

21st Century Schools Consultation Document 2016

**Specialist Provision for Primary Aged Pupils with Speech
and Language Difficulties and with Behavioural Emotional
and Social Difficulties**

11 February - 23 March 2016



This document can be made available in Braille. 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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1. Introduction

This consultation is an opportunity for people to learn about the school organisation proposal put forward in relation to specialist provision for pupils with special educational needs (SEN) in Cardiff. It is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

Before any decisions are made the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposal known.

Our consultation process therefore follows Welsh Government guidelines outlined in the School Organisation Code 2013 and a range of individuals and groups are being asked for their views about these proposals.

Table 1 sets out details of the groups the Council is consulting:

Children and young people	All Cardiff schools
Parents/ carers	Cardiff and the Vale University Health Board
School staff	Voluntary Sector Organisations
School Governing Bodies	Neighbouring Authorities
Local residents	Welsh Ministers
Local Members/ Assembly Members/ Regional Assembly Members/ Members of Parliament	Police and Crime Commissioner
Diocesan Directors of Education	Central South Consortium Joint Education Service (CSCJES)
Trade Unions	Welsh Language Commissioner
Estyn	Rhieni dros Addysg Gymraeg (RHAG)
Cardiff and Vale College	

2. How you can find out more and give your views

Public meetings and drop in sessions have been arranged where the proposals will be explained. These are provided so you can ask questions and make comments that will be recorded. You may also provide your views in writing.

Information regarding this proposal will be available to view at all Cardiff maintained schools.

Details of the consultation meeting dates are given in table 2 below:

Nature of Consultation	Date/ time	Venue
Cardiff Headteachers	4 th March, 9-10am	Future Inn, Cardiff Bay
Governors meeting	7 th March 6.45pm	Meadowbank School
Parents meeting	25 th February, 2-3pm	Meadowbank School
Staff meeting	25 th February, 3.45pm	Meadowbank School
Governors meeting	7 th March, 5.30pm	Allensbank Primary

		School
Parents meeting	24 th February, 2-3pm	Allensbank Primary School
Staff meeting	24 th February, 3.30pm	Allensbank Primary School
Governors meeting	15 th March, 6pm	Fairwater Primary School
Parents meeting	23 rd February, 2-3pm	Fairwater Primary School
Staff meeting	23 rd February, 3.30pm	Fairwater Primary School
Governors meeting	23 rd February, 4.30pm	Glan yr Afon Primary School
Staff meeting	24 th February, 3.30pm	Glan yr Afon Primary School
Governors meeting	17 th March, 6.30pm	Springwood Primary School
Staff meeting	17 th March, 3.30pm	Springwood Primary School
Drop in session (West of the city)	1 st March, 1-2pm	Ely and Caerau Hub
Drop in session (East of the city)	2 nd March, 2-3pm	Rumney Hub
Public meeting	16 th March, 6-7.30pm	Ysgol Glantaf

In addition, workshops will be arranged with pupils and young people to provide an opportunity for pupils to ask questions, learn more about the proposals and give their views.

3. Your Views Matter

Your views matter and we want you to tell us what you think about the proposal. You can do this by attending one of the meetings or drop in sessions above, and/or by completing the online form www.cardiff.gov.uk/21stcenturySchools

Alternatively, contact the School Organisation Planning Team on (029) 2087 2720, by email to schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this proposal is 23 March 2016.

4. Explanation of terms used in this document

Please note the following terms used throughout this document:

SEN – Special Educational Needs. A child has SEN if he or she has learning difficulties which require special educational provision to be made for him or her. 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.

School Action (SA) - When the class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

School Action Plus (SA+) - When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.

Statemented – A small number of pupils with SEN may need a place in a Special School or a Specialist Resource Base, or they may need extra funded support in their local school. These children will usually have a statement of special educational needs, which describes their needs and their strengths and sets out what support must be in place to make sure they make progress in their learning. The statement will also name the school they attend and any extra resources provided for the pupil.

Specialist Resource Base (SRB) - A small class (usually between 8 and 10 pupils per class) in a local mainstream school, funded by the local authority for pupils with significant SEN. Specialist Resource Base classes are taught by specialist teachers and specialist learning support assistants, but pupils also have opportunities to integrate with mainstream peers and are fully included in the life of the school. All pupils attending a Specialist Resource Base have a statement of SEN, and usually have significant, long term special educational needs.

Revolving Door Class (RD) / Nurture Class - Small classes similar to a Specialist Resource Base in terms of size, location and staff expertise, which can provide a short term placement for vulnerable learners. Pupils do not usually have a statement of SEN but are placed temporarily in the RD or Nurture class because they are struggling to cope in their local school due to their behavioural, social and emotional needs. Pupils attend on a temporary basis, while also remaining on the roll of their local school. Pupils re-integrate to their local school following the placement.

Early Intervention Class – this is the term being used to describe a new initiative in Cardiff. A detailed description of the proposed purpose, function and outcomes of early intervention classes are set out in sections 15-20 of this document.

Statutory Notice - A statutory notice is the formal publication of a finalised proposal, if approved by Council's Cabinet and will only be considered once the Cabinet have received a report on all the responses from the consultation. This is a legal requirement as outlined in the School Organisation Code 2013.

5. Background to the proposal

5a. Support for speech and language needs in Cardiff

Meadowbank School is a small Special School located in Gabalfa adjacent to Gabalfa Primary School and Ysgol Glan Ceubal, for children aged 4-11 with significant speech and language difficulties.

Historically the Vale of Glamorgan Council funded 10 places at the school and at that time the school operated at 40 places. In 2010, the Vale of Glamorgan gave notice of their intention to withdraw from this arrangement, making no new placements. In July 2015 the last Vale child left the school. The number of Cardiff pupils admitted to the school has also fallen over the last five years, and there are now 23 pupils on the school roll.

