



County Hall  
Cardiff  
CF10 4UW  
Tel: (029) 2087 2000  
  
Neuadd y Sir  
Caerdydd  
CF10 4UW  
Ffôn: (029) 2087 2000

## SUPPLEMENTARY PAPERS

<b>Committee</b>	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
<b>Date and Time of Meeting</b>	TUESDAY, 13 JULY 2021, 4.30 PM
<b>Venue</b>	REMOTE MEETING VIA MS TEAMS
<b>Membership</b>	Councillor Bridgeman (Chair) Councillors Cunnah, Hopkins, Joyce, Melbourne, Molik, Phillips, Mia Rees and Singh  Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales Representative), Karen Dell'Armi (Parent Governor Representative), and Matthew Richards (Parent Governor Representative)  Mia John (Youth Council Representative)

The following papers were marked 'to follow' on the agenda circulated previously

- |               |  |
|---------------|--|
| <b>Item 4</b> | <b>School Organisation Planning: Expansion of Pentyrch Primary School</b> (Pages 3 - 74) |
| <b>Item 5</b> | <b>School Organisation Planning: Special Resource Base Provision</b> (Pages 75 - 142)    |

**Davina Fiore**

**Director Governance & Legal Services**

Date: Wednesday, 7 July 2021

Contact: Mandy Farnham, 02920 872618, Mandy.Farnham@cardiff.gov.uk

This page is intentionally left blank

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

13 July 2021

---

**SCHOOL ORGANISATION PLANNING: ENGLISH-MEDIUM PRIMARY  
SCHOOL PROVISION TO SERVE PARTS OF CREIGIAU & ST FAGANS,  
PENTYRCH AND RADYR / MORGANSTOWN**

---

**Purpose of Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 15 July 2021. The purpose of the attached report is to enable the Cabinet to consider a recommendation to hold public consultation on proposals for English-medium primary school provision to serve parts of Creigiau & St Fagans, Pentyrch and Radyr / Morganstown.

**Background**

2. A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.
3. The Council's Supplementary Planning Guidance sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities. In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:
  - Necessary to make the development acceptable in planning terms;
  - Directly related to the development; and
  - Fairly and reasonably related in case and kind to the development

4. Cardiff' Local Development Plan (LDP) 2006 – 2026 identified key strategic sites to deliver 41,100 new dwellings in Cardiff including
  - Strategic site C – North West Cardiff to provide up to 5,000 dwellings during the LDP period but potentially up to 7,000 overall.
  - Strategic site D – North of Junction 33 on the M4 to provide circa 2000 dwellings
  - Strategic site E – South of Creigiau to provide circa 650 dwellings
  
5. New primary schools to serve the Strategic Site C were detailed in the Local Development Plan as a policy requirement for essential infrastructure necessary to support the development.
  
6. As at June 2021, 179 dwellings on the Goitre Fach Farm development were occupied. Information supplied by the developers of Goitre Fach Farm, and by the lead developer of the first phase of the Plasdwr development suggests that c1,000 dwellings will be occupied by Summer 2023.
  
7. The development North of Junction 33 is also underway and the developer has indicated that 250 dwellings will be complete by early 2023.
  
8. These developments will increase the number of children in the area seeking school places in the area, which will have an impact on the availability of places in existing schools.
  
9. New school places may either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.



10. Following a public consultation in September 2019, the Council's Cabinet approved the establishment of a new two form entry dual stream primary school to serve the initial phases of the Plasdwr development at its meeting of 24 June 2020. This school will provide one form entry Welsh-medium and one form entry English-medium with a significant use of Welsh places, and will also provide 96 part-time nursery places. A copy of Cabinet Report of 24 June 2020 is attached at **Appendix 1**.

### **Key Proposals of the Cabinet Report**

11. The Cabinet Report proposes the following:

- To enable the Cabinet to consider a recommendation to hold a public consultation on a proposal to increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places and to establish nursery provision of 48 part-time places at the school.
- For Cabinet to note the revenue implications and capital implications arising from expansion of school provision.

### **Issues highlighted in the report to Cabinet**

12. The following issues are highlighted in the Cabinet report, as at **Appendix**

**A:**

- Schools serving the area (*paragraphs 17-20, plus Appendices 2 and 3*)
- Establishing local demand for school places (*paragraphs 21 – 24, plus Appendix 4*)
- City-wide sufficiency of primary school places (*paragraphs 25 – 28*)
- Local sufficiency of primary school places (*paragraphs 29 – 37*)
- Pentyrch Primary School (*paragraphs 38 – 45*)
- Proposed expansion of Pentyrch Primary School (*paragraphs 46 – 50*)
- Nursery Provision (*paragraphs 51 - 56*)
- Impact on existing school provision (*paragraphs 57 – 60*)
- Implications for secondary school provision (*paragraphs 61 – 69*)

- Admission arrangements and catchment areas (*paragraphs 70 – 73*)
- Local Member consultation (*paragraph 74*)
- Impact of the proposal on the Welsh Language (*paragraphs 75 - 83*)
- Learner Travel Arrangements (*paragraphs 84 – 90*)
- Community Impact (*paragraphs 91 – 98*)
- Wellbeing of Future Generations (*paragraphs 99 – 101*)
- Scrutiny Consideration (*paragraph 102*)

13. The draft cabinet report also provides details on the following areas:

- Financial Implications (*paragraphs 103 - 105*)
- Legal Implications (*paragraphs 106 - 116*)
- HR Implications (*paragraphs 117 -118*)
- Transport Implications (*paragraphs 119 - 126*)
- Property Implications (*paragraphs 127 - 128*)
- Equality Impact Assessment (*paragraph 129, plus Appendix 5*)

14. The report is supported by a number of appendices covering:

- Appendix 1: Cabinet Report of 24 June 2020
- Appendix 2: English-medium primary school catchment areas
- Appendix 3: Welsh-medium primary school catchment areas
- Appendix 4: Projections and forecasts
- Appendix 5: Equality Impact Assessment

### **Recommendations set out in the Cabinet Proposals**

15. The Cabinet is recommended to:

- i. authorise officers to consult on proposals to increase the capacity of Pentyrch Primary School from c0.7FE (140 places) to 1FE (210 places), and to extend the age range of the school from 4-11 to 3-11, from September 2023; and

- ii. note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

### **Scope of Scrutiny**

16. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 15 July 2021.

### **Way Forward**

17. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (Director of Education and Lifelong learning), Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) will be present and available to answer any questions Members may have.
18. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

### **Legal Implications**

19. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement

imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

### **Financial Implications**

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

### **RECOMMENDATIONS**

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;
- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

**Davina Fiore**

**Director of Governance and Legal Services**

**8 July 2021**

**BY SUBMITTING THIS REPORT TO THE CABINET OFFICE, I, (DIRECTOR NAME) (DIRECTOR TITLE) AM CONFIRMING THAT THE RELEVANT CABINET MEMBER(S) ARE BRIEFED ON THIS REPORT**

**APPENDIX A**

**CARDIFF COUNCIL  
CYNGOR CAERDYDD**

**CABINET MEETING: 15 JULY 2021**

---

**English-medium primary school provision to serve parts of Creigiau & St Fagans, Pentyrch, Radyr and Morganstown**

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

**AGENDA ITEM:**

---

**Reason for this Report**

1. To enable the Cabinet to consider a recommendation to hold a public consultation on a proposal to increase the number of primary school places at Pentyrch Primary School from 140 places to 210 places and to establish nursery provision of 48 part-time places at the school.
2. For Cabinet to note the revenue implications and capital implications arising from expansion of school provision.

**Background**

**New housing developments in North West Cardiff**

3. A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.
4. The Council's Supplementary Planning Guidance sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities. In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:
  - Necessary to make the development acceptable in planning terms;
  - Directly related to the development; and

- Fairly and reasonably related in case and kind to the development.
5. S.106 Contributions may only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development. S.106 contributions do not allow the Council to invest in schools to resolve existing needs that have been identified.
  6. The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth.
  7. Cardiff' Local Development Plan (LDP) 2006 – 2026 identified key strategic sites to deliver 41,100 new dwellings in Cardiff including
    - Strategic site C – North West Cardiff to provide up to 5,000 dwellings during the LDP period but potentially up to 7,000 overall.
    - Strategic site D – North of Junction 33 on the M4 to provide circa 2000 dwellings
    - Strategic site E – South of Creigiau to provide circa 650 dwellings
  8. New primary schools to serve the Strategic Site C were detailed in the Local Development Plan as a policy requirement for essential infrastructure necessary to support the development.
  9. Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site, the first phase of the Plasdŵr development on Strategic site C, was granted by the Council's Planning Committee on in February 2016.
  10. The Goitre Fach Farm development of up to 260 dwellings also forms part of Strategic Site C. Outline consent for Goitre Fach Farm, adjacent to Llantrisant Road, was given in April 2017.
  11. A S.106 agreement for the development secures financial contributions to address a projected shortfall of places arising from the additional children who would be resident on the new development.
  12. As at June 2021, 179 dwellings on the Goitre Fach Farm development were occupied. Information supplied by the developers of Goitre Fach Farm, and by the lead developer of the first phase of the Plasdŵr development suggests that c1,000 dwellings will be occupied by Summer 2023.
  13. The development North of Junction 33 is also underway and the developer has indicated that 250 dwellings will be complete by early 2023.

14. These developments will increase the number of children in the area seeking school places in the area, which will have an impact on the availability of places in existing schools.
15. New school places may either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
16. Following a public consultation in September 2019, the Council's Cabinet approved the establishment of a new two form entry dual stream primary school to serve the initial phases of the Plasdŵr development at its meeting of 24 June 2020. This school will provide one form entry Welsh-medium and one form entry English-medium with a significant use of Welsh places, and will also provide 96 part-time nursery places. A copy of Cabinet Report of 24 June 2020 is attached as Appendix 1.

## **Issues**

### **Schools serving the area**

17. The communities of Creigiau and St Fagans, Pentyrch, and Radyr and Morganstown are served by a number of English-medium, Welsh-medium and dual stream primary schools.
18. These include Bryn Deri Primary School, Danescourt Primary School, Pentyrch Primary School, Radyr Primary School and Tongwynlais Primary School (English-medium), Ysgol Gymraeg Coed-Y-Gof (Welsh-medium) and Ysgol Gynradd Gwaelod y Garth and Creigiau Primary School (Dual stream).
19. The Goitre Fach Farm development falls within the catchment areas of Pentyrch Primary School and Ysgol Gymraeg Coed-Y-Gof.
20. A map indicating the location of, and catchment areas of, English-medium primary schools is attached as Appendix 2. A map indicating the location of, and catchment areas of, Welsh-medium primary schools is attached as Appendix 3.

### **Establishing local demand for primary school places**

21. When considering likely demand for places city wide, and within the locality of North West Cardiff, a number of factors have been used to inform projections and forecasts, including:
  - Recent and historic numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
  - Recent and historic populations known to be living in each area utilising NHS data;
  - Recent and historic numbers and percentages of children attending English-medium and Welsh-medium community and faith places in

- Cardiff;
- Recent and historic numbers and percentages of children transferring from primary schools in Cardiff to secondary schools elsewhere.
22. Forecasts have been prepared based on:
- Current residential populations;
  - Likely child populations from the future residential developments currently in construction and proposed;
  - Likely demand if parental take-up patterns were to remain consistent with the most recent years applying these trends to the relevant populations in future years;
  - Likely demand if parental take-up patterns at entry to secondary schools were consistent with the type of primary school (English-medium community, Welsh-medium community or Faith) attended, applying this information to the relevant populations in future years.
23. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield from a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived from the most recent Census statistics and Number on School Rolls (NOR) data for Cardiff.
24. Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in Appendix 4.

### **City-wide sufficiency of primary school places**

25. City-wide intakes to primary education in September 2021 to September 2023 are projected to reduce significantly as a consequence of a further fall in the birth rate and changes to migration patterns, which are evidenced in data published by the Office of National Statistics and the most recent NHS GP registration data sets. However, changes to populations are not consistent in all parts of the city.
26. Overall existing capacity in the mainstream primary sector is projected to be sufficient to accommodate demand in existing residential areas of the city until at least 2024, in each language medium. Additional primary school provision is planned to serve new housing developments in the north east and north west of the city. In order to allow for changes in population as birth rates and migration changes, a reasonable level of surplus places must be retained.
27. Whilst changes to school catchment areas could provide a temporary balance in the supply of and take up of places in areas of new housing, the rate of house completion and planned new provision would mean that such changes would not be sustainable and further changes would be necessary within a short period. This would be excessively disruptive and would not assist parents in planning education for their families.



28. Timing of any new or expanded provision to serve new housing developments must therefore take account of the growing number of surplus places in existing schools to ensure that the additional provision is sustainable from the time of implementation, and that existing provision remains viable if some parents in existing communities seek to take up places in the additional provision.

### **Local sufficiency of primary school places**

29. The work undertaken to establish the likely demand for places in English-medium primary school places in the communities of Creigiau and St Fagans, Pentyrch, and Radyr and Morganstown indicates that there will be a shortfall of places at Pentyrch Primary School to serve its catchment area in future years.
30. New housing from the LDP strategic and non-strategic sites, ahead of new school will have a significant and direct impact on the take up of places at Pentyrch Primary School and on the overall surplus in the wider area.
31. An evaluation of different educational settings (i.e. English-Medium, Welsh-Medium, faith and voluntary aided schools) has been undertaken based on historical take up of places in the catchment and how place availability would drive parental preference.
32. Historically around half of the children residing in the catchment area for Pentyrch Primary School have attended the school with others attending the English-medium or Welsh-medium streams at Creigiau Primary School and Ysgol Gynradd Gwaelod y Garth, or other English-medium primary schools including Bryn Deri and Radyr Primary School. There are no children attending Ysgol Coed Y Gof from this area.
33. In the period January 2016 to January 2020, the total number of children resident in the catchment area of Pentyrch Primary School taking up Reception places in English-medium community primary schools exceeded the Published Admission Number at the school of 20 places, fluctuating between 21 and 29 pupils.
34. The projected yield of primary school age children from the Goitre Fach Farm development, at the time of the assessment being undertaken in 2016, was projected at 10 children per year group. Projections taking account of NHS GP registration data in 2016 indicated that the number of children in the area, taking up English-medium community places, would reach or exceed the number of places at Pentyrch Primary School.
35. Projections taking account of the most recent NHS data supplied in 2020 show that there will be a slight fall in the number of pupils of Reception age in the next three intakes city-wide, and in the local area, due to the declining birth rate. The number of pupils from within the Pentyrch Primary School catchment area, resident in existing housing, will be between 18 and 20 from 2021/2022 to 2023/2024. Data for the cohorts due to enter primary education beyond 2023/2024 is not yet available.

36. The recent and projected demand for English-medium community primary school places in the Pentyrch Primary School catchment area, at entry to primary education, are summarised in the table below.

Recent and Projected take up of English-medium Reception places by children resident in the catchment area of Pentyrch Primary School and on the Goitre Fach Farm development									
	Recent take up of places (PLASC)					Projected take up and yield of pupils			
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pentyrch Catchment	21	24	29	22	25	16	20	18	19
Goitre Fach Farm	0	0	0	1	2	6-10	6-10	6-10	6-10
Total	21	24	29	23	27	22-26	26-30	24-28	25-29

37. In the Pentyrch Primary School catchment area, the projected number of children taking up Reception places in English-medium primary schools is expected to increase from 22-26 pupils in 2020/ 2021 to 25-29 pupils in 2023/ 2024.

### **Pentyrch Primary School**

38. Pentyrch Primary School is located on Bronllwyn in the village of Pentyrch.
39. The published capacity of the school is 140 places (Reception-Year 6), enabling up to 20 children to enrol at entry to Reception year. There is currently no nursery provision within the school and children taking up nursery places either do so at a local private provider or commute to provision outside of Pentyrch.
40. An Estyn inspection in July 2017 judged the school's performance as adequate and their prospects for improvement as unsatisfactory and the school was then placed into special measures.
41. A temporary Executive Headteacher arrangement has been in place at the school since 2017.
42. A follow up monitoring report in October 2018 assessed that sufficient progress in relation to the recommendations highlighted in the core inspection had been accomplished and withdrew its special measure status.

43. Since 2017 the school has been in a formal collaboration with Llanishen Fach Primary School, with a leadership team working across both schools. Pentyrch Primary School has made great progress on its continuous improvement journey, working closely with Llanishen Fach Primary School on joint school improvement priorities.
44. The Governing Body of Pentyrch Primary School has agreed to proactively explore arrangements to federate the school with another ahead of the proposed capital investment.
45. The Pentyrch Primary School buildings are considered to be generally in satisfactory condition although areas warrant attention. The overall classification in October 2018 was assessed as C for condition and B for suitability.

### **Proposed expansion of Pentyrch Primary School**

46. The proposal to expand the school from 140 places (0.7FE) to 210 places (1FE) would provide sufficient places for children resident in existing housing within the school's catchment area, and children resident in the new housing development at Goitre Fach Farm.
47. The proposed expansion would also provide some surplus places in the short term to meet the needs of the wider North West Cardiff LDP sites prior to the completion of the proposed new schools at Plasdŵr. Additional primary school provision south of Llantrisant Road is planned at a later stage of the Plasdŵr development.
48. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.
49. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.
50. The following benefits would be expected to result from the proposed expansion of Pentyrch Primary School:
  - By increasing the school to a one form of entry school it permits for greater flexibility and opportunity for pupils owing to an enhanced and more secure financial resource base.
  - Investment in school buildings enabled, to improve the overall learning environment.
  - It would provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
  - The ability to employ more teaching and support staff would allow the one form entry school to cover a wider range of curriculum expertise, provide more opportunity for staff to engage in professional development and facilitate higher standards and improved outcomes for pupils.

- Allow for a greater number of children to benefit from the education on offer at the site and provide greater opportunities for pupils and staff.
- Support the school to maintain and continue to build on its excellent standards as the new curriculum in Wales is introduced.
- Create sufficient capacity to meet the English-medium community pupil demand adjacent to the Goitre Fach Farm development.

## **Nursery Provision**

51. Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.
52. Currently Pentyrch Primary School serves only children aged 4-11 years. Families resident in Pentyrch seeking nursery places either take up places in a private nursery setting or travel out of Pentyrch.
53. It is proposed that 48 part time nursery places are provided to develop continuity and progression in children's learning from the age of three.
54. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, and would contribute to raising standards across the school.
55. Admissions to the proposed nursery provision at the school would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff.
56. The following benefits would be expected to result from the establishment of nursery provision at the school:
  - Additional English-medium nursery places serving local families;
  - Continuity of provision to support and embed the ethos and culture of the school;
  - The development of strong and effective parental links from the earliest possible opportunity can be supported;
  - Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful);
  - Early identification of vulnerable groups, so needs of children can be identified as early as possible;
  - It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause;
  - By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

### **Impact on existing school provision**

57. Whilst the expansion of Pentyrch Primary School and the establishment of nursery provision at the school would provide additional places in high quality accommodation, this may have a differential impact on other local schools.
58. The schools potentially at risk of reduced intakes as a direct result of the new school provision may be those in closest proximity to the new school provision. In the case of Pentyrch Primary School, a number of children from the catchment area of the school take up places at the nearest alternative schools. The English-medium primary provision within closest proximity to Pentyrch Primary School are the English-medium stream at Creigiau Primary School, Bryn Deri Primary School, Danescourt Primary School and Radyr Primary School.
59. Whilst these schools may be affected by proposals for an expansion at Pentyrch Primary School, the effect on pupil intakes at these school as a result of the expansion of Pentyrch Primary School may be mitigated by other pupils from neighbouring communities taking up places at those schools, and by children resident on the new housing developments at Plasdŵr and north of Junction 33.
60. School preference data will therefore be monitored closely to enable the review of school capacities and admission arrangements and to ensure that other schools in neighbouring communities are supported appropriately.

### **Implications for secondary school provision**

61. The catchment English-medium and Welsh-medium secondary schools for this area are Radyr Comprehensive School and Ysgol Gyfun Gymraeg Plasmawr respectively.
62. Whilst Radyr Comprehensive School is almost fully subscribed, the demand from within the catchment area for English-medium places at entry to secondary education is below the Published Admission Number of 210 places.
63. Almost a fifth of pupils that attend Radyr Comprehensive School commute from the adjacent catchment area of Cantonian High School. Demand from within the existing catchment area for English-medium places at entry to secondary education at Cantonian High School is also below the current Published Admission Number of 181 places.
64. Projections indicate that demand from existing housing within the catchment areas of both Radyr Comprehensive School and Cantonian High School will not exceed the number of places available.
65. Proposals to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places) were approved by the Welsh Government in 2020. This would provide sufficient capacity to accommodate

all pupils in existing housing within its catchment area whilst also providing additional capacity to manage excess demand in other areas.

66. The Council is also progressing works to replace existing accommodation at Radyr Comprehensive School with new facilities that would support increased intakes to the school of up to 240 pupils (8 Forms of Entry).
67. The additional demand for English-medium secondary school places from within the early phases of the Plasdŵr development or increased numbers progressing from Pentyrch Primary School can therefore be accommodated within the existing secondary school provision.
68. Whilst Ysgol Gyfun Gymraeg Plasmawr is also highly subscribed, the demand from within its existing catchment area for Welsh-medium places at entry to secondary education is below the Published Admission Number of 210 places.
69. Additional secondary school provision is identified in the Outline Planning Application for the Plasdŵr development and is proposed in later phases of the Plasdŵr development.

#### **Admission arrangements and catchment areas**

70. There are no plans to change the Council's policy on the admission of children to community schools as a result of this proposal.
71. In accordance with the requirements of the Welsh Government's Admissions Code, Admissions arrangements for the 2023/2024 school year in which revised arrangement would take effect, would be subject to consultation in the period between 1 September 2021 and 1 March 2022, and determined by 15 April 2022.
72. The increased Published Admission Number, from 20 places to 30 places, would apply to all year groups from Reception to Year 6 for admissions from September 2023.
73. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

#### **Local Member Consultation**

74. Local members for Creigiau & St Fagans, Pentyrch and Radyr / Morganstown to be consulted.

#### **Impact of the proposal on Welsh Language**

75. It is anticipated that this proposal will not have an impact on the Welsh Language.

76. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
77. The teaching of the Welsh language in an English-medium setting is subject to the requirements of the National Curriculum.
78. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
79. The proposal does not seek to change the number of Welsh-medium primary places available in this area. The Pentyrch Primary School catchment area will continue to be served by Ysgol Creigiau and Ysgol Gymraeg Coed Y Gof. There are currently sufficient places at Ysgol Creigiau and Ysgol Coed Y Gof to accommodate children from within each catchment area in coming years,
80. The Council also determined a proposal in 2020 for a new dual stream 2FE primary school, 1 FE as Welsh-medium and 1 FE as English-medium with a significant use of Welsh. It is anticipated that this school will serve not only the children from the Plasdŵr housing development, but will also increase the take up of places from the surrounding area.
81. The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. The latest data shows that c18% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.
82. The Council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.
83. In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city. It is expected the plan will be available for public consultation in autumn 2021 before being submitted for approval to the Welsh Government in early 2022. The first ten year Plan will commence on 1 September 2022 and expire on 31 August 2032.

## **Learner Travel Arrangements**

84. Walking Route Assessments have been undertaken to assess the suitability of routes to schools for Active Travel and have identified that there is no safe walking route between the Goitre Fach Farm development and Pentyrch Primary School. There is no continuous footway in place, nor proposals in the near future, for a footway to this school or to any other school.
85. There is an understanding that in some rural areas a safe walking route is not always possible. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff. Transport would only be supplied by the Council in accordance with its current policy.
86. The Council's transport policy for school children can be viewed on the Council's website [www.cardiff.gov.uk/schooltransport](http://www.cardiff.gov.uk/schooltransport).
87. There are no plans to change the Council's transport policy for school children.
88. Children resident in the Goitre Fach Farm development would therefore be eligible for free home to school transport to the nearest appropriate school, at the time of application.
89. As in this case, where a safe walking route is not available, the 'nearest appropriate school' would be the nearest by driving distance rather than by walking or as the crow flies. Assuming that children resident in Goitre Fach Farm development would go to Pentyrch Primary School, suitable facilities would be required at the school to accommodate this service.
90. The council's Transport team would need to apply for revenue budget to fund the appropriate sized vehicles to cater for the required numbers of pupils. The numbers could be expected to increase each year until full occupation of the school is reached, but this would depend on the form of expansion of the school through the year groups.

## **Community Impact**

91. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools and any community group to make sure that the proposal avoids negative impacts if possible.
92. Currently, no groups use the facilities beyond the normal day to day operations of the school community.
93. It is acknowledged that there may be a slight increase in traffic for short periods of the school days, however this would be mitigated were possible by working with the school to promote the Council's Active Travel Plan. It is therefore not



anticipated that there would be a detrimental effect to the community from the proposal.

94. The introduction of nursery provision and more primary school places in this area would be a benefit to many in the local community and would support the 21st Century Schools Programme Vision for Cardiff which aims to have schools of the right size and in the right place. It seeks to place schools at the heart of their communities with a shared responsibility for all children and young people in the area.
95. Existing local nursery provision could be disadvantaged by the introduction of nursery provision on the school site, however this would only affect children from aged 3 years and upwards who have a statutory right to attend a part time nursery from the start of the term following their third birthday.
96. In a semi-rural area such as Pentyrch, the School Organisational Code recognises that schools may also be the main focal point for community activity, and any changes to provision could have implications beyond the issue of the provision of education.
97. The Council must also take into consideration any detrimental impact that could be caused to the community if the expansion did not go ahead, in the context of expected new or expansion in neighbouring communities.
98. A community impact assessment would be updated through the consultation process and beyond.

### **Wellbeing of Future Generations**

99. In line with the Well-being of Future Generations Act, the Council is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.
100. In light of the pandemic and with the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.
101. In order to maximise the long-term impact of this significant investment, any design taken forward in this proposal would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses; such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

## **Scrutiny Consideration**

102. The Children and Young People's Scrutiny Committee will consider this report on 13 July 2021.

## **Financial Implications**

103. This report recommends that the published admission number for Pentyrch Primary School be increased to a full form of entry (from 140 to 210 pupil places). As schools' revenue budgets are predominantly predicated on the basis of pupil numbers, any increase in pupil numbers would mean that the revenue budget for Pentyrch would increase in comparison to previous years. Current published admissions figures reflect present schools intake, and the impact on surrounding primary and secondary schools has been shown to be limited. It is important that the impact on neighbouring schools, whose pupil numbers could reduce as a consequence of this expansion, is continued to be monitored closely and any financial impacts managed appropriately.
104. This recommendation does not, in itself result in any direct financial implications. However, any building works or adaptations required will need design/ cost development and will need to consider a range of financial aspects, including S.106 funding available alongside the affordability and prioritisation of this project against ongoing Education capital schemes.
105. In terms of revenue implications, the resources required to fund the additional places at Pentyrch Primary will need to be met from within the existing delegated schools budget, with additional consideration required for the new nursery provision and transport implications, once the engagement exercise has concluded and options have been determined.

## **Legal Implications**

106. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998, but this does not provide a right to attend a certain school, as applications can still be refused where this would prejudice the provision of efficient education or the efficient use of resources.
107. A local authority can make school organisation proposals, including making 'regulated alterations' to a community school under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013. The proposals set out in the report constitute 'regulated alterations' and must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance. Where an increase in a school's capacity is proposed, the Council must have regard to evidence of current or future need/demand in the area for additional places, with reference to the school's language category (and religious character / gender

intake if applicable). The Code includes specific factors to be considered in relation to proposals to add nursery classes. Cabinet will need to be satisfied that all relevant factors are properly considered in relation to the proposals.

108. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of that Act and the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation. Case law has established that the consultation process should:
  - (i) be undertaken when proposals are still at a formative stage;
  - (ii) include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
  - (iii) provide adequate time for consideration and response; and;
  - (iv) ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.
109. The School Organisation Code sets out further detailed requirements and guidance in relation to the statutory consultation, including the requirement for publication of a consultation document (and the contents of that document), a minimum 42 days consultation period including at least 20 school days, and a list of statutory consultees, including parents, pupils, governing bodies, religious bodies, the Welsh Ministers and Estyn.
110. The Council has secured financial contributions under a section 106 agreement for Education purposes. The agreement permits the spending of the contribution in improving provision of school places at Pentyrch Primary school and/or within three miles of the school.
111. If the proposals are taken forward, the admission arrangements, including admission numbers and catchment areas, will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.
112. In considering the proposals, the Council must have regard to its public sector equality 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. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers and must be able to demonstrate how it has discharged its duty. An Equalities Impact Assessment should be carried out to identify the equalities implications of the proposed

decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment.

113. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
114. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its wellbeing objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
115. Following the public consultation, the Council is required to issue a consultation report, setting out the issues raised by consultees and its response to those issues. At that stage, a further report is to be submitted to the Cabinet to decide how to proceed.
116. Further legal advice will be provided as proposals are progressed.

### **HR Implications**

117. HR People Services will work with the Governing Body to address the HR implications arising from the school expansion and the introduction of a nursery and the resulting need for additional staffing.
118. HR People Services will work with the Governing Body to prepare a timetable for recruitment, taking into account ratio requirements and nursery intakes. A Framework has been produced which sets out how the HR implications of any School Organisation & Planning proposal will be managed, as part of this Framework where a school is increasing in size, HR People Services encourages the school to undertake a review of their current staff structure to consider how the recruitment of additional staff fits into this structure.

### **Transport Implications**

119. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.

120. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan by 2022. Such a plan will identify actions by the school to support and encourage active travel to school and also inform any improvements to on-site and off-site infrastructure required to facilitate active journeys.
121. The development proposals will also require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes. These would be expected to include appropriate improved facilities for walking, scooting and cycling, for example, road crossings. On-site parking would be in line with the council's Parking Standards to encourage use of sustainable and active modes of travel.
122. As it has been identified that there is no safe walking route between the Goitre Fach Farm development and any school, nor any plans for one ahead of 2023/24, children residing on the development would be eligible for free home to school transport to their nearest appropriate school with places available at the time of applying.
123. Suitable provision for the Learner Transport drop-off and pick-up may be required at Pentyrch Primary School to accommodate this. If so, this would be likely to be a designated area immediately outside the school to create clear space for the required numbers of buses and taxis. Parking restrictions would be required to enforce such a space at the school, situated on the main through route between Creigiau and Gwaelod y Garth.
124. Other parking restrictions would also be likely to be required to discourage short distance car travel by those within walking distance and to maximise levels of active travel to school.
125. A Hands Up Survey undertaken this school year shows that of the five classes (146 pupils) that took part, modes of travel were walk 43%, car 48%, car share 1%, park and stride 7% and taxi 1%.
126. It is also anticipated that with the introduction of a nursery, take up of school places by those that reside in areas close to the school will increase. This should provide more scope for increased numbers of people to benefit from an appropriate Active Travel Plan.

### **Property Implications**

127. This report does not recommend any immediate property decisions but Strategic Estates note the potential consequences of the consultation which may in the future, result in the requirement to undertake land and property transactions.
128. Any decisions relating the development, acquisition or disposal of property in regards to this scheme will need to be undertaken in conjunction with Strategic Estates in accordance with the agreed asset management processes and delegated authorities.

## Equality Impact Assessment

129. 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 (details of the Equality Impact Assessment can be seen at Appendix 5).

## RECOMMENDATIONS

The Cabinet is recommended to:

- (i) authorise officers to consult on proposals to increase the capacity of Pentyrch Primary School from c0.7FE (140 places) to 1FE (210 places), and to extend the age range of the school from 4-11 to 3-11, from September 2023.
- (ii) note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

<b>SENIOR RESPONSIBLE OFFICER</b> <b>Richard Portas</b>	<b>Director Name</b> <b>Melanie Godfrey</b>
	Date submitted to Cabinet office

*The following appendices are attached:*

- Appendix 1: Cabinet Report of 24 June 2020
- Appendix 2: English-medium primary school catchment areas
- Appendix 3: Welsh-medium primary school catchment areas
- Appendix 4: Projections and forecasts
- Appendix 5: Equality Impact Assessment

**CABINET MEETING: 24 JUNE 2020**

---

**NEW PRIMARY SCHOOL PROVISION TO SERVE PARTS OF  
CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND  
FAIRWATER**

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

**AGENDA ITEM: 1**

---

**Reason for this Report**

1. To enable the Cabinet to consider the proposal to:
  - Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development in accordance with the requirements of the School Organisation Code.
  - Note that construction of the Plasdŵr development will be delayed due to Covid-19 lockdown and negotiations are ongoing with the developer in relation to their revised timetable.

**Background**

2. At its meeting on 23 January 2020 the Council's Cabinet agreed the publication of a statutory notice to:
  - Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021
3. The statutory notice was published on 26 February 2020 for a period of 28 days to allow for objections. The statutory notice period expired on 23 March 2020. A copy of the notice can be seen at Appendix 1.
4. The notice was published on the Council website, posted at the Redrow sales office and displayed in the local area.
5. Copies of the notice were distributed via e-mail to organisations and consultees as required under the School Organisation Code 2018.
6. Three objections were received by the statutory notice closing date.

7. In accordance with the requirements of the School Organisation Code the Council's Cabinet has responsibility for the determination of school organisation proposals including those which receive objections (save for those that are required to be considered by the Welsh Government).
8. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposals. The Council must not approach the decision with a closed mind and any objections must be conscientiously considered.

### **Issues**

9. On 23 March 2020, the UK Government announced a UK-wide 'lockdown' in order to limit the spread of the Covid-19 virus. This has had, and will continue to have, a significant impact on the progress of the Plasdŵr housing development and supporting infrastructure. The lead housing developer for the initial phases of the Plasdŵr development furloughed the majority of its staff from 23 March 2020 and the developer anticipates a significant impact on the housing market. The slowdown in house building and occupations will inevitably mean that the yield of pupils from the development by September 2021 will be lower than previously anticipated.
10. The School Organisation Code sets out, in Parts 1.3 to 1.14, the factors that should be taken into account by the relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) when exercising their functions of preparing and publishing school organisation proposals, and or approving/determining them. The relevant factors for this type of proposal are set out in paragraphs 11 to 51 of this report.

### **Section 1.3 Quality and Standards in Education**

11. The new school is not expected to impact on standards at other schools.
12. The new school facilities will support the delivery of the new 'Curriculum for Wales' for learners (3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.
13. It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. Establishing the new school within purpose built 21<sup>st</sup> Century School facilities from the outset will best help to support this vision.

### **Section 1.4 Need for places and the impact on accessibility of schools**

14. In line with the Cardiff Planning Obligations Supplementary Planning Guidance (SPG), the Council will seek the provision of new school



places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.

15. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
16. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield for a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived from 2011 Census statistics and Number on School Rolls (NOR) data for Cardiff.
17. An evaluation of different educational settings (i.e. English-medium, Welsh-medium, faith and voluntary aided schools) is undertaken based on historical take up of places in the catchment and how place availability would drive parental preference.
18. The yield from the first phase of the development, of 630 dwellings on Land North and South of Llantrisant Road, is projected at an average of 27 pupils per year group when the development is complete. However the projected yield from the entire Plasdŵr development is projected at an average of approximately 229 pupils per year group when the development is complete.
19. A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.
20. At the time of establishment, the first phase of the housing development would not be fully complete. Prior to the Covid-19 partial lockdown it was anticipated that this phase of development would be complete and all dwellings occupied between 2022 and 2024.
21. As a result of the Covid-19 lockdown, all work on the Plasdŵr development was suspended from late March 2020 including work along the main carriageway delivering the critical infrastructure and on housing delivery across each of the three lead developer housing sites. A revised timetable for infrastructure is necessary to allow works to be executed safely, sequentially and properly adopting the safe distancing and other protocols introduced as a result of the Covid-19 pandemic.
22. The lead housing developer for the Plasdŵr development proposes to construct a new two form entry school building in a single phase to serve

the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

23. The propose capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentrebane Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.
24. The developer has recently submitted revised timescales for the development and the position is under negotiation.
25. In January 2019 there was an overall surplus of 205 English-medium and dual stream primary school places (c6%) within the wider area of Creigiau/ St Fagans, Radyr/ Morganstown, Fairwater and Danescourt. This has increased marginally to 208 surplus places in January 2020.
26. Danescourt Primary School and Radyr Primary School were fully subscribed at entry to Reception Year in September 2019 and will be fully subscribed in September 2020. The most recent intake of 32 pupils to the Reception Year at Peter Lea Primary School in September 2019 was 13 pupils fewer than the Published Admission Number of 45 places. As at 14 June 2020, there are 45 pupils allocated for admission to the school in September 2020. However, a high proportion of pupils admitted to each of these schools are from other primary school catchment areas in Fairwater, Pentrebane and further afield. Over the wider area, the level of surplus in English-medium primary school provision is expected to increase to over 240 places in the 2020/2021 school year.
27. In January 2019, there was an overall surplus of 42 places in Welsh-medium and dual stream primary schools within the wider area, amounting to 3% of the capacity. Number on roll data for January 2020 indicates that the number of surplus places is now 70, amounting to 5% of the capacity. However, when compared to the total capacity available at these schools, based on the Published Admission Numbers for the schools, there are 170 surplus places amounting to 11% of the overall capacity.
28. Taking into account only the two Welsh-medium schools in closest proximity to the proposed new school (Ysgol Pencae and Ysgol Coed y Gof), there are now 58 surplus places amounting to approximately 10% of published capacity, compared to 32 surplus places (6% of capacity) in 2019. When compared to the total capacity available at these schools, based on the Published Admission Numbers for the two schools, there are 113 surplus places, amounting to 18% of the overall capacity.
29. The most recent intake of 50 pupils to the Reception Year at Ysgol Coed Y Gof in September 2019 was 10 pupils fewer than the Published Admission Number of 60 places. As at 14 June 2020, there are 32 pupils allocated for admission in September 2020. The level of surplus in

Welsh-medium primary school provision serving the development is therefore expected to increase in the 2020/2021 school year.

30. The most recent population data supplied by the NHS indicates a fall in the birth rate of c9% across the city for the cohorts born in the academic years 2016/17 and 2017/18. These children would enter Reception in September 2021 and September 2022.
31. The recent and projected demand for English-medium and Welsh-medium community school places in each of the primary school catchment areas serving the area at present fluctuates, but overall the projected surplus would not be sufficient to meet the longer term requirements of the Plasdŵr development. However, the level of surplus places at present, and the projected reduced pupil population entering Reception Year in September 2021 and September 2022, would mean that there are sufficient places in local primary schools to accommodate the yield of pupils from the development during this interim period. The level of surplus would also be sufficient to accommodate a significant change in the proportionate take-up of Welsh-medium or English-medium places during this period, compared to that presented in Table 1.
32. Full details of capacities and demand for places are detailed in the consultation document, attached at Appendix 2.
33. The Welsh Government's Cymraeg 2050 strategy (2017) set out a vision of reaching one million Welsh speakers by 2050.
34. The aim of the strategy is for 40% of children in Wales, in each group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, key to this strategy is that half of the remaining 60% of children in English-medium education also report that they are able to speak Welsh.
35. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium schools are enabled to achieve greater fluency in Welsh and the confidence to use the language.
36. The proposed new school would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium preference whichever is their preference.

### **Section 1.5 Resourcing of education and other financial implications**

37. The new primary school on the first phase of the Plasdŵr development is being built by the developer.
38. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building.

39. The developer contributions towards Education provision to serve the Plasdŵr development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
40. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.
41. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive funds for times such as premises costs including heating, lighting, cleaning and maintenance.
42. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

#### **Section 1.6 Other General Factors**

43. Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff including the proposed new school would receive funding for these pupils.
44. There is no information available that suggests that the proposals negatively impact educational attainment among children from economically deprived backgrounds.
45. An Equality Impact Assessment undertaken concludes that the proposed change would not negatively affect a particular group in society. The assessment is attached at Appendix 3.

#### **Section 1.9 Specific factors to be taken into account for proposal to add or remove nursery classes**

46. Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. There are no catchment areas for nursery classes.
47. It is proposed to provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the predominantly English-medium stream with significant use of Welsh.

48. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.
49. Admissions to the proposed nursery provision would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.
50. An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.
51. The following benefits would be expected to result from the establishment of nursery provision at the school:
  - Additional English-medium and Welsh-medium nursery places serving the local area;
  - Continuity of provision which reflects the ethos and culture of the school;
  - The development of strong and effective parental links from the earliest possible opportunity can be supported;
  - Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful);
  - Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible;
  - It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause;
  - By having an early year's unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

#### **Factors to be taken into account in approving/determining school organisation proposals**

52. There are no related proposals.
53. The consultation on the proposed changes was carried out in accordance with the requirements of the Welsh Government School Organisation Code (November 2018).
54. The consultation document was sent to those it should have been sent to and pupils at local schools were consulted. The required amount of time (42 days of which at least 20 are school days) was provided to respond to the consultation.

55. The consultation document contained the prescribed information set out in the Code.
56. The timescale and content required have been complied with in relation to the consultation report.
57. The publication of the statutory notice complied with the requirements of the Code and the notice contained all of the prescribed information.
58. The proposal was published in accordance with the requirements of the Code and contained all of the required information.

### **Objections to the proposal**

59. The Council received three objections by the statutory notices closing date, including one from Cymdeithas yr Iaith. This objection can be seen at Appendix 4.
60. A summary of the objections and the Council's response can be seen below.
61. Each of the objections stated that the new school at Plasdŵr should be a dedicated Welsh-medium two form of entry primary school, and not a dual stream provision consisting of one Welsh-medium stream and one English-medium with significant use of Welsh stream. The points raised in the objections are summarised below:
  - *Opposition to Cardiff Council's official notice to open a bilingual two stream school as part of the Plasdŵr development.*
  - *Concerns regarding the consultation process and statements made by the Council's Cabinet and on educational considerations.*
  - *Only 8% of the responses to the consultation supported the plan to open a bilingual school – 15 responses in total. Cymdeithas yr Iaith presented a petition as part of the consultation response with 876 signatories supporting a dedicated Welsh medium school rather than a bilingual one. The Council therefore cannot allege that the public supports the intention to open a bilingual school.*
  - *The report placed before the Cabinet gave a misleading picture of the support for the plan. A report to the Children and Young People Scrutiny Committee's report on the consultation included the following "The majority of respondents to the consultation were supportive of the proposal with 58% (99) of those that responded favouring the establishment of a new two form of entry primary school to serve parts of the Plasdŵr Development in North-West Cardiff with 9% (15) of those that responded referring specifically to supporting the idea of a two stream school rather than either a Welsh medium or English medium School only". However, the second clause of the sentence, referring to the fact that only 15 responses supported*

*establishing a bilingual school, doesn't appear in the report presented to Cabinet, a report that in almost all other respects is identical content wise to the Committee's report. This is an omission of a vital piece of information regarding the situation, and it is difficult not to come to the conclusion that the intention here was to mislead and steer the discussion at Cabinet.*

- *All new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that every young person in the community grows up able to speak Welsh.*
- *The theory that opening a Welsh-medium School would attract too many children from nearby schools and catchments leading to undersubscription in those schools, making them less secure financially which could have an effect on the increase in numbers accessing Welsh medium Education in the wider area for an extended period is unsubstantiated and illogical. Particularly in the context where the school is being established as a result of rapid growth in the local population due to the massive new development, the argument that opening a dedicated Welsh medium school would harm other Welsh medium schools in the area doesn't hold water. The number of children in the area will grow tremendously – the local Welsh medium schools won't be competing for the same pupils. The inclination of the majority of people in the area will be to send their children to the closest school whatever the medium*
- *For Cardiff to make its contribution towards the national aim of a million Welsh speakers, the city needs to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore it is a Welsh medium school that's needed at Plasdŵr.*
- *All new schools in the Plasdŵr development and indeed across Cardiff should be Welsh medium schools. International evidence shows that bilingual schools don't give pupils the best opportunity to become language speakers.*
- *The current administration should open dedicated Welsh medium schools to show commitment to Welsh Government's policy of creating a million Welsh speakers by 2050.*
- *A bilingual education creates secondary citizens in a linguistic sense and suggesting to parents that a bilingual system will make their children Welsh speakers is misleading and irresponsible. It's challenging enough creating Welsh speakers in dedicated Welsh medium schools.*

- *Cardiff must ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, so as to contribute to creating a million Welsh speakers by 2050. Analysis shows how many seven year old children in Cardiff should be receiving Welsh medium education in order to make the contribution that's needed towards the target:*

Year	2025	2030	2035	2040
% 7 year old children in WM education	32.8%	43%	56.4%	71.8%

- *In 2014, only 15.1% of seven year old children in Cardiff were receiving WM education. It is clear therefore that opening a number of new WM schools, along with improving Welsh at other current schools in Cardiff, is essential in order to reach Cardiff's targets to contribute to the national aim.*

### **Council's response to the objections**

62. The report considered by Cabinet on 23 January 2020 included a detailed analysis of the responses received during the consultation, including details of alternative proposals such as the establishment of a two form entry Welsh-medium primary school, and the Council's response to the points raised. The decision to progress the proposal to statutory notice was robust and fully considered all of the views expressed.
63. The consultation on the establishment of the dual stream school asked respondents whether they support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdŵr development in North West Cardiff. However, the consultation survey did not ask respondents to choose between an English-medium, Welsh-medium or dual-stream school.
64. The draft report considered by the Children & Young Peoples Scrutiny Committee included that "9% (15) of respondents made specific reference to supporting the idea of a dual stream school as opposed to a solely English or Welsh Medium school". This information was collected from contextual information within responses where respondents had stated this specific preference over other models of provision. Other responses made no comment on a preferred language medium, did not reject alternative models, nor give a priority order for models of provision. As they had not been asked to provide such a comment, no general conclusions could be drawn from the 15 responses. This information was therefore not included in the Cabinet Report as it may mislead.
65. The Council is committed to promoting the benefits of Welsh-medium education to all Cardiff communities, improving standards in Welsh in both Welsh-medium and English-medium schools, developing



- opportunities for children and young people in English-medium setting to positively connect with the Welsh language and improving rates of progression between early years to post-16 education (Bilingual Cardiff Strategy).
66. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.
  67. The strategy sets out three interdependent strategic themes:
    - Increasing the number of Welsh speakers
    - Increasing the use of Welsh
    - Creating favourable conditions – infrastructure and context
  68. There are two main methods of achieving a million speakers:
    - Transmitting the Welsh language from one generation to the next in the family
    - Developing and sustaining skills through education and training from the early years to Welsh language provision for adults.
  69. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. The strategy notes that whilst Welsh-medium immersion education is the principle method for ensuring that children can develop their Welsh language skills, and for creating new speakers, all learners should have the opportunity to be bilingual.
  70. However, also key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh. The strategy explicitly states that, in order for Wales to reach a million speakers “we will need to increase the number of learners in English-medium schools that succeed in acquiring the language”.
  71. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools.
  72. The School Organisation Code requires Local authorities to ensure that there are sufficient schools providing primary and secondary education for their area. Proposals should ensure that the balance of school provision reflects the balance of demand.
  73. Welsh-medium primary provision in Cardiff has expanded significantly in recent years. The number of places available at entry to Welsh-medium primary education city-wide now totals 840 places, sufficient to accommodate up to 20% of the most recent intakes.
  74. The number of children entering Welsh-medium primary education city-wide fluctuated between 2009/10 to 2016/17. Consistent with the overall population, the number of children entering Welsh-medium education was on an upward trend. The number of children entering Welsh-medium

Reception classes city-wide peaked in 2016/17 at 744 pupils. Table 2 (below) sets out the recent Number on Roll (NoR) data for Welsh-medium primary schools in Cardiff, and projected intakes based on recent demand.

**Table 2: Recent and projected numbers of children enrolled in Welsh-medium Reception Year in Cardiff schools**

School Year	Total pupils (English-medium, Welsh-medium and Faith schools)	Pupils in Welsh-medium schools and classes	% in Welsh-medium schools and classes
January 2010	3683	572	15.5%
January 2011	3859	594	15.4%
January 2012	4019	651	16.2%
January 2013	4221	686	16.3%
January 2014	4256	678	15.9%
January 2015	4270	708	16.6%
January 2016	4345	690	15.9%
January 2017	4340	744	17.1%
January 2018	4098	709	17.1%
January 2019	4125	702	16.9%
October 2019	4116	684	16.6%
2020/21 (projected)	4107	715	17.4%
2021/22 (projected)	3721	648	17.4%
2022/23 (projected)	3682	641	17.4%

75. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. As at 15 June 2020, there were 768 pupils allocated places at Welsh-medium primary school, significantly exceeding the projected intake. This would amount to 18.7% of the projected total intake.
76. A reduction in total pupil numbers entering primary education as a consequence of a fall in the birth rate is projected between September 2021 and 2023, which would allow for a greater proportion of the population to enrol in Welsh-medium primary education. The total number of Welsh-medium places available at entry to primary education city-wide could therefore accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
77. The Council has included proposals to provide additional Welsh-medium primary school places within the Band B 21<sup>st</sup> Century Schools programme 2019-2024, serving the catchment areas of Ysgol Nant Caerau and Ysgol Pen-y-Pil. The Council has also secure funding in principle to expand Welsh-medium primary school provision serving the central area of the city. The implementation of these proposals would enable over 24% of the population to enrol in Welsh-medium primary education.

78. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.
79. One of the main examples of a successful dual stream model can be seen in the Spanish Basque region which has supported a fundamental shift toward bilingualism and a greater take up education places through the medium of Basque.
80. The introduction of a system which allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and a third option through the medium of Basque (Model D) has led to c90% of children in the region being educated through Basque and Spanish and increasing the level of bilingualism.
81. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, and would facilitate full language immersion for children consistent with other Welsh-medium schools and Welsh-medium classes in dual stream schools in Cardiff. This type of organisation would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
82. The proposed model provides a mechanism for this and has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.
83. The proposal would contribute towards targets within the Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
84. There are examples of successful dual stream schools operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.
85. The dual-stream organisation of the school would allow opportunities for both streams to work or socialise as a combined group where this is appropriate and does not compromise language immersion, consistent with the desire of pupils who took part in the consultation.
86. Cardiff's dual stream primary schools, Creigiau Primary School and Ysgol Gynradd Gwaelod Y Garth Primary School, are each categorised as 'Green' by the Welsh Government.

87. Nationally, the most recent published data for schools classified as 'predominantly English-medium but with significant use of Welsh', greater than 0.5 forms of entry in size, indicates that 11 are categorised as Green and the remaining 14 are categorised as Yellow.
88. As set out in Cymraeg 2050, the Welsh Government recognises the need to ensure an adequate supply of teachers and practitioners in the right place to reach children and young people through the medium of Welsh and has identified the need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.
89. The model of school proposed would require leadership and teaching staff to be fluent in Welsh. The Governing Body of the school would need to appoint an experienced, fluent Welsh speaking school leader to ensure the strong Welsh ethos consistent across each language stream within the school.
90. The Council is committed to providing schools places in both Welsh and English. The proposed model would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.
91. Whilst it is acknowledged that language skills for those pupils in the Welsh-medium stream are likely to be higher than those in the predominantly English-medium with significant use of Welsh stream, the proposal seeks to develop the Welsh language skills of all pupils at the school. One of the aims of the proposed model is that parents could have confidence that their child could flourish equally in either medium.
92. As the establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area, there is a significant risk that an additional two form entry Welsh-medium only school may attract too many pupils from other Welsh-medium schools and catchment areas and may cause those schools to be under subscribed, making them less financially secure. This may, in turn, inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.
93. The Welsh-medium primary schools within closest proximity of the proposed new school are Ysgol Pencae and Ysgol Gymraeg Coed y Gof. Ysgol Pencae has been highly subscribed for many years. The number of pupils on roll at Reception age at Ysgol Gymraeg Coed y Gof has reduced has reduced in recent years. School Admissions data for the September 2020 intake suggest that this intake may be lower than in the past five years.
94. The Council has included a proposal to expand Ysgol Nant Caerau, within its Band B 21<sup>st</sup> Century Schools programme, the catchment area of which borders that of Ysgol Coed Y Gof. School preference data indicates that a number of children admitted to Ysgol Coed Y Gof who

are resident within its catchment area stated a higher preference for admission to Ysgol Nant Caerau.

95. As Ysgol Coed Y Gof directly serves the areas in which the first phases of the Plasdŵr development are under construction, there is a risk that additional Welsh-medium places in close proximity to Ysgol Coed y Gof may further reduce intakes to the school.
96. The dual stream model proposed is consistent with the themes set out in Cymraeg 2050, will support development of the Curriculum for Wales, contribute toward the aspiration of one million Welsh speakers, meet the projected demand for places from the current phases of the development and contribute towards meeting the demand from future phases of the Plasdŵr development.
97. The model will also allow for those who wish to educate their child at an English-medium school to access primary provision locally and reduce the number of families commuting to school by non-active modes of travel, such as a car.
98. Pupils would have the option to apply for transfer to either English-medium or Welsh-medium secondary education. For those transferring to Welsh-medium secondary provision, they would be well supported, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.
99. Throughout the project the Council will engage and consult with the community to ensure that opportunities that meet the needs of the local community are achieved.

### **Admission arrangements**

100. Cardiff Council will be the admissions authority for the new community primary school and applications for admission will be assessed in accordance with the Council's School Admission Arrangements.
101. Admission arrangements for the 2021/2022 school year were agreed by the Council Cabinet at its meeting on 19 March 2020.
102. It is proposed that a phased increase in the Admission Number be implemented. In the first year following establishment, the school would admit pupils to the Nursery classes, up to 30 pupils per stream to Reception Year, and years 1 – 2 would operate a lower Admission Number of 15 places.
103. The table below sets out how admissions to the school would be administered:

<b>Phased establishment and increase of Admission Number</b>								
<b>Year</b>	<b>Nursery</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2021-22</b>	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0	0
<b>2022-23</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0
<b>2023-24</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0
<b>2024-25</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0
<b>2025-26</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM
<b>2026-27</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM

104. Implementing arrangements that enable pupils to enrol in a limited number of year groups would allow primary school pupils resident in the new development who are between Nursery age and Year 2 to take up places at the local primary school in the first year, and the school would grow sustainably to admit pupils to all year groups over a five year period.
105. Negotiations are underway with the developer to understand the revised house building schedule and anticipated completion rates, which will then impact on projected admissions to the school.
106. In accordance with the requirements of the School Admissions Code, the Council would consult on admission arrangements annually between 1 September and 1 March, and set them by 15 April, of the school year (the 'determination year') beginning two years before the school year in which the arrangements will apply.

#### **Local Member consultation (where appropriate)**

107. Local members were consulted as part of the consultation.

#### **Scrutiny Consideration**

108. The Covid-19 Scrutiny Committee is due to consider this item on 23 June 2020. Any comments received will be circulated at the Cabinet meeting.

#### **Summary**

109. The impact of the Covid-19 pandemic will result in a significant slowdown of the housing market. This will result in a delay in the commencement of the school building works and it is no longer possible that the school buildings would be complete for the start of the 2021/22 school year.
110. The lockdown period will also significantly reduce the number of dwellings completed within the development, and in turn this will reduce

the yield of pupils from the development requiring a school place in 2021/22.

111. Pupils currently resident on the development can be accommodated at local school provision and projections based on the most recent population data indicate there will be sufficient capacity in the local primary schools serving the development to accommodate those pupils of primary school age in the 2021/22 and 2022/23 school years.
112. The Council will work closely with the lead developer to ensure that construction delays which may affect the completion date of the school construction as a result of the Covid-19 lockdown are minimised. Against the backdrop of ongoing uncertainty in the housing market, discussions with the developer to revise the delivery timetable for the school are ongoing.

### **Reason for Recommendations**

113. To respond to the projected demand for additional Welsh-medium and English-medium primary school places to serve the new housing developments in the Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater areas.

### **Impact of the proposal on the Welsh Language**

114. It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.
115. The proposals outlined in this report seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.
116. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
117. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
118. The Council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

119. The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Significantly or rapidly expanding Welsh-medium primary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.
120. The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.
121. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. A significant increase in the number of pupils admitted to Reception Year is expected in September 2020.
122. This proposal seeks to increase the number of Welsh-medium primary school places available in the area, and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.
123. There is a risk that provision of additional Welsh-medium primary school places on the new school site, within the catchment area of Ysgol Gymraeg Coed Y Gof and within two miles of the school, may inhibit the growth of Ysgol Gymraeg Coed Y Gof. It is intended that this impact is mitigated by admission arrangements which limit admissions to the new school provision at the time of establishment.
124. This proposal also seeks to increase the number of learners, for whom parents seek an education predominantly through the medium of English that are well placed to be bilingual at the end of their statutory education.
125. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.
126. The provision of 210 additional Welsh-medium primary school places would mean that the overall proportion of Welsh-medium places city-wide is increased. The total number of Welsh-medium places available at entry to primary education city-wide can accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
127. The provision of 210 school places in a school defined as Predominantly English – medium primary school but with significant use of Welsh, which



is closely supported by a Welsh medium school that is co-located and under a single management structure, seeks to increase the overall proportion of bilingual citizens in Cardiff.

128. It is therefore considered that a proposal to establish a dual stream primary school will support English-medium demand, Welsh-medium demand, and promote bilingualism.

### **Financial Implications**

129. The financial implications arising from this proposal have not significantly deviated from those outlined in the post consultation report.
130. In terms of revenue implications, the resources required to fund these schools will need to be factored into the Council's annual budget setting process and reflected in the Medium Term Financial Plan. As the school's capacity is incrementally increased, it will be necessary to ensure that this growth is added to the overall school budget on an annual basis, to avoid financial detriment to other schools in Cardiff. It is not currently anticipated that there will be an impact in terms of school transport, however this will need to be kept under review as the school grows. In particular, the proposed emphasis on the Welsh language may have implications for the requirement of Welsh immersion education in Cardiff. Therefore, financial implications may arise should there be a need to increase immersion capacity within the city and transport pupils to the Welsh Immersion Unit, as required. In addition, funding will need to be identified from within existing School Organisation resources to cover any costs that arise in advance of the school opening.
131. Regarding capital implications, work will continue to fully assess the cost of the new school building and the fact that s106 contributions will not sufficiently cover the cost of this development. Therefore, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. Furthermore, the ongoing maintenance requirements of the school building will need to be factored into future asset management plans.
132. The financial contributions specific to provision of the necessary infrastructure to serve the first phase of the Plasdŵr development were negotiated in line with the 2007 Supplementary Planning Guidance. This SPG was revised and adopted in January 2017.
133. The 2007 SPG did not include funding requested for nursery education places. In addition, no loose furniture and fittings are provided for through the financial obligations mechanism. Taken together this means that whilst some of these requirements have been included in the scope of the schemes there is expected to be some shortfall in the total funds secured and the budget required to construct and fully furnish/resource

the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.

### **Legal Implications**

134. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age. Any proposal to establish a new community school may be made by a local authority under Section 41 of the 2013 Act. Section 48 of the 2013 Act requires that such proposals must be consulted upon, and then published, in accordance with the School Organisation Code (which contains a mixture of statutory guidance to which Authorities must have regard in exercising any power or decision under the Act and actual provisions with which the Authorities must comply).
135. The School Organisation Code sets out various factors which should be taken into account in formulating proposals, which includes paying particular attention to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils.
136. It is noted that a consultation has been carried out in accordance with the legal advice provided in the previous Cabinet report dated 18th April 2019. Following this consultation, Cabinet authorised the publication of a Statutory Notice recommending the creation of a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
137. After publication of the statutory proposals notice, there was a 28 day statutory objection period (which included 15 school days). Cabinet may now determine its proposals under section 53 of the 2013 Act. In coming to a determination under section 53 of the 2013 Act any objections received during the 'objection period' (and not withdrawn), must be conscientiously considered, alongside the arguments in respect of the proposals and in the light of the factors set out in the Code.
138. A summary of any objections and the Council's response must be published at the same time as the Council issues its decision. The determination of school organisation proposals under section 53 of the 2013 Act is a local choice function which has been allocated to the Cabinet under the Constitution (Part 3, Section 3). Following determination, proposals may be implemented.
139. It is noted that due to the Covid-19 pandemic the developer has informed the Council that the timetable for the construction of the Plasdŵr development is behind schedule. The Council is currently under negotiations with the developer around the revised timetable. All other aspects of the proposals remain the same, and therefore the delay in the first admission date does not represent a fundamental difference to the proposals.

140. In considering the proposals, the Council must have regard to its public sector equality 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. Due regard should be given to the outcomes of the Equalities Impact Assessment.
141. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
142. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well-being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
143. With regards to the contracts referred to in recommendation 4, legal advice is being sought and any legal implications will be set out in the relevant decision report.

### **HR Implications**

144. HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the school. This is to allow time for organisational and staffing decisions to be taken, so that the school is appropriately resourced for the opening, particularly in light of the proposals for a phased intake.
145. The Temporary Governing Body will also need to consider the HR policies and procedures that it would adopt in relation to the employment and management of staff. The Council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Head teachers and staff, on the human resources issues and employment matters affecting schools.
146. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

## **Property Implications**

147. The property implications relevant to the delivery of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff are detailed within the existing planning decision and, at this stage, there are no particular property issues identified.
148. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of the school's provision should be done so in accordance with the Council's Asset Management process and in consultation with Corporate Landlord, Strategic Estates and relevant service areas.

## **Traffic and Transport Implications**

149. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
150. This proposal will increase educational activity on this site through the expansion of mainstream places. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.
151. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new development is fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to modal shift.
152. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces and lockers for storage of cycling clothes and equipment will also be essential.
153. Cycle and scooter parking provision must meet at least the minimum requirements set out in the Council's Managing Transport Impacts SPG

and the site must be able to accommodate increases in cycle parking to meet future demand.

154. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access along suitable well-designed paths and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
155. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. Any SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
156. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The car parking allocation for schools within the SPG is a maximum of one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
157. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
158. The TA would identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site masterplan.
159. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
160. It is not expected that any pupils will be eligible for learner transport and so appropriate provision needs to be made for use of public transport services (which would in any case be needed for staff and would be available for any pupils who choose to use public transport). This will include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at locations convenient

to the school, with crossings appropriate to the desire lines, type and level of use.

161. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Plasdŵr school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at existing neighbouring schools. This will help to encourage active travel across the local area and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers referenced in paragraph 156 of this report can support the development of the Active Travel Plan.
162. In addition to the first residents of the Plasdŵr development, the school is also expected to initially attract some pupils from surrounding areas and existing catchments which may include some overflow from the Radyr and Fairwater areas. Pupils from these areas would be travelling greater distances, from outside the Plasdŵr catchment. This combined with initially low traffic volumes from an only partially completed residential development could mean they may be more inclined to use private vehicles for the journey to school.
163. With a revised school opening construction date and an uncertain predicted programme of housing completion and occupation, this situation may still apply to the same extent. However, should the relative progress of residential completion fall further behind the school opening date, there could be increased rates of vehicular travel in to the school from neighbouring areas for a longer period. If on the other hand, significant residential occupation of Plasdŵr housing development occurs early on, fewer spaces would be available for pupils from further afield. In a scenario where significant residential occupation occurs before the school opens, then a reverse movement of Plasdŵr residents by vehicle to neighbouring existing schools may occur. In this scenario, new residents would begin their school career by being driven to school, with resultant routines and (potentially ingrained) habits being set which are more difficult to change than where they move to a new home and school where it is practical to take up active and sustainable travel routines from the outset.
164. The Welsh catchment of the dual stream intake could be wider than that of the English stream. This may also contribute to pupils travelling from further afield than the typical primary journey-to-school distance.
165. It is important to ensure that walking, cycling and scooting to school are encouraged as soon as the school opens to instil good practice which can be taken up by more pupils as the school and new residential development expands.
166. The Plasdŵr residential development is expected to include active travel facilities such as segregated walking and cycling routes along key spine

roads. These need to tie in to suitable links providing continuous safe routes for primary pupils across the area directly to the school from any potential pupil, parent or staff desire line. There will be a need to ensure that these active travel facilities link to other neighbouring school areas for inter-catchment travel and are provided within the Plasdŵr housing development from the outset.

167. Measures to encourage sustainable travel to school in the area would include safety measures outside the school and in the immediate vicinity. A 20 mph speed limit will be in place across the development. Other measures to improve safety and increase the attractiveness of active travel options could potentially incorporate a School Street to prevent unauthorised vehicular access at school start and finish times. The transport team does not support provision of any form of drop-off facility for private vehicles. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
168. Walking, cycling and scooting routes can be optimised along desire lines to provide good opportunity, increase the convenience and encourage greater take up of active travel.
169. Appropriate crossing facilities where required would provide for all active modes e.g. parallel zebras.
170. Pedestrian links are required to bus stops at locations convenient to the school.
171. The full complement of cycle and scooter storage are to be provided to at least the minimum levels set out in the Council's Managing Transport Impacts Supplementary Planning Guidance (2018) (SPG), in convenient and secure locations on the school site from the outset.
172. Any SRB pupil learner transport would need facilities for drop-off and pick-up.
173. Active Travel links need to be co-ordinated and linked in with routes to neighbouring schools.
174. The development of the Active Travel Plan for the school needs to have full involvement with the school and its future occupants, which may also need input from neighbouring school populations for efficient and co-ordinated measures. Active Travel Plan officers are already working closely with the developer's Community Liaison Manager who is keen to facilitate a Walking Bus initially to Radyr Primary (as the first walking bus in the area) to instigate sustainable travel for the first residents of the Plasdŵr development which can then be expanded and transferred to Plasdŵr Primary School. The team are also engaging with Radyr Comprehensive, Gwaelod y Garth and Plasmawr schools and will be

meeting with Radyr Primary in 2020 to develop Active Travel Plans at all the local schools which can contribute to a complementary plan for Plasdŵr Primary School.

175. A detailed Transport Assessment will be required as part of the planning application for the school following the advice in the Council's Managing Transport Impacts SPG (2018). The transport team require very early engagement with the designers and transport consultants for the project for input and advice on the design.

### **Equality Impact Assessment**

176. The initial Equality Impact Assessment has been updated following consultation and in light of the revised timetable. The assessment concludes that the proposed change would not negatively affect a particular group in society. This assessment would be reviewed again as part of the design process.

### **RECOMMENDATIONS**

Cabinet is recommend to

1. Approve the proposals as set out in paragraph 1 without modification
2. Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1
3. Authorise officers to publish the decision within 7 days of determination of the proposal
4. Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officers, Director of Legal Services and the Cabinet Members for Education, Employment & Skills and Finance, Modernisation and Performance.

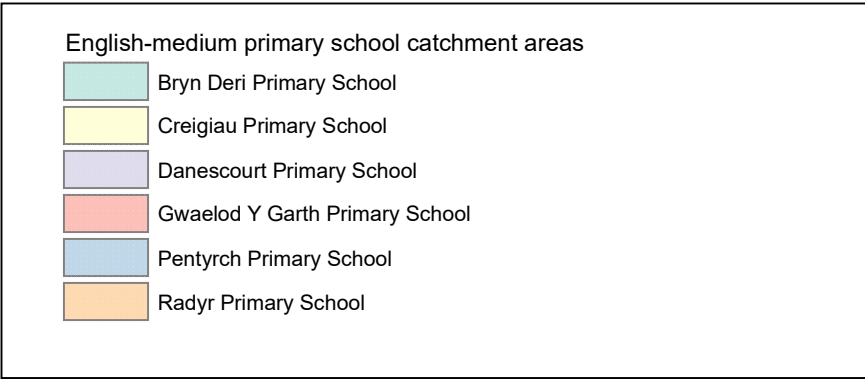
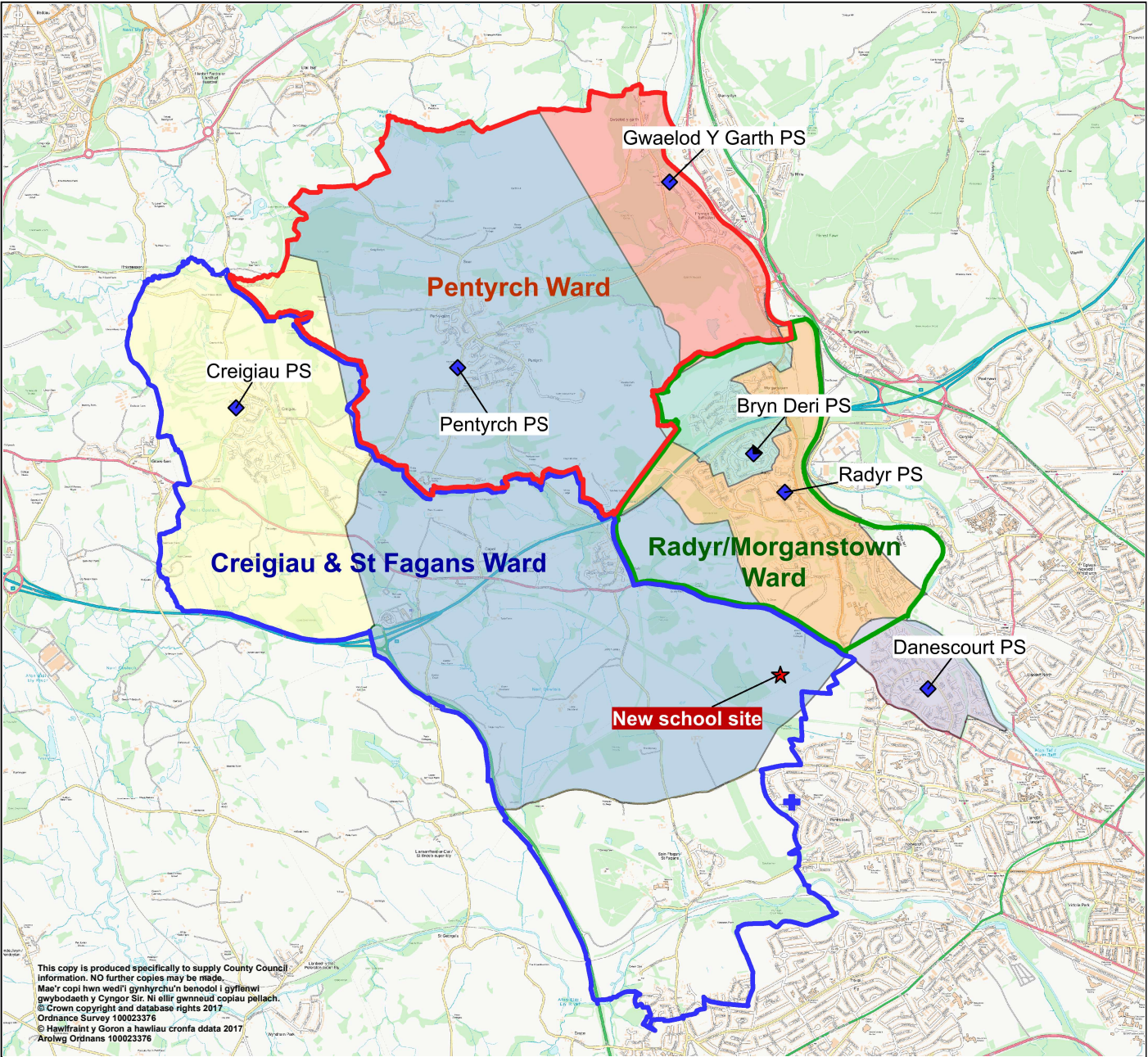
<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Nick Batchelar</b> <b>Director of Education and Lifelong Learning</b>
	18 June 2020

*The following appendices are attached:*

- Appendix 1: Statutory Notice
- Appendix 2: Consultation Document
- Appendix 3: Statutory Screening Tool and Equality Impact Assessment
- Appendix 4: Formal Objection



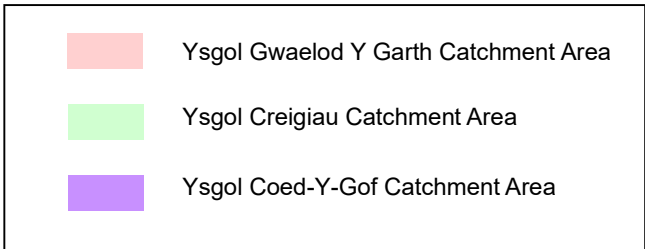
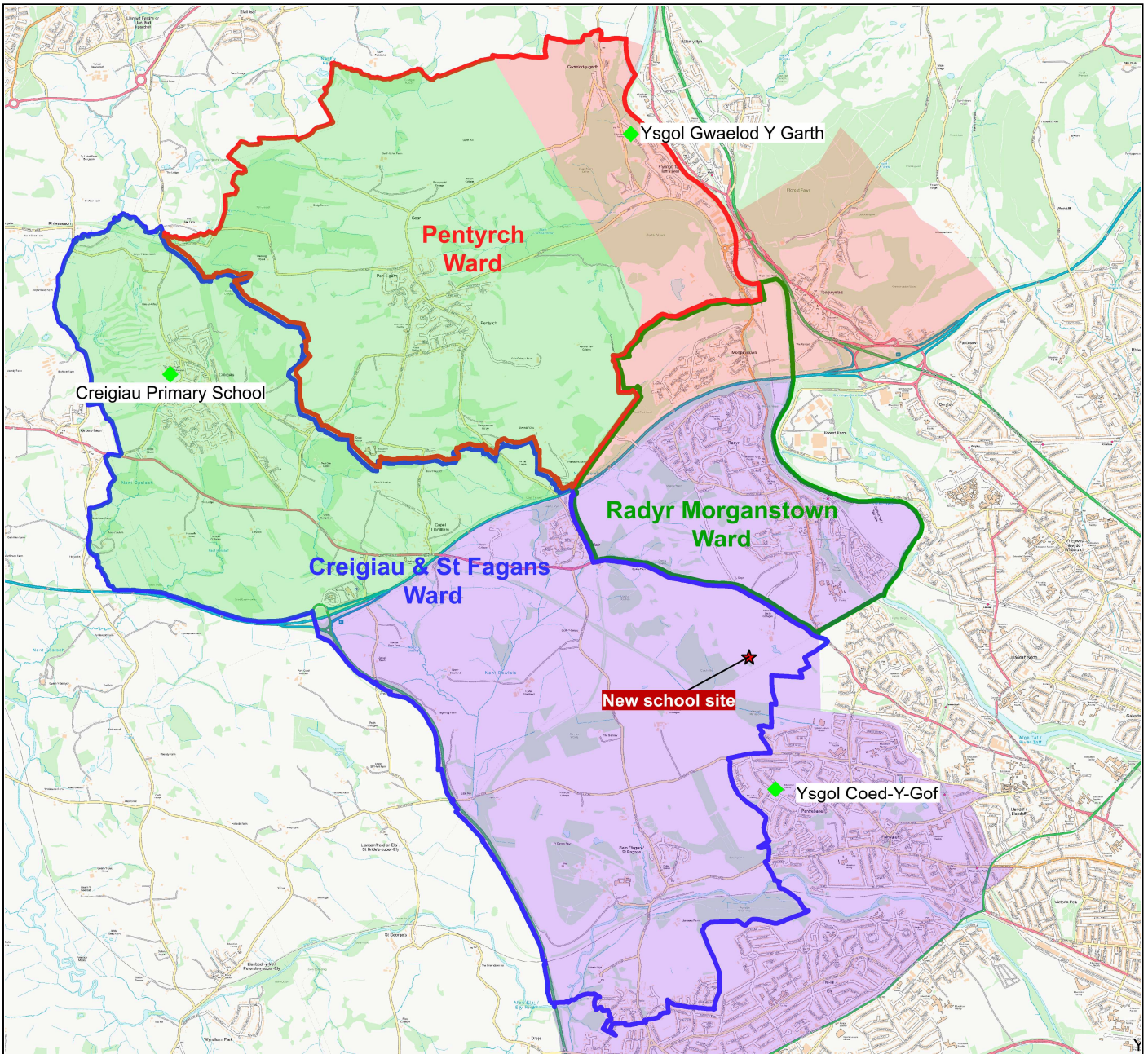
# English-medium Primary School Catchment Areas



This page is intentionally left blank



Welsh-medium Primary School Catchment Areas



This copy is produced specifically to supply County Council information. NO further copies may be made. Mair'n copi hwn wedi'i gynhyrchu'n benodol i gyflwynu gwybodaeth y Cyngor Sir. Ni ellir ganneud copïau pellach.  
 © Crown copyright and database rights 2017  
 Ordnance Survey 100023376  
 © Hawflaent y Goron a hawliau cronfa ddata 2017  
 Arswyd Ordnance 100023376

This page is intentionally left blank

### **Projections and Forecasts**

#### **Establishing local demand for English-medium school places in the Creigiau, Pentyrch and Radyr / Morganstown areas.**

In order to calculate the likely demand for English-medium primary school places in the in the Creigiau, Pentyrch and Radyr/ Morganstown areas, historic trends specific to the established school catchment areas have been used. The following paragraphs give details of these catchment areas, the data used and the methodology applied.

The geographical units that are most suitable to analyse in relation to the recent and future demand for primary school places in these areas have been identified as the following discrete catchment area primary schools: Bryn Deri Primary School, Creigiau Primary School, Danescourt Primary School, Pentyrch Primary School and Radyr Primary School.

A map indicating the location of, and catchment areas serving, English-medium primary schools and English-medium streams in dual stream primary schools is attached as Appendix 2.

#### **Projection methodology for existing and new schools**

Cardiff employs a robust projection methodology for planning school places which takes account of NHS GP registration data and school census data submitted by and verified by all Cardiff schools. As projections can only take account of historic and current information the Council also identifies trends within projections, and analyses school preference data and other contextual information to produce forecasts on a city wide basis and in each locality.

Data analysis allows projections to be prepared based on localised patterns at primary school catchment area level, by secondary school catchment area and on a city-wide basis. Each of these provide differing contextual information to inform the forecasting on the number of places that may be needed to meet the requirements of each area and of Cardiff as a whole.

School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

Separate to forecasts for existing housing in Cardiff, projections are prepared for new housing planned on large scale housing developments, including the strategic Greenfield and Brownfield housing sites identified in the Local Development Plan. These projections take account of census and housing information in Cardiff and allow a calculation of average numbers of pupils in each type of property.

The Education Supplementary Planning Guidance adopted in 2017 sets out the following average yields in each type of property, taking account of the most recent census data.

Year group	Yields from Flats / Apartments					Yields from Houses / Bungalows				
	1 bed	2 bed	3 bed	4 bed	5+ bed	1 bed	2 bed	3 bed	4 bed	5+ bed
Nursery	0.0102	0.0390	0.0567	0.0470	0.0102	0.0210	0.0507	0.0579	0.0610	0.0555
Primary	0.0155	0.0749	0.1793	0.2329	0.0649	0.0501	0.1247	0.2290	0.2947	0.3059
Secondary	0.0058	0.0287	0.1125	0.1179	0.0373	0.0336	0.0604	0.1666	0.2553	0.2806
6th Form	0.0007	0.0079	0.0345	0.0280	0.0116	0.0092	0.0165	0.0513	0.0864	0.1049

Projection data based on average yields cannot, however, be used to accurately forecast the impact of new housing on the demand for places in each year group.

As a significant proportion of families moving to new housing developments are moving within their local area, the increase in the number of school places required locally and city-wide may be less than would be the case if families have moved into Cardiff. Families moving a short distance to a new development may not wish to transfer their child(ren) to a new school. Consequently, families moving into established housing may therefore have greater difficulty in accessing a local place in an established school.

The rate at which housing on planned new developments is built and occupied depends on a number of market-related factors.

**English-medium primary school capacity and take up of places in the Creigiau, Pentyrch and Radyr/ Morganstown areas.**

Table 2 sets out the numbers of pupils on roll in the English-medium and duals stream primary schools serving the Creigiau, Pentyrch and Radyr / Morganstown areas, and the level of surplus capacity at each school at October 2020 (most recent verified NOR data).

**Table 2 – Number on Roll and total surplus capacity – Reception to Year 6 (NOR October 2020)**

Primary School	PAN	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total	Total Capacity	Surplus	% Surplus
Bryn Deri	30	30	29	30	31	30	30	30	210	184	-26	-14.1%
<sup>1</sup> Creigiau (EM/WM)	29 EM 29 WM	50	49	53	47	57	55	49	360	378	18	4.8%
Danescourt	60	53	61	60	60	58	59	59	410	420	10	2.4%
<sup>1</sup> Gwaelod y Garth (EM/WM)	7 EM 26 WM	34	39	31	33	38	37	36	248	237	-11	-4.6%
Pentyrch	20	12	20	20	24	22	21	23	142	140	-2	-1.4%
Radyr	60	60	59	59	59	57	61	60	415	420	5	1.2%
Tongwynlais	28	23	24	26	23	28	22	26	172	191	19	9.9%
<b>Total</b>	<b>234</b>	<b>262</b>	<b>281</b>	<b>279</b>	<b>277</b>	<b>290</b>	<b>285</b>	<b>283</b>	<b>1957</b>	<b>1970</b>	<b>13</b>	<b>0.6%</b>

This data is for English-medium places except for Ysgol Gynradd Creigiau and Ysgol Gynradd Gwaelod Y Garth which operate a dual stream system and so the capacities and number on roll are combined.

Based on the most recent published data for the school capacities in this area, there is little surplus within schools across the wider area.

Parents are able to express a preference for any school, and depending on local demand, children may secure a place at a school that is not their catchment school.

---

<sup>1</sup> Note that for both dual stream schools, the published NOR data does not specify which stream they are in and is a combined figure.

**Current take up of places at English-medium and dual stream primary schools in the Creigiau, Pentyrch and Radyr/ Morganstown areas.**

Table 4 compares the number of pupils resident in January 2020 (most recent PLASC data) within the catchment areas serving the English-medium and dual stream primary schools, and the school attended.

<b>Table 4 – Take up of places at English-medium and dual stream primary schools, by English-medium catchment area – Reception to Year 6</b>									
<b>Catchment Area</b>									
<b>School Attended</b>	<b>Bryn Deri Primary School</b>	<b>Creigiau Primary School (EM catchment)</b>	<b>Danescourt Primary School</b>	<b>Gwaelod y Garth Primary School (EM catchment)</b>	<b>Pentyrch Primary School</b>	<b>Radyr Primary School</b>	<b>Tongwynlais Primary School</b>	<b>Other</b>	<b>Total</b>
Bryn Deri Primary School	154	1	2	3	3	28	1	13	205
Creigiau Primary School	2	103		1	26			47	179
Danescourt Primary School	4	2	198	1	4	26		182	417
Gwaelod y Garth Primary School	4			28	1	1		16	50
Pentyrch Primary School		1		1	123	5	2	14	146
Radyr Primary School	32	1	8		17	327	2	27	414
Tongwynlais Primary School	1		1	7	2	4	134	29	178
Pupils in catchment attending schools listed	197	108	209	41	176	391	139	328	1589
Number from catchment attending other EM schools	6	3	7	2	4	11	15		48
Total pupils resident in catchment attending EM primary schools	203	111	216	43	180	402	154	-	1309



The number of primary age pupils resident in the catchment areas of the above schools attending any English-medium primary schools in Cardiff, totals **xxxx**. This compares with the combined capacity of English-medium schools and streams in this locality of 1638 places. There is therefore a collective surplus for this area of approximately **x%**.

**Recent and projected demand for English-medium community primary school places within the catchment areas for Pentyrch, Creigiau and Radyr/ Morganstown.**

Table 5 below sets out the recent and projected demand for English-medium places at entry to Reception year in the community primary school catchment areas in the Creigiau, Pentyrch and Radyr / Morganstown areas, from existing housing and do not include any figures from the planned housing developments.

This data considers the most recent information supplied by the NHS in summer 2020, and recent patterns of migration and take up of places.

Table 5 – Recent and Projected Demand at Reception for English-medium places.					
		Forecasts based on NHS Data			
Catchment area	PAN	2020-21	2021-22	2022-23	2023-24
Bryn Deri	30	23	16	12	18
Creigiau (EM stream)	29	15	13	13	12
Danescourt	60	26	25	21	17
Gwaelod Y Garth (EM stream)	7	4	3	5	3
Pentyrch	20	16	20	18	19
Radyr	60	48	37	38	31
Tongwynlais	28	22	28	19	23
Total	234	154	142	126	123
Surplus / Projected Surplus		80	92	108	111
		34%	39%	46%	48%

Overall, there is a large amount of surplus places projected for English medium primary school places in the wider area. However, there are few surplus English-medium places projected in the catchment area of Pentyrch Primary School. Whilst surplus places are projected at the next nearest schools (Creigiau Primary School and Radyr Primary School), these are expected to be highly subscribed in the next five years as new housing is developed.

As evidenced in tables 3 and 4, a significant proportion of pupils take up places in these schools who are not resident from within the catchment areas for these schools. This trend may also continue. Pupils' resident outside of Cardiff are also able to take up places at Cardiff schools, subject to sufficient places being available, and may meet higher oversubscription criteria such as residing in closer proximity than some Cardiff applicants who may also be out of the catchment area of that school.

Changes to school catchment areas may allow for an improved balance in the supply of and take up of places for a limited period whilst birth rates are at a low level but it is anticipated that these will stabilise and increase in future years, and new housing will increase the number of children in nearby areas.

### **Projected yield of pupils from significant housing developments within the Creigiau, Pentyrch and Radyr / Morganstown areas.**

Several housing developments have been approved as part of the Local Development Plan for Cardiff in 2016 within the geographical area that is incorporated by these school catchment areas. Separate s106 agreements are in place to ensure that sufficient school provision is available to serve each development.

- Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site was granted by the Council's Planning Committee in February 2016. The yield of primary school age children from this development is projected at 189 children (27 per year group).
- Outline planning consent for the construction of up to 290 dwellings on Land South of Pentrebane Road was granted by the Council's Planning Committee in December 2016. The yield of primary school age children from this development is projected at 85 children (12 per year group).
- Outline planning consent for the construction of up to 5970 dwellings on the North West Cardiff (wider Plasdŵr) site was granted by the Council's Planning Committee in March 2017. The yield of primary school age children from this development is projected at 1254 children (179 per year group).
- Outline planning consent for the construction of up to 300 dwellings (subsequently reduced to 260 dwellings) on the Goitre Fach Farm site was granted by the Council's Planning Committee in March 2017. The yield of primary school age children from this development is projected at 72 children (10 per year group).
- Outline planning consent for the construction of up to 1500 dwellings on Land North of Junction 33 was granted by the Council's Planning Committee in February 2017. The yield of primary school age children from this development is projected at 432 children (62 per year group).

Whilst the city-wide take up of places at entry to Reception Year in the most recent intake is approximately 18.5% Welsh-medium: 81.5% English-medium, the take up of places in each community varies greatly.

The development at Goitre Fach Farm has a projected yield of 10 pupils for each year group, of which 8 pupils would take up places in English-medium schools taking

account of the most recent city-wide take up. A range of 6-10 pupils requiring places is assumed to take account of fluctuation.

This page is intentionally left blank

**Equality Impact Assessment  
Corporate Assessment Template**

**Appendix 5**

<p><b>Policy/Strategy/Project/Procedure/Service/Function Title:</b></p> <p>Schools Organisation Planning: To provide additional English-medium primary and nursery school places at Pentyrch Primary School.</p>
<p><b>New</b></p>

<p><b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b></p>	
<p>Name: Richard Portas</p>	<p>Job Title: Assistant Director</p>
<p>Service Team: School Organisation Programme</p>	<p>Service Area: Education</p>
<p>Assessment Date: June 2021</p>	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

<p>Proposal to: expand Pentyrch Primary School from 140 places to 210 places (one form of entry) and to establish a nursery provision with 48 part time places to serve parts of Pentyrch, Creigiau &amp; St Fagans and Radyr/ Morganstown.</p>
---

**2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

<p>Cardiff’s Local Development Plan (2006-2026) sets out to identify the infrastructure required to facilitate and sustain the city’s projected level of growth. As part of this, it has identified eight strategic sites (containing 500 or more dwellings and / or significant employment uses) to meet the needs for new homes and jobs; a number of these sites are located in northwest Cardiff, near to the village of Pentyrch.</p> <p>These developments will increase the number of children in the area seeking school places and will have an impact on the availability of places in existing schools.</p> <p>The Council’s Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff’s projected level and distribution of growth, furthermore provision of primary schools to serve the Strategic sites were detailed as a policy requirement for essential infrastructure necessary to support the development.</p>
---

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

The Council's Supplementary Planning Guidance (SPG) sets out the circumstances in which the Council could seek section 106 contributions from developers towards school facilities.

A section 106 agreement was negotiated with the developer of the Goitre Fach Farm site in 2017 which provides the Council with financial contributions to expand school provision serving the development.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

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

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

The aim of this proposal is to provide additional English-medium places for children aged 3-11 years in the area of Creigiau & St Fagans, Pentyrch and Radyr / Morganstown.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

It is believed that the additional English-medium school places provided by this proposal would benefit the community in this area and would be implemented in such a way that the potential for negative impact on existing other local schools would be limited.

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

The council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data;
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

Provision for age groups not accommodated by this proposal have been considered outside of this proposal as part of the Local Authority's implementation of the 21st Century Schools program which includes provision of school places at all stages of education.

The project is considered to be a legitimate proposal to achieve a desired aim.

### 3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the existing school building and any alterations made to it.

The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins to ensure that any differential impact on disability was addressed appropriately.

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

As above

### 3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.4. Marriage and Civil Partnership**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.5 Pregnancy and Maternity**



**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

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

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

As above

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

The proposal would have greater impact on the population closer to the development than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.

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

The provision being proposed would be accessible to all ethnic groups. Compliance

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

with the Council’s policies on equal opportunities would be adhered to.

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council’s policies on equal opportunities.

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

The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		X	
Women		X	

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

None

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

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

Maintained school provision admits pupils of both sexes and this would continue to be the case.

The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.

**3.9 Sexual Orientation**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

None

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

(Fears that recruitment opportunities could be affected by sexual orientation)

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.

**3.10 Socio-economic Duty**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	Yes	No	N/A
		x	

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

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

The proposal seeks to offer additional school places within the area of Pentyrch, Creigiau & St Fagans and Radyr/ Morganstown. There will be no impact outside of the socio-economic duty of the residents in this part of the city.

If this local population is disproportionately advantaged / disadvantaged to that typically found across the city, then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.

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

Increased admission to Pentyrch Primary School based on the proposed extra pupil numbers would be based on the existing Admission Policy. There are no plans to change the Council's policy on the admission of children to community schools as a result of this proposal.

In accordance with the requirements of the Welsh Government's Admissions Code, Admissions arrangements for the 2023/2024 school year in which revised arrangement would take effect, would be subject to consultation in the period between 1 September 2021 and 1 March 2022, and determined by 15 April 2022.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

### 3.11 Welsh Language

Will this Policy/ Strategy/Project/Procedure/Service/Function have a **differential impact (positive/negative)** on the Welsh Language?

	Yes	No	N/A
		X	

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

Whilst this proposal relates specifically to increasing English language school places, the Council has brought forward separate proposals to meet the demands for Welsh language school places in this area of the city.

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

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

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council’s plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff’s WESP, and to meet the targets set out in the Welsh Government’s Cymraeg 2050 strategy.

A separate proposal has been brought forward to provide further Welsh-medium and school places for 3-11 year olds as part of the Council’s Local Development Plan (2006-2026) for the Plasdwr development in the North West of the city.

The Council will also continue to review the obligation to promote Welsh-medium education via the WESP.

**4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council’s Accessibility Officer would be given the opportunity to comment on the scheme.

**5. Summary of Actions [Listed in the Sections above]**

<b>Groups</b>	<b>Actions</b>
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

Socio-economic Duty	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	<p>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p> <p>Compliance with the Council's policies on equal opportunities would also be adhered to.</p>

#### 6. Further Action

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

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : S Karseras	Date: 24/06/21
Designation:	
Approved By:	
Designation:	
Service Area: Schools and Lifelong Learning	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk)

**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

13 July 2021

---

**SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN  
AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN)**

---

**Purpose of Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 15 July 2021. The purpose of the attached report is to enable the Cabinet to consider recommendations to hold a public consultation on proposals to transfer, expand and redevelop The Court Special School in line with the Band B 21<sup>st</sup> Century Schools priority scheme, and on the proposed establishment of specialist learning resource provision at Moorland Primary School.

**Background**

2. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.
3. The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff. Four special schools are identified for redevelopment: Riverbank Special School and Woodlands High School, for pupils with complex learning needs/ autism, and The Court School and Greenhill School, for pupils with emotional health and wellbeing needs.

4. Proposals in relation to Riverbank and Woodlands were agreed by the Welsh Minister on 21 July 2020. This paper sets out the proposals in relation to The Court School. Proposals regarding specialist provision for secondary age pupils with emotional health and wellbeing need and Greenhill School will be brought forward in later in the year. A copy of the 14 December 2017 Cabinet Report is included at **Appendix 1**.
5. Places for pupils with Complex Learning Needs (CLN) are offered in a range of settings across Cardiff which support identified pupil needs. This includes supported placements at both primary and secondary level in mainstream school and places in specialist resource base (SRBs) and special schools.
6. Band B projects to expand special school places at Riverbank and Woodlands Special Schools are underway, but further work is needed to increase resource base provision in the short term to increase the range of options for learners with complex learning needs.
7. The majority of resource base places are currently located in the north and east of the city. To improve access to resource base places for children living in the central south areas of the city, it is proposed to establish a base at Moorland Primary School.

### **Key Proposals of the Cabinet Report**

8. The Cabinet Report proposes the following:
  - Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to new build accommodation across two sites at Fairwater Primary School and the current St Mellons, CiW Primary School site in Llanrumney with 36 pupils on each site from September 2025.
  - Establish a SRB for primary aged children with Complex Learning Needs at Moorland Primary School from September 2022.



## Issues highlighted in the report to Cabinet

9. The following issues are highlighted in the Cabinet report, as at **Appendix A**:

- *Condition and Suitability (paragraphs 13 – 18)*
- *Sufficiency in the Special Sector (paragraphs 19 – 27)*
- *Primary Emotional Health and Wellbeing Needs provision (age 4-11) (paragraphs 28 - 33)*
- *Primary Complex learning/ autism provision (age 4-11) (paragraphs 34 – 38, plus Appendix 2)*
- *Geographical distribution of specialist provision (paragraphs 39 - 42, plus Appendix 3)*
- *Summary of provision (paragraph 43)*
- *The Court Special School (paragraphs 44 - 47)*
- *Land Matters related to The Court School (paragraphs 48 - 55)*
- *Complex Learning Needs Specialist Resource Base (paragraphs 56 - 63)*
- *Land matters relating to Moorland Primary School (paragraphs 64 - 70)*
- *Health provision (paragraphs 71 - 72)*
- *Admission arrangements (paragraph 73)*
- *Impact of the proposal on the Welsh Language (paragraphs 74 - 86)*
- *Learner Travel Arrangements (paragraphs 87 - 89)*
- *Community Impact (paragraphs 90 - 93)*
- *Wellbeing of Future Generations (paragraphs 94 - 96)*
- *Local Member consultation (paragraph 97)*

10. The draft cabinet report also provides details on the following areas:

- *Financial Implications (paragraphs 99 - 105)*
- *Legal Implications including EIA where appropriate (paragraphs 106 - 117)*
- *HR Implications*
  - *The Court Special School (paragraph 118)*
  - *Moorland Primary School (paragraph 119)*

- Transport Matters
  - Transport matters relating to The Court at the proposed Fairwater Primary School site (*paragraphs 120 - 126*)
  - Transport matters relating to The Court at the proposed St Mellons CiW Primary School site (*paragraphs 127 - 131*)
  - Transport matters relating to Moorland School SRB (*paragraphs 132 - 136*)
- Property Implications (*paragraphs 137 - 139*)
- Equality Impact Assessment (*paragraphs 140 – 141, plus Appendix 4*)

11. The report is supported by a number of appendices covering:

- Appendix 1: Cabinet Report, 14 December 2017
- Appendix 2: Projections and Forecasts
- Appendix 3: Specialist provision maps showing location of existing provision
- Appendix 4 - Equality Impact Assessment

### **Recommendations set out in the Cabinet Proposals**

12. The Cabinet is recommended to:

- (i) authorise officers to consult on proposals to:
  - Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to new build accommodation across two sites at Fairwater Primary School and the current St Mellons, CiW Primary School site in Llanrumney from September 2025.
  - Establish a Specialist Resource Base (specialist resource base) for up to 20 primary aged children with Complex Learning Needs (CLN) at Moorland Primary School from September 2022.
  
- (ii) Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013

## **Scope of Scrutiny**

13. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 15 July 2021.

## **Way Forward**

14. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (Director of Education and Lifelong learning), Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) will be present and available to answer any questions Members may have.
15. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

## **Legal Implications**

16. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

## **Financial Implications**

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

## **RECOMMENDATIONS**

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;
- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

**Davina Fiore**

**Director of Governance and Legal Services**

**8 July 2021**

**BY SUBMITTING THIS REPORT TO THE CABINET OFFICE, I, (DIRECTOR NAME) (DIRECTOR TITLE) AM CONFIRMING THAT THE RELEVANT CABINET MEMBER(S) ARE BRIEFED ON THIS REPORT**

## **APPENDIX A**

**CARDIFF COUNCIL  
CYNGOR CAERDYDD**

**CABINET MEETING: 15 JULY 2021**

---

**SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN)**

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

**AGENDA ITEM:**

---

### **Reason for this Report**

1. To enable the Cabinet to consider recommendations to hold public consultation on proposals to transfer, expand and redevelop The Court Special School in line with the Band B 21<sup>st</sup> Century Schools priority scheme, and on the proposed establishment of specialist learning resource base provision at Moorland Primary School.
2. It is proposed to:
  - Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to new build accommodation across two sites at Fairwater Primary School and the current St Mellons, CiW Primary School site in Llanrumney with 36 pupils on each site from September 2025.
  - Establish a Special Resource Base (SRB) for primary aged children with Complex Learning Needs (CLN) at Moorland Primary School from September 2022.

### **Background**

3. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21<sup>st</sup> Century Schools Programme.

4. The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff. Four special schools are identified for redevelopment: Riverbank Special School and Woodlands High School, for pupils with complex learning needs/ autism, and The Court School and Greenhill School, for pupils with emotional health and wellbeing needs.
5. Proposals in relation to Riverbank and Woodlands were agreed by the Welsh Minister on 21 July 2020. This paper sets out the proposals in relation to The Court School. Proposals regarding specialist provision for secondary age pupils with emotional health and wellbeing need and Greenhill School will be brought forward in later in the year. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.
6. Places for pupils with Complex Learning Needs are offered in a range of settings across Cardiff which support identified pupil needs. This includes supported placements at both primary and secondary level in mainstream school and places in Specialist Resource Bases and special schools.
7. At present, both primary and secondary schools in Cardiff host specialist resource base provision. Some are designated to support children with complex learning needs who require a specialist curriculum taught in a small class environment; some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.
8. The purpose of a SRB designated for complex learning is to enable learners with severe learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school.
9. The number of children requiring specialist placement as a result of their complex learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.
10. A review of cases of children aged 0-3 with ALN, known to the Council, confirms that the number of children with complex needs admitted to Reception year will continue to grow in coming years despite a fall in total school intakes.
11. Band B projects to expand special school places at Riverbank and Woodlands Special Schools are underway, but further work is needed to increase resource base provision in the short term to increase the range of options for learners with complex learning needs.
12. The majority of resource base places are currently located in the north and east of the city. To improve access to resource base places for

children living in the central south areas of the city, it is proposed to establish a base at Moorland Primary School.

## Issues

### Condition and Suitability

13. Cardiff has a very large education estate, with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.
14. Approximately £17m, or 14%, of maintenance and condition issues of the estate have been addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.
15. This nonetheless leaves a significant maintenance backlog of approximately £68m, of which circa £8m is Equality Act 2010 compliance. The Local Authority's current spend on school asset renewal has been circa £4.7m per annum. In 2018-2019, the Council allocated an additional £25m of funding over the next 5 years to the school's asset renewal budget. This resource is allocated on a priority basis and is predominantly limited to keeping properties safe and watertight.
16. As part of the prioritisation of schools within the Band B programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
  - Sufficiency of places available;
  - Condition of the school buildings;
  - Suitability of the environment for teaching.
17. The Court Special School is rated D for condition and D for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.
18. Replacing and significantly expanding this school is therefore essential if the Council is to fulfil its statutory responsibility to provide appropriate education for children with Additional Learning Needs.

### Sufficiency in the Special Sector

19. The majority of learners with ALN attend a local mainstream school, and benefit from effective Additional Learning Provision (ALP), without the need for special school or Specialist Resource Base places. However, the number of pupils with severe and complex needs, requiring a place in a special school or specialist resource base has continued to grow due to:

- Pupil population changes, with the larger primary cohorts now moving through to secondary phase.
  - Improved survival rates for children born with significant disabilities, resulting in a higher incidence of severe and complex disabilities. Cardiff schools are highly inclusive, and the extent to which pupils' additional learning needs can be met in their local schools has increased steadily; however, the increased complexity of the population has meant that the need for specialist provision has continued to grow, and the range of expertise, specialist support and facilities required in special schools and SRBs has also increased.
  - Increased incidence and identification of specific needs such as autism, ADHD, physical disabilities and sensory impairments.
  - Higher incidence of children and young people with emotional health and wellbeing needs, a trend which pre-dates COVID 19, but has been exacerbated by school closures and other measures to manage the pandemic.
20. At the end of March 2021, Cardiff maintained 2265 statements. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.
  21. Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional needs are best supported in their local mainstream schools. The Council will continue to provide support, training and resources to schools, promote the sharing of best inclusive practice and ensure that learners with ALN access effective support in their local school.
  22. However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex Additional Learning Needs require access to the specialist environments and expertise of a special school or specialist resource base (SRB).
  23. In 2020-21, a total of 1,116 places were funded in Specialist Resource Bases or special schools, while the wellbeing and speech and language classes had capacity for up to 48 primary learners on temporary placements and 90 places in the Pupil Referral Unit (PRU).
  24. Whilst there are a number of existing specialist settings across Cardiff, there are currently insufficient places available. This insufficiency of places compared to need is projected to increase over coming years.
  25. Owing to insufficient places in Cardiff maintained special schools, the Council has also funded some places at special schools maintained by other LAs, or in independent schools. In addition, the Council is responsible for funding additional support or specialist placement provided by other local authorities for children looked after who are placed out of area. The total spend on all 'out of county' provision, was £6.3m in 2020-21. The budget for 2021-22 is currently set at £7.3m.



26. Spending on independent places and special school places in neighbouring local authorities has grown to c£3.8m in 2020/21, of which c£2.5m has funded places in specialist provision for those learners with Emotional Health & Wellbeing Needs. Some of these may have been able to be placed at The Court if a greater number of places were available. Without investment in additional places, this figure would be expected to grow significantly in future years. To address the shortfall of places in the primary phase, the replacement and expansion of the existing Court buildings in 21<sup>st</sup> Century facilities would provide the best opportunities for learners and would represent a more efficient use of resources.
27. The cost to the Council of school transport for learners with Emotional Health & Wellbeing Needs to these placements averaged c£6,000 per child in 2018/19 (the most recent year pre-Covid restrictions). It is anticipated that replacement and expansion of the existing Court school would significantly reduce average transport costs per learner, as average journey lengths would reduce for those currently transported over longer distances to schools outside/further from Cardiff.

#### **Primary Emotional Health and Wellbeing Needs provision (age 4-11)**

28. In 2020/ 2021 Cardiff maintains 42 primary special school places, and 40 places in primary Wellbeing classes, for children with emotional health and wellbeing needs. This will increase to a total of 90 in 2021/ 2022, as the Wellbeing Class at Lakeside Primary School is due to open 8 further places.
29. The primary Wellbeing Classes provide a temporary specialist placement for children at risk of exclusion or experiencing significant emotional difficulties. The pupils are dual registered, and are supported to reintegrate to their local school. This early intervention approach can help to prevent the escalation of needs, and reduce the risk that children will need placement in the special school. The Wellbeing Classes have reported good learning and wellbeing outcomes for pupils who have accessed the programme.
30. The Court Special School caters for children with more complex, long term needs who require a more permanent placement in a specialist setting.
31. Taking account of all children requiring such a placement, including those placed out of county, and in mainstream awaiting specialist placement, the demand for places is estimated to be circa 103 in 20/21, rising to 119 by 2025/ 2026. Allowing for a 10% surplus to support flexibility, capacity is required for 113 pupils in 20/21, and 131 pupils by 2025/ 2026.
32. In summary, there is an estimated provision gap of 31 places in 20/21, rising to 41 places in 2025/2026. The proposed expansion of The Court would provide 30 additional places, reducing this gap to 11 places.

33. This projection does not take account of a possible further increase in needs as an outcome of 'lockdown' measures during the COVID 19 pandemic. It is likely that further additional provision, focussed on early intervention in Wellbeing Classes, will be needed over the next few years to address this issue.

### **Primary Complex learning/ autism provision (age 4-11)**

34. In 2020/21 Cardiff maintains 445 primary special school and specialist resource base places for children with complex learning needs or autism. Projects previously agreed by Cabinet, to extend and rebuild Riverbank Special School and to establish a Specialist Resource Base at Ysgol Pwll Coch, will increase the total to 524 places by 2025.
35. Taking account of all children requiring such a placement, including those placed out of county, and in mainstream awaiting specialist placement, the true demand for places is estimated to be circa 500 in 2020/ 2021, rising to 547 by 2025/ 2026.
36. Allowing for a 10% surplus to support flexibility, capacity is required for 550 pupils in 2020/ 2021, and 602 pupils by 2025/ 2026.
37. In summary, there is an estimated provision gap of 89 in 2021/ 2022, rising to 108 by 2024/25. If there were no further growth beyond current plans in relation to Riverbank Special School and Ysgol Pwll Coch, a provision gap of circa 78 places will remain in 2025/ 2026.
38. Additional information, regarding projections and forecasts and the methodologies used to establish likely demand are set out in Appendix 2.

### **Geographical distribution of specialist provision**

39. The location of Specialist Resource Bases and Wellbeing Classes is not well-distributed across the city. A specialist provision map showing location of existing provision is attached at Appendix 3.
40. The lack of Specialist Resource Bases in some localities can disadvantage learners living in those areas. For example, many schools in the 'southern arc' of the city report that families are unwilling to take up the offer of a Specialist Resource Base or special school place because they are unfamiliar with the areas where provision is located and/ or may lack the means to travel easily to those areas.
41. Although free home to school transport is available for such children, sending a young child to school in an unfamiliar area is a difficult decision for parents/ carers. A better distribution of specialist resource bases across the city would improve access for pupils, and reduced travel times for many pupils, as well as increasing the number of places available.
42. The cost of transport for children with Additional Learning Needs has increased significantly in recent years. Further increases are expected given the growth in the ALN population. However, a better geographical

distribution of specialist provision would mitigate this increase through reduced journey times and distances.

### **Summary of provision**

43. The shortfall in provision has resulted in:
- Significant continued reliance on places in the independent sector.
  - Some learners remaining in mainstream school with support, contributing to the significant growth in the cost of mainstream statements.
  - A number of learners with highly complex needs who would be better placed in special schools, attending Specialist Resource Bases. While the bases have the expertise to meet the needs of these learners, the pupils themselves receive little benefit from placement in a mainstream environment and this over-reliance on specialist resource bases reduces the places available for learners who need and can benefit from a specialist resource base.
  - Increased risk of appeals to Tribunal.

### **The Court Special School**

44. The Court Special School is a 42 place school for city-wide learners aged 4-11 although the majority of placements are for children in Key Stage 2, aged 7-11. All of the children have significant emotional health and wellbeing needs (the PLASC designation is Behaviour Emotional and Social Difficulties – BESD although Cardiff avoids the use of this term as it tends to be shortened to ‘behaviour’ and can have a negative connotation).
45. All pupils enrolled at The Court School have a statement of special educational needs. The statutory assessment process for these young people has identified that their additional learning needs cannot be met in a less specialised environment.
46. The purpose of The Court School is to provide a specialist learning environment and curriculum, where learners can fulfil their potential.
47. Admission to the school is subject to a statement of Special Educational Need and is managed by the local authority, in line with the SEN Code of Practice for Wales, which will be replaced by the ALN Code from September 2021.

### **Land Matters related to The Court School**

48. The Council has identified the existing sites of Fairwater Primary School and St Mellons Church in Wales Primary School as the preferred sites for The Court, replacing the existing provision and operating over split sites.
49. Fairwater Primary School has a generous site of c4.8Ha and has been identified as of sufficient size to be shared with a new-build special school.

50. The current capacity of Fairwater Primary School is 239 places and the school had 210 children on roll in October 2020. The school has sufficient classroom space to accommodate a greater number of pupils and has re-designated these rooms for other purposes. Whilst the number of pupils in year groups fluctuates significantly between 19 and 41 pupils, the school has been able to accommodate all applicants for admission at the time of the greatest intakes to primary schools. The school also accommodates a Wellbeing Class.
51. Although Fairwater Primary School makes full use of its site and buildings, the size and configuration of the site would support the development of a new special school and would still enable Fairwater Primary School to retain a site which exceeds the site size requirements of a large community primary school.
52. In January 2020, The Council determined proposals for St Mellons Church in Wales Primary School to transfer from its existing site at Dunster Road, Llanrumney, to a new school site on the St Edeyrn's development.
53. The current capacity of St Mellons Church in Wales Primary School is 116 places and the school had 107 children on roll in October 2020. The school's site of c0.46Ha is lies adjacent to the 2.2Ha site of Pen Y Bryn Primary School. St Mellons Church in Wales Primary School will vacate its existing site in summer 2022 and the Council will take responsibility for the site and buildings.
54. Each of these sites, and local infrastructure off-site, would support the development of special school provision. If, following consultation and further feasibility work on preferred options, the Council decided not to proceed with establishing a school on the St Mellons Church in Wales Primary School site, the Council would consider alternative uses for the site or could dispose of the site for a capital receipt.
55. It is anticipated that the existing site of The Court School would be disposed of for capital receipt at the end of the build programme.

### **Complex Learning Needs Specialist Resource Base**

56. A Specialist Resource Base is a small class in a mainstream school, taught by specialist staff.
57. There are five Cardiff primary schools currently hosting Specialist Resource Bases for complex learning needs at present. These are hosted by Ysgol Gymraeg Pwll Coch, Bryn Hafod Primary School, Llanedeyrn Primary School, Llanishen Fach Primary School and Marlborough Primary School.
58. All Specialist Resource Bases are open to admission from across the authority, although as far as possible, pupils are offered places in the Specialist Resource Bases closest to their home.

59. In addition to complex learning needs bases, there are 2 primary specialist autism resource bases, at Springwood Primary School and Lakeside Primary School, a speech and language class at Allensbank Primary School and five primary Wellbeing Classes, hosted by Ysgol Gymraeg Pen y Groes, Fairwater Primary School, Springwood Primary School, Lakeside Primary School and Fitzalan High School.
60. The Specialist Resource Bases designated for complex learning provide two classes of up to 10 pupils; a class at Foundation Phase and a class at Key Stage 2. The pupils benefit from being taught in small classes with favourable pupil-staff ratios, taught by specialist staff. Pupils also benefit from opportunities to learn and socialise with their mainstream peers.
61. Admissions to the Specialist Resource Bases are managed by the Council, subject to a statement of Special Education Needs (SEN). Under the ALN Code, placement will be subject to an Individual Development Plan (IDP). The proposed capacity for 20 pupils would be in addition to the capacity of mainstream places in the school.
62. The opportunity to employ specialist staff and to work more closely with specialist services in Cardiff would enhance the school's capacity for inclusion and benefit all pupils in the school.
63. The provision of a Specialist Resource Base for complex learning at Moorland Primary School is proposed, to increase the number of places available to meet demand, and ensure that pupils living in the south central area of the city travel shorter distances to access specialist provision.

#### **Land matters relating to Moorland Primary School**

64. The Council is progressing works to replace early years accommodation at Moorland Primary School and to locate Flying Start provision on the site.
65. Early years provision for Moorland Primary School is located in a demountable unit at the rear of the school site. The unit has been rated as condition C. It currently accommodates 64 part-time Nursery places and 60 Reception class places.
66. This unit would be removed and a new building provided, accommodating the existing number of nursery class and Reception places.
67. Accommodation for the Specialist Resource Base would be provided as part of this planned work.
68. There is currently a boxing club located on part of the Moorland Primary School site. At present, the school redevelopment project is not reliant on the boxing club land. However, if this was to become available at a later date it would be beneficial to the school as it is a confined site.

69. The former Ysgol Glan Morfa school building is currently being appraised by the Council's housing department in relation to the delivery of Council housing on the site. The proposals will seek to deliver a replacement new boxing club facility on the former Ysgol Glan Morfa site as part of the residential scheme to free up the land currently occupied by the boxing club for use by Moorland Primary School.
70. The Caretaker's house sits within the school footprint. This will be demolished as part of the project. There is no capital receipt to be realised associated with this as the land will be reallocated for the school's use.

### **Health provision**

71. The proposals to expand specialist provision at the above school sites will have implications for health and other specialist services, working in partnership with schools to meet Additional Learning Needs. An additional factor is the ALN Reform Act 2018, which will introduce new responsibilities for health, education and social care to work together to coordinate assessment and provision. The Act 2018 will be implemented over a three-year period, beginning in September 2020.
72. In order to address these challenges together, the local authority and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral units. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision.

### **Admissions Arrangements**

73. The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.

### **Impact of the proposal on the Welsh Language**

74. The level of special educational needs/ additional learning needs in the Welsh-medium sector has historically been lower than in the English medium sector. This has been changing over the last 4-5 years, with schools reporting an increased incidence of ALN, in all areas of need.
75. A review of ALN in the Welsh-medium sector was undertaken with Welsh medium schools in 2016 to inform the Welsh in Education Strategic Plan (WESP). Schools reported a small but significant number of examples of pupils with ALN leaving the Welsh-medium sector in order to access specialist resource bases or special schools.
76. There was also some anecdotal evidence to suggest that some families who would otherwise choose Welsh-medium education opt instead for English medium if their child has ALN, through concern that their child may need to transfer to the specialist sector at a later date.

77. Through the WESP, Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.
78. A new primary base was established at Ysgol Gymraeg Pwll Coch, within the catchment area of Ysgol Gyfun Gymraeg Glantaf, where the secondary base is established. The two bases cater for learners with severe learning difficulties, providing a specialist curriculum and supporting a range of secondary needs including physical and medical needs, speech and language difficulties and autism.
79. In 2021 there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of support than that provided by the two existing bases. There are currently 8 secondary aged learners, and 15 primary aged learners who would benefit from placement in an ASD base. This is a short term priority, given the risk that if current placements fail, the only option would be to offer a transfer to an English medium setting.
80. A primary wellbeing class has been established, hosted at Ysgol Gynradd Pen y Groes. The wellbeing class works flexibly to address needs in different age phases, or to provide an outreach model, depending on current need.
81. To support emotional health and wellbeing needs in secondary phase, a 'virtual' base/ PRU has been piloted across the three secondary schools, starting in 2018. The pilot is due for further review in 2021.
82. The priority is to ensure the three schools have adequate facilities and accommodation to provide effective Step 3 and 4 provision, complemented by the virtual base/ PRU. Medium term, the virtual base/ PRU will eventually need a fixed location at one of the schools, with designated accommodation, to reduce the risk that young people with the most complex needs may need to leave the Welsh sector to access more specialist provision.
83. As the Welsh sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh-medium education is a genuine choice for learners with complex ALN.
84. The pool of ALN qualified and experienced teaching staff is limited in number, in comparison to the English sector. Any plan to develop Welsh medium specialist provision will need to be supported by an ALN Workforce Development Plan.
85. In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city. It is expected the plan will be available for public consultation in autumn 2021 before being submitted for approval to the Welsh Government in early 2022. The first

ten year Plan will commence on 1 September 2022 and expire on 31 August 2032.

86. Consultation on the draft WESP will seek views on how best to grow Welsh-medium education and on how to meet the local targets set by Welsh Government, in order to inform future proposals. The WESP will set out how the Council will increase the provision of Welsh-medium education for pupils with additional learning needs.

### **Learner Travel Arrangements**

87. There are no plans to change the Council's transport policy for school children.
88. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.
89. The Council's transport policy for school children can be viewed on the Council's website [www.cardiff.gov.uk/schooltransport](http://www.cardiff.gov.uk/schooltransport).

### **Community Impact**

90. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools and any community group to make sure that proposals avoid negative impacts if possible.
91. The schools that might be affected by the proposals are existing schools. Some offer after school activities and some have community organisations offering services from the school. It is not thought that there would be a negative impact on any of these activities.
92. With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. Welsh Government's aim for shared facilities in community-focussed school are to:
- Provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
  - Operate in line with the national agenda for sport taking into account nationally adopted strategies;
  - Generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
  - Increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
  - Use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;



- Provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.
93. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

### **Wellbeing of Future Generations**

94. In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.
95. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.
96. In order to maximise the long-term impact of this significant investment, any design taken forward for each school included in this proposal would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil populations needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses; such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

### **Local Member consultation (where appropriate)**

97. Additional learning needs provision is city-wide and members will be consulted as part of the public consultation.

### **Reason for Recommendations**

98. To meet demand for special school places for primary age learners with emotional health and wellbeing needs and complex learning needs.

### **Financial Implications**

99. This report outlines the request to proceed to public consultation on changes to ALN provision and schools intake within The Court and Moorland Primary Schools. Proceeding to consultation does not, in itself commit the Authority to future expenditure so there are no capital financial implications directly arising from this report. However, once a final options paper is provided it will be necessary for a full financial evaluation to be undertaken. The aim of this will be to provide assurance that the scheme remains affordable once all relevant costs and

contingencies for potential changes in delivery timescales have been incorporated.

100. The outline 21st Century Schools Band B Programme was approved by Cabinet in December 2017. At that time the overall value of the programme amounted to £284m, including the Court Special School project. The Welsh Government (WG) have not formally approved individual project budgets, but have given their in principle support to each project within Cardiff Council's programme.
101. The overall projected costs of the Court are included in the current Band B cash-flow forecast, to be funded through Welsh Government Grant (75%) and 21<sup>st</sup> Century Schools Invest to Save borrowing (25%). Any revenue costs in relation to these schemes, including capital financing costs will be funded through the SOP Revenue Reserve.
102. A capital receipts target of £25m is expected to fund part of the overall Band B programme. The source of these receipts has yet to be identified, but any site disposals resulting from building schools on new sites should be prioritised to fund Band B.
103. Financial implications in relation to the acquisition of the Ty Glas site are detailed in a separate cabinet paper and these should be considered in conjunction with these proposals.
104. This report sets out proposals that create additional school places in the ALN setting that will need to be funded from the existing delegated schools budget. This report highlights the high cost provision currently being incurred for this population of pupils either through Out of County Placements or enhanced CNE payments to mainstream pupils. Further work is required to identify the extent to which the additional costs identified can be covered by the savings in other costs without there being a significant pressure on overall school budgets.
105. The Moorland Early Years Unit is to be funded from WG Flying start grant of £1.3m, with remainder to be funded from the Education Asset Renewal budget. In order to ensure sufficient budget there will be a need to prioritise this scheme within the current asset renewal programme, with additional funding to be made available through the invest to save allocation of the schools capital budget.

**Legal Implications (including Equality Impact Assessment where appropriate)**

106. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age, including appropriate provision for pupils with special educational needs (or additional learning needs). Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998, but this does not provide a right to attend a certain school, as applications can still be refused where

this would prejudice the provision of efficient education or the efficient use of resources.

107. A local authority can make school organisation proposals, including making 'regulated alterations' to a community school or a community special school, under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013. The proposals set out in the report constitute 'regulated alterations' and must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.
108. Where an increase in a school's capacity is proposed, the Council must have regard to evidence of current or future need/demand in the area for additional places, with reference to the school's language category (and religious character / gender intake if applicable). The Code also includes specific factors to be considered in relation to proposals for the reorganisation of provision for Special Educational Needs (or Additional Learning Needs). Cabinet will need to be satisfied that all relevant factors are properly considered in relation to the proposals.
109. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of that Act and the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation. Case law has established that the consultation process should:
  - (i) be undertaken when proposals are still at a formative stage;
  - (ii) include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
  - (iii) provide adequate time for consideration and response; and
  - (iv) ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.
110. The Schools Organisation Code sets out further detailed requirements and guidance in relation to the statutory consultation, including the requirement for publication of a consultation document (and the contents of that document), a minimum 42 days consultation period including at least 20 school days, and a list of statutory consultees, including parents, pupils, governing bodies, religious bodies, the Welsh Ministers and Estyn.
111. The proposals in this report highlight the need to undertake property transactions should matters proceed following consultation. It is expected that the detail of those proposals will be provided in a future report where they can be considered in detail at that time.
112. If the proposals are taken forward, the admission arrangements, including admission numbers and catchment areas, will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.

113. In considering the proposals, the Council must have regard to its public sector equality 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. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers and must be able to demonstrate how it has discharged its duty. An Equalities Impact Assessment should be carried out to identify the equalities implications of the proposed decision, including inequalities arising from socio-economic disadvantage, and due regard should be given to the outcomes of the Equalities Impact Assessment.
114. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
115. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well-being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
116. Following the public consultation, the Council is required to issue a consultation report, setting out the issues raised by consultees and its response to those issues. At that stage, a further report is to be submitted to the Cabinet to decide how to proceed.
117. Further legal advice will be provided as proposals are progressed.

## **HR Implications**

### **The Court Special School**

118. There are significant HR implications arising from the proposal. Firstly, the proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansions. The Governing Body will be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services will provide advice, support and guidance to the Governing Body for the workforce planning and consequential

recruitment processes. Where Governing Bodies have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll will provide opportunities for school based staff on the school redeployment register. Secondly, the proposal includes the relocation of the Court School with the school proposed to operate dual site arrangements. This will require high levels of staff and trade union consultation; clear communication plans regarding the arrangements for the transition from one school site to another; in addition to staff involvement in the development of building specifications or designs.

### Moorland Primary School

119. HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a Specialist Resource Base at the school and the resulting need for additional staffing. Where the Governing Body have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of the establishment of the Specialist Resource Base will provide opportunities for school based staff on the school redeployment register.

### Transport Matters

#### Transport matters relating to The Court at the proposed Fairwater Primary School site

120. There are very good public transport links with several bus services a short walk from the school. Waun-gron Park rail station is approximately 0.75 miles (1.2km) from the school.
121. There is good walking route access to the school and good existing and proposed cycling links. Short term improvements due through the Ely Mill development with links via Cycleway 5 to the city centre. The Ely Trail runs along Bwlch Road immediately to the south of the site and continues to Cardiff Bay of varying standards: traffic-free/ on-road. Signed routes link through Canton to the centre with medium term improvements due for on-road light segregation cycle tracks.
122. A recent Transport Assessment for this site identified acceptable traffic impact due to a comparable (but larger) development.
123. Further various facilities for walking and cycling, including upgrading of the Bwlch Road crossing are proposed in the Fairwater area for another school project with provision due by late 2023. These would also improve walking and cycling access to/from Ely south of the railway line and river Ely and north east through Fairwater, Llandaff and the wider network.
124. The proposed location at the Fairwater Primary School site would give potential for a separate second access from the existing primary school access.

125. The development proposals may require a revised Transport Assessment which will confirm measures to be included as part of the application to maximise travel by sustainable modes and identify any further provision relating specifically to a proposal for The Court.
126. Learner Transport will need appropriate facilities for drop-off and pick-up.

#### Transport matters relating to The Court at the proposed St Mellons CiW Primary School site

127. There are good public transport links via Llanrumney & Countisbury Avenue and also from Newport Road which are within short walking distance for staff access. There is good walking route accessibility for local pupils and staff.
128. Cycleway 2 is planned along this section of Newport Road. A short-medium term future phase will replace the existing cycle lanes provision on this busy main road.
129. There are current parking issues outside the adjacent Pen Y Bryn Primary along Dunster Road. While the Transport team is monitoring the situation and reviewing the need for additional measures and parking controls outside all schools, the need for any additional measures outside the proposed site would be considered as part of that process.
130. The development proposals require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes.
131. Learner Transport will need appropriate facilities for drop-off and pick-up.

#### Transport matters relating to Moorland School SRB

132. The proposed SRB on the site of Moorland Primary School would serve pupils in the south central area of Cardiff and so is well-placed given its relatively central location, proximity to public transport routes and facilities, and potential for active travel connections.
133. The development proposals require a Transport Statement which has already identified measures to be included as part of the application to maximise travel by sustainable modes.
134. Learner Transport will need appropriate facilities for drop-off and pick-up. As the site is very constrained, initial considerations suggest the use of the adjacent turning circle on the Singleton Road cul-de-sac along the western boundary of the site to provide a designated area. This is directly adjacent to the school building access and would provide suitable access from Learner Transport vehicles.
135. A review of parking and loading restrictions and the provision of a School Street on both the adjacent streets (including Moorland Road on the east

side of the site) would improve safety by deterring vehicle access, and reducing congestion and parking issues.

136. Further proposed school safety measures would include improvements to road crossings, and general improved facilities for pedestrians and cyclists, including along desire lines through Moorland Park.

### **Property Implications**

137. This report outlines a number of property actions with any decisions relating the development, acquisition or disposal of property in regards to these schemes to be undertaken in conjunction with Strategic Estates in accordance with the agreed asset management processes and delegated authorities.
138. With respect of St Mellons Church in Wales School, there will be the management of the handover and transfer of the asset to Education.
139. Strategic Estates are supporting Education on the funding of the Moorland School development through managing the disposal of the former Ysgol Glan Morfa site which adjoins the Moorland Primary site. This capital receipt is ring fenced towards the delivery of the Moorland School Nursery and we will ensure best value is achieved through the disposal process.

### **Equality Impact Assessment**

140. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. This assessment will be reviewed after consultation.
141. A Statutory Screening Tool including Equality Impact Assessment is attached as Appendix 4.

## **RECOMMENDATIONS**

The Cabinet is recommended to

- (i) authorise officers to consult on proposals to:
- Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to new build accommodation across two sites at Fairwater Primary School and the current St Mellons, CiW Primary School site in Llanrumney from September 2025.
  - Establish a Specialist Resource Base (specialist resource base) for up to 20 primary aged children with Complex Learning Needs (CLN) at Moorland Primary School from September 2022.
- (ii) Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to

publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

<b>SENIOR RESPONSIBLE OFFICER</b> <b>Richard Portas</b>	<b>Director Name</b> <b>Melanie Godfrey</b>
	Date submitted to Cabinet office

*The following appendices are attached:*

### **Appendices**

Appendix 1: Cabinet Report, 14 December 2017

Appendix 2: Projections and Forecasts

Appendix 3: Specialist provision maps showing location of existing provision

Appendix 4: Equality Impact Assessment

*The following background papers have been taken into account*

DRAFT



**CABINET MEETING: 14 DECEMBER 2017**

---

**21<sup>ST</sup> CENTURY SCHOOLS CARDIFF COUNCIL'S BAND B  
PRIORITIES**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG  
LEARNING**

**AGENDA ITEM: 4**

---

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

**Reason for this Report**

1. To seek Cabinet approval for the priority schemes to be undertaken as part of Cardiff's Band B 21st Century Schools Programme.
2. To note the approval in principle by Welsh Government of the Strategic Outline Case submitted by Cardiff Council for Band B of the 21<sup>st</sup> Century Schools Programme and to authorise discussion with the Welsh Government to secure business case approval for individual schemes.

**Background**

3. At its meeting on the 12<sup>th</sup> of October 2017, the Cabinet received a report which outlined the challenges and opportunities facing Cardiff in the development of the education estate. This included:-
  - Sufficiency needs resulting from population growth.
  - Condition of the current school estate;
  - Suitability of the current estate to meet the demands of 21<sup>st</sup> century learning.
4. That report set out the Council's proposed vision for its Band B 21<sup>st</sup> Century School Strategy in that it was to deliver:

*"Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential"*

5. This vision was to be realised through the achievement of four key educational aims that directly link to the Welsh Government's national programme objectives:-
  - Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.
  - Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.
  - Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.
  - Aim 4: To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.
6. The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the Band B programme. The Band B phase of the 21st Century Schools Programme will commence in April 2019 and is scheduled to run until 2024.
7. Funding was therefore required to enable the Council to address the following priorities:-
  - Remove all "D" condition, end of life, school properties;
  - Address the eight form of entry sufficiency issue in the English medium secondary sector in the central area of the city;
  - Address the sufficiency, condition and suitability issues in the special sector, in both primary & secondary settings;
  - Address local sufficiency issues in welsh medium primary schools in the east and west of the city;
  - Address local sufficiency issues in english medium primary schools in Cardiff Bay and west of the city.
8. It was agreed at this meeting that the proposed schemes for Cardiff under the Band B phase of the 21<sup>st</sup> Century School Programme would be the subject of a Cabinet report, once the budget allocation from Welsh Government was known.
9. The Cabinet Secretary for Education, Kirsty Williams, announced on 10 November 2017 that £2.3bn had been earmarked to modernise education infrastructure in Wales. The announcement confirmed that Welsh Government is committed to supporting projects submitted in the Outline Strategic Business Cases by local authorities and further education institutions, subject to the approval of business cases for specific schemes.
10. The value of the programme submitted by Cardiff Council was £284 million, of which half would be funded by Welsh Government, and half by the Council. Welsh Government have subsequently confirmed approval in principle of the programme envelope for this sum, subject to the

approval of individual project business cases. This report outlines the proposed schemes in Cardiff under this programme.

### **Proposed Band B Schemes**

11. The Band B submission for 21<sup>st</sup> Century funding can only seek to address the most acute sufficiency and condition issues in Cardiff. Using a detailed and robust methodology that was directly aligned to Welsh Government's Strategic Objectives for its 21<sup>st</sup> Century School Programme, a prioritisation matrix was developed to identify those schools in the most need of investment. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
  - Sufficiency of places available;
  - Condition of the school buildings;
  - Suitability of the environment for teaching.
12. The sufficiency ratings for all schools were prepared using the corporate population database and projection methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology via independent specialist.
13. Welsh Government is committed to removing all "D" condition schools from Wales. Any schools that are classified as "D" category for condition should be automatically prioritised for investment under Band B.
14. Any project to increase the size of a school establishment, change its configuration or location will require statutory consultation and Cabinet determination. The statutory consultation would set out the detailed proposals and proposed location for each scheme. It would also indicate whether there were any proposed co-locations with other educational establishments. It is important that these are considered in full, alongside any collaborative opportunities, in order to optimise the economies and educational benefits that can be delivered from the projects. It is anticipated that any statutory consultation on the matters in this report this would commence during the spring of 2018.
15. It should be noted that because of the scale and number of proposed projects in the Band B investment programme, the delivery of the schemes will be undertaken in batches over the timespan of the programme commencing in 2019. As a result of the phasing, it may be necessary to put interim measures in place where sufficiency issues arise before new schools with increased capacity can be delivered.

### **Secondary schools - proposed Band B schemes**

16. To address the eight form of entry sufficiency issue that is forecast in the central area of the city from 2019, schemes affecting five English medium schools are proposed. Three of these secondary schools are also

catergorised as being in “D” Condition, ie. at the limit of planned lifespan. The schemes are as follows:

### **Cantonian High School**

17. It is proposed that Cantonian High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment. It includes an expansion of post 16 by 55 places to 150 places.

### **Fitzalan High School**

18. It is proposed that Fitzalan High School is rebuilt as a new 11-18 high school, with ten forms of entry (10FE). This will address the “D” condition categorisation and “D” categorised sufficiency issues in the local area.

### **Willows High School**

19. It is proposed that Willows High School is rebuilt and expanded to provide a new 11-16 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

### **Cathays High School**

20. It is proposed that Cathays High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “C” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

### **Cardiff High School**

21. It is proposed that Cardiff High School is expanded and remodelled to provide an 11-18 high school, with ten forms of entry (10FE). This is a two form of entry expansion, or 60 places per year (+2FE). It will address a “D” category sufficiency issue and remodelling and refurbishment works will address the “C” condition rating.

### **Special Schools - proposed Band B schemes**

22. Four special schools have been ‘D’ rated for suitability and are in need of replacement:
  - Riverbank School, for children aged 4-11 with severe and complex learning disabilities
  - Woodlands School, for pupils aged 11-19 with severe and complex learning disabilities

- The Court School for children aged 4-11 with emotional health and wellbeing needs also commonly referred to as 'behavior emotional and social needs.
  - Greenhill School for pupils aged 11-16 with emotional health and wellbeing needs.
23. However, the sufficiency issues in relation to additional learning needs (ALN) are not limited to the areas of need currently served by these four schools. Cardiff is anticipating a significant increase in the need for special school places for children and young people with:
- profound and multiple learning disabilities
  - autism spectrum conditions
  - severe and complex learning disabilities
  - emotional health and wellbeing needs
24. Sufficiency issues are also not limited to the populations currently served by the special schools. Cardiff lacks:
- suitable provision for secondary aged girls with emotional health and wellbeing needs
  - suitable provision for post-16 pupils with emotional health and wellbeing needs, who are not yet ready for transition to college or employment
25. The Council recognises that special schools are more than providers of education: at their best, they provide a locus for multi-agency assessment, planning and support. The multidisciplinary potential of special schools is of increasing importance in light of the Social Services and Wellbeing Act (date) and the Additional Learning Needs and Education and Tribunal Bill, both of which set out statutory responsibilities for agencies to follow a person-centred approach, with the child and their family at the heart of the process, and to implement a single unified plan to promote positive outcomes in relation to health, social care and education.
26. Special schools also play an important role in providing support, information and training for families and for mainstream schools.
27. Band B special sector schemes will therefore be required to deliver on several interconnected goals:
- to replace the 'D' rated accommodation at the four schools named in paragraph 22;
  - to increase capacity across the four areas of need identified in paragraph 23;
  - to address the gaps in provision identified in paragraph 24;
  - to enhance opportunities for multi-agency support and provision;
  - to enhance the role of special schools as a source of support for families and for mainstream schools.

28. The four capital schemes described below will provide a number of different options for re-shaping special school provision in Cardiff in line with these goals. They should not be regarded as 'rebuild and replace' projects, affecting only the four named schools, but as opportunities to review the pattern of provision across the seven special schools in Cardiff.
29. The Council will therefore work with our stakeholders including schools, health, and social services, to shape and appraise the options for reshaping special school provision in Cardiff.

**Primary special school: complex learning disabilities and autism spectrum conditions**

30. It is proposed to build a new 140 place primary special school, for children with severe and complex learning disabilities and children with autism spectrum conditions.
31. This project will enable the council to address the unsuitable accommodation currently used by Riverbank School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at primary phase.
32. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Riverbank and The Hollies Schools, and for health services that work with the schools, will need to be considered.

**Secondary special school: complex learning disabilities and autism spectrum conditions**

33. It is proposed to build a new 240 place secondary special school for pupils with severe and complex learning disabilities and pupils with autism spectrum conditions.
34. This project will enable the council to address the unsuitable accommodation currently used by Woodlands School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at secondary phase.
35. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Woodlands, the Marion Centre and for health services that work with the schools, will need to be considered.

**Primary special schools: emotional health and wellbeing needs**

36. It is proposed to build a new primary special school, for children with emotional health and wellbeing needs.
37. This project will enable the council to address the unsuitable accommodation currently used by The Court School, and to address sufficiency issues in relation to emotional health and wellbeing needs at primary phase.

38. The planned place number for this project is 48, but it is yet to be determined whether all of these places should be on a single discrete, special school site, or whether some classes should be based on mainstream school sites, operating as special school 'outreach classes', to enhance the opportunities for children with emotional health and wellbeing needs to maintain links with mainstream education, and to make a successful reintegration if appropriate.

### **Secondary special school: emotional health and wellbeing needs**

39. It is proposed to build a new secondary special school, for pupils with emotional health and wellbeing needs. This project will enable the council to address the unsuitable accommodation currently used by Greenhill School, and to address sufficiency issues in relation to emotional health and wellbeing needs at secondary phase.
40. The planned place number for this project is 112, but these places will be provided on 2 separate sites to ensure the number of vulnerable young people educated on one site does not exceed 56. The project will address the need for designated provision for girls, and for young people post-16 who are not yet ready to transfer to college or employment.
41. The Council will continue to develop collaboration between education and social services, and with Cardiff and the Vale University Health Board, to develop a more holistic approach to therapeutic support for vulnerable learners and their families.

### **Primary Schools - proposed Band B schemes**

42. Four primary schemes that have been prioritised for investment within Band B. These include two English medium and two Welsh medium schools. This will address localised sufficiency issues that will present within the catchment areas within the timescale of the Band B investment. These four primary schools are:

#### **St Mary the Virgin Primary School**

43. It is proposed that St Mary the Virgin Primary School is replaced with a new school and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected English-medium sufficiency issues in Grangetown/Butetown area, along with addressing additional pupil yield generated from a number of new housing developments that have gained approval. This scheme was deferred from the Band A Investment programme.

#### **Fairwater Primary School**

44. It is proposed that Fairwater Primary School is enlarged and its capacity increased by 30 places per year to establish a two form of entry school (2FE). This will address projected English-medium sufficiency issues in its catchment area, along with addressing additional pupil yield

generated from a number of new housing developments that have gained approval.

### **Ysgol Pen y Pil**

45. It is proposed that Ysgol Pen y Pil is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the east of Cardiff.

### **Ysgol Gymraeg Nant Caerau**

46. It is proposed that Ysgol Gymraeg Nant Caerau is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the south west of Cardiff.

### **Maximising investment for community benefit**

47. Educational assets are a vital investment into the heart of a community. Significant investment in school should actively contribute a wide variety of benefits to the local area.
48. To date, the Council has ensured that all its new facilities are accessible to the local community. New facilities are designed in such a way to allow extended use of all the facilities, whether internal such as main hall, dance or recording studios or external facilities such as MUGA's and 3G sports pitches.
49. The Council seeks to maximise community benefits wherever possible, including benefits for children and young people, through its procurement practices. The Council has explicitly identified this as one aspect of its programme to promote children's rights, as a participating member of the UNICEF Child Rights Partner Programme. This commitment will be reflected in any tender documentation, on a project-by-project basis.
50. In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets through the delivery of Band B 21st Century Schools programme. These will build stronger communities and in turn develop the local economy to reduce social exclusion and poverty in deprived areas.
51. Delivery of Community Benefits is overseen by a Community Benefits Board, which was established in January 2017. The role of the Board is to co-ordinate the social value agenda across Cardiff Council and maximise the community benefits delivered. The Board includes senior managers from across the Council and meets on a quarterly basis.

### **Indicative Cost of Programme and Funding Options**

52. The indicative cost of the Council's outline Band B programme is £284 million, based on standardised construction cost rates as provided by



Welsh Government. This total cost represents the full “rolled-up” cost of all schemes within the preferred programme. External cost consultants have confirmed that delivering the programme should be possible within the overall envelope identified. As schemes progress, it is felt that it will be possible to identify further efficiencies and various cost-saving measures to ensure that the overall cost envelope is not exceeded.

53. The Welsh Government’s funding model requires the Council to match fund 50% of the total capital cost, with the Welsh Government contributing the other 50% in the form of capital grant. Therefore, the Council will be required to identify capital funding totalling £142 million. In line with the approach taken to Band A, this funding will predominantly take the form of external prudential borrowing and any available capital receipts. External borrowing will give rise to revenue expenditure in the form of capital financing costs and, therefore, the Council will be required to identify revenue funding sources to meet those costs.
54. In addition to the traditional funding model that Band A was predicated on, the Welsh Government made an additional option available to local authorities as part of Band B, known as the Mutual Investment Model (MIM). MIM is a revenue funded option and is based on a 75:25 cost sharing arrangement in the favour of local authorities. The basic premise of the model is that any new schools created would be funded through the private sector through Special Purpose Vehicles, in which Welsh Government would be represented, and local authorities would lease the assets created over a period of 25 years. As such, local authorities would pay an annual lease payment for use of the new school facilities, rather than incurring the up front capital costs associated with constructing and then owning the facilities. The Welsh Government’s proposal would be to provide revenue funding towards 75% of the annual lease payments for the 25 year period. At the end of the 25-year period, the assets would transfer over to the respective local authorities.
55. The Council reviewed the options available, particularly the MIM option, using example information provided by Welsh Government. In doing so, the Council decided to express an interest in the traditional capital funding model only, when submitting its Strategic Outline Business Case. This followed consideration of the overall cost of MIM, the Welsh Government’s proposed contribution rate and the overall level of risk exposure. As such, the intention is that the £284 million programme, if fully approved, will be funded on the traditional capital grant model basis. The final confirmation of funding anticipated from Welsh Government is expected to be on the basis of the traditional model.

### **Local Member Consultation**

56. Any proposals to increase the size of an educational establishment, change its configuration or its location would require statutory consultation. Such consultation would include local members, and would follow publication of detailed proposals and proposed locations.

## **Reason for Recommendations**

57. To approve the schemes that have been prioritised for investment under the Band B phase of the 21<sup>st</sup> Century School programme/

## **Financial Implications**

58. The recommendations to this report do not themselves commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. However, the report outlines a potential capital programme totalling £284 million, the financial implications of which will be significant. External borrowing totalling a maximum of £142 million would result in significant annual revenue capital financing costs and funding sources would need to be identified in order to meet the expenditure commitments resulting. The significance of these commitments necessitate the need for consideration as part of the wider Council budget process and, therefore, the preferred funding solution will form part of the annual budget report presented to Cabinet and Council in February 2018.
59. In addition to the capital, and consequent revenue, funding implications arising from the Band B programme, revenue expenditure in relation to programme management, school transition and business case development will also arise. These costs will also form part of the funding considerations made as part of the Council's annual budget process. However, Recommendation 2 to this report, which highlights the need to progress initial business case development, may result in the need to incur revenue costs in the form of external advice prior to February 2018. It is anticipated that it will be possible to fund these costs from within the current SOP Revenue Reserve, set aside for revenue costs arising from the current 21<sup>st</sup> Century Schools Band A programme and other school organisation projects.

## **Legal Implications**

60. 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 has obligations under the School Standards and Framework Act 1998 and School Funding Regulations 2010 to provide capital funding for maintained schools.
61. 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).
62. 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

63. 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.
64. The report identifies that the Equality Impact Assessment has been completed. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. 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.

### **HR Implications**

65. HR People Services will work with the Governing Body of all schools within Band B on any HR matters arising from the expansion of individual schools. In line with the SOP HR Framework, the Headteacher and the Governing Body of the schools concerned will be encouraged in to undertake a review of their staffing structure and assess the workforce requirements required for the increase in pupil numbers. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion schools within Band B will result in the creation of new posts in each of the schools concerned.
66. HR People Services will also provide support for the additional recruitment. This will take into account the School Redeployment and Redundancy Policy and Procedure whereby new posts may provide opportunities for any school based staff on the school redeployment register at that particular time.

### **Equality Impact Assessment**

67. An Equality Impact Assessment for the 21<sup>st</sup> Century Schools Band B Programme has been carried out. The assessment concluded that the programme would not adversely affect a particular group in society. Any proposals brought forward following this report would be subject to

further equality impact assessments including an assessment on any changes to accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 1).

### **Sustainability Assessment**

68. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the Council's 'What Matters' strategy which seeks to deliver 7 strategic outcomes. Any proposals brought forward following this report would be subject to an environmental assessment which would be carried out as part of the planning application process. (Details of the Sustainability Assessment can be seen at Appendix 2).

### **Transport Matters**

69. High level transportation issues have been reviewed for the sites in question to ensure that consideration is given to the ability of the potential locations to support Active Travel, in terms of pedestrian and cycle access to the sites.
70. All new developments will require a Transport Assessment to be undertaken, this will determine whether any changes are deemed necessary to the immediate highway network to enable pupils and staff to access the schools using Active Travel modes. All schools within Cardiff are also encouraged to develop robust Travel Plans which will help them address issues relating to how their staff and pupils travel to school, with the emphasis on encouraging and promoting Active Travel such as walking and cycling.
71. Any highway improvement works identified from the Transport Assessments will have to be funded and delivered as part of the 21<sup>st</sup> Century Schools Programme.

### **Community Impact**

72. The Welsh Assembly Government School Organisation Code 2013 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.
73. The following are taken into account when developing proposals
- Public Open Place/parkland
  - Noise and traffic congestion
  - School designation
  - School links to the local community
  - Impact on parents and families
  - Travelling implications for pupils/families
  - Impact on community activities, impact on community facilities

74. Any proposals brought forward following this report which would be subject to public consultation would include a full assessment of any community impact.

**RECOMMENDATIONS:**

The Cabinet is recommended to:

1. Approve the prioritised schemes under Band B of the 21<sup>st</sup> Century Schools Programme.
2. note the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government and to authorise the Director of Education and Lifelong Learning to secure Welsh Government approval in principle for the schemes within the programme.
3. note that a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21<sup>st</sup> Century Schools Programme.

**NICK BATCHELAR**

Director of Education & Lifelong Learning

8 December 2017

*The following Appendices are attached*

Appendix 1 - Equality Impact Assessment

Appendix 2 - Sustainability Assessment

This page is intentionally left blank

## Projections and Forecasts

### Projection methodology for existing and new schools

Cardiff employs a robust projection methodology for planning school places which takes account of NHS GP registration data and school census data (PLASC) submitted by and verified by all Cardiff schools. As projections can only take account of historic and current information the Council also identifies trends within projections, and analyses school preference data and other contextual information to produce forecasts on a city wide basis and in each locality.

Data analysis allows projections to be prepared based on localised patterns at primary school catchment area level, by secondary school catchment area and on a city-wide basis. Each of these provide differing contextual information to inform the forecasting on the number of places that may be needed to meet the requirements of each area and of Cardiff as a whole. Specialist provision is considered on a city-wide basis.

### Forecast methodology for specialist provision

The determination of future ALN provision requirements based on historical trends adds additional complexity to population projections. Data analysis must additionally take into account:

- Cohort size: ALN numbers being a small fraction of the total population are therefore prone to significantly greater percentage fluctuation
- Need identification: The identification and categorisation of primary need has been a developing process such that it is challenging to establish a pattern of requirement against a common frame of reference for each need type.
- ALN placement: Pupils with significant additional learning needs can be placed in a wide variety of settings both in and out of county, and in both LA and independent facilities. The Pupil Level Annual School Census which forms the basis of pupil population projections in Cardiff therefore does not clearly capture the full range of ALN needs.
- Effects of covid-19: Historical patterns do not capture the increase in needs that is likely to have been caused by measures to mitigate the effects of the covid-19 pandemic.
- LDP: The population data capture in 2019 (PLASC) would not be able to capture future build rates of housing building on the strategic sites and hence patterns of occupancy
- Children and young people may not need specialist provision throughout their school career- some pupils succeed in mainstream for several years before they need to transfer to a specialist setting; others may make sufficient progress in a specialist setting to be able to return to a local mainstream school. The age at which pupils may need to access specialist provision therefore varies and cannot be precisely predicted.
- As a capital city, hosting the Children's Hospital for Wales and a range of special schools, Cardiff experiences a high number of new arrivals each year who require to go directly into a special school. In 2019-20 the number of new arrivals with this level of need was 18: in special school terms, this was the equivalent of 2-3 new classes that needed to be provided.

As limited historical data is available, ALN projections have therefore been predicated on an extensive data capture exercise undertaken in 2019 to identify the need type and number of Cardiff resident pupils, and evaluated as a percentage of the verified PLASC 2019 dataset. Demand has then been projected based on an estimated annual growth of ALN pupils of 0.05% of the whole pupil population, from the baseline established in 2019.

## Emotional Health & Wellbeing

It has been estimated that EHW pupils make up around 40% of pupils with complex ALN in Cardiff which corresponds to a projected growth of 0.02% per annum. In order to mitigate the risk of under provision and to allow for flexibility in the system, a further 10% uplift has been applied.

Table 1 sets out EHW Primary provision currently available in Cardiff and projected future demand.

Primary places	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
The Court	42	42	42	42	42	42
Fitzalan WBC	8	8	8	8	8	8
Fairwater WBC	8	8	8	8	8	8
Springwood WBC	8	8	8	8	8	8
Lakeside WBC	8	16	16	16	16	16
Pen y Groes WBC	8	8	8	8	8	8
<b>Total capacity</b>	<b>82</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
Projected demand	103	107	110	112	116	119
Projected demand (+10%)	113	118	121	123	128	131
Surplus / deficit	-31	-28	-31	-33	-38	-41

## The ALN Provision Gap in Primary- Emotional Health and Wellbeing Needs

In 2020/21 Cardiff maintains 82 primary special school and Wellbeing Class places for children with SEMH needs. This will increase to 90 in 21/22, as the Wellbeing Class at Lakeside is due to open 8 further places.

Taking account of children out of county, and in mainstream awaiting specialist placement, the demand for places is estimated to be circa 103 in 20/21, rising to 119 by 25/26. With a 10% tolerance to allow flexibility, the ideal position would be 113 places in 20/21, and 131 places by 25/26.



In summary, there is an estimated **provision gap of 31 places in 20/21**, rising to **41 places** in 25/26.

This projection does not take account of a possible further increase in needs as an outcome of 'lockdown' measures during the COVID 19 pandemic. It is likely that further additional provision, focussed on early intervention in Wellbeing Classes, will be needed over the next few years to address this issue.

### Complex Learning Needs

Future demand projections were based on the 2019 ALN data captured and normalised against the verified PLASC 2019 survey.

Table 5 sets out Primary CLN provision currently available in Cardiff and projected future demand.

<b>Primary places</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Ty Gwyn*	75	90	90	90	90	90
Riverbank	70	70	70	70	70	112
Meadowbank	41	50	50	50	50	50
Hollies	112	112	112	112	112	112
Bryn Hafod	20	20	20	20	20	20
Llanederyn	20	20	20	20	20	20
Llan Fach	20	20	20	20	20	20
Marlborough	20	20	20	20	20	20
Springwood	28	28	28	28	28	28
Pwll Coch	7	10	15	20	20	20
Pentrebane	24	24	24	24	24	24
Allensbank SLCN	8	8	8	8	8	8
<b>Total places</b>	<b>445</b>	<b>472</b>	<b>477</b>	<b>482</b>	<b>482</b>	<b>524</b>
Projected demand	500	510	515	522	536	547
Projected Demand (+10%)	550	561	567	574	590	602
Surplus / deficit	-105	-89	-90	-92	-108	-78

### The ALN Provision Gap in Primary- Complex learning/ autism

In 2020/21 Cardiff maintains 445 primary special school and SRB places for children with complex learning/ autism. Projects previously agreed by Cabinet, to extend and rebuild Riverbank Special School and to establish an SRB at Ysgol Pwll Coch, will increase the total to 524 places by 2025.

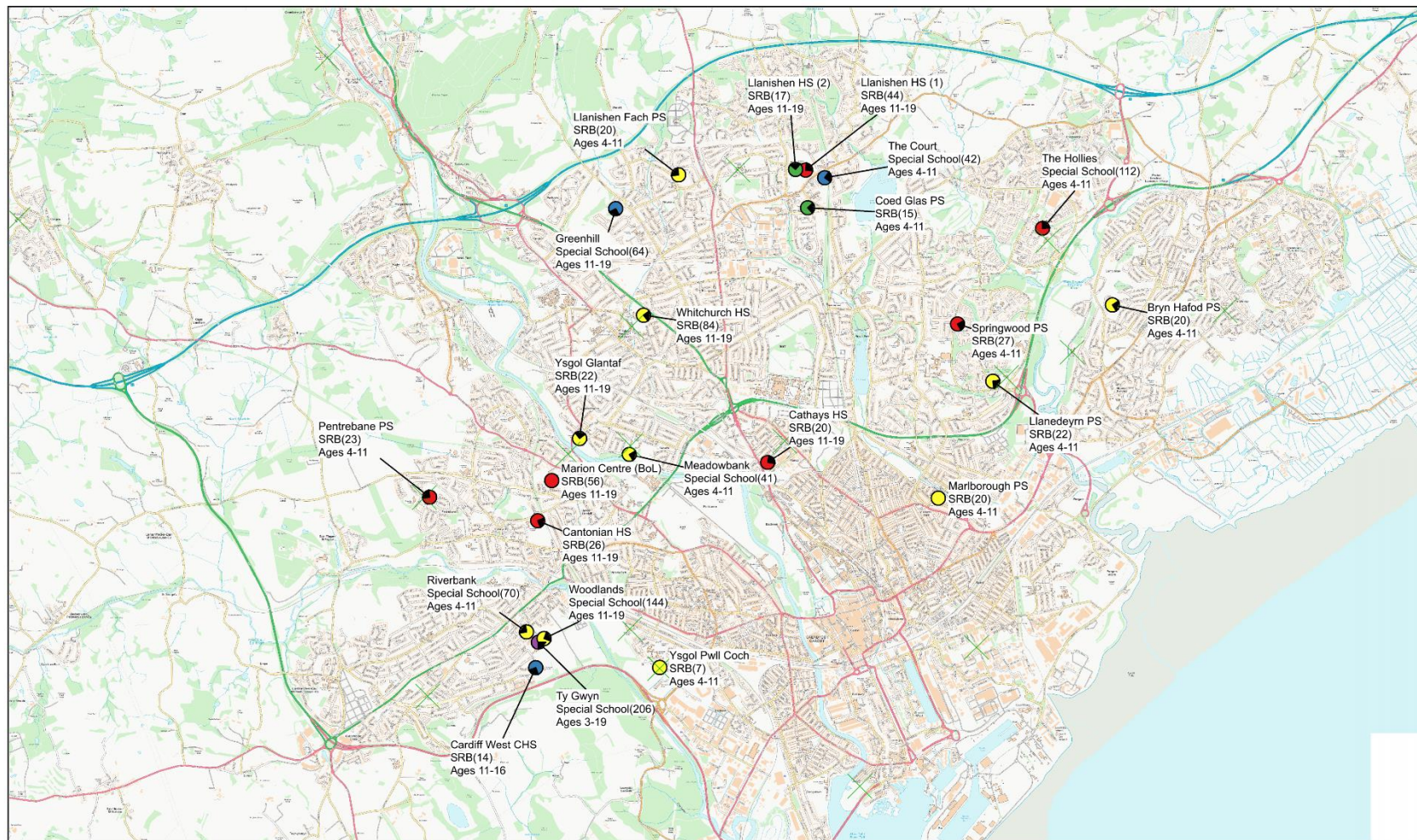
Taking account of children out of county, and in mainstream awaiting specialist placement, the true demand for places is estimated to be circa 500 in 20/21, rising to 547 by 25/26. With a 10% tolerance to allow flexibility, the ideal position would be 550 places in 20/21, and 602 places by 25/26.

In summary, there is an estimated provision gap of 89 in 21/22, rising to 108 by 2024/25. If there were no further growth beyond current plans in relation to Riverbank and Pwll Coch, a provision gap of circa 78 places will remain in 25/26.

NB The projections have been calculated to take account of a falling birth rate in Cardiff over the last 3 years. However, to date, the Inclusion Service has not seen a fall in the incidence of complex needs in the 0-3 age group, referred to Education by Health. 35 extra primary places p.a. were needed in 2020 and 2021. If growth continues at this rate, 140 extra places will be needed over next 4 years.

Map showing the current distribution of Special Schools and Special Resource bases in Cardiff

Cardiff Special Schools/SRBs 2021



**Current special schools & SRBs: Type & Capacity**

- Autism (7)
- Behavioural, Emotional & Social Needs (3)
- Hearing Impairment (2)
- Profound & Multiple Learning Disabilities, Medical Needs, Autism (1)
- Severe Learning Disabilities, Medical Needs, Speech and Language, Autism (10)

This copy is produced specifically to supply County Council information. No further copies may be made. Mae'r copi hwn wedi'i gynhyrchu'n benodol i gyflenwi gwybodaeth y Cyngor Sir. Ni ellir gynnwys copiau pellach. © Crown copyright and database rights 2017. Ordnance Survey 100023376 © Harffordd y Gorn a hawliau cronfa ddata 2017. Aelwng Ordnans 100023376

This page is intentionally left blank

Equality Impact Assessment  
Corporate Assessment Template



APPENDIX 4

<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> School Organisation Planning: Provision for children and young people with Additional Learning Needs (ALN)
<b>New/Existing/Updating/Amending:</b> Pre consultation

<b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b>	
Name: Richard Portas	Job Title: Programme Director
Service Team: Schools Programme	Service Area: Education
Assessment Date: June 2021	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

<p>To enable the Cabinet to consider recommendations to hold public consultation on proposals to transfer, expand and redevelop The Court Special School in line with Band B 21<sup>st</sup> Century Schools priority scheme and the establishment of specialist resource provision at Moorland Primary School.</p> <p>It is proposed to:</p> <ul style="list-style-type: none"> <li>• Increase the capacity of The Court Special School from 42 to 72 places. The school would transfer to new build accommodation across two sites at Fairwater Primary School and the current St Mellons, CiW Primary School site in Llanrumney with 36 pupils on each site from September 2025.</li> <li>• Establish a Specialist Resource Base (SRB) for primary aged children with Complex Learning Needs (CLN) at Moorland Primary School from September 2022.</li> </ul>
--

**2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

<p>At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.</p> <p>The Band B Programme seeks to address the most acute sufficiency and</p>
---



## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

condition issues in Cardiff. Four special schools are identified for redevelopment: Riverbank Special School and Woodlands High School, for pupils with complex learning needs/ autism, and The Court School and Greenhill School, for pupils with emotional health and wellbeing needs.

Proposals in relation to Riverbank and Woodlands were agreed by the Welsh Minister on 21 July 2020. This paper sets out the proposals in relation to The Court School. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.

Places for pupils with Complex Learning Needs (CLN) are offered in a range of settings across Cardiff which support identified pupil needs. This includes supported placements at both primary and secondary level in mainstream school and places in specialist resource base (SRBs) and special schools.

At present, both primary and secondary schools in Cardiff host specialist resource base provision. Some are designated to support children with complex learning needs who require a specialist curriculum taught in a small class environment; some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

The purpose of a SRB designated for complex learning is to enable learners with severe learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school.

The number of children requiring specialist placement as a result of their complex learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.

A review of cases of children aged 0-3 with ALN, known to the Council, confirms that the number of children with complex needs admitted to Reception year will continue to grow in coming years despite a fall in total school intakes.

Band B projects to expand special school places at Riverbank and Woodlands Special Schools are underway, but further work is needed to increase resource base provision in the short term to increase the range of options for learners with complex learning needs.

The majority of resource base places are currently located in the north and east of the city. To improve access to resource base places for children living in the central south areas of the city, it is proposed to establish a base at Moorland Primary School.

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

**3 Assess Impact on the Protected Characteristics**

**3.1 Age**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

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

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

The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in specialist provision.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**3.2 Disability**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in specialist provision.  The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.
<b>What action(s) can you take to address the differential impact?</b>
If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			X

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.  The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.
<b>What action(s) can you take to address the differential impact?</b>
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.4. Marriage and Civil Partnership**



**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.5 Pregnancy and Maternity**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			X
Maternity			X

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

White			X
Mixed / Multiple Ethnic Groups			X
Asian / Asian British			X
Black / African / Caribbean / Black British			X
Other Ethnic Groups			X

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.

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

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		X	
Women		X	

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.

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

Maintained school provision admits pupils of both sexes and this would continue to be the case.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.9 Sexual Orientation**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

The Council would manage admissions to The Court and the Specialist Resource Base provision at Moorland, in accordance with the ALN Code.

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

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.10 Socio-economic Duty

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	Yes	No	N/A

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

The proposed changes is expected to have a positive impact on the Socio-economic Duty. The Council's has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life ([www.cardiffcommitment.co.uk](http://www.cardiffcommitment.co.uk)).

The delivery of 21st Century Learning environments will ensure that there are appropriate, high quality school places for young people, which needs to needs of Cardiff's growing and changing population.

The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong.

The Council does not expect the proposal to have any negative impact on the quality of standards of education for pupils, at these schools.

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals.

CARDIFF COUNCIL

Equality Impact Assessment  
Corporate Assessment Template

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

N/A

3.11 Welsh Language

Will this Policy/ Strategy/Project/Procedure/Service/Function have a **differential impact (positive/negative)** on the Welsh Language?

	Yes	No	N/A

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

The level of special educational needs/ additional learning needs in the Welsh medium sector has historically been lower than in the English medium sector. This has been changing over the last 4-5 years, with schools reporting an increased incidence of ALN, in all areas of need.

A review of ALN in the Welsh medium sector was undertaken with Welsh medium schools in 2016 to inform the Welsh in Education Strategic Plan (WESP). Schools reported a small but significant number of examples of pupils with ALN leaving the Welsh medium sector in order to access specialist resource bases or special schools.

There was also some anecdotal evidence to suggest that some families who would otherwise choose Welsh medium education, opt instead for English medium if their child has ALN, in case their child needs to transfer to the specialist sector at a later date.

Through the WESP, Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.

A new primary base was established at Ysgol Pwll Coch within the catchment area of Ysgol Glantaf, where the secondary base is established. The two bases cater for learners with severe learning difficulties, providing a specialist curriculum and supporting a range of secondary needs including physical and medical needs, speech and language difficulties and autism.

In 2021 there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

support than that provided by the two existing bases. There are currently 8 secondary aged learners, and 15 primary aged learners who would benefit from placement in an ASD base. This is a short term priority, given the risk that if current placements fail, the only option would be to offer a transfer to an English medium setting.

A primary wellbeing class has been established, hosted at Ysgol Pen y Groes. The wellbeing class works flexibly to address needs in different age phases, or to provide an outreach model, depending on current need.

To support emotional health and wellbeing needs in secondary phase, a 'virtual' base/ PRU has been piloted across the three secondary schools, starting in 2018. The pilot is due for further review in 2021.

The priority is to ensure the three schools have adequate facilities and accommodation to provide effective Step 3 and 4 proviso, complemented by the virtual base/ PRU. Medium term, the virtual base/ PRU will eventually need a fixed location at one of the schools, with designated accommodation, to reduce the risk that young people with the most complex needs may need to leave the Welsh sector to access more specialist provision.

As the Welsh sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh medium education is a genuine choice for learners with complex ALN.

The pool of ALN qualified and experienced teaching staff is limited in comparison to the English sector. Any plan to develop Welsh medium specialist provision will need to be supported by an ALN Workforce Development Plan.

In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city. It is expected the plan will be available for public consultation in autumn 2021 before being submitted for approval to the Welsh Government in early 2022. The first ten year Plan will commence on 1 September 2022 and expire on 31 August 2032.

Consultation on the draft WESP will seek views on how best to grow Welsh-medium education and on how to meet the local targets set by Welsh Government, in order to inform future proposals. The WESP will set out how the Council will increase the provision of Welsh-medium education for pupils with additional learning needs.

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

Demand for WM ALN places will be kept under review and proposals brought forward in line with the Welsh in Education Strategic Plan

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

**4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the schemes.

**5. Summary of Actions [Listed in the Sections above]**

<b>Groups</b>	<b>Actions</b>
Age	See Generic Over Arching below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Duty	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	

**6. Further Action**

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

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

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Hibah Iqbal	Date: June 2021
Designation: School Organisation Project Officer	
Approved By:	
Designation:	
Service Area: Education	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk)



**Equality Impact Assessment  
Corporate Assessment Template**

**Appendix 5**

<p><b>Policy/Strategy/Project/Procedure/Service/Function Title:</b></p> <p>Schools Organisation Planning: To provide additional English-medium primary and nursery school places at Pentyrch Primary School.</p>
<p><b>New</b></p>

<p><b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b></p>	
<p>Name: Richard Portas</p>	<p>Job Title: Assistant Director</p>
<p>Service Team: School Organisation Programme</p>	<p>Service Area: Education</p>
<p>Assessment Date: June 2021</p>	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

<p>Proposal to: expand Pentyrch Primary School from 140 places to 210 places (one form of entry) and to establish a nursery provision with 48 part time places to serve parts of Pentyrch, Creigiau &amp; St Fagans and Radyr/ Morganstown.</p>
---

**2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

<p>Cardiff’s Local Development Plan (2006-2026) sets out to identify the infrastructure required to facilitate and sustain the city’s projected level of growth. As part of this, it has identified eight strategic sites (containing 500 or more dwellings and / or significant employment uses) to meet the needs for new homes and jobs; a number of these sites are located in northwest Cardiff, near to the village of Pentyrch.</p> <p>These developments will increase the number of children in the area seeking school places and will have an impact on the availability of places in existing schools.</p> <p>The Council’s Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff’s projected level and distribution of growth, furthermore provision of primary schools to serve the Strategic sites were detailed as a policy requirement for essential infrastructure necessary to support the development.</p>
---

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

The Council's Supplementary Planning Guidance (SPG) sets out the circumstances in which the Council could seek section 106 contributions from developers towards school facilities.

A section 106 agreement was negotiated with the developer of the Goitre Fach Farm site in 2017 which provides the Council with financial contributions to expand school provision serving the development.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

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

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

The aim of this proposal is to provide additional English-medium places for children aged 3-11 years in the area of Creigiau & St Fagans, Pentyrch and Radyr / Morganstown.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

It is believed that the additional English-medium school places provided by this proposal would benefit the community in this area and would be implemented in such a way that the potential for negative impact on existing other local schools would be limited.

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

The council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data;
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places

CARDIFF COUNCIL

Equality Impact Assessment  
Corporate Assessment Template

Provision for age groups not accommodated by this proposal have been considered outside of this proposal as part of the Local Authority's implementation of the 21st Century Schools program which includes provision of school places at all stages of education.

The project is considered to be a legitimate proposal to achieve a desired aim.

**3.2 Disability**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the existing school building and any alterations made to it.

The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins to ensure that any differential impact on disability was addressed appropriately.

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

As above

**3.3 Gender Reassignment**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.4. Marriage and Civil Partnership**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.5 Pregnancy and Maternity**

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

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

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

As above

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

The proposal would have greater impact on the population closer to the development than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.

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

The provision being proposed would be accessible to all ethnic groups. Compliance

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

with the Council’s policies on equal opportunities would be adhered to.

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council’s policies on equal opportunities.

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

The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		X	
Women		X	

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

None

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

**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

Maintained school provision admits pupils of both sexes and this would continue to be the case.

The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.

**3.9 Sexual Orientation**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

None

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

(Fears that recruitment opportunities could be affected by sexual orientation)

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.

**3.10 Socio-economic Duty**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	Yes	No	N/A
		x	

# CARDIFF COUNCIL

## Equality Impact Assessment Corporate Assessment Template

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

The proposal seeks to offer additional school places within the area of Pentyrch, Creigiau & St Fagans and Radyr/ Morganstown. There will be no impact outside of the socio-economic duty of the residents in this part of the city.

If this local population is disproportionately advantaged / disadvantaged to that typically found across the city, then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.

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

Increased admission to Pentyrch Primary School based on the proposed extra pupil numbers would be based on the existing Admission Policy. There are no plans to change the Council's policy on the admission of children to community schools as a result of this proposal.

In accordance with the requirements of the Welsh Government's Admissions Code, Admissions arrangements for the 2023/2024 school year in which revised arrangement would take effect, would be subject to consultation in the period between 1 September 2021 and 1 March 2022, and determined by 15 April 2022.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

### 3.11 Welsh Language

Will this Policy/ Strategy/Project/Procedure/Service/Function have a **differential impact (positive/negative)** on the Welsh Language?

	Yes	No	N/A
		X	

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

Whilst this proposal relates specifically to increasing English language school places, the Council has brought forward separate proposals to meet the demands for Welsh language school places in this area of the city.



**CARDIFF COUNCIL**

**Equality Impact Assessment  
Corporate Assessment Template**

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

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council’s plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff’s WESP, and to meet the targets set out in the Welsh Government’s Cymraeg 2050 strategy.

A separate proposal has been brought forward to provide further Welsh-medium and school places for 3-11 year olds as part of the Council’s Local Development Plan (2006-2026) for the Plasdwr development in the North West of the city.

The Council will also continue to review the obligation to promote Welsh-medium education via the WESP.

**4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council’s Accessibility Officer would be given the opportunity to comment on the scheme.

**5. Summary of Actions [Listed in the Sections above]**

<b>Groups</b>	<b>Actions</b>
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	

## CARDIFF COUNCIL

### Equality Impact Assessment Corporate Assessment Template

Socio-economic Duty	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	<p>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p> <p>Compliance with the Council's policies on equal opportunities would also be adhered to.</p>

#### 6. Further Action

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

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : S Karseras	Date: 24/06/21
Designation:	
Approved By:	
Designation:	
Service Area: Schools and Lifelong Learning	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk)