

CABINET MEETING: 19 APRIL 2018

**SCHOOL ORGANISATION PROPOSALS: IMPROVING
PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH
ADDITIONAL LEARNING NEEDS (ALN) 2018-22: POST-
CONSULTATION REPORT**

**EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH
MERRY)**

AGENDA ITEM: 4

DIRECTOR OF EDUCATION AND LIFELONG LEARNING

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following consultation on eight proposals for increasing or adapting ALN provision and to seek authorisation to proceed, where appropriate to publish proposals in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

Background

2. There has been a significant growth in the numbers of young people with Additional Learning Needs (ALN) since 2012, as reflected in the growing need for special school and specialist resource base places over the last five years. This trend is expected to continue for the next 5-10 years.
3. At its meeting on 14 December 2017 the Cabinet approved the Council's prioritised schemes under Band B of the 21st Century School Programme including proposals for the development of ALN provision.
4. While the 21st Century Schools Band B Programme will provide opportunities to address special school sufficiency issues from 2021 or 2022, there will be a need to take steps to extend provision to meet demand in the intervening period, 2018-22.
5. In order to address ALN sufficiency issues over the next 5 years, the Cabinet at its meeting on 29th January 2018, authorised officers to consult on eight proposed schemes to extend and adapt special school and specialist resource bases (SRBs). Details of the proposed schemes can be seen in the consultation document at Appendix 1.

Issues

6. The consultation ran from 31 January to 13 March 2018.
7. Parents and others, together with staff and Governors of the affected schools were invited to respond to the consultation.
8. The consultation process involved:
 - Distribution of a Consultation Document outlining background, rationale and implications. This document has been distributed to parents, Headteachers and Chairs of Governors, Members and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
 - Meetings with Governing Bodies at the schools affected at which the proposal was explained and questions answered;
 - 10 drop in session where officers were available to answer questions;
 - Workshop session with pupils at the schools affected to provide an opportunity for pupils to ask questions, learn more about the proposal and give their views. Details of the pupil consultation can be seen at Appendix 2;
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response form at www.cardiff.gov.uk/21st Century Schools

Consultation Responses

Summary of overall responses received

9. The points of view received as part of the consultation are set out in *italics* below. The Council's response to each point can be seen underneath, under the heading 'Appraisal of views expressed'.
10. A total of 611 responses were received. Of these 212 were on-line/e-mail hard copy responses and 399 were pupil responses.
11. A summary analysis of responses received is attached at Appendix 2. The analysis indicates that the majority of responses were supportive of the proposals overall.

Formal Responses

Cardiff and the Vale University Health Board (CVUHB)

12. *CVUHB indicated their support for the eight proposed schemes. However, CVUHB stated that there is no increase in funding within the Health Board, to reflect the growth in the pupil population in Cardiff. Health services will be required to meet the needs of a larger population within existing*

resources. CVUHB stated that it is essential that the UHB and Local Authority work closely together to find new ways of working in order to meet the needs of children with Additional Learning Needs.

Appraisal of views expressed

13. The Council confirms commitment to working in partnership with the UHB to review ways of working, and to develop effective ways to meet children's needs. Under the Disability Futures Programme Board, options for developing an integrated approach to universal and targeted provision across the special schools is underway.
14. However, it is a concern that despite the evident increase in children and young people with complex therapy and medical needs in Cardiff over the last 5-10 years, and clear indications that this increase will continue over the next 5-10 years, the Health Board has taken no steps to ensure this is reflected in the allocation of health resources. The Council will raise this issue through the appropriate channels.
15. The additional children and young people will be in Cardiff schools, regardless of whether places in special schools and specialist resource bases are increased. The concerns regarding health provision will not be reduced if the eight schemes do not go ahead, but there will be more risk that some children who need specialist places will be unable to secure a place in a Cardiff school, resulting in more children placed 'out of county' in the independent sector

Cardiff Childrens Services

16. *Children's Services support the proposals. The ability to educate children locally, reducing reliance on out of area placements is essential in supporting children and young people to live within their communities and access local provisions.*
17. *Children's Services are mindful to ensure a joined up approach is applied across all school settings to support joint working for all children with additional needs who are also known to Children's Services.*

Appraisal of views expressed

18. The Education and Lifelong Learning Directorate welcomes the support of Childrens Services. Positive steps have been taken to create opportunities for closer collaboration, for example by providing 'touch down' work bases for social workers at Ty Gwyn School. The council will work to develop further opportunities to promote collaboration in the interest of children and their families. The development of the Trelai Youth Centre building as a shared resource for the Western Learning Campus Federation will provide additional opportunities for joint working and aligning provision for young adults more closely with special school provision.

Liberal Democrat Group

19. *The Liberal Democrat Group broadly welcome the proposal for the development and expansion of Additional Learning Needs (ALN) provision.*
20. *There are however some reservations about the support available to enable schools to achieve these proposals, and the transport implications of some proposals.*
21. *The group are concerned that despite acknowledging the growing demand for Welsh medium education in Cardiff, the proposals for Welsh medium primary ALN provision are limited and would welcome greater clarity from the authority on the timescales for implementation for individual projects, and the support available to schools.*
22. *A number of the projects, in particular The Hollies and Greenhill propose significant increases in cohort size, with others proposing changes to the nature of the provision and curriculum delivery. It is the groups view that proposals should actively seek and actively consider how we can reduce the number of children travelling to school by private transport, especially for those children attending provision other than at their local school. For developments such as those proposed for Allensbank School and The Hollies Special School, there are significant transport implications which are not fully explored by the consultation and warrant further consideration before approval.*
23. *With regard to the specific proposal for The Hollies Special School, the group would support the authority's preferred option 1, given that it will result in as little disruption to pupils and staff. However, we question whether increasing provision at Foundation Phase places (option 2) would be beneficial in the long term by providing additional early intervention provision.*
24. *Anecdotal evidence from Welsh medium primary teachers suggests that, whilst the council's assessment in its analysis of early intervention proposals for Allensbank School is that there is not sufficient demand for a Welsh-medium class of the same nature, there is a need to increase this provision across the city. The growth of Welsh medium ALN provision is an essential part of supporting the growth of Welsh medium provision more generally in Cardiff, and supporting parents to make an active decision to choose Welsh medium education for their child. In particular Welsh Government view achieving a fully bilingual ALN provision as a mark of success for the ALN and Educational Tribunal Act. In relation to those proposals for Ysgol Gyfun Gymraeg Glantaf, governors have expressed concerns about the quality and permanence of the building adaptations to meet the proposed growth*
25. *The group would welcome clarity from the authority on the future use of Allensbank School given the projected decline in admissions in the next five years.*

26. *Proposals to develop turning circles and parking bays should take account of their proximity to school buildings to reduce children's exposure to air pollution.*

Appraisal of views expressed

27. The Council acknowledges that the scale and scope of each proposal is specific to each scheme. Timescales and the resources and support that will be available to secure implementation, will vary according to the local circumstances and has been discussed with each governing body during the course of the consultation. Clarification is provided below under the separate appraisals for each scheme.
28. The eight schemes represent a first tranche of developments to re-shape provision across Cardiff. It is acknowledged that further work will be needed, including in the field of provision for ALN in the Welsh medium sector.
29. Work is underway to further develop the range of provision for ALN in the Welsh medium sector, including:
- A review of the specialist resource base at Ysgol Coed y Gof
 - In 2017-18 the local authority is funding a pilot approach to supporting emotional health and wellbeing needs in the secondary phase.
 - An audit of speech and language needs to inform the development of early intervention for children in the Welsh sector.
30. The Council is fully committed to promoting a fully bilingual ALN service: all specialist services and support are offered in both English and Welsh. It is anticipated that further schemes to develop specialist provision in Welsh medium will be developed under the ALN Development Plan, and brought forward for Cabinet consideration.
31. A full transport assessment has been completed for each scheme (Appendix 3). Full consideration has been given to reducing transport for children and young people wherever possible, and to the appropriate positioning of turning circles and parking bays.

Fitzalan High School Headteacher

32. *There is still no provision for girls with significant emotional and social needs. Little increase in capacity in English medium secondary provision.*
33. *These developments need to tie in with improvements in the ALN processes across the LA, especially the use of statements and making the process far quicker and more effective.*

Appraisal of views expressed

34. The schemes have been developed in the context of the three strategic ALN priorities for Cardiff to:

- Successfully implement the ALN and Educational Tribunal Act
 - To build capacity to meet needs across all schools and settings
 - Ensure sufficiency of specialist placements
35. The eight schemes represent a first tranche of developments to re-shape provision across Cardiff. It is acknowledged that further work will be needed, including further provision in the secondary phase, and for girls with emotional health and wellbeing needs. Work is underway to develop further schemes for consultation in autumn 2018, subject to approval by Cabinet.
36. Implementation of the Additional Learning Needs and Educational Tribunal Act will begin in September 2020, with a roll out period of three years. Individual Development Plans will replace statements of Special Educational Need and the Government's intention is that the process will be quicker, less bureaucratic and more children-centred. Cardiff is working with regional and national initiatives to pilot new approaches and to prepare for implementation.

The Alliance for Inclusive Education

37. *Expanding special school provision will inevitably lead to increased segregated education of disabled children whilst depriving the mainstream education system of precious resources to continue and develop inclusive practice. Increasing special school placements and segregated education is not compatible with Cardiff's commitment to inclusion.*
38. *Cardiff Council's intention to move children out of mainstream to special schools is in breach of the Equality Act Public Sector Equality Duty which imposes a duty upon councils to promote quality of opportunity for all. Also the Additional Learning Needs and Educational Tribunal (Wales) Act's requirement incorporates the UN Convention on the Rights of Persons with Disabilities includes Article 24 which makes it very clear that Welsh Assembly have an obligation to promote inclusive education practice at a strategic level.*
39. *The Alliance for Inclusive Education do not see how increasing segregated education is focusing on favouring mainstream over special school provision as in the Additional Learning Needs and Educational Tribunal (Wales) Act. The Alliance therefore want the proposals withdrawn as they are unlawful under the Act as the council is favouring special over mainstream school provision which will violate disabled pupils' human rights to inclusive education under UNCRPD Article 24.*
40. *The Alliance would urge the Council to develop an overarching policy to promote inclusive education with the aim of increasing the capacity of all mainstream schools to meet the needs of disabled pupils with different impairments, health conditions and abilities.*
41. *Some other respondents voiced similar objections to the proposals on the grounds that they represent a segregated approach. The building projects*

and huge sums of money involved should be going towards increasing inclusion, not increasing segregation. Cardiff has a massive problem with the social justice issue of inclusive education. It is impossible to "improve specialist provision for children and young people with ALN" by funding segregation; it harms all learners. The way to meet the aim is to build inclusive schools and fund places that offer the accommodation and specialist interventions to allow all learners in to so-called mainstream schools.

42. *Removing disabled children from their peers through the school system leads to them leading isolated lives as adults, increases fear of disabled people through ignorance, and makes equality impossible to achieve.*
43. *Reject the proposals for segregated schools and instead build and enhance inclusive education capacity in Cardiff. Redistribute the funding from the so-called special sector and enable a programme of inclusive capacity building to make mainstream schools accessible for all; provide the assistance required in mainstream schools in terms of learning support, personal care, assistive technology, and differentiation of the curriculum.*
44. *There is a gap in the training needs of teachers and other education professionals, to respond to equality legislation, and to support disabled people's rights to be realised within an inclusive education system. Training (including CPD) plays a crucial part in the development of inclusion. The old Medical Model approach to disability focuses on perceived 'needs' and interventions to make disabled students fit into an existing and unchanged mainstream education setting with minimum support and adjustments - or forces them outside. Disability Equality training, however, takes a Social Model of disability approach, focusing on barriers to participation, changes that need to be made by education providers so they include and support disabled students in mainstream educational settings.*

Appraisal of views expressed

45. Cardiff Council is fully committed to inclusive education and has worked consistently to increase the extent to which additional learning needs can be met in local mainstream schools. Cardiff is committed to further improving capacity to meet all needs, and to ensure every child who wishes to attend a local school can be well supported there.
46. At its meeting on January 19th 2018, the Cabinet agree three strategic ALN priorities for improving outcomes and support for additional learning needs (see paragraph 34 above). These priorities underpin the Cardiff ALN Strategy and include commitments to training and development, and an ongoing commitment to ensuring the majority of children and young people with additional learning needs are well supported in their local schools.
47. The eight schemes proposed in this consultation are set in the context of this wider strategy. While the vast majority of children with additional learning needs can be supported and included in their local mainstream

school, there is a small group of children and young people with the most complex needs who need a more specialist setting in order to be fully included in learning, and supported to fulfil their potential. A rising birth-rate requires Cardiff to increase both mainstream and specialist places in order to ensure sufficient high quality education for every child.

48. In Cardiff, children are only placed in a special school or specialist resource base if they have complex needs that cannot be reasonably met in a local school, and this is in line with parental/ carer views.

Responses to Individual School Proposals

Ty Gwyn Special School

49. Ty Gwyn is a special school designated to provide 150 places for learners aged 3-19 with complex learning disabilities and autism spectrum conditions (ASC). The school is located in Ely/ Caerau and from 8th January 2018 the school has been federated with Riverbank and Woodlands Special Schools, as the Western Learning Campus Federation.
50. To meet demand for primary and secondary special school places for learners with complex learning disabilities or ASC it is proposed to
- increase the designated number of Ty Gwyn places to 198;
 - establish 3 extra classrooms by adapting the old Trelai Youth Centre building, which is situated to the rear of the school

Western Learning Campus Federation Governing Body

51. *The Governing Body of the Western Learning Campus Federation expressed support for the proposals as they affect Ty Gwyn School.*
52. *Governors recognised that adapting the Youth Centre would provide wider opportunities for children and young people across the Federation, including the potential for Independent Living Skills provision on site, improving the transition process for young people leaving Ty Gwyn and Woodlands Schools.*
53. *Governors asked for assurances with regard to the impact of increased pupil numbers on health provision, and that the standard of new classrooms in the adapted Youth Centre building be consistent with classrooms in current accommodation.*

Other views expressed

54. *Concerns were raised regarding the size of the school, the impact of growing numbers on the feel and culture of the school and the impact of further growth on current pupils in particular and on services such as Occupational Therapy and Speech and Language Therapy which were described as stretched.*

55. *Several comments referenced Ty Gwyn as an already well-resourced facility and suggested that resources could be focused in areas of shared access to ensure benefits to the wider community.*
56. *The school has just federated with Woodlands and Riverbank. Can the Council ensure that Riverbank School is looked into as it cannot wait four years for new build premises. It is dirty, has no sensory provision or touch therapy and dangerous broken play equipment.*

Appraisal of views expressed

57. The Council acknowledges the concerns around health provision, and is in discussion with the Health Board and the Federation to address this. This is also addressed above, in paragraphs 13-15.
58. As outlined in the consultation paper, the number of pupils with profound and multiple learning disabilities, and with profound autism, is increasing in Cardiff. Failure to take the scheme forward would therefore not be a solution in terms of health provision, for existing or prospective Ty Gwyn pupils, but would have an adverse impact on prospective pupils, who would not be able to gain admission to Ty Gwyn School.
59. Development of the Trelai Youth Centre will focus not only on additional classroom provision for Ty Gwyn pupils, but will increase opportunities for pupils across the campus, and include potential benefits for pupils attending other special schools in Cardiff. For example, the plans include the potential development of Independent Living Skills facility for young people with complex needs.
60. Steps have been taken over the last two years to improve facilities at Riverbank and Woodlands Schools and to address all health and safety issues. Both schools will benefit from new build accommodation under the 21st Century Band B schemes. Meanwhile the Council will continue to work with the governing body to maintain and improve facilities.

Timescales

61. If the scheme proceeds, initial work to adapt the Youth Centre building, to establish classrooms and to connect the building to the main school will be undertaken during summer 2018. Further work to facilitate multi agency work will be undertaken at a later date, in consultation with the school and timed to take place in school holiday periods, to avoid adverse impacts on pupils.

The Hollies Special School

62. The Hollies is a special school designated to provide 90 places for learners aged 4-11 with autism spectrum conditions and physical and medical needs. The school is located in Pentwyn.
63. To meet demand for primary and secondary special school places for learners with autism spectrum conditions it is proposed to:
 - extend the age range of The Hollies School from 4-11, to 4-14

- increase the designated place number to 138
- provide additional accommodation by refurbishing the school accommodation to be vacated by Ysgol Glan Morfa

The Hollies Governing Body

64. *The Governing Body is opposed to the proposal to open a Key Stage 3 department in the adapted Glan Morfa building.*
65. *The main concerns were:*
- a) Running a school on two sites would be unfeasible and could impact on the quality of provision on both sites, by over-stretching the senior leadership team.*
 - b) The school does not have secondary experience or expertise and considers the local authority should work with a secondary partner to develop Key Stage 3 places.*
 - c) The scheme would introduce an unnecessary transition for pupils at the end of Key stage 3. This was felt to be inappropriate for pupils with ASC, who find any change or transition very challenging.*
 - d) Respondents expressed the view that a secondary setting should cover the full secondary age range 11-19, to ensure consistency and quality.*
66. *The Governing Body indicated they would be open to extending and improving the school on the current site, opening more places for primary aged pupils. They expressed the view that there are under-used areas of the building that could be converted to classrooms, and some potential for developing the upper floor (which is unused).*
67. *Parents and staff supported the principle of expanding provision but expressed similar concerns to those raised by the Governing Body.*

Appraisal of views expressed

68. The Council acknowledges the concerns expressed by stakeholders, and accepts the need to reconsider the options for developing additional ASC specialist places in Cardiff.
69. Stakeholders have stated a clear preference for any new secondary provision to cover the full secondary age range, with no need for transition between Key Stage 3 and Key Stage 4. The Council does not consider that the Ysgol Glan Morfa site would provide sufficient accommodation for a full secondary school, so an alternative site will need to be considered.
70. The Council acknowledges the view of the Governing Body, staff and parents that any future development or expansion of The Hollies should be on one site, and welcomes the Governing Body's wish to continue working with the Council to explore options for making better use of existing facilities and space on the Pentwyn site. A feasibility study of the school accommodation has therefore been initiated, with a view to further discussion with the governing body.

71. A subsequent report to Cabinet will set out proposals for the future use of the Ysgol Glan Morfa site within the education estate.

Timescales

72. If the scheme to develop additional places at the Ysgol Glan Morfa site does not proceed, the Council will need to develop alternative options for developing secondary ASC places for consultation later this year, to ensure there are sufficient places for children leaving The Hollies and other Cardiff schools, in 2019 and subsequent years.

Greenhill School

73. Greenhill School is a special school designated for pupils with emotional health and wellbeing needs aged 11-16. The school is located in Rhiwbina.
74. One of the prioritised schemes identified in the report approved by cabinet on 14th December 2017, '21st Century Schools- Cardiff Council's Band B priorities', is to build a new secondary special school for pupils with emotional health and wellbeing needs. The Band B scheme would enable the Council to replace the current 'D' rated accommodation occupied by Greenhill School. The proposal set out below would be independent of the Band B scheme, although it would pave the way to deliver on one of the goals of the Band B scheme- to include provision for post-16 in a future new school.
75. To meet the need for post-16 places for emotional health and wellbeing needs it is proposed to
- extend the age range of Greenhill from 11-16 to 11-19 and
 - increase the capacity of the school to allow for up to 64 places.

Views expressed

76. *The Governing Body expressed support for the proposal and welcomes the opportunity to develop post-16 provision for pupils not yet ready to make a successful transition to college or employment.*
77. *Some respondents expressed concern that the post-16 class would only be open to Greenhill pupils, while one respondent expressed concern that if opened to pupils from other schools, this might be a challenging transition for them, to 'fit in' with pupils already at Greenhill.*

Pupil Consultation

78. *Pupils at Greenhill felt the changes would be good for the school and would help the pupils gain more qualifications in order to get better jobs. They also said it would make them happier.*
79. *Comments given by the pupils for the reason they felt very happy and happy about the changes are:*
- 'It's good for the pupils'*

*'Pupils can gain more qualifications and jobs'
'The school needs it'
'It's wonderful, cool and it makes me happy'*

80. *The pupils reported no concerns regarding the proposed change.*

Appraisal of views expressed

81. Under this proposed scheme, the Council intends the class to offer limited places, only to pupils who have attended Greenhill in Key Stage 4. The placements will be for a maximum of one year. This would be an interim step towards the development of a more comprehensive post-16 department. The Band B scheme would establish a larger secondary school for young people with emotional health and wellbeing needs, and consideration may be given to offering places to young people who have not attended Greenhill in Key Stage 4 as part of that scheme.

Timescales

82. If the scheme proceeds, the work to adapt the caretaker accommodation will be undertaken during the summer break 2018. However, the scheme is subject to Welsh Government approval to open post-16 education, and may not be open to pupils until the academic year 2019-20.

Meadowbank Special School

83. Meadowbank is a special school designated for up to 40 places for pupils aged 4-11 with specific language impairments. The school is located in Gabalfa and admits pupils from across the authority. The number on roll at the school has fallen over several years and currently stands at 15.

84. To meet demand for primary special school places for complex learning disabilities, it is proposed to:

- change the designation of Meadowbank School from: 'specific language impairments', to: 'speech language and communication needs *and* complex learning disabilities'

Meadowbank Governing Body

85. *The Governing Body broadly welcomed the LEA's proposals because they would ensure the availability of special school places for speech, language and communication needs. The widening of the admission criteria would safeguard the financial viability of the school and reflect the trend towards more hybrid approaches to special education.*

86. *The Governing Body stressed the importance of maintaining special school provision for speech and language needs. It is vital that current parents/pupils are not disadvantaged as the criteria widens. The Governing Body welcomed the statement that 'the school would determine the best approach to supporting a range of needs', including how to specifically cater for those requiring specific speech and language support.*

87. *The Governing Body regrets that the LEA has not chosen to take forward the Speech and Language Reference Group's recommendation for early intervention classes to be opened at Meadowbank and would ask that this proposal is considered.*

Meadowbank Acting Headteacher

88. *The acting Headteacher agreed with the points made by the Governing Body and made some additional points:*
89. *The Headteacher supports the policy of providing places for children with complex learning disabilities who would benefit from the speech and language expertise at Meadowbank School. For example, pupils with Down's syndrome have complex learning needs but also require specialist levels of speech & language support. This could also be said for pupils with visual or hearing impairments. .*
90. *Careful consideration should be taken to determine the complexity of need of pupils that are offered a placement at Meadowbank. There will still be a core cohort of SLI pupils at the school who require specific teaching and support. It is important that their learning is not compromised by volatile, unsettled pupils who require high levels of behavioural support as current staff are not sufficiently trained to manage these behaviours.*
91. *Currently there are a number of pupils incorrectly placed in Special School provision. Collaborative discussions between outreach services, LA officers and special school staff should help determine if a placement is in the best interests of the child.*
92. *Meadowbank operates a successful Early Years ECLIPs outreach programme (which we agree should be maintained and indeed expanded) and school transition programme that encourages the re-integration of pupils back into their chosen primary setting when ready. This no doubt would be preferable for parent / pupils as opposed to partly re-integrating from Allensbank SRB into Allensbank Primary and then a further transition being required back to their catchment school. Meadowbank already have staff trained in this post so this work could begin immediately at both Foundation Phase and Key Stage 2. Pupils would benefit from working alongside pupils with varying needs due to our flexible grouping arrangements.*
93. *The LA should consider the benefits of the geographical location of Meadowbank and its close proximity to Gabalfa Primary and Ysgol Glan Ceubal. There are many opportunities that could be taken to support inclusion and integration between pupils from different settings.*

Meadowbank Staff

94. *The school staff are fully supportive of the recognition that there will continue to be a specialist provision for SLI pupils in Cardiff but feel that this would be better placed at Meadowbank. This is for financial reasons and in the best interest of the pupils.*

95. *Current special schools for children with complex learning needs have multi agency support. Is this envisaged for Meadowbank and how would this be safeguarded financially.*
96. *The Speech and Language profile of the current Meadowbank pupils needs to be separate from pupils with complex needs, as they require very different curriculums and it is envisaged that they will have very different functioning levels and expected levels of achievement.*
97. *The change of provision will hopefully mean new teaching jobs as the school grows. Will staff need to apply for their own jobs?*

Meadowbank pupils

98. *Pupils at Meadowbank felt that more people in their class would be a good thing and positive comments included:*

*'More people to play with outside'
'More people to share with'*

99. *The majority of pupils were excited at the prospect of more classroom space and had no concerns about the changes. For a small minority however the idea of more people and a busier environment did raise concern with comments including:*

*'It will be a little bit crowded'
'Big rooms are more scary'
'I'm worried it might be too noisy'*

Meadowbank parents

100. *Parents/ carers expressed support for the proposals and were pleased to know that their children's provision would continue at Meadowbank. They stated their concern that the speech and language support should not be compromised by admitting children with a different range of needs into the school.*

Appraisal of views expressed

101. The Council welcomes the supportive responses of stakeholders and wishes to express thanks to the governors, staff and parents who have engaged with the review of speech and language support in Cardiff, that has informed the current proposals. Working together to gain a more thorough understanding of the views of all stakeholders was essential to develop the current proposals.
102. The Council set out in the consultation document, the reasons for not locating an early intervention class in a special school. The Council continues to take the view that this type of provision is more cost effective and offers a better context for early reintegration if located in a mainstream school. The council is also mindful of the continued strong preference for mainstream places that most parents of children with specific speech and language needs express.

103. The council welcomes the school's wish to continue developing outreach services, and to contribute to training and professional development across the city. The Council will continue to work with the school to further develop these roles.
104. The Council agrees that there will be a need to manage admission carefully to ensure an appropriate mix of pupils, and for support and training for staff. All admissions to special schools are subject to a full consultation with the governing body, to ensure the school is able to meet the needs of children.
105. The Council has worked with the school to identify the adaptations that would be needed to facilitate admission of children with learning disabilities.
106. The Health Board stated that there will be no additional resource to provide health staff based at Meadowbank, but have confirmed that therapeutic support will be provided to children with an assessed need on an 'in-reach' basis. This is consistent with health provision to all Cardiff special schools with the exception of Ty Gwyn, where some nursing and therapy staff are based in the school. The question of health provision is also covered in paragraphs 13-15.
107. The Council agrees that strong links between special schools and neighbouring mainstream schools can be of benefit to both schools and will explore options for closer links with the mainstream schools on site.
108. If the school roll grows as anticipated, there will be a need to recruit additional teachers and support staff. This will be in addition to existing staff. HR will be available to support and advise the governing body and the staff to manage and respond to the changes.

Timescales

109. If the scheme proceeds, work to adapt and improve the school facilities and access will be undertaken during the summer break 2018.
110. Officers are working with the Acting Headteachers to plan and implement a programme of professional development for staff, and to consider options for further development of the schools outreach role. These developments are not subject to the consultation, and will benefit staff and the school regardless of whether the scheme proceeds, and will therefore be ongoing during summer term 2018, and thereafter as appropriate.

Allensbank Primary School

111. Allensbank is a community primary school located in Cathays. The school hosts a 16-20 place specialist resource base (SRB) designated for pupils with specific language impairments.
112. To meet the need for early intervention places for speech and language needs, it is proposed to

- Phase out the SRB at Allensbank School, closing the class in July 2020, or when all current pupils have completed their primary placement, if earlier.
- Open an eight place early intervention class for children with speech and language needs at Allensbank School, admitting the first cohort in September 2019.

Allensbank Primary Governing Body

113. *The Governing Body are generally supportive of the proposals and recognise that the proposed model of early intervention is a sound one. The governing body, however, wishes to highlight their concerns around the staff currently based within the existing SRB and would ask for support for staff during the process from the LA and services such as HR.*

Specialist Teacher Team (speech and language support)

114. *The Team expressed support for the proposal in principle and sought clarification concerning criteria for admission and how the class will operate.*

Other views expressed

115. *Respondents asked whether the criteria for the type of children to attend been clarified in discussion with SLT.*
116. *Some respondents questioned whether eight spaces is sufficient in relation need/ demand.*
117. *Respondents asked whether there will be a mechanism for children to return to mainstream once outcomes are achieved.*

Appraisal of views expressed

118. The Council welcomes the positive response from the Governing Body and confirms that there will be support for any HR implications for staff. The Council anticipates there will be opportunities for displaced staff to seek redeployment to other specialist roles across the city.
119. The Speech and Language Therapy Service engaged in the citywide evaluation of speech and language support in Cardiff Schools and expressed support in principle for the idea of an early intervention class, to provide time-limited intensive support for children in Foundation Phase.
120. It is anticipated that the class would:
- Offer eight Foundation Phase places
 - Provide for children with specific difficulties, making insufficient progress, but with good prospects for returning to their local school
 - Offer placements for 1-3 years, depending on the child's progress
 - Provide supported reintegration to a local school following placement

- Children would be dual registered, at Allensbank and at a local school, with opportunities to spend a day a week at the local school to maintain local friendships
- The local school would have a clearly defined role to provide support for inclusion opportunities and to support reintegration once the placement at Allensbank ends

121. The Council has reviewed all pupils with speech and language needs in Cardiff and identified that eight places would be sufficient to meet the current level of need for this type of provision. The level of need and demand will be kept under review and consideration given to opening additional classes in future if required.

Timescales

122. If the scheme proceeds, the SRB class will close in 2020, or earlier, depending on when the last pupils have left the class. The Council will work with the school to ensure that all current pupils continue to receive high quality, appropriate support.

123. If the scheme proceeds, the early Intervention Class will admit the first cohort in September 2019. The criteria for admission, the curriculum and mode of operation would first be fully considered and agreed in partnership with the governing body and the therapy service, and in consultation with other schools. An Operational Agreement setting out roles and responsibilities, criteria and funding, will be agreed between the Council and the Governing Body. Leaflets for parents, schools and other professionals will be developed to ensure that information about the class, criteria for admission and mode of operation is available to all stakeholders.

124. If the scheme proceeds there will be implications for SRB staff at the school. HR will support the staff and governing body to manage changes.

St Mary the Virgin Church in Wales Primary School

125. St Mary the Virgin Church in Wales is a Voluntary Aided school located in Butetown. There is no specialist provision at the school currently.

126. To meet the demand for primary specialist resource base places for complex learning disabilities, it is proposed to

- open a specialist resource base (SRB) at St Mary the Virgin CiW Primary School, for up to 20 places.

St Mary the Virgin Church in Wales Governing Body Views

127. *The Governing Body is supportive of an SRB being part of the provision at the school as an element of the 21st Century School Band B scheme.*

128. *The Governing Body notes that as part of Band B funding, the school is due to be redeveloped and a new building is planned and the understanding is that an SRB would form part of the new building.*

129. *There is clearly a need for places across the city and the Governing Body had previously highlighted the need for specialist provision in this area of the city. Experience shows that some local families may be reluctant to accept SRB places for their children in schools that currently have SRBs because of their location and concerns for their children travelling across the city.*
130. *The Governing Body recognises that pupils are allocated to places in the SRB by the Local Authority. Whilst pupils may be places from across the city, what provision may be made for pupils with English as an Additional Language in addition to their specific needs.*
131. *The Governing Body recognises that support would be given by the Local Authority to set up the SRB, including recruitment of high quality staff. The benefits an SRB could provide to the mainstream part of the school is also recognised.*

Other views expressed

132. *A respondent commented that there has never been any specialist provision at St Mary the Virgin Church in Wales Primary School therefore the school lacks the ethos an experience of hosting an SRB.*
133. *A respondent queried whether 20 spaces is adequate given existing need/demand*

Appraisal of views expressed

134. The Council acknowledges that should the governing body decide to proceed with the scheme, accommodation for the SRB would need to be included in the Band B scheme to deliver a new school building. The date of opening the SRB would therefore be dependent on successful completion of the band B scheme, and the timescale for the school to transfer to the new building.
135. Support for SRB pupils for whom English is an Additional language would be subject to whatever arrangements may be in force at the time. The Council confirms that SRB pupils would be included in any consideration of support or funding as may be appropriate.
136. The Council is confident that the school has considerable experience of supporting pupils with complex additional learning needs, and has a strong inclusive ethos. A number of families who have been offered SRB or special school places have been reluctant for their child to go outside the local area for education and have chosen to keep their child at St Mary the Virgin. The school has provided excellent support to these pupils, and has gained considerable expertise and developed appropriate partnerships with health and with inclusion services.
137. The demand for SRB places is considered at a citywide level, not a local level. The Council anticipates that additional SRB places will be needed across the city over the next few years. Further schemes will be brought forward for consultation in autumn 2018, and the Council will aim to ensure

there is a good geographic distribution of classes, so that pupils can, as far as possible, attend an SRB in their locality.

Timescales

138. If the scheme proceeds, the SRB would not open until the Band B scheme has delivered the required accommodation and the school has transferred to the new building.
139. Officers will work with the school to provide training and awareness raising and to support appointment of appropriately qualified and experienced staff to the SRB. An Operational Agreement setting out respective roles and responsibilities, funding arrangements and criteria will be agreed between the Governing Body and the Council.

Ysgol Pwll Coch

140. Ysgol Pwll Coch is a community primary school located in Canton. There is no specialist provision at the school currently
141. To meet the demand for primary SRB places for with complex learning disabilities and autism spectrum conditions in the Welsh medium sector, it is proposed to:
 - open a specialist resource base at Ysgol Pwll Coch, providing up to 10 places initially, but with scope to extend to 20 places in future, as demand grows.

Ysgol Pwll Coch Governing Body

142. *The Governing Body wholly agrees that more Special Needs' Units (SNU) are needed in the Welsh medium primary sector in Cardiff. It also agrees that it would be better to have such provision in the Ysgol Glantaf cluster and notes the advantages of having the expertise of SRB staff as part of the school community.*
143. *The Governing Body support the proposal to for an SRB for up to twenty pupils with complex learning disabilities and conditions on the autism spectrum.*
144. *The Governing Body notes that the SRB would not receive more than ten pupils in the first instance and welcome the fact that the Local Authority will fully consult with it on any plans to increase the numbers beyond this maximum starting number of ten pupils.*
145. *The Governing Body invites the LA to note that the school will only be able to offer space for the SRB by placing two of its current classes in temporary classrooms. Despite the fact that these are of a high standard, they are unlikely to last as long as the rest of the school's buildings.*
146. *The Governing Body B welcomes the assurance that it has had from the LA's officers that the SRB will be cost-neutral for the school from a revenue point of view and that this will be confirmed in writing. It also notes the*

importance of the Adapting Schools Work Programme for capital spending and welcomes the fact that some renewal work will be done in order to provide adequate facilities for the new SRB.

147. *The Governing Body is concerned about the potential impact on the school of the establishment of Ysgol Hamadryadd and feel that the lack of an appropriate and clear catchment area is likely to have a real effect on the school's admissions number and thus its budget. It is concerned about the possible effect of the SRB if the school has to face significant reductions to its budget, and it calls on the LA to revise the catchment areas as soon as possible.*
148. *The GB notes that the SRB will service an area that is significantly more vast than Ysgol Gymraeg Pwll Coch's current catchment area. It would therefore be advantageous to the SRB and to the school generally if signs were placed on Leckwith Road to direct towards the school.*

Ysgol Pwll Coch Year 6 pupils

149. *Year 6 pupils support the application but we want to ensure there are enough resources for the classroom.*
150. *The pupils:*
- *Like the fact that the pupils will be part of registration classes and get specialised lessons separately*
 - *Think it will be nice for these pupils to be around others with the same needs as they can relate to them*
 - *Think this will be a good opportunity for the pupils to meet new friends*
 - *Welcome pupils from other schools*
 - *Look forward to working with the pupils to do lessons like Design and Technology, trips, registration, services etc*
 - *Believe the centre should be in the middle of the school. A Yr6 child will not want to be taught at the lower school. We believe strongly that a specialised classroom should not be in the cabin, so that we are inclusive. We do not want the children to feel differently.*
 - *Think pupils should eat at the Hall and go out to play with the rest of the school.*
 - *Think the specialised staff will be able to treat the pupils effectively*
 - *Are excited about the idea of having a specialised classroom and would like the opportunity to visit and work with the pupils in the classroom.*

Other views expressed

151. *The introduction of an additional base within YPC will be a hugely positive addition. Positive for teachers, parents and all pupils of all abilities who wish to learn through medium of Welsh yet require additional support. This more inclusive approach supports standards set out in the Welsh Language Measure and wider legislation, including Children Act which supports children remaining and accessing services that meet their needs with the most appropriate level of support for them to do so.*

152. *There needs to be an increased awareness amongst teachers within Ysgol Pwll Coch of additional learning needs in order that this role does not solely fall to the ALNCO. This increased training and understanding will support a more inclusive ethos in the school setting so there doesn't become a "them and us" culture for children accessing the resource base.*
153. *Concern that sufficient resources will be allocated to provide a suitable learning environment for all pupils at the school and high standard of facilities will be provided to meet the needs of children with specific requirements. An appropriate level of staffing will need to be provided to ensure that there are suitable ratios of teachers to children.*
154. *The parking situation is bad. Can this be looked at with regards to providing additional parking options?*

Appraisal of views expressed

155. The Council welcomes the positive response from the Governing Body.
156. Specialist Resource Bases are fully funded by the Council, in recognition that this is a citywide resource that should not impact negatively on the resources for the main school.
157. Officers would work with the school to provide training and awareness raising for all school staff, and can also contribute to information sessions for parents and other partners as appropriate, to ensure the whole school community is supported to welcome and support the SRB pupils and staff into the school.
158. The Council has worked with the school to identify appropriate classrooms and accommodation for the SRB and to agree a plan for refurbishment.
159. The issue of catchment areas is subject to a separate consultation, but the Council acknowledges the point made by the governing body.
160. A full transport assessment has been carried out and any recommendations will be considered and addressed.

Timescales

161. If the scheme goes ahead the classroom refurbishment will be completed during the summer break 2018.
162. The SRB would open from January 2019, as time will be needed for the governing body to advertise and appoint to the specialist posts.
163. An Operational Agreement setting out respective roles and responsibilities, including funding and criteria will be agreed between the Council and the governing body.

Ysgol Glantaf

164. Ysgol Glantaf is a community high school located in Llandaff. The school hosts a specialist resource base designated for complex learning disabilities and autism spectrum conditions.
165. To meet the demand for secondary SRB places for complex learning disabilities and autism spectrum conditions in the Welsh medium sector it is proposed to:
- extend the designated number at Ysgol Glantaf specialist resource base to up to 30 places
 - extend and improve the current accommodation for the SRB

Views expressed

166. *The SRB at Ysgol Glantaf is a very successful base for pupils with complex learning difficulties who are truly included in the life of the whole school. The current accommodation for these learners is however limited and it will need significant and extensive investment to meet the individual needs and different challenges experienced by a much larger number of pupils with diverse needs.*
167. *It is vital that the funding is appropriate to ensure the necessary adaptations will enable the Staff to maintain their excellent care and teaching of our children with ALN through the medium of Welsh.*
168. *Detailed, timely financial planning should be jointly carried out and agreed with the school and governing body in terms of appropriate learning spaces, specialist accommodation and staff recruitment and training. Clarity should be given to any change to/or additional designation of the SRB at Ysgol Glantaf with confirmed appropriate specialist staffing, ongoing training and resources required to meet the individual and diverse needs of pupils with Autistic Spectrum Disorder.*

Pupil Consultation

169. *Pupils were positive about the prospect of increased pupil numbers within the SRB and commented that this would mane 'new friends' and 'more people to play with'. There were however concerns that an increase in numbers would result in overcrowding.*
170. *The potential for more space was viewed as a positive and pupil hoped that this would enable them to 'move about more freely' and 'not feel so claustrophobic'.*
171. *Additionally pupils hoped for more resources and in particular more computers to enable greater access. Overall pupils expressed a high level of support regarding plans for a larger space with more pupils.*

Appraisal of views expressed

172. The Council welcomes the positive responses to the proposal to increase Welsh medium provision.
173. The Council acknowledges that a plan to extend the SRB accommodation has not yet been agreed with the school and that suitable accommodation will need to be secured in order for the additional pupils to be admitted in future years.
174. Funding for SRB places will reflect the growth in numbers, and will reflect additional resource implications such as IT facilities.
175. Officers will work with the school to ensure staff are able to further extend their skills to meet the needs of all pupils admitted to the base.

Timescales

176. If the scheme proceeds, the work to improve accommodation will begin during summer break 2018. The work to extend accommodation may need to be phased, with further work in summer break 2019.
177. Numbers at the base are expected to increase by 3 or 4 places in 2018, with further growth of 2-4 places each year thereafter. The growth to 30 places will therefore be gradual.
178. The Operational Agreement setting out roles and responsibilities for the Council and Governing Body would be reviewed and updated to reflect the changes.

Other Responses to the proposed schemes

Additional Resources

179. *If classroom provision is to be extended, what resources are the LEA making available for these schools to provide after school clubs, holiday provision and community based activity for those children who cannot access community facilities.*
180. *What impact on existing resources will there be in the increase in classrooms/numbers accessing provisions. I.e. Space in school halls, access to specialist areas of the schools. Will these specialist areas be increased in line with the increase in pupil places?*

Appraisal of views expressed

181. SRB pupils are registered at the school as full pupils and have access to the same after school and holiday provision that is open to other pupils. The number of pupils admitted to an SRB are small and the impact on other school spaces is minimal. The local authority has taken this into account in putting forward the proposals, and there have been no concerns expressed by the governing bodies, in relation to adverse impact on hall or outdoor space.

Trelai Youth Centre

182. *Trelai Youth Centre should be re-opened a youth centre. We need to protect all children and young people. Trelai used to have a fantastic group for SEN children allowing them to be 'normal' social time is needed too. Other children in the area also need a youth centre, if we don't do something now this younger generation will get worse.*
183. *Will Trelai Youth Centre will still be open to youth and other services if classes are to be put on site.*
184. *The Trelai Barn/youth centre area could be put to better use to help all the schools in that area e.g. early intervention/wellbeing centres for different ages, central area for school-based services for schools to share.*
185. *It is short sighted for the Trelai Barn to be incorporated into the special school federation when the mainstream primaries are struggling with pupils with needs which equally require specialist support, and primaries are having to deal with this in classes of 30.*

Appraisal of views expressed

186. The Council supports the concept of 'mixed' social opportunities for young people with disabilities and/ or additional learning needs, to socialise and enjoy leisure facilities with non-disabled, non ALN young people, to enhance provision and inclusive opportunities for both groups.
187. If the scheme goes ahead the intention is that the building would continue to be available for external use out of school hours, and that the potential for community use would be secured for the future. The Council has taken into account that the new Cardiff West Community High School which will be completed in 2019, will also offer a range of sports facilities accessible to the local community.
188. The Barn/ Youth Centre would not be an appropriate site for developing early intervention classes/ wellbeing centres for primary aged children. These classes need to be on a mainstream primary site, overseen by a primary Headteacher, both for safeguarding reasons and to enable rapid reintegration to mainstream for these pupils. The Council will continue to work with local primary schools to identify suitable locations for additional SRB and wellbeing provision in the local area, with a view to bringing forward further schemes for consultation at a later date.

Provision for girls

189. *The proposals do not address the need for more wellbeing support for girls at secondary level.*

Appraisal of views expressed

190. A range of wellbeing provision for girls is currently available at Ysgol Bryn y Deryn (the Pupil Referral Unit) and at the revolving door wellbeing

classes located at Cantonian High School. The Band B scheme for a new secondary provision will further address the need for provision for girls.

Cardiff West Community High School

191. *What about the new site for Cardiff West Community High School? Why isn't this including any SRB the provision as so many children are leaving this vast estate for specialist support.*

Appraisal of views expressed

192. The new accommodation for Cardiff West Community High School includes significant space and facilities for additional learning needs provision, recognising the needs of the local population. The Council will continue to explore the potential with this school and other secondary schools for further developing SRB provision where appropriate.

Mainstream provision at Ysgol Pwll Coch and Ysgol Glantaf

193. *Concerned about the provision for the main stream school and a suspicion that the ultimate intention is to make the main stream schools into entirely additional learning needs centres. The result being that other pupils are disadvantaged. Main second concern is why these particular schools have been targeted.*

Appraisal of views expressed

194. There are no plans to convert any mainstream schools to centres entirely focussed on additional learning needs. The value of an SRB is that it enables a small number of children with complex additional needs to be educated alongside their mainstream peers. Ysgol Glantaf already hosts a very successful SRB and the demand for places is growing: this is why expansion of numbers was proposed. Opening an SRB at Ysgol Pwll Coch was proposed for the following reasons: it is an inclusive school with good ALN provision, achieving good outcomes for pupils with complex needs; the school has space to accommodate an SRB class; the school is in the Ysgol Glantaf transition cluster, which will make it easier for children to transfer from the primary to the secondary base while maintaining friendships with their mainstream peers.

Proposals overall

195. *Great proposals. We need to offer support for all our young people no matter what their abilities or disabilities are; an accessible supportive education in the right environments.*
196. *Happy that there is development with regards to provision and development with regards to Welsh medium places which are greatly needed.*
197. *There seems to be no facility in north Cardiff for Welsh medium primary school age.*

198. *Howardian primary school is still in process of being built, but no special provision is in place to have a resource base. Why are other schools being expanded when a new build school could have these facilities.*
199. *The Ely and Caerau area needs specialist early intervention classes which are therapeutic for all the different age groups.*
200. *As budgets allow, maximise places for emotional well being provision to manage the backlog and actively support schools especially in low socio economic areas like Ely where we are trying our best to support our pupils on a day to day basis.*
201. *Nowhere is there any mention of support for pupils with additional behaviour needs. There are insufficient places on revolving doors interventions with negative impacts on others who have their learning disrupted on a regular basis.*

Appraisal of views expressed

202. The Council welcomes the positive responses and acknowledges that the eight proposals do not cover all of the priorities for developing additional specialist provision. The Council is developing further proposals with a view to consulting on additional schemes in autumn 2018.
203. The eight schemes include one proposal to increase provision for pupils with 'behaviour needs' or emotional health and wellbeing needs by establishing some post-16 places at Greenhill.

Summary

204. The Council is committed to inclusive education and improving capacity to meet all needs to ensure every child's needs are met appropriately and there is clear support for the proposals to increase ALN provision overall.
205. The concerns raised regarding the proposal to extend the age range of The Hollies are acknowledged and further consideration will be given to alternative options for developing secondary Autistic Spectrum Condition places for consultation later this year.
206. Concerns regarding health service provision will be raised through the appropriate channels.
207. In taking these proposals forward the Council will continue to work with schools to ensure that sufficient suitable accommodation and resources are available.
208. The schemes represent a first set of proposals to re-shape provision across Cardiff and it is acknowledged that further work will be needed, including further provision in Welsh-medium, in the secondary phase and for girls with emotional health and wellbeing needs and work is underway to further develop the range of provision for ALN.

Educational Benefits

209. The schemes will offer the following educational benefits:

- Addressing ALN sufficiency needs projected in 2018-21, ensuring children and young people can access high quality education in Cardiff special schools or specialist resource bases, in both English and Welsh medium sectors.
- Development of the Trelai Youth Centre will provide additional sports facilities for use across the Western Learning Campus Federation, access for community use, and opportunities to further develop multi-agency collaboration on site, including provision of outreach services, to the benefit of ALN learners aged 0-25.
- A sustainable future for Meadowbank School, ensuring children with speech and language needs or complex learning disabilities can continue to benefit from the expertise and facilities offered by the school.
- Improved post-16 opportunities for young people with severe emotional health and wellbeing needs.
- Opening a new SRB in the South Central area of Cardiff will improve access to specialist provision for children in the area, and reduce the need for SEN transport.
- Increased capacity for early intervention to support children with speech and language needs.

Impact of proposal on the Welsh Language

210. The proposals to establish SRB provision at Ysgol Pwll Coch and to extend SRB provision at Ysgol Glantaf responds to demand for Welsh-medium provision for complex learning disabilities and autism spectrum conditions at primary and secondary level.

211. In partnership with Bridgend, RCT, Merthyr and the Vale of Glamorgan local authorities, a regional audit of ALN provision is being carried out, to identify opportunities for regional solutions and sharing of best practice. Across all five authorities, the number of ALN pupils is significantly lower than in English medium. The audit will consider the reasons for this and seek parental and school views.

212. It is anticipated that further schemes to develop provision in Welsh medium will be developed under the ALN Development Plan, and brought forward for Cabinet consideration.

Local Member Consultation

213. Local Members were consulted as part of the consultation

Reason for Recommendations

214. To improve outcomes for children and young people with additional learning needs, by extending the number of special school and SRB places available in the city.

215. The proposed schemes form a part of the wider ALN Strategy, to improve support and provision in all schools and settings, including a commitment to further developing the inclusive character of our mainstream schools.

Financial Implications

216. This report recommends that a number of proposals for new and increased SRB provision, and increased special school provision, are taken forward. It will be necessary for all costs arising from these proposals to be funded from within either existing budgets or any budget allocations approved as part of future Council budget setting processes.
217. In terms of capital expenditure, costs will arise in respect of adaptations to existing buildings and new accommodation where required. These costs will need to be met from within the Council's Capital Programme, as approved by Council on 22 February 2018, and any external grant funding that becomes available during the period within which these schemes will be implemented. Further to the ALN Strategy paper approved by Cabinet in January 2018, the five-year Capital Programme included additional asset renewal and suitability allocations totalling £25 million. These allocations will provide the main source of funding for these proposals, however they will also fund an enhanced general asset renewal programme and, therefore, it will be necessary to ensure that planned use of resources adequately reflects both priorities.
218. In terms of revenue expenditure, costs will arise in respect of the operational running costs of each type of provision. These costs will be incurred by the schools hosting the provision and, therefore, funding will be provided as part of the overall school budget and distributed to the relevant schools on the basis of projected costs. The profile of funding will need to be reviewed on an ongoing basis and considered as part of the Council's annual budget setting process. Further consideration will need to be given in relation to additional transport costs arising and any costs associated with the closure of existing provision.

Legal Implications

219. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also currently has obligations under the Education Act 1996 to carry out statutory assessments, create, amend and maintain statements of Special Educational Needs and to provide for pupils with Special Educational Needs.
220. The Additional Learning Needs (Wales) Bill was agreed by the National Assembly for Wales on 12th December 2017. The report details the changes this will make, one of the most significant being the extension of the age range for pupils that the Council will be responsible for to all pupils between birth and 25 years old and that this will lead to an extension of the rights of appeal to the Special Educational Needs Tribunal for Wales (which will be renamed the Educational Tribunal for Wales).

221. The decision on whether to proceed to publish a statutory notice has to be made in the context of the Council's public sector equality duties. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are:
- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief
222. The National Assembly for Wales carried out an equality impact assessment in November 2017 in relation to the Additional Learning Needs (Wales) Bill and identified no negative impact on any groups with protected characteristics; the assessment acknowledged that there was a potential to eliminate discrimination in transforming the services for all pupils with additional learning needs. If the recommendations in the report are accepted and statutory notices published undertaken, the Council will have to consider further the equalities implication and an Equality Impact Assessment may need to be completed. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.
223. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).

224. The proposals for the under the proposed schemes in this report would be considered regulated alterations under the Schools Standards and Organisation (Wales) Act 2013. A local authority can make proposals to make regulated alterations and is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code. The recommendation seeks authority to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken.
225. The proposals qualify as regulated alternations which must comply with the requirements of Part 3 of the Schools Standards and Organisation (Wales) Act 2013, which include provisions for consultation and publication of statutory notices. Those are supplemented by the School Organisation Code by the Welsh Government.
226. The recommendation in this Report to publish a statutory notice follows a period of consultation which ran from 30th January and closing on 13th March 2018. This Report (together with the appendices attached to it) represents the consultation report which the Code requires to be published. The Cabinet must have due regard to the responses received during the consultation before it makes a decision upon whether to publish a statutory notice.
227. The School Organisation Code requires that the statutory notice must be published within 26 weeks of the end of the consultation period unless an extension of time has been granted by the Welsh Ministers.
228. Following publication of the statutory notices there would be a period for objections of at least 28 days following which a further Report would need to be made to the Cabinet summarising the statutory objections and giving responses to those objections. It would then be for the Cabinet to review those objections and determine whether to implement the proposals.

Traffic and Transport

229. Transport Assessments have been completed on each proposal with the exception of St Mary the Virgin Church in Wales Primary School proposal which will be completed as part of the planning process of the 21st Century Schools Band B scheme to deliver a new school building. It is evident that the public transport provision is adequate and sites are considered to be in sustainable locations as they are near bus stops and railway stations, within comfortable walking and cycling distances and the environment is also conducive to walking and cycling. It is the view of the Transport Assessments overall that, in highway and transportation terms, the proposals will not have a severe impact on the surrounding highway network. This is due mainly to the minimal increase in pupil numbers.
230. However, it is acknowledged that specialist Additional Learning Needs provision has a city-wide catchment and therefore pupils may not live in the immediate vicinity of the site. Therefore, walking, cycle routes, bus services or rail services may not be suitable due to either distance or pupil needs. Furthermore, whilst some pupils are able to travel independently

with support it is acknowledged that others are not and therefore Schools Transport will work with pupils, schools and parents/carers to look at the most appropriate form of transport for the pupil and their needs.

231. As such a variety of recommendations have been made for each scheme as detailed by the individual Transport Assessments undertaken by Opus during the consultation period. Schools Organisation and Planning will look to work with Highways to consider the recommendations and implement where appropriate and necessary.

Equality Impact Assessment

232. An Equality Impact Assessment on this proposal has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. If the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on any additional accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 4)

Sustainability Assessment

233. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The proposals do not require development consent and will not have a significant positive or negative environmental effect.

Community Impact

234. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with school and any community groups to ensure that any proposal (s) brought forward would avoid negative impacts wherever possible.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Issue statutory notices for the following schemes:

a) Increase the capacity of Ty Gwyn to allow for up to 198 places

Adapt part of the Trelai Youth Centre building, to provide three new classrooms for Ty Gwyn School and to connect the school and youth centre buildings.

b) Extend the age range of Greenhill from 11-16 to 11-19 and increase the capacity of the school to allow for up to 64 places.

Adapt the unused caretaker house on the site to provide accommodation.

c) Change the type of special educational need Meadowbank School provides for from: 'speech language and communication needs', to:

'speech language and communication needs and complex learning disabilities'

Make adaptations to the building to improve disability access.

d) Phase out the Specialist Resource Base at Allensbank School, closing the class in July 2020, or when all current pupils have completed their primary placement, if earlier.

Open an eight-place early intervention class for children with speech and language needs at Allensbank School, admitting the first cohort in September 2019.

e) Subject to a decision by the Governing Body of St Mary the Virgin School, to proceed to statutory notice: approve the inclusion of SRB accommodation in the Band B scheme for a new build St Mary the Virgin School.

f) Open a specialist resource base at Ysgol Pwll Coch, providing up to 10 places initially, but with scope to extend to 20 places in future, as demand grows.

g) Extend the place number of the SRB at Ysgol Glantaf to 30 places.

Adapt and improve accommodation to cater for increased numbers.

2. Note that prior to implementation of the proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

NICK BATCHELAR

Director

13 April 2018

The following appendices are attached:

Appendix 1 – Consultation document

Appendix 2 – Analysis of responses including pupil consultation

Appendix 3 – Transport Assessments

Appendix 4 – Equality Impact Assessment

Appendix 5 - Statutory Screening Tool