

Appendix 3 – Record of Consultation Meetings with School Governing Bodies

Specialist Provision for Primary and Secondary Aged Learners with Emotional Health and Wellbeing Needs

- Baden Powell Primary School Governing Body Meeting (28 November 2023)
- Fairwater Primary School Governing Body Meeting (4 December 2023)
- Herbert Thompson Primary School Governing Body Meeting (7 December 2023)
- Lakeside Primary School Governing Body Meeting (11 December 2023)
- Springwood Primary School Governing Body Meeting (12 December 2023)
- Ysgol Gyfun Gymraeg Plasmawr Governing Body Meeting (13 December 2023)
- Ysgol Gymraeg Pwll Coch Governing Body – *following discussions with the Chair of the Governing Body and the Headteacher it was agreed that no meeting was required.*

Specialist Provision for Primary Aged Learners with Complex Learning Needs and / or Autism

- Coed Glas Primary School Governing Body Meeting (30 November 2023)
- Greenway Primary School Governing Body Representatives (5 December 2023)
- Severn Primary School Governing Body Meeting (23 November 2023)



Schools Programme
Baden Powell Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
28 November 2023 at 6:00pm



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Zoe Spencer-Biggs (HR), Jo Phillips (SOP), 9 Baden Powell Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed the governors.

Brett Andrewartha (BA), Jennie Hughes (JH) and Zoe Spencer-Biggs (ZS-B) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Baden Powell Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age phase
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a Specialist Resource Base (SRB)?
- How does an EHW base operate?
- What is proposed for Baden Powell Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

RP invited questions from governors.

Q – The school has been running an informal nurture class since 2021, where children go when more specialist provision is needed. We have interviewed for



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the teaching post, which is a secondment whilst the SRB is still at consultation stage. Adverts are also out for two teaching assistant posts.

Q – The Local Authority runs the admissions process through a panel. Is there an exclusions process as well and how do we go through it?

The resource base school would carry out that process and it would be the school's decision. The Local Authority would provide support.

Q – We work really closely with Jennie's team and the support has been excellent. There are four children already identified and in the classroom that the base would be in.

Q – We went through it at our governing body meeting and the response was good. The class is up and running and the building work has been completed already.

JH – It's good to hear that the school feel supported and it's good to have reached the point of formal consultation. Having four children already in the base has been a driving force. Thanks to the governors for their support.

Q – What notice would the school have for other children starting at the base?

JH – We are not looking to admit other children until the consultation is over. If the decision is made to admit more children, an officer will contact the school to share paperwork and come to an agreement that this is an appropriate placement. The schools would agree the transfer between them. There would be the option to visit the child and talk to the staff already working with them.

Q – We have had some children from The Court with PSPs coming back into full-time education and then they end up going back. Will the use of PSPs continue?

JH – It is an always option. We prefer a phased transition over PSP. We want children in full-time as soon as possible, but if it is advantageous to the child, we take a phased approach.

BA invited the governors to submit a formal joint response to the proposal as well as individual responses.

RP thanked staff and the meeting ended.



Schools Programme
Fairwater Primary School Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing needs - Primary
04 December 2023 at 6:00pm



Present: Michele Duddridge Friedl (SOP), Rachel Smith (SOP), Kassia Morris (ALN), Louise Flynn (HR), Rosalie Phillips (SOP), Fairwater Primary Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge Friedl (MDF) opened the meeting and welcomed the governors.

MDF and Louse Flynn (LF) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Fairwater Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is an SRB?
- How does a EHW base operate?
- What is proposed for Fairwater Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

MDF invited questions from the governors.

H/T – Based on individual children’s needs the change in approach is needed and would be beneficial for children.



Schools Programme
Fairwater Primary School Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing needs - Primary
04 December 2023 at 6:00pm



MDF – the comments are helpful and would encourage the Governing Body to submit a response (positive or negative); able to reply as a body or individually; individual responses are anonymised.

Q – places are needed and positive proposal. What would happen to the existing Wellbeing class?

KM – there are currently seven children in the class whose needs will be reviewed over the remainder of the year; will either be looking for pupils to return to mainstream or progress to the SRB. There would never be more than eight children in the SRB. The change is to the status of the class; pre Covid there were two admission points (September and February) which wasn't sufficient time for children. The range of needs has increased in complexity and need a more flexible approach.

H/T – placements have been time limited however not all children are ready to return to mainstream, the proposed approach is more suited to the needs of children.

There were no further questions. MDF asked governors to contact the SOP Team if they had any further queries and the meeting closed.



Schools Programme
Herbert Thompson Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
07 December 2023 at 6:00pm



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Jennie Hughes (ALN), Louise Flynn (HR), Jo Phillips (SOP), Herbert Thompson Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed the governors.

Brett Andrewartha (BA) and Jennie Hughes (JH) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Herbert Thompson Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a Specialist Resource Base (SRB)?
- How does an EHW base operate?
- What is proposed for Herbert Thompson Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and response given.

RP invited questions from governors.



Schools Programme
Herbert Thompson Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
07 December 2023 at 6:00pm



Q – Is there money for the initial setup?

JH – There is a £5,000 set up cost. The SRB may be under mutual supply cover. If there are staff in the school with an interest in working in the base they could move there, and their posts could then be back filled.

RP – There has been discussion on the location of the base. The boxing club is the option that is being looked into, but it would need significant investment. Does anyone have any questions about this?

Q – We have visited the bases at Springwood and Baden Powell and are also looking to visit Lakeside and Fairwater. All the other spaces in Herbert Thompson are being used at the moment. We are really keen to go ahead, but don't want any impact on the other children.

BA – Have any other views been submitted regarding the boxing club?

Q – There haven't been any recent submissions. There are some community members who are looking to take it over, but are also looking for other locations. There was a petition in place regarding its use.

Q – There is a new community group, One Community, that are looking for provision so we will need to be careful in communicating the use of the boxing club. The petition in place to reinstate it is on Change.org with circa 1000 signatures.

RP – If the petition is submitted in response to the consultation, it can be considered as one response. The Cabinet will look at the balance of comments and feedback rather than the number of responses.

Q – We have had conversations with other headteachers. The recruitment and impact on staff is a concern, but we are all onboard and have had positive feedback from staff.

BA invited the governors to submit a response to the proposal as a joint formal response as well as individually.

RP thanked staff and the meeting ended.



**Schools Programme
Lakeside Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
11 December 2023 at 6:00pm**



Present: Michele Duddridge-Friedel (SOP), Kassia Morris (ALN), Louise Flynn (HR), Ian Warburton (SOP), Lakeside Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held via Microsoft Teams

Welcome and Introductions

MDF opened the meeting and welcomed governors.

MDF and KM gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Lakeside Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a SRB?
- How does a EHW base operate?
- What is proposed for Lakeside Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

MDF invited questions from governors.

Q – RM stated that the existing wellbeing classes had been extremely successful and felt that it would be a positive endorsement if this was reflected in the consultation.



**Schools Programme
Lakeside Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
11 December 2023 at 6:00pm**



MDH – The LA recognise the achievements of the wellbeing class and would like to consolidate this with the formal establishment of an SRB. There is not anticipated to be a significant change to current operating practice. It is entirely appropriate that the school would wish to preserve the successful practices already developed.

Q – When would the provision be established as an SRB, and will the existing staffing arrangements be preserved?

MDH – The provision is currently staffed, to accommodate 16 pupils. This staffing ratio would be maintained should the proposal go ahead. If for any reason the number of pupils to be accommodated were to change, the staffing provision would be re-considered.

KM – There is an error on the presentation. The staff funding arrangements are for 2 x teachers, 4 x grade 4 Tas, 1 x HLTA, 1 x MDS to meet the needs of 16 pupils.

Q – Is the funding for this establishment fully funded by the LA. Would this continue to be fully funded irrespective of pay awards, any changes to NI/Pension contributions etc

KM – The LA fully funds all of the posts and I believe the LA will continue to do so. I will check this detail and get back to you to clarify the position.

Q – What is the impact in terms of additional time required by the HT to support the SRB?

KM – No additional funding is applied to the school budget. The HT pay is complex and related to number and makeup of the school pupils. Staffing arrangements are proportionate to the number of children being accommodated.

Q – There are some concerns relating to the expansion of the provision; the wellbeing class has never operated at 16 pupils, and we would not like to compromise the excellent service that we provide. Our consultation response will reflect this position.

Q – To be clear, does this proposal constitute an expansion or not?

MDF– The existing facility is set up to provide provision for 16 pupils and hence the proposal is not an expansion. We fully understand that as the facility has never been full, it may be viewed as an expansion by current staff, but the provisioned is staffed to support 16 pupils now and going forward.

Q – What are the practical differences between what is currently happening, and what will be happening should the SRB be established



**Schools Programme
Lakeside Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
11 December 2023 at 6:00pm**



KM – For yourselves, there are unlikely to be any practical changes. The operating practice of the current wellbeing class allowing flexible placement and transition and the dual registering of pupils, is the model the LA are planning to operate in other EHW SRBs across Cardiff. The LA have learnt from the Lakeside experience.

MDF – This proposal is more a case of formalising the current arrangements in compliance with the School Organisation Code. Operationally, there is unlikely to be much change to practice.

Q – Can we assume that the base will be funded for 16 pupils irrespective of the number of children admitted?

KM – The base will be as a 16-place provision and will be funded at that level. If the number of places is reduced, funding would be re-considered.

MDF thanked governors and the meeting closed.



Schools Programme
Springwood Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
12 December 2023 at 6:00pm



Present: Brett Andrewartha (SOP), Cath Keegan-Smith (ALN), Zoe Spencer-Biggs (HR), Jo Phillips (SOP), Springwood Governors.

Please note: The following is not a transcript but a contemporaneous note of the meeting

The meeting was held via Microsoft Teams

Welcome and Introductions

Brett Andrewartha (BA) opened the meeting and welcomed governors.

BA, Cath Keegan-Smith (CKS) and Zoe Spencer-Biggs (ZS-B) gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing SRB at Baden Powell Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- EHW provision: Primary age
- Cardiff Specialist ALN provision 2023/2024
- Recent growth
- Projected growth
- What is a SRB?
- How does a EHW base operate?
- What is proposed for Baden Powell Primary School?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and responses given.

BA invited questions from governors.

Q – Will the changes provide enough places for all pupils?



Schools Programme
Springwood Governing Body Meeting
Additional Learning Needs:
Emotional Health and Wellbeing needs - Primary
12 December 2023 at 6:00pm



BA – Projections of the number of places required suggest the need for places will be greater and there will still be children placed in out of county and independent places. The SRBs would open in September 2024, although admissions would be gradual.

Q – When will the base be set up and running?

BA – The wellbeing class is running now. The change to an SRB gives the class a permanent status and the consultation is a formalisation of that status. The SRB could then only be closed through a further consultation.

Q – Will the children from the wellbeing class stay in the base?

BA – The SRB offers more flexibility and would allow the children to stay there if they required a longer placement.

Q – Will new children have IDPs?

CKS – All children placed in the SRB would have an IDP. The only caveat to that would be a child moving into Cardiff from England with an EHCP that would have to be transferred to an IDP, which the SRB would then keep updated.

Q – the school has built a strong reputation for the work we've done, and more children with ALN are joining the school. This is impacting on the school's budget, as there is no money attached to the pupils coming in.

CKS – We are finding this across Cardiff, especially in Early Years. It may be due to Covid but there is a trend across the city.

BA – There is a piece of work being done that is looking at how the funding model is working so it is not set in stone.

BA invited the governors to submit a response to the proposal as a joint formal response as well as individually.

BA thanked governors and the meeting ended.



Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm



Present: Richard Portas (SOP), Brett Andrewartha (SOP), Rhian Carbis (SOP), Jennie Hughes (JH), Rosalie Phillips (SOP), Ysgol Plasmawr Governing Body Members, Welsh Translator.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held via Zoom

Welcome and Introductions

Richard Portas (RP) opened the meeting and welcomed governors.

Rhian Carbis gave a presentation outlining details of the proposal for the Emotional Health and Wellbeing Specialist Resource Base at Ysgol Plasmawr.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current EHW provision secondary age phase
- Recent growth
- Projected demand
- What is an SRB?
- How does a EHW base operate?
- What is proposed for Ysgol Gyfun Gymraeg Plasmawr?
- Criteria for EHW SRB placement
- Staffing and Resourcing of EHW SRB
- Curriculum, Admission and Inclusion
- Criteria for Autism SRB placement
- Staffing and Resourcing of Autism SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?

Questions and response given.

RP invited questions from the Governing Body.



Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm



Q – The time available to respond to the consultation is limited. Would the 20 places run across the 11-18 age range, how many teaching staff would there be and would this be based on need. Are there any plans for additional support in the run up to the opening e.g., Ed Psych, staff training; would like clarity around what this would look like.

JH – 20 places consistent with the SRB provision at Cardiff West but did agree additional staffing at Cardiff West for sixth form; the majority of learners transfer to college, work-based learning at 16 but would work with learners re appropriate learning pathways.

Staff ratios would be as per Cardiff West but open to review and can be adapted based on need. Each base as an additional Ed Psych allocation; if the base is agreed to progressed, support would be available for appointments and training.

RP – there are limited opportunities to consult allowing for holiday periods. The details of the proposed changes are set out in the consultation document and summarised in the presentation.

Q – Estyn made recommendations around site improvements and concerns that these improvements will not be made. Where will staff come from, who will manage them and when will funding be allocated?

RP – Estyn flagged issues and capital works have been planned; challenging financial situation and going through process to prioritise works. Issues are being managed through risk assessments and recognise needs.

Q – Concerns around having additional vulnerable learners on site if the works are not progressed.

RP – looking to secure funding; Ysgol Plasmawr has been put forward as a priority scheme; unable to commit to timeframe but can provide an indicative outline.

JH – if progressed, staff would have to be in place; children already within the school who would be eligible to access a place in the SRB which would be beneficial. The school would decide how the SRB sits within the school but would support and advise.

BA – the earliest the base could be established is from September 2024 however appropriate accommodation, staffing and training must be in place; it is not expected that there would be 20 children in the base from that date.

Q – Why has Ysgol Plasmawr has been chosen? Does the school have a choice. The proposed changes will have an impact on the bandwidth of senior manager; dealing with more challenging learners takes up a lot of time.



Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm



H/T – familiar with format with ALN provision already at Ysgol Glantaf. There are children at the school who would benefit from the provision and keen for the SRB to be established here.

Q – concerns around resources not the principle of establishing provision; will 20 places meet existing/future demand; is 20 places enough?

JH – there has been a significant increase in need and difficult to be certain; clear that provision is needed in the Welsh sector and the school has pupils who would benefit from the provision. Ysgol Glantaf already has a base for Complex Learning Needs and will be looking at whether a further base is needed at Ysgol Bro Edern. There is no Welsh provision for EHW at present and will need to monitor demand as the Welsh-medium sector grows.

RP – WESP sets out that 50% of all LDP school should be Welsh-medium and would expect ALN provision as part of these.

Q – is the Council confident that training for staff and Ed Psych support is available through Welsh; is there a strategy for this?

JH – there are a good compliment of Welsh speaking staff across all ALN services, continue to prioritise and confident that this will remain the case.

Q – the number of children with needs is growing; the impact of budget deficits at Cardiff schools will result in the number of pupils with needs in mainstream increasing.

JH – aware of ongoing work with Headteachers to look at how deficit budgets can be address but not best placed to comment on this.

RP – looking at collective approach to deficit budgets/ALN needs with Headteachers; efficiency board being set up which will be chaired by a Headteacher.

Q – when will the timetable and budget for the SRB be known?

RP – the settlement position is not yet known but will share as soon as able to.

JH – can provide indicative information regarding budgets.

Q – decision not confirmed until July and would not know whether budget was available.

JH – would need to consider before this; the school already has significant provision in place; not able to go ahead if no agreement; current arrangements could continue for a further year and could open from September 2025.



**Schools Programme
Ysgol Plasmawr Governing Body Meeting
Additional Learning Needs
Emotional Health and Wellbeing - secondary
13 December 2023 at 6pm**



HT – would be keen to start as soon as possible. Would need to consider identifying pupils, transition and staffing if moving forward.

RP – question of managing risk; may be able to look at progressing at risk based on the feedback from the consultation.

Q – where would be greatest challenge be and how could this be addressed?

RP- undertake a number of proposals each year; the process is low risk provided school is supportive and not anticipating objections. Funding a key point for getting planned works progressed however the school has been identified as a priority scheme and anticipating confirmation shortly. If there are objections these would need to be considered however there are limited options in Welsh-medium. Consultation will inform the way forward.

Q – acknowledge need but need sufficient time to establish or the base could fail which no one wants; the sooner the school can have information the better to allow for the scheme which is needed to succeed.

There were no further questions, RP thanked governors and the meeting closed.



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Cath Keegan-Smith (ALN), Louise Flynn (HR), Shirley Karseras (SOP), 14 Coed Glas Governing Body Members.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held at Coed Glas Primary School

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed members of the Governing Body.

BA and CKS gave a presentation outlining details of the proposal for the CLN / Autism SRB at Coed Glas Primary School.

The presentation set out the following:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Distribution of places
- Current CLN/ASC provision primary age
- Recent growth
- Projected demand
- What is an SRB?
- How does a CLN base operate?
- How does an Autism base operate?
- What is proposed for Coed Glas Primary School?
- Criteria for CLN SRB placement
- Staffing and Resourcing of CLN SRB
- Curriculum, Admission and Inclusion
- Criteria for Autism SRB placement
- Staffing and Resourcing of Autism SRB
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposals
- Appraisal of options
- Other Considerations
- HR Considerations
- What happens next?



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



Questions and response given.

MDF invited questions from the Governing Body.

Q – Is the proposal for a CLN and Autism base or just one type?

MDF – The SRB proposed would be for one model or the other, not a mixture. Depending on an individual diagnosis though, it is possible that a pupil may have CLN and autism, but the provision would be for their primary need.

Q – The Governing Body are concerned about the impact on the school and the staff if the Autism SRB model is approved. When will the decision on which model it would be decided?

MDF – There is a high level of need for Autism SRB places across the city, but the consultation stage is to allow stakeholders to inform the decision-making process. No decision would be made until Cabinet review the findings of the consultation in March 2024. A final decision would be made after an objection period is complete, around July 2024.

Q – Is the preference for the Autism model then?

MDF – The Governing Body and staff need to consider what would be best for their school and respond accordingly to the consultation.

Q – The school already has the Hearing Impairment Resource Base (HIRB). Would there be any benefits with combining this type of provision with the CLN model?

CKS – Yes there could be an opportunity to align staff knowledge and skills.

Q – Is the size of the proposed Autism SRB the same as others currently in operation in Cardiff?

CKS – Yes, adopt a consistent approach across the city. There are some who have larger numbers, but this has been at the request of the particular school.

Q – How would it work if there were three students from the HRIB and three students from the proposed SRB able to access a single mainstream class?

CKS – Recruitment of pupils would be carefully managed in line with the school's current commitments.

Q – Would TAs ever be utilised in the SRB leaving the mainstream class short of resources? What would happen with staff absences in the SRB?



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



MDF explained the staff ratio models for both types of SRB. There may be staff with specialist skills who could help out with absences in the SRB.

Q – Are there experienced, qualified practitioners available to take up these positions?

CKS – yes there has not been any issue in recruiting staff to work in ALN in Cardiff.

Q – Is the funding for the SRB's the same whether they have 18 or the maximum 20 pupils?

MDF – Yes. There is no clawback on funding. The only difference would be the nominal PPF which would vary.

Q – Would there be extra funding in addition to the funding allocated to the SRB if a pupil were identified as having greater needs?

CKS – No. If a pupil was assessed as needing extra help than the SRB could provide, then that child would be placed in specialist school provision. Statutory reviews are undertaken by link specialist staff who identify any extra requirements that may be needed.

Q – Would this provision be permanent if the proposal was agreed?

MDF – Yes. Any change would be subject to another public consultation.

Q – Would there be a spread of pupil ages enrolled in the SRB?

CKS – Yes. Allocation of pupils would ensure that there is a balance of age, gender, and need. The school and parents are always involved with allocation decisions.

Q – How does sickness absence work for SRB staff?

CKS – This would be in the same way as the HIRB is managed with mutual funding provided for cover.

Q – How does the PAN operate for each of the SRB models?

CKS – Pupils with CLN are in addition to the PAN as they would spend their normal school day in the SRB, however, pupils with Autism and who would attend mainstream lessons at times, are included in the PAN.

Q – Who makes decisions on the percentage of time that each pupil would spend in the SRB and mainstream classes? There is a concern that pupils in the mainstream could be negatively affected by disruption.



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



CKS – there is collaboration between staff in the SRB and the staff operating in the mainstream in the way there currently is between staff at Coed Glas.

Q – Are the TA’s trained for the specific needs for each of the pupils enrolled in the SRB?

CKS – The Inclusion service has different teams to provide different forms of training depending on the needs of the pupils. Staff would start in the SRB before pupils and would be trained specific to the needs of the pupils who would join at a later date.

Headteacher – It is better to build a team who can provide a range of skills rather than focusing on 1:1 relationships. These can be problematic if there is a breakdown in the relationship due to staff absence for example.

Q – Do the proposed 60 citywide places meet demand?

CKS – No. Projections of places required show that there is an even greater need, but this is a start.

Q – If an SRB for Autism is approved at Coed Glas, would there be an expectation for the number of places to be increased at some point in the future to meet this growing need?

CKS – No. However, some schools have approached the Authority and asked to increase their numbers in the SRB. This would be considered if requested.

Q – Where would the SRB be placed? Would it be within the main school building or the portacabin?

MDF – There is no option to build extra accommodation and so would be within existing the buildings, however where exactly, would be for the school to decide. The Authority would have an input to ensure that the accommodation provided follows the appropriate standards to meet the needs of the pupils.

Q – How long have Autism SRB’s been in existence?

BA – Longer than ten years but have been expanded in 2022.

Q – Is there any finding available to create space for the SRB?

MDF – No.

Headteacher commented that there would be space available if pupil numbers remained lower than their PAN and the PAN was reduced.

Q – Who decides if the space needed is appropriate?



Schools Programme
Coed Glas Primary School Governing Body Meeting
Additional Learning Needs:
Complex Learning Needs/Autism - Primary
30 November 2023 at 5:30pm



BA – a capacity assessment has already been undertaken by the Authority which shows that there is enough space.

Q – Has the impact on the curriculum for learners at Coed Glas been considered by introducing the SRB at their school? What are the positive and negative impacts?

CKS – The impact on existing pupils will be to learn how to be part of a larger tolerant community. There are no negative impacts in my opinion.

Q – What would be the impact on staff with the introduction of the SRB?

Headteacher – There could be a benefit for staffing as the SRB would be responsible for the IDP of learners, which would offer additional support for the ALNco.

Q - What is the impact on the Headteacher and the SLT to manage any further dysregulation that may occur?

CKS – The ten members of staff would be recruited and in place prior to the arrival of any pupils. If the recruitment process was carefully considered, then the impact on SLT could decrease as levels of dysregulation could improve.

Q – Are there any current pupils at Coed Glas who could attend the proposed SRB?

Headteacher – possibly. All aspects would need to be considered.

Q – What do we think parents would think of the establishment of an SRB?

MDF – There are numerous consultation methods planned throughout the consultation period including public meetings, drop-in sessions, and email correspondence where parents will be able to find out more and express their views.

MDF invited the Governing Body to submit a joint formal response as well as individual responses. She shared the link to the online survey.

MDF thanked attendees and the meeting ended.



Schools Programme
Informal meeting - Greenway Primary School



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

Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Inclusion), Nic Naish (Headteacher), representatives of the Governing Body

Please note: The following is not a transcript but a note of the meeting.

The meeting was held in person at Greenway Primary School

The meeting related to the consultation on proposed changes to Complex Learning Needs and Autism Provision, specifically the proposal to:

- establish a 20-place specialist resource base (SRB) for Complex Learning Needs and/or Autism at Greenway Primary School from September 2024, within the existing buildings.

Officers outlined the proposed changes city-wide, the proposal to establish provision at Greenway Primary School. Following discussion, Officers agreed to issue a presentation for distribution by the Chair to the Governing Body for discussion at the next Governing Body meeting.

The presentation set out details of the proposed changes:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Cardiff Specialist ALN provision 2023/2024
- Current CLN and/or Autism provision primary age phase
- Demand for places
- What is proposed for Greenway Primary School
- What is a Specialist Resource Base?
- Criteria for placement
- Staffing and Resourcing
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposal
- Potential disadvantages/risks
- Alternative options
- Other Considerations
- HR Considerations
- What happens next?

Governors were reminded that the consultation runs from 20 November 2023 to 19 January 2024 and that responses are welcomed. Any further questions or comments can be sent to SchoolResponses@cardiff.gov.uk.



Present: Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Jennie Hughes (Inclusion), Ceri Tanti (SOP), Nicholas Wilson (Headteacher), members of Governing Body and observers of the governing body who had been invited by the headteacher to attend.

Please note: The following is not a transcript but a contemporaneous note of the meeting.

The meeting was held via Microsoft Teams

Welcome and Introductions

Michele Duddridge-Friedl (MDF) opened the meeting and welcomed attendees.

This meeting relates to the consultation on proposed changes to Complex Learning Needs and Autism Provision.

The meeting will look at the proposal to:

- establish a 20-place specialist resource base (SRB) for Complex Learning Needs and/or Autism at Severn Primary School from September 2024, within the existing buildings.

Governors were reminded that the consultation runs from 20 November 2023 to 19 January 2024 and that responses are welcomed.

There was a presentation which set out details of the proposed changes:

- What is being proposed city wide?
- Background
- Sufficiency of places
- Cardiff Specialist ALN provision 2023/2024
- Current CLN and/or Autism provision primary age phase
- Demand for places
- What is proposed for Severn Primary School
- What is a Specialist Resource Base?
- Criteria for placement
- Staffing and Resourcing
- Curriculum, Admission and Inclusion
- Quality and Standards
- Benefits of the proposal
- Potential disadvantages/risks
- Alternative options
- Other Considerations
- HR Considerations
- What happens next?



Questions and responses

Q HT - concerns about the condition of the building and how the proposal would work – where would classes go? would the upstairs of the building be used (where community learning is based)?

MDF Building has been visited; some issues with condition, which is a challenge faced by many schools. Numbers going into schools are currently lower across the city. Need to be making best use of any school. Would need to be in context of whole school; the scope there is in the building, plus solutions for Local Authority and Parent drop off for ALN pupils. The school and Council may have different ideas of where SRB would work best, and this would have to be discussed. Will have dialogue before end of consultation. Different options would be available.

Q The school has a small outdoor space. Feel like the Governing Body would need to discuss and consider how the outside space could work, as wouldn't want to take space away from current pupils or impact the running of the school.

MDF The use of the outdoor space is open to discussion as there is no way of increasing the amount of space available.

Q Role of ALNCo – would they have to absorb additional work from SRB?

JH Different schools have different set ups. The new teachers for the SRB will be ALN specialists who would have the skills to do IDP reviews and work with parents of pupils with ALN. Having additional specialist staff in school can be a support for the ALNCo. The SRB teacher posts are usually funded to the highest point which initially could provide the school additional funding if the teacher is recruited at a lower point on the pay scale. The model of how the SRB works with the school isn't set – the school can decide what works best.

Q Concern of cost implications to school – although there is funding for the employment of the staff, presumably there is no funding for the additional work that management will need to undertake with extra staff, or funding towards practical costs like heating and lighting, which has been more of issue in recent times.

Q: Due to deficit budget, SLT have had to take on more teaching time, leaving less time for management duties.

JH Suggested speaking with other schools which host SRBs regarding the practicalities. Although there is no additional funding for those costs there are benefits to hosting an SRB such as the school being able to offer more and having more expertise available on site. Feedback from schools suggest that they don't view having an SRB as a detriment; in the main, Governing Bodies and Senior Leadership Teams indicate that the benefits of having a base outweigh the additional cost/works.



23 November 2023 at 6pm

- MDF The headteacher salary calculation is based on points; SRB pupils carry an additional allocation of points which can affect the headteacher salary, so it's possible that there will be some additional recompense for management support.
- MDF In relation to costs for energy, if the area of the school is currently in use, then the school would already be paying for light and heat. Part of the funding is based on floor area. If more of the building is used, such as the community teaching area on the first floor this would affect the funding received.
- Q The school is covered in scaffolding, is there a possibility that the school with an SRB might have these works expedited? What other benefits are there for the school?**
- MDF There are a number of schools which have scaffolding, and work on those is prioritised based on need. The work will not necessarily be expedited if the SRB proposal proceeds. However, if work needs to take place in order for the areas to be suitable for SRB pupils the work would be prioritised. Cannot promise that it would move to the top of list.
- Q Would scaffolding by entry/exit points be prioritised?**
- MDF Possibly, would need to look at holistically. The pupils who would be placed at a CLN SRB could have a range of needs, may need physically larger spaces if pupils have physical disabilities.
- Q Will a Job Evaluation be undertaken for management at school as an SRB would impact on them in terms of workload.**
- MDF This would be a decision for the governing body. You are probably already having to make some difficult decisions regarding funding. If the proposal proceeds the budget will not be hugely increased. Suggested contacting HR for advice and support. **Action: MDF to check with HR what support will be provided if SRB proposals proceed.**
- Q Feel it would be beneficial to visit an SRB, see how they run, find out how the management side works before making decision. Can JH suggest suitable SRBs to visit?**
- JH Marlborough would be similar as an urban site. Other suggestions are Llanishen Fach, Llanedeyrn, Bryn Hafod, Ysgol Pwll Coch, Windsor Clive. **Action: HT Nicholas Wilson to contact some of these schools to try and arrange visit for staff and governors.** JH offered for her or inclusion colleagues to meet with school after the visit to discuss.
- Q Query about whether it would be possible to visit or speak with a newly established base as they would have recent experience of the practicalities setting up a base.**



23 November 2023 at 6pm

- JH Moorland has recently been established and also Windsor Clive (previously had a base which recently re-opened).
- Q At cluster meeting the fact of there not being an SRB in cluster was mentioned, some parents are nervous of sending children further away.**
- Q Agreement that SRB not being available in cluster has proved difficult, parents have been reluctant to allow their children to attend an SRB further away as they don't want children to travel.**
- JH Agreed that this a common occurrence, and one of the main reasons why the local authority is trying to set up more SRBs in locations across the city. Both Moorland and Windsor Clive filled up quickly with families who had previously declined provision but lived close enough to the new SRBs to be willing to send their children there.
- Q The roof of the school is in poor condition; is the state of the buildings a barrier to this going forward?**
- MDF Some schools that host SRBs have asset issues. The local authority is always looking for funding for the estate. The current financial climate is challenging. The condition of the building wouldn't prevent the SRB from going forward but it would be right for the governing body to raise this concern in their response to the consultation.
- Q The consultation document assumes seven additional vehicles; is it likely to be more than that if 20 additional children will be attending?**
- BA The assumption is based on pupils who are taxied to school by the local authority. The taxis are shared where possible, so the figure assumed is seven vehicles.
- Q The school is expecting the Estyn report, which is due to be published imminently. The consultation document refers to the previous Estyn report. Will the information online be updated?**
- MDF The consultation document will not be changed, but the outcome of the new report could be mentioned at public meetings etc., once it has been received.
- Q Does the funding cover children already in school?**
- MDF The funding would be for new learners and wouldn't be taken from current budget.
- Q When would funding finish?**
- MDF Funding would start when base starts, due in September 2024, and would continue while the base is at the school.
- Q Building condition graded as C – when was this done, and how was it done?**



23 November 2023 at 6pm

MDF The grading was done via survey. The initial survey was done some time ago for the whole school estates and all schools were graded for condition and suitability. Schools rated C were re-surveyed after the initial survey. Schools are rated A-D on both condition and suitability. D is lowest, and indicates the buildings are at the end of life. The local authority has been replacing high schools which were categorised as condition rating D – Fitzalan, Cantonian, Willows. C is quite a wide band with a lot of schools in it. If work is undertaken it may not bring a school out of a C rating, but a schools graded C might need significant deterioration to move into band D. Since the last submission we have had one school slip into a D which means that their building urgently needs work.

Q Large sums of money have been spent to replace the D rating buildings. Are the C list schools being worked on?

MDF The list of schools rated C is constantly being looked at. Too many schools are rated C to fix them all, both in terms of funding and contractor availability. Acute issues must be dealt with urgently, e.g. boiler failure. Chronic Cs have to be prioritised, which is done on the basis of risk, assessing a range of factors. If a school is popular, it can be harder to work on, as there is no room to decant pupils to other parts of the building while work is carried out.

Q Would it be feasible to use the upstairs of the building? Would help to integrate SRB into the school. Would like to explore as could give flexibility – obviously SRB would need to be downstairs.

MDF This can be explored. Would need to look at the best way to incorporate SRB into the building. The time to raise any issues, concerns or suggestions is during the consultation process. If the proposal proceeds to statutory notice there is no option to raise suggestions, only objections.

MDF Welcomed responses to the consultation and noted that if individuals submit a response, it will be included in the consultation report as an anonymised response and summarised. Responses on behalf of bodies such as the staff, or governing body would be included in full and attributed to the governing body. A response from a headteacher would also be included in full.

Q: How would it be best to respond to the consultation?

MDF If responding as an individual, please fill in the response form, which is available online [Complex learning needs and autism provision \(cardiff.gov.uk\)](https://www.cardiff.gov.uk/complex-learning-needs-and-autism-provision). If providing an official response from it would be better to email or send a letter attached to an email.

The actions agreed were recapped:

- ***NW to arrange visit(s) to an SRB and then meet with Local Authority Inclusion officers to discuss.***



Schools Programme
Severn Primary School Governing Body
Provision for Children and Young People with Additional Learning
Needs
23 November 2023 at 6pm



- ***MDF to ask HR what support they will provide on processes to the governing body.***
- ***Arrange for a building visit to Severn Primary School – MDF said she would visit.***

Please email if any more questions (schoolresponses@cardiff.gov.uk).

The attendees were thanked for their time and the meeting closed.