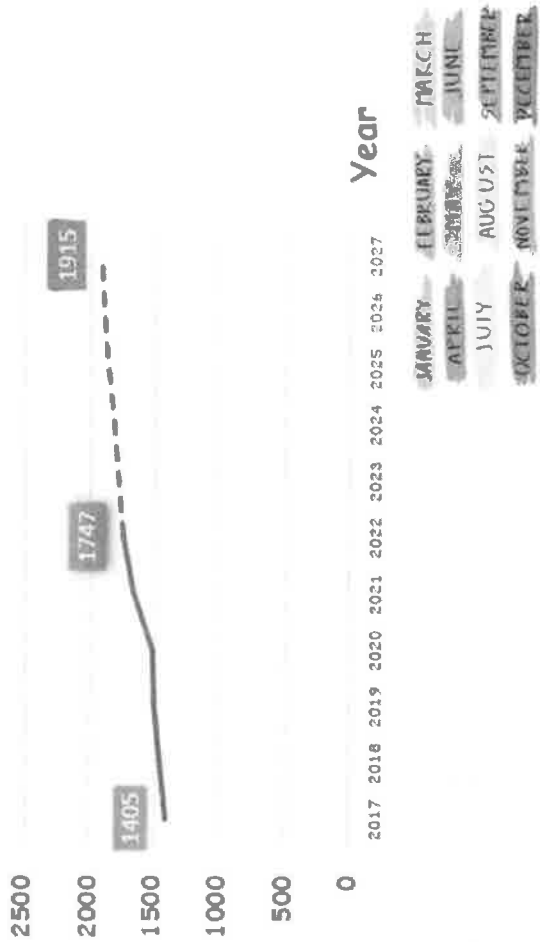
Tudalen 460



#GweithioDrosGaerlydd
#GweithioDrosachChi
#WorkingForCardiff
#WorkingForYou



Number of Pupils in SRB's



#GwelthioDrosGaerdydd
#GwelthioDrosachChi

#WorkingForCardiff
#WorkingForYou

How many special schools and specialist resource bases for primary age children are there already?

Tudalen 462

0 19 25

#GweithioDrosGoerdydd #WorkingForCardiff
#GweithioDrosachChi #WorkingForYou

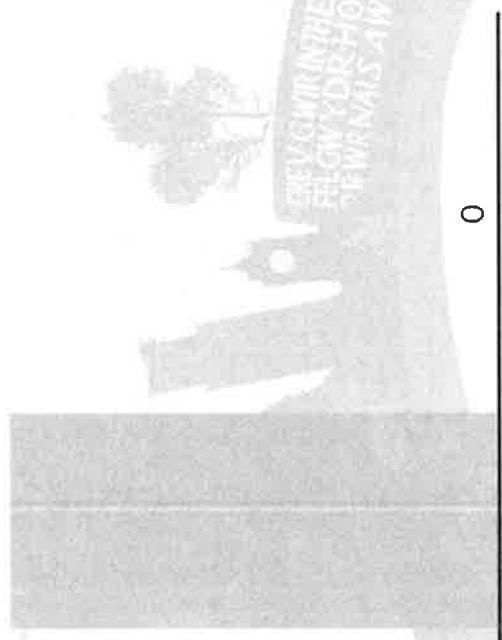


In this school year how much is the Council spending on specialist places in other areas/ independent schools?



**STRONGER
FAIRER
GREENER**

9



2



£8.9 million £10.3 million £12.6 million

0



#GwelthioDrosGaerdydd #WorkingForCardiff
 #GwelthioDrosachChi #WorkingForYou



CRYFACH
TECACH
GWYRDDACH

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



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 #WorkingForCardiff
#GweithioDrosochChi #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

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.

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

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.

Thoughts on the proposal

They can calm people
when they are angry

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

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

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

Thoughts on the proposal

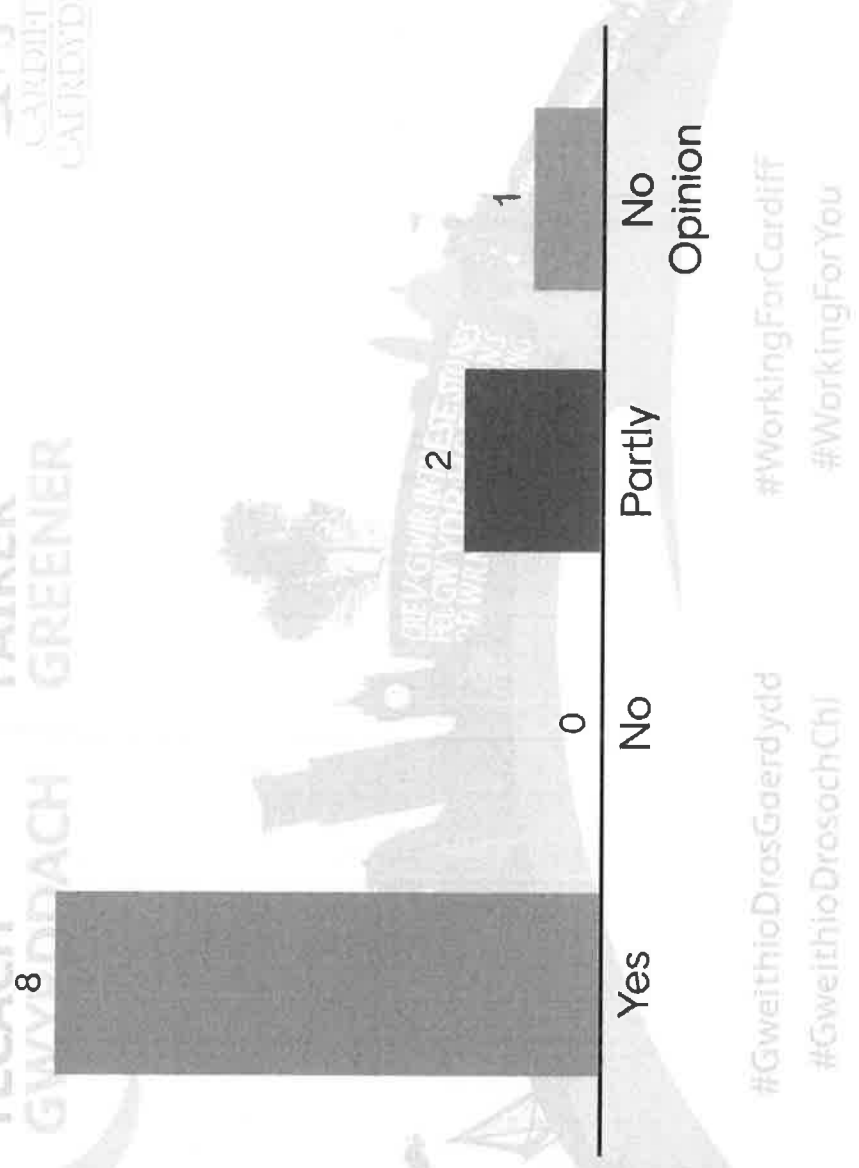
As I said the anger issues might affect them so it can sometimes take over the brain and make the brain tell the body to like be really mad and stuff I personally think that the proposal is good

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

Do you like the proposal?



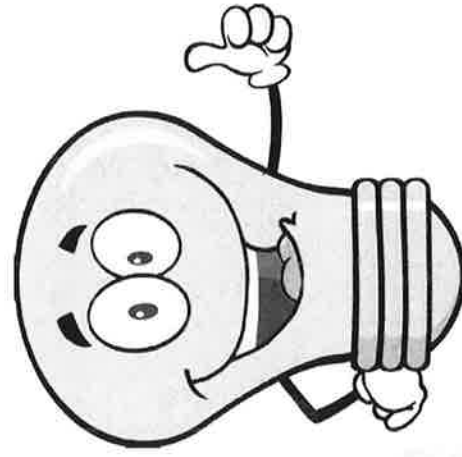
STRONGER
FAIRER
GREENER
CRYFACH
TECACH
GWYBODAETH
TECACH
GWYBODAETH



Questions, Suggestions or any other Comments?

17 responses

Tudalen 472



will their be a special
could other children be i
what is their routine
how do you do it
how many children

what is their uniform
a room with toys
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

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.



**Schools Programme
Additional Learning Needs Provision
Online Drop-in Session
12 December 2023 10am – 12noon**



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.



**Schools Programme
Additional Learning Needs Provision
Online Drop-in Session
12 December 2023 10am – 12noon**



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.



**Schools Programme
Additional Learning Needs Provision
Online Drop-in Session
12 January 2024 2pm – 4pm**



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.

Appendix 8

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



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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
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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

Appendix 9

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

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| 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

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| Do you identify as Trans? | 19 |
| Do you identify as a disabled person? | 19 |
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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

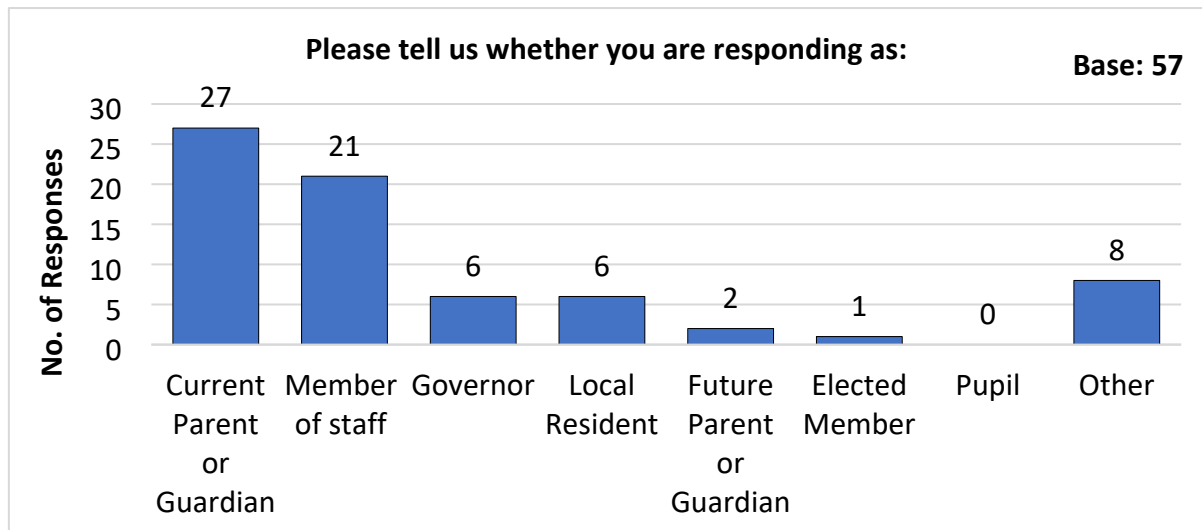
Appendix 10: Summary Analysis of responses received

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:

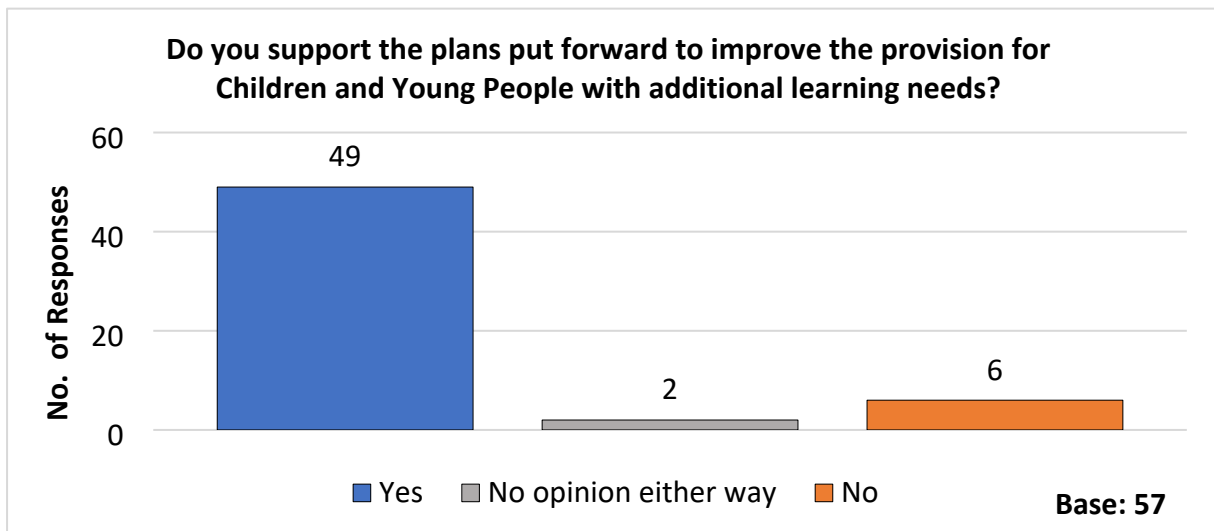
| | No. |
|---------------------------------------|-----------|
| Coed Glas Primary School | 7 |
| Kitchener Primary School | 7 |
| Lakeside primary | 2 |
| Roath Park Primary School | 2 |
| Severn Primary | 2 |
| St Mary's Catholic Primary School | 2 |
| Christ the King | 1 |
| Corpus Christi | 1 |
| 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?

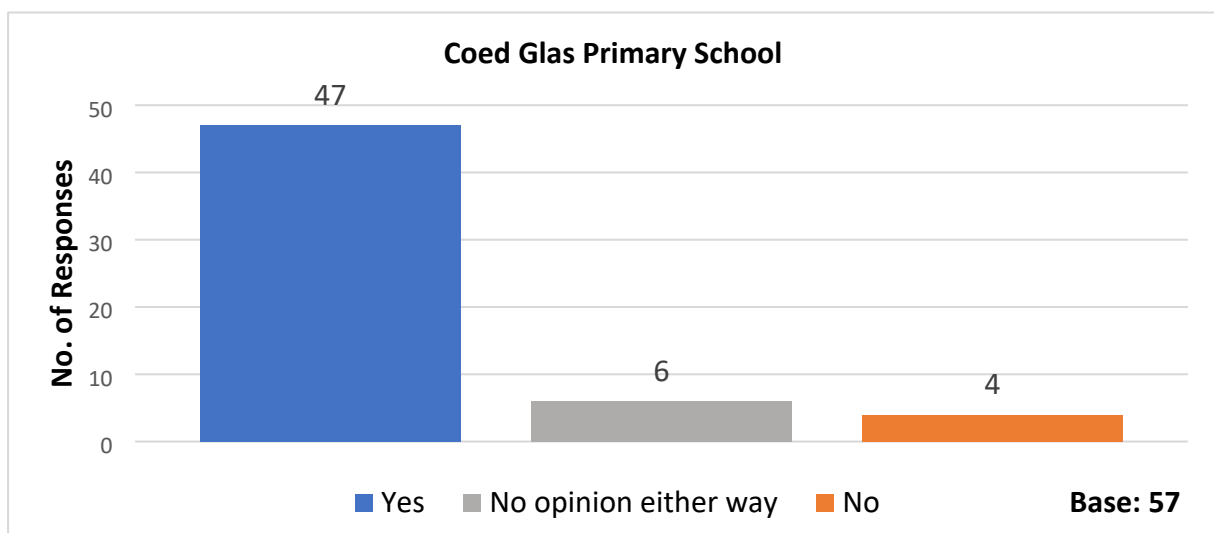
There were 57 responses received to this question; of these 49 were in support of the proposal, and six against.



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.

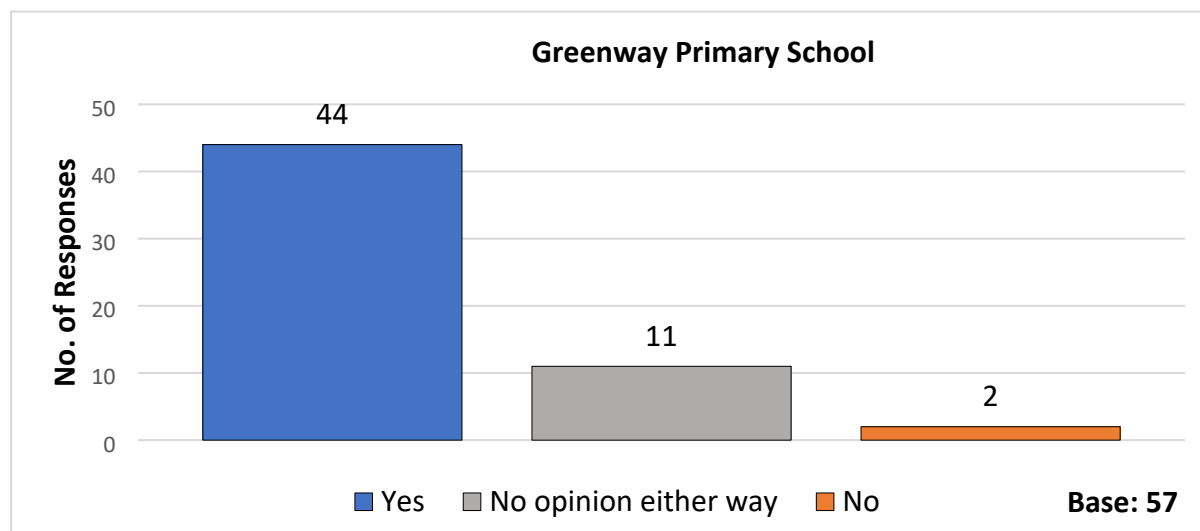
- “I am concerned that children with behavioural problems can be violent. I want more information on how these children will be kept separated from the other children, considering that the proposals state they will be housed in the same building.”
- “Too much time taken away from teachers and students 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.

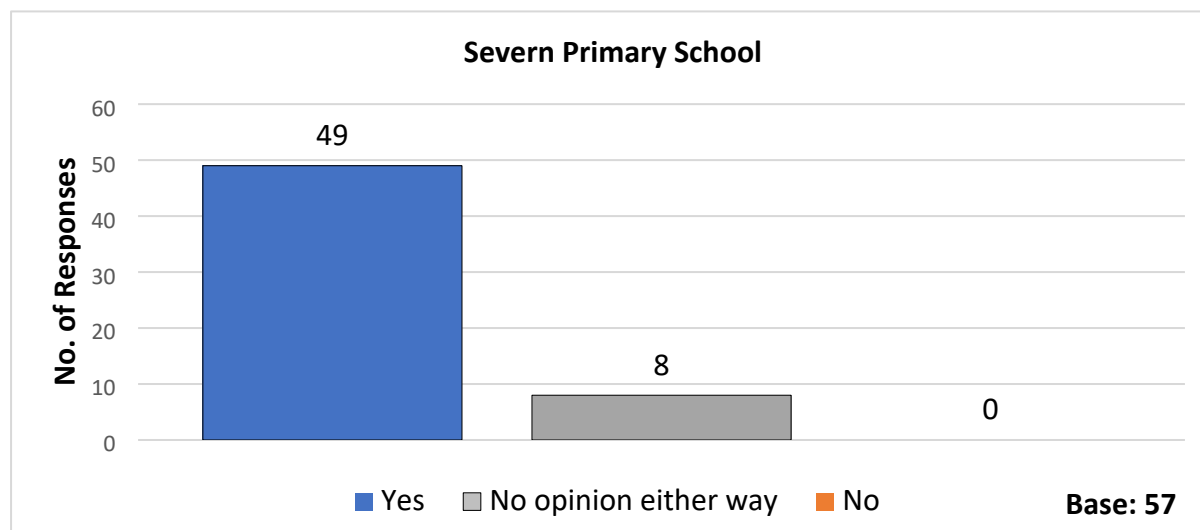
- "This school had a lot of challenges surrounding it already. It has multiple add ons to the school and children with ALN need small environments with acceptance and the ability to feel safe!"

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 | - | |

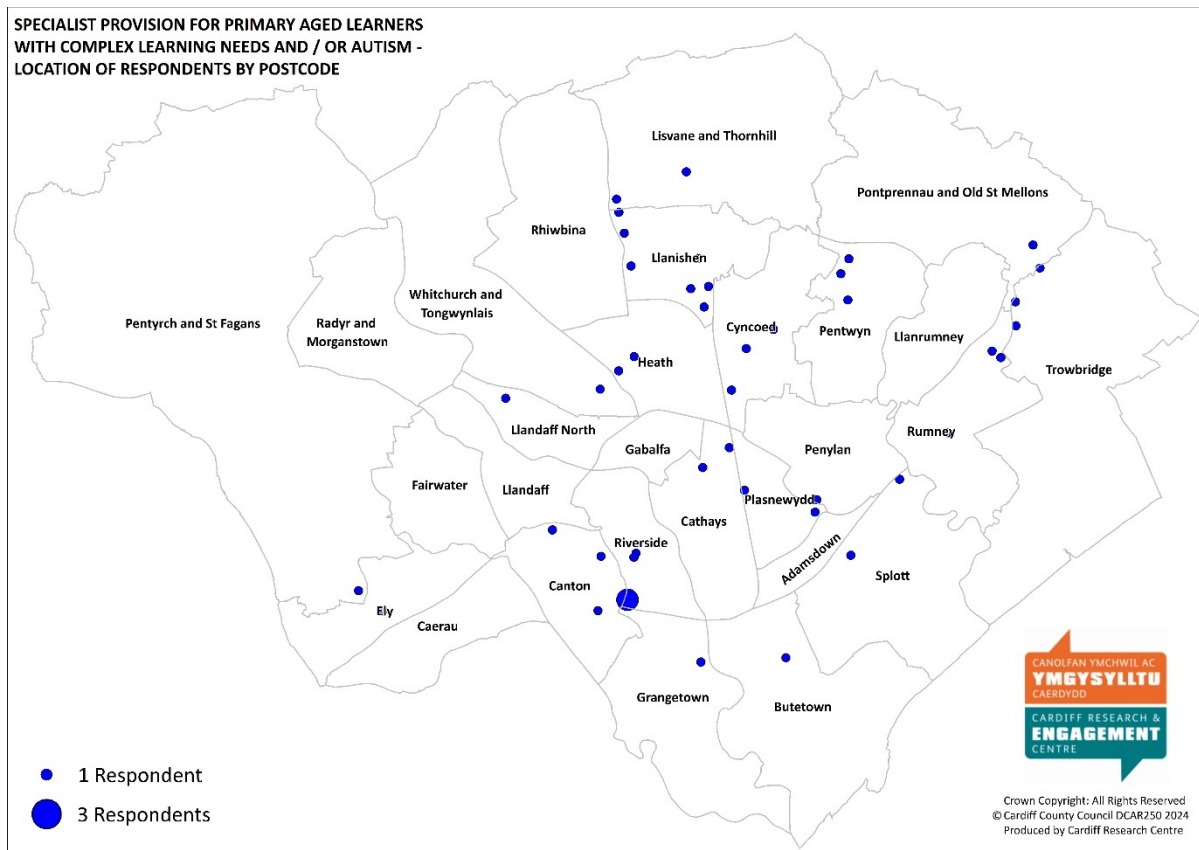
NB. Percentages total more than 100% as comments could fall into more than one theme.

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.

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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.

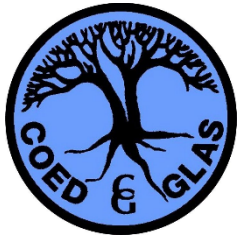
Staffing and budget

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 / Ebost: 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

Mae'r dudalen hon yn wag yn fwriadol

Single Impact Assessment

Cardiff Council

Appendix 11



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.
- reduce reliance on independent school places, and possible out of county placements.
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- 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 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?

| |
|--|
| |
|--|

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

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****20 MARCH 2024**

SCHOOL ADMISSION ARRANGEMENTS 2025/2026

Purpose of the Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 21 March 2024.
2. This report also sets out details of discussions between the **SOP Task & Finish Group** with the Cabinet Member and SOP Officers on the 12 March 2024, which is set out in paragraphs 10 and 11 in this report.

Structure of Papers

3. Attached to this report are the following:
 - **Appendix A** – the draft Report to Cabinet – 21 March 2024. This in turn has a number appendices, namely;
 - **Appendix 1** – Draft School Admissions Policy 2025/26
 - **Appendix 2** – Formal Responses
 - **Appendix 3** – Updated Draft School Admissions Policy 2025/26
 - **Appendix 4** – Single Impact Assessment
4. Also enclosed in this report (at paragraphs 10 and 11) are the views and observations of the SOP Task & Finish Group, which considered the Cabinet Proposals in detail at its meeting with the Cabinet Member and officers on the 12 March 2024.

Background to the Cabinet Proposal

5. 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.
6. 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.
7. The draft Cabinet report attached at **Appendix A** is to inform the Cabinet of responses received following public consultation on the Council's School Admission Arrangements 2025/2026.

Further Information Highlighted in the Cabinet Report

8. The Cabinet Report attached at **Appendix A** is set out as follows:
 - **Summary of the Council's School Admission Arrangements 2025/2026 Consultation** - paragraphs 5 – 9, plus *Appendix 1*
 - **Responses received in respect of the draft admissions policy during the consultation period** - paragraphs 10 - 13
 - **Formal Responses and appraisal of responses** - paragraphs 14 – 33, plus *Appendices 2 and 3*
 - **Other responses received and appraisal of responses** - paragraphs 34 – 62
 - **Local Member consultation** – paragraph 63
 - **Scrutiny Consideration** – paragraph 64

9. The draft Cabinet report also provides details on the following areas:
- **Financial Implications** – paragraph 66
 - **Legal Implications** – paragraphs 67 - 73
 - **Human Resources Implications** – paragraph 74
 - **Traffic and Transport Implications** – paragraphs 75 - 76
 - **Property Implications** – paragraph 77
 - **Impact on the Welsh Language** – paragraphs 78 - 82
 - **Wellbeing of Future Generations** – paragraph 83
 - **Impact Assessment** – paragraph 84 and *Appendix 4 to the Cabinet Report*

SOP TASK & FINISH GROUP MEETING – 12 MARCH 2024

10. On the 12 March 2024, the SOP Task & Finish Group (Councillors Bridgeman and Hopkins; and Patricia Arlotte) met with Councillor Merry and officers to consider this report in detail, and they agreed the following comments and observations. Members are requested to consider the following comments and add to them at this meeting.
11. Members are requested to note that references to “The Group” or “Group Members” relates to Members of the SOP T&F Group, not everybody in attendance.
- (i) Cllr Hopkins revisited an issue he raised during the consultation period relating to revised arrangements for keeping yourself on the waiting list and for it to be noted that the answer had been responded to in the response in the report (Appendix 2).
- (ii) The Group sought clarification on the out of chronologically age of applications (*paragraph 1.6 page 5 of 27 of the Admissions Policy document*) and talked around a particular case where (at school appeal) the parents of a child had requested their child be placed a year below and were advised by the LEA that the individual school would be responsible for this - but this was not clear in the Policy. It

was reiterated that the Policy stated that the Local Authority would look at each request, NOT the school. It was agreed that clarification of this issue would be considered and brought back to the scrutiny committee on the 20th March.

(iii) The Group raised an issue in relation to *Point 7.3 on page 18 of the Policy document* where it states “looked after children” was used as a term. As Cardiff generally used the term “children looked after” it was asked why this wasn’t used in the Policy. It was explained that legislation at the time of consultation still stated the term “looked after children” so this term was used in line with legislation, but this could be looked at and amended.

(iv) The Group discussed *Paragraph 7.5 on page 18 of the Policy document* relating to “compelling medical or social grounds” which stated that a “medical consultant or social worker” could make a recommendation. The Group sought clarity on whether this would include a GP. Recent training undertaken by a Member of the Group stated that a barrister (leading the training) had stated that a GP’s letter could be used if detailed and specific enough. The response stated that a GP’s letter is not currently used. The Group requested that, in light of the advice by the barrister, and GP’s letters being brought to appeals as evidence that this be considered further, clarified and reported back on in due course.

(v) The Group raised the issue of a consultee complaining that they had to complete two forms in the voluntary aided sector, which requested very similar information. It was responded that, in consultation with this sector, there was a varied response on retaining two forms. It is hoped that progress in this area in primary schools could pave the way for further refinements in the future.

(vi) Members raised an issue on *Page 9, para 57 of the Cabinet Report (Appendix A in scrutiny papers)* which refers to Cathays High School increasing its admission numbers to cope with the excess demand from Cardiff High School and sought further clarity on this. Responses stated that there will always be schools with more demand than supply (with Cardiff HS being one of them) but some of the demand is out of catchment.

Reason for Recommendations

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

Recommendations set out in the Cabinet Proposals

13. The Cabinet is recommended to:

- Determine the attached Council's draft School Admission Arrangements 2025/2026 as set out in the Admission Policy 2025/2026.

Scope of Scrutiny

14. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 20 March 2024. Members are also required to consider the comments and observations of the SOP Task & Finish Group when formulating the way forward for this Agenda Item.

Way Forward

15. At this meeting, the following have been invited to attend. There will be a verbal introduction given at the beginning of the Item, with a Q&A session afterwards.

- Councillor Sarah Merry (Deputy Leader of the Council and Cabinet Member for Education)
- Richard Portas (Programme Director for the School Organisation Programme)
- Brett Andrewartha (School Organisation Programme Planning Manager)
- Michele Duddridge-Friedl (Operational Manager, School Organisation Programme Strategy)

16. This report will enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

17. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. 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. Scrutiny 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.

Financial Implications

18. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

1. Review and assess the information contained in the draft Cabinet Report and its appendices, attached at **Appendix A**, together with any information provided at the meeting;
2. Consider and agree the observations and comments of the Task & Finish Group, as highlighted in paragraphs 10 and 11 in this report.
3. Provide any recommendations, comments or advice to the Cabinet Member and senior officers prior to the report's consideration by Cabinet.

Leanne Weston
Interim Deputy Monitoring Officer
14 March 2024

Mae'r dudalen hon yn wag yn fwriadol

SCHOOL ADMISSION ARRANGEMENTS 2025/2026

EDUCATION (CLLR SARAH MERRY)

AGENDA ITEM:

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 Recommendations

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 (including Equality Impact Assessment where appropriate)

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 Act 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 |
| | |

The following appendices are attached:

Appendix 1 – Draft School Admissions Policy 2025/26

Appendix 2 – Formal Responses

Appendix 3 – Updated Draft School Admissions Policy 2025/26

Appendix 4 – Single Impact Assessment

Mae'r dudalen hon yn wag yn fwriadol

Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh



**School
Admissions
Policy**
2025/2026

CARDIFF COUNCIL

**EDUCATION & LIFELONG
LEARNING**

Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh

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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 |

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| 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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| 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 |

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| 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.

Mae'r dudalen hon yn wag yn fwriadol

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.

Mae'r dudalen hon yn wag yn fwriadol

Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh



**School
Admissions
Policy**
2025/2026

CARDIFF COUNCIL

**EDUCATION & LIFELONG
LEARNING**

Mae'r ddogfen hon ar gael yn Gymraeg / This document is available in Welsh

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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.

Mae'r dudalen hon yn wag yn fwriadol

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



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? |
| The Council will remain sensitive to the needs of religious communities seeking faith place provision. |
| 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. |

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. |
| 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; <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.” |
| All schools to which the Schools Admission Policy applies are non-sex specific in relation to their admissions criteria. |
| No differential impact would occur as 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 |

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)

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