Cardiff also maintains a Specialist Resource Base (SRB) at Allensbank Primary School, for 20 pupils with speech and language difficulties. Admissions have fallen since 2010 and there are now only 11 pupils attending the base.

The Speech and Language Therapy Service provides school-based therapy to pupils in Meadowbank and Allensbank in line with their assessed level of need.

Admissions to Meadowbank Special School and to Allensbank SRB are subject to a statement of special educational needs (SEN) and are managed by the local authority in accordance with the SEN Code of Practice for Wales 2002.

In line with equalities legislation and the statutory framework for SEN, children are only placed in a Special School or Specialist Resource Base where this is:

- consistent with parents' wishes and
- if there is substantial evidence to show that their needs cannot reasonably be met other than by placement in a specialised setting.

The prospects for pupils with speech and language difficulties to be reintegrated to mainstream school are good; the majority of pupils attending Meadowbank Special School and Allensbank SRB transfer to a local high school at Year 7 and many pupils make sufficient progress to transfer at an earlier age.

There has been a trend away from Special School places for speech and language needs as part of a national trend towards inclusion. Cardiff is the only local authority in England and Wales still maintaining a Special School specialising solely in speech and language needs.

While Special School continues to be an important option for some children with complex, long term learning difficulties, there has been a growing national trend for children with moderate learning delays, speech and language difficulties and physical disabilities to attend a local school. This trend is also reflected in Cardiff.

5b. Changes in demand for Special School and SRB places

Although the number of children and young people with speech and language difficulties has not fallen, demand for places at both Meadowbank Special School and Allensbank SRB has reduced in recent years.

At the present time (figures from November 2015) there are 22 pupils on roll at Meadowbank Special School. Demand for places at Allensbank SRB has also fallen from 18 pupils in 2010-11, to 11 pupils in November 2015. This trend is illustrated in Table 1 below.

Table 1: Meadowbank and Allensbank Specialist Resource Base numbers on roll, 2010-2015

	Meadowbank	Allensbank	Total pupils
2010-11	40	18	58
2011-12	35	18	53
2012-13	34	13	47
2013-14	32	16	48
2014-15	27	14	41
November 2015	23	11	34

Admissions have been falling for a few years with the result that there are now very few Foundation Phase pupils in either setting. There were no admissions to either setting in September 2015. The current age profile is illustrated in Table 2 below.

Table 2: Age profile of pupils in speech and language provision

	Meadowbank	Allensbank	Total
Reception	0	0	0
Year 1	2	0	2
Year 2	4	4	8
Year 3	3	2	5
Year 4	2	2	4
Year 5	6	3	9
Year 6	6	0	6
	23	11	34

The table shows that there are now only 10 Foundation Phase pupils attending Meadowbank and Allensbank SRB, and 24 Key Stage 2 pupils.

As the number of pupils has fallen, the therapy allocation to Meadowbank Special School and Allensbank SRB has been reduced in order to provide more support for pupils in mainstream schools.

5c. Why has the need for Special School and SRB places fallen?

The trend does not arise from a reduction of need, but from changing expectations and from the availability of effective mainstream support.

The following factors are explored in more detail below:

- There is a national trend towards more inclusive educational practice;
- A successful programme of early intervention and capacity building has been implemented in Cardiff's mainstream schools;
- Between September 2014 and July 2015, the therapy service rolled out a school-based therapy service, in place of the clinic-based model;
- Pupil outcomes for children with speech and language difficulties in mainstream are good.

5d. National trend for inclusion

The trend away from Special School places for speech and language needs is part of a national trend towards inclusion. The majority of children attending a Special School now have severe and complex needs and are likely to benefit from a specialist education throughout their school life.

In contrast, children with specific speech and language difficulties have good prospects for succeeding in mainstream education provided they receive effective specialist support when young. Increasingly, this support can be provided effectively in a mainstream context.

Pupils who attend Meadowbank Special School or Allensbank SRB typically transfer to mainstream secondary schools. It can be very challenging for pupils to transfer directly from a small special class to a large mainstream secondary school in one step. The local authority undertook consultation with Meadowbank Special School and Allensbank SRB parents in 2012, to identify the best way of supporting transition to secondary school.

There were two main outcomes from this consultation:

- The capacity of the Specialist Teacher Team was increased in order to provide more support for transition and for secondary pupils in mainstream; and
- Both Allensbank and Meadowbank schools began working towards earlier reintegration to mainstream. Many pupils now have the chance to reintegrate to a local primary school and to establish friendships there before transferring to secondary school.

In the past, a significant factor in the choice of the Special School or SRB was that these settings were the only schools where school-based therapy was provided and where therapists and teachers worked closely together to provide support. Children who remained in their local mainstream school would be obliged to miss school on a regular basis and travel to a clinic to receive therapy. Direct contact between therapists and mainstream teaching staff was often minimal and varied from one area to another.

With the roll out of a school-based therapy service in 2014-15, pupils included in mainstream are no longer disadvantaged in terms of access to therapy and there are additional benefits to remaining in the local school:

- The child experiences fewer transitions;
- Local friendships;
- Good role models to support the child's speech and language development.

5e. Early intervention and capacity building in Cardiff

Since 2010, a strategic programme of capacity building and early intervention has significantly improved the extent to which children with speech and language difficulties can be well-supported in their local mainstream school.

The Specialist Teacher Speech and Language Team provides effective support, training and advice to mainstream schools and provides direct teaching intervention to pupils with the most severe difficulties.

Using the ‘Speech Links’ and ‘Language Links’ programmes, primary schools assess the language development of all children entering Reception and use a range of strategies and interventions to address any language delays identified. This approach has been effective in improving the language skills of children by an average of 20 percentage points during the Reception year. The quality and timeliness of therapy referrals has also improved, with a positive impact on reducing therapy waiting times.

Speech Links and Language Links have been established in all but one primary school in Cardiff and are now being rolled out across secondary schools.

Joint working between Cardiff and the Vale University Health Board (CVUHB) Speech and Language Therapy Service and the Education Service has led to improved support for children with speech and language difficulties. Speech and language therapists work closely with the specialist teacher team to deliver the five stage graduated response, with a single referral pathway and a shared caseload. This approach has led to less duplication and a more efficient and effective service. The partnership between health and education in Cardiff was awarded an NHS prize for innovative practice in 2014.

5f. School-based therapy service (introduced in Cardiff between September 2014 and July 2015)

In 2014-15, the Speech and Language Therapy Service established a school-based therapy service, with a range of benefits:

- Children in mainstream education are no longer disadvantaged in comparison to Special School or SRB pupils, as now they do not have to travel to a clinic to access therapy;
- School-based therapy is more accessible for families without their own transport and children do not miss school in order to attend the clinic;
- There are stronger links between schools and the therapy service, with therapists providing direct advice to class teachers and teaching assistants to enable them to deliver and oversee programmes.

The school-based service was rolled out in the Vale of Glamorgan a year earlier than in Cardiff. Data collected by CVUHB demonstrates that the school-based service has led to fewer pupils being discharged early due to non-attendance at clinic. Early signs suggest that the same benefits are being realised in Cardiff.

A breakdown of the therapy caseload demonstrates that the majority of speech and language children are now being supported in mainstream schools. This is illustrated in Table 3.

Table 3: Therapy caseload by level of need (Stage 5 being the highest level of need), June 2015

	Meadowbank	Allensbank	Mainstream	Total
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		Specialist Resource Base		caseload
Stage 5 (direct input)	7	1	48	56
Stage 4 (direct input)	11	12	188	211
Stage 3 (monitoring)	7	2	249	258

5g. Outcomes for pupils in mainstream education

Pupils in mainstream education are achieving their measurable targets. These targets are jointly set between education and health. Progress is also measured via the Speech and Language Link screening tools and school-based attainment progress. This is illustrated in Table 4 below, which sets out the results of pre- and post- intervention screening in Reception.

Table 4: Data showing the increase in reception age pupils with age appropriate Language Skills and the progress they make over the academic year

Year	2010- 2011	2011-2012	2012-2013	2013-2014	2014-2015
Pre Screen	63.8%	57.2%	69%	63.8%	67.5%
Post Screen	84%	80.1%	83%	83.7%	84.9%
% point increase	20.2	22.9	14	19.9	17.4

6. Changing need for Special School, Specialist Resource Base and early intervention provision for other areas of SEN

A review of specialist provision for pupils with SEN was completed in 2013. This identified a number of priorities for future development of Special School and SRB provision, including the need to create additional places for:

- Complex learning difficulties
- Autism Spectrum Conditions
- Behavioural, emotional and social difficulties

Demand for Special School or SRB places for primary aged children presenting with challenging behaviours has increased over the last two years. In 2014-15 there was a 30% increase in the number of new statements for this area of need.

In March 2014 a focus group of Headteachers, health professionals, children's services and parent partnership representatives was consulted on the priorities for future development of behavioural, emotional and social difficulties provision in Cardiff.

There was consensus on the need for:

- Additional capacity for early intervention such as Nurture Classes and Revolving Door classes;
- Greater emphasis on the underlying needs experienced by this group including: mental health and medical needs; speech and language difficulties; literacy and numeracy delays.

Extending capacity for early intervention for pupils with behavioural emotional and social difficulties is therefore a high priority for Cardiff. The need to plan for future expansion of provision for Autism Spectrum Conditions and for complex learning difficulties is also a priority.

7. A Strategic Approach to Improving SEN Provision

In 2015, the Education Strategic Group discussed and agreed an Additional Learning Needs (ALN) Strategy which sets out the principles and high level actions for developing SEN provision through School Organisation Planning.

The Strategy sets out the following principles:

- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- An inclusive approach to education incorporates the views of parents and children, and recognises the wider needs of vulnerable families.
- An effective graduated response to additional learning needs is underpinned by collaboration with health, children's services and other partners.
- With the right training, strategies and support, nearly all children with special educational needs can be successfully included in mainstream education.
- Children in Welsh and English medium education should have equitable access to specialist learning provision.
- As far as practicable, provision for special educational needs should be locally based, to reduce the extent to which children travel to access education.
- Mainstream education will not always be right for every child all of the time: a high quality range of Learning Resource Bases and Special Schools should be maintained in order to offer excellence and choice for all children.
- Special Schools should function as 'Centres of Excellence' providing a high quality learning environment for children with a complex range of needs, and sharing expertise with their mainstream partners.
- The interests of all pupils must be safeguarded.

These principles underpin the current proposal.

8. Early Intervention Classes

Cardiff Council is therefore proposing to develop a network of 7 Early Intervention Classes across the city. This would significantly increase capacity to support primary aged pupils who are vulnerable to exclusion due to their social emotional difficulties.

The goal would be for each of the six neighbourhood areas to have an Early Intervention Class to provide places for children in the Neighbourhood. In addition, a Welsh medium EIC would provide places for children in the Welsh medium sector.

The existing 'Revolving Door' class at Glan yr Afon Primary School, the Specialist Resource Base at Fairwater Primary School and the 'Nurture Class' at Springwood Primary School would cease to operate as they do at present and become part of the network of Early Intervention Classes.

In addition the Local Authority would establish four new Early Intervention Classes including one in a Welsh medium school.

8a. Purpose of an Early Intervention Class

- To provide intensive assessment and short term support for children displaying significant difficulties due to attachment disorders; language, literacy and numeracy delays; poor social skills and understanding; challenging social circumstances; emotional difficulties.
- Work in collaboration with parents/ carers, educational psychology, specialist support services, health, children's services and other partners.
- Establish and implement an Individual Development Plan.
- Work in partnership with the child's local school to enable successful reintegration.
- Support the development of positive relationships between home and school.

8b. Processes

- Placement decisions will be made by panels of Headteachers and professionals.
- Consent of parent/ carers must be obtained before a referral is made.
- The views of parents/ carers and the child must be sought and will inform the placement decision.

8c. Criteria

Placement in an Early Intervention Class will be considered when there is evidence that:

- Despite sustained, relevant and purposeful action to support them, the child is unable to settle and learn in a mainstream classroom.
- The child has good potential for reintegrating and succeeding in mainstream with the right support.

8d. Operation

- Children will be dual registered in their local school and the EIC school.

- Placements will be for 3-4 terms, with phased reintegration undertaken over the course of the placement.
- Ongoing multi disciplinary assessment to identify the child's strengths and needs.
- Every child will have an Individual Development Plan.
- Team Around the Family plans where appropriate.
- A plan for supporting and developing capacity at the local school, to enable successful reintegration.
- The local school will contribute to cost of the placement.
- Educational Psychology Service and Specialist Teacher Services will contribute to assessments, support and advice to both the EIC school and the local school, provide training and support to the local school as identified in plans.

8e. Neighbourhood Approach

It is anticipated that once the full network of 7 EICs is in place, they will operate on a locality basis, providing places for children within the neighbourhood and reducing the need for children to travel long distances to access specialist support.

9. The proposal

To respond to the falling demand for speech and language places and the increased demand for provision for other areas of special educational need, the Council is now consulting on the following proposals:

1. Close Meadowbank Special School at the end of the academic year 2017. In consultation with parents, the 11 remaining pupils would be offered places at Allensbank Specialist Resource Base (SRB) or in a mainstream local school with funded support.
2. Continue to maintain a Specialist Resource Base (SRB) at Allensbank but cease admission of pupils with speech and language difficulties, unless transferring from Meadowbank Special School. Redesignate this as an SRB for pupils with autism spectrum conditions, with first admission of ASC children in September 2018.
3. Continue to maintain a Specialist Resource Base (SRB) at Fairwater but cease admission of pupils with statements for behavioural, emotional and social difficulties. Redesignate this as an Early Intervention Class from September 2018.
4. Maintain the specialist classes at Glan Yr Afon (Revolving Door) and Springwood (Nurture Class), but rebadge these as Early Intervention Classes, adopting the proposed admission criteria and operational procedures outlined above from September 2018.
5. Identify four additional primary schools (one in Welsh medium sector, three schools in English medium sector) in various locations across the city, to host Early Intervention Classes. Consideration will need to be given to availability of suitable accommodation and distribution of schools across the city. Further

consultation with named schools will be needed before a final decision could be reached.

10. School Capacities, Condition and Suitability of School Buildings

Table 5 below provides details of school capacities and information regarding the condition and suitability of school buildings

Capacity, condition and suitability of schools affected by the proposals				
Name of School/Age Range	Language medium/ Category of school	Condition Category as identified by 21 st Century Schools Survey	Current Published Capacity (age 4-11)	Published Capacity (nursery part-time places)
Meadowbank School (4-11)	English-medium (Special)	Satisfactory	40	0
Allensbank Primary School (3-11)	English-medium (Community)	Satisfactory	300	64
Fairwater Primary School (4-11)	English-medium (Community)	Satisfactory	283	0
Glan yr Afon Primary School (3-11)	English-medium (Community)	Satisfactory	292	64
Springwood Primary School (3-11)	English-medium (Community)	Poor	420	48

11. Location of Schools affected by the proposals

The location of each of the above schools can be seen on the map below:



12. How would other schools be affected?

The proposal would reduce the number of special school places available, however this is not expected to impact on access to or the quality of provision available.

It is anticipated that the proposal would have no effect on the number of pupils on roll at Allensbank Primary, Fairwater Primary, Glan yr Afon Primary or Springwood Primary.

Table 6 below illustrates the number of pupils on roll at schools affected by the proposals and the projected number of pupils on roll should the proposals proceed/not proceed

School	January 2010 (NOR)	January 2011 (NOR)	January 2012 (NOR)	January 2013 (NOR)	January 2014 (NOR)	January 2015 (NOR)	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Meadowbank School	41	40	35	34	30	29	23	17	11	9	6
Allensbank Primary School	139	165	218	231	242	252	267	270	286	272	267
Fairwater Primary School	206	216	205	201	211	205	227	233	229	229	217
Glan yr Afon Primary School	152	143	138	134	151	156	163	178	181	173	168
Springwood Primary School	160	154	129	160	158	178	177	186	176	183	173

13. Interim arrangements

Changes would be carefully planned in consultation with parents and professionals to take account of the needs of pupils attending each of the affected settings, to minimise disruption to their learning and to take full account of parental views.

Meadowbank pupils

The proposed closure date for Meadowbank Special School is the end of the academic year 2017. The majority of current pupils would have transferred to secondary school or reintegrated to a mainstream primary by that date. Remaining pupils would be offered a range of options, depending on their needs and on parents' views.

The options would include:

- Transfer to the SRB at Allensbank, which will continue to be a speech and language SRB until the current pupils have transferred to secondary school.
- A supported programme of reintegration to their local mainstream school. This would include funded additional support from an appropriately trained Teaching Assistant, school-based therapy if this continues to be an assessed need; support from the Specialist Teacher Service. Many Meadowbank pupils have taken this step over the last few years and it has proved more successful and an easier transition for the pupil than reintegrating to mainstream education at the end of year 6.

Allensbank Specialist Resource Base pupils

The proposed change of use of the SRB at Allensbank Primary School would be timed to take account of the needs and ages of existing pupils. The classes would continue to operate as a speech and language specialist setting until the current pupils move on, including any pupils who may transfer from Meadowbank.

Even if all Meadowbank pupils transfer to the Allensbank place, there will be capacity to begin admission of pupils with Autism Spectrum Conditions from September 2018. This is illustrated in the table below:

Year	Projected number of speech and language pupils in Allensbank SRB	Available places
2017-18	19	1
2018-19	15	5
2019-20	10	10

During the period of transition, there may be a period of 2-3 years when the SRB would operate mixed classes of pupils with speech and language needs and Autism Spectrum Conditions. Classes for a range of needs operate successfully in many Cardiff schools and in other local authorities. However, care would be taken not to compromise the quality of support by placing pupils with incompatible needs together.

Fairwater Specialist Resource Base pupils

The proposed change of use at Fairwater Primary School, from an SRB for statemented pupils, to an Early Intervention Class, could be phased in over time, with some statemented pupils continuing to be taught alongside new admissions on the early intervention programme. As the needs of all pupils would be similar, the mixed arrangements would not have a detrimental impact on the pupils.

It is possible that the processes of supported reintegration for pupils admitted on the early intervention programme, could enhance the prospects for some statemented pupils to reintegrate to mainstream schools.

Glan yr Afon 'Revolving Door' class

The 'Revolving Door' class at Glan yr Afon Primary School currently admit pupils for a one term programme, after which they return to their local school or transfer to more specialist provision. There would therefore be no implications for current pupils.

Springwood 'Nurture Class'

The 'Nurture Class' at Springwood Primary School currently admit pupils for a three to four term programme, after which they return to their local school or transfer to more specialist provision. This is the same placement pattern as that planned for the early intervention classes so there would be no implications for current pupils.

14. Quality and Standards

The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong. The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority has commissioned the Consortium to support and challenge schools in Cardiff.

When proposing changes of this type to schools, Local Authorities are required to refer to the most recent Estyn reports, other evidence derived from performance monitoring and any other information available on a school's effectiveness.

They must also demonstrate the likely impact of the proposals on the quality of:

- outcomes (standards and wellbeing);

provision (learning experiences, teaching, care support and guidance, and learning environment);and

- leadership and management (leadership, improving quality, partnership working and resource management).

Estyn

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn)

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

Estyn inspection carried out after September 2010, provide judgements against three Key Questions.

Each key question is provided with a judgement:

Excellent – many strengths, including significant examples of sector-leading practice

Good – many strengths and no important areas requiring significant improvement

Adequate – strengths outweigh areas for improvement

Unsatisfactory – important areas for improvement outweigh strengths

Welsh Government categorisation of schools

In 2014 the Welsh Government introduced a new categorisation system that considered each school's standards alongside the school's capacity to improve so as to understand the level of support that organisations such as the CSCJES need to provide to each school in order that they achieve their targets.

The categorisation system is described in Table 7 below:

Table 7: Welsh Government Categorisation System	
Category	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

To determine the colour coded category as explained in the table above, schools are placed in one of four groups for standards (1-4) and for bringing about improvement (A-D) with one being the highest grouping for standards and A being the highest for improvement capacity.

For further information about the new categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Meadowbank Special School

Meadowbank Special School was last inspected in November 2013. The school's performance was judged to be good with prospects for improvement judged to be adequate.

In December 2014, the school was judged to have made good progress and as a result was removed from the list of school required Estyn monitoring.

Allensbank Primary School

Allensbank Primary School was last inspected in December 2013. The school's performance was judged to be adequate with prospects for improvement judged to be adequate.

In February 2015, the school was judged to have made sufficient progress and was removed from the list of school requiring significant improvement.

The Welsh Government has classified the school as Red.

Fairwater Primary School

Fairwater Primary School was last inspected in July 2013. The school's performance was judged to be adequate with prospects for improvement judged to be adequate.

In November 2015, the school was judged to have made sufficient progress and was removed from the list of schools requiring significant improvement.

The Welsh Government has classified the school as Red.

Glan yr Afon Primary School

Glan yr Afon Primary School was last inspected in January 2015. The school's performance was judged to be adequate with prospects for improvement judged to be good.

The Local Authority will monitor the school's performance.

The Welsh Government has classified the school as Red.

Springwood Primary School

Springwood Primary School was last inspected in September 2012. The school's performance was judged to be good with prospects for improvement judged to be adequate.

In December 2013, the school was judged to have made good progress and was removed from the list of schools required Estyn monitoring.

The Welsh Government has classified the school as Yellow.

Standards

The Council's aim is to provide good quality SEN support in both English-medium and Welsh-medium across the city. All children and young people in Cardiff should be educated in environments that are fit for purpose, in the right place to enable the effective delivery of first class education.

The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion'. It is working to respond to the key principles of the School Effectiveness Framework to secure better learning outcomes and well-being for all children including those at the schools which form part of these proposals.

It is acknowledged that there are differing standards at the schools included in these proposals and support specific to the needs of each school is in place and will continue to be provided as appropriate with a view to raising standards and improving outcomes for all.

As the proposals are not proposing any changes in respect of mainstream education provision it is not anticipated that there will be any impact on the quality of standards of education or the delivery of the Foundation Phase and in each key stage of education at any of the schools.

Provision

The number of pupils requiring SEN support is increasing that the changes to existing SRB provision/establishment of additional SRB provision will ensure the availability of appropriate English-medium and Welsh-medium capacity.

Leadership and Governance

The Council will work with the leadership of any school affected by the proposals to develop a rigorous whole school approach to improvement planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

Careful planning will take place during the proposed period of change to avoid any risk of distraction or disruption to leadership and governance that could impact on educational outcomes.

The LA has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals.

15. What are the benefits of these proposals?

The proposal would offer the following educational benefits:

- Reduce the number of school transfers for children with speech and language difficulties, by ensuring every child can be effectively supported in mainstream education throughout their education.
- Significant expansion of Early Intervention Classes for vulnerable learners with social and emotional needs, attachment difficulties and mental health needs. This will strengthen the graduated response to SEN. It will increase the number of children who can be successfully included in their local school.
- Additional provision in the Welsh medium sector. An Early Intervention Class will supplement the SRB provision currently available in Welsh medium.
- An increased number of SRB places for children with complex learning difficulties, and with Autism Spectrum Conditions, in line with projected needs.

16. Potential disadvantages of the proposals

- A small number (11) of younger pupils currently attending Meadowbank Special School would be affected by the school closure as they would need to transfer to an alternative school. However, there would be sufficient time to plan and support a transition to ensure as much consistency as possible. Parents would be fully consulted on the appropriate school for their child, and the support that would need to be in place. Places in Allensbank SRB would be available for every Meadowbank child if this is parental preference, although it is anticipated that some may choose a local mainstream school.
- A few pupils at Allensbank and Fairwater SRB's could be affected by the changes during the period of transition. Although they would not need to change school, the resource bases may begin to admit pupils with a different set of needs, while some current pupils are still attending. Care would be taken to ensure that any transition arrangements are appropriately staffed, and that the needs of each child would be appropriately met.

17. Risks associated with these proposals

- Failure to secure sufficient growth in the number of Early Intervention Classes and Specialist Resource Bases to meet the growing demand for children with additional needs could affect the wellbeing and progress of some children.
- The number on roll at Meadowbank Special School and Allensbank Specialist Resource Base is falling steadily and projected to fall further. If action is not

taken, there is a risk that both settings could become too small to deliver education effectively to the remaining pupils.

18. Alternatives considered

The option of keeping Meadowbank open as a speech and language Special School has been considered however this is not considered viable. The school roll has fallen consistently over the last five years and there is no expectation that the trend will reverse. This places the future of the school at risk even if no action is taken.

19. Admission arrangements

Admission to Specialist Resource Bases and Special Schools are currently through a statement of special educational needs. The draft Additional Learning Needs Bill proposes changes to this statutory framework, and would replace statements with Individual Development Plans (IDPs). As yet there is no guidance on how admission arrangements will be affected, although it is likely that the process will be similar to the current system.

Temporary placement in the proposed Early Intervention Classes would be through placement panels, subject to agreement by parents/ carers. Placements would be temporary and the child would continue to be registered in their local school.

20. Financial matters

All Cardiff schools are funded from the delegated schools budget which is a ring fenced account that allocates funding to each school using the Formula Funding Mechanism. The Formula Funding Mechanism is primarily based on a pupil number basis for Primary and Secondary schools and on a place basis for Special Schools and Specialist Resource Bases (SRB's).

In this particular instance, the phased reduction of the number of places at the Special School will result in a corresponding reduction in the amount of funding being provided to this school. The school is currently operating within its delegated budget and maintains a surplus balance despite falling number of places. However this may not continue to be the case should pupil numbers continue to fall. Using the revised number of places a financial profile of the school for the forthcoming medium term is required in order to establish whether or not the school will be in deficit at any point. In the event of the financial profile indicating a deficit then there will be a need to identify an appropriate source which would bridge the gap. Consideration also needs to be given to the governance arrangements of the school when financial viability becomes a clear risk.

The need for some additional places in some SRB's has been identified and the funding for these will be found from the amount released from the reduction in places in Meadowbank Special School. There will also need to be consideration of any other financial impact on schools as a result of increasing capacity in order to ensure that schools are appropriately funded. This proposal is likely to generate savings for

the delegated schools revenue budget but this cannot be effectively quantified at this stage and will need to be considered in detail.

Once identified, there will be a need consideration of the site currently occupied by Meadowbank Special School in terms of potential capital receipt or alternative use.

21. Human Resources matters

A Human Resources Framework has been produced in consultation with key stakeholders including headteachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with School Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff.

In the period leading up to the closure of a school, as pupil numbers reduce, the impact on the school budget and staff resources will need to be managed through the School's Redeployment and Redundancy Policy and Procedure, which has been developed in consultation with trade unions and key stakeholders. The Council will also support the Headteacher and governing body during this time, as they will need to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation and the Headteacher is able to manage recruitment and retention of employees.

A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary redundancy or compulsory redundancy means. Therefore the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff and will facilitate a redeployment process.

Full support will be offered to the school staff and governing body of Meadowbank Special School by HR People Services throughout the reorganisation. This will involve attendance at consultation meetings, meetings with school staff where appropriate and the circulation of a Frequently Asked Questions document.

22. Land matters

The future use of the Meadowbank Special School site would be considered should the proposal be progressed to implementation. It is expected that the site would be retained for educational purposes.

23. 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/ENG/resident/Schools-and-learning/Schools/School-transport/Pages/default.aspx).

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 local authority must consider any disability a child has and any special educational needs (SEN).

24. Impact of the proposal on the Welsh language

It is anticipated that the proposal would have a beneficial impact on Welsh language as it would address the need for Welsh medium SEN provision.

25. Equality matters

An initial Equality Impact Assessment has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. The assessment will be reviewed following consultation.

26. Sustainability matters

A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme.

27. Considering community impact

There is a need to respond to a trend away from Special Schools for speech and language needs and to increase provision for Primary aged pupils presenting with challenging behaviours without impacting adversely on the community. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools and any community groups to ensure that should the proposal proceed it would avoid negative impacts wherever possible.

28. What happens next?

Key dates

The feedback from this consultation will be collated and summarised, and a report presented to the Council's Cabinet. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request by using the contact details in this document.

There are a number of further stages that the Council would have to go through before a final decision is made by the Council.

Consultation period

The consultation period for these proposals starts on 11th February 2016 and ends on 23rd March 2016.

Within 13 weeks of 23rd March 2016 a consultation report will be published on the City of Cardiff Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and provide the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to proceed with the proposals.

If the Cabinet decides to continue with the proposals the City of Cardiff Council must publish a statutory notice.

Statutory Notice

The statutory notice would be published on the City of Cardiff Council website and posted at or near the main entrance to the school/sites subject to the notice. Copies of the notice would be made available to schools identified in the notice to distribute 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 invites anyone who wishes to object to do so in writing within the period specified.

Determination of proposals

The City of Cardiff Council Cabinet will determine the proposals. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, Cabinet will take into account any statutory objections that it has received.

Decision notification

Following determination of proposals, all interested parties will be informed of the decision which will be published electronically on the City of Cardiff Council's website.

CONSULTATION RESPONSE FORM (SEN Provision 2016)

Consultation on specialist provision for primary aged pupils with Speech and Language Difficulties and with Behavioural, Emotional and Social Difficulties.

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 on line response form www.cardiff.gov.uk/21stcenturyschools
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

Please note that all comments sent in writing or by e-mail must contain the full name and full postal address of the person making the comments.

The closing date for responses to this consultation is 23 March 2016. Unfortunately no responses received after this date can be considered by the Council.

Consultation responses will **not** be counted as objections to the proposals. Objections could only be registered following publication of a **statutory notice**.

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.

Your name:

.....

Address:

.....

Postcode:

.....

Date:

.....

Your status: Parent Governor Pupil Member of Staff Other (please specify)

.....

1. Do you support the proposal to address the fall in demand for speech and language special school places by closing Meadowbank Special School?

Yes

No

If you **do not** support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

2. Do you agree with the proposal to respond to the fall in demand for places at Allensbank SRB by redeveloping this as a Specialist Resource Base for children with Autism Spectrum Conditions?

Yes No

If you **do not** support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

3. Do you agree with the proposal to convert Fairwater Specialist Resource Base, Glan yr Afon Revolving Door Class and Springwood Nurture Class to Early Intervention Classes?

Yes No

If you **do not** support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

4. Do you agree with the proposal to open four additional Early Intervention Classes (subject to further consultation with named schools).

Yes No

If you **do not** support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Thank you for your comments

Please tick the box below if you wish to be notified of publication of the consultation report

Please return this form to the School Organisation Planning Team, Room 422, County Hall, CF10 4UW by 23 March 2016.

This document is about changes proposed to schools in your area. You have been sent this document for you to find out more about this proposal and for you to give your views. Please tick this box if you require this information in your language and write your name, address and telephone number in English or Welsh in the large box at the bottom of the form. Please return this form to the address at the top of the form.

FR	<input type="checkbox"/>	Ce document est sur les changements proposés dans les écoles de votre région. Vous avez été envoyé ce document pour que vous vous renseigniez d'avantage au sujet de la proposition et pour vous de donner votre opinion. Veuillez cocher cette case si vous avez besoin de cette information dans votre langue et écrire votre nom, l'adresse et numéro de téléphone en Anglais ou en Welsh/Gallois dans la grande case au bas de ce formulaire. S'il vous plait, retourner ce formulaire à l'adresse indiquée au début de ce formulaire.
CN	<input type="checkbox"/>	這份文件是關於您所在地區附近學校更改的提議。該文件已發送給您， 讓您更加了解這些提議，並讓你提出你的意見。 如果您需要了解這些用你的母語翻譯的信息，請勾選此框。 在表格末的大框格里，用英語或威爾士語寫你的姓名，地址和電話號碼。並請將本表格寄回該表格頂部的地址。
SM	<input type="checkbox"/>	Warqadani waxay ku saabsantahay aragtida is bedel la doonaayo in lagu sameeyo iskulada xaafada. Fadlan hadaad u baahantahay faahfaahin ku qoran afkaaga hooyo ,hoos calaamadee. Magacaaga,adireeskaaga, iyo telefonkaagaba ku qor afka ingiriisiga , AMA welshka. Dibna igu soo dir foomka , adireeska kor ku qoran
PL	<input type="checkbox"/>	Dokument ten dotyczy proponowanych zmian w szkołach w Pańskiej okolicy. Wysłano go po to, by mogli się Państwo dowiedzieć więcej na temat projektu oraz wyrazić swoją opinię. Proszę zaznaczyć to okienko, jeżeli potrzebują Państwo owych informacji w języku ojczystym oraz proszę podać imię, nazwisko, adres i numer telefonu po angielsku lub walijsku w dużym okienku na dole formularza. Proszę zwrócić formularz na adres <u>podany na górze</u> .
CZ	<input type="checkbox"/>	Tento dokument se týká změn, které byly navrženy školám ve vašem okrsku. Dokument vám byl zaslán, abyste se dozvěděli více o tomto návrhu a abyste měli možnost vyjádřit své názory. Prosim zaškrtněte toto políčko, pokud potřebujete tuto informaci ve vašem jazyce a napište svoje jméno, adresu a telefonní číslo v anglickém nebo velšském jazyce do velkého políčka, které je v dolní části tohoto formuláře. Prosim zašlete tento formulář zpět na adresu, která je poskytnuta v horní části tohoto formuláře.
AR	<input type="checkbox"/>	هذه الوثيقة بخصوص بعض التغييرات المقترحة على المدارس في منطقتك . و لقد أرسلنا هذه الوثيقة إليك لكي تعلم و تتعرف على هذه المقترحات ثم تبدي رأيك فيها. من فضلك ضع علامة على هذا المربع إذا كنت تحتاج معرفة هذه المعلومات مترجمة الى لغتك الأصلية ، ثم اكتب أسمك ، و عنوانك ، و رقم هاتفك باللغة الإنجليزية أو لغة الويلش في المربع الكبير الموجود بأسفل هذه الورقة . من فضلك أرسل هذه الورقة الى العنوان الموجود في اعلى هذه الورقة.
HD	<input type="checkbox"/>	यह दस्तावीज़ आपके क्षेत्र में स्कूलों के लिए प्रस्तावित परिवर्तनों के बारे में हैं। आपको यह दस्ताविज़ इस प्रस्ताव के बारे में और अधिक जानकारी देने के लिए और इसके बारे में आप आपने विचार देने के लिए भेजा गया हैं। अगर आपको आपनी भाषा में इस जानकारी की अवश्यता हैं तो कृपया इस बॉक्स में टिक करे, और फॉर्म के ताल पर बड़े बॉक्स में अंग्रेजी या वेल्श में अपना नाम, पता और टेलिफोने नंबर लिखे। कृपया इस फार्म को उपर दिए गए पते पर वापस भेजे।

Please return this form to **Room 213, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by
29 FEBRUARY 2016

DR	<input type="checkbox"/>	این اطلاعات راجب عوض شدن برنامه در مکتبہا در این منطقه است. این اطلاعات برای شما روان شدہ است کہ شما بیشتر راجب این موضع بفہمید و نظر خود را بگویید. این چارخانہ را علامت بزنید اگر می خواهید این اطلاعات در زبان خودتان باشد. اسم و ادرس و تلفن نمبر خود را در انگلیسی یا در ولسی در داخل چار خانہ کلن کہ در پایان این فورم است نوشتہ کنید. خواہش یس این فورم را در ادرس کہ در بالا فورم نوشتہ است روان کنید.
GJ	<input type="checkbox"/>	આ દસ્તાવેજ તમારાં વિસ્તારની શાળાઓના દરખાસ્ત થયેલ ફેરફારો બારામાં છે. આ દસ્તાવેજ તમને દરખાસ્ત બાબત વધુ માહિતી મેળવવાં ને તમારાં અભિપ્રાયો આપવા માટે મોકલાયેલ છે. મહેરબાની કરી આ માહિતી તમને તમારી ભાષામાં જોઈએ તો આ ખાનું ભરી દર્શાવો ને તમારું નામ, સરનામું ને ટેલીફોન નંબર અંગ્રેજી કે વેલ્શમાં પત્રકના છેવાડે મોટાં ખાનામાં લખો. મહેરબાની કરી આ પત્રક મથાળે આપેલ સરનામે પરત કરશો.
KD	<input type="checkbox"/>	نه م نامه به ده رباره ی نه و گورانکارپانه به که پیشنیار کراون بو فوتابخانه کانی ناوچه که ت نه م نامه به ت بو ده نیرین بو نه وه ی ناگداری نه و پیشنیارانه ت بکه ین و بو چونی خوتمان بو روون بکه پته و ه . تکایه نه و چوار گوشه ب چوکه ده ستیشان بکه نه گه ر ده ته ویت کویبیه که له م زانیارانه به زمانی خوت بو بنیرین. ناوی خوت و نه دره سه که ت و زماره ی ته له فونه که ت به ننگلیزی یان به ویلزی له و چوار گوشه گه وره به ی خواره وه ی نه م لا په ره به بنوسه . تکلیه نه م لا په ره بنیره بو نه و نه دره سه ی له سه روی نه م لا په ره نوسراوه
PJ	<input type="checkbox"/>	ਇਹ ਦਸਤਾਵੇਜ਼ ਆਪ ਜੀ ਦੇ ਇਲਾਕੇ ਦੇ ਸਕੂਲਾਂ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪ੍ਰਸਤਾਵ ਉਪਰ ਹੈ। ਇਹ ਦਸਤਾਵੇਜ਼ ਆਪ ਦੀ ਇਨ੍ਹਾਂ ਪ੍ਰਸਤਾਵਾਂ ਉਪਰ ਹੋਰ ਜਾਣਕਾਰੀ ਵਧਾਉਣ ਅਤੇ ਆਪ ਦੇ ਸੁਝਾਵ ਲੈਣ ਲਈ ਭੇਜਿਆ ਗਿਆ ਹੈ। ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਅਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਚਾਹਿਦੀ ਹੈ ਤਾਂ ਇਸ ਖਾਨੇ ਵਿੱਚ ਟਿੱਕ ਕਰੋ ਅਤੇ ਅਪਣਾਂ ਨਾਂ, ਪਤਾ ਅਤੇ ਟੈਲੀਫੋਨ ਨੰਬਰ ਇੰਗਲਿਸ਼ ਜਾਂ ਵੈਲਸ਼ ਵਿੱਚ ਫਾਰਮ ਦੇ ਨਿੱਚੇ ਬੱਠੇ ਵੱਖ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ। ਕਿਰਪਾ ਕਰਕੇ ਇਹ ਫਾਰਮ ਉਪਰ ਦਿੱਤੇ ਪਤੇ ਤੇ ਵਾਪਸ ਕਰੋ।
UD	<input type="checkbox"/>	یہ دستاویز آپ کے علاقے میں سکولوں کی تجویز تہدیلیوں کے بارہ میں ہے۔ آپ کو یہ دستاویز اس لیے لیے بھیجی جارہی ہے تاکہ آپ اس تجویز کے بارہ میں مزید جان سکیں اور اپنی رائے سے آگاہ کریں۔ اگر آپ کو یہ معلومات اپنی زبان میں چاہیے تو برائے مہربانی اس خانے میں نشان لگادیں اور اپنا نام، پتہ اور فون نمبر انگریزی یا ویلش زبان میں اس فارم میں چھپدے گئے بڑے خانے میں لکھ دیں۔ مہربانی فرما کر یہ فارم اوپر دیے گئے پتہ پر واپس بھیجوا دیں۔
BG	<input type="checkbox"/>	ইহা আপনার এলাকার স্কুলগুলিতে পরিবর্তন সম্বন্ধে প্রস্তাবিত একটি ডকিউমেন্ট। এই ডকিউমেন্টটি আপনাকে পাঠানো হয়েছে আপনার অবগতি এবং আপনার মতামত জানার জন্য। যদি এই তথ্যটি আপনার ভাষায় পেতে চান তবে দয়াকরে এই বাজেট টিক দিন এবং আপনার নাম, ঠিকানা ও টেলিফোন নাম্বার ওয়েলশ অথবা ইংরেজীতে এই ফর্মের নিচের বড় বাজের মধ্যে লিখুন। দয়াকরে ফর্মের উপরে লিখিত ঠিকানায় এই ফর্মটি ফেরৎ পাঠিয়ে দিন।

✉	Name:
	Address:
☎	Phone: