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PAPURAU ATODOL

Pwyllgor	PWYLLGOR CRAFFU PLANT A PHOBL IFANC
Dyddiad ac amser y cyfarfod	DYDD MERCHER, 13 HYDREF 2021, 4.30 PM
Lleoliad	YSTAFELL BWYLLGOR 4 - NEUADD Y SIR
Aelodaeth	Cynghorydd Bridgeman (Cadeirydd) YCynghorwyr Cunnah, Hopkins, Joyce, Melbourne, Molik, Phillips, Mia Rees a/ac Singh Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert (Cynrychiolydd yr Eglwys yng Nghymru) a/ac Karen Dell'Armi (Cynrychiolydd Rhiant-Lywodraethwr)

Y papurau canlynol wedi'i farcio ' i ddilyn' ar yr agenda a ddsbarthwyd yn flaenorol

Eitem 8	Cynllunio Trefniadaeth Ysgolion: Ysgolion yr 21ain Ganrif: Ehangu ac ailddatblygu Ysgol Uwchradd Cathays <i>(Tudalennau 3 - 154)</i>
Eitem 9	Cynllunio Trefniadaeth Ysgolion: Papur Greenhill ac ADY <i>(Tudalennau 155 - 274)</i>
Eitem 10	Cynllunio Trefniadaeth Ysgolion: Cynllun Strategol Cymraeg mewn Addysg (WESP) 2022-2032 Diweddariad <i>(Tudalennau 275 - 356)</i>

Davina Fiore

Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiad: Dydd Iau, 7 Hydref 2021

Cyswllt: Mandy Farnham, 02920 872618, Mandy.Farnham@caerdydd.gov.uk

Mae'r dudalen hon yn wag yn fwriadol

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

13 October 2021

**21ST CENTURY SCHOOLS, BAND B: EXPANSION AND
REDEVELOPMENT OF CATHAYS HIGH SCHOOL**

Purpose of the Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 14 October 2021. The purpose of the attached report is to inform Cabinet of the objections received to the published statutory notice to:
 - Increase the capacity of Cathays High School from 1,072 places (5.5 forms of entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition (ASC) from 16 to 50 places in purpose built accommodation

Background

2. At its meeting on 17 December 2020, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals as outlined in paragraph 1 of the Cabinet Report at Appendix A. A copy of the Cabinet Report of 17 December 2020 is attached as Appendix 1 to the Cabinet report. A copy of the consultation document outlining the proposals is attached at Appendix 2.

3. At its meeting on 17 June 2021 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice relating to Cathays High School as set out at paragraph 1. A copy of the Cabinet Report of 17 June 2021 is attached as Appendix 3.
4. The statutory notice was published on 29 June for a period of 28 days to allow for objections. The statutory notice period expired on 26 July 2021. A copy of the notice is attached at Appendix 4.
5. The notice was published on the Council website, posted at the school site and at the Maindy Centre site adjacent to Crown Way and North Road.
6. Copies of the notice were distributed via e-mail to organisations and consultees required under the School Organisation Code 2018.
7. Residents and businesses in the local area were notified of publication of the statutory notice by letter.

Issues highlighted in the report to Cabinet

8. There were 425 objections received by the statutory notice closing date.
9. Of the 425 objections, 18 did not provide full name/ address details. The remaining 407 objections were received from the following communities:

- Cathays: 97
- Heath: 83
- Gabalfa: 50
- Roath: 25
- Whitchurch: 16
- Others (<10 each): 75
- Outside of Cardiff: 61

10. In accordance with the requirements of the School Organisation Code the Council 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).
11. 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.
12. A summary of the objections received and the Council's response is set out in paragraphs 52 – 215 of the Cabinet Report attached at Appendix A and further details can be found paragraph 13 below.
13. The following further issues are highlighted in the Cabinet report, as at **Appendix A:**
 - Requirements of the School Organisation Code (*paragraph 13*)
 - Section 1.3 Quality and Standards in Education (*paragraphs 14 – 17*)
 - Section 1.4 Need for places and the impact on accessibility of schools (*paragraphs 18 - 30; plus Appendix 1*)
 - Section 1.5 Resourcing of education and other financial implications (*paragraphs 31 - 35*)
 - Section 1.6 Other General Factors (*paragraphs 36 - 40*)
 - Section 1.14 Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of SEN provision (*paragraphs 41 - 44*)
 - Section 1.15 Factors to be taken into account in approving/determining school organisation proposals (*paragraphs 45 - 51*)

- Objections to the proposal overview (*paragraphs 52 - 53*)
 - The need for additional school places (*paragraphs 54 - 65*)
 - Potential increase in antisocial behaviour (*paragraphs 66 - 68*)
 - Increased traffic & parking issues (*paragraphs 69 - 80*)
 - Disruption of building works (*paragraphs 81 - 83*)
 - Consultation Process and Statutory Objection Period (*paragraphs 84 - 106*)
 - Limitations of the proposed site (*paragraphs 107 - 120*)
 - Future use of existing school site (*paragraphs 121 - 124*)
 - Reduced access to Maindy site as public open space (*paragraphs 125 - 136*)
 - Impact on Maindy Leisure Centre and its users (*paragraphs 137 - 143*)
 - Closure of Maindy Velodrome and planned replacement (*paragraphs 144 - 168*)
 - Accessibility of the replacement velodrome (*paragraphs 169 - 172*)
 - Request for reinstatement of and maintenance of bowling greens (*paragraphs 173 - 175*)
 - Non-compliance of development proposals with Council's planning policies (*paragraphs 176 - 181*)
 - Existing Land Covenant (*paragraphs 182 - 186*)
 - The Future of Companies House/ Maindy Barracks (*paragraphs 187 - 189*)
 - Alternative suggestions (*paragraphs 190 - 215*)
- Admissions and Catchment areas (*paragraphs 216 - 222*)
- Partnerships (*paragraphs 223 - 227*)
- Impact of the proposal on the Welsh Language (*paragraphs 228 - 230*)
- Project Funding - Mutual Investment Model (MIM) (*paragraphs 231 - 235*)
- Local Member consultation (where appropriate) (*paragraph 236*)
- Scrutiny Consideration (*paragraph 237*)
- Reason for Recommendations (*paragraph 238*)

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

- Financial Implications (*paragraphs 239 - 245*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*paragraphs 246 - 252*)
- Well Being of Future Generations (Wales) Act 2015 (*paragraphs 253 - 261*)
- HR Implications (*paragraphs 262 – 265*)
- Property Implications (*paragraphs 266 – 270*)
- Traffic and Transport Implications (*Paragraphs 271 - 289*)
- EIA (*paragraphs 280 – 281; plus Appendix 6*)

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

- Appendix 1: Cabinet Report, 17 December 2020
- Appendix 2: Consultation Document
- Appendix 3: Cabinet Report, 17 June 2021
- Appendix 4: Statutory Notice
- Appendix 5: Cabinet Report, 18 March 2021
- Appendix 6: Statutory Screening Tool and Equality Impact Assessment

Recommendations set out in the Cabinet Proposals

16. Cabinet is recommended to:

- (i) Approve the proposals in respect of changes to Cathays High School, as set out in paragraph 1 of the Cabinet report, without modification, subject to the Charity Commission's consent in relation to the trust on the Maindy site
- (ii) Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1 (of the Cabinet Report as at Appendix A)
- (iii) Authorise officers to publish the decision within 7 days of determination of the proposal.

- (iv) Note that a further report will be brought to Cabinet in relation to Trust and Property matters.
- (v) Delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, the Director of Economic Development and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) for the new build schools.

Scope of Scrutiny

17. 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 14 October 2021.

Previous Scrutiny

18. At a meeting of this Scrutiny Committee on the 15 December 2020¹, Members considered the Cabinet's proposals in relation to the consultation exercise for Cathays High School. The Committee considered the output from the consultation at its meeting on the 15 June 2021².

Way Forward

19. 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

¹ [Agenda for Children and Young People Scrutiny Committee on Tuesday, 15th December, 2020, 4.30 pm : City of Cardiff Council \(moderngov.co.uk\)](#)

² [Agenda for Children and Young People Scrutiny Committee on Tuesday, 15th June, 2021, 4.30 pm : City of Cardiff Council \(moderngov.co.uk\)](#)

Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.

20. 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

21. 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

22. 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

07 October 2021

21ST CENTURY SCHOOLS: THE EXPANSION AND REDEVELOPMENT OF CATHAYS HIGH SCHOOL

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 3

Reason for this Report

1. This report is to inform the Cabinet of objections received to the published statutory notice to:
 - Increase the capacity of Cathays High School from 1,072 places (5.5 forms of entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition (ASC) from 16 to 50 places in purpose built accommodation in the new school buildings

Background

2. At its meeting on 17 December 2020, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals as outlined in paragraph 1. A copy of the Cabinet Report of 17 December 2020 is attached as Appendix 1. A copy of the consultation document outlining the proposals is attached at Appendix 2.
3. At its meeting on 17 June 2021 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice relating to Cathays High School as set out at paragraph 1. A copy of the Cabinet Report of 17 June 2021 is attached as Appendix 3
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Issues

8. There were 425 objections received by the statutory notice closing date.
9. Of the 425 objections, 18 did not provide full name/ address details. The remaining 407 objections were received from the following communities:
 - Cathays: 97
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10. In accordance with the requirements of the School Organisation Code the Council 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).
11. 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.
12. A summary of the objections received and the Council's response can be at paragraphs 52 - 215.

Requirements of the School Organisation Code

13. 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 14 – 51 of this report.

Section 1.3 Quality and Standards in Education

14. The new school facilities are not expected to impact on standards at other schools.

15. 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.
16. 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.
17. 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. The proposed 21st Century School will meet the need of this new, flexible curriculum along with providing facilities that allow for real-world practical learning with local organisations and employers context.

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

18. Cardiff's Band B 21st Century Schools Programme seeks to address the most acute sufficiency, suitability and condition issues in Cardiff. In bringing forward this proposal for Cathays High School the suitability and condition of the school will be addressed through a new buildings and facilities that are compliant with Building Bulletin Guidance.
19. The existing school buildings comprise a number of permanent and temporary buildings, the positioning of which on a constrained site severely limit outdoor space for learners, and much of the school is not of a 21st Century accessible standard. The proposals would also address condition and suitability issues within the school, providing 21st Century facilities to benefit up to 1,450 learners.
20. The proposed expansion of Cathays High School, increasing intakes to the school from 165 places per year group to 240 places, would make a significant contribution to addressing the sufficiency of mainstream places in a central and accessible part of the city.
21. The proposed increase in the number of places in the Specialist Resource Base from 16 places to 50 places, would contribute to addressing the projected shortfall of specialist places city-wide.
22. The Cabinet Report of 17 December 2020, attached at Appendix 1, sets out the need for additional community secondary school places, and the need for additional Specialist Resource Base (SRB) places for learners with Autism Spectrum Condition.
23. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years.
24. City-wide projections show that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme. The number of pupils in each of the year

3 to year 6 age groups in English-medium primary schools exceeded the combined Admission Numbers of 3,460 places at entry to English-medium secondary schools at January 2020.

25. The projections, based upon the most recent school census data (PLASC) received in 2020, show that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase until the 2023/2024 academic year.
26. Based on the existing housing city-wide, the highest intakes at entry to secondary education (Year 7) of around 4,115 pupils are expected in 2022/ 2023 and 2023/ 2024. The intakes that follow are expected to reduce to around 3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.
27. Forecasts suggest that rebuilding Cathays High School with 240 places in each year group would provide enough places to serve the existing Cathays High School catchment area and the wider area.
28. Current data shows a secondary school with three forms of entry (90 places per year group) would have enough places for the existing Cathays High School catchment area.
29. A temporary increase to the admission number at Cathays High School, to eight forms of entry in Year 7 (240 places), was implemented for the 2020/21 intake, and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city and retain less than 5% surplus city-wide in the year group. Similar measures, retaining the intake at Cathays High School to 240 places, are likely to be needed in coming years.
30. A permanent expansion of Cathays High School to eight forms of entry would provide an opportunity to meet the projected demand for places from within its catchment area and to also accommodate excess demand for places from other neighbouring catchment areas.

Section 1.5 Resourcing of education and other financial implications

31. The proposed scheme forms part of the 21st Century School Programme and is intended to be funded through a Mutual Investment Model (MIM). The new school will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years.
32. Expenditure required in relation to ICT and FFE that does not fall within the scope of the MIM will be met jointly by the Council and Welsh Government with Welsh Government funding a minimum of 65% via the 21st Century Schools Band B capital grant.

33. Operational costs incurred in managing the scheme and transition from current buildings into new buildings will be met from a dedicated revenue budget.
34. The additional revenue costs of increased pupil numbers will be met through the school funding formula on the basis of pupil numbers.
35. Further financial implications arising from the proposal are outlined in paragraphs 239-245.

Section 1.6 Other General Factors

36. In 2020, 31.9% of the pupil population at Cathays High School were in receipt of Free School Meals.
37. 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).
38. The delivery of 21st Century learning environments will ensure that there are appropriate, high quality school places for young people, which meet the needs of Cardiff's growing and changing population.
39. 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.
40. The Council does not expect the proposal to have any negative impact on the quality of standards of education for children from economically deprived backgrounds.

Section 1.14 Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of SEN provision

41. The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50.
42. The current expertise and inclusive practice of the school would be maintained.
43. The additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.
44. It is not expected that the expansion of ASC provision at Cathays High School will impact on any existing ALN provision.

Section 1.15 Factors to be taken into account in approving/determining school organisation proposals

45. There are no related school organisation proposals.
46. The consultation on the proposed changes was carried out in accordance with the requirements of the Welsh Government School Organisation Code (November 2018).
47. 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.
48. The consultation document contained the prescribed information set out in the Code.
49. The timescale and content required have been complied with in relation to the consultation report.
50. The publication of the statutory notice complied with the requirements of the Code and the notice contained all of the prescribed information.
51. The proposal was published in accordance with the requirements of the Code and contained all of the required information.

Objections to the proposal

52. The Council received 425 objections to the statutory notices by the closing date. This included 335 identical proforma responses prepared by the 'Save Maindy velodrome' campaign, and a further 16 responses that included this information.
53. A summary of the objections and the Council's response can be seen below.

The need for additional school places

54. *"Cathays already accommodates so many who live outside the area with the school having the highest percentage of pupils of any authority school in Cardiff who travel in from outside of catchment area. This currently stands at approximately 60% from outside of catchment. Increasing capacity to 1,450 will mean increasing the proportion of pupils attending from outside of catchment to roughly 70%, approximately 1,000 pupils. Pupils should be able to obtain a school place within catchment. If there are insufficient places, then schools should expand to cater for demand, or new schools should be built in areas of increased demand."*
55. *"The proposed expansion of Cathays is not needed to serve the school catchment. The demand for places is from elsewhere and provision should be made available locally for these pupils."*

Appraisal of views expressed

56. Paragraphs 18-30 outline the need for additional community secondary school places, and the need for additional Specialist Resource Base (SRB) places for learners with Autism Spectrum Condition.
57. The existing secondary school catchment areas in Cardiff do not provide a sustainable balance in the supply of and take up of school places.
58. Cathays High School is well located to serve the demand for places within its catchment area and also surrounding areas, both at entry to secondary education and also for those children who arrive in Cardiff at a later stage of their education.
59. The central location of the school within the city, and its catchment area being adjacent to catchment areas of five other English-medium community secondary schools of Cardiff High School, Fitzalan High School, Llanishen High School, Whitchurch High School and Willows High School, means that it is well placed to support growth in other areas of the city, both in established communities, and in turn from the new communities in the North East and North West of the city, in coming years.
60. The current and projected demand for places at entry to secondary school within some of the neighbouring catchment areas exceed the number of places available at the catchment school. There is also projected demand from existing housing within some catchments including those with outline or full planning permission that will impact neighbouring English-medium community schools such as Cathays High School, and must be considered when planning provision.
61. The number of children expressing a preference for a place at Cathays High School has increased recently partly because of the demographic changes but also parental preference ahead of other local schools.
62. A temporary increase to the admission number at Cathays High School, to eight forms of entry in Year 7 (240 places), was implemented for the 2020/21 intake, and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city whilst retaining less than 5% surplus city-wide in the year group. Measures which retain the intake at Cathays High School at 240 places are likely to be needed in coming years. The number of pupils in the school is forecast to exceed its current permanent capacity beyond the completion of new facilities.
63. A permanent expansion of Cathays High School to eight forms of entry would provide an opportunity to meet the projected demand for places from within its catchment area and also to continue to accommodate excess demand for places from other neighbouring catchment areas.

64. The proposed changes contribute to providing a balance in the capacity and surplus of places over the wider area, to ensure that all schools are sustainable whilst intakes are at high levels, and also when they fall.
65. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in order to provide a suitable balance in the supply of and take-up of places. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of admission. The Council has to ensure sufficient places in the secondary sector regardless of catchment boundaries.

Potential increase in antisocial behaviour

66. *“The expansion of the school creates the potential for increased litter and anti-social behaviour”.*

Appraisal of views expressed

67. Cathays High School has restricted use of the entrance on New Zealand Way to Sixth Form pupils only at the beginning and end of the school day, and as supervised access at lunchtimes. A member of the school staff clears litter on New Zealand Road, the lane and Crown Way. These measures were started in October 2020 because of historical issues.
68. The new school buildings and site will be larger with improved catering facilities. There is an expectation that more pupils would remain on site during the day, which has a number of potential benefits such as safeguarding and the minimising of littering.

Increased traffic & parking issues

69. *“There is no Traffic Assessment (TA) provided at this stage, but as a community we need to see this before we can make a decisions about whether or not the proposal is suitable for our community.”*
70. *“The Council has not made clear the infrastructure implications for local residents, including suggestions that Crown Way may be permanently closed. The plans would be likely to have negative effects on congestion, pollution, road safety and active travel throughout Cathays and Gabalfa, affecting school pupils and local residents.*
71. *“This proposal will increase the amount of students coming to Cathays from outside the area, and thus increase the amount of traffic. Current double-yellows do nothing to prevent the daily parking of vehicles by parents – often there are more than twenty vehicles, generally idling so emitting pollution, parked outside the school at the close of school day. Some days they are also illegally parked and idling on Cosmeston Street and Gelligaer Street too. These proposals offer nothing to reduce this and will make things worse for local residents. Therefore this proposal*

should be rejected or amended to keep in line with this LDP Key Policy 8 (Sustainable Transport)."

72. *"The proposal will lead to an increase in the volume of traffic and pedestrians that will use New Zealand Road. There will be more accidents due to traffic using this street as short cut."*
73. *"Additional traffic will impact on parking on local streets (Gelligaer St and Cosmeston St)."*
74. *"Residential streets must remain closed to traffic from North Road. Any changes to existing arrangements would impact noise pollution, air quality, house prices and health and wellbeing."*
75. *"The proposal will increase traffic in the Bay compared to Maindy where the Council has invested in the cycle super highways. This hasn't happened in the Bay and will increase carbon emissions."*

Appraisal of views expressed

76. Transport mitigation for the development will be identified through the Transport Assessment (TA) process. The first part of the TA has now assessed the traffic impact on the highway network. It has identified that potential changes are expected to result in some additional queuing at peak periods. However it is considered that the overall traffic impact of the development can be accommodated by the network.
77. The consultation document referred to the possibility of Crown Way being closed to through traffic to accommodate the development. The Council's transport team have assessed the potential implications of closing Crown Way and have concluded that it should remain open in order to maintain flexibility for the future management of the highway network and options for the bus network.
78. Improved facilities for public transport will supplement the provision of cycleway and pedestrian facilities along with increased parking restrictions to support and encourage take up of active and sustainable travel.
79. Parking on street near the school would be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; 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.
80. Whilst some pupils presently commute from outside of the school's catchment area, this is a consequence an imbalance in the sizes of English-medium community secondary school catchment areas. A number of schools, including Cathays High School, have catchment areas which are not large enough to sustain a secondary school. The

current and projected demand for places at entry to secondary school within some local catchment areas exceed the number of places available at the catchment school. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in order to provide a suitable balance in the supply of and take-up of places.

Disruption of building works

81. *“The proposed building work on the Maindy site and the old school site would be disruptive for pupils, users of the leisure centre, and local residents.”*

Appraisal of views expressed

82. The Council has significant experience in the successful delivery of building projects on the sites of occupied school sites as a result of progressing a large and growing school organisation programme. The proposed replacement of Cathays High School with a separate new building would limit the disruption to pupils, staff and parents and users of the leisure centre.
83. Any building work carried out would be managed effectively in consultation with the school to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained, and with the operators of the leisure centre to maintain access.

Consultation Process and Statutory Objection Period

84. *“The Council has been discussing these plans internally for many months, but residents have generally only been made aware of them in recent weeks. Many have only become aware of the plans by social media and word of mouth.”*
85. *“The Council’s published plans are extremely vague (for example, it has not said exactly what would be built on the Maindy site). The plans are unclear, confusing, and often contradictory. Insufficient information was provided to stakeholders on the proposed layout of the school. The site is constrained by areas that need to be retained or are undevelopable, and it has not been demonstrated that it would be feasible to develop the replacement school on the remaining land.”*
86. *“The short timescales allowed for consultation and the vague nature of the plans presented, for example, it has not been said exactly what would be built on the Maindy site), make it extremely difficult to give an informed view on the proposals.”*
87. *“The community has not been given the opportunity to object to the demolition of the cycle track specifically, or to suggest more positive and better-value approaches such as improving and adding to the existing facilities for the school and community to share.”*

88. *“Regular users of the facility, including local cycling clubs, were not directly consulted by the Council on the proposals. Responses to the consultation were received from two cycling clubs and one triathlon club however the facility is used by other groups also.”*
89. *“There was insufficient time available to question officers on the details of the proposals during the consultation.”*
90. *“From 29 June to 16 July 2021, the council web page where the current statutory notice is published displayed the message “This consultation is now closed.” at the top of the page. This has undoubtedly misled many people into thinking they’re now too late to object to the proposals, particularly as the information about the notice itself was not visible unless you scrolled to the bottom of the page. The statutory notice period should be extended by 18 days, the length of time taken for the council to change the message at the top of the page.”*
91. *“The time allowed for objections included one week of the school holidays when many people would be away which was unfair.”*

Appraisal of views expressed

92. The consultation undertaken, and process followed, for school organisation proposals must comply with the requirements of the School Organisation Code Wales. The Council’s published proposals meet the requirements of the Code. Consultation on planning matters relating to the design and redevelopment of the site are a separate and later process.
93. The Council consulted on the proposed changes to Cathays High School between 29 January 2021 and 19 March 2021.
94. The Council published a consultation document and summary document outlining the background, rationale and implications for consideration by parents, Headteachers and Chairs of Governors of nearby schools, all Members of local wards, local residents and other stakeholders as identified within the Code.
95. A number of public meetings, drop-in sessions and meetings with school pupils, staff and Governors were held during the consultation period, and the Council received 494 responses to the consultation. The Council ensured that the extensive range of opportunities to engage in the consultation were widely publicised in the local community, in local media and on social media, in addition to the information published on the Council’s website. The later stages of the proposal were explained in the consultation document, summary document and in each consultation meeting held.
96. The consultation response form included questions relevant to the proposed school changes and also provided the opportunity for respondents to suggest any changes that could improve the proposals, alternative options and any other comments they wished to make.

97. In addition to the consultation response form, consultees also had the option of writing to the Council, contacting the School Organisation Planning Team via e-mail or telephone, requesting an officer call back for any specific questions or attend an online public meeting/drop in sessions. All of these options provided the opportunity for views to be recorded.
98. At its meeting on 17 June 2021, the Council's Cabinet considered a report which set out details of the responses received during the consultation, the Council's response and recommendations on the way forward. Following due consideration of the consultation report, the Council's Cabinet resolved to proceed with the proposals.
99. The statutory notice for the proposed changes was published on 29 June 2021, running for 28 days (the period allowed for objections) until 26 July 2021. In accordance with the requirements of the Code, the notice was published on the Council's website and copies of the notice were displayed at the current and proposed school site.
100. The Council informed all those who responded to the formal consultation in January – March 2021, residents in the local area, and other stakeholders as identified within the Code who may be impacted by the proposed changes, of the publication of the notice.
101. The statutory notice of the proposals was publicised in full compliance with the School Organisation Code Wales.
102. All school terms are determined in advance and half terms periods are ordinarily between five and eight weeks in total. Published proposals and consultation periods therefore commonly include periods when schools are closed. The School Organisation Code recognises this and sets specific timescales, which have been complied with.
103. As the period allowed for objections is set by law at 28 days from publication of the statutory notice (pursuant to section 49(2) of the SSOW Act 2013), the Council is unable to extend this period. The period allowed for objections included 16 days within school term time and 5 days when schools were closed, in accordance with the requirements of the Code.
104. Separate to the proposals for Cathays High School the Council has engaged with local cycling clubs and governing or representative bodies to ensure the design of the facility will, as far as is possible within the existing budget constraints, meet their expectations.
105. A separate Cabinet report exploring the proposed move of the Cycle track to Cardiff Bay Velodrome was considered on 18 March 2021. A copy of the report can be seen at Appendix 5.
106. If the Cabinet were to approve the changes, the Council would further engage with the community to ensure that any designs for each site and buildings meet the needs of learners and the wider community

respectively, in accordance with planning requirements. The proposed replacement Cathays High School and the proposed new Velodrome would each be subject to planning permission.

Limitations of the proposed site

107. *“There is not sufficient space for buildings on the new site, particularly as the cycle track area cannot be built on due to the ground being unstable. The old site will need to be built on, too. It would be appreciated if information could be provided on how this will be done while the school remains open, and how the Better Leisure Centre will be able to remain open during the new building work (given the proposed new school buildings may use part, or all, of the current gym car park).”*
108. *“If the increase in numbers of pupils proposed for the site means that it is simply impossible to retain and improve the current track and field area, then there is clearly not sufficient space for an expansion of the proposed scale without the site becoming very crowded. If that is the case, then the size of the increase should be revised downwards so that the track/field can be retained, improved and shared between the school and the local community.”*
109. *“As the cycle track / field area cannot be built on, it is unclear why it would need to be demolished for the purposes of building the new school. There is land in the centre of the track that is under-utilised and could offer additional sports provision such as a pitch or series of five-a-side pitches; some land from the old school site could also be used for this purpose.”*
110. *“The Cathays and Maindy sites do not meet the statutory minimum requirement for playing field area.”*
111. *“Any development must meet or exceed Welsh Government standards on the minimum indoor and outdoor space that is available to pupils. However any development must also be proportionate to the local area and not include, for example, large high rise buildings.”*
112. *“PE lessons may need to continue to be held in Heath Park even if the proposals went ahead. This further undermines the arguments for removing the cycle track.”*

Appraisal of views expressed

113. The proposed changes to Cathays High School form part of Cardiff's 21st Century School's programme. Welsh Government funding for projects within this programme is subject to mandatory requirements including meeting the necessary guidance for school buildings and sites. In a densely populated urban area, few sites of sufficient size for the development of a new secondary school, or the necessary replacement of an existing school, become available.

114. It would not be possible to undertake works to transform the existing school facilities into a 21st Century Learning Environment whilst functioning as a school.
115. Land requirements for schools in Wales must follow Building Bulletin 98 Guidelines for secondary schools. In order to meet these guidelines, confined school sites in urban areas require all weather pitch provision on-site but may also make use of off-site provision. The Council outlined in its consultation document that arrangements to use off-site playing fields at Heath Park would continue.
116. Through the creation of all-weather sports pitches within the boundary of the school site, the school would comply with the area requirements set out in the Building Bulletin guidelines for new secondary schools. These pitches would allow the school to undertake the vast majority of sports lessons on its site, greatly reducing its reliance on facilities at Heath Park.
117. Whilst the existing Cathays site could potentially be used to accommodate a replacement school building, the current site would be insufficient in size to allow the new school to be built whilst the school remains operational. This would result in pupils having to be accommodated off site for the duration of any new build resulting in significant disruption to education and increased costs. The site would still be insufficient in size when works would be completed.
118. The feasibility study undertaken to produce an indicative red line boundary map for the proposed school site confirms that the existing school site would need to be retained in order that the proposed expanded school may meet the site area requirements set out in Building Bulletin guidance for schools on confined sites. The indicative boundary for the site also identifies a large area of community space, outside of the school and leisure centre boundary, of c13,500m² to be retained. This represents an increase in unrestricted access open space available for use by the local community. Further consideration of the layout of the site would be necessary at the design stage.
119. The Council will ensure that sufficient on-site parking is available for users of the leisure centre. The leisure centre is operated by GLL leisure and any changes to site arrangements would be subject to the agreement of GLL.
120. The Council would engage with stakeholders, including those within the school community and in the wider community, in the design process for the new school to ensure that the school and the leisure facilities meet the needs of its users through the construction process and when the new buildings and facilities are completed.

Future use of existing school site

121. *“No information was made available regarding what would happen to the existing school site.”*

122. *“The information available regarding the future of the existing school site was conflicting.”*

Appraisal of views expressed

123. The need to retain the existing school site to meet the area requirements set out in Building Bulletin guidance for schools on confined sites is addressed at paragraphs 113-117.
124. The Cathays High School buildings would be occupied by the school until the completion of the new school building. Following the transfer of the pupils to the new school, the vacated buildings would be demolished in order that the existing school site could be developed to provide part of the school’s outdoor sports pitches and social areas. Further consideration of the layout of the site would be necessary at the design stage.

Reduced access to Maindy site as public open space

125. *“Maindy Velodrome track, field and bowling greens are one of the few green spaces in Cathays and should be retained. The area is currently used by many local residents for relaxing and exercising. The track is used by individual cyclists and a variety of cycling clubs for training purposes due to its central location and the low banking suitable for younger and inexperienced cyclists. The total area open to the public should not be reduced in size, or replaced by sports halls / Multi-Use Games Areas, as under the proposals.”*
126. *“The expansion of the school must not come at the expense of the quality of life for local residents; and the expansion must not be so great that there insufficient space is available for good outdoor facilities, including the cycle track, for pupils and residents to share.”*
127. *“The whole area occupied by Maindy pool, including grassy banks, walkways, old bowling green, BMX area, grassy playing field within the track provided and continues to provide respite and virtually the only green space in Cathays for the community young and old to use freely. It is widely used by all generations and is essential for those living in HMOs or those with no garden as the houses in the area have very little or no garden. Destroying this local facility goes against everything the Council are trying to achieve to improve health and wellbeing.”*
128. *“It is important for the community to have access to the Maindy site throughout day and evening for wellbeing and that this is not limited to out of school hours.”*
129. *“Realistically the school facilities will not be used by community outside school times, due to child protection concerns.”*

Appraisal of views expressed

130. The open space at Maindy is currently used for informal leisure by the local community – exercise, dog walking, access between Gelligaer Street and Crown Way/North Road and general leisure activities.
131. It is recognised this is one of few open spaces for residents in Cathays, Maindy and Gabalfa and the new development will therefore provide space and access for the community to continue these informal activities in community green spaces.
132. Following consultation, further work was undertaken to produce an indicative red line boundary map for the proposed school site and indicative building footprint, which takes account of the views submitted during consultation. This identifies the extent of the open access space that would be available, and includes the retained leisure centre and BMX track areas outside of the development boundary, the require land for the school and remaining community open access land. As part of the project the Council is intending to landscape parts of the open access areas to provide the most appropriate and usable area possible, subject to design.
133. The open space areas would be in addition to the facilities that would be provided within the boundary of the school that would be available to the community outside of school hours. As outlined in paragraph 118, a large area of community space, outside of the school and leisure centre boundary, of c13,500m² would be retained.
134. Many schools have established or are developing sports and wider leisure provision for use by the public outside of school hours.
135. A key objective is to enable third party access the sports facilities at schools. This would be on a sustainable financial basis.
136. Welsh Government's aim for shared facilities in community-focussed schools are to:
 - a. 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;
 - b. operate in line with the national agenda for sport taking into account nationally adopted strategies;
 - c. generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
 - d. increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
 - e. 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;

- f. 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.

Impact on Maindy Leisure Centre and its users

137. *“The Maindy Centre site is a hub for the local community that offers enormous benefits to young people, families and anyone needing to access a wide range of health and well-being facilities.”*
138. *“The proposed red line plan would severely limit dog walking space, as well as remove much of the football and basketball multi court offering to particularly younger residents that are an outlet unmatched for the vast majority of the rest of the area. With much of Cathays already dominated by an ever-expanding Cardiff University site or by row after row of houses, open space is few and far between, particularly one with such clear health benefits. A new school development would also limit access to the sports centre, restricting and hiding it from the public and severely impacting the community feel of its social fitness atmosphere.”*
139. *“The majority of those using the facilities at Maindy Leisure Centre come by car. Prior to the pandemic restrictions, the number of car parking spaces needed was considerably greater than the present numbers. The area allocated to the Centre on the indicative map is completely inadequate. In addition, there is no indication of the access from the public highway into the Centre carpark. It is taken the School and Centre will require separate traffic arrangements. Any closure of Crown Way will add to the problem of identifying a safe and convenient access.”*

Appraisal of views expressed

140. As set out during the consultation there are no proposed changes to the existing leisure centre facilities. The Council agreed in 2016 that the leisure and sporting facilities at Maindy Centre would be operated by Better Leisure (GLL) and a long term lease arrangement is in place.
141. Car parking would be considered as part of the design process for the new school. An arrangement would be explored with GLL for the shared use of the parking spaces used by school staff outside of the school day. However, car parking spaces dedicated for use by patrons of the leisure centre throughout the day would be retained.
142. The opportunity for shared use of the school’s facilities, which would include football and Multi Use Games Areas (MUGAs) is outlined in paragraphs 133-136.
143. The potential closure of Crown Way is appraised in paragraph 77. The Council’s transport team has assessed the potential implications of closing Crown Way and have concluded that it should remain open in order to maintain flexibility for the future management of the highway network and options for the bus network.

Closure of Maindy Velodrome and planned replacement

144. *“Maindy Velodrome and the nearby Bowling Green have historical and cultural significance. The history of the track, as a Commonwealth Games location and home cycling track for multiple Olympic medal winners and a Tour de France winner should mean the track is treasured. Demolishing the track where Geraint Thomas, Elinor Barker, Nicole Cooke, Luke Rowe and Owain Doull first fell in love with cycling represents an enormous and unacceptable loss of Welsh sporting heritage.”*
145. *“The loss of the Maindy Velodrome is denying opportunity to future world class cyclists”*
146. *“Demolition of the cycle track area has been unnecessarily made part of the plans for expanding the school. These are two separate issues and must be treated as such.”*
147. *“The destruction of the Maindy track itself will be an enormous loss for not just Cathays, but Cardiff. There is no alternative that will be suitable for cycle groups, young people wanting to skateboard, families walking with young children, or for events that benefit everyone. Moving to an alternate site at the other end of the city is not an option, as it removes accessibility for anyone but those with means, and the time to travel to and from a place.”*
148. *“No provision has been made for a new track to replace the existing Maindy velodrome.”*
149. *“The proposals would result in the destruction of a mural honouring Geraint Thomas at the Maindy velodrome site.”*
150. *“Plans for the velodrome have been wrongly retained in the school plan in order to gain access to Schools Organisation Programme funds. Council officials plan to use £2.4m from the Schools Programme budget to fund the construction of an unnecessary new velodrome at the International Sports Village. What is being proposed is an inappropriate use of £2.4m education funds.”*
151. *“The proposed new velodrome track at the International Sports Village is not a like for like replacement. The proposed track is smaller and the design will potentially be more intimidating for younger or novice users. The central road area at Maindy is well used by many school age children and cycling clubs as part of their training. Due to the shorter track length, the proposed new velodrome will not include this provision, but this is proposed to be replaced by a 1km long 3m-wide closed circuit located around the edge of the International Sports Village. The design of this would not be conducive to coaching as the lines of sight would be restricted, and there will potentially be conflict with other circuit users.”*
152. *“The proposed site for the new velodrome is poorly related to the main centre of population and will increase journey times for many existing*

users. It is also likely to increase travel by car as travel links to the Bay via public transport are poor.”

153. *“A cycle track relocated to Cardiff Bay will undoubtedly be inaccessible for many of the children who live in and around the Maindy site.”*
154. *“The timescales for the delivery of the new velodrome by the end of 2022 are unrealistic, and there are significant concerns that the Maindy track will be demolished before a new facility is operational, due to the timescales associated with the school redevelopment. The Maindy velodrome must remain open until the new site is operational.”*
155. *“The council has a well-documented history of destroying facilities before new ones are in place e.g. Empire Pool.”*

Appraisal of views expressed

156. The Council recognises the important role that the Maindy Velodrome has played in nurturing and developing cycling as a sport in Cardiff, for cyclists of all abilities from beginners through to professional athletes. However, the Maindy Velodrome is in need of considerable investment to improve it to modern standards.
157. The Council has been keen to modernise the city’s Velodrome facility for some time. The delivery of a new Velodrome facility on an alternative site would allow the land currently occupied by the Maindy Velodrome to be used to support the school expansion should it be required.
158. The Council is committed to completing the International Sports Village (ISV) development and to delivering a high quality leisure and sport destination at the site. In March 2021, Cabinet agreed a new masterplan for the leisure element including a proposal for a new velodrome to replace the existing cycle track at Maindy.
159. The current Velodrome benefits from having access to Maindy Leisure Centre for storage of circa 400 cycles, workshop space, welfare facilities and studio space to ensure sessions can continue in poor weather and also to allow for meetings and off-bike training.
160. The planned replacement velodrome will continue to be a facility for the whole of Cardiff, with bespoke ancillary services as part of the wider International Sports Village plan to create a great leisure/sporting destination. The purpose of the facility is to continue to support the development of the sport, which has evolved greatly in Cardiff in recent years, and to provide improved opportunities for cyclists at all levels and abilities including new riders, leisure groups, clubs, governing bodies and individual users.
161. The Council has engaged widely with users of the velodrome, and with key stakeholders including Maindy Flyers and Cardiff Ajax cycling clubs, Welsh Cycling (National Governing Body), Welsh Triathlon (National Governing Body) and Cardiff Junior Tri Club ahead of bringing forward

proposals. The Council has also worked with technical experts from across the cycling community, and with qualified representatives in relation to coaching, events and race officials and Health and Safety and Risk Management to contribute to the preliminary designs of the new Velodrome and Closed Road Circuit. This seeks to achieve the Council's aspirations for a facility which, as far as is possible, meets the needs and expectations of its users and complies with the recommended specifications of each sport's Governing Body.

162. Welsh Cycling, British Cycling, Welsh Triathlon and Welsh Athletics are each wholly supportive of the ISV project and are keen that the benefits of the new velodrome are realised.
163. The new purpose built velodrome would form part of Cardiff's International Sports Village. The relocation of the track element is to be funded by a capital contribution from the Council. The balance of development - the Performance Hub - including storage, workshop space and welfare facilities will be delivered through revenue income.
164. Many users of the current velodrome travel from outside of the local area to use it. When replacing a city-wide facility on an alternative site, some current and future users would be in closer proximity and others would be further. The ISV project will include a traffic assessment as the wider ISV programme moves forward. There will be a transport statement in the planning application for the velodrome.
165. The ISV is well served by public transport, with a number of Cardiff Bus services operating and a train station nearby. The existing leisure facilities at the pool and ice arena are 0.5 walking distance miles from the nearest train station. The Maindy velodrome is further from its nearest train station.
166. The mural at the Maindy velodrome was a collaboration between schools, Maindy Flyers Cycling Club and GLL. The new velodrome will ensure the legacy of the Maindy velodrome in growing cycling in Cardiff is maintained and there will be provision for the artwork to be preserved.
167. In July 2021, Cabinet agreed to progress a Full Business Case for the delivery of the new velodrome with the target of works commencing on-site early in 2022 and for the new facility to be fully operational by spring 2023. The Maindy velodrome would remain in place until the new velodrome is operational.
168. The financial contribution necessary to deliver the velodrome will need to be identified from within existing Council resources or match-funded via external grant funding, if applicable.

Accessibility of the replacement velodrome

169. *"The new velodrome provision will be less accessible for median income families, will be more elitist. Increased track income envisaged will come from increased track charges."*

170. *“The closure of the velodrome will create inequality for parents who can’t take their children to centre.”*

Appraisal of views expressed

171. The operation strategy for the International Sports Village is under development with a view to increased provision. The intention is for provision at all levels and will include opportunities for people to ‘pay to ride’ in addition to block booking for coaches, groups and clubs at the velodrome. It is not the Council’s intention to raise the cost of provision. To date, any work carried out to inform costs has been based on the current charging model at Maindy and from other comparable facilities across the UK.
172. The Council’s project team is exploring operator options to be presented to the Council’s Cabinet later this year. One of the key considerations regarding the operation of the new velodrome is that there is an inclusive programme of provision as well as club bookings, so that all levels of ability can benefit.

Request for reinstatement of and maintenance of bowling greens

173. *“Although for some years the bowling greens have not been properly maintained by the Council, this area is also already public space. It should be regenerated and improved as a publicly-available park or garden, instead of being built on.”*

Appraisal of views expressed

174. The Maindy bowling green was previously home to St Joseph’s Bowling club who relocated to Llwynfedw Gardens a number of years. The club house on site was condemned and therefore demolished, and the bowling green was no longer used and therefore closed.
175. The bowling green site is considered as part of the wider Maindy site and the development of this as part of the future school site allows for the large open-access public open space to be created on another part of the site.

Non-compliance of development proposals with Council’s planning policies

176. *“The proposed changes are not in line with the Council’s set of Key Policies that make up the current Local Development Plan, relating to communities, environment and transport.”*
177. *“The proposals are not compliant with a number of adopted Council policies including LDP Key Policy (KP) 13 (Responding to Evidenced Social Need), KP14 (Healthy Living), KP15 (Climate Change), KP16: (Green Infrastructure), KP17 (Built Heritage) KP18 (Natural Resources).*

178. *“This development proposal does not take into account any of the points in policy EN9 (Conservation of the historic environment).”*
179. *“The proposal does not comply with Transport Policies T1 (Walking and Cycling) and T5 (Managing Transport Impacts).”*
180. *“The proposal does not comply with Community Policies C1 (Community Facilities), C2 (Protection of Existing Community Facilities) and C4 (Protection of Open Space).”*

Appraisal of views expressed

181. Compliance with key planning policies, as published in the Council’s adopted LDP, are a matter for consideration at the formal planning stage. Should the Cabinet decide to proceed with the proposed permanent changes to the school, the Council would need to prepare a formal planning application and comply with the relevant planning process including undertaking consultation on detailed proposals for a site at the pre-application stage, with input from the relevant technical and statutory consultees.

Existing Land Covenant

182. *“The Maindy site was gifted to the residents of Cardiff by Lord Bute to be used by the whole community. To use this land stating that it is a necessary step to provide space for the school expansion only to later sell part of the existing school site would deprive the residents of Cathays and Gabalfa of this valuable gifted space in an incredibly dishonest and deceitful way. What residents wish to have in the space should be taken into consideration.”*

Appraisal of views expressed

183. A pre-existing land covenant sets out that the land on which the Maindy Centre is located is restricted to use for park, open space, recreation and playground.
184. The majority of the proposed school site is held by the Council as a charitable Trustee. Should the proposal to transfer the school to the Maindy Centre site be progressed, the Council is likely to require the consent of the Charity Commission to allow the land to be used for education purposes. This may require the Council to provide substitute land for the charitable purpose.
185. Appropriating the land for planning purposes would also be necessary to ensure the development of new school facilities could proceed with constraint by third party interests that may affect the land. This process would be considered nearer to commencing the planning process.
186. There are no proposals to sell part of the existing school site.

The Future of Companies House/ Maindy Barracks

187. *“Any future decision to move Companies House or to close Maindy Barracks could result in land being sold off for development. This would add to the lack of green space and congestion in the area. Where are the safeguards and assurances that these decisions would not happen too in the future leading to further negative impact on the area?”*

Appraisal of views expressed

188. The Companies House and Maindy Barracks sites are not in the ownership of the Council. The Council has contacted Companies House and Maindy Barracks to investigate potential site configuration options but these sites are unavailable at this time and would not be available for the proposed expansion of Cathays High School. There are no proposals for these operational sites.
189. Any future proposals brought forward for the redevelopment sites would be subject to the relevant planning processes, policies, consultation and determination processes in place at that time.

Alternative suggestions

190. *“The school should be rebuilt on its existing site.”*
191. *“The school should be located near a train station to promote public transport use.”*
192. *“The existing school facilities should be improved and more small schools established.”*
193. *“The whole site including the cycle track should be upgraded.”*
194. *“The Council should adopt a shared model (of sports provision), which would increase area for school and community and would reduce reliance on travelling to sports facilities at heath park”*
195. *“Create centrally located schools and sports hub and improve the Maindy site. This would be a great opportunity to improve limited sports facilities at primary schools, HS and community”*
196. *“Revamp/ resurface the three outdoor sports courts that are on the Gelligaer Park site”*
197. *“Utilise the large plot of land that runs from Crown way, onto the Maindy Leisure Centre overflow car park and onto the old bowling Green site as an alternative site for a new school.”*
198. *“The Council should keep the velodrome and build on the bowling green.”*

199. *“Remove the cycling proficiency training area currently accommodated in the middle of existing pitch and rehome in Cardiff Bay”*
200. *“Look at using land at Maindy Barracks and Companies House, land at Cardiff Bay International Sports Village for a new school”*
201. *“Utilise existing pitch provision. Why build more sport pitches when there are already many nearby e.g. Blackweir?”*
202. *“There is land in the centre of the track that is under-utilised and could offer additional sports provision such as a pitch or series of five-a-side pitches.”*
203. *“The Council should reinstate sports pitches that were taken out a few years ago.”*

Appraisal of views expressed

204. The reasons for not being able to rebuild Cathays High School on its existing site are addressed at paragraph(s) 113 to 117.
205. Refurbishment of the existing buildings would address the capacity needs at Cathays High School for its catchment population but would not result in the increase in the number of English-medium places required at secondary age over the wider area. Refurbishing the school would not be cost effective and would not significantly improve the learning environment. There may still be long-term maintenance issues, which would compromise the value of money which can be achieved through the investment of public money.
206. As outlined in paragraph 117, the current site would still be insufficient in size to allow the new school to be built whilst the school remains operational. This would result in pupils having to be accommodated off site for the duration of any new build resulting in significant disruption to education and increased costs.
207. The availability of alternative sites to facilitate the replacement of Cathays High School is addressed at paragraph(s) 113 to 117. Given the land requirements to deliver a school compliant with Building Bulletin requirements, the Council has considered the availability of adjacent sites; however, these are not currently in within the ownership of the Council and not available for expansion of the school site. There are no alternative suitable sites available within the area served by the school.
208. The size of the proposed school site, including all weather sports pitches, is necessary to meet the site area requirements set out in Building Bulletin guidance for schools on confined sites.
209. The proposals seek to provide greatly improved facilities. The Council is not proposing to establish additional small secondary schools to serve the pupils that may take up places at Cathays High School. A greater number of small secondary schools would represent a less efficient use

of education resources, and owing to budget challenges smaller secondary schools are less able to provide a the breadth and depth of educational options compared to larger schools. A balance must therefore be struck between this and large secondary schools which serve an extensive geographical area.

210. The opportunities for shared use of sports, leisure and education facilities including sports pitches and MUGAs to benefit the wider community, including local primary school, is addressed at paragraphs 133 to 137.
211. A key objective of the 21st Century Schools Programme is to enable third party access the sports facilities at schools. Many schools have established or are developing sports and wider leisure provision for use by the public outside of school hours. In addition to continued access to the facilities at Maindy Centre, the community would have access to sports and leisure facilities at Cathays High School.
212. The inclusion of the former bowling greens within the proposed school site is addressed at paragraphs 174 to 175.
213. The proposed replacement cycling facilities for all abilities at the new velodrome are addressed at paragraph(s) 156 to 168.
214. The availability of the Companies House and Maindy barracks sites for redevelopment is addressed at paragraph 188.
215. The requirement to provide all-weather pitches within the perimeter of the school as part of the scheme, which would prevent the reinstatement of the former pitch, is addressed at paragraph 115.

Admissions and Catchment areas

216. There are no plans to change the Council's policy on the admission of children to schools, as a result of this proposal.
217. In accordance with the limitations set out within the School Organisation Code, the Council has agreed a temporary increase to the Admission Number at Cathays High School to meet the increased demand for places. The Council is able to continue to do so but cannot exceed the school's total published capacity of 1,072 places, using temporary measures, by more than 200 pupils.
218. Consultation on the 2023/ 2024 admission arrangements for community schools will take place in autumn 2021 – spring 2022 in accordance with the requirements of the Admissions Code. This consultation would include the proposed changes to Published Admission Numbers.
219. Cathays High School presently serves a catchment area comprised of the primary school catchment areas of Albany Primary School, Allensbank Primary School and Gladstone. This catchment area is less populated than other school catchment areas in Cardiff, some of which

extend over a much greater geographical area and have pupil populations which exceed their current or planned capacity.

220. Consultation on changes to English-medium community secondary school catchment areas would therefore be required at the appropriate time, in order to provide a suitable and sustainable balance in the supply of and take up of places.
221. The Council will manage admissions to the Specialist Resource Base provision at Cathays High School in accordance with the ALN Code of Practice, which takes effect from September 2021.
222. 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).

Partnerships

223. The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.
224. To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.
225. The Council's proposals for Band B of the 21st Century Schools Programme and the Cardiff 2030 strategy clearly state the link between improving the environment for learning and raising standards of achievement.
226. The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready.
227. The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment.

Impact of the proposal on the Welsh Language

228. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.
229. The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.
230. 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. The Council will consult on its Welsh in Education Strategic Plan in autumn 2021, setting out how it plans to meet the targets published in the Welsh Government's Cymraeg 2050 strategy.

Project Funding - Mutual Investment Model (MIM)

231. The proposals to build a new Cathays High School are intended to be delivered through the MIM.
232. MIM is a national scheme that has been developed to borrow funds via the private sector to design and build the school, and maintain the building fabric over a 25 year period. Welsh Government has procured a Private Sector Delivery Partner (PSDP) to work with it on the delivery of education and community facilities. The successful bidder was Meridian Investments II SAS. The PSDP and a subsidiary of the Development Bank of Wales have entered into a Special Purpose Vehicle (SPV) called WEPCo, which will deliver the services to participants.
233. At its meeting on 16 July 2020, Cabinet agreed to enter into the Strategic Partnering Agreement (SPA) with WEPCo. Cardiff Council, along with other local authorities and further education institutions, are a participant to the SPA. The SPA provides for how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services. This includes partnering services for the project such as legal, design and technical advice.
234. WEPCo will undertake all partnering services (i.e. the design, project development and professional services). Approved MIM Projects will be developed by WEPCo, but delivered (including hard facilities management) by Project Co which will enter into a Project Agreement with the Council to deliver the relevant MIM Project. The Council will be a contracting party with Project Co which will have contracts in place to manage the building and facilities contractors.
235. Land matters, including restrictive covenants, rights of way and the appropriation of the relevant land areas would need to be resolved prior to taking the scheme to WEPCo and ahead of Stage 1 of the

development process. Stage 1 of the MIM process includes feasibility and design (RIBA 2) activities. The output of Stage 1 is a Stage 1 submission from WEPCo which should demonstrate value for money. The Welsh Government would then approve (or otherwise) the submission before this can move to Stage 2. The Council is responsible for fees incurred at the Stage 1 should the scheme progress or otherwise.

Local Member consultation

236. Local members were consulted during the consultation period, between 29 January 2021 and 19 March 2021.

Scrutiny Consideration

237. The Children & Young People's Scrutiny Committee is due to consider this item on 13 October 2021. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

238. To meet demand for community English-medium secondary school places and places for learners with for learners with Autism Spectrum Condition.

Financial Implications

239. The reason for this report is to highlight and appraise objections received in relation to Cathays High school statutory notice. At present this would not result in a commitment of capital expenditure and there are no capital financial implications directly arising from this report. Once a site plan is finalised, it will be necessary for a full financial evaluation to be undertaken to provide assurance that the scheme remains affordable once all relevant costs and contingencies for potential changes in delivery timescales have been incorporated.
240. The preferred funding strategy for this particular scheme remains the WG's revenue funded Mutual Investment Model (MIM). This will mean the new building will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years. The funding required for the Council's contribution will be made available via the SOP Revenue Reserve, which also meets revenue costs arising in relation to programme delivery and capital financing.
241. Other capital costs, including those directly connected to the new school, such as FFE and ICT, as well as other costs not directly connected to the new building, such as associated transport infrastructure works, will not qualify for MIM funding. These costs may still be within the scope of the 21st Century Schools Programme and where possible, will be funded via

the traditional capital route, with WG contributing towards 65% of the costs.

242. As well as the capital expenditure commitments directly connected to the main scheme, there would also be expenditure incurred in relation to the replacement cycle track, current contributions are set at £2.4 million. Funding will need to be identified from within existing Council resources or match-funded via external grant funding, if applicable. Traffic management costs that fall outside of the red line boundary for the school site will also require careful consideration, as these would fall outside of MIM funding.
243. Further to the capital costs highlighted above, there would also be significant revenue expenditure implications, both connected to the project delivery and on an ongoing basis, once the new facility is operational. Any revenue expenditure implications connected to Cathays High School capital project would need to be funded from within the SOP Revenue Reserve, including any costs that will be incurred in advance of the scheme commencing.
244. Any additional operational costs would be met from within the delegated school budget, including those relating to any projected increases in pupil numbers, which would need to be considered as part of the Council's annual budget setting process. Similar consideration would need to be given to the impact upon school transport budgets, particularly in light of the proposed SRB as part of this scheme.
245. There continues to be a significant risk surrounding the planned achievement of capital receipts underpinning the overall Band B programme. The total target of £25 million in the current financial model is required prior to the end of 2023/24. The planned community use of part of the current Cathays site would decrease the affordability of the overall programme and may result in additional delays or cancellation of other planned schemes.

Legal Implications

246. The school organisation proposals set out in the report must be considered having regard to the provisions of the School Standards and Organisation (Wales) Act 2013 ('the Act') and the School Organisation Code 2018 ('the Code'). The Code sets out the factors which should be considered in respect of different proposals, the statutory procedures, legal requirements and guidance. If proposals affect charities, they must comply with charity law.
247. The statutory procedures involve a public consultation, publication of a consultation report, statutory notice and a 28 day objection period, prior to determination of the proposals. The previous reports to Cabinet on these proposals are referred to in the body of the report. In June 2021, Cabinet considered the consultation report and resolved to proceed with the proposals, as modified, and authorised publication of the statutory notice, with the required 28 day objection period (which ended on xx).

The content of the statutory notice, manner of publication and persons to be notified are prescribed in the Code. Under section 49 of the Act, when objections have been received, the Council must publish a summary of the statutory objections and the Council's response to those objections ("the Objection Report") on its website, and make this available to the interested parties listed in the Code. This Cabinet report constitutes the Objections Report.

248. The Council must decide whether or not to implement its proposals within 16 weeks from the end of the objection period (under section 53 of the 2013 Act). If the Council fails to determine the proposals within the 16 week period, it is taken to have withdrawn the proposals. When determining its proposals, the Council must be satisfied that the statutory consultation has been conducted and the proposals published in accordance with the Code; and it must conscientiously consider the Objections Report and any responses to the notice supporting the proposals, having regard to the relevant factors set out in the Code.
249. The decision on whether or not to proceed with the proposals must be set out, with reasons having regard to the factors set out in the Code, and issued in the form of a decision letter, published on the Council's website and notified to the Welsh Ministers, the school governing body and all interested parties listed in the Code.
250. If the proposals are taken forward, the admission arrangements for the school, 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.
251. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.
252. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.

Well Being of Future Generations (Wales) Act 2015

253. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
254. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2021-24. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
255. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions
 - Involve people from all sections of the community in the decisions which affect them
256. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below:
<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

257. The decision maker should be satisfied that the decision is in accordance within the financial and budgetary policy.
258. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.
259. The report also makes reference to other contracts. Such proposals will need to be carried out in accordance with those contracts.

260. With regards any future procurement, legal advice should be sought on the proposed procurement route and documentation. Any procurement should be carried out in accordance with the contract procedure rules and procurement legislation. In addition, any of the issues set out in the report should be resolved prior to proceeding with any procurement. Further legal implications will be set out in the officer decision report.
261. Whilst not a matter to be decided in this report, the status of Maindy Park as a Charitable Trust, will require the Council separately as Trustee to consider the effect of this proposal in relation to the charity and seek to engage with the Charity Commission. Such matters will need to be considered in detail in a further report at which stage detail legal implications can be provided. Detailed legal implications will also be required at a later stage relating to the appropriation of land for planning purposes.

HR Implications

262. The full HR implications of the development of the new school would be determined as the project develops. The Governing Body and the school's leadership may require HR advice, guidance and support to ensure that its staffing structure is appropriate for a new build school, and in particular this will include the consideration of estates and facilities requirements. Further guidance is required to understand the full working arrangements in relation to facilities management to assess the impact, if any, on current school staff in relation to the operation of the Mutual Investment Model (MIM) scheme.
263. The Governing Body and the school's leadership team would also need to consider whether any staffing changes are required to support the use of school premises by the wider community. HR People Services will provide advice and support as necessary.
264. In the event that any vacancies arise, these should be considered as redeployment opportunities for staff on the school redeployment register.
265. In addition, full consultation with staff and trade union colleagues would be needed to ensure there is a smooth transition into the new school building.

Property Implications

266. The Council own the site of the existing Cathays High School and the majority of the land opposite is subject to a lease to GLL which was part of a wider arrangement the Council sanctioned in relating to the outsourcing of all Leisure Centres. The former Maindy Bowls closed a number of years ago has more recently been used as overflow car parking for teachers at the adjoining school. The play area and existing tennis courts are managed by the Council's Parks Department.

267. As a result of the Building Bulletin 98 Guidelines, the new school does require a larger footprint than the existing site and due to the limitations of the proposed site which has been mentioned in the consultation, there is a requirement to expand the land requirement. Given the Council own the adjoining facility albeit under a lease, early conversations have taken place with GLL on their existing lease area and the variations that may be required. The Council's intention is to work with GLL on retaining full access to the Centre and ensuring sufficient car parking is retained for its users and documenting these changes formally through a deed of variation.
268. The Council intend to retain and improve the existing areas along Maindy Street as open spaces and in addition, open the school sports facilities for community groups out of hours which will managed either by the Council or a third party eventually.
269. The Land Covenant referred to will be dealt with by both legal and estates colleagues. As outlined, the site will be made available to the public and any Trust requirements will be considered and dealt with through the proper channels.
270. Work is continuing on delivering a new Velodrome site at the International Sports Village which will be fit for purpose and accommodate the ancillary facilities currently in Maindy Leisure Centre. Estates will continue to work with relevant department on delivery of this.

Traffic and Transport Implications

271. Travel to school creates considerable pressure on Cardiff's transport network. 30% of all car-based trips during the morning peak are journeys to school. There are around 40,000 car trips to school each day in Cardiff.
272. Yet, journeys to school are often very short: 75% of journeys to education are within 3km of people's homes. More of these journeys could be made by active modes if all schools are well connected to their catchment areas by safe and convenient active travel routes.
273. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
274. The new school developments being brought forward as part of the Council's 21st Century Schools programme provide the opportunity to deliver on this commitment by ensuring that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
275. Key to this will be 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 of the surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling. Development of the proposed new site provides an opportunity to design accesses in more appropriate and convenient locations to suit desire lines.

276. A Transport Assessment (TA) will be required to assess the traffic impacts and off-site infrastructure required to accommodate the development and facilitate sustainable access to the development in a way which accords with national planning policies in Planning Policy Wales (Edition 11, 2021) and the Council's Local Development Plan.
277. Planning Policy Wales requires the use of a sustainable transport hierarchy in relation to all new development, which prioritises walking, cycling and public transport ahead of the private motor vehicles. Effectively this requires the designers of new schools to give priority to how children can access the site on foot and by bicycle before considering requirements for access by motorised transport. The Council's Local Development Plan requires all development proposals to maximise access by sustainable transport to contribute to modal shift from car travel to walking, cycling and public transport.
278. The TA will identify the on-site and off-site infrastructure to maximise access by sustainable modes, including provision to prioritise active journeys to school - separated cycle routes, crossings, speed reduction measures as well as necessary works associated with required vehicular access onto the site.
279. Opportunities to make existing roads and streets within the surrounding area safer for active travel by managing vehicle speeds and filtering out through traffic will also be investigated as part of the Transport Assessment. Work to develop the new Active Travel Network Map for Cardiff as required under the Active Travel Act is now underway and is currently being consulted on. This identifies measures and schemes to expand Cardiff's existing active travel network and provide better off road and on road active travel routes to key trip destinations including schools. The outputs of this work will be useful in informing the infrastructure measures required off-site to maximise access to the new school by active modes.
280. The transport team has had early involvement in the project to ensure that appropriate facilities to support sustainable travel are considered at the outset and incorporated into the site master plan.
281. The provision of on-site facilities, such as secure cycle parking spaces with lockers for storage of cycling clothes and equipment will be essential.
282. Cycle and scooter parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG

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

283. Cycle parking must be covered and secure and be sited in a convenient location within the site, close to buildings, where it is easy for pupils to access and benefits from passive surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
284. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. The 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 must not be provided as they are only likely to attract traffic.
285. On-site car parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The maximum car parking requirement for schools within the SPG is 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.
286. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. All new schools will need to have such a plan in place from the outset of their operation and therefore the proposed development will need to be supported by an Active Travel Plan, which will be informed by the Transport Assessment.
287. The Council's Active Travel Schools and Road Safety Teams will play an important role in inculcating and supporting sustainable and active travel to the new school from the day it opens. In conjunction with work to develop the Transport Assessment for the site, the Active Travel Schools team will work with the multi-disciplinary delivery team/consultants and school staff at an early stage to develop an Active Travel Plan which will identify the policies and on-site and off-site measures required to manage traffic impacts and support sustainable and active travel to the school.
288. Linked to this will be the National Standards Cycle Training delivered by the Council's Road Safety Team which will help ensure pupils entering the new school are equipped with the cycling skills they need.
289. The consultation document referred to the possibility of Crown Way being closed to through traffic to accommodate the development. The Council's transport team have assessed the potential implications of closing Crown Way and have concluded that it should remain open in order to maintain flexibility for the future management of the highway network and options for the bus network.

Equality Impact Assessment

290. The Equality Impact Assessment has been updated following receipt of objections. The assessment concludes that the proposed change would

not negatively affect a particular group in society. The Equality Impact Assessment is attached at Appendix 6.

291. This assessment would be reviewed again as part of the design process.

RECOMMENDATIONS

Cabinet is recommended to

- (i) Approve the proposals in respect of changes to Cathays High School, as set out in paragraph 1 of this report, without modification, subject to the Charity Commission's consent in relation to the trust on the Maindy site
- (ii) Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1
- (iii) Authorise officers to publish the decision within 7 days of determination of the proposal.
- (iv) Note that a further report will be brought to Cabinet in relation to Trust and Property matters.
- (v) Delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, the Director of Economic Development and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) for the new build schools.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	8 October 2021

The following appendices are attached:

Appendix 1: Cabinet Report, 17 December 2020

Appendix 2: Consultation Document

Appendix 3: Cabinet Report, 17 June 2021

Appendix 4: Statutory Notice

Appendix 5: Cabinet Report, 18 March 2021

Appendix 6: Statutory Screening Tool and Equality Impact Assessment

CABINET MEETING: 17 DECEMBER 2020

21ST CENTURY SCHOOLS, BAND B: EXPANSION AND REDEVELOPMENT OF CATHAYS HIGH SCHOOL

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 6

Reason for this Report

1. To enable the Cabinet to consider a recommendation to hold public consultation on proposals for the expansion and redevelopment of Cathays High School in line with Band B 21st Century Schools priority schemes.
2. It is proposed to:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

Background

3. 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.
4. The Band B programme seeks to address the most acute sufficiency and condition issues in Cardiff.

5. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.
6. The school has already temporarily expanded to take additional forms of entry to provide for larger cohorts currently promoting to year 7.

Issues

Sufficiency of mainstream secondary school places city-wide

7. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.
8. Citywide data from January 2020 shows the number of pupils in each of the year 3 to year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,460 places at entry to English-medium secondary schools.
9. Projections, based upon the most recent school census data (PLASC) received in 2020, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase until the 2023/2024 academic year.
10. City-wide, peak intakes at entry to secondary education of c4,115 pupils are projected in 2022/ 2023 and 2023/ 2024, following which intakes reduce to c3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.
11. However, it is anticipated that, as a result of the yield of pupils from the new housing developments, additional school provision will be required to provide school places local to the new housing in some parts of Cardiff.
12. Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes.

Condition & 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 were 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. 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.
16. Cathays High School is rated as “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

Sufficiency of mainstream secondary school places

17. When considering likely demand for places across the area, 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.
18. 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.

19. Additional information, regarding projections and forecasts prepared relevant to the area, and the methodologies used to establish likely demand are set out in Appendix 2.

Summary of recent and forecast demand for places at entry to secondary education

Cathays High School Catchment Area

20. The Cathays High School catchment area comprises the primary school catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School, which serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. The area is also served by Ysgol Mynydd Bychan, St Joseph's Catholic Primary School, St Peter's R.C Primary School and St Monica's Church in Wales Primary School.
21. The recent take-up of English-medium community primary school places by children who are resident within the existing Cathays High School catchment area has averaged 108 per year group. This has fluctuated between 82 and 133 pupils in the period 2016 - 2020.
22. The average intake over the last 3 years at entry to Reception year within the Cathays High School catchment area is 117 pupils (approximately four Forms of Entry). Whilst this level is seen to drop off slightly, there is expected to be a degree of demand from new housing on a citywide level. Data is not yet available for cohorts that would enter primary education beyond 2024/25.
23. The numbers of pupils in some primary school year groups, resident within the catchment area of Cathays High School, have fluctuated significantly. Cohorts have increased or reduced in number by between 11-48 pupils (on average 24% changes within cohorts). Migration patterns are not consistent which represents a risk when planning the number of secondary school places.
24. On average, 91 children per year group have transferred to English-medium community secondary schools and 33 children per year group have transferred to English-medium faith-based secondary schools in recent years. The remaining young people transfer to Welsh-medium secondary schools.
25. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area - i.e. almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
26. Forecasts indicate that, in the Band B investment period, 68-105 English-medium community secondary school places will be required to serve the existing Cathays High School catchment area, either at the school or at other English-medium community schools. This takes

account of c33 places being taken up within Faith-based schools by pupils resident in the area. Intakes peak in 2024 but reduce thereafter to approximately 2.3 forms of entry.

27. There are no large planned residential developments within, or in close proximity to, the Cathays High School catchment area that would significantly increase the child population within the area. There are also no significant housing developments currently planned nor included with in the adopted LDP for the Cathays area.
28. Taking the above information into account, an English-medium community secondary school of three forms of entry, providing 90 places per year group, would be sufficient to serve the existing Cathays High School catchment area during the Band B investment period and in the years immediately following. However, planned housing in the south of the city will significantly increase pupil numbers at neighbouring schools including Cathays High School.

Other areas

29. The five secondary schools included in Cardiff's Band B 21st Century schools programme, including Cathays High School, are proposed to expand from a combined capacity of c35.5 forms of entry to c44 forms of entry. These proposals take account of the projected increasing intakes to secondary education in a number of areas of Cardiff in the period until 2024, and the continuing need for these places in the period that follows.
30. Cardiff's expected level of growth in this period, in existing communities, is significant. It is evident that, separate to pupil forecasts based on existing housing, additional secondary school places will be required to accommodate children from new housing developments in the catchment areas of some existing schools.
31. Dwelling completions in Cardiff have significantly increased in recent years. The 1,444 completions in 2018/19 (43% higher than 2017/18) contrast with the previous 9 years where completions averaged 725 units per annum, with no year above 1,000 units for this period. Construction has now started or is about to start on most of Cardiff's strategic housing sites and it is expected that housing completions over the remaining 6 years of the Local Development Plan period will increase significantly.
32. The 2019 landbank for housing in Cardiff numbered 24,944 dwellings. Approximately 1,600 additional dwellings in Butetown, 1,800 in Grangetown, 800 in Canton, 600 in Llandaff and 700 in Cathays (mainly in the city centre) have planning permission or are on sites allocated in the LDP. Each of these communities lie within the catchment areas of the schools included within the Band B programme.
33. As detailed in Appendix 2, the city-wide forecast demand for places at entry to secondary education from existing housing will increase by circa

- 150 children per year group within the Band B investment period, until 2024, as a consequence of larger cohorts promoting from primary education, and reduced outflow to out of county provision.
34. The current and projected demand for places at entry to secondary school within the neighbouring catchment areas of Cardiff High School and Fitzalan High School exceed the number of places available at each school. The projected demand from existing housing within the catchment area of Llanishen High School is at a high level but is expected to increase further within and beyond the Band B period as new housing is developed between the communities of Lisvane and Pontprennau.
 35. Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, will impact neighbouring English-medium community schools, including Cathays High School, and must be considered when planning provision. Retaining Cathays High School at its existing capacity of 5.5 forms of entry, or a minor expansion to six forms of entry, would not be sufficient to meet the demand from within its catchment area and the excess demand from within the neighbouring catchment area of Fitzalan High School.
 36. A temporary increase to the admission number at Cathays High School, to eight forms of entry in Year 7 (240 places), was implemented for the 2020/21 intake, and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city and retain less than 5% surplus city-wide in the year group. Similar measures, retaining the intake at Cathays High School to 240 places, are likely to be needed in coming years.
 37. It is expected that the Cathays High School would be fully subscribed at entry to year 7, based on pupil populations in the wider area, until at least 2024, and the school would have eight forms of entry enrolled in some year groups until at least 2028.
 38. A permanent expansion of Cathays High School to eight forms of entry would provide an opportunity to meet the projected demand for places from within its catchment area and to also accommodate excess demand for places from other neighbouring catchment areas. The central location of the school within the city, and its catchment area being adjacent to catchment areas of five other English-medium community secondary schools of Cardiff High School, Fitzalan High School, Llanishen High School, Whitchurch High School and Willows High School, means that it is well placed to support growth in other areas of the city.
 39. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in

order to provide a suitable balance in the supply of and take-up of places. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of admission. The Council has to ensure sufficient place in the secondary sector regardless of catchment boundaries.

Additional Learning Needs (ALN) Provision

40. At present, both secondary and primary schools in Cardiff host Specialist Resource Bases (SRB). The purpose of an SRB is to enable learners with additional learning needs to succeed in a mainstream learning environment. Pupils are supported to attend mainstream lessons and benefit from the full range of educational opportunities available to all pupils at the school.
41. A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.
42. The SRB staff provide additional pastoral and teaching support to the pupils, and provide training and information to main school staff to support the inclusion of young people. The SRB has designated accommodation where the pupils may access small group or individual teaching. The base also provides a nurturing and 'safe' environment for young people when it is required. The provision provided to the young people is tailored, according to need. Young people experience short or prolonged periods where they are taught mainly or solely in the SRB, because of anxiety or sensory challenges, or as part of a transition from a more specialist environment.
43. The majority of children with an autism spectrum condition do not require a special school place in order to learn and thrive. Young people attend a local mainstream school and access additional support through the specialist resource base.
44. Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.
45. It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.
46. The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the

specialist provision within the school and to increase the number of places available from 16 to 50.

47. 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.

Mutual Investment Model (MIM)

48. MIM is a national scheme that has been developed to borrow funds via the private sector to design and build the school, and maintain the building fabric over a 25 year period. Welsh Government has procured a Private Sector Delivery Partner (PSDP) to work with it on the delivery of education and community facilities. The successful bidder was Meridiam Investments II SAS. The PSDP and a subsidiary of the Development Bank of Wales have entered into a Special Purpose Vehicle (SPV) called WEPCo, which will deliver the services to participants.
49. At its meeting on 16 July 2020, Cabinet agreed to enter into the Strategic Partnering Agreement (SPA) with WEPCo. Cardiff Council, along with other local authorities and further education institutions, are a participant to the SPA. The SPA provides for how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services. This includes partnering services for the project such as legal, design and technical advice.
50. WEPCo will undertake all partnering services (i.e. the design, project development and professional services). Approved MIM Projects will be developed by WEPCo, but delivered (including hard facilities management) by Project Co which will enter into a Project Agreement with the Council to deliver the relevant MIM Project. The Council will be a contracting party with Project Co which will have contracts in place to manage the building and facilities contractors.

Land Matters including improving community facilities

51. The Cathays High School site is located on a site measuring approximately 2.1 hectares, adjacent to North Road and Crown Way. The constrained school site limits access for pupils to outdoor facilities and does not include any school pitch provision for pupils.
52. Formal arrangements exist at present for Cathays High School to use grass pitches at Heath Park, and transport arrangements are in place to support this at an annual cost to the Council of c£21,000.

53. The Maindy Centre, including the indoor leisure centre and pool, the Maindy Cycle and BMX track, and outdoor football pitches, is located in close proximity to the school on the opposite side of Crown Way, also adjacent to North Road.
54. The Maindy cycle track was built for the British Empire and Commonwealth Games in 1958 and has been home to the Maindy Flyers Cycling Club since 1995. The club has approximately 200 members aged 5 to 18 years old. Cardiff's Road Safety Centre, providing adult and child cycle training, is also located at the Maindy site.
55. Maindy Centre is Cardiff's only outdoor cycle track that is the home of the grassroots cycling talent in the city. The track is a popular outdoor venue that requires investment. Whilst the cycle club has outgrown the facility, the Council acknowledges that Cardiff must continue to support its home-grown talent to excel and progress to represent Wales competitively on the international stage.
56. The school project provides an opportunity for a new track facility, located in the heart of Cardiff Bay at the International Sports Village, to be brought forward in the New Year, bringing a greater range of cycle track opportunities to our capital.
57. The construction of new facilities for Cathays High School on the Maindy Centre site and potentially on a proportion of the existing site in line with Building Bulletin 98 will enable the expansion of the school in an area that is well located within the community that the school serves.
58. The Council agreed in 2016 that the leisure and sporting facilities at Maindy Centre would be operated by Better Leisure (GLL), and a long term lease arrangement is in place. As part of a revised lease the school will continue to have access to indoor facilities at Maindy Centre an arrangement will be explored with GLL for the management of external sports facilities and shared use of the carpark outside of the school day.
59. The location of the sites, off North Road and Crown Way, provide an opportunity to enable the new investment in the community. The design of the school will support open community access to some multi use games areas outside of school hours and re-provide community land where possible. The land south of the existing Maindy cycle track and other areas will be made available for exercise; dog walking; [access between Gelligaer Street and Crown Way/North Road](#); and general leisure activities. The BMX track is expected to be retained, but could potentially be relocated elsewhere on the Maindy or current school site should it be deemed beneficial to the project and the community. The existing playground will sit outside of the scope of the project and will be retained. There are further opportunities presented by the levels and existing conditions of the site which provide opportunities for a holistic landscape design that incorporates sustainable drainage, ecology and habitat strategies.

60. The proposed strategy to provide a combination of all-weather pitches on-site and retaining current grass pitches at Heath Park would enable curriculum requirements to be met, providing pupils with access to a range of facilities for a variety of sports.

Admissions and Catchment areas

61. There are no plans to change the Council's policy on the admission of children to schools, as a result of this proposal.
62. In accordance with the limitations set out within the School Organisation Code, the Council has agreed a temporary increase to the Admission Number at Cathays High School to meet the increased demand for places. The Council is able to continue to do so but cannot exceed the school's total published capacity of 1,072 places, using temporary measures, by more than 200 pupils.
63. It is proposed that the admission number of 240 places would be implemented from September 2023, in accordance with the requirements set out in the School Organisation Code.
64. 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).
65. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, in order to provide a suitable balance in the supply of and take up of places.
66. The Council will manage admissions to the Specialist Resource Base provision at Cathays High School in accordance with the ALN Code of Practice, which takes effect from September 2021.

Partnerships

67. The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.
68. To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.
69. The Council's proposals for Band B of the 21st Century Schools Programme and the Cardiff 2030 strategy clearly state the link between

improving the environment for learning and raising standards of achievement.

70. The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready.
71. The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment.

Impact of the proposal on the Welsh Language

72. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.
73. The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.
74. 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.
75. 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.
76. Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.
77. 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.

78. 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. Expanding Welsh-medium secondary 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.

Learner Travel Arrangements

79. There are no plans to change the Council's transport policy for school children.
80. 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.
81. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.
82. Transport may continue to be required for timetabled sports activities on Heath Park as at present, with the need and frequency of provision to be confirmed. There may need to be appropriate provision on the school site for a coach to park and turn round.

Community Impact

83. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools, local members and any community group to make sure that the proposal avoids negative impacts if possible.
84. Cathays High School enables a number of community organisations to make use of its site outside of school hours. These organisations will be consulted on the proposed changes and consideration will be given to how to support these organisations in the proposed new build school.
85. The open space at Maindy is currently used for informal leisure by the local community – exercise, dog walking, access between Gelligaer Street and Crown Way/North Road, and general leisure activities. It is recognised this is one of few open spaces for residents in Cathays, Maindy, and Gabalfa and therefore the new development will provide space and access for the community to continue these informal activities in community green spaces. In addition, it is proposed that the playground at Gelligaer Street will remain, the BMX track for community use will be retained or relocated elsewhere on the Maindy or current school site, and open-access MUGA's will continue to be provided.
86. 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.

87. 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

88. 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.

89. 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.

90. 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.

91. The project will consult with all statutory bodies when developing a planning application to ensure that environmental and biodiversity impacts are fully considered.

Reason for Recommendations

92. To meet the demand for English-medium secondary school and post 16 places in the Cathays High School catchment area and neighbouring communities, and to meet demand for additional Specialist Resource Base (SRB) places for learners with Autism Spectrum Condition city-wide.

Financial Implications

93. The recommendations to this report request approval for a consultation process to be undertaken in relation to the proposed scheme for Cathays High school. A decision to initiate a consultation process does not, in itself, commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. Should the scheme be taken forward, 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.
94. The preferred funding strategy for this particular scheme remains the WG's revenue funded Mutual Investment Model (MIM). This will mean the new building will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years. The funding required for the Council's contribution will be made available via the SOP Revenue Reserve, which also meets revenue costs arising in relation to programme delivery and capital financing.
95. Other capital costs, including those directly connected to the new school, such as FFE and ICT, as well as other costs not directly connected to the new building, such as associated transport infrastructure works, will not qualify for MIM funding. These costs may still be within the scope of the 21st Century Schools Programme and in such an instance will be funded via the traditional capital route, with WG contributing towards 65% of the costs. Further work is required to understand the full extent of these particular costs, however the Band B Capital Programme currently includes an estimated allocation for these works that will need to be balanced against other Band B priorities. In addition, any capital required for maintaining the current schools in the interim will need to be met from within existing resources.
96. As well as the capital expenditure commitments directly connected to the main scheme, there would also be capital expenditure incurred in relation to the replacement cycle track. Use of MIM funding would not be available for such uses and therefore funding will need to be identified from within existing Council resources or match-funded via external grant funding, if applicable. Further to the capital costs of the main school build, there would also be significant revenue expenditure implications,

both connected to the project delivery and on an ongoing basis, once the new facility is operational.

97. Further consideration may be required in future reports in relation to the Maindy Pool site and car park, particularly in relation to current lease arrangements and potential VAT impact. Additional advice will be sought as appropriate as plans for the new school are developed and any additional costs arising absorbed within the overall envelope for the scheme.
98. There continues to be a significant risk surrounding the planned achievement of capital receipts underpinning the overall Band B programme. The total target of £25 million in the current financial model is required prior to the end of 2023/24. Work is being undertaken to ensure that this target remains achievable as a means to secure the affordability of the overall programme.

Legal Implications

99. 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.
100. 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. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
101. A local authority can make proposals to alter a community school under section 42 of the Schools Standards and Organisation (Wales) Act 2013. The Council is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code 2018. The proposal is a regulated alteration under paragraph 2.3 of the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken. As these proposals affect sixth form provision, they will require the approval of Welsh Ministers in accordance with section 50 of the Schools Standards and Organisation (Wales) Act 2013 and paragraph 5.2 of the School Organisation Code 2018.
102. Catchment areas and published admission numbers of schools are part of the Council's admission arrangements and therefore the statutory consultation within the School Admission Code and the Education (Determination of Admission Arrangements) Regulations 2006 would need to be followed if following consultation these proposals are taken forward.

103. The decision about these recommendations has to be made in the context of the Council's public sector equality duties. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. If the recommendations in the report are accepted and statutory notices are published, the Council will have to consider further the equalities implications and an Equality Impact Assessment may need to be completed.
104. 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.
105. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.

Traffic Regulation

106. The Council as the 'Traffic Authority' has a discretionary power to make 'traffic regulation orders' where it appears to the Council expedient to make the order for any of the purposes specified under Section 1 of the Road Traffic Regulation Act 1984 Act ("the 1984 Act").
107. Full legal advice should be sought on the proposed traffic regulation orders, as the same are developed but it should be noted that in making any traffic regulation order the Council must comply with the procedure set out in the Act and the regulations made there under. This process involves at statutory consultation exercise, with associated rights of objection. If objections are received, they must be duly considered and following such consideration the potential exists that the traffic regulation order may be made, be made but in modified form or not proceeded with at all.

HR Implications

108. The proposed expansion of Cathays High School will require the Governing Body to consider their workforce requirements in readiness for expansion and in the event that any vacancies arise, these should be considered as redeployment opportunities for staff on the school redeployment register. In addition, full consultation with staff and trade union colleagues will be needed to ensure there is a smooth transition into the new school building.

109. Further HR implications of the proposal will need to be determined as the project develops, particularly in relation to the operation of the MIM scheme outlined above. Further guidance is required from Welsh Government to understand the full working arrangements in relation to facilities management to assess the impact, if any, on current school staff. The Governing Body and the school's leadership team will also need to consider whether any staffing changes are required to support the use of school premises by the wider community. HR People Services will provide this advice and support as necessary.

Traffic and Transport implications

110. 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.
111. This proposal will increase educational activity on this site through the expansion of mainstream and SRB 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.
112. 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.
113. 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.
114. Cycle parking provision must meet 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.

115. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
116. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. The SRB pupil learner transport will need appropriate suitably segregated 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.
117. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The parking requirements for schools within the SPG is 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 introducing School Streets in selected suitable locations; 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.
118. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
119. The first part of the TA, a Traffic Impact Assessment (TIA), has now assessed the traffic impact on the highway network due to potential changes to the existing road layout and also including the proposed construction of Cycleway 1 in the vicinity of the school. The TIA has identified that potential changes are expected to result in some additional queuing at peak periods however it is considered that the overall traffic impact of the development can be accommodated by the network.
120. The expansion of Cathays High School, utilising the Maindy Centre site and the existing school site may necessitate the closure of part of Crown Way to vehicles. Road layout changes may involve traffic orders and associated legal processes, both requiring sufficient lead-in time and financial resources.
121. The subsequent completion of the full TA will 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 requires 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 master plan.

122. 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.
123. Currently no pupils (other than SRB pupils) are eligible for learner transport and so appropriate provision needs to be made for use of public transport services. This will include safe and sufficient waiting facilities for pupils using scheduled and additional school bus services and safe pedestrian access to appropriate bus stop facilities at locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.
124. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
125. All schools developed under Band B will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Cathays High School should be informed by the Transport Assessment and developed with full involvement of the pupils and staff on the existing Cathays High School site and pupils and staff in the feeder school populations. The Active Travel Plan for the new school should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new Cathays High School are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan.
126. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

Property Implications

127. The Strategic Estates Department are part of the project team for delivery of the new Cathays High. Considerations have been given to the existing leasing arrangements with Maindy Leisure Centre, relocation of the Velodrome and any disposal opportunities from surplus land to support the capital programme.
128. Where there are resultant land transactions, further negotiations or valuations required to deliver these proposals, they should be done so in

accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Equality Impact Assessment

129. 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 the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.

RECOMMENDATIONS

Cabinet is recommended to:

1. authorise officers to consult on proposals to:
 - Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use.
2. 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.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	11 December 2020

The following appendices are attached:

Appendix 1: Cabinet Report, 14 December 2017

Appendix 2: Projected availability of and demand for secondary school places

Appendix 3: Statutory Screening Tool including Equality Impact Assessment

21st Century Schools Consultation Document 2021

THE EXPANSION AND REDEVELOPMENT OF CATHAYS HIGH SCHOOL

29 January - 19 March 2021



This document can be made available in Braille.

A summary version of this document is available at www.cardiff.gov.uk/cathayshighproposals

Information can also be made available in other community languages if needed.

Please contact us on 029 2087 2720 to arrange this



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Introduction

What is this booklet about?

This booklet is for parents/carers, school staff, school governors and anyone who has an interest in education in Cardiff. It will be of particular interest to parents/ carers of children attending, or expecting to attend, Cathays High School.

It sets out changes we are suggesting to provide high quality secondary school places and the reasons for these proposed changes.

Background

On 14 December 2017, the Cabinet approved the scheme as part of Cardiff's Band B 21st Century Schools Programme.

The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.

On 17 December 2020, the Cabinet approved a recommendation to hold public consultation on proposals for the expansion and redevelopment of Cathays High School in line with Band B 21st Century Schools priority schemes.

This booklet contains information about the proposals for Cathays High School.

We want everyone to understand what is being proposed, so you can tell us what you think about the changes.

This is your chance to ask questions and make comments. We want to know your views because this helps us to make sure any proposals that go forward really work for children, young people and the community local to Cathays High School.

What are we proposing to do?

- Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community
- Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site

Consultation

Who are we consulting with?

Our consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

As part of this, we are asking people what they think about the changes we are proposing.

Whilst the current pandemic is posing unique challenges and will require some changes to how we normally undertake face to face consultation opportunities, there continue to be a number of ways for people to tell us their views.

Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
All Cardiff schools	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association
Community Council's	Future Generations Commissioner
Children's Commissioner	Cardiff and Vale University Health Board
Voluntary Sector organisations	Cardiff and Vale College
St David's College	Welsh Education Forum (WEF)

Views of children on the proposed changes

Cardiff is a Child Friendly City and the views of children and young people are key to the way education is delivered. It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in local schools and the information gathered in these sessions will be included in the final consultation report.

How can you find out more and let us know your views?

- The full consultation document and a summary document are available on the Council website at www.cardiff.gov.uk/cathayshighproposals
- If you are unable to access the document online, printed copies of this consultation document will be available by post on request. You may request a copy by telephoning **02920 872720**.
- We will also advise families with children in Cathays High School, and those with children of primary school age in the local area how they can access a copy of the document.
- We have organised opportunities for interaction with you. There are online meetings that you can attend where the changes we are proposing will be explained. You will have an opportunity to ask questions as part of these sessions. If you would like to attend an online meeting please contact us via e-mail to schoolresponses@cardiff.gov.uk confirming which meeting you would like to attend and we will provide a link and instructions on how you can access the meeting.
- Council officers will meet with the Governing Body and staff of Cathays High School. Given the ongoing pandemic and the public health restrictions arising out of this, these meetings will also take place online.
- You can also write to the Council to tell us what you think.

The dates of the public consultation meetings are set out below:

Table 2: Consultation Meeting Dates

Nature of Consultation	Date/Time
Cathays High School Governing Body meeting	Wednesday 10th February, 5.00 p.m.
Cathays High School Staff Meeting	Monday 22nd February, 3.00 p.m.
Online public meeting	Wednesday 24 February 2021 5:30pm – 7pm
Online public meeting	Monday 01 March 2021 2pm – 3:30pm

Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- Attending one of the online meetings listed above.
- Completing the online response form at www.cardiff.gov.uk/cathayshighproposals
- Completing the consultation response form, which you can find on page 37.
- Contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 401, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

The closing date for responses to this consultation is 19 March 2021.

The Council is not able to consider any consultation responses received after this date.

Explanation of terms used in this document

Please note the following terms used throughout this document:

Admission Number - all maintained schools admit pupils up to at least their Published Admission Number. The admission number is the number of pupil places available in each year group.

ALN - Additional Learning Needs. This may be due to learning difficulties, physical disabilities or behavioural problems. (ALN is sometimes referred to as Special Educational Needs).

BREEAM - BREEAM (Building Research Establishment Environmental Assessment Method) is a sustainability assessment method that is used to masterplan projects, infrastructure and buildings

Capital funding for schools – money used to build new school buildings or improve existing facilities.

Community Schools – a primary or secondary school where the Council arranges school admissions.

Catchment area – an area that a community school would normally serve. In Cardiff, children living within this area have higher priority for admission to the school than children outside of this area.

ESOL - English for Speakers of Other Languages. Students who did not learn English as their first language and/or continue to use a language other than English as a dominant language

Local Authority – an organisation that is officially responsible for all the public services and facilities in a particular area.

Mainstream - a mainstream school is a maintained school which is not a special school. Mainstream schools are not selective and do not require students to pay fees.

NEET - Not in Education, Employment, or Training. A person who is not in education, is not employed and not in any form of training.

Number on Roll data - the number of pupils at a school (not including nursery pupils).

PLASC - Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals.

School Action - when a class or subject teacher gives extra support to a pupil with ALN.

School Action Plus - when outside specialists help the class or school staff to give extra support to a pupil with ALN. This is different or additional to the support provided through School Action.

SRB - Specialist Resource Base. A small class in a mainstream school for pupils with significant ALN. All pupils attending an SRB have a statement of ALN and are taught by specialist teachers and learning support assistants. Sometimes SRB pupils also have opportunities to attend some mainstream classes.

Statement of Additional Learning Needs - a child with a statement of ALN has learning difficulties which need special support. This means:

- the child has significantly greater difficulty learning than most children of the same age, or
- the child has a disability that needs different educational facilities from those that the school generally provides for children.

Surplus places - empty/unfilled places in a school.

Statutory Notice - a statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by the Council Cabinet to proceed with a proposal following consideration of all responses from the consultation process. This is a legal requirements as outlined in the School Organisation Code (2018).

What is the Band B 21st Century Schools Programme?

The 21st Century Schools Programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and Local Authorities and aims to create a generation of 21st century schools in Wales.

The first part of the Programme (Band A) ran until March 2019.

The second part of this funding (Band B) started in April 2019. As part of this, Cardiff Council is planning a c£284million investment programme.

Cardiff's Band B proposals focus on:

- providing enough school places across the city that are in the right place
- providing high quality educational facilities that will meet the diverse requirements of the 21st Century
- optimising the use of education facilities for the benefit of the wider community across Cardiff
- ensuring best value for money

The provision of school places

All local authorities in Wales must make sure they provide enough school places for pupils of all ages.

School places must meet the needs of all pupils and must be suitable for any additional learning needs.

In order to provide the best quality of education it is important that funding provided by the Welsh Government is used effectively. This means matching the number of children to the number of school places as closely as possible.

Condition & Suitability

As well as having the right number of school places, the Council must ensure that school facilities are fit for purpose. Schools must support the delivery of high quality learning for their pupils.

Cardiff has a very large education estate with over 127 school properties. Many sites comprise of multiple blocks, that were constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.

Approximately £17m, or 14%, of maintenance and condition issues of the estate were 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.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



Schools serving the Cathays High School catchment area

Table 3 below sets out the secondary schools serving the Cathays High School catchment area:

Table 3: Secondary schools serving the area			
Name of School	Language medium and category of school	Age range	Published Admission Number
Cathays High School	English-medium Community Secondary School	11-18	165
Corpus Christi Catholic High School	English medium Voluntary Aided Secondary School	11-16	215
St Illtyd's Catholic High School	English medium Voluntary Aided Secondary School	11-16	176
Bishop of Llandaff CiW High School	English medium Voluntary Aided Secondary School	11-18	180
St Teilo's CiW High School	English medium Voluntary Aided Secondary School	11-18	240
Ysgol Gyfun Gymraeg Glantaf	Welsh-medium Community Secondary School	11-18	240
Ysgol Gyfun Gymraeg Bro Eder	Welsh-medium Community Secondary School	11-18	180

Children from the Cathays High School catchment area also attend other English-medium schools although the number of children able to do so is likely to reduce as populations across the city increase.

The English-medium community primary schools that are within the catchment area of Cathays High School are listed below.

Table 4: Primary schools within the Cathays High School catchment			
Name of School	Language medium and category of school	Age range	Published Admission Number
Albany Primary School	English medium Community Primary School	3-11	60
Allensbank Primary School	English medium Community Primary School	3-11	45
Gladstone Primary School	English medium Community Primary School	3-11	30
Ysgol Mynydd Bychan	Welsh medium Community Primary School	3-11	30
St Joseph's Catholic Primary School	English medium Faith Primary School	3-11	30
St Peter's RC Primary School	English medium Faith Primary School	3-11	60
St Monica's Church in Wales Primary School	English medium Faith Primary School	4-11	20

Why expand and replace Cathays High School?

Demand for places city-wide

Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years.

City-wide projections show that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme. The number of pupils in each of the year 3 to year 6 age groups in English-medium primary schools exceeded the combined Admission Numbers of 3,460 places at entry to English-medium secondary schools at January 2020.

The projections, based upon the most recent school census data (PLASC) received in 2020, show that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase until the 2023/2024 academic year.

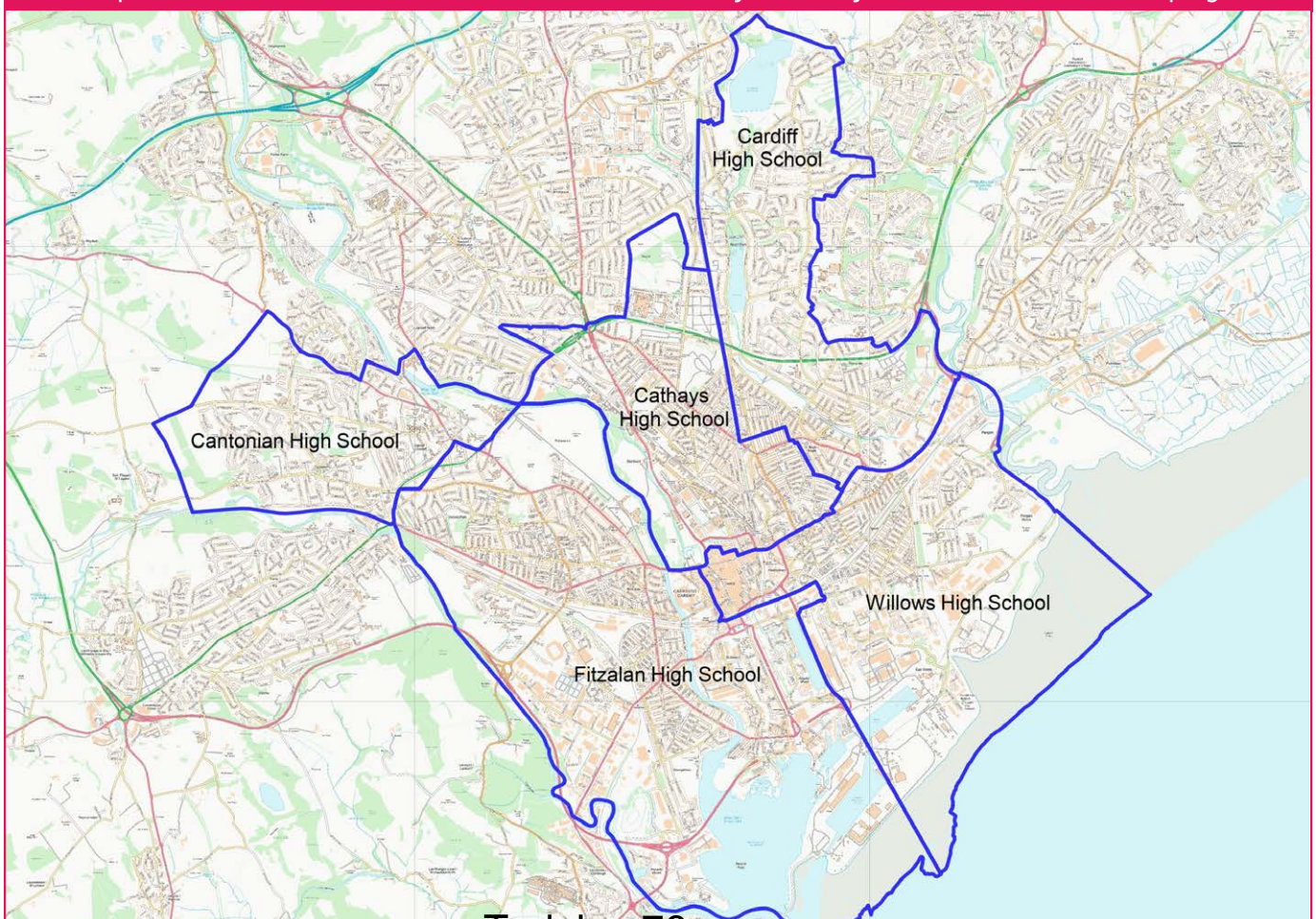
Based on the existing housing city-wide, the highest intakes at entry to secondary education (Year 7) of around 4,115 pupils are expected in 2022/ 2023 and 2023/ 2024. The intakes that follow are expected to reduce to around 3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.

Separate to this, additional secondary school places will be required to accommodate children from new housing developments in the catchment areas of some existing schools.

The five secondary schools included in Cardiff's Band B 21st Century schools programme, including Cathays High School, are proposed to expand from a combined capacity of around 35.5 forms of entry to around 44 forms of entry. These proposals take account of the projected increasing intakes to secondary education in a number of areas of Cardiff in the period until 2024, and the continuing need for these places in the period that follows.

The map below shows the catchment area of the five community secondary schools in Cardiff's Band B programme.

The map below shows the catchment area of the five community secondary schools in Cardiff's Band B programme



Demand for places in the Cathays High School catchment area and neighbouring areas

Between 2016-2020 the average number of children taking up English-medium places living in the Cathays catchment area has been 108 per year group. This has varied during the period with the lowest take up being 82 places and the highest 133 places.

The average number of children starting in English-medium reception classes over the last 3 years that live in the Cathays High School catchment area is 117 pupils (approximately four Forms of Entry). Current data shows that the local demand for places is projected to drop off slightly. However, there is expected to be some additional demand for places from new housing citywide that would have some effect on all schools. Data is not yet available for age groups that would enter primary education beyond 2024/25.

The numbers of pupils in some primary school year groups, that live in the catchment area of Cathays High School, have fluctuated significantly. Numbers per year group across the area have varied by between 11-48 pupils (on average 24% changes within age groups).

On average, 91 children per year group have transferred to English-medium community secondary schools, and 33 children per year group have transferred to English-medium Faith-based secondary schools in recent years. The remaining young people transfer to Welsh-medium secondary schools.

The majority of children in Year 6 in the area normally transfer to Year 7 (almost all children in the area continue to attend community or faith schools in Cardiff when they transfer to secondary school).

Current data shows that in the Band B investment period, 68-105 English-medium community secondary school places will be required to serve children and young people living in the existing Cathays High School catchment area. This would include approximately 33 places being taken up within Faith-based schools by pupils resident in the area.

Table 5 below sets out the net number of places that may be required to meet the demand for English-medium community and foundation places in each secondary school catchment area of the city (existing housing only), having taken account of the forecast take-up of places at Faith-based schools in each area.

Table 5: Forecast net demand for places at any English-medium community secondary school in each English-medium secondary school catchment area (at entry to Year 7), allowing for consistent take-up in faith-based schools

Catchment Area	Forecasts based on PLASC data - Pupils enrolled in primary education				Forecasts based on NHS data			
	2023	2024	2025	2026	2027	2028	2029	2030
Cantonian High School	98	106	113	85	78	77	71	70
Cardiff High School	285	252	268	282	281	270	236	195
Cardiff West Community High School	221	200	193	219	173	177	171	150
Cathays High School	68	105	87	89	82	69	69	68
Eastern High School	326	269	323	283	313	278	298	274
Fitzalan High School	384	309	328	317	343	265	257	241
Llanishen High School	330	308	302	330	302	281	265	238
Radyr Comprehensive School	180	176	170	191	159	146	139	132
Whitchurch High School	353	313	327	320	347	276	295	267
Willows High School	189	171	150	148	165	142	144	108
Total demand for English-medium and Community/ Foundation places	2429	2266	2308	2323	2299	2094	2058	1918

The numbers in Table 5 take account of the most recent take-up of places. They do not allow for changes of pupil preference patterns expected as a result of planned changes to secondary schools in Cardiff. Currently there are no large planned residential developments within, or in close proximity to, the Cathays High School catchment area. This means there would be no significant increase in the child population within the catchment area as result of large new housing developments.

Based on the numbers of pupils in existing housing in the Cathays High School catchment area an English-medium community secondary school of three forms of entry, providing 90 places per year group, would be sufficient to serve the existing catchment area. This would apply for the duration of the Band B investment period and the years immediately after this.

However, planned housing in the south of the city will significantly increase pupil numbers in neighbouring school catchment areas.

The current and projected demand for places at entry to secondary school within the neighbouring catchment areas of Fitzalan High School and Cardiff High School exceed the number of places available at each school. The projected demand from housing within the catchment area of Llanishen High School is also at a high level. It is expected to increase further within and beyond the Band B period as new housing is developed between the communities of Lisvane and Pontprennau.

Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, will affect neighbouring English-medium community schools, including Cathays High School.

If Cathays High School remained at its existing capacity of 5.5 forms of entry, or a minor expansion to six forms of entry, there would not be enough places to meet the demand from within its catchment area and the excess demand from within the neighbouring catchment area of Fitzalan High School.

A temporary increase to the admission number at Cathays High School, to eight forms of entry in Year 7 (240 places), was implemented for the 2020/21 intake, and all extra places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city. Even with this increase, Cardiff retained less than 5% surplus places city-wide in the year group. Current projection data shows that similar measures, retaining the intake at Cathays High School of 240 places, are likely to be needed in coming years.

It is expected that Cathays High School would be fully subscribed at entry to Year 7, based on pupil populations in the wider area, until at least 2024. The school would therefore have eight forms of entry enrolled in some year groups until at least 2028.

A permanent expansion of Cathays High School to eight forms of entry would:

- Create an efficient class organisation;
- Provide sufficient capacity to allow the projected number of children within the Cathays High School catchment area, requiring a place in an English-medium community high school, to attend;
- Provide surplus capacity to enable the excess demand from neighbouring catchment areas to be accommodated;
- Ensure that citywide capacity and surplus places would be appropriately balanced, in the context of projected reductions in secondary school pupil numbers at the end of the decade and potential uplift in the birth cycle in future years.

Cathays High School Condition & Suitability

In order to prioritise schools within the Band B programme all school properties were given a rating.

The ratings were based on:

- Sufficiency of places available
- Condition of the school buildings
- Suitability of the environment for teaching

Ratings were from A to D, with D being the lowest rating.

All Councils in Wales were informed by the Welsh Government that in order to receive capital funding investment from the Band B 21st Century Schools programme, all school buildings rated as D for condition were to be replaced/upgraded.

Grading	Condition	Suitability
A	Good and operating efficiently.	Good. Facilities suitable for teaching, learning and wellbeing in school.
B	Satisfactory but with minor deterioration.	Satisfactory. Performing as intended, but does not effectively support the delivery of the curriculum in some areas.
C	Poor with major defects.	Poor. Teaching methods inhibited / adverse impact on school organisation.
D	End of Life; life has expired or risk of imminent failure.	Very Poor. Buildings seriously inhibit the staff's ability to deliver the curriculum.

Table 7 below gives information on school capacity, condition and suitability of Cathays High School.

Name of School	Type of school	* Condition of School Buildings	* Suitability of School Buildings	Capacity
Cathays High School	Secondary English-medium	C- Poor	C- Poor	1,072

Cathays High School is rated as a "C" category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

Cathays High School is located on a site measuring approximately 2.1 hectares, adjacent to North Road and Crown Way. The constrained school site limits access for pupils to outdoor facilities and does not include any school pitch provision for pupils.

Cathays High School has been assessed as Condition category C (Poor with major defects) and Suitability category C (Poor). Whilst some priority maintenance issues are currently being resolved through the Council's Capital Asset programme, this would not address all condition issues. Planned works would not significantly improve the suitability of the main building nor all demountable accommodation.

Autism Spectrum Condition (ASC) Provision

Why expand the Specialist Resource Base (SRB)?

Places for pupils with Autism Spectrum Condition (ASC) 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 schools and places in Specialist Resource Bases (SRB) and special schools.

At present, both secondary and primary schools in Cardiff host Specialist Resource Bases (SRB).

The purpose of an SRB is to enable learners with additional learning needs to succeed in a mainstream learning environment. Pupils are supported to attend mainstream lessons and benefit from the full range of educational opportunities available to all pupils at the school.

Most children with an ASC do not require a special school place in order to learn and thrive. Many young people successfully attend a local mainstream school and access additional specialist support through an SRB.

Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, an increase in the number of places available at the ASC base at Cantonian High School has been agreed.

A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.

The SRB has designated accommodation where the pupils may access small group or individual teaching.

The SRB staff provide additional pastoral and teaching support to the pupils, and provide training and information to main school staff to support the inclusion of young people.

The base also provides a nurturing and 'safe' environment for young people when it is required.

The provision for the young people is tailored according to need. Young people experience short or prolonged periods where they are taught mainly or solely in the SRB, because of anxiety or sensory challenges, or as part of a transition from a more specialist environment.

It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50.

The current expertise and inclusive practice of the school would be maintained.

The additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.

How would Post 16 provision be affected?

Research suggests that the minimum size of sixth form provision should be no less than 200 places. Much of the funding that a school receives is based on the number of pupils in the school. The amount of funding for pupils in sixth form (age 16-19) is less than it is for pupils in years 7-11 (age 11-16).

A sixth form of 250 places should provide a level of funding that would support the range of relevant courses and qualifications available without the need for financial subsidy from 11 – 16 funding or alternative sources.

Cathays High School currently offers Post 16 provision to learners undertaking Entry Level, Level 1, Level 2 or Level 3 programmes of study. Typically, 50 - 60% undertake a range of qualifications either at A Level or equivalent. Subjects offered currently include Art, Biology, Chemistry, Physics, Medical Science, Business, Health and Social Care, Sociology, History, English Language & Literature, Maths and the Welsh Baccalaureate Qualification (WBQ).

Around 25-30% of pupils complete Level 2 qualifications in GCSE results in English, Maths, Science, Media Studies, Health & Social Care, IT, Art. In addition, pupils also have the opportunity to undertake the Skills Challenge Certificate as part of the Welsh Baccalaureate.

Typically, around 25% of students pursue English for Speakers of Other Languages (ESOL) qualifications from Entry Level 3 to Level 1. These pupils are recent arrivals to the UK and having completed the ESOL qualification they will often progress to a L2 programme. Others, having completed ESOL will move into Further Education provision or employment.

At present, post-16 learning is integrated within the whole school; pupils are taught in classrooms alongside Key Stage 3 and Key Stage 4 learners with no designated sixth form space with the exception of a sixth form study space.

The school currently retains approximately 50% of its pupils moving from Key Stage 4 to Post 16 learning, whilst there are around 25% of students in the school post-16 provision who have not been in school in the UK prior to post-16 as they are new arrivals to the country. The remaining learners either continue their education at college or undertake work-based learning; 0% of pupils were not in Education, Employment or Training (NEET) in 2018/19.

As part of the expansion of Cathays High School, it is proposed to increase post-16 (sixth form provision) to allow for up to 250 pupils. This is consistent with the average proportion of learners continuing on to sixth form provision in English-medium schools across the city.

This will enable pupils to have access to a broader curriculum, providing increased opportunities for all learners. With improved facilities and a discrete sixth form learning environment the school will be able to offer a bespoke curriculum that would be facilitated through close collaboration with industries, colleges and work-based learning providers. This will ensure that there is an appropriate and purposeful learning pathway for all pupils of both an academic or vocational route. This would be particularly beneficial for learners who are new arrivals to the UK to have a potentially broader qualification base alongside their ESOL studies and would increase opportunities for community groups and multi-agencies to support their learning, wellbeing and post-19 pathways.

Creating a larger sixth form at Cathays High School creates the capacity and economies of scale to be able to improve:

- standards and achievement - raising standards of success and achievement and increasing progression to Higher Education and employment;
- choice - improving the breadth and depth of curriculum creating greater choice for all young people to choose learning pathways that best enable them to mix and match vocational, academic and occupational qualifications and experience;
- participation - increasing participation and attendance rates;
- equality - to ensure every sixth form student is able to access the curriculum of choice including those who are new arrivals to the UK;
- financial viability and effectiveness - providing a cost effective and efficient model for delivery, generating economies of scale and expanding economies of scope.

Sixth form projections will be kept under review and proposals to increase/ decrease provision would be brought forward at the relevant time if required.

Land Matters including improving community facilities

The current Cathays High School site is located on a site measuring approximately 2.1 hectares, adjacent to North Road and Crown Way.

The constrained school site limits access for pupils to outdoor facilities and does not include any full size school pitch provision for pupils. Formal arrangements exist at present for Cathays High School to use grass pitches at Heath Park, and transport arrangements are in place to support this at an annual cost to the Council of c£21,000.

The Maindy Centre, including the indoor leisure centre and pool, the Maindy Cycle and BMX track, and outdoor football pitches, is located in close proximity to the school on the opposite side of Crown Way, also adjacent to North Road.

The Maindy cycle track was built for the British Empire and Commonwealth Games in 1958 and has been home to the Maindy Flyers Cycling Club since 1995. The club has approximately 200 members aged 5 to 18 years old. Cardiff's Road Safety Centre, providing adult and child cycle training, is also located at the Maindy site.

Maindy Centre is Cardiff's only outdoor cycle track and is the home of the grassroots cycling talent in the city. The track is a popular outdoor venue that requires investment. However the cycle club has outgrown the facility. The Council is keen to continue to support Cardiff's home-grown talent to excel and progress to represent Wales competitively on the international stage.

In order to further enhance the development and promotion of cycling in the city, a new track facility, located in the heart of Cardiff Bay at the International Sports Village, is to be brought forward in 2021, bringing a greater range of cycle track opportunities to our capital.

The construction of new facilities for Cathays High School on the Maindy Centre site will enable the expansion of the school in an area that is well located within the community that the school serves.

The Council agreed in 2016 that the leisure and sporting facilities at Maindy Centre would be operated by Better Leisure (GLL), and a long term lease arrangement is in place. As part of a revised lease the school will continue to have access to indoor facilities at Maindy Centre and an arrangement will be explored with GLL for the management of external sports facilities and shared use of the carpark outside of the school day.

The location of the sites, off North Road and Crown Way, provide an opportunity to enable significant new investment in the community and in the range of facilities available for use by all. The design of the school would support open community access to some multi use games areas outside of school hours and re-provide community land where possible.

If agreed to proceed, the land south of the existing Maindy cycle track and other areas would be made available for exercise; dog walking; access between Gelligaer Street and Crown Way/North Road; and general leisure activities.

The BMX track is expected to be retained, but could potentially be relocated elsewhere on the Maindy or current school site should it be deemed beneficial to the project and the community.

The existing playground will sit outside of the scope of the proposed redevelopment and will be retained. There are further opportunities presented by the levels and existing conditions of the site which provide opportunities for a holistic landscape design that incorporates sustainable drainage, ecology and habitat strategies.

The proposed strategy to provide a combination of all-weather pitches on-site and retaining current grass pitches at Heath Park would enable curriculum requirements to be met, providing pupils with access to a range of facilities for a variety of sports.

Facilities included in a school

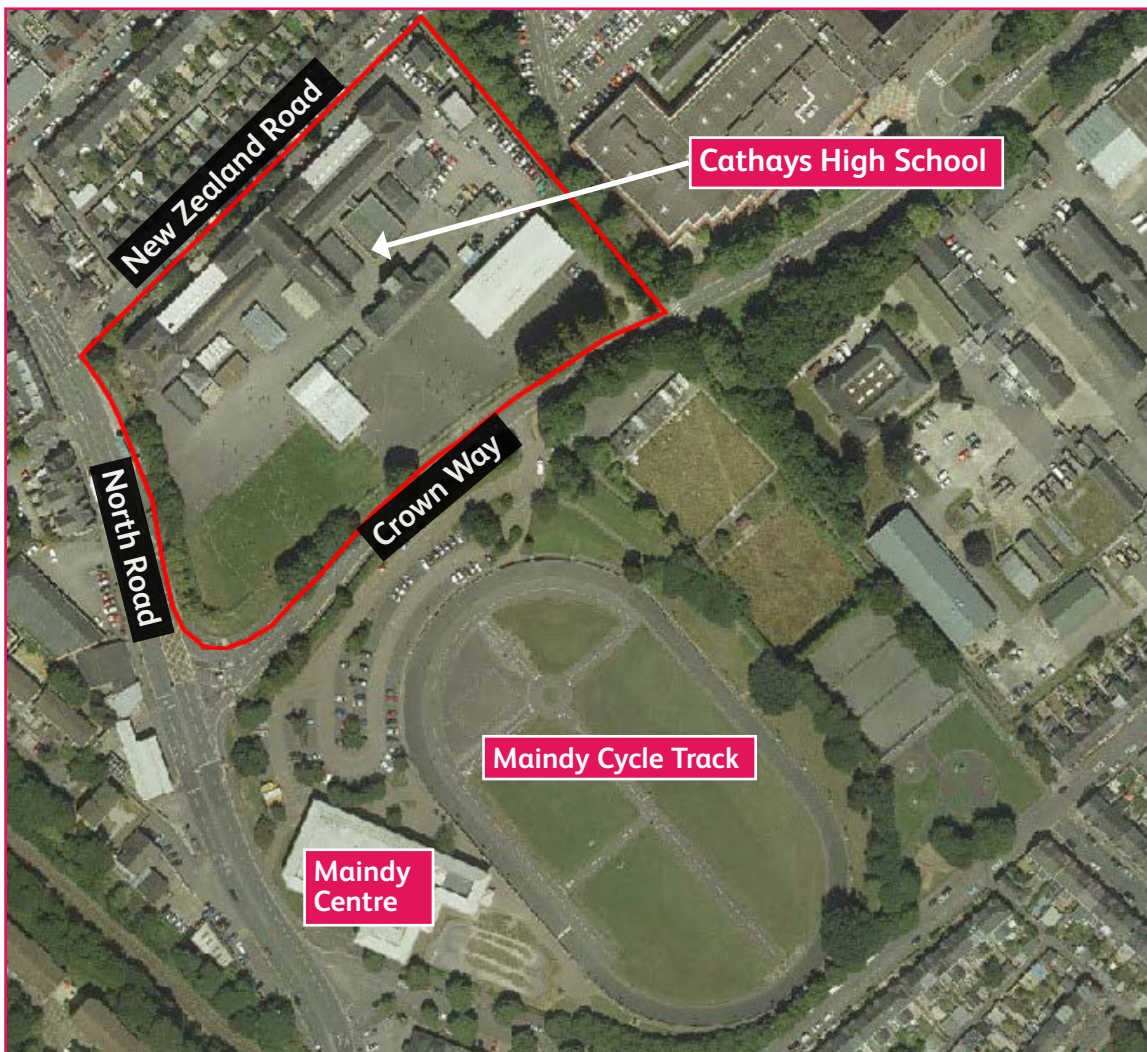
Any new buildings would meet Welsh Government funding conditions such as BREEAM certification and be designed in accordance with the Department of Education: Area guidelines which set out that the following facilities need to be included in any school:

- Teaching space
- Internal and external halls/ dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group/SEN working

Detailed designs would be agreed with relevant Headteachers and governing bodies if the proposals are progressed to implementation. The input of children and young people into developing the site would be integral to project implementation at all stages.

The design process for the new school has not yet commenced. This would include input from a range of stakeholder including governing bodies, headteachers, staff and children.

Site map



Tudalen 83

Quality and Standards

The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. The Council works with the Consortium to support and challenge all schools in Cardiff.

Local Authorities, such as Cardiff Council, must consider Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also consider the likely impact of the proposed changes on:

- standards, wellbeing and attitudes to learning
- teaching and learning experiences
- care support and guidance
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

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

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

Inspections carried out between 2010 and 2017 provided judgements against three key questions

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provided an overall judgement on the school's performance at that time and prospects for improvement.

In these evaluations, inspectors used a four-point scale as set out in Table 8 below:

Judgement	What the judgement means
Excellent	Many strengths, including examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Good Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

If a school is judged as adequate or unsatisfactory, they will be subject to monitoring by Estyn or the Local Authority until such time as they are judged to have made sufficient progress to be removed from the list of schools requiring improvement,

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system.

It looks at each school's standards and how much a school is able to improve. This identifies the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

The categorisation system is described in Table 9 below:

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

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D).

1 is the best rating for standards and A is the best for improvement.

Updated categorisations for each school are published every year in January.

More information about the categorisation scheme can be found in the Welsh Government's parents' guide to the National School Categorisation System here:

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

Cathays High School

Estyn inspected Cathays High School in February 2013.

At that time, the school's performance was judged as good.

In the inspection report, Estyn stated that:

- The school's strong performance in key stage 4 compares favourably with that of similar schools and is higher than expectations, especially in the level 2 threshold including English and mathematics;
- pupils have positive attitudes towards the school community and are fully engaged in learning;
- pupils who receive additional support to meet their individual needs make clear progress;
- teachers ensure a positive learning environment in lessons and plan a sequence of learning activities that enable pupils to sustain their learning and make progress;
- the wellbeing of pupils is a high priority and provision to support the diverse nature of pupils' needs has a number of strengths;
- the school works effectively with a range of partners to enhance pupils' learning experiences and offers an extensive range of opportunities for out of school hours activities.

The school's prospects for improvement were also judged as good.

In the most recent Welsh Government School Categorisation at January 2020, Cathays High School was categorised as Green.

This means Cathays High School is:

- a well run school with strong leadership
- clear about priorities for improvement
- has a track record in raising standards
- has the capacity to support other schools

How would standards be affected by the proposed changes?

Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

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

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

The Council does not expect the proposal to have any negative impact on the quality of standards of education. The Council expects that 21st century school facilities will better support the delivery of high quality education.

Teaching and learning experiences

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 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.

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 a much greater emphasis on skills.

The proposed new 21st Century School will meet the needs of this new, flexible curriculum along with providing facilities that allow for real-world practical learning with local organisations and employers context

Care support and guidance

All schools have a suitable range of policies and provision in place to promote pupils' health and wellbeing.

Cathays High School is committed to fostering a school community in which learning is valued and pupils achieve their potential in a happy and safe environment in which they show respect and tolerance for others.

The Council would work with the leadership of the school to make sure everyone at the school understands their responsibility for helping to improve and sustain care support and guidance.

Leadership and Management

The Council would continue to work with the leadership of the school to make sure everyone in the school understands their responsibility for helping to improve and sustain high performance. It would support the school to have good relationships with parents and other partners so that pupils receive a high quality education.

The proposed changes would be planned carefully so that the schools leadership and governance are not disrupted, which could have a negative impact on educational outcomes.

Additional support for pupils

Table 10 below shows the 2020 percentages of:

- Pupils with Additional Learning Needs
- Pupils receiving Free School Meals
- Pupils with English as an Additional Language
- Minority Ethnic pupils

Table 10: The 2020 percentage of pupils at Cathays High School with Additional Learning Needs, receiving Free School Meals (FSM), with English as an Additional Language and identified as a Minority Ethnic pupils:

School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of Free School Meal Pupils - 3 year average	% of Pupils with English as an Additional Language	% of Minority Ethnic Pupils
Cathays High School	13.8%	7.4%	3.0%	31.9%	30.7%	80.7%
Cardiff average (Secondary)	11.7%	7.4%	3.0%	20.5%	7.1%	32.9%
Wales average (Secondary)	12.9%	7.7%	2.3%	17.0%	2.8%	10.8%

*further information can be found on the website: www.mylocalschool.gov.wales

How would support for pupils with English as an Additional Language be affected?

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

As set out at Table 10, 30.7% of the pupil population at Cathays High School have English as an additional language (EAL).

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported. Cathays High School would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

As set out at Table 10, 31.9% of the pupil population at Cathays High School receive Free School Meals.

There is no information available that suggests that the proposals would have a negative effect on pupils at the school who receive Free School Meals.

How would Minority Ethnic pupils be affected?

As set out at Table 10, the majority of the current pupil population at Cathays High School (80.7%) identify as Minority Ethnic.

The needs of individual pupils are assessed and provided for as appropriate. There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group. The options that will become available to enhance learning opportunities would make use of the expertise and skills within the local area.

Impact on pupils in the Autism Specialist Resource Base (SRB)

A 21st Century school building will allow the new SRB facilities to be tailored to the needs of the young people who access it. It can be designed to fit their learning needs and provide a calm and structured environment to help with anxiety and sensory challenges.

The current expertise and inclusive practice of the school would be maintained. The expansion, and new facilities, would provide opportunities for staff development and for enhancing pupils' learning in purpose built facilities.

The Council acknowledges that change in routine and environment can be unsettling and upsetting for pupils on the Autism Spectrum. Pupils attending the ASC SRB would be supported by ASC staff to enable them to adapt to the changes proposed.

How would other schools be affected

At present, a proportion of pupils that live in the Cathays High School catchment area choose to attend other English-medium or Welsh-medium secondary schools or faith based secondary schools across Cardiff.

As the city-wide population entering secondary education increases, there will be fewer surplus places at secondary schools overall. This will reduce the number of pupils resident in the Cathays catchment area that are able to gain access to other English-medium community schools. This would occur regardless of whether these proposals proceed or do not proceed.

The proposal to expand and replace Cathays High School with new build facilities is expected to further reduce the number of pupils within the catchment area who choose to commute to other English-medium community schools.

The Cathays High School catchment is adjacent to the catchment areas of Cardiff High School, Fitzalan High School, Llanishen High School, Whitchurch High School and Willows High School.

The number of pupils resident in the neighbouring Fitzalan High School catchment area who choose to attend an English-medium secondary school is already in excess of the numbers of places available at the school. The number of houses in this catchment area will increase further in coming years as a result of new housing. As fewer children resident in the catchment area of Fitzalan High School will gain admission to St Cyres High School, Penarth in future years the number of children requiring places in Cardiff schools will increase.

The pupil population in the wider area will therefore remain at a high level with pupils accessing places in neighbouring areas. Intakes to Fitzalan High School and Cathays High School are expected to remain at a similar level to those at present, throughout the Band B investment period (2019-2024).

Tables 11 and 12 below set out how the number of pupils enrolled at local schools may be affected by the proposed changes.

Table 11: Number of pupils enrolled at local schools if the proposals **were implemented** from September 2023

School	Recent number of pupils enrolled					Forecast number of pupils enrolled				
	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026
Cathays High School	782	847	913	917	1021	1115	1206	1297	1372	1426
Cardiff High School	1554	1627	1643	1645	1776	1761	1736	1732	1728	1728
Fitzalan High School	1712	1709	1724	1742	1776	1770	1783	1786	1786	1787
Llanishen High School	1543	1546	1542	1557	1650	1701	1729	1748	1757	1757
Whitchurch High School	2255	2285	2339	2373	2431	2409	2409	2402	2394	2392
Willows High School	554	581	619	665	704	698	706	712	719	758

Table 12: Number of pupils enrolled at local schools if the proposals **were not implemented**

School	Recent number of pupils enrolled					Forecast number of pupils enrolled				
	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026
Cathays High School	782	847	913	917	1021	1115	1206	1231	1240	1228
Cardiff High School	1554	1627	1643	1645	1776	1761	1736	1732	1728	1728
Fitzalan High School	1712	1709	1724	1742	1776	1770	1783	1786	1786	1787
Llanishen High School	1543	1546	1542	1557	1650	1701	1729	1748	1757	1757
Whitchurch High School	2255	2285	2339	2373	2431	2409	2409	2402	2394	2392
Willows High School	554	581	619	665	704	698	706	712	719	758
Pupils to be placed*	0	0	0	0	0	0	0	66	132	198

*If the proposed changes were not to be implemented, it is expected that most of these additional pupils would be placed at other community or faith-based secondary schools in Cardiff. A number of schools are expected to be fully subscribed at entry to the schools. The number enrolled at most schools may therefore not change, but some of the pupils enrolled to those schools would be from different areas of the city. Overall, it is expected that the number of pupils admitted to Willows High School would increase by the greatest amount.

The proposed expansion of Cathays High School is not anticipated to affect the take up of places at Welsh-medium community secondary schools or faith-based schools serving the area.

Admission Arrangements

There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.

Detailed information about admission arrangements is in the Council's Admission to Schools booklet. You can find this information on the Council's website (www.cardiff.gov.uk).

Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in order to provide a suitable balance in the supply of and take-up of places. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of admission. The Council has to ensure sufficient places in the secondary sector regardless of catchment boundaries.

The Council will continue to manage all admissions to the ASC provision at Cathays High School in accordance with the ALN Code of Practice. Admissions to ALN provision are county-wide.

Interim Arrangements

In accordance with the limitations set out within the School Organisation Code, the Council has agreed a temporary increase to the Admission Number at Cathays High School, from 165 places to 240 places at entry to Year 7 in the 2020/21 school year, to meet the increased demand for places.

It is proposed that the admission number of 240 places would be permanently implemented from September 2023, in accordance with the requirements set out in the School Organisation Code. Pupil projections will be kept under review and interim arrangements would be brought forward as necessary to ensure continuation of education for pupils.

What are the benefits of the proposal?

- the proposal would increase the number of English-medium secondary school places. It would contribute towards meeting projected demand in the local and wider area;
- the proposal would increase the number of SRB places for learners aged 11 – 19 with an Autistic Spectrum Condition;
- new school buildings will address the substandard condition of the existing buildings and reduce the maintenance backlog;
- new build schools provide high quality facilities, which improve learning choices and opportunities for pupils. The Cardiff 2030 vision sets out the need to provide high quality school places. High quality learning environments have a strong impact on improving pupil outcomes;
- the new building will be fully accessible and compliant with the Equality Act 2010;
- improved outdoor sports facilities would provide enhanced opportunities for both pupil and community use.

Potential disadvantages of the proposal

- there is potential for increased traffic congestion around the school site at the start and end of the school day, as the number of pupils on roll at the school increases. However, the Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption;
- some pupils with ALN can find change difficult. They may find moving to a new building on a new site unsettling. We know they will need carefully planned support to adapt to the new setting. However, there would be sufficient time to plan and support such a transition.

Risks associated with the proposal

- there is a risk that the projected increase in the number of pupils does not happen. However, based on the number of pupils in primary schools in Cardiff and proposed new housing in a number of areas of Cardiff this appears unlikely. The Council will keep its projections under review and would respond to any such changes in demand if required;
- there may be development constraints that have not yet been identified. If any became apparent, there could be implications for cost and delay. Site surveys and geo-technical reports would take place. These would provide further information around this and inform management strategies;
- the proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage;
- if the Council did not get this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In this case, investment options would be reviewed to ensure the delivery of sufficient school places.

Alternative Options

‘Doing Nothing’

The Cathays High School buildings have a backlog of maintenance issues and ‘doing nothing’ is not an appropriate option. Addressing the maintenance backlog would only address health and safety issues. It would not provide a sustainable school for the future.

The Council would also need to identify alternative means of accommodating the projected increase in pupils requiring secondary school places in coming years.

Refurbishment of existing buildings

Refurbishment would address the capacity needs at Cathays High School for its catchment population but would not result in the increase in the number of English-medium places required at secondary age over a wider area. Refurbishing the school would not be cost effective and would not significantly improve the learning environment. There may still be long-term maintenance issues, which would compromise the value for money which can be achieved through the investment of public money.

Replacement of buildings on the existing site

Whilst the existing Cathays site could potentially be used to accommodate a replacement school building, the current site would still be insufficient in size to allow the new school to be built whilst the school remains operational. This would result in pupils having to be accommodated off site for the duration of any new build resulting in significant disruption to education and increased costs.

Financial Matters

The proposed scheme forms part of the 21st Century School Programme and is to be funded through a Mutual Investment Model (MIM). The new school will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years.

Expenditure required that does not fall within the scope of the MIM will be met jointly by the Council and Welsh Government with Welsh Government funding a minimum of 65% via the 21st Century Schools Band B capital grant.

Operational costs incurred in managing the scheme and transition from current buildings into new buildings will be met from a dedicated revenue budget.

The additional revenue costs of increased pupil numbers will be met through the school funding formula on the basis of pupil numbers.

Human Resources Matters

The proposed expansion of Cathays High School would require the Governing Body to consider their workforce requirements in readiness for expansion and the potential increased staff numbers required. In the event that any vacancies arise, these should be considered as redeployment opportunities for staff on the school redeployment register. In addition, full consultation with staff and trade union colleagues would be needed to ensure there is a smooth transition into the new school building.

Further HR implications of the proposal would need to be determined as the project develops, particularly in relation to the operation of the MIM scheme outlined above. Further guidance is required from Welsh Government to understand the full working arrangements in relation to facilities management to assess the impact, if any, on current school staff. The Governing Body and the school's leadership team would also need to consider whether any staffing changes are required to support the use of school premises by the wider community. HR People Services will provide advice and support as necessary.

Eastern High School



Transport Matters

The Council's policy is to increase the use of sustainable modes of transport. Most journeys to education in Cardiff are within 3km of people's homes. Improvements to the safety of roads and routes for walking and cycling within school catchment areas would encourage more active travel. There are well evidenced health and wellbeing benefits from walking, cycling and scooting to school as opposed to travelling by car.

This proposal will increase educational activity on this site through the expansion of mainstream and SRB places. The expanded provision will result in more trips to the site. These have the potential to add/alter existing pressures on the local highway network.

The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. This will be achieved by ensuring that new development is fully integrated with transport infrastructure. This 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. 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. 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.

Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. Currently no pupils (other than SRB pupils) are eligible for learner transport. The SRB pupil learner transport will need appropriate suitably segregated 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.

Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; 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. The expansion of Cathays High School, utilising the Maindy Centre site and the existing school site may necessitate the closure of part of Crown Way to vehicles.

Transport mitigation for the development will be identified through the Transport Assessment (TA) process. The first part of the TA has now assessed the traffic impact on the highway network. It has identified that potential changes are expected to result in some additional queuing at peak periods. However it is considered that the overall traffic impact of the development can be accommodated by the network.

The subsequent completion of the full TA will identify necessary works, including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting.

The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.

The Active Travel Plan for the new school should be linked to the Active Travel Plans for the local cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new Cathays High School are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

Learner Travel Arrangements

There are no plans to change the Council's policy on the transport of children to and from school. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in line with the same criteria that apply across Cardiff.

The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk)

In the event of the proposal being progressed to implementation, all pupil's entitlement to free home to school transport will be re-assessed from the new location.

The Council provides free home to school transport for pupils with statements for ALN dependent on the shortest available walking distance that they live from their home address to the school/base location nearest appropriate gate.

The distance criteria used are that pupils of primary school age need to live two or more miles, and secondary aged pupils three or more miles, from the school via the shortest available walking distance to the nearest appropriate gate.

For pupils with ALN the Council also takes into consideration their:

- cognitive age, and then applies the relevant distance criteria for the cognitive age
- any disabilities that will impact their ability to walk these distances.

All pupils distance assessments for entitlement to free home to school transport are undertaken on the basis that the child is accompanied on the route to school as appropriate. It is the responsibility of parents or guardians of a child to arrange for their child to be accompanied along the walking route to school.

Partnerships

The 'Cardiff Commitment' (www.cardiffcommitment.co.uk) is dedicated to inspiring ambition, creating opportunities and developing skills in all children and young people, to support their progression and future career choices. Through school, employer, community, voluntary sector, higher and further education partnerships, the Cardiff Commitment aims to support all Cardiff pupils to realise their potential and contribute to the economic growth of our capital city. Working in partnership, the vision is to ensure that no Cardiff child or young person is left behind and that the talents of all are recognised and nurtured.

To date over 200 partners have pledged to support Cardiff Commitment and the programme priorities are aligned to the following principles:

- Enhancing delivery of the Curriculum for Wales 2022 by supporting schools across Cardiff with access to knowledge, skills and experiences that bring the curriculum to life and make teaching and learning relevant for the children and young people of today in readiness for the jobs of tomorrow.
- Supporting the realisation of the four key purposes of the Curriculum for Wales 2022, enabling learners to develop as:
 - ambitious, capable learners ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Aligning the knowledge, opportunities and skills children and young people experience in Cardiff Schools to the needs of employers in the economic growth sectors in the Cardiff Capital Region, Wales and globally.
- Raising awareness of the breadth of career opportunities available in the Cardiff Capital Region and beyond, to develop skills to sculpt future growth for the benefit of all.
- Securing sustainable progression routes for young people post 16.

The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2030 strategy, clearly state the critical link between improving the learning environment, raising standards of achievement and positive learner progression beyond statutory schooling.

The Council is keen to assist with the development of opportunities between schools and business to create a sustainable pool of talent for future workforce needs. ESTYNs most recent report on Preparing for the Curriculum for Wales – case studies and cameos from secondary, all-age and special schools November 2020 cites Cantonian High School as an example of where integrating real life experiences into the curriculum through Cardiff Commitment facilitated partnerships has been a success and positively impacted young people.

Impact of the proposal on the Welsh Language

The Council does not expect any negative impact on the Welsh Language from this proposal.

The proposal would not change the number of Welsh-medium secondary school places available in the area.

Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply if Cathays High School was expanded.

The Council works closely and constructively with partners on its Welsh Education Forum (WEF). The forum includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. It actively informs the planning of Welsh-medium places. It also supports the Council's plan to sustainably increase the number of Welsh learners. This includes learners in Welsh-medium schools and those learning Welsh in English-medium schools.

The Council and the Welsh Education Forum are committed to driving the increase in the number of pupils in Welsh-medium education. They aim to meet the targets within Cardiff's Welsh Education Strategic Plan (WESP) and set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

Forecasts suggest that extra places will also be needed in Welsh-medium secondary schools. Separate proposals will be brought forward to address this. This will be at an appropriate time to ensure there are enough places available.

The Council must make sure that the expansion of school provision is brought forward in a strategic and timely manner.

These proposals do not include opportunities to develop Welsh medium ALN provision. The Council is taking separate steps to expand specialist ALN provision in the Welsh medium sector. This is through the WESP, the Educational Tribunal (ALNET) Act Regional Implementation Plan and the Cardiff ALN Strategy.

Since 2016 the number of SRB places for Welsh medium learners has increased from 20 SRB places at Ysgol Coed Y Gof to 60 SRB places between Ysgol Coed Y Gof and Ysgol Gymraeg Pwll Coch. At January 2019, about 25 SRB places will be taken up. There is spare capacity for growth in the Welsh-medium sector of up to 35 places.

In addition to these, a Welsh-medium primary 'wellbeing class' was established in 2016-17. It offers 6 month placements for up to 8 pupils in each year group with significant emotional health and wellbeing needs and 26 assessment/ 'Pupil Referral Unit -type' places.

In January 2018, a secondary 'virtual Pupil Referral Unit' offering specialist support to pupils learning through the medium of Welsh, at risk of exclusion was established, offering places for up to 18 pupils in each year group in the three Welsh medium secondary schools. These are sufficient to meet demand.

The Council is keeping capacity under review and will take steps to extend places in response to pupil needs.

In addition to the establishment of a greater number of places for learners in Cardiff with ALN, the Council are leading on the ALNET Regional Implementation Plan, Priority 7. This is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'.

The objectives are to:

- Analyse how widespread ALN and the level of need are in the Welsh-medium sector. This will look at each local authority across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr);
- Map what Welsh-medium provision and support is available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

Governance Arrangements

There are no proposed changes to governance arrangements arising out of this proposal.

Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy, project or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

This assessment will be reviewed after the consultation and at key points if the proposals were to proceed.

If the proposal goes ahead, another equality impact assessment would be carried out at the design stage. This would identify accessibility to the new build high school site. 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.

Cardiff West Community High



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Community Impact

The following are taken into account when considering a proposal:

- Public Open Space
- parkland
- noise
- traffic congestion

Officers will work with schools, local members and any community group to make sure that the proposal avoids negative impacts if possible.

Cathays High School enables a number of community organisations to make use of its site outside of school hours. These organisations will be consulted on the proposed changes and consideration will be given to how to support these organisations in the proposed new build school.

The open space at Maindy is currently used for informal leisure by the local community – exercise, dog walking, access between Gelligaer Street and Crown Way/North Road, and general leisure activities.

It is recognised this is one of few open spaces for residents in Cathays, Maindy and Gabalfa and therefore the new development will provide space and access for the community to continue these informal activities in community green spaces.

In addition, it is proposed that the playground at Gelligaer Street will remain, the BMX track for community use will be retained or relocated elsewhere on the Maindy or current school site. The open-access MUGAs will also continue to be provided.

Many schools have established or are developing sports and wider leisure provision for use by the public.

A key objective is to enable third party access to the sports facilities at schools. This would be on a sustainable financial basis.

Welsh Government's aim for shared facilities in community-focused schools 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.

The Council will make the most of Community Benefits wherever possible. This would include benefits for children and young people, through its procurement practices, and 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.

The Council intends to work proactively with contractors and the local community to progress Community Benefit procurement initiatives and exchange best practice wherever possible.

The Council will work with contractors to ensure that their supply chains are aware of the Council's aspirations for Community Benefits and ensure the credentials of suppliers in this respect. This will safeguard, wherever possible, the Council's aspiration to secure Community Benefits is integrated into the specification.

In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets.

These four targets are:

- Jobs
- Apprenticeships
- STEM Engagement
- Training

Wellbeing of Future Generations

The Wellbeing of Future Generations (Wales) Act 2015 requires the Council to think about the long-term effect of decisions, and to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

In line with the Act, Cardiff's Band B programme is committed to providing local schools for local children. It encourages use of sustainable modes of travel to schools, such as walking and cycling. Each school project takes into account key transport issues when they are being designed. The firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools is considered and supported.

With the current investments in digital working, blended learning and improved ICT across the city, student movements may be further reduced as mobile technology develops. This allows more 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.

We are keen to maximise the long-term impact of this investment. Any design taken forward for this proposal would be developed to ensure the delivery of high quality modern facilities. Facilities would be able to respond to pupils' needs and support the delivery of effective teaching and learning methods. Facilities would be designed to incorporate the flexibility to take account of changes in needs over time. These could be affected by changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Potential Disruption to Pupils

The Council has significant experience in the successful delivery of building projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme. The proposed replacement of Cathays High School with separate new buildings would limit the disruption to pupils, staff and parents.

Any building work carried out would be managed effectively in consultation with the school to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

What would happen to the existing Cathays High School site?

The future use of the existing High School site will be subject to further consideration, taking account of the views of a range of stakeholders.

The construction of new facilities for Cathays High School will take place on the Maindy Centre site and potentially on a proportion of the existing site.

It is proposed that the design of the new school site will support open community access to some multi use games areas outside of school hours and will re-provide community land where possible. The land south of the existing Maindy cycle track and other areas will be made available for exercise; dog walking; access between Gelligaer Street and Crown Way/North Road; and general leisure activities. The BMX track is expected to be retained, but could potentially be relocated elsewhere on the Maindy or current school site should it be deemed beneficial to the project and the community.

The design of the school building, the layout of the school site, open space and school areas open for community access would each form part of the design.

Frequently asked questions

Will pupils' education be disrupted as a result of the proposals?

The Council has significant experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a large and growing school organisation programme.

Pupils enrolled at Cathays High School would remain on their current site until the new build school facilities are ready.

What is the intended timescale of development?

If the proposal is progressed, it is intended that building work would start in the 2023/24 school year and be completed in readiness for pupils to use all new facilities in the 2025/26 school year.

Will there be a new school uniform?

There are no proposed changes to school uniform arising out of this proposal.

Will the catchment area change?

Cardiff's Band B 21st Century Schools Programme proposes investment in five English-medium community secondary schools, and an increase in the number of school places overall. To date, proposals for Fitzalan High School and Cantonian High School has been approved and are being progressed.

Consultation on changes to school catchment areas would be required at the appropriate time in order to provide a suitable balance in the supply of and take-up of places in each area and city-wide.

Next steps, how to make your views known and feedback form

What happens next?

Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet to report stakeholders views to elected members, and to inform decision making. This consultation report will be available for anyone to view/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation there are a number of further stages that the Council would have to go through before a final decision is made.

These stages are set out in Table 13 below:

Statutory Process	Timescale
Consultation Period	29 January - 19 March 2021
Consultation report considered by the Council Cabinet and published on the Council website	June 2021
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	June 2021
Expected date for end of Objection Period	July 2021
Final decision (determination) by the Council's Cabinet	October 2021
Objection report published on the Council website and notification of Cabinet's decision	October 2021

Consultation period

The consultation period for these proposals starts on 29 January 2021 and ends on 19 March 2021.

See page 37 for further details of how to respond and make your views known.

The Council will publish a consultation report on its website. The report must be published at least two weeks prior to the publication of a statutory notice.

You can also ask for a hard copy of the report.

The report will go over the issues raised during the consultation period and give the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

Statutory Notice

A statutory notice is the formal publication of a finalised proposal. The approval to publish a statutory notice must be given by the Council's Cabinet. This would only be considered after the Cabinet have received a report on all the consultation responses. This is a legal requirement as outlined in the School Organisation Code 2018.

The Council would publish the statutory notice on its website. It would also put copies of the notice at or near the main entrance to the school(s)/site(s) affected by the notice. Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

Determination of the proposals

Cardiff Council Cabinet would determine the proposal. This means they will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

Decision Notification

After determination, Cardiff Council would let everyone affected by the proposal know what the decision was. It will also be published on the Council's website.

Cardiff West Community High





Have Your Say!

You can complete this response form online at www.cardiff.gov.uk/cathayshighproposals

We are proposing to:

- Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community;
- Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

1. Please tell us whether you are responding as (tick all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Parent or Guardian* | <input type="checkbox"/> Grandparent* |
| <input type="checkbox"/> Member of Staff* | <input type="checkbox"/> Pupil* |
| <input type="checkbox"/> Governor* | <input type="checkbox"/> Local Resident |
| <input type="checkbox"/> Other (please specify) _____ | |

Please confirm which schools you are affiliated with

2. Do you support the proposal to increase the number of places at Cathays High School from 1,072 to 1,450?

Yes No No opinion

Please explain why

3. Do you support the proposal to transfer Cathays High School into a new building, with upgraded community facilities?

Yes No No opinion

Please explain why

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4. Do you agree that the number of places in the Specialist Resource Base at Cathays High School should increase from 16 places to 50 places?

Yes No No opinion

Please explain why

5. Are there any changes you think could improve these proposals?

6. Are there any alternatives options you would like to suggest?

7. Do you have any other comments?

Name _____

Address _____

Post Code _____

The closing date for responses to this consultation is 19 March 2021.

The Council is not able to consider any consultation responses received after this date.

Consultation responses will **not** be counted as objections to the proposal.

Objections can only be registered following publication of a statutory notice.

If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date

Thank you for your comments

Please return this form to the School Organisation Planning Team, Room 401, County Hall, CF10 4UW by no later than 19 March 2021.

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

CABINET MEETING: 17 JUNE 2021

THE EXPANSION AND REDEVELOPMENT OF CATHAYS HIGH SCHOOL

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM:5

Reason for this Report

1. The purpose of this report is to inform Cabinet of the responses received following consultation on proposal regarding the expansion and redevelopment of Cathays High School and to seek authorisation to proceed, where appropriate to publish proposals in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

Background

2. At its meeting on 17th December 2020, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition (ASC) from 16 to 50 places in purpose-built accommodation in the new school buildings
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

Issues

3. The consultation period ran from 29 January until 19 March 2021.
4. The consultation process involved:

- Publication of a bilingual consultation document outlining background, rationale and implications to parents, Headteachers and Chairs of Governors of nearby schools, all Members of local wards, local residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);
 - Publication of a bilingual summary document setting out the main points of the consultation document (a copy of the summary document can be seen at Appendix 2);
 - Publication of information in community languages upon request;
 - Consultation meetings via Microsoft Teams with Governors and staff at Cathays High School (notes from the meetings can be seen at Appendix 3);
 - Consultation meetings via Microsoft Teams with pupil representatives at Cathays High School, Albany Primary School, Allensbank Primary School and Gladstone Primary School (notes from the meetings can be seen at Appendix 4);
 - An online pupil survey for pupils at Cathays High School;
 - Public consultation meetings via Microsoft Teams Live Event at which the proposal was explained and questions answered (notes from the meetings can be seen at Appendix 5);
 - Drop-in sessions via Microsoft Teams where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 6);
 - Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses;
 - A consultation response slip for return by post or e-mail, attached to the consultation document
 - An online response from at www.cardiff.gov.uk/cathayshighproposals
5. In line with national Coronavirus restrictions that were in place during the consultation period all meetings took place virtually via Microsoft Teams and Microsoft Teams Live Event platforms.
 6. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.
 7. The views expressed at Council organised meetings, drop in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.

Responses received regarding the proposal during the consultation period

8. In total 494 responses were received including 194 online survey responses, nine email responses and 291 pupil survey responses.
9. Formal responses were received from:

- Local Members – Cllr Rhys Taylor & Cllr Ashley Wood (Gabalfa Ward)
 - Estyn
 - Cathays High School Governing Body
 - Cathays High School Headteacher
 - Gladstone Primary School Chair of Governors
 - Whitchurch High School Headteacher
 - Cardiff Ajax Cycling Club
 - Cardiff Junior Triathlon Club
 - Whitchurch Cycling Club
10. The response from Estyn sets out its view that the proposal is likely to maintain at least the current standards of education and provision in the area.
 11. Full copies of the formal responses can be seen at Appendix 7.
 12. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
 13. Of the 194 respondents to the wider stakeholder survey, just under a half (47.4%) agreed with the proposal to increase the number of spaces at Cathays High School, this figure rises to three in five (59.7%) if the respondents that selected no opinion are excluded from the analysis.
 14. A half (50.0%) of respondents support the proposal to transfer Cathays High School into a new building with upgraded community facilities, this figure rises slightly (56.1%) if no opinion responses are discarded.
 15. Over a half (56.5%) of respondents agree that the number of places in the Specialist Resource Base at Cathays High School should increase from 16 places to 50 places. However, if no opinion responses are excluded from the analysis, agreement with this increases to around four in five (82.0%).
 16. Of the nine E-mail responses received, three were formal responses and six were from stakeholders who identified themselves as residents.
 17. The views expressed in the wider stakeholder survey reflect those raised in the e-mail responses received.
 18. The details presented in this report, represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses, e-mail responses, views expressed at public meetings, drop in sessions, telephone calls and pupil consultation meetings.
 19. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 8.

20. A summary analysis of the responses received are included in Appendix 9.

Views expressed

21. Reasons for supporting the proposed changes included:
- addressing the suitability and condition of the existing buildings;
 - the school will benefit significantly from a new school building and enhanced community facilities;
 - the new facilities will be integral to ensuring the school continues the journey as an excellent school. It will allow the school to develop the new curriculum for Wales with flexible and purpose-built facilities;
 - the school will be able to use these facilities to ensure the very best teaching and learning in every classroom and that the school continues to be an inclusive and welcoming community;
 - improved access to outdoor facilities;
 - the provision of additional Additional Learning Needs (ALN) places in new, purpose-built facilities will allow the school to use their expertise and experience to support more young people who would otherwise not be able to access the facilities and provision.
22. Whilst there was support for the redevelopment of the school there were a number of concerns raised related to:
- the need to increase the number of places at the school to the level proposed;
 - insufficient information being available during the consultation e.g. site plan;
 - the potential loss of existing community green space;
 - continued access to the existing leisure centre facilities;
 - a pre-existing land covenant;
 - the loss of the Maindy Velodrome as a valued local community resource;
 - the new cycling track proposed at the International Sports Village should be in addition to existing facilities in Cardiff. The replacement of an existing facility that is well located and fit for purpose, with an alternative edge of city location is not appropriate.
 - the potential loss of the existing BMX track
 - uncertainty around the future of the existing school site;
 - the impact on the local community of the proposed expansion of Cathays High School;
 - the potential for increased traffic in the local area and the impact of this as a consequence of increased pupil number and changes to the road network;
 - potential changes to Crown Way and/ or to New Zealand Road;
 - potential disruption during construction for pupils and local residents
 - pupil behaviour;
 - potential for increase litter in the local area
23. A number of alternative suggestions were put forward. These included:

- Retain the status quo;
- Refurbish the existing buildings;
- Expanding and redeveloping Cathays High School on its existing site;
- Utilising the Maindy Barracks site for a new build school;
- Utilising the Companies House site for a new build school;
- Utilising the Heath Hospital site for a new build school;
- Expanding provision elsewhere local to the pupil population.

Cathays High School Pupil representation

24. Officers met virtually with members of the Cathays High School, School Council to discuss the proposals and gather their opinions.

25. The points raised by the pupils included the following:

- A new building would improve education
- A bigger school would provide more places for those needing them
- A new building would provide a better environment for pupils and access for the community to facilities
- Additional ASC places would be good
- Improved physical and mental wellbeing
- Space for creative subjects
- Hub for community providing space during the weekend/holidays
- Any new school build would need to be sustainable and environmentally friendly
- What would happen to the old school?
- The size of school could be daunting for some pupils
- The existing school building has a lot of history which would be lost
- Most of the children already at Cathays High School would not benefit from the new school
- Potential disruption during construction
- Potential for increased traffic
- Pupils would like to be involved in the development of any plans taken forward

26. Notes of the meeting can be seen at Appendix 4.

Cathay High School Pupil Survey

27. An online pupil survey sought the views of pupils at Cathays High School on the proposed changes, any changes or alternatives to the proposals, what pupils like and dislike about their current schools and what pupils would like to see in any new build school.

28. A total of 291 Cathays High School pupils completed the survey.

29. Three quarters (75.9%) of pupils agreed with the proposal to increase the number of places at Cathays High School. However, if no opinion responses are discarded this figure rises to over nine in ten (91.6%).

30. The reasons given for supporting the proposed expansion of the school included increased space, better facilities and the opportunity for a greater number of children to attend a good school.
31. Those who did not support the expansion had concerns about the increased number of pupils resulting in less individual attention.
32. More than four in five (87.4%) pupils responding to this question agreed with the proposal to transfer Cathays High School into a new building with upgraded community facilities. This figure increase to 98.0% if no opinion responses are discarded from the analysis.
33. The reasons given for supporting the transfer to new build accommodation included an improved learning environment and the current facilities were outdated and not fit for purpose.
34. Those who did not support the transfer to new build accommodation thought that the school was fine as it is.
35. Two thirds (67.0%) of pupils responding to this question agreed with the proposal to increase the number of places at the Specialist Resource Base. This figure increase to 96.9% if no opinion responses are discarded from the analysis.
36. The reasons given for supporting the expansion of the SRB provision included the opportunity for children in Cardiff with ALN needs to attend the school and the need to focus on non-mainstream children.
37. Those who did not support the expansion, felt that the proposed increase in numbers was too great.
38. Details of the pupil survey can be seen at Appendix 9

Albany Primary School representation

39. Officers met with Year 6 pupils at Albany Primary School via Microsoft Teams to discuss the proposal and gather their opinions following their return to school.
40. The pupils were excited by the idea of new school building/facilities.
41. The points raised by the pupils related to school facilities (classrooms, gaming room, outdoor space, energy efficiency). The pupils were concerned that the school would take a long time to build and they would not benefit from it.
42. Notes of the meeting can be seen at Appendix 4.

Allensbank Primary School representation

43. Officers met with Year 5 pupils at Allensbank Primary School via Microsoft Teams to discuss the proposal and gather their opinions following their return to school.
44. The pupils liked the idea of a new school building/facilities.
45. The points raised by the pupils related to the retention of the skate park (BMX track), the size of the school and classrooms, the proposed timescale, continued access to the leisure centre provision, what will happen to the existing Cathays High School building and whether there will be opportunities for pupils to be part of the design process.
46. Notes of the meeting can be seen at Appendix 4.

Gladstone Primary School representation

47. Officers met with Year 6 pupils at Gladstone Primary School to discuss the proposal and gather their opinions following their return to school.
48. The pupils liked the idea of a new school building/facilities overall and thought it was a good idea to increase the number of places as this would ensure that all children who wanted to go to Cathays High School could do so. They thought that increasing the number of SRB places was a good idea and that the community would benefit by having access to the school facilities outside of school hours.
49. They were however concerned about the potential of increased traffic, overcrowding and the proposed transfer of the cycle track to Cardiff Bay.
50. Notes of the meeting can be seen at Appendix 4.

Response to views expressed

51. The Council welcomes the expressions of support for the proposals.
52. It is however acknowledged that there are a number of concerns raised particularly around the need for school places, the level of detailed information in respect of the proposed school buildings and site provided during the consultation, the potential impact on open access space, the future of the velodrome/BMX track, a pre-existing land covenant, existing leisure centre facilities, the future use of the existing school site, potential disruption to the school and wider community during construction, pupil behaviour and littering and traffic management.

School Places

53. The consultation document set out the need for additional school places. Forecasts suggest that rebuilding Cathays High School with 240 places in each year group would provide enough places to serve the existing Cathays High School catchment area and the wider area.

54. Current data shows a secondary school with three forms of entry (90 places per year group) would have enough places for the existing Cathays High School catchment area.
55. There are currently no large planned housing developments within, or close to, the Cathays High School catchment area. However, there are planned housing developments in the north east and south of the city. This will significantly increase pupil numbers in neighbouring school catchment areas.
56. Cathays High School is well placed to meet excess demand for places from other catchment areas. Expanding Cathays High School would increase places to serve the central areas of Cardiff.
57. A new Cathays High School with 240 places in each year group would:
 - create an efficient class organisation
 - provide sufficient capacity for local children expected to want an English-medium community high school place, and
 - contribute some additional places to meet the projected demand from the wider area.

Detailed plans for new buildings and school site

58. The consultation sought views at the formative stage on school organisation proposals to expand school provision and to relocate the school on the adjacent site at the Maindy Centre.
59. As set out during the consultation, any design taken forward would be developed in partnership with the school and the appointed contractor at a later stage and would be subject to statutory planning processes which allow for all interested parties to comment on and inform what is delivered.
60. However, the views expressed during the consultation regarding the uncertainty around the site layout and the implications for access to open space are acknowledged. Further work has been undertaken to produce an indicative red line boundary map for the proposed school site and indicative building footprint, which takes account of views submitted during consultation. This identifies the extent of the open access space that would be available, and includes the retained leisure centre and BMX track areas outside of the development boundary, the require land for the school and remaining community open access land. As part of the project the Council is intending to landscape parts of the open access areas to provide the most appropriate and usable area possible, subject to design. The open space areas would be in addition to the facilities that would be provided within the boundary of the school that would be available to the community outside of school hours. Comparative red line boundary maps for the existing arrangements and the redeveloped sites are attached as Appendix 10

Open Access Space

61. A number of responses to the consultation raised concerns in respect of uncertainty around the extent of open space available for use by the local community.
62. Issues related to open access space are addressed at paragraph 60 and within Appendix 10.

Velodrome/ BMX Track

63. A number of responses to the consultation raised concerns in respect of the loss of the velodrome from the Maindy Centre site, and whether this track would be replaced.
64. The Council's Cabinet considered a report on 18 March 2021 A Cabinet report from March 2021 detailing its Velodrome and International Sports Village (ISV) Development Strategy. This report set out the proposal to relocate the cycle track to the ISV, and the Cabinet approved in principle the plans for the new Velodrome. The proposal is part of the overall improvement of facilities and links to the cycle superhighway and local cycling groups have been consulted as part the development of the proposal. The Cabinet Report is attached as Appendix 11.
65. If the proposal to relocate the velodrome were to go ahead, this would be in place before development on the Maindy Centre site, with no loss of cycling facilities.
66. The Council has engaged with local cycling clubs and governing representative bodies to understand the required design of the new facility so it will meet their expectations. These discussions will continue whilst the detailed designs are developed for submission to the Local Planning Authority. The existing facility at Maindy Leisure Centre will remain open until the new facility is completed and open for business to maintain continuity of provision.
67. As outlined in the consultation document, the BMX track is expected to be retained in its existing position, but could potentially be relocated elsewhere on the Maindy site or current school site should it be deemed beneficial to the project and the community.

Land Covenant

68. A pre-existing land covenant sets out that the Maindy Centre land is restricted to use for park, open space, recreation and playground.
69. Where the Council proposes to obtain planning permission to redevelop its land, the Council would use its powers to appropriate land for planning purposes to override covenants or other third party interests at the appropriate stage of the planning process for the development.

70. As the land forms part of a recreation ground the Council would advertise its intention to appropriate for a period of two consecutive weeks and take into account any representations made, before making a final decision to appropriate the land for this purpose. This is the recommended means of overcoming title difficulties which might otherwise frustrate the development land under the proposed planning permission which is intended for the benefit of the Council's area.

Existing Leisure Facilities

71. As set out during the consultation there are no proposed changes to the existing leisure centre facilities. The Council agreed in 2016 that the leisure and sporting facilities at Maindy Centre would be operated by Better Leisure (GLL) and a long term lease arrangement is in place. As part of a revised lease the school will continue to have access to indoor facilities at Maindy Centre and an arrangement will be explored with GLL for the shared use of the carpark outside of the school day. Car parking spaces dedicated for use by patrons of the leisure centre would be retained.

The future use of the existing school site

72. A number of responses to the consultation queried the future use of the existing school site and whether this site may be considered for the location of a new primary school.
73. As set out in paragraph 59, further work has been undertaken to produce an indicative red line boundary map for the proposed school site. The existing school site is to be retained in order that the proposed expanded school may meet the site area requirements set out in Building Bulletin guidance for schools on confined sites. This indicative boundary also identifies a large area of community space, outside of the school and leisure centre boundary, of c13,500m² to be retained. This represents an increase in unrestricted access open space available for use by the local community. Further consideration of the layout of the site would be necessary at the design stage.

Potential Disruption during construction

74. In respect of concerns raised around disruption on and around the Cathays High School site during the construction period, the Council has significant experience of delivery building projects on the sites of occupied schools and any work carried out on the site would be managed effectively to ensure the continued delivery of high education standards and that safety and safeguarding standards are maintained.

Pupil behaviour and littering

75. The school is actively managing issues that have been raised regarding litter. The school has restricted use of the entrance on New Zealand Way to Sixth Form pupils only at the beginning and end of the school day, and as supervised access at lunchtimes. A member of the site team now

clears litter on New Zealand Road, the lane and Crown Way. The school is developing a programme to reduce the quantity of litter around the site.

76. The proposed new site will be bigger with better catering facilities. There is an expectation that more pupils would remain on site during the day which has a number of potential benefits such as safeguarding and the minimising of littering.

Traffic Management

77. The consultation document noted that the expansion of school, utilising the Maindy Centre site and the existing school site may necessitate the closure of part of Crown Way to vehicles. A number of responses to the consultation queried changes that may be made and the potential impact on traffic elsewhere in the local community.
78. Transport mitigation for the development would be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission (subject to approval to progress to implementation) at a later stage of the planning process for the school.
79. The assessment identifies works associated with improving vehicular access and off-site highway measures including a school safety zone, traffic calming and pedestrian crossing facilities. Further transport assessment work will be required to support the detailed proposals for the new school site and to inform the future planning application for the development.
80. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements which can help to increase opportunities for pupils to travel to school by walking and cycling.
81. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools developed under Band B will need to have such a plan in place from the outset of their operation and therefore, in the event the proposed development proceeds, it would need to be supported by an Active Travel Plan, which should be informed by the Transport Assessment.

Alternative Options

82. Retaining the school at its current capacity in its existing buildings would not allow for the projected increase in pupils requiring secondary school places in coming years.
83. Refurbishment of the existing buildings would address the capacity needs at Cathays High School for its catchment population but would not result in the increase in the number of English-medium places required at secondary age over a wider area.

84. Whilst the existing Cathays site could potentially be used to accommodate a replacement school building, the current site would still be insufficient in size to allow the new school to be built whilst the school remains operational. This would result in pupils having to be accommodated off site for the duration of any new build resulting in significant disruption to education and increased costs.
85. The alternative site options put forward during the consultation are not in Council ownership or available for consideration.

Community Impact

86. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools, local members and any community group to make sure that the proposal avoids negative impacts if possible.
87. Cathays High School enables a number of community organisations to make use of its site outside of school hours. These organisations will be consulted on the proposed changes and consideration will be given to how to support these organisations in the proposed new build school.
88. The open space at Maindy is currently used for informal leisure by the local community – exercise, dog walking, access between Gelligaer Street and Crown Way/North Road, and general leisure activities. It is recognised this is one of few open spaces for residents in Cathays, Maindy, and Gabalfa and therefore the new development will provide space and access for the community to continue these informal activities in community green spaces. In addition, it is proposed that the playground at Gelligaer Street will remain, the BMX track for community use will be retained or relocated elsewhere on the Maindy or current school site, and open-access MUGAs will continue to be provided.
89. 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.
90. 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.
91. 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

92. 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.
93. 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.
94. 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.
95. The project will consult with all statutory bodies when developing a planning application to ensure that environmental and biodiversity impacts are fully considered.

Local Member consultation

96. Local members were consulted as part of the consultation. A formal response from Cllr Rhys Taylor & Cllr Ashley Wood is included at Appendix 7.

Reason for Recommendations

97. To meet the demand for English-medium secondary school and post 16 places in the Cathays High School catchment area and neighbouring communities, and to meet demand for additional Specialist Resource Base (SRB) places for learners with Autism Spectrum Condition city-wide.

Financial Implications

98. The reason for this report is to highlight post consultation feedback and seek approval to publish proposals in relation to Cathays High school. At present this would not result in a commitment of capital expenditure. There are no capital financial implications directly arising from this report but once a site plan is finalised, 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.
99. The preferred funding strategy for this particular scheme remains the WG's revenue funded Mutual Investment Model (MIM). This will mean the new building will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years. The funding required for the Council's contribution will be made available via the SOP Revenue Reserve, which also meets revenue costs arising in relation to programme delivery and capital financing.
100. Other capital costs, including those directly connected to the new school, such as FFE and ICT, as well as other costs not directly connected to the new building, such as associated transport infrastructure works, will not qualify for MIM funding. These costs may still be within the scope of the 21st Century Schools Programme and will be funded via the traditional capital route, with WG contributing towards 65% of the costs. Further work is required to understand the full extent of these particular costs, however the Band B capital programme currently includes an estimated allocation for these works. However these will need to be balanced against other Band B priorities and must remain affordable within the overall Band B envelope. If necessary, the programme may need to be reviewed, and certain schemes slipped to future iterations of the 21st Century Schools Programme, in order to accommodate additional costs arising. In addition, any capital required for maintaining the current schools in the interim will need to be met from within existing resources.
101. As well as the capital expenditure commitments directly connected to the main scheme, there would also be expenditure incurred in relation to the replacement cycle track, current contributions are set at £2.4 million. Funding will need to be identified from within existing Council resources or match-funded via external grant funding, if applicable. Traffic management costs that fall outside of the red line boundary for the school site will also require careful consideration, as these would fall outside of MIM funding. Further to the capital costs highlighted above, there would also be significant revenue expenditure implications, both connected to the project delivery and on an ongoing basis, once the new facility is operational. Use of MIM funding would not be available for costs in relation to any site acquisitions or preparations, and no funding has been identified for these costs at present.

102. There continues to be a significant risk surrounding the planned achievement of capital receipts underpinning the overall Band B programme. The total target of £25 million in the current financial model is required prior to the end of 2023/24. The planned community use of part of the current Maindy site would decrease the affordability of the overall programme and may result in additional delays or cancellation of other planned schemes.
103. Any revenue expenditure implications connected to Cathays High School capital project would need to be funded from within the SOP Revenue Reserve, including any costs that will be incurred in advance of the scheme commencing. Any additional operational costs would be met from within the delegated school budget, including those relating to any projected increases in pupil numbers, which would need to be considered as part of the Council's annual budget setting process. Similar consideration would need to be given to the impact upon school transport budgets, particularly in light of the proposed increases to ALN provision as part of this scheme.

Legal Implications

104. 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.
105. A local authority can make school organisation proposals, including regulated alterations to a maintained school, under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013.
106. The proposals set out in the report 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.
107. 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. Following the public consultation, the Council is required to publish and circulate to all interested parties (listed in the Code) a consultation report:
 - (i) summarising each of the issues raised by consultees;
 - (ii) responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons;
 - (iii) setting out Estyn's response to the consultation in full; and
 - (iv) responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.
108. The consultation report may also make recommendations to the Cabinet about how to proceed, i.e. to publish the proposals as consulted on with

any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.

109. This Cabinet report, together with the appendices, constitutes the required consultation report; and seeks the Cabinet's approval to proceed to publish the proposals, with the modifications set out. In considering this matter, the Cabinet is required to review the proposals, having regard to all further relevant information put forward during the consultation period (and otherwise).

Land matters

110. The Council has power to appropriate any land held by it for planning purposes pursuant to s122 of the Local Government Act 1972 to facilitate the development of that land. An implication of such appropriation is that it may be used to override third party interests in land, such as covenants, that may otherwise interfere with development, and converting those rights to an entitlement to compensation. Where any land to be appropriated forms part of an open space, the Council is required to first advertise the appropriation for two consecutive weeks in a newspaper circulating in the locality of the land. It is understood that a further decision will be made regarding this process and considered in detail at a later date when planning proposals for the development are finalised.

Statutory process for school proposal

111. If the Cabinet decides to proceed, the proposals must be published within 26 weeks from the end of the consultation period (unless an extension of time is obtained from the Welsh Ministers). Proposals must be published by way of a statutory notice, allowing a minimum of 28 days for objections ('the Objection Period'). The content of the statutory notice, manner of publication and persons to be notified are prescribed in the Code.
112. Within 16 weeks from the end of the Objection Period, the Council must conscientiously consider any objections received and determine whether or not to implement its proposals (under section 53 of the 2013 Act). Members will note that the recommendation is for Cabinet to receive a further report at that stage.
113. If any objections are received during the Objection Period, the Council is required to publish an Objections Report summarising all objections made (and not withdrawn) and its response to those objections. The Objections Report must be published within 7 days from the date of the Council's determination of the proposals, and made available to the interested parties listed in the Code. At the same time as publishing the Objections Report, the Council must also notify its decision to the Welsh Ministers, the school governing body and all interested parties listed in the Code.

114. 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.
115. 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.
116. 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.
117. 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.
118. 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.
119. 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.
120. The decision makers must be satisfied that the proposals fall within the Council's approved policy and budget framework.
121. Further legal advice, including advice in relation to planning, transport and land matters, will be provided as proposals are progressed.

HR Implications

122. The full HR implications of the development of the new school would be determined as the project develops. The Governing Body and the school's leadership may require HR advice, guidance and support to

ensure that its staffing structure is appropriate for a new build school, and in particular this will include the consideration of estates and facilities requirements.

123. The Governing Body and the school's leadership team would also need to consider whether any staffing changes are required to support the use of school premises by the wider community. HR People Services will provide advice and support as necessary.
124. In the event that any vacancies arise, these should be considered as redeployment opportunities for staff on the school redeployment register.
125. In addition, full consultation with staff and trade union colleagues would be needed to ensure there is a smooth transition into the new school building.

Property Implications

126. The Estates team are aware of the covenants and will work with the Education and Legal teams as and when appropriate.
127. In addition, there are other land matters relating to the relocation of the Velodrome which is subject to further land negotiations which Estates will manage in conjunctions with other Council departments.
128. Depending on the option, there may be a land disposal of part of the site and the Estates team will address this as and when the site becomes formally surplus.
129. There is a lease matter to address with the adjoining Leisure Centre and negotiations are underway with the occupier and Estates will liaise with the client department being Parks.

Traffic and Transport Implications

130. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
131. The Council's Transport White Paper sets a much more ambitious modal shift target and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
132. Achieving this target will require changes to the way children travel to school by reducing journeys by car and maximising trips by walking and cycling.
133. Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission (subject to approval to progress to implementation).

134. The Transport Assessment will assess the movement impacts of the development and identify the on-site and off-site measures required to mitigate these impacts and accord with the Council's transport and planning policies which seek to maximise travel by sustainable modes and achieve a significant shift away from car travel.
135. The Transport Assessment work will help inform the design of the new school development. As well as identifying measures to accommodate vehicular access to the site, it will also identify on-site and off-site infrastructure to facilitate journeys to school by active travel. These may include measures such as cycle lanes, speed reduction features, restricted access for vehicles, parking controls and new crossing facilities. Opportunities for connecting the site to existing and planned future active travel routes (as identified on the existing Active Travel Integrated Network Map and the planned Active Travel Network Map which is set to replace it by 2022) will need to be identified within the Transport Assessment. Facilities to accommodate access to school by public transport will also need to be identified within the Transport Assessment.
136. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. All new schools will need to have such a plan in place from the outset of their operation and therefore, in the event the proposed development proceeds, it would need to be supported by an Active Travel Plan, which will be informed by the Transport Assessment.
137. Feedback from the consultation regarding Crown Way is noted. Any changes to Crown Way will need to be informed by the Transport Assessment and by further consideration of the best options for layout and design of the new school development.

RECOMMENDATIONS

Cabinet is recommended to:

1. Authorise officers to issue a statutory notice to:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings

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

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	11 June 2021

The following appendices are attached:

The following background papers have been taken into account

- Appendix 1 – Consultation Document
- Appendix 2 – Summary Document
- Appendix 3 – Notes of meetings with Cathays High School Governing Body and Cathays High School Staff
- Appendix 4 – Notes of pupil engagement
- Appendix 5 – Notes of public meetings
- Appendix 6 – Notes of drop in sessions
- Appendix 7 – Formal responses received
- Appendix 8 – Summary of consultation responses
- Appendix 9 – Summary analysis of consultation responses
- Appendix 10 – Indicative red line boundary
- Appendix 11 – Cabinet Report, 18 March 2021
- Appendix 12 – Statutory Screening Tool and Equality Impact Assessment



CARDIFF COUNCIL

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

ENGLISH MEDIUM SECONDARY SCHOOL PROVISION, CATHAYS HIGH SCHOOL

NOTICE IS HEREBY GIVEN in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that Cardiff Council (herein after “the Authority”), having consulted such persons as appeared to them to be appropriate, propose to alter Cathays High School, Crown Way, Gabalfa, Cardiff, CF14 3XG as follows:

- Increase the capacity of Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings

It is proposed to implement the proposed increase of the capacity, and the expansion of the Specialist Resource Base, from September 2023.

It is anticipated that pupils would occupy the new build accommodation on the Maindy Centre site from September 2025.

Cathays High School is currently maintained by Cardiff Council.

The Authority undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees and the Authority’s responses and the views of Estyn is available to view at:

[Agenda for Cabinet on Thursday, 17th June, 2021, 2.00 pm : City of Cardiff Council \(moderngov.co.uk\)](https://www.moderngov.co.uk/Agenda-for-Cabinet-on-Thursday-17th-June-2021-2.00-pm-City-of-Cardiff-Council)

The current school capacity is 1,072 places with 247 sixth form places. The current number of pupils at the school is 873 (11-16) and 173 (sixth form)

The number of pupils to be admitted to the school in Year 7 (the relevant age group), at age 11, in the first school year in which the proposal is to be implemented will be 240.

The school's proposed capacity once the proposal is implemented will be 1,450 places including sixth form.

Admissions to the school are managed by the local authority.

The SRB is currently resourced for 16 pupils aged 11 – 19 with statements of special educational need specific to autism spectrum conditions. It is proposed to increase the SRB places from 16 to 50 to meet predicted demand for places.

Admissions to the SRB are managed by the local authority. Placements would be subject to a statement of Special Educational Need in accordance with the Special Education Code of Practice for Wales 2002 and the new Additional Learning Needs and Education Tribunal (Wales) Act 2018 (when in force).

There are no plans to change the Council's policy on the admission of children to schools as a result of these proposals.

Any arrangements for the transport of pupils will be made in accordance with the Authority's existing policies on school transport.

Within a period of 28 days of the date of publication of these proposals, that is to say by 26 July 2021, any person may object to these proposals.

Objections should be sent to the Director of Education and Lifelong Learning, Cardiff Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW.

Objections may also be sent to the Director of Education and Lifelong Learning, Cardiff Council using the following e-mail address: SchoolResponses@cardiff.gov.uk

Please note that any such objection must contain the full name and postal address of the objector.

The Authority will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, before the end of 28 days beginning with the end of the objection period, that is to say by 26 July 2021.

Dated this 29th day of June 2021

Signed: Davina Fiore
Director of Legal, Governance and Monitoring Officer
For the Council of the City and County of Cardiff

EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

It is proposed that the capacity of Cathays High School is increased from 165 pupils per year group to 240 pupils per year group and that the existing SRB provision at the school be expanded from 16 to 50 places from September 2023.

It is proposed to replace the existing school with enlarged new build accommodation.

The proposal would also:

- provide upgraded community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider community
- provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

An indicative site map is available to view on the Council website at:

www.cardiff.gov.uk/cathayshighproposals

The map identifies the open access space that would be available, the retained leisure centre and BMX track areas outside of the development boundary, the required land for the school and remaining community open access land.

The map also identifies a large area of community space, outside of the school and leisure centre boundary of c13,500m² which would be retained. This represents an increase in unrestricted open access space available for use by the local community.

The open access space areas would be in addition to the facilities which would be provided within the boundary of the school that would be available to the community outside of school hours.

Any new buildings required in the event of the proposal proceeding to implementation would be designed to meet Welsh Government Funding conditions such as BREEAM and also be designed in accordance with the Department of Education Building Bulletins which sets out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls
- Dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation
- Plant and internal walls

Mae'r dudalen hon yn wag yn fwriadol

CABINET MEETING: 18 MARCH 2021

**VELODROME & INTERNATIONAL SPORTS VILLAGE
DEVELOPMENT STRATEGY**

**INVESTMENT & DEVELOPMENT (COUNCILLOR RUSSELL
GOODWAY)**

AGENDA ITEM: 13

Appendices 2 to 6 of this report are not for publication as they contain exempt information of the description contained in paragraphs 14, 16 and 21 of Schedule 12A of the Local Government Act 1972.

Reason for this Report

1. To seek approval of a revised masterplan for the leisure component of the International Sports Village (ISV) development in Cardiff Bay.
2. To seek authority to develop a detailed delivery strategy including consideration of the long-term operation of the various leisure facilities at ISV.
3. To set out a plan for delivery of a new Velodrome facility at ISV.

Background

4. The Council commenced the redevelopment of the peninsula site known as the International Sports Village in Cardiff Bay, in 1999. The site has proven to be a complex long-term project involving extensive land reclamation and remediation works and significant infrastructure investment. The Cardiff Pointe residential site was sold by the Council to fund the replacement for the Empire Pool, which needed to be demolished to make way for the construction of the Principality Stadium, and was later acquired by Greenbank Partnerships Ltd in 2010.
5. The Council completed construction of the new Cardiff International Pool in 2008 and the Cardiff International White Water (CIWW) attraction in 2010. CIWW has subsequently enhanced with a Flowrider surfing attraction, a High-Ropes experience, and an outdoor climbing wall. The Council also disposed of its leasehold interest in circa 4 acres of land off Olympian Drive to enable construction of a new 40,000 sq ft retail warehouse building to enable the relocation of Toys R Us out of the city centre to make way for delivery of the St David's 2 shopping centre. Appendix 1 provides a plan of the site and an illustration of the development that has been delivered to date.

6. In 2012, the Council entered into a long-term Development Agreement with Greenbank Partnership Limited (GPL) following a market procurement exercise. GPL put forward an exciting and comprehensive strategy for the redevelopment of the peninsula site covering their own Cardiff Pointe site and the Council's Waterfront site. The Council's principle priority at the time was to construct a new Ice Arena to replace the one demolished to make way for the St David's 2 shopping centre, and to deliver a Snow-Dome attraction.
7. The Development Agreement involved the transfer of land from the Council to GPL on a 999 year lease in two phases as illustrated by the plan at Appendix 1: Phase One on committing to the Ice Arena development; and Phase Two on committing to the delivery of the Snow-Dome facility.
8. The cost of delivering the new Ice Arena far outweighed its anticipated commercial value. To ensure delivery of a state-of-the-art facility, the Council agreed to commute a proportion of s106 contributions and affordable housing contributions generated by the planning permission for residential development on the adjacent Cardiff Pointe site. To meet the Council's aspirations, GPL decided to forward fund early delivery of the new Ice Rink in advance of residential sales on Cardiff Pointe.
9. GPL completed the Ice Arena development in 2016. They have also delivered 100 private residential properties on Cardiff Pointe and c150 units of affordable housing on adjacent sites. However, since 2018 further development has stalled.
10. The Council retains a significant land holding at the International Sports Village site illustrated by the ownership plan attached at Appendix 1. In March 2018, Cabinet provided authority to secure the freehold reversion of the former Toys R Us building including a large service yard and circa 300 car parking spaces. The rationale for the acquisition was to improve the development potential of the Council's adjoining land holding known as Retail 3, as the former Toys R Us lease contained several covenants that affected the development potential of the Retail 3 site.
11. In October 2019, Cabinet approved a new strategic plan for completing the ISV development which involved repositioning the proposed leisure development on to lower value land to the rear of the site (former Toys R Us and Retail 3). This would help to establish a critical mass of leisure attractions by positioning new leisure facilities adjacent to the existing leisure facilities and would free up the Waterfront site for higher value residential-led mixed use development. Delivery of the plan was subject to reaching agreement with Greenbank regarding land interests in the area.

Issues

12. The Council and Greenbank have been engaged in dialogue over an extended period of time regarding their respective land interests, including the land subject to the Development Agreement. The Cardiff Pointe residential scheme is an important development in its own right, planned to deliver circa 850 new homes in the Local Development Plan. The Council remains keen for the next phase of construction to commence as soon as possible, not least to provide

existing residents with certainty regarding the future of the site. The Council is in the process of negotiating a land transaction with Greenbank that will enable further development on the site to be accelerated and will return to Cabinet in the spring/early summer for authority to proceed, once draft terms are ready for approval.

Velodrome

13. In December 2020, Cabinet gave authority to begin the consultation process relating to the proposed expansion of Cathays High School. The Council has been keen to modernise the city's Velodrome facility for some time. The delivery of a new Velodrome facility on an alternative site would allow the land currently occupied by the Maindy Velodrome to be used to support the school expansion should it be required.
14. The current Velodrome benefits from having access to Maindy Leisure Centre for storage of circa 400 cycles, workshop space, welfare facilities and studio space to ensure sessions can continue in poor weather and also to allow for meetings and off-bike training.
15. The proposal is to deliver a new purpose built Velodrome facility at the International Sports Village. The relocation of the track element is to be funded by a capital contribution from the Council. The balance of development - the Performance Hub - including storage, workshop space and welfare facilities will be delivered through revenue income. The current program set out in Confidential Appendix 2 anticipates the Velodrome could be operational within the International Sports Village by the end of 2022.
16. The Council has engaged with local cycling clubs and governing /representative bodies to ensure the design of the facility will (as far as is possible within the existing budget constraints) meet their expectations. These discussions will continue whilst the detailed designs are developed for submission to the Local Planning Authority. The existing facility at Maindy Leisure Centre will remain open until the new facility is completed and open for business to maintain continuity of provision. The Maindy Leisure Centre will continue to operate without the Velodrome facility thereafter.
17. Estimated costs associated with the relocation of the Velodrome are set-out in Confidential Appendix 3 and the strategy for meeting these costs is set out in Confidential Appendix 4. At this stage authority is being sought to progress the development of a detailed business plan. This will include the development of detailed designs to a stage where they are ready for submission for planning approval. Given that an element of the cost of delivering this facility is based on income a final approval from Cabinet is required once detailed costs and projected income are fully understood and can be presented in a final business case.
18. The business case will also set out the proposal for operating the Velodrome facility. It is not intended for the Council to operate the facility. At this point in the process it is envisaged that the facility will be operated via a management agreement or lease with a third party. The various options and wider considerations will need to be considered in detail at a future date.

New Development Strategy

19. The relocation of the Velodrome to the International Sports Village site has presented an opportunity to further refine the development strategy presented to Cabinet in October 2019. The strategic plan to deliver residential-led mixed use development on the waterfront land and leisure development clustered around existing facilities to the rear of the site remains in place. The Velodrome presents an opportunity to amend the strategy for development of the leisure destination.
20. A new indicative masterplan is attached as Appendix 5. The scheme accommodates the new Velodrome facility and a small number of additional leisure assets to complete the scheme. The key features of the leisure development strategy are as follows:
 - A new 333m dedicated Velodrome facility with associated bicycle storage, workshop space, clubhouse and spectator stand.
 - A new 1km closed-loop circuit for cyclists, runners and other activity uses. Currently specified at 3m wide, this facility has the potential to be upgraded to 6m wide to enable use as a competition facility subject to attracting additional funding from relevant bodies. The intention is to provide free to use access for local residents. If the track is extended to 6m, dedicated access will also need to be provided for competitive sport purposes.
 - The former Toys R Us building (circa 40k sq ft) will be retained and refurbished to create an attractive and valuable commercial retail asset. The intention is to attract a large format bicycle retail store to complement the Velodrome and the closed-loop circuit. There will also be adequate space within the building to accommodate an additional leisure attraction.
 - Over the longer-term there is the potential to extend the CIWW to position the entrance of the facility in direct alignment with the current alignment of Olympian Drive to provide a focal point for the new public realm and improved visibility of the facility from the main entrance to the site.
 - The existing Ice Rink has the potential to be extended at the rear to complete the development. A new attraction could be provided as part of a review of the facility to improve its overall commercial viability and long-term sustainability. Ideally, the attraction would make use of the plant and machinery already available within the Ice Arena. This will be brought forward on a commercial basis.
 - Olympian Drive to be reduced, and subsequently eliminated once an adequate alternative access has been provided across the rear of the waterfront land to create an enhanced pedestrian environment at the heart of the leisure development. In particular, removal of the road will improve safe pedestrian connection between key facilities and establish a new all year-round external event space. Opportunities to improve biodiversity will be delivered through the proposed public realm

improvement including the planting of trees, the introduction of pocket parks and the general greening of the area as appropriate.

- As an initial step, undeveloped land will be set out as surface car parking to meet the on-site contractual requirements and to provide additional spaces to avoid visitors parking in adjacent residential areas. The long-term strategy is to consolidate parking to release further land for leisure development and for the site to become established as a Park & Ride destination. The intention is for the Council to retain full control of all on-site car parking to generate income to support delivery of the masterplan and the long-term upkeep of the leisure destination.
 - Highways improvements including the removal of the round-a-bout on Watkiss Way to make way for a new shared surface crossing to provide better connections between the new leisure facilities and CIWW.
 - A new road to be provided by the developers of the residential scheme on the waterfront land linking the Cardiff Pointe residential scheme to the existing round-a-bout joining International Drive with Ferry Road eliminating the need for Olympian Drive.
 - There is also the potential to accommodate a hotel on-site.
21. The Bay edge walkway will be fully retained and maintained for public use with public access protected. The proposed residential-led development of the waterfront land has potential to deliver a new 'destination' food & beverage promenade at ground level along the water's edge with views across Cardiff Bay fully open to the public. Above this active ground floor will be a series of relatively high-density residential-led mixed-use blocks, medium height (10-14 stories) to create a new district befitting of its unique, high quality waterfront aspect.
22. As the plans develop, the Council will consider utilisation of s106 contributions generated from the waterfront land to support completion of the ISV leisure destination.

Transport Strategy

23. Transport connectivity will become an increasingly important factor in the long-term success of the project. The site is within walking distance of Cogan Station via the Pont-y-Werin Bridge and this important link will need to be promoted as a primary link to increase usage. There is potential to improve access to the Station and to improve signage.
24. There are regular bus services which connect the site to the city centre in circa 15 minutes. As the site matures and additional car parking provision is provided, the Council will explore its use as a Park & Ride destination. The potential establishment of a Park & Ride could help to increase the regularity of bus services from the ISV to the Inner Harbour and the City Centre.
25. Cycling access to the site will be improved significantly by the plans to deliver a bridge across the River Taff as part of the Channel View redevelopment. This will help to link the site to the existing cycle superhighway in Cardiff Bay. This is an important development given the nature of the leisure destination being

proposed, and the focus on delivering cycling facilities on-site, where users will need to access the site via bicycle.

26. There is an opportunity to make better use of the Bay itself and the River Taff to link the site to the Inner Harbour and the City Centre via water-taxi. As part of the development of the waterfront promenade, a new water taxi landing bay will be explored.
27. Whilst the Council is keen to improve public transport access to the site, there will also need to be an adequate number of parking spaces provided in order to meet existing contractual/planning obligations relating to the International Pool and the Ice Arena as well as the proposed new leisure development and to ensure local residents are not adversely impacted.

Delivery Strategy

28. It is anticipated that completion of the leisure destination, including parking provision, landscaping, public realm improvements and highways adaptations will cost in the region of £20m. Initial appraisal of potential income streams associated with the various facilities proposed, including parking income and rental income suggests that the development could be funded on a commercial basis.
29. At this stage the Council is only committing to delivery of the Velodrome track facility and is not seeking authority to deliver any other aspect of the masterplan through this report. Authority is being sought to develop a business case setting out detailed costs, income streams and a proposed investment programme for completion of the development to be presented back to a future meeting of Cabinet for authority to proceed.
30. A key aspect of the business plan will be the future operation of the facilities on-site and the ongoing maintenance of landscaping and public realm. Prior to the pandemic a number of operators/providers showed interest in developing a destination experience at the ISV. Most of these discussions were around developing a wider offer bringing in further adventure experiences such as rock climbing, sky-diving, indoor skiing (conveyor belt), zip-wire alongside new e-sport experiences. New facilities could be managed in conjunction with the International Pool, Ice Arena and CIWW under a singular brand giving customers easier access to a wider range of activities. As part of the development of the business case it is proposed to undertake a soft-marketing exercise to determine the level of interest in operating the site as a destination and to confirm the level of income/rent that could be generated to support the business plan.
31. The car parking strategy will also be central to the business plan given the level of income that can potentially be generated. The site will initially need to provide a minimum of 800 spaces on-site for use by the International Pool, Ice Arena, CIWW and the new Velodrome. These spaces are already available on site but will need to be relocated around the site to align with the masterplan. It is proposed that leisure users will receive a concession for a number of hours (to be agreed).

Waterfront Land

32. The Council has been engaged in discussions with Greenbank regarding the Development Agreement entered into in 2012 and the need to reset arrangements to enable the wider development to progress. The discussions have progressed amicably and have involved potential asset swaps as well as various disposal/acquisition proposals. It is intended to return to Cabinet in spring/early summer with a final proposal that will conclude the 2012 Development Agreement and enable future development to progress.

Reasons for Recommendation

33. To set out a plan for completion of the International Sports Village development in Cardiff Bay including the new Velodrome facility.

Financial Implications

34. This report sets out and seeks Cabinet approval of a revised development strategy for the completion of the International Sports Village (ISV). Whilst approval is being sought at this stage for the wider development strategy, it is anticipated that further detailed proposals will be brought to Cabinet on some of the specific elements of the wider masterplan as set out in paragraph 20 in due course. More detailed financial implications will be provided as and when these detailed proposals are brought forward, with clear funding strategies identified to implement these proposals.
35. At present, there is no specific funding available within the budgetary framework for the redevelopment of the International Sports Village. Any proposals brought forward must therefore be on a self-financing basis utilising capital receipts and s106 contributions generated.
36. This report seeks approval in principal to relocate the Velodrome to International Sports Village, as well as delegated authority to progress a Final Business Case including a planning application to be presented back to a future meeting of Cabinet for final approval. The proposed cost plans for delivery of the Velodrome and wider development are set out in **Confidential Appendix 4**, with the majority of these costs supported by an independent development appraisal attached in **Confidential Appendix 3**. It is anticipated that the capital costs of relocating the Velodrome will be funded by a capital contribution from the Council, whilst the delivery of the Performance Hub is expected to be funded on an Invest to Save basis by future revenues it will generate.
37. The operational business plan costs and revenues for the Velodrome are included within **Confidential Appendix 4**. These remain high level at this stage and will be further tested within a Final Business Case which will be brought back to Cabinet for a final decision in due course, along with final costs and funding solutions for approval.
38. The sensitivities regarding the delivery of the Velodrome by May 2023 are covered in the main body of the report, with the proposed timescales for delivery set out in **Confidential Appendix 2**. This delivery programme will

need to be proactively managed, reviewed and closely monitored to minimise the risk of financial implications, as well as potential downtime for the velodrome or delays to the construction of the school.

39. The final recommendation within the report seeks delegated authority to prepare a business case and conduct a soft market testing exercise for potential operating partners of leisure components within International Sports Village ahead of returning to Cabinet for a final decision. Proposed costs for this are allocated and shown with **Confidential Appendix 4**, although at this stage no suitable funding source has been identified to cover these costs.
40. Careful consideration must be given to the VAT implications of these proposals due to the tax status of the International Sports Village sites. The Council opted to tax this land as part of the original International Sports Village development, with specific VAT advice provided at the time setting out a range of potential uses and categories of suitable partner organisations for these sites, as well as some restrictions in order to protect the Council's VAT partial exemption position. Restrictions on future operational arrangements of velodrome are likely to include the Council being unable to bring operation of the facility in-house at any point, instead granting an operating lease to a third party with VAT chargeable on the lease in order to protect Council's partial exemption position. Further detailed VAT advice will be required on specific proposals for the future operation of the Velodrome, as well as vacation of existing leases with GLL, which must be taken into account in a timely manner during the decision making process. Initial advice can found at Confidential Appendix 6.
41. This report proposes that the Council will bring forward a long-term car parking strategy in a phased approach subject to development/operational interest within the wider ISV Development. In the interim, the Council will need to retain a minimum of 800 spaces within the Sports Village for the use of the International Pool, Ice Arena, CIWW, Toys'R'Us and the new Velodrome. The Council intends to retain full control over the car parking arrangements, with the income generated being utilised to maintain the car parking, associated public space and to service debt.
42. The Council previously acquired the Toys R Us site in March 2018 to consolidate its land ownership in the area, with the cost of this acquisition funded initially from forthcoming capital receipts with the intention to recover these through disposals at a later date. Incorporated within this report are a range of proposals, including retaining the Toys R Us site and pursuing a land exchange deal with Greenbank. The financial implications of this revised development proposal will include the non-recovery of the original capital receipt utilised to acquire the Toys R Us site in March 2018, therefore reducing the amount of capital receipts available to be used in other regeneration projects.

Legal Implications

43. This report proposes a masterplan for the future development of the International Sports Village and the provision of a new velodrome facility, which will require the Council to enter into contractual arrangements for works and services, as well as property transactions

44. With regard to the intended property transactions, the Council will need to comply with its rules and procedures for the acquisition of and disposal of land and seek advice where appropriate from its qualified valuer. With regard to the intended procurement of works and services, the Council is required to follow its internal Contract Standing Orders and Procurement Rules internal together with the relevant statutory procurement requirements. This ensure the terms of the transactions represent best value.
45. It is expected that further reports will prepared relating to the proposals arising from this report upon which detailed legal and financial consideration, including taxation, and any wider consideration such as Equality duties, will need to be provided in relation to these matters at the relevant time.
46. The Cabinet needs to take account of the Council's fiduciary duties to the local residents and taxpayers. As such, proper consideration needs to be given to the risks, rewards and potential future liabilities of the proposals which are the subject of this report.
47. The decision about these recommendations has to be made in the context of the Council's public sector equality duties. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. If the recommendations in the report are accepted and when any alternative options are considered, the Council will have to consider further the equalities implication and an Equality Impact Assessment may need to be completed.
48. The Well-Being of Future Generations (Wales) Act 2015 ("the Act") places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales – a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
49. In discharging its duties under the Act, the Council has set and published wellbeing objectives designed to maximise its contribution to achieving the national wellbeing goals. The wellbeing objectives are set out in Cardiff's Corporate Plan 2018-21:
<http://cmsprd.cardiff.gov.uk/ENG/Your-Council/Strategies-plans-and-policies/Corporate-Plan/Documents/Corporate%20Plan%202018-21.pdf>
50. The wellbeing duty also requires the Council to act in accordance with 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without comprising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the

impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems.
Deliver an integrates approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

51. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below:
<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>
52. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Guidance (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.
53. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to Council.

Property Implications

54. At this stage, as the Council is only committing to delivery of the Velodrome track facility and is not seeking authority to deliver any other aspect of the masterplan, there are no specific property implications in respect of this report. The Strategic Estates team will liaise where necessary with Major Projects, Finance and other relevant departments on any property related elements are required to deliver any proposals. Where there are Valuation, Estate Management or Transactional elements necessary to deliver the Velodrome and wider International Sports Village proposals, these should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

HR Implications

55. There are no HR implications arising from this report.

RECOMMENDATIONS

Cabinet is recommended to:

- (i) Approve the new masterplan to complete the leisure attraction at the International Sports Village attached at Appendix 5.
- (ii) Approve in principle the plans for the new Velodrome at the International Sports Village and delegate authority to the Director of Economic Development in consultation with the Cabinet Member for Investment & Development and

statutory officers to prepare a detailed business case including the appointment of professional advisors, procurement of a contractor and the development of a planning application to be presented back to a future meeting of Cabinet for final approval before entering contracts.

- (iii) Delegate authority to the Director of Economic Development in consultation with the Cabinet Member for Investment & Development and statutory officers to prepare a detailed business case for completing the leisure attraction at the International Sports Village as set out in the masterplan at Appendix 5 and the development appraisal at Confidential Appendix 4, including undertaking a soft-market testing exercise relating to the future operation of the site, and to return to a future meeting of Cabinet for final approval.

SENIOR RESPONSIBLE OFFICER	Neil Hanratty Director of Economic Development
	12 March 2021

The following appendices are attached:

- Appendix 1 - Site Plan
- Confidential Appendix 2 - Velodrome Programme
- Confidential Appendix 3 - ISV Stage 1-2 Feasibility Study
- Confidential Appendix 4 - Financial Summary
- Confidential Appendix 5 - ISV Master-plan
- Confidential Appendix 6 – Tax Advice (March 21)

Mae'r dudalen hon yn wag yn fwriadol

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Appendix 6

SCHOOL ORGANISATION PLANNING: Cathays High School
Updating: Post Statutory Notice

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

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

<p>To inform Cabinet of the responses received following public consultation held from 29 January until 19 March 2021 on the following proposal regarding the expansion and redevelopment of Cathays High School:</p> <ul style="list-style-type: none"> • Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023 • Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road • Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings • Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community • Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.
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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.]

Officers consulted with a range of stakeholders including pupils, local residents, local schools, Councillors, local community groups and residents on the proposal as set out at section 1.
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The consultation process involved:

- Publication of a bilingual consultation document outlining background, rationale and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders;
- Publication of a bilingual summary document setting out the main points of the consultation document;
- Publication of information in community languages upon request;
- Consultation meetings via Microsoft Teams with Governors and staff at Cathays High School;
- Consultation meetings via Microsoft Teams with pupil representatives at Cathays High School, Albany Primary School, Allensbank Primary School and Gladstone Primary School;
- An online pupil survey for pupils at Cathays High School;
- Public consultation meetings via Microsoft Teams Live Event at which the proposal was explained and questions answered;
- Drop-in sessions via Microsoft Teams where officers were available to answer questions;
- Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses;
- A consultation response slip for return by post or e-mail, attached to the consultation document
- An online response from at www.cardiff.gov.uk/cathayshighproposals

In line with national Coronavirus restrictions that were in place during the consultation period all meetings took place virtually via Microsoft Teams and Microsoft Teams Live Event platforms.

For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

The views expressed at Council organised meetings, drop in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.

Responses to the public consultation included the following concerns:

- The need for school places;
- The level of detailed information available during the consultation;
- The potential impact on open access space;
- The future of the velodrome/BMX track;
- A pre-existing land covenant;
- Existing leisure centre facilities;
- The future use of the existing school site;

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<ul style="list-style-type: none"> • Potential disruption to the school and wider community during construction; • Pupil behaviour and littering and traffic management. 	
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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 both mainstream and special provision.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50. This will have a positive impact.

The transfer of the school would allow the indoor facilities at Maindy centre to continue to be provided and, when completed, external sports facilities used by the school during the school day would be made available for wider community use outside of these hours.

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

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	

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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.

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.

The Council's procedure for managing staffing changes arising from the proposal 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.

3.3 Gender Reassignment

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

	Yes	No	N/A
Transgender People (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?

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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.

The Council's procedure for managing staffing changes arising from the proposal 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.

The proposal would need to ensure compliance with 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?

N/A

3.5 Pregnancy and Maternity

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

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	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?

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.

The Council's procedure for managing staffing changes arising from the proposal 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.

The proposal would need to ensure compliance with 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
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 not have a differential impact upon one particular ethnic group as the provision would be available to all.

Specialist provision in Cardiff for children with complex learning disabilities or

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autism spectrum conditions have a higher than average BME population.

All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis.

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

The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.

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 proposal would not have a differential impact upon people with different religions, beliefs or non-beliefs as the provision would be available to all.

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	

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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?

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 the proposal 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.

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

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proposal. This would ensure that 21 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		

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).

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 mainstream of ALN pupils, at Cathays Highs School.

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.

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

3.11 Welsh Language

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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.

The Council does not expect any differential impact on the Welsh Language from this proposal.

The proposal would not change the number of Welsh-medium secondary school places available in the area.

Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply if Cathays High School was expanded.

The Council works closely and constructively with partners on its Welsh Education Forum (WEF). The forum includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. It actively informs the planning of Welsh-medium places. It also supports the Council's plan to sustainably increase the number of Welsh learners. This includes learners in Welsh-medium schools and those learning Welsh in English-medium schools.

The Council and the Welsh Education Forum are committed to driving the increase in the number of pupils in Welsh-medium education. They aim to meet the targets within Cardiff's Welsh Education Strategic Plan (WESP) and set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

Forecasts suggest that extra places will also be needed in Welsh-medium secondary schools. Separate proposals will be brought forward to address this. This will be at an appropriate time to ensure there are enough places available.

The Council must make sure that the expansion of school provision is brought forward in a strategic and timely manner.

These proposals do not include opportunities to develop Welsh medium ALN provision. The Council is taking separate steps to expand specialist ALN provision in the Welsh medium sector. This is through the WESP, the Educational Tribunal (ALNET) Act Regional Implementation Plan and the Cardiff

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CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

ALN Strategy.

Since 2016 the number of SRB places for Welsh medium learners has increased from 20 SRB places at Ysgol Coed Y Gof to 60 SRB places between Ysgol Coed Y Gof and Ysgol Gymraeg Pwll Coch. At January 2019, about 25 SRB places will be taken up. There is spare capacity for growth in the Welsh-medium sector of up to 35 places.

In addition to these, a Welsh-medium primary 'wellbeing class' was established in 2016-17. It offers 6 month placements for up to 8 pupils in each year group with significant emotional health and wellbeing needs and 26 assessment/ 'Pupil Referral Unit -type' places.

In January 2018, a secondary 'virtual Pupil Referral Unit' offering specialist support to pupils learning through the medium of Welsh, at risk of exclusion was established, offering places for up to 18 pupils in each year group in the three Welsh medium secondary schools. These are sufficient to meet demand.

The Council is keeping capacity under review and will take steps to extend places in response to pupil needs.

In addition to the establishment of a greater number of places for learners in Cardiff with ALN, the Council are leading on the ALNET Regional Implementation Plan, Priority 7. This is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'.

The objectives are to:

- Analyse how widespread ALN and the level of need are in the Welsh-medium sector. This will look at each local authority across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr);
- Map what Welsh-medium provision and support is available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

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

4. Consultation and Engagement

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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]

Groups	Actions
Age	
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]	<p>If the proposal were to proceed:</p> <ul style="list-style-type: none">• compliance with the Council's policies on equal opportunities would need to be ensured.• 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.

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

CARDIFF COUNCIL

Equality Impact Assessment Corporate Assessment Template

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 : Rachel Burgess Willis	Date: September 2021
Designation: Project Officer	
Approved By: Brett Andrewartha	
Designation: School Planning Team Manager	
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

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

13 October 2021

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

Purpose of the Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 14 October 2021. The purpose of the attached report is to enable the Cabinet to consider recommendations to hold public consultation on a range of proposals, consistent with the Cardiff 2030 vision for education and learning, to strategically extend and realign special school and Specialist Resource Bases which would provide:
 - 136 additional Secondary and post-16 Emotional health and wellbeing needs (EWHN) places;
 - 139 additional Secondary age Complex Learning and Autism Spectrum Condition places;
 - 42 additional Age 3-19 Complex Learning and Autism Spectrum Condition places; and
 - 150 additional Primary Complex Learning and Autism Spectrum Condition places.

Background

2. At its meeting on the 12 of October 2017, the Cabinet received a report 'Developing the School Estate' which outlined the challenges and opportunities facing Cardiff in the development of the education estate.

3. 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 21st Century Schools Band B Programme. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.
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.
6. At its meeting on 15 July 2021 the Cabinet authorised officers to consult on proposals for The Court Special School and the establishment of Specialist Resource Base provision at Moorland Primary School for learners with complex learning needs. A copy of the 15 July 2021 Cabinet Report is included at Appendix 2.
7. The Cabinet report brings forward the proposals to expand Emotional Health & Wellbeing provision for secondary age and post 16 learners, identified in the Council's 21st Century Schools Band B programme, to address the shortfall of places and to provide the best opportunities for learners.
8. While the 21st Century Schools Band B Programme will provide opportunities to address special school sufficiency issues, there will also be a need to take steps to extend provision to meet demand for places beyond this.

Key Proposals of the Cabinet Report

9. The Cabinet Report proposes the following:
- authorise officers to consult on proposals as outlined in paragraph 54 of the Cabinet report (Appendix A).
 - note the proposal for an increase in the designated number at The Marion Centre Specialist Resource Base, at The Bishop of Llandaff Church in Wales High School, from 42 to 66 places from September 2022.
 - note that the statutory consultation process to increase the designated number at the Marion Centre at The Bishop of Llandaff Church in Wales High School is to be undertaken by the governing body of the school, and instruct officers to provide all reasonable assistance in this regard.
 - note the proposal for an increase in the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022
 - note that the statutory consultation process to increase the designated number at the Whitchurch High School Special Resource Base is to be undertaken by the governing body of the school, and instruct officers to provide all reasonable assistance in this regard.
 - authorise the Director of Education & Lifelong Learning to formally respond on behalf of the Council to the public consultations issued by the governing bodies of The Bishop of Llandaff Church in Wales High School and Whitchurch High School in due course.
 - 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.

Issues highlighted in the report to Cabinet

10. The following issues are highlighted in the Cabinet report, as at

Appendix A:

- Achieving Cardiff's Learning Entitlement Goal (*paragraphs 9 - 15*)
- Sufficiency in the Special Sector (*paragraphs 16 – 25*)
- Demand for places (*paragraphs 26 – 32*)
- Secondary and Post 16 Emotional Health and Wellbeing Needs provision (*paragraphs 33 - 38*)
- Secondary and post 16 Complex Learning and Autism Spectrum Condition provision (*paragraphs 39 - 41*)
- Primary Complex learning/ autism provision (age 4-11) (*paragraphs 42 – 47*)
- Proposed Schemes Overview (*paragraphs 48 - 54*)
- Secondary age and Post 16 Emotional Health and Wellbeing proposals
 - Greenhill Special School (*paragraphs 55 - 60*)
 - Land matters relating to Greenhill Special School - Existing site (*paragraphs 61 - 66*)
 - Dutch Garden Centre site (*paragraphs 67 - 71*)
 - Ty Glas site, Llanishen (*paragraphs 72 - 75*)
 - Cardiff West Community High School Emotional Health and Wellbeing Base (*paragraphs 76 - 78*)
 - Eastern High Emotional Health and Wellbeing Base (*paragraphs 79 - 81*)
- Secondary Complex Learning Needs and Autism Spectrum Condition proposals
 - Llanishen High School (*paragraphs 82 – 86*)
 - Marion Centre, The Bishop of Llandaff Church in Wales High School (*paragraphs 87 - 92*)
 - Whitchurch High School (*paragraphs 93- 98*)
 - Willows High School (*paragraphs 99 - 103*)
 - Ysgol Gyfun Gymraeg Glantaf (*paragraphs 104 -106*)

- 3-19 Complex Learning Needs and Autism Spectrum Condition places
 - Ty Gwyn Special School (*paragraphs 107 - 110*)
 - Primary Complex Learning Needs and Autism Spectrum Condition proposals
 - Llanishen Fach Primary School (*paragraphs 111 - 114*)
 - Marlborough Primary School (*paragraphs 115 - 118*)
 - Meadowbank Special School (*paragraphs 119 -121*)
 - Pentreban Primary School (*paragraphs 122 - 125*)
 - Springwood Primary School (*paragraphs 126 - 129*)
 - The Hollies Special School (*paragraphs 130 - 135*)
 - Health provision (*paragraphs 136 - 137*)
 - Addressing Condition and Suitability (*paragraphs 138 - 143*)
 - Admissions Arrangements (*paragraph 144*)
 - Impact of the proposals on the Welsh Language (*paragraphs 145 - 155*)
 - Learner Travel Arrangements (*paragraphs 156 - 159*)
 - Community Impact (*paragraphs 160 - 162*)
 - Wellbeing of Future Generations (*paragraphs 163 - 165*)
 - Local Member consultation (where appropriate) (*paragraph 166*)
 - Scrutiny consideration (*paragraph 167*)
 - Reason for Recommendations (*paragraph 168*)
11. The draft cabinet report also provides details on the following areas:
- Financial Implications (*paragraphs 169 - 175*)
 - Legal Implications including EIA where appropriate (*paragraphs 176 - 186*)
 - HR Implications
 - Greenhill Special School (*paragraph 187*)
 - Cardiff West Community High School (*paragraph 188*)
 - Eastern High (*paragraph 189*)
 - Llanishen High School (*paragraph 190*)
 - The Bishop of Llandaff Church in Wales High School (*paragraph 191*)
 - Whitchurch High School (*paragraph 192*)
 - Willows High School (*paragraph 193*)

- Ysgol Gyfun Gymraeg Glantaf (*paragraph 194*)
 - Ty Gwyn Special School (*paragraph 195*)
 - Llanishen Fach Primary School (*paragraph 196*)
 - Marlborough Primary School (*paragraph 197*)
 - Meadowbank Special School (*paragraph 198*)
 - Pentreban Primary School (*paragraph 199*)
 - Springwood Primary School (*paragraph 200*)
 - The Hollies Special School (*paragraph 201*)
 - Property Implications (*paragraphs 202 - 204*)
 - Traffic and Transport Implications (*paragraphs 205 - 214*)
 - Transport matters relating to Greenhill School at the proposed Ty Glas site (*paragraphs 215 - 222*)
 - Transport matters relating to Greenhill School at the proposed Dutch Garden Centre site (*paragraphs 223 - 228*)
 - Equality Impact Assessment (*paragraph 229, plus Appendix 6*)
12. The report is supported by a number of appendices covering:
- **Appendix 1:** Cabinet Report, 14 December 2017
 - **Appendix 2:** Cabinet Report, 15 July 2021
 - **Appendix 3:** Projections and Forecasts
 - **Appendix 4:** Cabinet Report, 15 February 2018
 - **Appendix 5:** Cabinet Report, 23 September 2021
 - **Appendix 6:** Statutory Screening Tool

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 14 October 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

7 October 2021

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

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 4

Reason for this Report

1. To enable the Cabinet to consider recommendations to hold public consultation on a range of proposals, consistent with the Cardiff 2030 vision for education and learning, to strategically extend and realign special school and Specialist Resource Bases which would provide:
 - 136 additional Secondary and post-16 Emotional health and wellbeing needs (EWHN) places
 - 139 additional Secondary age Complex Learning and Autism Spectrum Condition places
 - 42 additional Age 3-19 Complex Learning and Autism Spectrum Condition places
 - 150 additional Primary Complex Learning and Autism Spectrum Condition places

Background

2. At its meeting on the 12 of October 2017, the Cabinet received a report 'Developing the School Estate' which outlined the challenges and opportunities facing Cardiff in the development of the education estate.
3. 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 21st Century Schools Band B Programme. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.
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.
6. At its meeting on 15 July 2021 the Cabinet authorised officers to consult on proposals for The Court Special School and the establishment of Specialist Resource Base provision at Moorland Primary School for learners with complex learning needs. A copy of the 15 July 2021 Cabinet Report is included at Appendix 2.
7. This report brings forward the proposals to expand Emotional Health & Wellbeing provision for secondary age and post 16 learners, identified in the Council's 21st Century Schools Band B programme, to address the shortfall of places and to provide the best opportunities for learners.
8. While the 21st Century Schools Band B Programme will provide opportunities to address special school sufficiency issues, there will also be a need to take steps to extend provision to meet demand for places beyond this.

Achieving Cardiff's Learning Entitlement Goal

9. Cardiff's 2030 vision for education and learning in Cardiff sets a goal of A Learning Entitlement, in which all children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions. In order to improve outcomes for Cardiff's most vulnerable learners, many of whom face barriers to engagement in education and learning, addressing inequality is key.
10. An effective, inclusive approach to supporting ALN in Cardiff includes the following principles:
 - Schools and settings that deliver an innovative curriculum with effective whole school approaches to teaching and learning; emotional health and wellbeing.
 - Excellent specialist services to enhance the capacity of schools and other settings to include children and young people with a range of ALN
 - Effective early identification and research-based intervention to prevent the escalation of ALN wherever possible
 - High levels of accessibility in every school building with sufficient flexible accommodation in every school appropriate to the age and stage of learning
 - Strong partnerships to ensure a holistic, collaborative response to a child or young person's ALN (including health, children and adult services, early years and FE providers)

- Effective multi-agency transition planning at every stage, from early years through to primary, secondary, post 16 and adult destinations, to support admission without delay
11. The number of children requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.
 12. The proposals identified within this report seek to improve access to education from early years, through to Post 16 education, consistent with the above principles of inclusion. The expansion of specialist provision brings forward effective pathways for specific groups of learners who face greater challenges, including Children Looked After, young people educated other than at school (EOTAS) and pupils eligible for free school meals who are disproportionately represented in specialist provision.
 13. The proposed expansion of special school and specialist resource base provision provides a strategic solution that focuses on sustainable growth of established and successful specialist provision and reduces the Council's reliance on out of county and independent placements in coming years.
 14. The development of purpose-built accommodation, and the adaptation of existing buildings to extend successful provision, greatly improves accessibility to meet the needs of learners.
 15. The overall increase in provision, to more closely match the projected need for places, would enable a greater number of learners to be placed in provision that is within or closer to their local community, to reduce travel times for those learners, and in turn reduce the average cost per learner of travel to school.

Issues

Sufficiency in the Special Sector

16. 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.
17. 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.
18. 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 and some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

19. The purpose of a Specialist Resource Base (SRB) is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school.
20. 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.
21. 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.
22. 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.
23. 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 Greenhill Special School if a greater number of places were available. Without investment in additional places, this figure would be expected to grow significantly in future years.
24. The majority of learners with Additional Learning Needs attend a local mainstream school, and benefit from effective Additional Learning Provision, 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 growth, especially at primary phase, 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, Attention Deficit & Hyperactivity Disorder (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

25. At the end of March 2021 there were 2,265 learners in Cardiff whose Additional Learning Needs were identified in a statement, which sets out their needs and the support they require. As the population grows, so will the number of children and young people with significant and complex Additional Learning Needs.

Demand for places

26. The development of specialist provision in Cardiff has not kept pace with the growth in needs and demand for places. This has resulted in a deficit of approximately 370 places in 2020-21. The deficit is predicted to grow to approximately 485 by 2025-26 if no further provision is developed. Information regarding projections and forecasts and the methodologies used to establish likely demand are set out in Appendix 3.

27. The below table provides a summary of the current and projected deficit of specialist places.

Table: City-wide special school and SRB capacity 2021/ 2022 and projected deficit of places (including 10% allowance for growth)			
	Capacity 2021-22	Projected deficit 2021-22	Projected deficit 2025-26
Primary complex learning and Autism Spectrum Condition	472	89	108
Primary Emotional Health and Wellbeing Needs	90	28	38
Secondary complex learning and Autism Spectrum Condition	556	82	123
Secondary Emotional Health and Wellbeing Needs	172	182	211
Post 16 Emotional Health and Wellbeing Needs	8	19	28
Total	1,298	400	508

28. The 21st Century Schools Band B Programme sets out proposals to provide additional places at four schools, Proposals for Riverbank

Special School and Woodlands High School were approved by Welsh Government in September 2019 and will provide 42 and 100 additional places respectively. The Council is consulting in autumn 2021 on proposals to provide 30 additional places at The Court School and to establish a new Specialist Resource Base of 20 places at Moorland Primary School. These proposals will reduce the projected deficit by 190 places but will not deliver additional places for some time.

29. The shortfall in Cardiff maintained specialist provision has led to significant growth in pupils in education other than at school (EOTAS), continued over-reliance on places in the independent sector and pupils supported in mainstream schools while awaiting placement.
30. The majority of Cardiff parents of children who require specialist placement express a preference for places in Cardiff special schools or Specialist Resource Bases for their child.
31. Whilst the Council works closely with the independent sector and with other Local Authorities to ensure there are sufficient appropriate placements to support the Council in fulfilling its statutory responsibilities, there is a further risk that there would be insufficient places in future, especially for primary aged pupils. Over-reliance on the sector could therefore result in the Council being unable to fulfil statutory responsibilities.
32. The shortfall in Cardiff's specialist provision has resulted in:
 - Significant continued reliance on places in the independent sector and in neighbouring Local Authorities
 - Some learners remaining in mainstream schools with high levels of 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 SRBs. 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 SRBs reduces the places available for learners who need and can benefit from an SRB.
 - Increased risk of appeals to Tribunal

Secondary and Post 16 Emotional Health and Wellbeing Needs provision

33. In 2021/22 there are a total of 172 secondary age (age 11-16) specialist emotional health and wellbeing needs places in Cardiff maintained schools (Including EOTAS commissioned places).
34. Taking account of all children requiring such a placement, including those placed out of county, and in mainstream awaiting specialist placement, the total demand for places is estimated to be circa 322 in 2021/ 2022, projected to rise to 348 by 2025/ 2026.

35. Allowing for a 10% surplus to support flexibility, capacity is required for 354 pupils in 2021/22, and 383 places by 2025/ 2026. In summary, there is an estimated deficit of 182 secondary places in 2021/ 2022, rising to 211 by 2025/ 2026.
36. Until 2018, Cardiff did not maintain any post-16 places for emotional health and wellbeing needs, however pupils funded in the independent sector often remain to age 19 (Year 14). Eight Post-16 places were established at Greenhill following formal consultation in 2018. The number of learners enrolled has already risen to 15 in 2021/ 2022. There is an estimated deficit of 19 places in 2021/ 2022, rising to 28 by 2025/ 2026.
37. It is difficult to accurately predict demand for places in this age group, but it is known that the majority of special school pupils are not able to sustain a successful transition to an FEI or to employment at age 16.
38. Secondary special school provision should include post-16 provision with capacity for the majority of Key Stage 4 pupils to stay on until they are age 18 or 19 i.e. a special school for 56 Key Stage 3 and 4 learners should include 24 post-16 places.

Secondary and post 16 Complex Learning and Autism Spectrum Condition provision

39. In 2020/21 there is a total of 461 secondary age and post-16 specialist Complex Learning and Autism Spectrum Condition places in Cardiff maintained schools.
40. Taking account of all children requiring such a placement, including those placed out of county, and in mainstream awaiting specialist placement, the total demand for places is estimated to be circa 580 in 2021/ 2022, projected to rise to 629 by 2025/ 2026.
41. Allowing for a 10% surplus to support flexibility, capacity is required for 638 pupils in 20/21, and 692 places by 2025/ 2026. In summary, there is an estimated deficit of 177 places in 2021/ 2022, reducing to 131 places by 2025/ 2026.

Primary Complex Learning/ and Autism Spectrum Condition provision (age 4-11)

42. In 2021/ 2022 Cardiff maintains 413 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 Gymraeg Pwll Coch, will increase the total to 465 places by 2025.
43. 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 510 in 2020/ 2021, rising to 547 by 2025/ 2026.

44. Allowing for a 10% surplus to support flexibility, capacity is required for 550 pupils in 2020/ 2021, and 602 pupils by 2025/ 2026.
45. In summary, there is an estimated deficit of 148 in 2021/ 2022. If there were no further growth beyond current plans in relation to Riverbank Special School and Ysgol Gymraeg Pwll Coch, a deficit of circa 137 places will remain in 2025/ 2026.
46. The Cabinet, at its meeting in July 2021, authorised officers to consult on proposals to establish a Specialist Resource Base at Moorland Primary School. This additional provision would reduce the projected deficit by 20 places, and would improve the geographical distribution of provision in the south of the city.
47. Additional information, regarding projections and forecasts and the methodologies used to establish likely demand are set out in Appendix 2.

Proposed Schemes

48. The Council has taken, and will continue to take, a range of steps to increase provision within existing accommodation and designated numbers wherever possible. Such actions do not require formal consultation unless they require a 'regulated alteration'.
49. The proposed schemes set out below require 'regulated alterations'. Under the Schools Standards and Organisation (Wales) Act 2013, a Local Authority can make proposals to make regulated alterations and is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code.
50. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken.
51. Admissions to Special School and Specialist Resources Bases are managed by the Council. Admission is subject to a statement of Special Educational Need and is managed by the Council, in line with the SEN Code of Practice for Wales, which will be replaced by the ALN Code from September. All types of provision offer places to pupils from across the city.
52. The Council has identified a number of proposals that would increase the number of ALN places at existing provision as follows:
 - increase the capacity of Greenhill Special School from 64 to 160 places. The school would transfer to new build accommodation across two sites at the Ty Glas in Llanishen and the Dutch Garden Centre site with 80 places on each site from September 2025

- establish a 20-place Specialist Resource Base for emotional health and wellbeing at Cardiff West Community High School from September 2022
- establish a 20-place Specialist Resource Base for emotional health and wellbeing at Eastern High from September 2022
- increase the designated number of the Llanishen High School Autism Specialist Resource Base from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 places from September 2022
- increase the designated number of the Whitchurch High School Specialist Resource Base from 70 to 100 places from September 2022
- establish a 30 place Specialist Resource Base for complex learning needs at Willows High School from September 2023
- establish a 30 place Autism Special Resource Base alongside the existing 30 place Specialist Resource Base at Ysgol Gyfun Gymraeg Glantaf from September 2023
- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated place number of the Specialist Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Specialist Resource Base from 20 to 30 from September 2022
- increase the designated place number of Meadowbank Special School from 40 to 98 from September 2022
- increase the designated number at the Pentreban Primary School Autism Specialist Resource Base from 20 to 24 spaces from September 2022
- increase the designated number at Springwood Primary School Autism Specialist Resource Base from 20 to 28 from September 2022
- increase the designated number of The Hollies Special School from 90 to 119 from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 from September 2023

53. These proposals would provide:

- 136 additional Secondary and post-16 Emotional health and wellbeing needs (EWHN) places
- 139 additional Secondary age Complex Learning and Autism Spectrum Condition places
- 42 additional Age 3-19 Complex Learning and Autism Spectrum Condition places
- 150 additional Primary Complex Learning and Autism Spectrum Condition places

54. Details of the proposed changes are set out at paragraphs 53 – 135.

Secondary age and Post 16 Emotional Health and Wellbeing proposals

Greenhill Special School

55. Greenhill Special School is a 64 place special school for city-wide learners aged 11 – 19. All of the children have significant Emotional Health and Wellbeing Needs (the PLASC designation is Behaviour Emotional and Social Difficulties – BESD).
56. The Council consulted on proposals to extend the age range of the school from 11-16 to 11-19, and to increase the capacity of the school from 56 places to 64 places, in spring 2018 and the proposals were determined by the Welsh Government in November 2018.
57. All pupils enrolled at Greenhill Special 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.
58. The purpose of Greenhill Special School is to provide a specialist learning environment and curriculum, where learners can fulfil their potential.
59. To meet the increasing demand for secondary special school places for learners with emotional health and wellbeing needs it is proposed to:
 - increase the capacity of Greenhill Special School from 64 to 160 places. The school would transfer to new build accommodation across two sites at the Dutch Garden Centre site, Maes Y Bryn Road (near to M4 J30) and Ty Glas Road in Llanishen, with 80 pupils on each site from September 2025.
60. An expansion of Greenhill over two sites, each of 80 places, would support the school to further develop its curriculum and would enable it to transform learning opportunities for a greater number of Cardiff's most vulnerable learners in a purpose built, 21st Century specialist learning environment.

Land matters relating to Greenhill Special School

Existing site

61. The Council has appraised a number of sites city-wide that would most suitably accommodate replacement of and expansion of the current Greenhill School. Given the land requirement to deliver schools compliant with Building Bulletin 102, the search has been expanded to land not currently in within the ownership of the Council.
62. In the context of the specific needs of the learners accessing such provision, both class sizes and overall site capacities are subject to reduced limits compared to mainstream schools. The expansion of Greenhill to accommodate up to 160 learners aged 11-19, as 80 places

each on two sites, therefore provides the most appropriate organisation of places.

63. The existing school site measures approximately 2.7Ha and accommodates up to 64 learners. Whilst this site is sufficiently large to accommodate part of the future proposed capacity of Greenhill, site constraints make this site difficult to develop as a replacement fit-for purpose 21st Century school whilst pupils remain on site.
64. Construction of a new school on-site, or redevelopment of the existing school, would impact teaching and learning and would be excessively disruptive to the vulnerable learners on a very confined area of the site. The proximity of the works to the existing school building would cause significant disruption, and this would be exacerbated for those students with sensory issues. Much of the Greenhill curriculum is delivered outdoors, so the overall ability to operate effectively to meet the needs of these learners would be greatly compromised for an extended period of time.
65. The redevelopment of the Greenhill site for a replacement school has therefore been discounted.
66. It is anticipated that the existing site of Greenhill School would be disposed of for capital receipt at the end of the build programme.

Dutch Garden Centre site

67. In February 2018, the Council's cabinet agreed the acquisition of land adjacent to Junction 30 of the M4, occupied by the Dutch Garden Centre, in order to secure an important strategic site. The Cabinet Report of 15 February 2018 is attached as Appendix 4. The total site area measures c2.84Ha.
68. The site is located outside of the existing settlement boundary but has an established mixture of buildings to include a functional garden centre, storage facilities and small businesses.
69. The Cabinet Report outlined that subject to planning permission, the site had a number of potential uses to satisfy Council requirements to include Additional Learning Needs / Special Education Needs school facilities. Due to its location on the edge of the city boundary, the site would benefit from the wide catchment area served by such schools including the provision of out-of-county placements. It was also noted that the designation of the area as Green Wedge, rather than Green Belt, was significant in that it would allow the status of the area to be reviewed every time the Local Development Plan is reviewed. Notwithstanding the above, any proposal would need to be considered against up to date policy and have regard to all relevant planning considerations.
70. The site is presently occupied by commercial tenants on short-term agreements, which would enable the Council to bring forward proposals without significant delay.

71. In order that this site may be considered for redevelopment, further feasibility work and the relevant assessments for its location have been undertaken. Findings from these reports suggests that a new-build school on this site would need to be designed with sympathetic build materials and landscaping consistent with its location. The design and landscaping would also need to demonstrate planning acceptability in terms of impact on the landscape character and quality. In order to establish the principle of development at this location a full justification regarding the site's location within the green wedge will need to be provided along with details to address all relevant planning considerations.

Ty Glas site, Llanishen

72. The Council was presented with an opportunity to secure a strategic site in north Cardiff on Ty Glas Road extending to c7.2Ha which is in third party ownership. The acquisition of this site was subject to a separate Cabinet report in September 2021, a copy of which is attached as Appendix 5.
73. The site lies within the settlement boundary and subject to addressing all material considerations, it is considered that the principle of developing the site for educational use can be justified. The site does have a number of constraints but with appropriate investigation and mitigation it is considered that this site would be an excellent location for both mainstream secondary school provision and Additional Learning Needs education provision.
74. As part of feasibility studies undertaken, The Council's Traffic & Transport Department encourages and supports new access proposals for both the ALN and secondary provision, noting the site provides an opportunity to redesign accesses in more appropriate locations, and linking this site to the wider community with sustainable transport and active travel measures.
75. Site size & phasing will be reviewed against any constraints, but there is an opportunity to accommodate an 80 place school for pupils with social, emotional and behavioural issues, and mainstream secondary school provision. The ALN school falls within Band B of the Council's and Welsh Government's 21st Century Schools programme, and any future development on the site is likely to fall under the Band C programme.

Cardiff West Community High School Emotional Health and Wellbeing Base

76. Cardiff West Community High School is an English-medium community high school for pupils aged 11-18. The school is located at Penally Road, Caerau.
77. To meet the increasing demand for secondary specialist resource places for learners with emotional health and wellbeing needs it is proposed to:

- establish a 20 place Specialist Resource Base for emotional health and wellbeing needs at Cardiff West Community High School from September 2022.

78. It is proposed that the newly established base would be accommodated within the existing school buildings.

Eastern High Emotional Health and Wellbeing Base

79. Eastern High is an English-medium community high school for pupils aged 11-16. The school is co-located with Cardiff & Vale College post-16 provision at Trowbridge Road, Trowbridge.

80. To meet the increasing demand for secondary specialist resource places for learners with emotional health and wellbeing needs it is proposed to:

- establish a 20 place Specialist Resource Base for emotional health and wellbeing needs at Cardiff West Community High School from September 2022.

81. It is proposed that the newly established base would initially be accommodated within the existing buildings shared by Eastern High and Cardiff and Vale College, with later works to be undertaken to provide additional accommodation and facilities.

Secondary Complex Learning Needs and Autism Spectrum Condition proposals

Llanishen High School

82. Llanishen High School is an English-medium community high school for pupils aged 11-19. The school hosts an Autism Spectrum Condition base and base for hearing impaired learners. The school is located at Heol Hir in Llanishen.

83. The designated number for the Autism Spectrum Condition base is 20, however, there are currently 45 learners on roll who access the base.

84. To meet increasing demand for secondary specialist resources places for learners with Autism Spectrum Condition it is proposed to:

- increase the designated number of the Llanishen High School Autism Spectrum Condition Specialist Resource Base from 20 to 45 places from September 2022

85. Interim works have been undertaken and further works would be necessary to improve and extend the current Specialist Resource Base facilities and accommodation.

86. No changes are proposed in relation to the school's Specialist Resource Base for learners with a hearing impairment.

Marion Centre, The Bishop of Llandaff Church in Wales High School

87. The Bishop of Llandaff is an English-medium Church in Wales High School for pupils aged 11-18. The school hosts a Specialist Resource Base, named the Marion Centre, designated for pupils with autism. The School is located at Rookwood Close in Llandaff.
88. The designated number for the centre is 42 however there are currently 66 learners on roll.
89. To meet the demand for secondary specialist resource places for learners with complex learning needs it is proposed to:
 - increase the designated number at The Marion Centre Specialist Resource Base from 42 to 66 places from September 2022.
90. It is proposed that the current Specialist Resource Base accommodation would be improved and refurbished, creating additional classrooms and learning spaces.
91. As set out in the School Organisation Code (011/2018), the governing bodies of voluntary schools may make proposals to make a regulated alternation to their school. The proposed increase in the designated number would constitute a regulated alteration. The Governing Body of the school would therefore be required to undertake a public consultation prior to the publication of any proposal.
92. The Governing Body of the school has agreed that the consultation process required for the proposed regulated alterations be supported by the Council. Following consultation, the Governing Body would be required to issue a consultation report, responding to issues raising during the consultation, and may then proceed to publish its statutory proposals.

Whitchurch High School

93. Whitchurch High School is an English-medium Foundation school for pupils aged 11-18. The school hosts a Specialist Resource Base designated for complex learning needs. The school is located over two sites at Manor Way and Penlline Road in Whitchurch.
94. The designated number for the base is 70 however there are currently 96 learners on roll.
95. To meet the demand for secondary Specialist Resource Base places for learners with complex learning needs it is proposed to:
 - increase the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 places from September 2022.

96. Works have been undertaken by the school to extend and improve the current Specialist Resource Base accommodation to facilitate the additional pupils.
97. As set out in the School Organisation Code (011/2018), the governing bodies of Foundation schools may make proposals to make a regulated alteration to their school. The proposed increase in the designated number would constitute a regulated alteration. The Governing Body of the school would therefore be required to undertake a public consultation prior to the publication of any proposal.
98. The Governing Body of the school has agreed that the consultation process required for the proposed regulated alterations be supported by the Council. Following consultation, the Governing Body would be required to issue a consultation report, responding to issues raised during the consultation, and may then proceed to publish its statutory proposals.

Willows High School

99. Willows High School is an English-medium community high school for pupils aged 11 – 16. The school is currently located at Willows Avenue, Tremorfa.
100. At its meeting on 23 September 2021 the Cabinet agreed to proceed with the Band B 21st Century Schools Programme proposals to transfer the school to new build accommodation at Lewis Road, Splott. It is anticipated that the new buildings would be completed in September 2025.
101. To meet increasing demand for secondary Specialist Resource Base places for learners with complex learning needs it is proposed to:
 - establish a 30 place Specialist Resource Base at Willows High School from September 2023
102. Consistent with the proposals to establish a Specialist Resource Base for primary age learners at Moorland Primary School within the catchment area of Willows High School, as set out in paragraph 30, this additional provision would improve the geographical distribution of provision in the south of the city.
103. It is proposed that works would be undertaken to adapt existing accommodation within the school to accommodate the Specialist Resource Base from September 2023, and purpose-built accommodation would also be developed as part of the new Willows High School.

Ysgol Gyfun Gymraeg Glantaf

104. Ysgol Gyfun Gymraeg Glantaf is a Welsh-medium community high school located at Bridge Road in Llandaff North for pupils aged 11-18.

The school hosts a Specialist Resource Base designated for complex learning disabilities.

105. To meet the increasing demand for secondary Specialist Resource Base places for complex learning disabilities and autism spectrum conditions in the Welsh medium sector it is proposed to:
- establish a 30 place Autism Spectrum Condition Specialist Resource Base, alongside the existing 30 place Learning Resource Base, from September 2023
106. It is proposed that new accommodation would be developed on site to provide purpose-built facilities for both resource bases.

3-19 Complex Learning Needs and Autism Spectrum Condition places

Ty Gwyn Special School

107. Ty Gwyn is a special school located at Vincent Road in Caerau and is designated to provide 198 places for learners aged 3-19 with complex learning disabilities and autism spectrum conditions. The school has been federated with Riverbank Special School and Woodlands High School, as the Western Learning Campus Federation, since January 2018.
108. The Council consulted on proposals to increase the capacity of the school from 150 places to 198 places in spring 2018 and the proposals were determined in July 2018.
109. To meet the increasing demand for primary and secondary special school places for learners with complex learning disabilities or Autism Spectrum Condition it is proposed to:
- increase the designated number of Ty Gwyn Special School from 198 to 240 places from September 2022.
110. It is proposed that the school would expand by adapting the former Trelai Youth Centre to provide additional accommodation and facilities.

Primary Complex Learning Needs and Autism Spectrum Condition proposals

Llanishen Fach Primary School

111. Llanishen Fach Primary School is an English-medium community primary school for pupils aged 3 – 11. The school hosts a 20 place Specialist Resource Base for children with complex learning needs. The school is located at Heol Uchaf, Rhiwbina.
112. The designated number for the base is 20 and there are 19 pupils on roll at present.

113. To meet increasing demand for primary Specialist Resource Base places for learners with complex learning needs it is proposed to:
- increase the designated place number of the Special Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023.
114. It is proposed that works would be undertaken to provide new accommodation and facilities, to facilitate the growth of the resource base.

Marlborough Primary School

115. Marlborough Primary School is an English-medium community primary school for pupils aged 3-11. The school hosts a Specialist Resource Base, for pupils with moderate, severe and complex learning difficulties. The school is located at Blenheim Road, Penylan.
116. The designated number for the base is 20, however there are 28 pupils on roll.
117. To meet the increasing demand for primary specialist resource places for learners with moderate, severe and complex learning difficulties it is proposed to:
- increase the designated number at the Marlborough Primary School Specialist Resource Base from 20 to 30 places from September 2022.
118. Works have been undertaken to adapt existing accommodation within the school to increase the capacity of the resource base and to provide a sensory room.

Meadowbank Special School

119. Meadowbank is a special school designated for up to 40 places for pupils aged 4-11 with speech language and communication needs and complex learning disabilities. The school is located in Llandaff North and admits pupils from across the authority. The number on roll at the school currently stands at 50.
120. To meet demand for primary special school places for complex learning disabilities, it is proposed to:
- increase the designated number of Meadowbank Special School from 40 to 98 places from September 2022
121. It is proposed that works would be undertaken to provide new accommodation and facilities, and adaptation of the existing accommodation, to facilitate the growth of the school.

Pentrebane Primary School

122. Pentrebane Primary School is an English-medium community primary school for pupils aged 3-11. The school hosts a primary Autism Spectrum Condition Specialist Resource Base. The school is located at Beechley Drive, Pentrebane.
123. The designated number for the base is 20, however there are 24 pupils on roll.
124. To meet the increasing demand for primary specialist resource places for learners with ASC it is proposed to:
 - increase the designated number at the Pentrebane Primary School Autism Spectrum Condition Specialist Resource Base from 20 to 24 places from September 2022
125. It is proposed that works would be undertaken to improve and extend facilities and accommodation.

Springwood Primary School

126. Springwood Primary School is an English-medium community primary school for pupils aged 3-11. The school hosts a primary Autism Spectrum Condition Specialist Resource Base. The school is located at Circle Way Llanedeyrn.
127. The designated number for the base is 20, however there are 28 pupils on roll.
128. To meet the increasing demand for primary specialist resource places for learners with Autism Spectrum Condition it is proposed to:
 - increase the designated number at Springwood Primary School Autism Spectrum Condition Specialist Resource Base from 20 to 28 places from September 2022.
129. Works have been undertaken to improve and adapt existing accommodation within the school.

The Hollies Special School

130. The Hollies is a special school designated to provide 90 places for learners aged 4-11 with Autism Spectrum Conditions and physical and medical needs. The school is located at Bryn Heulog in Pentwyn.
131. The demand for specialist places at the school for learners with physical and medical needs has fallen over several years, while the city-wide demand for places for children with Autism Spectrum Conditions has increased. All pupils at the school are those with Autism Spectrum Conditions.

132. The Council consulted on proposals to extend the age range of The Hollies School from 4-11 to 4-14 and increase the designated place number to 138 in 2018 but these proposals were not progressed.
133. The designated number for the school is 90, however there are 119 pupils on roll.
134. To meet increasing demand for special school places for learners with Autism Spectrum Conditions it is proposed to:
- increase the designated number of The Hollies Special School from 90 to 119 places from September 2022
 - further increase the designated number of The Hollies Special School from 119 to 150 places from September 2023.
135. It is proposed that the school buildings would be extended to provide additional classrooms, in addition to works that are currently underway to improve existing facilities and to establish additional classrooms in the existing accommodation.

Health provision

136. 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.
137. 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.

Addressing Condition and Suitability

138. 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.
139. 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.

140. 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.
141. 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.
142. Greenhill Special School is rated C for condition and D for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.
143. 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.

Admissions Arrangements

144. The Council would manage admissions to each of the special schools and Special Resource Bases in accordance with the ALN Code.

Impact of the proposals on the Welsh Language

145. 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 Additional Learning Needs, in all areas of need.
146. A review of Additional Learning Needs provision 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 Additional Learning Needs leaving the Welsh-medium sector in order to access specialist resource bases or special schools. 7
147. 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 Additional Learning Needs, through concern that their child may need to transfer to the specialist sector at a later date.
148. 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.

149. 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.
150. 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 Autism Spectrum Condition 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.
151. 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/ Pupil Referral Unit has been piloted across the three secondary schools, starting in 2018. The pilot is due for further review in 2021.
152. 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/ Pupil Referral Unit. Medium term, the virtual base/ Pupil Referral Unit 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.
153. 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 Additional Learning Needs.
154. The pool of Additional Learning Needs 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 Additional Learning Needs Workforce Development Plan.
155. 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.

Learner Travel Arrangements

156. There are no plans to change the Council's transport policy for school children.
157. 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.
158. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.
159. Any increase in demand for Learner Transport will require funding.

Community Impact

160. 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.
161. 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.
162. 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.
- 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

163. 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.
164. 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.
165. 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)

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

Scrutiny Consideration

167. The Children and Young People's Scrutiny Committee will consider this report on 13 October 2021. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

168. To meet increasing demand for special school places for primary, secondary and Post-16 age learners with emotional health and wellbeing needs and complex learning needs.

Financial Implications

169. This report outlines the request to proceed to public consultation on changes to ALN provision and schools intake within the 15 schools identified. 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. This evaluation will consider both capital and revenue implications for both the totality and each individual proposal. The aim of this will be to provide assurance that having considered all relevant costs each proposal remains both affordable and does not have an impact on the budgetary pressures facing the Council.
170. 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 Greenhill Special School and Fairwater campus projects. 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.
171. The overall projected costs of the Band B projects are included in the current 21st Century Schools cash-flow forecast, to be partially funded through Welsh Government Grant (Greenhill – 75% and Fairwater – 70%). Any revenue costs in relation to these schemes, including capital financing costs will be funded through the SOP Revenue Reserve.
172. 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.
173. This report sets out proposals that create additional school places in the ALN setting across Cardiff Schools. These additional places 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 establish whether or not the savings on Out of County Placements or enhanced CNE Payments will cover the additional costs of additional places and any associated Home to Transport costs.
174. Regarding revenue, there will need to be a review of the budget for each Specialist Resource Base or Special School which has an increase in the number of places. The due diligence undertaken must provide assurance that the additional places will be taken up and that the cost and numbers of Out of County Placements and CNE enhancements will reduce in order to ensure no significant pressure ongoing on school budgets. Over the medium term, Regular review and analysis needs to be undertaken comparing the projected number of places available to places taken up. This will ensure that the optimum benefits are achieved by the financial resources used.

175. Regarding capital implications, any further work required to accommodate increased pupil numbers will require full financial evaluation and an identified funding source. Should the Council be required to make a contribution towards these costs, these will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. As part of the further evaluation that is required, it will be necessary to consider VAT implications arising from land and property ownership arrangements in relation to VA and Foundation schools. Should there be any cost associated with the required VAT treatment, these will need to be included within the overall financial envelope of the scheme.

Legal Implications

176. 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 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.
177. 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.
178. 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.
179. 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.

180. 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.
181. 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. In relation to the proposals which relate to religious schools, these may make provision for faith based oversubscription criteria, subject to compliance with the Code and equalities legislation.
182. The report refers to 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.
183. 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.
184. 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.
185. 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.

186. 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.

HR Implications

Greenhill Special School

187. 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 the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll will provide opportunities for school based staff on the school redeployment register. Secondly, the proposal includes the relocation of Greenhill Special 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.

Cardiff West Community High School

188. HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a Special 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 Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Eastern High

189. HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a Special 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 Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Llanishen High School

190. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Special 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 increase in the designated number of the Autism Special Resource Base will provide opportunities for school based staff on the school redeployment register.

The Bishop of Llandaff Church in Wales High School

191. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number at The Marion Centre Special Resource Base at the school and the resulting need for additional staffing. The Governing Body would be encouraged to provide opportunities for school based staff on the school redeployment register arising as a consequence of any new vacancies resulting from the increase in the designated number at The Marion Centre Special Resource Base.

Whitchurch High School

192. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Special 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 increase in the designated number of the Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Willows High School

193. HR People Services will work with the Governing Body to address the HR implications arising from the establishment of a Special Resource Base at the school and the resulting need for additional staffing. The Governing Body and the school's leadership team may require HR advice, guidance and support to ensure that its staffing structure is appropriate for a new build school. 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 Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Ysgol Gyfun Gymraeg Glantaf

194. HR People Services will work with the Governing Body to address the HR implications arising from the establishment of an Autism Specialist Resource Base alongside the existing 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 Autism Specialist Resource Base will provide opportunities for school based staff on the school redeployment register.

Ty Gwyn Special School

195. The proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansion. 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 the Governing Body 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.

Llanishen Fach Primary School

196. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Special 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 increase in the designated number of the Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Marlborough Primary School

197. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Special 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 increase in the designated number of the Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Meadowbank Special School

198. The proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansion. 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 the Governing Body 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.

Pentrebane Primary School

199. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Special 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 increase in the designated number of the Autism Special Resource Base will provide opportunities for school based staff on the school redeployment register.

Springwood Primary School

200. HR People Services will work with the Governing Body to address the HR implications arising from the increase in the designated number of the Autism Special 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 increase in the designated number of the Autism Special Resource Base will provide opportunities for school based staff on the school redeployment register.

The Hollies Special School

201. The proposed increase in pupil numbers for the school will require the Governing Body to plan for the workforce requirements in readiness for the expansion. 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 the Governing Body 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.

Property Implications

202. In supporting the School Organisation Programme, there is a requirement to review the existing school settings that will be potentially declared surplus in the future. Estates will continue to undertake the necessary due diligence in order to prepare sites and resolve any issues that may hamper this process in the future.
203. Since the acquisition of the Dutch Garden Centre site in 2018, the Estates team have continued to manage the existing tenants and any new lettings that have been administered in order to safeguard vacant possession as and when Education require the site. A number of site investigations have been undertaken recently, and this will continue as

further feasibility work progresses. Estate will liaise with the tenants accordingly.

204. The acquisition of the Ty Glas site and future management has been subject to a separate report in September 2021.

Traffic and Transport Implications

205. 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.
206. The individual needs of pupils at special schools and SRBs, together with the larger catchment sizes and distances travelled, necessarily limit the scope for high rates of active travel compared with mainstream schools. The existing high numbers of pupils eligible for Learner Transport are not generally expected to change significantly, however a proportion are able to, and may already, travel to school independently. These pupils as well as staff and school visitors would benefit from any required improvements in facilities for active travel to school or public transport facilities.
207. Each of the various school proposals to establish, expand or change designation of ALN facilities may require a Transport Assessment or Transport Statement which will identify measures to be included as part of the application to maximise travel by sustainable modes.
208. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.
209. 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.
210. A number of initiatives have successfully demonstrated support and encouragement for active and sustainable travel amongst the ALN cohort, including Independent Travel Training for older pupils, cycle maintenance and cycle training.
211. Some pupils are able to travel independently or with parent/carers and if resident within the two-mile qualifying distance may not be eligible for Learner Transport.

212. Provision of recommended improvements for active travel would benefit these pupils as well as staff and visitors to the sites.
213. Numbers of pupils who continue to use Learner Transport for their journey to school will be likely to increase in line with the trend for increasing numbers of pupils requiring places at special schools or specialist resource bases. Each school location with increased demand for Learner Transport vehicles will require suitable improved and / or expanded facilities for drop-off and pick-up within the site. The areas required would need to accommodate appropriate numbers of vehicles which may approximate to one taxi for a typical average of 3 pupils. In some cases minibuses may be suitable, but this is also dependent on individual pupil needs, home locations and co-ordination of routes.
214. Car parking provision would be in line with the Council's parking standards. Allocations for special schools and specialist resource bases are agreed on a case-by-case basis but requirements are expected to generally correlate with 1 car space per typical number of pupils in a class. This is in line with the standard 1 space per 30 pupils in mainstream schools, but results in a higher ratio of spaces due to the much smaller class sizes.

Transport matters relating to Greenhill School at the proposed Ty Glas site

215. From a transport standpoint the Ty Glas site would provide an excellent location for Greenhill School given its relatively central location, proximity to public transport routes and facilities, and potential for active travel connections. The development proposals will require a Transport Assessment which will identify measures to be included as part of the application to make further improvements and maximise travel by sustainable modes.
216. There is a significant proportion of current Greenhill pupils who live in the Llanishen and Gabalfa areas (and who do not require Learner Transport). There is therefore good potential for pupils as well as staff who live within a reasonable cycling or walking distance to travel to the site by active modes. Greenhill School has already developed its own Active Travel Plan well ahead of many mainstream schools.
217. Greenhill School pupils are supported by the Council's Independent Travel Training initiative where school pupils are supported in planning and making journeys to school independently. The site location near public transport services would lend it itself well to pupils being supported by this initiative.
218. Greenhill School forms part of the Cardiff Schools Bike Fleet project. Through this project, bespoke bike fleets are being placed in schools to allow everyone access to cycling. Greenhill School is shortly due to receive 16 standard bikes for pupils and 2 adult bikes, (as well as 5 scooters). The bikes will be used for extra cycle training of pupils and staff but also to embed cycling into the school culture as part of lessons and break times as well as using them to cycle to and from some of their

off-site activities. Greenhill School has embraced the project enthusiastically with the aim of encouraging their pupils to cycle to school and to cycle as part of curricula and extra curricula activity. Space for storage of the bike fleet will need to be provided within the new site as well as secure cycle parking in line with SPG requirements for pupils cycling to school. The scope for providing secure cycle storage facilities within the school building should be investigated in the first instance.

219. Special school learner transport will need appropriate facilities for drop-off and pick-up.
220. Learner Transport is currently provided by a number of taxis for the majority of Greenhill pupils. This was surveyed by the school as 92% in September 2020, although this was not a representative time and there is scope to reduce this proportion. Consideration will be required to where these vehicles can pick up and drop off on the proposed site in a safe area segregated from the pedestrian and cyclist entrances to avoid pedestrian/cyclist/vehicle conflict.
221. The site is located close to Ty Glas rail station on the Coryton line. The station can be accessed directly from within the industrial estate via Malvern Drive. The roads and junctions within the industrial estate are very wide which encourages high vehicle speeds so measures are required including crossing facilities and narrowing of junction radii to ensure that pupils travelling by train can safely access the school site on foot. The existing bus gate between Malvern Drive and Smith Road provides the opportunity for buses to access the site from both Ty Glas Avenue and Caerphilly Road so bus stop and bus drop off facilities should be located close to the main vehicular access to the school on Parc Ty Glas.
222. Appropriate provision would need to be made for use of public transport services to access the school site. This would include safe waiting facilities for pupils and staff using scheduled and additional school bus services with safe pedestrian access to bus stops at locations convenient to the school, and assessment of existing crossings to confirm appropriate to the desire lines, type and level of use.

Transport matters relating to Greenhill School at the proposed Dutch Garden Centre site

223. The location of the Dutch Garden Centre site presents challenges in terms of transport sustainability. The development proposals will require a Transport Assessment which will identify measures to be included as part of the application to maximise travel by sustainable modes. The location across the grade separated junction 30 of the M4 from Pontprennau, the nearest residential area of Cardiff, will require provision of additional measures to accommodate access by any means other than vehicle.
224. Public transport does not currently serve this area to the north of the M4 and suitable bus service provision would need to be identified. Bus

access and safe waiting facilities for staff and any pupils travelling independently and using scheduled and additional school bus services will need to be provided, with safe pedestrian access to bus stops at locations convenient to the school, ideally adjacent to or inside the proposed site.

225. There are no pedestrian links to the site from the footways in the Cardiff Gate area further to the south side of junction 30. Consideration will be required for a pedestrian route across the grade separated junction roundabout and slip roads and links each side.
226. There are no existing or proposed cycling facilities linking to the site. Consideration will be required for suitable safe cycle facilities to access the north side of the junction and into the site. Existing facilities further south of the motorway would require improvement and additional extension up to and across the grade separated junction. Cycle network improvements further south are planned to be identified longer term (2027/28 and beyond) on St Mellons Road and on Pentwyn Link Road (but not currently planned to extend to the motorway junction).
227. Learner Transport will need appropriate facilities for drop-off and pick-up.
228. Learner Transport is currently provided by a number of taxis for the majority of Greenhill pupils. This was surveyed by the school as 92% in September 2020, although this was not a representative time and there is scope to reduce this proportion. Consideration will be required to where these vehicles can pick up and drop off on the proposed site in a safe area segregated from other vehicles and from pedestrian and cyclist accesses.

Equality Impact Assessment

229. 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. A Statutory Screening Tool including Equality Impact Assessment is attached as Appendix 6.

RECOMMENDATIONS

Cabinet is recommended to

1. authorise officers to consult on proposals as outlined in paragraph 54.
2. note the proposal for an increase in the designated number at The Marion Centre Specialist Resource Base, at The Bishop of Llandaff Church in Wales High School, from 42 to 66 places from September 2022.
3. note that the statutory consultation process to increase the designated number at the Marion Centre at The Bishop of Llandaff Church in Wales

High School is to be undertaken by the governing body of the school, and instruct officers to provide all reasonable assistance in this regard.

4. note the proposal for an increase in the designated number at Whitchurch High School Specialist Resource Base from 70 to 100 from September 2022
5. note that the statutory consultation process to increase the designated number at the Whitchurch High School Special Resource Base is to be undertaken by the governing body of the school, and instruct officers to provide all reasonable assistance in this regard.
6. authorise the Director of Education & Lifelong Learning to formally respond on behalf of the Council to the public consultations issued by the governing bodies of The Bishop of Llandaff Church in Wales High School and Whitchurch High School in due course.
7. 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.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	8 October 2021

The following appendices are attached:

- Appendix 1: Cabinet Report, 14 December 2017
- Appendix 1: Cabinet Report, 15 July 2021
- Appendix 3: Projections and Forecasts
- Appendix 4, Cabinet Report, 15 February 2018
- Appendix 5: Cabinet Report, 23 September 2021
- Appendix 6: Statutory Screening Tool

Mae'r dudalen hon yn wag yn fwriadol

CABINET MEETING: 14 DECEMBER 2017

**21ST 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 21st 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 12th 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 21st century learning.
4. That report set out the Council's proposed vision for its Band B 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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

Mae'r dudalen hon yn wag yn fwriadol

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: 4

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 21st 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 21st 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 21st 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.

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.

Scrutiny Consideration

98. The Children and Young People's Scrutiny Committee will consider this report on 13 July 2021. Any comments received will be circulated at the Cabinet meeting

Reason for Recommendations

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

Financial Implications

100. 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.

101. 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.
102. 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 21st 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.
103. 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.
104. 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.
105. 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.
106. 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

107. 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.

108. 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.
109. 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.
110. 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.
111. 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.
112. 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.
113. 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.

114. 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.
115. 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.
116. 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.
117. 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.
118. Further legal advice will be provided as proposals are progressed.

HR Implications

The Court Special School

119. 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

120. 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

121. 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.
122. 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.
123. A recent Transport Assessment for this site identified acceptable traffic impact due to a comparable (but larger) development.
124. 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.
125. The proposed location at the Fairwater Primary School site would give potential for a separate second access from the existing primary school access.

126. 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.
127. 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

128. 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.
129. 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.
130. 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.
131. 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.
132. Learner Transport will need appropriate facilities for drop-off and pick-up.

Transport matters relating to Moorland School SRB

133. 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.
134. 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.
135. 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.
136. 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.

137. 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

138. 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.
139. With respect of St Mellons Church in Wales School, there will be the management of the handover and transfer of the asset to Education.
140. 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

141. 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.
142. A Statutory Screening Tool including Equality Impact Assessment is attached as Appendix 4.

RECOMMENDATIONS

The Cabinet is recommended to

1. 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.
2. 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.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	9 July 2021

The following appendices are attached:

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

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 Additional Learning Needs (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 would have an associated smaller numerical error but a significantly greater percentage error
- 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.

Emotional Health & Wellbeing (EHW)

As limited historical data is available, EHW 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.

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.

Existing EHW Primary Phase Provision

Table 1 sets out EHW primary provision currently available in Cardiff.

Establishment	Primary EHW Capacity 2021/22
The Court	42
Fitzalan WBC	8
Fairwater WBC	8
Springwood WBC	8
Lakeside WBC	16
Pen y Groes WBC	8
Total capacity	90

Projected EHW Primary Phase Demand

Table 2 below sets out EHW Primary projected future demand based on historical patterns of need growth

Primary places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected demand	107	110	112	116	119
Projected demand (+10%)	118	121	123	128	131
Place Deficit	28	31	33	38	41

The ALN Provision Deficit in Primary- Emotional Health and Wellbeing Needs

In 2021/22 Cardiff maintains 90 primary special school and Wellbeing Class places for children with EHW needs.

Taking account of children out of county, and in mainstream awaiting specialist placement, the demand for places is estimated to be circa 107 in 2021/22, rising to 119 by 2025/26. With a 10% tolerance to allow flexibility, sufficient capacity would be to provide 118 places in 2021/22, and 131 places by 2025/26.

In summary, there is an estimated provision deficit of 28 places in 2021/22, rising to 41 places in 2025/26. The Council's Cabinet has authorised officers to consult on proposals to expand The Court Special School, which would reduce the projected deficit in 2025/26 by 30 places.

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.

Existing EHW Secondary and Post-16 Provision

Table 3 sets out the Secondary phase EHW provision currently available in categorised by Key Stage.

Establishment	KS3	KS4	Post-16
Greenhill	32	24	8
Carnegie	-	28	-
Bryn y Deryn	-	48	-
ACT special	-	40	-
Total provision	32	140	8

Projected EHW Secondary Phase Demand

Table 4 sets out the EHW Secondary projected future demand based on historical patterns of need growth

Secondary EHW Places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected KS3 demand	122	125	127	129	129
Projected KS3 demand (+10%)	134	138	140	142	142
KS3 Deficit	102	106	108	110	110
Projected KS4 demand	200	210	217	218	219
Projected KS4 demand (+10%)	220	231	239	240	241
KS4 Deficit	80	91	99	100	101
Projected Post-16 demand	25	27	28	31	32
Projected Post-16 demand (+10%)	27	29	31	34	36
Post-16 Deficit	19	21	23	26	28
Total Deficit	201	218	230	236	239

The ALN Provision Deficit in Secondary- KS3/4 Emotional Health and Wellbeing Needs

In 2021/22 there are a total of 172 KS3/4 specialist EHW places in Cardiff maintained schools (including EOTAS commissioned places).

Taking account of pupils out of county, and in mainstream awaiting specialist placement, the total demand for places is estimated to be circa 322 in 2021/22, projected to rise to 348 by 2025/26.

With a 10% tolerance to allow flexibility, sufficient capacity would be to provide 354 places in 2021/22, and 383 places by 2025/26. In summary, there is an estimated provision deficit of 182 places in 2021/22, rising to 211 by 2025/26.

Post 16 Emotional Health and Wellbeing Needs

Until 2018, Cardiff did not maintain any post-16 places for EHW, although pupils funded in the independent sector often remain to Y14. Eight Post-16 places were established at Greenhill following formal consultation in 2018. The number of pupils enrolled has already risen to 15 in 2021-22.

It is difficult to accurately predict demand for this age group, due to the lack of demand patterns to base projections on, but it is known that the majority of special school pupils are not able to sustain a successful transition to an FEI or employment at age 16. The table below is based on the known provision deficit, i.e those pupils who are post 16 in Independent settings.

Ideally, secondary special school provision should include post-16 provision with capacity for the majority of KS4 pupils to stay on until they are 18 or 19 i.e. a special school for 56 KS3/4 learners should include 24 post-16 places.

Complex Learning Needs

In 202/22 Cardiff maintains 445 primary special school and SRB places for children with Complex Learning/ Autism Spectrum Condition. 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.

Existing CLN/ASC Primary Phase Provision

Table 5 sets out Primary CLN/ASC provision currently available in Cardiff

Establishment	Current Primary CLN/ASC Capacity
Ty Gwyn	75
Riverbank	70 (112*)
Meadowbank	40
Hollies	90
Bryn Hafod	20
Llanedeyrn	20
Llanishen Fach	20
Marlborough	20
Springwood	20
Pwll Coch	10 (20*)
Pentrebane	20
Allensbank SLCN	8
Total places	413 (465)

* Provision expansion previously agreed by Welsh Government / Cabinet but not yet implemented

Projected CLN/ASC Primary Phase Demand

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

Table 6 sets out projected demand for Primary CLN provision

Primary places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected demand	510	515	522	536	547
Projected Demand (+10%)	561	567	574	590	602

The ALN Provision Deficit in Primary- Complex Learning/ Autism

Taking account of children out of county, and in mainstream awaiting specialist placement, the true demand for places is estimated to be circa 510 in 2021/22, rising to 547 by 2025/26. With a 10% tolerance to allow flexibility, sufficient places would be to provide 561 places in 2021/22, and 602 places by 2025/26.

The Welsh Government has approved a proposal to expand Riverbank Special School, and expand the SRB at Ysgol Pwll Coch which would reduce the projected deficit in 2025/26 by a total of 52 places (42 places and 10 places respectively). In summary, there is an estimated provision deficit of 148 places in 2021/22. If there were no further growth beyond current plans in relation to Riverbank and Pwll Coch, a provision deficit of circa 137 places will remain in 2025/26.

The Council's Cabinet has authorised officers to consult on proposals to establish a Specialist Resource Base at Moorland Primary School, which would reduce the projected deficit in 2025/26 by a further 20 places.

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.

Existing Complex Learning Needs /Autism Spectrum Condition Secondary Phase Provision

Table 7 sets out Secondary Complex Learning Needs /Autism Spectrum Condition provision currently available in Cardiff and projected future demand.

Secondary places	Secondary Phase CLN/ASC capacity (2021/22)
Ty Gwyn	123
Woodlands	140 (240*)
WHS Learning Base	70
Marion Centre ASC	42
Cathays ASC	16
Cantonian ASC	20
Llanishen ASC	20

Glantaf	30
2020 capacity	461 (561)

* Provision expansion agreed by Welsh Government but not yet implemented

Projected Secondary Phase Complex Learning Needs /Autism Spectrum Condition Demand

Table 8 sets out Secondary CLN/ASC projected future demand.

Secondary places	2021/22	2022/23	2023/24	2024/25	2025/26
Projected demand	580	600	617	623	629
Projected demand (+10%)	638	660	679	685	692

The ALN Provision Deficit in Secondary- Complex Learning Needs /Autism Spectrum Condition

In 2021/22 there are a total of 461 secondary specialist places in Cardiff maintained schools.

Taking account of pupils out of county, the true demand for places is estimated to be circa 580 in 2021/22, rising to 629 by 2025/26. With a 10% tolerance to allow flexibility, sufficient places would be to provide 638 places in 2021/22 and 692 places by 2025/26.

In summary, there is an estimated provision deficit of 177 places in 2021/22, reducing to 131 by 2025/6.

The Welsh Government has approved a proposal to expand Woodlands High School, which would reduce the projected deficit in 2025/26 by 100.

There will be a significant challenge managing the provision deficit in the interim period ahead of the completion of the new Woodlands High School.

As with primary, the projections may underestimate the actual rate of growth. In 2020 and 2021, approximately 35-40 additional places per annum have been needed. If growth continues at this rate, 140 extra places will be needed over next 4 years.

CABINET MEETING: 15 FEBRUARY 2018

LAND ADJACENT TO JUNCTION 30 OF THE M4

**INVESTMENT & DEVELOPMENT (COUNCILLOR RUSSELL
GOODWAY)**

AGENDA ITEM:10

DIRECTOR OF ECONOMIC DEVELOPMENT

Appendices 3 and 4 of this report are not for publication as they contain exempt information of the description contained in paragraphs 14 of part 4 and paragraph 21 of part 5 of Schedule 12A of the Local Government Act 1972.

Reason for this Report

1. To obtain Cabinet agreement for the acquisition of land adjacent to Junction 30 of the M4, currently occupied by the Dutch Garden Centre, in order to secure an important strategic site.

Background

2. The site is located directly adjacent to Junction 30 of the M4 and consists of circa 8 acres, shown edged red on the plan attached at Appendix 1. The current owner has marketed the site for sale (Appendix 2) and has agreed to dispose of the site to the Council. A report from the Council's commercial valuer supporting the Council's acquisition of the site is attached as Confidential Appendix 3.
3. Although the site resides in an area designated as 'Green Wedge' in the Local Development Plan 2006 - 2026, the site is occupied by existing uses and a variety of different buildings, structures, storage areas, hard and soft surfaces and therefore may have potential to accommodate appropriate development, subject to planning permission.

Issues

4. The Council is seeking to acquire a strategic site in north Cardiff to future proof the provision of a number of key Council services as the city's population continues to grow through the development of the strategic housing sites in north Cardiff. The scale of this site offers potential, subject to planning permission to provide for a number of potential Council uses but especially a new Additional Learning Needs (ALN) / Special Learning Needs (SEN) school facilities in the city which would benefit from

direct motorway access due to the wide catchment area served by such schools including the provision of out-of-county placements. Other potential uses, all subject to appropriate planning consent, could include: an additional strategic Park & Ride facility to assist the alleviation of commuter congestion and improve traffic management associated with major events; an expansion of the city's cemetery facilities; infrastructure to meet the city's potential and future waste management requirements, as well as some potential commercial opportunities.

5. In addition to the potential provision of additional services, the Council requires flexibility to relocate existing services as it seeks to dispose of a number of land assets within the city to secure capital receipts to support the delivery of the new Band B schools programme and Capital programme more generally. The scale and strategic location of this site offers the Council potential flexibility to manage its estate including the potential provision of temporary solutions.
6. Although the site is allocated as Green Wedge in the extant Cardiff Local Development Plan, redevelopment of the site could significantly improve the visual amenity and environment of the site and could help to better reflect its designation as Green Wedge.
7. The Green Wedge designation along with other policies and guidance will provide a significant constraint over what is likely to be permissible in terms of any future development of the site. Whilst the site contains existing uses, it cannot be assumed that development will automatically be permissible. Planning advice on the current status of the site is provided in confidential Appendix 4.
8. However, the designation of the area as Green Wedge, rather than Green Belt, is significant in that it allows the status of the area to be reviewed every time the Local Development Plan is reviewed. The statutory review of the Local Development Plan must be undertaken four years after the plan was adopted in January 2016.

Reasons for Recommendation

9. To seek approval for the acquisition of a key strategic site in Cardiff.

Financial Implications

10. There are a number of schemes in the proposed capital programme between 2018/19 and 2022/23 that need to consider alternative sites for future service delivery. Subject to acceptance of the Council's offer, acquisition of the site would need to be managed within existing budgets allocated for those schemes. This includes proposals as part of the Council's 21st Century Schools Band B initiative funded by the Council and WG, subject to approval of individual business cases. The financial implications attached to the provision of future services will be considered in subsequent reports to Cabinet where required and will be subject to appropriate planning consent. This will also need to consider

the value added tax implications of the agreed use for the site for which the seller has not elected to tax.

11. The appendices set out the costs of acquisition and include additional costs for stamp duty and associated costs of securing the site until a future use is determined. The commercial terms in Appendix 2 are supported by an independent valuation and the offer made considers the wider strategic benefits of securing the site. The seller has not elected to tax or not opted to tax”
12. The Council will need to consider the proposed short term uses of the site in terms of security, management and maintenance. Any additional costs revenue costs will need to managed within existing revenue budgets of Strategic estates and 21st Century Schools in the short term.

Legal Implications

13. The Council has power to acquire land for the benefit improvement or development of its area pursuant to section 120 of the Local Government Act 1972. The Council’s Procedure Rules for the Acquisition of Land require the advice of a professional valuer to be taken. The Council also has economic, social and environmental well-being powers in relation to matters contained within its community plan and subject to value for money being achieved.

RECOMMENDATION

Cabinet is recommended to agree to the purchase of the site adjacent to Junction 30 of the M4 as outlined at Appendix 1.

NEIL HANRATTY

Director of Economic Development

9 February 2018

The following appendices are attached:

Appendix 1 – Plan

Appendix 2 – Sales Particulars

Confidential Appendix 3 – Valuation Report

Confidential Appendix 4 – Planning Status

Mae'r dudalen hon yn wag yn fwriadol

**SCHOOL ORGANISATION PLANNING: TY GLAS ROAD LAND
ACQUISITION**

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

AGENDA ITEM:2

Appendices 3,4,5 and 6 to this report are not for publication as they contain exempt information of the description contained in paragraphs 14, 16 and 21 of Schedule 12A of the Local Government Act 1972.

Reasons for this Report

1. This report seeks approval for the acquisition of the freehold interest of land at Ty Glas Road, Llanishen to allow the Council to progress options for a mainstream community secondary school and special school provision, in line with an independent valuation and delegate authority to conclude the acquisition.

Background

2. Cardiff 2030 is a ten year vision for a Capital City of Learning and Opportunity which builds on the progress and achievements which have been accomplished across the city's education system, since the launch of Cardiff 2020.
3. The strategy sets out an ambitious vision, underpinned by five goals and priority commitments:
 - A Learning Entitlement;
 - Learners' health and wellbeing;
 - Realising the Curriculum for Wales 2022 in Cardiff;
 - A world class education workforce; and
 - High quality learning environments.
4. The Council's Capital Ambition strategy 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. The delivery of 21st century learning environments will ensure that there are appropriate, high

quality school places for young people which meets the needs of Cardiff's growing and changing population.

5. The Council are committed to ensuring the Future Generations (Wales) Act and improving the social, economic, environmental and cultural well-being of Wales to create:
 - A prosperous Wales
 - A resilient Wales
 - A healthier Wales
 - A more equal Wales
 - A Wales of cohesive communities
 - A Wales of vibrant culture and thriving Welsh language
 - A globally responsible Wales
6. In recent years there has been significant investment in the development of the education estate in Cardiff. However, significant challenges remain around:
 - sufficiency of places to meet growth in the secondary school age population;
 - increased demand for additional learning needs provision;
 - suitability of the school estate to meet the demand of 21st Century Learning; and
 - Projected growth in education provision resulting from the Local Development Plan.
7. The Council has set out its vision to invest in its education estate to deliver “Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential”.
8. A Cabinet report outlining the strategic investment in the city's education estate through its Band B 21st Century School Programme was approved on 12 October 2017 (attached as Appendix 1). Key programme benefits have been mapped to the four key educational aims as part of the realignment of the Council's 21st Century Schools Programme as noted above.
9. The Council is seeking a strategic acquisition of the Ty Glas site, which is a key flexible site in north Cardiff, that allows the Council to bring forward options for secondary Education. The site is of a suitable size to locate a community secondary school and subject to design a secondary special school. The acquisition would enable a future proofing of secondary education provision as the city's population continues to grow through the development of the strategic housing sites.
10. The strategic acquisition would also accelerate delivery of the Council's 21st Century Schools programme and provide for greater flexibility in the overall programme particularly in relation to the Council's ability to bring forward secondary school projects for schools with condition issues on constrained sites. Subject to planning permission, the site could offer accommodations with options of potential uses, such as education for secondary and/ or Additional Learning Needs (ALN).

11. The Council requires flexibility to provide educational services as it seeks to dispose of a number of land assets within the city to secure capital receipts to support the delivery of the new Band B schools programme and capital programme more generally. The scale and strategic location of this site offers the Council potential flexibility to manage its estate, including the potential provision of temporary solutions.
12. The site is well located in the city and benefits from good transport links for the wide area the site could serve. The site is located with the secondary school catchment areas of Llanishen High School and Ysgol Gyfun Gymraeg Glantaf, and is in close proximity to the catchment areas of a number of community secondary schools. The area is also served by Corpus Christi Catholic High School and St Teilo's Church in Wales High School.
13. The general benefits of acquiring a new school site rather than developing a constrained existing one may also include the following:
 - No impact on educational delivery and attainment during the construction period;
 - The school would be designed to be located in the optimum location within the new site, rather than on a constrained existing site;
 - No need to consider potentially complex decant arrangements;
 - The school could be designed with greater effectiveness around the vision for the school without limitations brought about by no phasing or site constraints; and
 - The potential for lower construction costs as a result of a faster construction programme.
14. Therefore, consideration has been given to purchasing this site and in doing so supporting the Council's aims and wider aims of the Welsh Government. In line with the agreed heads of terms, the site could be disposed of in the future subject to certain conditions should any Education purposes not be brought forward.
15. Ministerial approval has been given for the acquisition of the Ty Glas site. Welsh Government will support the Council with the full acquisition and demolition costs. This allocation is likely to be reflected within the Band C programme envelope of the Council's 21st Century Schools Programme. The Council will fund operational and holding costs through the SOP Revenue Reserve. It is anticipated that the Council would provide its intervention rate contribution when future workflows are confirmed. Should an education project not come forward in future the Council will look to dispose of the Ty Glas site in accordance with the Council's procedures and reimburse Welsh Government the initial outlay from the land receipts.

Issues

Sufficiency of mainstream and specialist school places

16. When considering likely demand for places across the area, 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 School 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; and
 - Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for current and projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes.

17. The Council prepares school forecasts 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; and
 - 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.

Sufficiency of mainstream primary school places city-wide

18. 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.

19. 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.

Sufficiency of mainstream secondary school places city-wide

20. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city-wide in the past five years. City-wide projections indicate that the demand for places in the mainstream secondary sector will further increase until the 2023/24 academic year.
21. City-wide, peak intakes at entry to secondary education of c4,115 pupils are projected in 2022/ 2023 and 2023/ 2024, following which intakes remain at high levels but reduce to c3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.
22. However, it is anticipated that, as a result of the yield of pupils from the new housing developments, additional school provision will be required to provide school places local to new housing in some parts of Cardiff.
23. Each of the existing secondary schools in and serving North Cardiff are on sites adjacent to housing or other geographical constraints. Any significant redevelopment of secondary schools on operational sites would therefore be difficult, may be disruptive to existing pupils and staff, and may not result in the most appropriate layout of a school site. Consideration should therefore be given to the acquisition of a new site in order to continue to provide sufficient places to achieve the transformation goals of developing existing Cardiff schools into a 21st Century Schools estate.

Sufficiency of specialist places for children with Additional Learning Needs

24. The number of young people with Additional Learning Needs (ALN), including those with severe and complex needs who require a place in a special school or Specialist Resource Base (SRB), has grown significantly since 2012. This can be partly attributed to the overall school-age population increase but it is also related to other factors including:
 - Improved survival rates for children born with significant disabilities, resulting in a higher percentage incidence of severe and complex disabilities
 - Increased incidence of specific needs such as autism
 - Higher incidence of children and young people with social emotional and mental health needs
25. Four of Cardiff's special schools are classified as "D" for suitability and are also at full capacity. Whilst agreed proposals to replace and expand Woodlands High School and Riverbank School will address the suitability issues, the Council does not have sufficient specialist provision to meet fully the current and projected need.
26. At present, Cardiff has a shortfall in its specialist ALN (Social, Emotional & Mental Health) provision of c120 places, which is therefore met in private provision, out of county provision or with support in mainstream schools, and there is a projected shortfall of c189 places by 2025.

27. The reliance on independent schools to provide such places, and the increasing cost of supporting greater numbers of children with statements in mainstream schools, is a significant and growing financial challenge for Cardiff.
28. Feasibility work undertaken to identify potential sites to expand ALN provision has concluded that the required scale of expansion of places on existing sites is not possible, and consideration should therefore be given to the acquisition of a new site.

Ty Glas site

29. A site at Ty Glas Road of c7.2Ha has been identified as suitable for the development of a 21st century school campus. A plan attached as Appendix 2 sets out the location and boundaries of the site.
30. The site is conveniently located for public transport, with regular bus services and railway stations close by.
31. Each of Cardiff's existing special schools provide places that meet a different additional learning need and/ or age range, and each serves the entire Cardiff area.
32. Community access to the new build school facilities and opportunities for use of these by third party organisations would be a key consideration when designing any new school site.
33. The Ty Glas site, and local infrastructure off-site, would support the development of secondary and/or 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 Ty Glas site, the Council would consider alternative uses for the site or could dispose of the site for a capital receipt.

Land Matters

34. Land requirements for schools in Wales must follow Building Bulletin Guidelines 98, 99 and 103 for secondary, primary and special schools respectively. Given the land requirements to deliver schools that are compliant with Building Bulletin requirements, the search for developable sites has included sites not currently within the ownership of the Council.
35. The Council has engaged with the existing owners and has agreed Heads of Terms which are appended as Confidential Appendix 3.
36. As part of the process, due to the nature of the site, extensive due diligence has been undertaken and this report is outlined in Confidential Appendix 4.
37. Independent external valuers have been engaged to advise the Council on the proposed acquisition and will take account of the costs outlined in

Confidential Appendix 4 to provide the Council with a valuation report which is appended in Confidential Appendix 5.

38. A full commercial summary of the acquisition can also be found in Confidential Appendix 6.

Community Benefits

39. Cardiff Council is committed to contributing to the social, economic and environmental well-being of the wider communities involved in projects awarded through SEWSCAP. All contractors on SEWSCAP are contractually bound to commit to working with the Council to achieve community benefits related targets. A specific Community Benefits Plan will be produced with input from SOP at the time of developing a specific set of proposals.
40. Community benefits will be a non-core aspect to the contract and will not be a factor in the decision to award the contract but will be a key requirement of these schemes.
41. The key community benefits deliverables required of Contractors for every project are:
- Training and employment opportunities, including apprenticeships, NVQs and H&S training;
 - Opportunities to recruit and train long term economically inactive persons as part of the workforce;
 - Maximising supply chain opportunities for SMEs, including social enterprises and supported businesses;
 - Advertising sub-contracting opportunities on Sell2Wales and using the Welsh Government's Supplier Development Service to hold "Meet the Buyer" events;
 - Working with local schools and colleges – to develop knowledge and experience of pupils relating to the construction industry as well as promoting opportunities for work experience / work placements.
 - Contributing to community schemes; and
 - Minimising Environmental Impacts and taking part in the Considerate Contractors Scheme.

Sustainability-Low carbon and Bio-diversity

42. Within the design of school sites, the vegetation and drainage on site would offer the opportunity to increase site biodiversity and encourage ecological development. Proposals should provide links and continuity with the surrounding habitats and existing ecology.
43. Cardiff expects its schools to reduce the city's dependency on fossil fuels and be designed in such a way as to be a low carbon emission building. In doing so, the design and construction process shall identify and implement methods to reduce carbon emissions and water demand and shall implement sustainable drainage systems, and minimise embodied carbon by sourcing recyclable and reclaimable products wherever possible.

44. All users including the school and wider communities will be shown and encouraged to use the school buildings to optimise the operational energy used as part of the wider school sustainability strategy.
45. The briefing documents will be aligned with industry best practice and the procurement process will stipulate that the principal contractors will be required to produce a net zero operation pathway for the project at tender stage, monitor during the design development, verify at practical completion and monitor for five years post completion.
46. The key themes to achieve this are:
 - Reduce demand by passive measures of orientation and building form, fabric and air permeability and to simplify the MEP installation using highly efficient plant.
 - Optimise use of on-site renewables and minimise any offsetting.
 - Use low carbon materials that can be part of the circular economy.
 - Eliminate the need to use fossil fuels.
 - Improve monitoring and data collection of both operational and embodied carbon.

Local Member consultation and Scrutiny Consideration

47. The Children and Young People's Scrutiny Committee will consider this report at its meeting on 21 September 2021. Any comments received will be circulated at the Cabinet meeting.

Reason for Recommendations

48. To progress the acquisition of the site as outlined in Appendix 2 in order to facilitate the development of new-build education facilities in North Cardiff.

Financial Implications

49. This report recommends the acquisition of sites in readiness for use in future 21st Century Schools projects. This decision would enable officers to acquire freehold interest of land at Ty Glas Road, Llanishen. The following paragraphs set out the points for consideration prior to any acquisition. Cost estimates have been provided by the SOP team and supported by cost consultants.
50. Whilst the planned acquisition will support the 21st Century Schools Programme by providing flexibility in considering options, this should be accompanied by confidence that a specific planned use for the site will ultimately be identified. In the event of no education use being identified for all or part of the site acquired, the likelihood of a return equal to the investment not used should be factored into any risk assessment. Equal consideration should be given to the length of time that all or part of the site will not be used for building purposes and any associated ongoing costs need to be factored into the Business Plan.

51. Welsh Government are considering opportunities to initially fund the acquisition, through the ongoing 21st Century School capital programme. Current discussions indicate that the WG funding would be capped and would only be available for the capital acquisition and ground remediation costs. No funding would be made available for site security or holding costs. Should any portion of the site be used for non-education purposes the grant could be clawed back on a pro rata basis (with an equal split of any profit if sold). The grant award will stipulate that education provision on the site would need to be developed within 7 years of acquisition and continue for 30 years from the date of the grant award. In addition any resulting capital receipts identified due to development of Ty Glas will need to be reinvested into Cardiff's educational estate or shared with WG.
52. Any additional revenue costs in relation to site acquisition and ongoing security costs will need to be met from the SOP revenue reserve for the duration, along with any ongoing capital financing costs relating to any borrowing required. Any unused land will need to be considered within the context of VAT in order to ensure that no financial liabilities are incurred unnecessarily, and this risk would be mitigated if there is a clear understanding of the planned use for the whole of the site prior to initiation so that tax implications can be worked through early in the project timeframe.
53. Due to the age of the buildings on the site asbestos is prevalent. Due diligence has been undertaken in relation to asbestos removal required as part of any demolition of existing buildings, but the estimated costs are subject to change as work is undertaken. Under the current proposal Welsh Government will fund capital costs associated with the acquisition and demolition of the Ty Glas site, with the Council funding site holding costs (including security and insurance) through the SOP Revenue Reserve. At present, estimates are based on ground investigations with limited site access, along with desktop valuations from demolition specialists with a level of contingency added. These costs will be kept under review in line with the planned demolition and site use to ensure these additional costs are affordable within the SOP Revenue Reserve. Risks related to the site will be identified and actions taken to mitigate against them.
54. The site has previously been opted to tax for VAT by the current owner. Current plans would mean acquisition of the site with VAT payable, which would be recoverable, with the future use of the site intended for non-business or standard rated supply services. Any exempt supply would require the Council to consider opting to tax, so usage of the site should be closely monitored to ensure no adverse impact on the Councils overall partial exemption calculation.

Legal Implications

Property Advice

55. Section 120 of the Local Government Act 1972 enables the Council to acquire land for either (a) the benefit, improvement or development of its area or (b) for any of its functions under any enactment. The Council's

Disposal and Acquisition of Land Procedure Rules requires the decision maker to have regard to advice from a qualified valuer, to ensure value for money.

56. The Cabinet needs to take account of the Council's fiduciary duties to the local residents and taxpayers. As such, proper consideration needs to be given to the risks, rewards and potential future liabilities of the proposals which are the subject of this report.

Equalities & Welsh Language

57. In considering this matter the decision maker must have regard to the Council's 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. Protected characteristics are:

- a) Age
- b) Gender reassignment
- c) Sex
- d) Race – including ethnic or national origin, colour or nationality
- e) Disability
- f) Pregnancy and maternity
- g) Marriage and civil partnership
- h) Sexual orientation
- i) Religion or belief – including lack of belief.

58. An equalities impact assessment would need to be undertaken at the time of developing proposals for the relevant site.

59. The decision maker should be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

The Well-being of Future Generations (Wales) Act 2015

60. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The wellbeing objectives are set out in Cardiff's Corporate Plan 2020 -23.

61. When exercising its functions, the Council is required to take all reasonable steps to meet its wellbeing objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the wellbeing objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.

62. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term
 - Focus on prevention by understanding the root causes of problems
 - Deliver an integrated approach to achieving the 7 national well-being goals
 - Work in collaboration with others to find shared sustainable solutions
 - Involve people from all sections of the community in the decisions which affect them
63. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible on line using the link below:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

Policy and Budget Framework

64. The decision maker must be satisfied that the proposal is within the Policy and Budget Framework, if it is not then the matter must be referred to Council.

HR Implications

65. There are no HR implications arising out of this report.

Property Implications

66. The Strategic Estates Department has worked closely with the Education Directorate to appraise a number of potential school sites. Given the need to comply with Building Bulletin site requirements it has been necessary to consider land not currently in within the ownership of the Council.
67. Much of the property matters and implications are identified and discussed in the body of this report and also in further detail in the Confidential Appendices.
68. Where there are resultant land transactions, or further negotiations or valuations required to deliver these proposals, these should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.
69. Further due diligence is required on the title and the agreed Heads of Terms outlined a specific timescale for exchange and completion of the

acquisition in the event of a Cabinet approval. Strategic Estates will continue to work with Education on the site acquisition and the advice on management of the site thereafter.

Traffic and Transport Implications

70. The Council's Transport White Paper sets out the Council's commitment to deliver a range of transformational transport projects to help tackle climate change, air pollution and the adverse impacts of car dependency on people's health.
71. The White Paper highlights that the most common cause of death for children between the ages of five and 14 years is being hit by a vehicle, whilst fear of traffic and the cars clogging up our streets have put a stop to children playing outside and limited their independence.
72. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
73. The Council's Transport White Paper sets a much more ambitious modal shift target and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
74. Achieving this target will require changes to the way children travel to school.
75. Travel to school creates considerable pressure on Cardiff's transport network. 30% of all car-based trips during the morning peak are journeys to school. There are around 40,000 car trips to school each day in Cardiff.
76. Yet, journeys to school are often very short; 75% of journeys to education are within 3km of people's homes. More of these journeys could be made by active modes if all schools are well connected to their catchment areas by safe and convenient active travel routes.
77. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
78. The new school developments being brought forward as part of the Council's 21st Century Schools programme provide the opportunity to deliver on this commitment by ensuring that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
79. Key to this will be 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 of the surrounding network of roads and pathways and which serve to minimise walking and cycling

distances and avoid unnecessary detours for people travelling. Development of the proposed new site provides an opportunity to design accesses in more appropriate and convenient locations to suit desire lines.

80. A Transport Assessment (TA) will be required to assess the traffic impacts and off-site infrastructure required to accommodate any development and facilitate sustainable access to the development in a way which accords with national planning policies in Planning Policy Wales (Edition 11, 2021) and the Council's Local Development Plan.
81. Planning Policy Wales requires the use of a sustainable transport hierarchy in relation to all new development, which prioritises walking, cycling and public transport ahead of the private motor vehicles. Effectively this requires the designers of the new schools on the Ty Glas site to give priority to how children can access the site on foot and by bicycle before considering requirements for access by motorised transport. The Council's Local Development Plan requires all development proposals to maximise access by sustainable transport to contribute to modal shift from car travel to walking, cycling and public transport.
82. The TA will identify the on-site and off-site infrastructure to maximise access by sustainable modes, including provision to prioritise active journeys to school - separated cycle routes, crossings, speed reduction measures as well as necessary works associated with required vehicular access onto the site. The transport team has already commenced 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 master plan.
83. Opportunities to make existing roads and streets within the surrounding area safer for active travel by managing vehicle speeds and filtering out through traffic will also be investigated as part of the Transport Assessment. Work to develop the new Active Travel Network Map for Cardiff as required under the Active Travel Act is now underway and is currently being consulted on. This identifies measures and schemes to expand Cardiff's existing active travel network and provide better off road and on road active travel routes to key trip destinations including schools. The outputs of this work will be useful in informing the infrastructure measures required off-site to maximise access to the new school by active modes.

School Active Travel Plans

84. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.

85. All new schools will need to have such a plan in place from the outset of their operation. An Active Travel Plan for an expanded or new school site should be informed by both the Transport Assessment and any existing Active Travel Plan and developed with full involvement of the pupils and staff, both at the existing school and involving pupils and staff in the catchment school populations. The Active Travel Plan for the new school should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group 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 can support the development of the Active Travel Plan. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff. The Council's Active Travel Schools and Road Safety Teams will provide vital inputs to inculcate and support sustainable and active travel to the new school from the day it opens.

Off-site infrastructure

86. The site is located next to a large industrial estate which is served by heavily trafficked local distributor roads, Ty Glas Road and Ty Glas Avenue. These roads, by way of the volume of traffic they carry, and the poor quality of pedestrian facilities, physically sever the site of the proposed new school from parts of the immediate Llanishen area for walking to school. Therefore, it is essential that pedestrian crossing facilities – both new 'stand-alone' crossings and crossings provided as part of modifications to existing junctions (including the junction of Ty Glas Road and Ty Glas Avenue and the junction with the site access) are designed in a way which connects with key off-site walking routes and facilitates pedestrian desire lines.
87. The western edge of the existing site is currently severed from the residential areas to the west of the site boundary. It is essential that pupils travelling on foot/bicycle from this side of the site can access the school directly, without having to make any inconvenient detour.
88. It is recommended that engagement with children and parents living in the local area takes place to ensure that off-site routes and crossings facilitates the routes that children will want to use, and parents will be happy with them being used.
89. Given the potential large size of the catchment area for the new school, it is also essential to take the opportunity to build in connections to the wider strategic cycle network so that cycling to school becomes an option for children who live beyond a reasonable walking distance from the site but may not qualify for free school transport. The opportunities to provide off-road routes and separated on-road routes for cycling connecting with the school will need to be investigated as part of the Transport Assessment process.
90. The roads within adjacent industrial estate are wide and offer the potential for the provision of on-road separated cycle routes. Opportunities for connecting these facilities to the wider existing and planned strategic

cycle network must be investigated. For example, there is potential to provide a direct walking and cycling access to residential areas to the east of the industrial estate which could potentially connect with future sections of Cycleway 1 along Lake Road North and planned routes along the Roath Recreation Ground/Roath Park Lake corridor. Onward cycling connections to Cyncoed and the Llanedeyrn and Pentwyn areas of the school catchment must also be investigated. These routes are likely to feature within the Council's new Active Travel Network Map (required under the Active Travel (Wales) Act 2013) which is currently being developed.

91. Off-site infrastructure design must anticipate the imminent introduction of legislation in the Senedd (2023) that will make 20mph the default speed limit in built-up areas. Ty Glas Road, Ty Glas Avenue and roads within the adjacent industrial estate will almost certainly fit the criteria for having a 20mph speed limit.

Public Transport

92. The site is located close to Ty Glas rail station on the Coryton line. The station can be accessed directly from within the industrial estate via Malvern Drive. The roads and junctions within the industrial estate are very wide which encourages high vehicle speeds so measures are required including crossing facilities and narrowing of junction radii to ensure that pupils travelling by train can safely access the school site on foot. The existing bus gate between Malvern Drive and Smith Road provides the opportunity for buses to access the site from both Ty Glas Avenue and Caerphilly Road so bus stop and bus drop off facilities should be located close the main vehicular access to the school on Parc Ty Glas.
93. Appropriate provision would need to be made for use of public transport services to access the school site. This would include safe waiting facilities for pupils and staff using scheduled and additional school bus services with safe pedestrian access to bus stops at locations convenient to the school, and assessment of existing crossings to confirm appropriate to the desire lines, type and level of use.

On-site infrastructure

94. Direct pathways of sufficient width which avoid navigating through or near to on-site parking areas should be provided for pupils accessing the site on foot or by bicycle.
95. The provision of secure cycle parking spaces and lockers for storage of cycling clothes and equipment will be essential. At this early stage of the project, the opportunity must be taken to build in the best possible secure on-site cycle parking provision. The scope for including secure cycle storage within the main school building should be investigated in the first instance.
96. Any external cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and

where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.

97. Cycle parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in scooter and cycle parking to meet future demand.
98. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing.
99. On-site car parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The maximum car parking requirements for mainstream schools within the SPG is one parking space per 30 pupils. In the case of special schools a specific agreement would be made and could be expected to be in the order of one parking space per 8 pupils.
100. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. Where the street layout is suitable this approach could potentially be used to restrict parking and access associated with a new school at the site.

Equality Impact Assessment

101. A Statutory Screening Tool including Equality Impact Assessment would be undertaken at the appropriate time of education proposals being developed for the site, and would be updated as the proposals are progressed.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Subject to contract, acquire the freehold interest for the land at Ty Glas, Llanishen in line with an independent valuation.
2. Delegate responsibility to the Director of Economic Development (in consultation with Director of Education) and Section 151 officer for all matters relating to the acquisition of land and demolition.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	17 September 2021

The following appendices are attached:

Appendix 1: Cabinet Report, 12 October 2017

Appendix 2: Red Line site boundary

Appendix 3: Heads of Terms (**confidential item**)

Appendix 4: Due Diligence (**confidential item**)

Appendix 5: Valuer's Report (**confidential item**)

Appendix 6: Commercial Summary (**confidential item**)

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Appendix 6

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

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

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

To enable the Cabinet to consider recommendations to hold public consultation on a range of proposals to extend and realign special school and specialist resource places.

It is proposed to:

- increase the capacity of Greenhill Special School from 64 to 160 places. The school would transfer to new build accommodation across two sites at the Ty Glas in Llanishen and the Dutch Garden Centre site with 80 pupils on each site from September 2025
- establish a 20-place Special Resource Base for emotional health and wellbeing at Cardiff West Community High School from September 2022
- increase the designated number of the Llanishen High School Autism Special Resource Base from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Special Resource Base from 42 to 66 places from September 2022
- establish a 30 place Special Resource Base at Willows High School from September 2025
- establish a 30 place Autism Special Resource Base alongside the existing 30 place Special Resource Base at Ysgol Gyfun Gymraeg Glantaf from September 2023
- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated place number of the Special Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Special Resource Base from 20 to 30 from September 2022
- increase the designated place number of Meadowbank Special School from 40 to 98 from September 2022

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- increase the designated number at the Pentrebane Primary School Autism Special Resource Base from 20 to 24 spaces from September 2022
- increase the designated number at Springwood Primary School Autism Special Resource Base from 20 to 28 from September 2022
- increase the designated number of The Hollies Special School from 90 to 119 from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 from September 2023

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.]

At its meeting on the 12 of October 2017, the Cabinet received a report 'Developing the School Estate' which outlined the challenges and opportunities facing Cardiff in the development of the education estate.

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 21st Century Schools Band B Programme. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.

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.

Proposals in relation to Riverbank and Woodlands were agreed by the Welsh Minister on 21 July 2020.

At its meeting on 15 July 2021 the Cabinet authorised officers to consult on proposals for The Court Special School and the establishment of specialist resource base provision at Moorland Primary School for learners with complex learning needs. A copy of the 15 July 2021 Cabinet Report is included at Appendix 2.

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 and some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

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

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

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

While the 21st Century Schools Band B Programme will provide opportunities to address special school sufficiency issues, there will also be a need to take steps to extend provision to meet demand for places beyond this.

This report sets out the Band B Programme proposals in relation to Greenhill Special School and for the expansion of other special school and specialist resource base provision.

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 suitable specialist learning environments.

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 special school and specialist resource base provision in accordance with the ALN Code.

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

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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			
Physical Impairment			
Visual Impairment			
Learning Disability	X		
Long-Standing Illness or Health Condition			
Mental Health			
Substance Misuse			
Other			

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 suitable specialist learning environments.

The Council would manage admissions to special school and specialist resource base provision 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.

3.3 Gender Reassignment

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

	Yes	No	N/A
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Transgender People (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
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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 and specialist resources bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision 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.

3.4. 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 and specialist resource bases 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

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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 and specialists resource bases 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
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 and specialist resource bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision 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.

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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 and specialist resource bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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.

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

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The Council would manage admissions to special school and specialist resource base provision 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 and special resource bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision 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?

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	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).

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.

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

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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; a 'feeder' school for 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 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

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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

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]

Groups	Actions
Age	See Generic Over Arching below
Disability	
Gender Reassignment	

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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]	<p>If the proposals were to proceed:</p> <ul style="list-style-type: none"> • compliance with the Council’s policies on equal opportunities would need to be ensured. • 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. • Demand for WM ALN places will be kept under review and proposals brought forward in line with the Welsh in Education Strategic Plan

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 : Hibah Iqbal	Date: September 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*

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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

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

13 October 2021

**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN EDUCATION
STRATEGIC PLAN (WESP) 2022-2032**

Purpose of the Report

1. At the last meeting of this Scrutiny Committee on the 21st September 2021, Members received a policy development briefing report on the Welsh in Education Strategic Plan (WESP) 2022-2032.
2. Following this meeting, the Chair wrote to the Cabinet Member stating that CYPSC would welcome further input into the WESP once available.
3. This report enables Members to consider the draft Welsh in Education Strategic Plan (WESP) attached as **Appendix A** prior to it being considered by Cabinet on the 14th October 2021.

Background

4. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.
5. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

6. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, the first to have effect from 1 September 2022, subject to the Welsh Ministers' approval. The decision to move away from a 3-year plan to encompass a ten-year period for the forthcoming plans allows for a longer-term strategic view of how to support Welsh in Education in Cardiff at a time of significant change in the education landscape.

Issues highlighted in the report to Cabinet

7. Much of the detail set out in the Cabinet report attached at **Appendix A** was considered by Members at the last CYPSC meeting. However, attached to the Cabinet report is the draft WESP at **Appendix 1**. Accompanying this at **Appendix 2** is a detailed explanation of the methodology implemented for setting the target for Cardiff, alongside Cardiff's projections.
8. The following issues are highlighted in the Cabinet report, as at **Appendix A**:
 - The Growth of the Welsh Language and Welsh Language Education in Cardiff (*paragraphs 5 - 9*)
 - Welsh Education Strategic Plan – Principles and Outcomes (*paragraphs 10 – 13*)
 - National and Local Targets (*paragraphs 14 - 18*)
 - Promoting the Welsh Language throughout our Education Sector (*paragraphs 19 - 27*)
 - Key Delivery Considerations (*paragraph 28*)
 - Stakeholder Engagement (*paragraphs 29 - 32*)
 - Consultation (*paragraphs 33 – 37*)
 - Local Member consultation (where appropriate) (*paragraph 38*)
 - Scrutiny Consideration (*paragraph 39*)
9. The draft Cabinet report also provides details on the following areas:
 - Financial Implications (*paragraphs 41 - 42*)

- Legal Implications (including Equality Impact Assessment where appropriate) (*paragraphs 43 - 51*)
- HR Implications (*paragraphs 52 – 54*)
- Property Implications (*paragraph 55*)
- Traffic and Transport Implications (*Paragraphs 56 - 75*)
- EIA (*paragraphs 76 - 77; plus Appendix 3*)

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

- **Appendix 1:** Cardiff WESP 2022-2031 - Consultation Draft
- **Appendix 2:** Technical Note setting out pupil projections and Welsh Governments Methodology for setting targets
- **Appendix 3:** Equality Impact Assessment (to follow)

Recommendations set out in the Cabinet Proposals

11. Cabinet is recommended to:

- Agree to consult on the content of the draft Welsh in Education Strategic Plan (WESP) in autumn 2021.
- Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation for submission to and consideration by Welsh Ministers

Way Forward

12. 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 present the report to the Committee, and be available to answer any questions Members may have.

13. 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

14. 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 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

15. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 will set out any financial implications arising from those recommendations.

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 October 2021

Mae'r dudalen hon yn wag yn fwriadol

**CYNLLUNIO TREFNIADAETH YSGOLION: CYNLLUN
STRATEGOL CYMRAEG MEWN ADDYSG (CSCA) CAERDYDD
2022-2032**

**ADDYSG, CYFLOGAETH A SGILIAU (Y CYNGHORYDD SARAH
MERRY)**

EITEM AGENDA:5

Rheswm dros yr Adroddiad hwn

1. Ystyried y Cynllun Strategol Cymraeg mewn Addysg (CSCA) drafft a amgaeir yn Atodiad 1 a chymeradwyo'r broses ymgynghori ffurfiol.

Cefndir

2. Cyhoeddodd Llywodraeth Cymru ei strategaeth Cymraeg 2050 yn 2017, sy'n nodi gweledigaeth o greu miliwn o siaradwyr Cymraeg erbyn 2050.
3. Erbyn 2050, y nod yw y bydd 40 y cant o blant (ym mhob grŵp blwyddyn) yn derbyn addysg trwy gyfrwng y Gymraeg. O blith y rhai sydd mewn addysg cyfrwng Saesneg, y dybiaeth yw y bydd hanner y rhai sy'n gadael yr ysgol yn dweud eu bod yn gallu siarad Cymraeg. Mae'r strategaeth yn rhagdybio, yn genedlaethol, y bydd 70 y cant o bobl ifanc 15 oed yn gallu siarad Cymraeg erbyn 2050, sy'n cynnwys 40 y cant yn dod o ysgolion Cymraeg a 30 y cant yn dod o ysgolion cyfrwng Saesneg.
4. Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn gwneud darpariaeth i awdurdod lleol baratoi Cynllun deng mlynedd, y cyntaf i ddod i rym o 1 Medi 2022, yn amodol ar gymeradwyaeth Gweinidogion Cymru. Mae'r penderfyniad i symud i ffwrdd o gynllun 3 blynedd i gwmpasu cyfnod o ddeng mlynedd ar gyfer y cynlluniau sydd i ddod yn caniatáu golwg strategol tymor hwy ar sut i gefnogi'r Gymraeg mewn Addysg yng Nghaerdydd ar adeg o newid sylweddol yn y byd addysg.

Twf y Gymraeg ac Addysg Gymraeg yng Nghaerdydd

5. Dros y 25 mlynedd diwethaf, mae nifer siaradwyr y Gymraeg yng Nghaerdydd wedi mwy na dyblu gyda ffigyrau'r cyfrifiad diwethaf yn dangos bod dros 16% o boblogaeth y ddinas yn meddu ar un neu fwy o sgiliau yn y Gymraeg. Mae Caerdydd nawr yn y pedwerydd safle o ran y nifer fwyaf o siaradwyr Cymraeg, y tu ôl i Sir Gâr, Gwynedd ac Ynys Môn yn unig.

6. Mae hyn yn adlewyrchu'r gwaith rhagorol a wnaed ar draws y ddinas - yn cynnwys amrywiaeth o bartneriaid - i hyrwyddo'r Gymraeg ac yn dangos effaith mentrau partneriaeth fel y rhai a ddatblygwyd gan Weithgor Caerdydd Ddwylieithog.
7. Yr hyn sy'n amlwg hefyd yw pwysigrwydd canolog addysg Gymraeg ar gyfer twf y Gymraeg. Mae data'r Cyfrifiad yn dweud wrthym, ymhlith unigolion 5-15 oed, fod canran y disgyblion sy'n gallu siarad Cymraeg wedi cynyddu o 7.5% yn 1981 i 26.7% yn 2011. Mae data derbyn i ysgolion mwy diweddar hefyd yn dangos bod nifer y plant sydd wedi cofrestru mewn addysg Gymraeg wedi cynyddu 16% (1,752 o ddisgyblion) rhwng 2012 a 2018.
8. Mae'r ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda, y buddsoddiad o £280m i ddarparu rhaglen o ansawdd uchel mewn ysgolion a'r gwelliant parhaus o ran cyrhaeddiad addysgol i gyd wedi bod yn sail i'r twf hwn. Wrth i Gaerdydd edrych i'r 10 mlynedd nesaf, bydd y Cyngor yn cadw ei ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda tra'n sicrhau bod y Gymraeg yn parhau i fod yn nodwedd ddiffiniol o addysg yng Nghaerdydd.
9. Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi cyfres o ymrwymïadau uchelgeisiol i adeiladu ar y cynnydd a wnaed hyd yma. Bydd y rhain yn sicrhau bod pob plentyn yn y ddinas yn gallu derbyn addysg Gymraeg, y bydd y nifer sy'n derbyn addysg Gymraeg yn cynyddu ac, drwy'r defnydd sylweddol ar y Gymraeg mewn addysg cyfrwng Saesneg, y bydd pob plentyn yn teimlo'n hyderus yn siarad Cymraeg.

Cynllun Strategol Cymraeg Mewn Addysg

Egwyddorion

10. Wrth i'r Cyngor weithio i gyflawni ei ymrwymïadau o fewn y CSCA, bydd yn gwneud hynny yn unol â chyfres o egwyddorion allweddol:
 - Bydd egwyddorion "cymdogaeth 15 munud" yn cael eu cymhwyso i sicrhau bod pob dysgwr yn gallu cyrchu addysg Gymraeg o fewn pellter rhesymol i'w cartrefi.
 - Ceisio sefydlu o leiaf 50% o'r ddarpariaeth newydd ar safleoedd CDLI fel darpariaeth Gymraeg.
 - Gellir addysgu pob plentyn yn y ddinas yn yr iaith o'u dewis gyda manteision addysg ddwyieithog yn cael eu hyrwyddo'n weithredol i bob rhiant o eni'r plentyn.
 - Bydd rhieni'n cael cymorth i drosglwyddo eu plentyn, neu blant, i addysg Gymraeg ar unrhyw oedran, gyda throchi o ansawdd uchel yn cael ei gynnig i gefnogi ceisiadau trosglwyddo yn ystod y flwyddyn.

- Bydd dysgwyr sydd wedi cael eu haddysg drwy gyfrwng y Gymraeg drwy'r cyfnod cynradd yn cael eu cefnogi'n rhagweithiol i barhau â darpariaeth uwchradd cyfrwng Cymraeg.
- Bydd y Cyngor yn gweithio gydag ystod eang o bartneriaid i hyrwyddo a chynyddu'n rhagweithiol ddwyieithrwydd Cymraeg/Saesneg.
- Bydd pob dysgwr yn cael cymorth i fod yn hyderus mewn o leiaf dwy iaith.
- Bydd holl ysgolion Caerdydd yn cynyddu faint o Gymraeg a addysgir, a ddefnyddir ac a glywir yn eu hysgolion, yn gyson â'r cwricwlwm newydd i Gymru
- Bydd dysgwyr ag anghenion dysgu ychwanegol (ADY) yn cael cyfle ieithyddol cyfartal.
- Bydd dysgwyr sydd â'r Gymraeg neu'r Saesneg fel ieithoedd ychwanegol yn cael cyfle ieithyddol cyfartal.
- Er mwyn hwyluso twf addysg Gymraeg byddwn yn ceisio cynnal capasiti ledled y ddinas yn y sector Cymraeg ar 10% dros y nifer a ragwelir.

Deilliannau

11. I gefnogi'r broses gynllunio, mae canllawiau Llywodraeth Cymru yn gofyn i Gynlluniau gael eu trefnu o amgylch saith deilliant sy'n adlewyrchu taith addysg dysgwr ac sy'n gyson â meysydd polisi Cymraeg 2050 ac Addysg yng Nghymru: Ein cenhadaeth Genedlaethol.
12. O dan bob un o'r saith deilliant ceir gwybodaeth am rai o'n cyflawniadau diweddaraf ynghyd â'r sefyllfa bresennol ac yn olaf y camau penodol a gymerwn ar gyfer pob un dros oes y cynllun hwn wedi'i rannu'n ddwy ran o bum mlynedd yr un.
13. Felly, bydd y Cyngor yn gweithio tuag at gyflawni'r deilliannau canlynol:
 - Mwy o blant meithrin/tair oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg
 - Mwy o blant dosbarth derbyn/pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg
 - Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall.
 - Mwy o ddysgwyr yn astudio ar gyfer cymwysterau asesedig mewn Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.
 - Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol.

- Cynnydd yn y ddarpariaeth Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol (ADY) yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a Thribiwnlys Addysg (Cymru) 2018.
- Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg.

Targedau Cenedlaethol a Lleol

14. Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn ei gwneud yn ofynnol i Awdurdodau Lleol osod targed deng mlynedd yn amlinellu'r cynnydd disgwylidig yn y plant Blwyddyn 1 a gaiff eu haddysgu drwy gyfrwng y Gymraeg yn ardal yr awdurdod lleol yn ystod oes Cynllun.

15. Y targed cenedlaethol yw:

Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n derbyn addysg Gymraeg o 22 y cant (yn seiliedig ar 7,700 o ddysgwyr saith oed yn 2015/16) i 30 y cant (tua 10,500 ym mhob grŵp blwyddyn) erbyn 2032, ac yna 40 y cant (tua 14,000 ym mhob grŵp blwyddyn) erbyn 2050.

16. Rhaid i bob awdurdod lleol bennu ei darged yn unol â'r ystod a ddarperir gan Lywodraeth Cymru er mwyn cyfrannu at y targed cenedlaethol cyffredinol. Rhaid i'r targed gael ei gefnogi gan ddatganiad yn nodi sut y byddai Awdurdod Lleol yn cyflawni'r cynnydd disgwylidig yn nifer y plant Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg yn ystod oes y Cynllun. Dyma'r targed deng mlynedd cyffredinol ar gyfer CSCA 2022 - 2032.

17. Mae Awdurdodau Lleol wedi'u grwpio i gategoriâu gwahanol sy'n adlewyrchu'r gwahaniaethau (ac yn cydnabod elfennau tebyg) rhwng y 22 awdurdod. Roedd y ffactorau a ystyriwyd wrth grwpio yn cynnwys canran y dysgwyr a addysgir yn Gymraeg ym mhob ardal, y modelau darpariaeth addysg Gymraeg a fabwysiadwyd gan Awdurdodau Lleol, a natur ieithyddol ardal.

18. Y targed a osodwyd ar gyfer Caerdydd gan Lywodraeth Cymru yw sicrhau twf fod rhwng 25% a 29% o ddysgwyr Blwyddyn 1 yn derbyn addysg Gymraeg erbyn diwedd y cyfnod o ddeng mlynedd (ceir esboniad manwl o'r fethodoleg a weithredir ar gyfer pennu'r targed hwn, ochr yn ochr ag amcanestyniadau Caerdydd, yn Atodiad 2).

Hyrwyddo'r Gymraeg drwy gydol ein Sector Addysg

19. Mae Caerdydd wedi buddsoddi'n sylweddol yn nhwf addysg Gymraeg drwy ddarparu lleoedd ychwanegol ar fynd i addysg gynradd ac ar drosglwyddo i addysg uwchradd ynghyd â sefydlu'r ddarpariaeth drochi hynod lwyddiannus sydd wedi cefnogi a chynyddu nifer y trosglwyddiadau yn ystod blwyddyn.

20. Ers 2010, mae Caerdydd wedi cynyddu'r capasiti cyfrwng Cymraeg sydd ar gael ar fynd i'r sector cynradd oddeutu 6 dosbarth mynediad (DM) ac mae nifer y disgyblion derbyn wedi cynyddu tua 0.25% y flwyddyn ar gyfartaledd rhwng Medi 2015 a Medi 2020.
21. Yn yr un cyfnod, ar lefel uwchradd mae'r awdurdod wedi sefydlu trydedd ysgol Gymraeg yng Nghaerdydd ynghyd ag ychwanegu capasiti yn un o'r ysgolion oedd yma'n barod gan arwain at gynnydd cyffredinol o 7DM wrth fynd i flwyddyn 7.
22. Mae twf addysg Gymraeg yn llwyddiant y dylid ei ddathlu'n briodol, ond mae'n amlwg bod mwy i'w wneud. Er y bu cynnydd o ran maint y ddarpariaeth o ansawdd uchel a'r nifer sy'n manteisio ar leoedd cyfrwng Cymraeg, mae heriau'n parhau o hyd ynghlwm â thwf parhaus, yn enwedig o ystyried y gostyngiad yn y cyfraddau geni a'r angen i ddiwallu anghenion ein cymunedau amrywiol.
23. Wrth symud ymlaen byddwn yn sicrhau, fel dinas amrywiol, bod pawb yn deall manteision addysg Gymraeg a'r manteision cadarnhaol o gofleidio'r Gymraeg. Bydd hyn yn golygu ymgysylltu â chymunedau nad ydynt yn draddodiadol efallai wedi ystyried addysg Gymraeg i'w plant a datblygu dulliau wedi'u teilwra ar gyfer pob cymuned.
24. Yn ogystal â chynyddu nifer y bobl sy'n derbyn darpariaeth Gymraeg o'r blynyddoedd cynnar ac ar ddechrau addysg statudol, mae angen hefyd ystyried ymhellach rôl bosibl y ddarpariaeth Trochi Cymraeg fel rhan o strategaeth ragweithiol ar gyfer twf yn y dyfodol.
25. Mae hyn yn rhan o ddull cydgysylltiedig o sicrhau bod teuluoedd yn teimlo'n hyderus ac yn cael eu cefnogi pe baent yn dewis darpariaeth Gymraeg. Bydd hyn yn gofyn am rwydwaith cymorth pwrpasol sy'n rhan o'r cynnig ysgol ffurfiol ac nid yw'r pandemig diweddar ond wedi pwysleisio'r angen am gymorth caffael iaith dwys o'r math hwn. Yn ychwanegol at hyn, mae angen pwysleisio argaeledd lleoedd arbenigol yn y sector Cymraeg ar gyfer plant sydd ag Anghenion Dysgu Ychwanegol (ADY) a fydd yn eu galluogi i weld cynnydd yn unol â'u potensial.
26. Yn gyson ag ymrwymïadau'r Cyngor fel Dinas sy'n Dda i Blant, bydd y Cyngor yn parhau i ymgysylltu â phobl ifanc a'u teuluoedd ar nifer o faterion pwysig. Mae deall y rhesymau pam mae teuluoedd wedi dewis addysg Gymraeg, neu efallai pam nad ydynt wedi dewis Cymraeg i'w plant, yn parhau i fod yn flaenoriaeth. Mae angen deall hefyd pam y byddai pobl ifanc a allai fod wedi derbyn addysg statudol Gymraeg yn dewis peidio â dilyn addysg bellach neu addysg uwch drwy gyfrwng y Gymraeg. Yn yr un modd, mae angen deall yn well pam y gallai diffyg hyder fod ar rai pobl ifanc i ddefnyddio unrhyw Gymraeg yn eu gyrfaoedd fel oedolion a'r hyn y credant y gallem ni ei wneud i newid hyn.
27. Roeddem hefyd yn cydnabod nad yw manteision clywed, siarad a mwynhau dysgu yn Gymraeg wedi'u cyfyngu i'r rhai sy'n dewis addysg

Gymraeg. Mae'n bwysig bod y Cyngor yn gosod disgwyliadau uchel o ran sut y bydd y cwricwlwm newydd i Gymru yn cael ei gyflwyno o ran darparu mwy o gyfleoedd ar gyfer caffael iaith drwy ddysgu a defnyddio mwy o Gymraeg yn ein hysgolion Saesneg. Mae blaenoriaethu datblygiad ein model iaith ddeuol newydd i sicrhau ei fod yn cael ei weithredu'n llwyddiannus yn flaenoriaeth os ydym am sefydlu hyn fel templed ar gyfer ysgolion newydd eraill yn y dyfodol. Mae'r Strategaeth hon felly'n ailddatgan ymrwymiad Cyngor Caerdydd i gynyddu nifer y siaradwyr Cymraeg yn y ddinas a gwella faint o Gymraeg a ddefnyddir ym mhob un o'n hysgolion a'n darpariaethau addysgol.

Ystyriaethau Cyflawni Allweddol

28. Rhaid cyflwyno'r CSCA yng nghyd-destun ystyriaethau ehangach, sy'n rhaid eu cydnabod yn llawn er mwyn cyflawni dyheadau'r Cyngor.

- **Demograffeg:** Newidiodd nifer a chanran y plant sy'n mynd i addysg gynradd Gymraeg yn fawr rhwng 2009/10 a 2016/17. Yn gyson â'r boblogaeth gyffredinol, roedd nifer y plant a oedd yn mynd i addysg Gymraeg yn cynyddu. Amcanestynir y bydd y nifer sy'n cael eu derbyn i addysg gynradd ledled y ddinas rhwng Medi 2021 a Medi 2023 yn lleihau'n sylweddol o ganlyniad i ostyngiad pellach yn y gyfradd enedigaethau a newidiadau i batrymau mudo, y ceir tystiolaeth ar ei gyfer mewn data a gyhoeddwyd gan y Swyddfa Ystadegau Gwladol a setiau data cofrestru meddygon teulu diweddaraf y GIG. Fodd bynnag, nid yw newidiadau poblogaeth yn gyson ym mhob rhan o'r ddinas.

Nid yw data cyfraddau geni ar gyfer plant sy'n mynd i addysg gynradd o fis Medi 2025, hyd at ddiwedd cyfnod y CSCA yn 2032, yn wybyddus eto. Mae'r data cyfraddau geni a phoblogaeth sydd ar gael ar hyn o bryd yn dangos patrwm cylchol yng Nghaerdydd, ac yn genedlaethol. Yng nghyd-destun gostyngiad yn nifer y disgyblion sy'n derbyn addysg gynradd yn narpariaeth bresennol y Cyngor, mae amcanestyniadau yn awgrymu y bydd y ddarpariaeth bresennol mewn ysgolion ac sydd wedi ei chynllunio eisoes yn cynnig lefel gymharol uchel o leoedd gwag mewn ysgolion cynradd Cymraeg ledled y ddinas i gefnogi twf cynaliadwy yng nghamau cynnar cyfnod y cynllun.

- **Newid Canfyddiadau:** Mae'r Cyngor wedi ymrwymo i gynyddu'r ddarpariaeth Gymraeg ond hefyd i sicrhau y gellir addysgu pob plentyn yn y ddinas yn eu dewis iaith. Bydd hyrwyddo manteision addysg ddwyieithog i bob rhiant yn hanfodol. Bydd hyn yn gofyn am ddull cydgysylltiedig o sicrhau bod teuluoedd yn deall manteision siarad mwy nag un iaith, yn teimlo'n hyderus ac yn cael eu cefnogi os byddant yn dewis darpariaeth Gymraeg ac yn gallu cael mynediad ar rwydwaith cymorth pwrpasol sy'n rhan o'r cynnig ysgol ffurfiol.
- **Y Gweithlu:** Er mwyn cyflawni'r targedau uchelgeisiol a osodwyd yn genedlaethol, ac er mwyn llwyddo i gyflawni ein dyheadau o ran addysg Gymraeg, mae angen ar fyrder i gynyddu nifer yr athrawon

sy'n siarad Cymraeg yn rhugl. Mae hon yn her genedlaethol na ellir ei gorbwysleisio ac mae'n un a fydd yn gofyn am ymateb cydgysylltiedig gan bob lefel o Lywodraeth yng Nghymru. Felly, mae maint yr her yn mynnu lefelau digynsail o gydweithio ac ymyrraeth i sicrhau nad yw ansawdd uchel addysg Gymraeg yn cael ei wanhau a bod modd gwella faint o Gymraeg a addysgir ar draws y system addysg.

Ymgysylltu â Rhanddeiliaid

29. Mae'r Cyngor yn parhau i weithio'n agos ac yn adeiladol gyda phartneriaid ar ei Fforwm Addysg Gymraeg, sy'n cynnwys cynrychiolwyr o'r sectorau meithrin, cynradd, uwchradd ac addysg bellach, gofal plant, RhAG a Llywodraeth Cymru. Mae'r Fforwm hwn yn cyflwyno gwybodaeth ar gyfer cynllunio lleoedd cyfrwng Cymraeg, er mwyn parhau i sbarduno cynllun y Cyngor i gynyddu mewn modd cynaliadwy niferoedd y dysgwyr mewn ysgolion Cymraeg a'r rhai sy'n dysgu Cymraeg mewn ysgolion cyfrwng Saesneg.
30. Cyn cyhoeddi canllawiau ar y CSCA, sefydlodd y Fforwm Addysg Gymraeg nifer o weithgorau i ystyried ffactorau sy'n cefnogi twf addysg Gymraeg, gan gynnwys Hyrwyddo a Marchnata, Cymorth i Rien i a Theuluoedd, a Chynllunio Gyrfaoedd a'r Gweithlu.
31. Amrywiaeth o gwbl ddwyieithog [sesiynau ymgysylltu â rhanddeiliaid](#). Cefnogodd y rhain fewnbwn pellach gan y Fforwm Addysg Gymraeg a rhanddeiliaid allweddol eraill. Bwriad y sesiynau oedd cryfhau ymwybyddiaeth ymhlith y grŵp estynedig ynglŷn â'r sefyllfa bresennol yng Nghaerdydd, a sicrhau perchnogaeth a mewnbwn ehangach rhanddeiliaid a fyddai'n gweithio'n uniongyrchol i gyflawni'r camau y cytunwyd arnynt yn y CSCA terfynol.
32. Roedd y rhai a oedd yn bresennol yn cynnwys Aelodau Etholedig Cyngor Caerdydd gan gynnwys y Dirprwy Arweinydd a'r Aelod Cabinet dros Addysg; cynrychiolwyr cyrff llywodraethu ysgolion; Bwrdd Iechyd Prifysgol Caerdydd a'r Fro; Cyfarwyddwr Addysg Cyngor Caerdydd; Cynrychiolwyr Llywodraeth Cymru a Swyddogion y Cyngor o Addewid Caerdydd, Cyfathrebu, Dechrau'n Deg, Gwasanaethau Pobl Adnoddau Dynol, y Gwasanaeth Cynhwysiant a Chludiant Ysgolion. Adeiladodd y sesiynau hyn ar y wybodaeth a gasglwyd yn ystod y misoedd diwethaf drwy weithio gydag aelodau'r Fforwm Addysg Gymraeg a defnyddio eu profiad a'u gwybodaeth o'r sector yng Nghaerdydd a thu hwnt.

Ymgynghoriad

33. Mae Rheoliad 9 Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn nodi'r cyrff y mae'n rhaid i'r Awdurdod Lleol ymgynghori â hwy ar y Cynllun Strategol Cymraeg mewn Addysg drafft cyn ei gyflwyno i Weinidogion. Cynhelir ymgynghoriad cyhoeddus ar y CSCA drafft gydag ystod eang o rhanddeiliaid gan gynnwys Aelodau etholedig,

ysgolion, rhieni, disgyblion, y sefydliadau partner perthnasol a phartïon â diddordeb.

34. Mae Llywodraeth Cymru wedi nodi bod yn rhaid cynnal ymgynghoriad ar y cynllun arfaethedig am ddim llai nag 8 wythnos. Bydd yr ymgynghoriad cyhoeddus yn cael ei gynnal ar-lein i raddau helaeth gyda thudalen we i roi cartref i'r cynllun drafft ac arolwg ar-lein i gasglu barn partiön â diddordeb. Bydd y model hwn yn ceisio sicrhau bod yr holl wybodaeth angenrheidiol ar gael yn rhwydd mewn un lle a bod gan breswylwyr un lle i gyfeirio ato er mwyn sicrhau bod yr holl wybodaeth ganddynt er mwyn gallu cynnig ymateb ystyriol.
35. Ochr yn ochr â'r arolwg ar-lein, bydd swyddogion yn monitro lefelau ymateb ac yn ceisio ennyn diddordeb grwpiau sy'n cael eu tangynrychioli o fewn darpariaeth cyfrwng Cymraeg ar hyn o bryd er mwyn sicrhau bod y cynllun yn adlewyrchu uchelgais y Cyngor i symud i ffwrdd o'r *status quo* a sicrhau bod y Gymraeg yn iaith i holl ddinasyddion y Cyngor.
36. Bydd yr ymgynghoriad yn cael ei hyrwyddo'n helaeth drwy gyfrwng tîm cyfathrebu'r Cyngor gyda negeseuon cyfryngau cymdeithasol aml ac wedi'u targedu i annog ymgysylltu. Bydd dolenni i dudalen we'r cynllun a'r arolwg hefyd yn cael eu dosbarthu i randdeiliaid statudol a enwir yn y canllawiau gan gynnwys yr holl aelodau etholedig, ysgolion, sefydliadau sy'n aelodau o'r Fforwm, Estyn a Phanel Ieuenctid Caerdydd.
37. Yn dilyn y dyddiad cau, caiff ymatebion eu crynhoi a'u defnyddio i lywio'r drafft terfynol a gaiff ei gynnig i'r Cabinet ym mis Ionawr 2022 gyda gofyniad i'r CSCA gael ei gytuno a'i gyflwyno i Lywodraeth Cymru erbyn 31 Ionawr 2022 fan bellaf.

Ymgynghoriad Aelodau Lleol (lle bo hynny'n briodol)

38. Mae'r CSCA yn ddogfen bolisi strategol ac ymgynghorir ag aelodau etholedig fel rhan o'r ymgynghoriad cyhoeddus.

Ystyriaethau Craffu

39. Mae'r Pwyllgor Craffu Plant a Phobl Ifanc wedi derbyn cyflwyniad ar y cynnwys allweddol sydd i fod yn sail i'r Cynllun Drafft ar 21 Medi 2021 ac mae eu sylwadau wedi'u cynnwys yn y drafft presennol lle bo hynny'n briodol. Gwnaed y cais i dderbyn y CSCA llawn adeg yr ymgynghoriad i lywio ei ddatblygiad ymhellach cyn ei gyhoeddi'n derfynol.

Rhesymau dros yr Argymhellion

40. Cydymffurfio â'r gofyniad i baratoi ac ymgynghori ar Gynllun Strategol y Cymraeg mewn Addysg 2022-2032.

Goblygiadau Ariannol

41. Y rheswm dros yr adroddiad hwn yw nodi cynnwys y Cynllun Strategol Cymraeg mewn Addysg drafft a'r ymgynghoriad gofynnol. Ar hyn o bryd ni fyddai hyn yn arwain at ymrwymiad o wariant cyfalaf ac ni fyddai unrhyw oblygiadau ariannol yn deillio'n uniongyrchol o'r adroddiad hwn.
42. Bydd unrhyw waith ychwanegol i ysgolion presennol neu ysgolion newydd neu wariant a wneir o fewn y gyfarwyddiaeth Addysg o ganlyniad i'r CSCA yn gofyn am gynnal gwerthusiad ariannol llawn er mwyn rhoi sicrwydd ynghylch fforddiadwyedd o fewn y rhaglen cyfalaf addysg neu dalu amdano o ddyraniadau'r adnoddau presennol.

Goblygiadau Cyfreithiol (gan gynnwys Asesiad o'r Effaith ar Gydraddoldeb lle bo hynny'n briodol)

Dyletswydd Cydraddoldeb

43. Wrth ystyried y mater hwn, rhaid i'r Cyngor barchu ei ddyletswyddau cyfle cyfartal sector gyhoeddus o dan Deddf Cydraddoldeb 2010 (gan gynnwys dyletswyddau penodol i'r sector gyhoeddus yng Nghymru). Mae'r dyletswyddau yn mynnu bod y Cyngor yn rhoi ystyriaeth briodol i'r angen i (1) gael gwared ar wahaniaethu anghyfreithlon, (2) hybu cyfle cyfartal a (3) meithrin perthnasoedd da ar sail y nodweddion a ddiogelir. Y nodweddion a ddiogelir yw: oed, ailbennu rhywedd, rhyw, hil – gan gynnwys tras ethnig neu genedlaethol, lliw neu genedligrwydd, anabledd, beichiogrwydd a mamolaeth, priodas a phartneriaeth sifil, cyfeiriadedd rhywiol, crefydd neu gred – gan gynnwys diffyg cred.
44. Wrth wneud penderfyniadau strategol, mae gan y Cyngor ddyletswydd statudol hefyd i roi sylw dyledus i'r angen i leihau anghydraddoldebau o ran canlyniadau sy'n deillio o anfantais economaidd-gymdeithasol ('y Ddyletswydd Economaidd-Gymdeithasol' a osodir o dan adran 1 Deddf Cydraddoldeb 2010). Wrth ystyried hyn, rhaid i'r Cyngor ystyried y canllawiau statudol a gyhoeddir gan Weinidogion Cymru (WG42004 Cymru Fwy Cyfartal Y Ddyletswydd Economaidd-gymdeithasol Deddf Cydraddoldeb 2010 (llyw.cymru) a rhaid iddo allu dangos sut y mae wedi cyflawni ei ddyletswydd.

Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015

45. Mae Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 ("y Ddeddf") yn gosod 'dyletswydd llesiant' ar gyrrff cyhoeddus â'r nod o geisio cyflawni 7 nod llesiant cenedlaethol Cymru – Cymru sydd yn ffyniannus, yn wydn, iachach, mwy cyfartal, a chymunedau cydlynol, diwylliant bywiog a'r Gymraeg yn ffynnu, ac sy'n gyfrifol ar lefel byd-eang.
46. Wrth arfer ei ddyletswyddau o dan y Ddeddf, mae'r Cyngor wedi gosod a chyhoeddi amcanion llesiant sydd wedi'u dylunio i wneud y gorau o'i gyfraniad i gyflawni'r nodau llesiant cenedlaethol. Nodir yr amcanion llesiant yng Nghynllun Corfforaethol Caerdydd ar gyfer 2021-24. Wrth arfer ei swyddogaethau, mae'n ofynnol i'r Cyngor gymryd pob cam rhesymol i gyflawni ei amcanion llesiant. Golyga hyn y dylai'r sawl sy'n penderfynu ystyried sut bydd y penderfyniad arfaethedig yn cyfrannu at

gyflawni'r amcanion llesiant a'u bod wedi eu bodloni bod pob cam rhesymol wedi ei gymryd i gyflawni'r amcanion hynny.

47. Mae'r ddyletswydd llesiant hefyd yn gofyn bod y Cyngor yn gweithredu yn unol â'r 'egwyddor datblygu cynaliadwy'. Mae'r egwyddor yn mynnu bod y Cyngor yn gweithredu mewn modd sy'n ceisio sicrhau bod anghenion y presennol yn cael eu bodloni heb gyfaddawdu ar allu cenedlaethau'r dyfodol i ateb eu hanghenion eu hunain. Yn syml, golyga hyn fod gofyn i'r rhai sy'n penderfynu yn y Cyngor ystyried effaith eu penderfyniadau ar bobl sy'n byw eu bywydau yng Nghymru yn y dyfodol. Wrth wneud hynny, rhaid i'r Cyngor:

- Edrych i'r tymor hir
- Canolbwyntio ar atal trwy ddeall gwreiddiau problemau
- Cyflawni ymagwedd integredig i gyflawni'r 7 nod llesiant cenedlaethol
- Gweithio mewn cydweithrediad gydag eraill i ddod o hyd i ddatrysiadau cynaliadwy
- Cynnwys pobl o bob rhan o'r gymuned o ran y penderfyniadau sy'n effeithio arnynt

48. Rhaid i'r person sy'n gwneud penderfyniad fod yn hyderus bod y penderfyniad arfaethedig yn unol â'r egwyddorion uchod; a rhaid rhoi ystyriaeth fanwl i'r Canllawiau Statudol a gyflwynwyd gan Weinidogion Cymru, y mae modd eu gweld ar y ddolen isod:

<https://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?skip=1&lang=cy>

Cyffredinol

49. Dylai'r sawl sy'n penderfynu fod yn fodlon bod y penderfyniad yn unol â'r polisi ariannol a chyllidebol.

50. Rhaid i'r sawl sy'n penderfynu fod yn ystyriol hefyd, wrth benderfynu, o rwymedigaethau ehangach y Cyngor dan Fesur y Gymraeg (Cymru) 2011 a Safonau'r Gymraeg.

51. Mae'r adroddiad hefyd yn nodi y cynhelir ymgynghoriad gyda'r cyhoedd. Rhaid i unrhyw ymgynghoriad fod yn addas a theg. Bydd cynnal ymgynghoriad yn arwain at ddisgwyliadau teg y caiff canlyniad yr ymgynghoriad eu hystyried fel rhan o'r broses o wneud penderfyniadau.

Goblygiadau AD

52. Er mwyn cyflawni'r strategaeth 10 mlynedd hon, bydd angen gweithlu digon medrus sy'n gallu dysgu Cymraeg a thrwy gyfrwng y Gymraeg ar draws y ddinas.

53. Bydd Gwasanaethau Pobl AD yn parhau i gefnogi Penaethiaid a Chyrff Llywodraethu cyfrwng Cymraeg i fynd i'r afael ag unrhyw heriau recriwtio y gallant ddod ar eu traws, yn benodol o ran cynllunio ac agor ysgolion newydd ac ehangu'r ddarpariaeth mewn eraill. Bydd cyngor hefyd yn

parhau i fod ar gael ynghylch cynllunio'r gweithlu a strwythurau staffio ysgol gyfan.

54. Wrth i'r Cyngor barhau i gynyddu darpariaeth y Gymraeg ar draws ein hysgolion, bydd Gwasanaethau Pobl AD yn parhau i weithio gyda'r gyfarwyddiaeth Addysg a phartneriaid i nodi cyfleoedd i ddatblygu'r gweithlu presennol ac yn y dyfodol i ddiwallu anghenion ysgolion yng Nghaerdydd. Bydd hyn yn cynnwys cefnogi'r amrywiaeth gynyddol o fewn y gweithlu addysg cyfrwng Cymraeg.

Goblygiadau Eiddo

55. Bydd Ystadau Strategol yn cefnogi cydweithwyr Addysg ar unrhyw ofynion tir ac eiddo i gefnogi'r Cynllun hwn.

Goblygiadau Traffig a Thrafnidiaeth

Cyd-destun Polisi Trafnidiaeth

56. Mae Papur Gwyn Trafnidiaeth y Cyngor yn nodi ymrwymiad y Cyngor i gyflawni amrywiaeth o brosiectau trafndiaeth trawsnewidiol er mwyn helpu i fynd i'r afael â newid yn yr hinsawdd, llygredd aer ac effeithiau andwyol dibyniaeth ar geir ar iechyd pobl.
57. Targed y Cynllun Datblygu Lleol mabwysiedig yw sicrhau rhaniad 50:50 rhwng siwrneiau ceir a rhai ar droed, beic neu drafndiaeth gyhoeddus erbyn 2026.
58. Mae Papur Gwyn Trafnidiaeth y Cyngor yn gosod targed newid moddol llawer mwy uchelgeisiol ac mae'n ceisio sicrhau fod dros 60% o deithiau gwaith dyddiol i gael eu gwneud drwy ddulliau teithio cynaliadwy erbyn 2025 gyda'r gyfran hon yn cynyddu i tua 75% erbyn 2030.
59. Er mwyn cyrraedd y targed hwn bydd angen newidiadau i'r ffordd y mae plant yn teithio i'r ysgol.
60. Mae teithio i'r ysgol yn creu pwysau sylweddol ar rwydwaith trafndiaeth Caerdydd. Mae 30% o'r holl deithiau ceir yn ystod oriau brig y bore yn deithiau i'r ysgol. Mae tua 40,000 o deithiau car i'r ysgol bob dydd yng Nghaerdydd.
61. Mae llawer o deithiau i'r ysgol yn fyr iawn: mae 75% o siwrneiau i addysg yng Nghaerdydd o fewn 3km i gartrefi pobl. Gallai mwy o'r deithiau hyn gael eu gwneud drwy ddulliau llesol os yw pob ysgol wedi'i chysylltu'n dda â'u dalgyloedd drwy lwybrau teithio llesol diogel a chyfleus.
62. Mae'r Papur gwyn Trafnidiaeth yn cynnwys yr ymrwymiad i "Ddatblygu Cynlluniau Teithio Llesol a llywbrau cerdded a beicio hygyrch ar gyfer pob ysgol drwy weithio gyda phlant, athrawon, rhieni a llywodraethwyr i hyrwyddo cerdded, sgwtera a beicio nôl a blaen i'r ysgol;

Pellteroedd teithio

63. Nodir bod y pellter teithio cyfartalog i ddisgyblion ysgolion Cymraeg yn hirach nag i ysgolion Saesneg sydd yn nes at ei gilydd ac sydd â dalgylchoedd llai.
64. Gallai cyflawni'r targedau CSCA o weld disgyblion a addysgir mewn ysgolion Cymraeg yn cynyddu o 18% yn 2021 i 25-29% yn 2032 olygu y gallai fod angen mwy o ysgolion cyfrwng Cymraeg a gweld rhai ysgolion Saesneg yn newid i addysg cyfrwng Cymraeg. Gyda chynnydd yn nosbarthiad ysgolion Cymraeg, gallai'r pellter teithio cyfartalog i ysgolion cyfrwng Cymraeg leihau, gyda chynnydd cyfatebol yn y pellter teithio cyfartalog i ysgolion cyfrwng Saesneg. O ganlyniad, gall teithio cyfartalog cyffredinol i bellteroedd ysgol gynyddu oherwydd bod y rhan fwyaf o ddisgyblion yn cael eu haddysgu mewn ysgolion Saesneg.

Teithio gan Ddysgwyr

65. Mae canllawiau Llywodraeth Cymru i'r CSCA yn ei gwneud yn ofynnol i'r Cyngor nodi sut y bydd yn hyrwyddo mynediad i addysg o ran cludiant i ddysgwyr. Dylai'r Cyngor hefyd ystyried effaith polisiau cludiant ysgol a allai gael effaith andwyol ar gyfraddau trosglwyddo mewn ysgolion Cymraeg.
66. Mae Cyngor Caerdydd yn darparu cludiant am ddim o'r cartref i'r ysgol i ddisgyblion Cymraeg sydd o oed ysgol statudol (5 i 16) sy'n byw 2 filltir neu fwy yn yr oed cynradd, neu 3 milltir neu fwy yn yr oed uwchradd, (wedi'i fesur yn ôl y pellter cerdded byrraf sydd ar gael) o'u hysgol dalgylch briodol agosaf ar gyfer eu cyfeiriad cartref.
67. Mae polisi cludiant presennol Cyngor Caerdydd o'r cartref i'r ysgol yn nodi bod 4 categori/math o ran yr ysgol briodol agosaf. Sef:-
i. Yr Ysgol Gymunedol Cyfrwng Saesneg agosaf
ii. Yr Ysgol Gymunedol Cyfrwng Cymraeg agosaf
iii. Ysgol agosaf yr Eglwys yng Nghymru
iv. Yr Ysgol Gatholig agosaf
68. Yn unol â pholisi presennol y Cyngor, darperir cludiant am ddim i ddisgyblion sy'n byw mwy na'r pellteroedd cerdded statudol o'u hysgol Gymraeg ddalgylch briodol agosaf, heb ystyried a oes ysgol Saesneg neu ysgol Ffydd agosach.
69. Pan agorir ysgolion newydd a bod dalgylchoedd yn cael eu dynodi ar gyfer pob math/categori o ysgol, mae Caerdydd yn cymhwyso'r un egwyddor i bob ysgol gan fod y dalgylch newydd yn berthnasol i bob disgybl sy'n dechrau mewn ysgol o'r mis Medi y mae'r newid yn dod i rym. Mae'r dalgylch newydd hefyd yn berthnasol i unrhyw ddisgyblion sy'n dechrau yn yr ysgol ym mhob blwyddyn ddilynol wedi hynny.
70. Gyda'r gostyngiad cyfartalog mewn pellter teithio i'r ysgol ar gyfer disgyblion cyfrwng Cymraeg, disgwyliad y ceid gostyngiad yn nifer y disgyblion sy'n gymwys i gael cludiant i'w hysgol Gymraeg agosaf. I'r gwrthwyneb, efallai y bydd rhywfaint o gynnydd yn nifer y disgyblion sy'n

mynychu ysgolion cyfrwng Saesneg sy'n gymwys i gael cludiant am ddim.

71. Bydd angen ystyried goblygiadau Teithio Dysgwyr unrhyw gynigion ar gyfer ysgolion Cymraeg newydd a throsi ysgolion Saesneg presennol yn rhai cyfrwng Cymraeg yn ofalus ar lefel cynllunio strategol y ddarpariaeth a thrwy bob cam o ddatblygu prosiectau unigol (adeiladau newydd a newidiadau i ysgolion presennol). Bydd hyn yn cynnwys ystyried goblygiadau cost unrhyw gynnydd yn yr hawl i gludiant am ddim o'r cartref i'r ysgol ac effaith polisïau cludiant o'r cartref i'r ysgol y Cyngor ar fynediad i addysg Gymraeg.

Cynlluniau Teithio Llesol i'r Ysgol

72. Mae'r Cyngor am gynyddu nifer y disgyblion sy'n teithio i ysgolion cyfrwng Cymraeg a Saesneg drwy gerdded a beicio yn hytrach na chael eu gyrru. Mae'r Cyngor wedi ymrwmo i sicrhau bod gan bob ysgol yng Nghaerdydd Gynllun Teithio Llesol erbyn 2022. Mae cynllun felly'n nodi camau gan yr ysgol i gynorthwyo ac annog teithio llesol i'r ysgol a bydd hefyd yn nodi unrhyw welliannau i seilwaith ar ac oddi ar y safle sy'n angenrheidiol i hwyluso teithiau llesol.
73. Bydd unrhyw ddatblygiadau ysgol newydd neu ehangu safleoedd ysgol presennol sy'n deillio o'r CSCA yn rhoi cyfle i sicrhau bod seilwaith teithio llesol yn cael ei gynllunio a'i ddarparu'n briodol fel elfen hanfodol ac annatod o ddyluniad y cynllun.
74. Yn allweddol i hyn fydd sicrhau fod dyluniad a gosodiad yr adeiladau a'r trefniadau mynediad i'r safle yn rhoi blaenoriaeth i deithio llesol a dulliau teithio cynaliadwy. Elfennau allweddol eraill fydd lleoliad y pwyntiau mynediad mewn safleoedd a fydd yn ystyried aliniad y rhwydwaith ffyrdd a llwybrau ger llaw ac a fydd yn anelu at gadw pellteroedd cerdded a beicio mor fyr â phosib ac osgoi gwyradau diangen i bobl yn teithio ar droed ac ar feic. Mae datblygu'r safle newydd arfaethedig yn rhoi cyfle i ddylunio mynedfeydd mewn lleoliadau mwy priodol a chyfleus sy'n gweddu'r hyn y dymunir ei weld.
75. Bydd angen i bob ysgol Gymraeg newydd neu ysgol sydd wedi newid/ehangu i fod yn gyfrwng Cymraeg gael Cynllun Teithio Llesol ar waith o ddechrau eu gweithrediad. Dylai Cynllun Teithio Llesol ar gyfer safle ysgol newydd neu ysgol sydd wedi newid i fod yn Gymraeg gael ei lywio gan Asesiad Trafnidiaeth (ar gyfer adeiladu o'r newydd neu ehangu safle sy'n bodoli eisoes) ac unrhyw Gynllun Teithio Llesol sy'n bod eisoes a'i ddatblygu gyda chyfranogiad llawn y disgyblion a'r staff a chynnwys disgyblion a staff ym mhoblogaethau'r ysgolion sy'n bwydo, lle bo'n bosibl. Dylai'r Cynllun Teithio Llesol ar gyfer ysgol uwchradd fod yn gysylltiedig â'r Cynlluniau Teithio Llesol ar gyfer yr ysgolion clwstwr lleol. Bydd hyn yn helpu i annog teithio llesol ar draws pob grŵp oedran a sicrhau y bydd pob disgybl sy'n mynd i'r ysgol newydd yn meddu ar y sgiliau sydd eu hangen arnynt i deithio i'r ysgol trwy ddulliau llesol. Gall swyddogion Cynlluniau Teithio Llesol y Cyngor gefnogi datblygu Cynllun Teithio Llesol a'i roi ar waith. Gellir cynnig cymorth arall drwy Dîm

Diogelwch ar y Ffyrdd y Cyngor sy'n darparu Hyfforddiant Beicio Safonau Cenedlaethol i ysgolion yng Nghaerdydd.

Asesiad o'r Effaith ar Gydraddoldeb

76. Mae'r Asesiad o'r Effaith ar Gydraddoldeb cychwynol wedi'i wneud. Daeth i'r casgliad y byddai'r CSCA drafft yn cael effaith gadarnhaol ar ddatblygiad y Gymraeg ac na fyddai'n effeithio'n negyddol ar grŵp penodol mewn cymdeithas. Mae'r Asesiad o'r Effaith ar Gydraddoldeb wedi ei atodi fel Atodiad 3.
77. Bydd yr Asesiad Effaith hwn yn cael ei adolygu ar ôl yr ymgynghoriad.

ARGYMHELLION

Argymhellir bod y Cabinet yn:

- (i) Cytuno i ymgynghori ar gynnwys y Cynllun Strategol Cymraeg mewn Addysg (CSCA) drafft yn ystod hydref 2021.
- (ii) Noder y bydd swyddogion yn cyflwyno adroddiad ar ganlyniad yr ymgynghoriad i gyfarfod yn y dyfodol i ofyn am awdurdodiad i'w gyflwyno i Weinidogion Cymru a'i ystyried.

UWCH SWYDDOG CYFRIFOL	Melanie Godfrey Cyfarwyddwr Addysg a Dysgu Gydol Oes
	8 Hydref 2021

Atodir yr atodiadau canlynol:

- Atodiad 1: CSCA Caerdydd 2022-2032 - Drafft Ymgynghori
Atodiad 2: Nodyn Technegol yn nodi amcanestyniadau disgyblion a Methodoleg Llywodraeth Cymru ar gyfer pennu targedau
Atodiad 3: Asesiad o'r Effaith ar Gydraddoldeb (i ddilyn)

Rhoddwyd ystyriaeth i'r papurau cefndir canlynol:

Canllawiau Llywodraeth Cymru ar Gynlluniau Strategol Cymraeg mewn Addysg, Ionawr 2021.

CSCA Caerdydd 2022-2032 - Drafft Ymgynghori

Rhagair

Ein gweledigaeth yw gweld Caerdydd sy'n wirioneddol ddwyieithog.

Rydym wedi cymryd camau breision tuag at y weledigaeth hon, ond ni allwn orffwys ar ein rhwyfau. Mae rhagor gennym i'w wneud o hyd er mwyn sicrhau bod prifddinas Cymru yn fan lle mae'r Gymraeg yn iaith fyw a bywiog y mae pob person ifanc yn cael cyfle i'w chlywed, ei siarad a'i mwynhau ym mhob agwedd ar eu bywydau ac yn cael ei chydabod fel iaith sy'n agos at galon prifddinas ein cenedl.

Teimlaf yn gryf dros bwysigrwydd creu cyfleoedd i blant a phobl ifanc Cymru ddod yn siaradwyr hyderus yn y Gymraeg a'r Saesneg. Rydym am i'n system addysg sicrhau bod pob person ifanc, o bob un cymuned ledled Caerdydd yn cael y cyfle i siarad Cymraeg, i fod yn falch o'u hunaniaeth ac yn gallu dathlu a mwynhau'r ddwy iaith yn eu bywydau bob dydd.

Mae twf parhaus ein sector addysg Gymraeg ar draws pob cyfnod yn hanfodol i gyflawni hyn er mwyn cynyddu nifer y bobl o bob oed sy'n dod yn rhugl yn y Gymraeg a'r Saesneg. Rydym yn falch o fod yn ddinas amrywiol amlieithog; ein hawydd yw adeiladu ar hyn ac i bob person ifanc gael yr hyder a'r gallu i ddefnyddio eu holl ieithoedd yn hyderus gyda'u teuluoedd, eu cymunedau ac yn ddiweddarach i gario'r cyfoeth hwn o wybodaeth ieithyddol i'w manau gwaith a'u bywydau fel oedolion.

Profwyd bod gallu dwyieithog neu amlieithog ag iddo nifer o fanteision, o enedigaeth hyd at henaint gyda dros hanner poblogaeth y byd yn gallu siarad dwy iaith neu fwy. Drwy alluogi ein pobl ifanc i fod yn ddwyieithog rydym yn gwneud dewis gweithredol i gynyddu datblygiad eu gweithrediadau gwybyddol a chymdeithasol. Wrth iddynt ddod yn oedolion dwyieithog, byddant yn cael mwy o gyfleoedd o fewn y gweithlu wrth i fwy o sefydliadau ledled y wlad ddarparu eu gwasanaethau yn Gymraeg ac yn Saesneg. Pan ychwanegwch at hyn, y gall bod yn ddwyieithog helpu i ddiogelu rhag dechrau dementia, mae'n amlwg yng Nghymru mai'r Gymraeg yw ein rhodd i'w rhannu, rhodd sy'n ehangu cyfleoedd nid yn unig ar gyfer plentyndod ond am gydol oes.

Mae'r Strategaeth Cymraeg mewn Addysg 10 mlynedd hon yn ceisio nodi'n glir ymrwymiad cadarn, dyheadau clir a'r camau yr ydym yn bwriadu eu blaenoriaethu yng Nghaerdydd gyda'n partneriaid i gryfhau twf addysg cyfrwng Cymraeg ymhellach a nifer ein dinasyddion sy'n ymgysylltu'n weithredol â'r Gymraeg ac yn ei defnyddio'n hyderus. Bydd hyn yn ei dro yn cyfrannu at godi proffil a'r mwynhad ar ein hiaith genedlaethol nawr ac yn y dyfodol.

Yr Arweinydd, Yr Aelod Cabinet dros Addysg, Y Cyfarwyddwr Addysg

Prifddinas Cymru. Prifddinas Gymraeg.

Yn ogystal â bod yn Brifddinas Cymru, mae gan Gaerdydd rôl bwysig i'w chwarae fel Prifddinas Gymraeg.

Mae hyn yn fwy na rôl symbolaidd. Ar ôl gweld twf sylweddol yn y boblogaeth dros y ddau ddegawd diwethaf, mae Caerdydd wedi gwneud cyfraniad trawiadol at dwf y Gymraeg.

Dros y 30 mlynedd diwethaf, mae nifer siaradwyr y Gymraeg yng Nghaerdydd wedi mwy na dyblu gyda ffigyrau'r cyfrifiad diwethaf yn dangos bod dros 16% o boblogaeth y ddinas yn meddu ar un neu fwy o sgiliau yn y Gymraeg. Ar hyn o bryd Caerdydd yw'r awdurdod lleol sydd â'r trydydd nifer¹ fwyaf siaradwyr Cymraeg yng Nghymru. Mae hyn yn adlewyrchu'r gwaith rhagorol a wnaed ar draws y ddinas - yn cynnwys amrywiaeth o bartneriaid - i hyrwyddo'r Gymraeg ac yn dangos effaith mentrau partneriaeth fel y rhai a ddatblygwyd gan Weithgor Caerdydd Ddwyeithog.

Yr hyn sy'n amlwg hefyd yw pwysigrwydd canolog addysg Gymraeg ar gyfer twf y Gymraeg. Mae data'r Cyfrifiad yn dweud wrthym, ymhlith unigolion 5-15 oed, fod canran y disgyblion sy'n gallu siarad Cymraeg wedi cynyddu o 7.5% yn 1981 i 26.7% yn 2011. Mae data derbyn i ysgolion mwy diweddar hefyd yn dangos bod nifer y plant sydd wedi cofrestru mewn addysg Gymraeg wedi cynyddu 16% (1,752 o ddisgyblion) rhwng 2012 a 2018.

Mae'r ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda, y buddsoddiad o £280m i ddarparu rhaglen o ansawdd uchel mewn ysgolion a'r gwelliant parhaus o ran cyrhaeddiad addysgol i gyd wedi bod yn sail i'r twf hwn. Wrth i Gaerdydd edrych i'r 10 mlynedd nesaf, bydd y Cyngor yn cadw ei ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda tra'n sicrhau bod y Gymraeg yn parhau i fod yn nodwedd ddiffiniol ar addysg yng Nghaerdydd.

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi cyfres o ymrwymadau uchelgeisiol i adeiladu ar y cynnydd a wnaed hyd yma. Bydd y rhain yn sicrhau bod pob plentyn yn y ddinas yn gallu derbyn addysg Gymraeg, y bydd y nifer sy'n derbyn addysg Gymraeg yn cynyddu ac, drwy'r defnydd sylweddol ar y Gymraeg mewn addysg cyfrwng Saesneg, y bydd pob plentyn yn teimlo'n hyderus yn siarad Cymraeg.

¹ Arolwg Poblogaeth Blynyddol

Ein gweledigaeth: Caerdydd wirioneddol ddwyieithog.

Byddwn yn sicrhau twf ein sector addysg Gymraeg ar draws pob cyfnod er mwyn cynyddu nifer y bobl o bob oed sy'n dod yn rhugl yn y Gymraeg a'r Saesneg gyda'r hyder a'r awydd i ddefnyddio eu holl ieithoedd ym mhob agwedd ar eu bywydau.

Yn sail i'n gweledigaeth mae'r egwyddorion canlynol:

- Bydd egwyddorion y "cymdogaethau 15 munud" yn cael eu cymhwyso i sicrhau bod pob dysgwr yn gallu cyrchu addysg Gymraeg o fewn pellter rhesymol i'w cartrefi.
- Ceisio sefydlu o leiaf 50% o'r ddarpariaeth newydd ar safleoedd CDLI fel darpariaeth cyfrwng Cymraeg.
- Gellir addysgu pob plentyn yn y ddinas yn yr iaith o'u dewis gyda manteision addysg ddwyieithog yn cael eu hyrwyddo'n weithredol i bob rhiant o eni'r plentyn.
- Bydd rhieni'n cael cymorth i drosglwyddo eu plentyn, neu blant, i addysg Gymraeg ar unrhyw oedran, gyda throchi o ansawdd uchel yn cael ei gynnig i gefnogi ceisiadau trosglwyddo yn ystod y flwyddyn.
- Bydd dysgwyr sydd wedi cael eu haddysg drwy gyfrwng y Gymraeg drwy'r cyfnod cynradd yn cael eu cefnogi'n rhagweithiol i barhau â darpariaeth uwchradd cyfrwng Cymraeg.
- Bydd y Cyngor yn gweithio gydag ystod eang o bartneriaid i hyrwyddo a chynyddu'n rhagweithiol ddwyieithrwydd Cymraeg/Saesneg.
- Bydd pob dysgwr yn cael cymorth i fod yn hyderus mewn o leiaf dwy iaith.
- Bydd holl ysgolion Caerdydd yn cynyddu faint o Gymraeg a addysgir, a ddefnyddir ac a glywir yn eu hysgolion, yn gyson â'r cwricwlwm newydd i Gymru
- Bydd dysgwyr ag anghenion dysgu ychwanegol (ADY) yn cael cyfle ieithyddol cyfartal.
- Bydd dysgwyr sydd â'r Gymraeg neu'r Saesneg fel ieithoedd ychwanegol yn cael cyfle ieithyddol cyfartal.
- Er mwyn hwyluso twf addysg Gymraeg byddwn yn ceisio cynnal capasiti ledled y ddinas yn y sector Cymraeg ar 10% yn uwch na'r nifer a ragamcenir.

Er mwyn cyflawni ein gweledigaeth byddwn yn cyflawni:

- Mwy o blant meithrin/tair oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg
- Mwy o blant dosbarth derbyn/pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg
- Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall.
- Mwy o ddysgwyr yn astudio ar gyfer cymwysterau asesedig mewn Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.
- Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol.
- Cynnydd yn y ddarpariaeth Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol (ADY) (yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a Thriwlynlys Addysg (Cymru) 2018.
- Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg.

Cymraeg 2050

Miliwn o Siaradwyr Cymraeg a phwysigrwydd Addysg Cyfrwng Cymraeg

Cyd-destun Strategol

Yn 2017, cyhoeddodd Llywodraeth Cymru ei strategaeth iaith Gymraeg *Cymraeg 2050: Miliwn o Siaradwyr Cymraeg* yn unol ag Adran 78 Deddf Llywodraeth Cymru 2006. Mae'r strategaeth yn cefnogi 'hyrwyddo a hwyluso'r defnydd o'r Gymraeg' a'i nod hirdymor yw i Gymru gael miliwn o siaradwyr Cymraeg erbyn 2050.

Mae'r strategaeth yn enwi addysg drochi cyfrwng Cymraeg fel y 'prif ddull ar gyfer sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac ar gyfer creu siaradwyr newydd' (*Cymraeg 2050: Miliwn o Siaradwyr Cymraeg, tud21*). Felly, bydd argaeledd addysg Gymraeg yn allweddol i gyrraedd y targed o filiwn o siaradwyr Cymraeg.

Y targed cenedlaethol yw *“Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n derbyn addysg Gymraeg o 22 y cant (yn seiliedig ar 7,700 o ddysgwyr saith oed yn 2015/16) i 30 y cant (tua 10,500 ym mhob grŵp blwyddyn) erbyn 2031, ac yna 40 y cant (tua 14,000 ym mhob grŵp blwyddyn) erbyn 2050.”*

Cydnabyddir yn y strategaeth y bydd y dull yn amrywio ar draws gwahanol ranbarthau yng Nghymru yn dibynnu ar nodweddion eu poblogaethau. Mae'r strategaeth hefyd yn nodi ardaloedd sydd â dwysedd poblogaeth uchel ond canran is o siaradwyr Cymraeg fel ardaloedd sydd â photensial penodol ar gyfer twf.

Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn ei gwneud yn ofynnol i Awdurdodau Lleol osod targed deng mlynedd yn amlinellu'r cynnydd disgwylidig yn y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn ardal yr awdurdod lleol yn ystod oes Cynllun.

Mae Caerdydd wedi ymrwymo i sicrhau graddfa o dwf yn unol â'r 25-29% fel y'i darperir gan Lywodraeth Cymru². Fodd bynnag, rhaid i'r targed lleol gydbwysu uchelgais gyda dealltwriaeth o'r tueddiadau sy'n bodoli, sy'n cynnwys gostyngiad yn y cyfraddau geni ac ansicrwydd cynyddol yn ymwneud â dewisiadau derbyn i ysgolion oherwydd y pandemig.

Targed deng mlynedd Caerdydd felly yw "cynyddu canran y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yng Nghaerdydd 9% i 27% o'r garfan gymwys."

Cyd-destun Demograffig

Dadansoddiad manwl o dueddiadau poblogaeth yng Nghaerdydd, gan ddefnyddio amcanestyniadau poblogaeth Llywodraeth Cymru a'r rhagolygon a baratowyd gan ddefnyddio data cofrestru meddygon teulu'r GIG, sy'n darogan lleihad mewn cyfraddau geni ledled y ddinas. O'r herwydd, bydd sicrhau'r twf a dargedir yn y sector Cymraeg yn gofyn am ddull sy'n cydnabod holl anghenion a nodweddion gwahanol cymunedau lleol wrth ddwyn cynigion ger bron ar gyfer newid.

² I gael esboniad manwl o'r fethodoleg a weithredwyd ar gyfer pennu'r targed hwn, gweler y Nodyn Technegol yn ([canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf \(llyw.cymru\)](#))

Bydd y Cyngor yn parhau i weithio gyda'r holl bartneriaid a rhanddeiliaid er mwyn sicrhau bod addysg Gymraeg yn cael ei dosbarthu'n effeithiol ledled y ddinas, gan wneud y mwyaf o'r ddarpariaeth bresennol a'i gwella ac ychwanegu capasiti yn ôl yr angen yn y lleoliadau cywir. Bydd hyn yn berthnasol i bob cam dysgu, o'r blynyddoedd cynnar drwy'r ddarpariaeth addysg statudol yr holl ffordd drwodd i addysg uwch ac addysg bellach.

Ehangu Addysg Gymraeg

Mae Caerdydd wedi buddsoddi'n sylweddol yn nhwf addysg Gymraeg drwy ddarparu lleoedd ychwanegol wrth fynd i addysg gynradd ac wrth drosglwyddo i addysg uwchradd. Mae sefydlu'r ddarpariaeth drochi hynod lwyddiannus hefyd wedi chwarae rhan hanfodol o ran cefnogi a chynyddu nifer y trosglwyddiadau yn ystod y flwyddyn.

Ers 2010, mae Caerdydd wedi cynyddu'r capasiti Cymraeg sydd ar gael ar fynd i'r sector cynradd oddeutu 6 dosbarth mynediad (DM) ac mae nifer y disgyblion derbyn wedi cynyddu tua 0.25% y flwyddyn ar gyfartaledd rhwng Medi 2015 a Medi 2020.

Yn yr un cyfnod, ar lefel uwchradd mae'r awdurdod wedi sefydlu trydedd ysgol Gymraeg yng Nghaerdydd ynghyd ag ychwanegu capasiti yn un o'r ysgolion a oedd yma'n barod gan arwain at gynnydd cyffredinol o 7DM wrth fynd i flwyddyn 7.

Mae Caerdydd hefyd wedi sefydlu ei darpariaeth Drochi Cymraeg hynod lwyddiannus. Wedi'i sefydlu i ddechrau yn y sector cynradd i gefnogi rhieni i drosglwyddo eu plant i addysg cyfrwng Cymraeg, mae'r ddarpariaeth wedi tyfu i groesawu disgyblion yn CA3 a CA4. Mae hyn wedi golygu y gall disgyblion o Gaerdydd ac awdurdodau cyfagos bontio'n effeithiol o ysgolion Saesneg i ysgolion Cymraeg, gan ddod yn fyfyrwyr cwbl ddwyieithog a phrofi llwyddiant wrth gyrraedd pob carreg filltir allweddol.

Cydnabod heriau Cyflawni a Hyrwyddo'r Gymraeg drwy gydol ein Sector Addysg

Mae twf addysg Gymraeg yn llwyddiant y dylid ei ddathlu'n briodol, ond mae'n amlwg bod mwy i'w wneud. Er y bu cynnydd o ran maint y ddarpariaeth o ansawdd uchel a'r nifer sy'n manteisio ar leoedd cyfrwng Cymraeg, mae heriau'n parhau o hyd ynghlwm â thwf parhaus, yn enwedig o ystyried y gostyngiad yn y cyfraddau geni a'r angen i ddiwallu anghenion ein cymunedau amrywiol.

Wrth symud ymlaen byddwn yn sicrhau, fel dinas amrywiol, bod pawb yn deall manteision addysg Gymraeg a'r manteision cadarnhaol o gofleidio'r Gymraeg. Bydd hyn yn golygu ymgysylltu â chymunedau nad ydynt yn draddodiadol efallai wedi ystyried addysg Gymraeg i'w plant a datblygu dulliau wedi'u teilwra ar gyfer pob cymuned.

Yn ogystal â chynyddu nifer y bobl sy'n derbyn darpariaeth Gymraeg o'r blynyddoedd cynnar ac ar ddechrau addysg statudol, mae angen hefyd ystyried ymhellach rôl bosibl y ddarpariaeth Trochi Cymraeg fel rhan o strategaeth ragweithiol ar gyfer twf yn y dyfodol.

Mae hyn yn rhan o ddull cydgysylltiedig o sicrhau bod teuluoedd yn teimlo'n hyderus ac yn cael eu cefnogi pe baent yn dewis darpariaeth Gymraeg. Bydd hyn yn gofyn am rwydwaith cymorth pwrpasol sy'n rhan o'r cynnig ysgol ffurfiol ac nid yw'r pandemig diweddar ond wedi pwysleisio'r angen am gymorth caffael iaith dwys o'r math hwn. Yn ychwanegol at hyn, mae angen pwysleisio argaeledd lleoedd arbenigol yn y sector Cymraeg ar gyfer plant sydd ag Anghenion Dysgu Ychwanegol (ADY) a fydd yn eu galluogi i weld cynnydd yn unol â'u potensial.

Yn gyson ag ymrwymadau'r Cyngor fel Dinas sy'n Dda i Blant, bydd y Cyngor yn parhau i ymgysylltu â phobl ifanc a'u teuluoedd ar nifer o faterion pwysig. Mae deall y rhesymau pam mae teuluoedd wedi dewis addysg Gymraeg, neu efallai pam nad ydynt wedi dewis Cymraeg i'w plant, yn parhau i fod yn flaenoriaeth. Mae angen deall hefyd pam y byddai pobl ifanc a allai fod wedi derbyn addysg statudol Gymraeg yn dewis peidio â dilyn addysg bellach neu addysg uwch drwy gyfrwng y Gymraeg. Yn yr un modd, mae angen deall yn well pam y gallai diffyg hyder fod ar rai pobl ifanc i ddefnyddio unrhyw Gymraeg yn eu gyrfaedd fel oedolion a'r hyn y credant y gallem ni ei wneud i newid hyn.

Rydym hefyd yn cydnabod nad yw manteision clywed, siarad a mwynhau dysgu yn Gymraeg wedi'u cyfyngu i'r rhai sy'n dewis addysg Gymraeg. Mae'n bwysig bod y Cyngor yn gosod disgwyliadau uchel o ran sut y bydd y cwricwlwm newydd i Gymru yn cael ei gyflwyno o ran darparu mwy o gyfleoedd ar gyfer caffael iaith drwy ddysgu a defnyddio mwy o Gymraeg yn ein hysgolion Saesneg. Mae blaenoriaethu datblygiad ein model iaith ddeuol newydd i sicrhau ei fod yn cael ei weithredu'n llwyddiannus yn flaenoriaeth os ydym am sefydlu hyn fel templed ar gyfer ysgolion newydd eraill yn y dyfodol. Mae'r Strategaeth hon felly'n ailddatgan ymrwymiad Cyngor Caerdydd i gynyddu nifer y siaradwyr Cymraeg yn y ddinas a gwella faint o Gymraeg a ddefnyddir ym mhob un o'n hysgolion a'n darpariaethau addysgol.

Llunio darpariaeth yn y Ddinas

Bydd sicrhau twf cynaliadwy lleoedd cyfrwng Cymraeg a sicrhau cynnydd yn y galw yng nghyd-destun gostyngiad mewn cyfraddau geni yn gofyn am gynllunio manwl ar sail gwybodaeth. Mae dyrannu lleoedd cyfrwng Cymraeg o fewn y rhaglen fuddsoddi ysgolion Band B bresennol yn fan cychwyn rhagorol. Wrth symud ymlaen, mae'r cyfle i wneud y mwyaf o effaith grantiau cyfalaf Cymreig, dyraniad ysgolion newydd a gaiff eu sicrhau drwy'r Cynllun Datblygu Lleol a'r potensial i ehangu'r ddarpariaeth ymhellach drwy Raglen Buddsoddi Mewn Ysgolion Band C yn cynnig cyfleoedd pellach sylweddol.

Mae Caerdydd hefyd yn parhau i fod â'r swm a argymhellir o lefydd gwag yn y sector cynradd Cymraeg, er bod amrywiannau yn y cyfraddau derbyn ar draws y ddinas. Mae hyn yn golygu bod pocedi o annigonolrwydd a nifer fach o ysgolion sy'n ei chael hi'n anodd denu nifer gyson o ddisgyblion i gefnogi hyfywedd.

Yn yr uwchradd, mae'r galw am leoedd wrth bontio i Flwyddyn 7 yn uchel ac mae lleoedd wedi'u cynyddu i ymateb i hyn wrth i'r garfan fwy o ddysgwyr symud ymlaen o'r sector cynradd. Fodd bynnag, roedd hyn cyn y gostyngiad a ragwelir yn y boblogaeth gyffredinol. Yn yr ysgolion cynradd ac uwchradd hynny, mae gwaith yn mynd rhagddo i fynd i'r afael ag unrhyw gynnydd dros dro tymor byr a ragwelir i

ddarparu ar gyfer carfanau poblogaeth ehangach penodol er mwyn sicrhau digonolrwydd lleoedd yn yr ardaloedd perthnasol. Gwneir hyn yng nghyd-destun ymarfer tymor hwy i nodi sut y gall buddsoddiad cyfalaf ar raddfa fawr yn hanner olaf y CSCA hwn gefnogi twf yn effeithiol ac yn gynaliadwy.

Wrth symud ymlaen, bydd Rhaglen Ysgolion Band B yr 21ain Ganrif uchelgeisiol y Cyngor yn buddsoddi £283 miliwn yn Ysgolion Caerdydd. Fel y rhaglen fuddsoddi ysgolion fwyaf yng Nghymru, bydd yn cynyddu'r ddarpariaeth ac yn gwella dosbarthiad capasiti ysgolion meithrin ac ysgolion cynradd cyfrwng Cymraeg. Bydd hefyd yn gwella'r cyfleusterau cymunedol sydd ar gael i gefnogi anghenion gofal plant ehangach. Mae'r Cyngor yn rhagweld y bydd unrhyw raglenni buddsoddi mewn ysgolion - fel Band C - yn cynnwys buddsoddiad ar raddfa fawr i ehangu'r sector Cymraeg uwchradd.

Er mwyn cyflawni'r targedau uchelgeisiol a osodwyd yn genedlaethol, ac er mwyn llwyddo i gyflawni ein dyheadau o ran addysg Gymraeg, mae angen ar fyrder i gynyddu nifer yr athrawon sy'n siarad Cymraeg yn rhugl. Mae hon yn her genedlaethol na ellir ei gorbwysleisio ac mae'n un a fydd yn gofyn am ymateb cydgysylltiedig gan bob lefel o Lywodraeth yng Nghymru. Felly, mae maint yr her yn mynnu lefelau digynsail o gydweithio ac ymyrraeth i sicrhau nad yw ansawdd uchel addysg Gymraeg yn cael ei wanhau a bod modd gwella faint o Gymraeg a addysgir ar draws y system addysg.

Prifddinas Gymraeg

Fel Prifddinas i Gymru, mae Caerdydd wedi ymrwymo i gefnogi'r gwaith o gyflawni Cymraeg 2050, ac mae'r Cyngor yn cydnabod yn llawn bwysigrwydd y gyfundrefn addysg wrth gyflawni'r dyhead hwn.

Felly, mae'r Cynllun Strategol Cymraeg mewn Addysg (CSCA) yn nodi cynllun deng mlynedd Cyngor Caerdydd i gynyddu a gwella'r ddarpariaeth addysg cyfrwng Cymraeg a'r Gymraeg fel pwnc addysgol. Mae'n adeiladu ar ein cyflawniadau hyd yma ac yn nodi'r camau y bwriadwn eu cymryd er mwyn gwneud pob dysgwr yng Nghaerdydd yn siaradwyr Cymraeg hyderus.

Ymrwymiad Caerdydd i Weithredu

Mae'r adran hon o'r cynllun yn nodi'r camau y bwriadwn eu cymryd fel Cyngor Caerdydd ynghyd â'n partneriaid fel ein hymrwymiad ar y cyd i gyflawni'r canlyniadau a nodwyd. O dan bob un o'r saith deilliant ceir gwybodaeth am rai o'n cyflawniadau diweddaraf a'r sefyllfa bresennol, ynghyd â'r camau penodol a gymerwn ar gyfer pob un dros oes y cynllun hwn.

Mae'r camau hyn wedi'u rhannu'n ddau gyfnod o bum mlynedd. Y cyntaf yw'r rhai y disgwyliwn eu blaenoriaethu yn hanner cyntaf y cynllun. Bydd llawer o'r rhain yn sail i'r hyn sy'n dilyn a/neu'n sicrhau bod y camau gweithredu yn ystod y pum mlynedd olaf wedi eu seilio ar wybodaeth ac yn adeiladu ar ddealltwriaeth gadarn o'r hyn y mae cymunedau lleol yn ei ddymuno gan eu hysgolion ac mae angen iddynt sicrhau bod yr hyder ganddynt i gofleidio'r iaith gyda'u plant ac ar gyfer eu haddysg. Bydd hefyd yn cynnwys unrhyw gamau y mae eu hangen i sicrhau unrhyw gapasiti angenrheidiol i sicrhau ein bod yn gallu cynnig lle cyfrwng Cymraeg i unrhyw deulu sy'n gofyn am le, ynghyd ag ymateb i'r angen i wella'r gefnogaeth yn dilyn y pandemig er mwyn sicrhau bod plant a phobl ifanc yn gallu cyflawni eu potensial waeth beth fo'r heriau a achosir gan yr ymyriad hwn i'w darpariaethau dysgu arferol.

Bydd yr ail bum mlynedd yn cynnwys mwy o gapasiti parhaol a fydd yn golygu bod angen ymgynghori statudol ac mewn rhai achosion gyfnodau cyn-adeiladu a chyfnodau adeiladu. Bydd hefyd yn adeiladu ar yr enillion cynnar o ran uwchsgilio iaith ymhlith y gweithlu ac yn galluogi mwy o gynnydd yn y Gymraeg a addysgir, a ddefnyddir ac a glywir ar draws pob ysgol yng Nghaerdydd ac mewn ystod ehangach o sefyllfaoedd cymdeithasol a gweithgareddau allgyrsiol. Erbyn diwedd y cyfnod hwn byddem yn disgwyl i fod wedi cyflawni'r camau gweithredu a nodir yn y cynllun hwn a bod gennym ddealltwriaeth gadarn o sut rydym yn bwriadu symud ymlaen ac adeiladu ar ein cyflawniadau i gynllunio ar gyfer y CSCA nesaf er mwyn sicrhau ein bod yn parhau ar ein tafwybr fel rhan o'r daith genedlaethol tuag at Gymru gydag o leiaf 1 miliwn o bobl sy'n nodi eu bod yn hyderus i siarad a defnyddio'r Gymraeg.

Deilliant 1 - Mwy o blant meithrin/plant tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg.

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Sefydlu ac agor Cylch Meithrin Pwll Coch ym mis Medi 2020.
- Cynyddu nifer y lleoedd addysg feithrin Cymraeg sydd ar gael mewn ysgolion cymunedol a gynhelir.
- Sefydlu Is-grŵp Hyrwyddo Fforwm Addysg Gymraeg Caerdydd gweithredol i symud gwaith yn ei flaen o ran datblygu hyrwyddo ymhellach opsiynau addysg cyfrwng Cymraeg yn Ardal yr Awdurdod Lleol.

Ar hyn o bryd mae 18.5% o blant meithrin/ plant tair oed sy'n cymryd lle mewn addysg feithrin yng Nghaerdydd yn derbyn eu haddysg drwy gyfrwng y Gymraeg.

Mae ein targedau ar gyfer y deng mlynedd nesaf fel y nodir yn y tabl isod:

Niferoedd a % y plant 3 oed sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
698-740	19.0-19.8%	733-790	19.8-21%	755-826	20.5-22.1%	778-863	21.3-23.3%	803-902	22-24.4%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
830-943	22.8-25.6%	857-984	23.5-26.7%	883-1024	24.3-27.9%	911-1066	25-29%	931-1090	25.8-30.2%

Er mwyn cyflawni'r canlyniad hwn a thyfu'r nifer sy'n manteisio ar leoedd addysg feithrin Cymraeg o 18.5% i rhwng 25-30% o'r garfan poblogaeth gymwys yn y 5 mlynedd cyntaf byddwn yn:

1. Datblygu opsiynau gofal plant cofleidiol cyfrwng Cymraeg i gefnogi rhieni i fanteisio ar y cynnig 30 awr ar y cyd â'n partneriaid gan gynnwys Mudiad Meithrin drwy sefydlu lleoliadau Cylch Meithrin newydd ar gyfer Ysgol Melin Gruffydd a'r ysgol newydd i'w sefydlu ym Mhlasdŵr.
2. Darparu gwybodaeth hygyrch o ansawdd uchel i rieni a gofalwyr ar y cyd â sefydliadau partner ynghylch addysg Gymraeg a darpariaeth leol i hyrwyddo ymwybyddiaeth, ysgogi diddordeb a chefnogi penderfyniadau ar sail gwybodaeth*
3. Cynnal prosiect peilot i gasglu gwybodaeth gan rieni wrth gofrestru genedigaethau eu plentyn/plant er mwyn sefydlu ffordd fwy uniongyrchol o gyfathrebu â theuluoedd, gan ganiatáu ar gyfer arolwg wedi ei dargedu o rieni newydd er mwyn hwyluso cyfathrebu mwy effeithiol ynghylch opsiynau meithrin ac ysgolion.
4. Cynnal a gweithredu ar ganlyniad yr arolwg i rieni yn gofyn ynghylch pa ffynonellau y maent yn tueddu eu defnyddio ar gyfer gwybodaeth am addysg er mwyn targedu negeseuon yn well e.e. cyfryngau cymdeithasol, gwefan Awdurdod Lleol, gwefannau partner neu ffynonellau llafar.

5. Cynnal â ymchwil ar lefel micro gan gynnwys ardaloedd penodol o'r ddinas lle mae'r nifer sy'n manteisio ar addysg Gymraeg yn isel a/neu o fewn grwpiau/cymunedau penodol sydd heb gynrychiolaeth ddigonol (gan gynnwys Pobl Dduon, Asiaidd a Lleafrifoedd Ethnig) i ddeall y rhesymau dros hyn ynghyd â gweithredu hyrwyddiadau pwrpasol o enedigaeth i oed meithrin yn ogystal â hyrwyddo manteision cyffredinol cadarnhaol bod yn ddwyieithog a dysgu Cymraeg
6. Archwilio potensial swydd a rennir gydag awdurdodau eraill de-ddwyrain Cymru i gefnogi ymchwil a hyrwyddo wedi'i deilwra i gymunedau penodol yn ogystal â llywio deunydd hyrwyddo cyffredinol Caerdydd.

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

7. Cynyddu nifer y lleoedd addysg feithrin cyfrwng Cymraeg sy'n cyd-fynd â'r ddarpariaeth gynradd er mwyn sicrhau bod gennym gapasiti a dosbarthiad priodol o leoedd ledled y ddinas.
8. Datblygu rhagor o opsiynau gofal plant cofleidiol cyfrwng Cymraeg er mwyn cefnogi rhieni i fanteisio ar y cynnig 30 awr ar y cyd â'n partneriaid gan gynnwys Mudiad Meithrin drwy:
 - Archwilio dichonoldeb adeiladu gofod a chyfleusterau ar gyfer darparu gofal plant cyfrwng Cymraeg (fel darpariaeth Cylch Meithrin) i'w gynnwys ym mhob ysgol gynradd Gymraeg newydd.
 - Archwilio cyfleoedd i adeiladu gofod a chyfleusterau ar gyfer darparu gofal plant cyfrwng Cymraeg (fel darpariaeth Cylch Meithrin) i'w gynnwys mewn ysgolion cynradd cyfrwng Cymraeg sydd eisoes yn bod gan ddefnyddio grantiau cyfalaf Cymreig.
9. Sicrhau bod cydweithwyr iechyd a gwasanaethau cyffredinol eraill yn ymwybodol o'r CSCA ac yn mynd ati i hyrwyddo negeseuon cyson ynghylch manteision bod yn ddwyieithog ac yn gallu chwalu mythau a phryderon i gefnogi penderfyniadau rhieni ynghylch addysg eu plentyn

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Cyngor Caerdydd • Mudiad Meithrin a Chylchoedd Meithrin • Cymdeithas Genedlaethol Meithrinfeydd Dydd • Ysgolion Caerdydd | <ul style="list-style-type: none"> • Menter Caerdydd • Ymwelwyr Iechyd a Meddygfeydd y GIG • Gwasanaethau Plant |
|---|--|

Deilliant 2 - Mwy o blant dosbarth derbyn/plant pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg.

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Cynnal adolygiad dalgyloch a gweithredu'r newidiadau cysylltiedig o fis Medi 2021 i gefnogi twf a chynaliadwyedd y Sector Cyfrwng Cymraeg yng Nghaerdydd yn y dyfodol.
- Datblygu ysgol ffrwd ddeuol newydd i wasanaethu datblygiadau tai newydd yng ngogledd-orllewin y Ddinas. Bydd hyn yn cynnwys un ffrwd Gymraeg a ffrwd ddwy iaith lle dysgir y Gymraeg a'r Saesneg hyd at 50:50
- Sicrhau a manteisio i'r eithaf ar fuddsoddiad cyfalaf mewn amrywiaeth o ysgolion cynradd Cymraeg er mwyn sicrhau cyfleusterau o ansawdd uchel i gadarnhau atebion ehangu dros dro.

Ar hyn o bryd mae 18% o blant oed Derbyn yng Nghaerdydd yn cael eu haddysg drwy gyfrwng y Gymraeg. Mae hyn yn arwydd bod twf o fewn y sector cynradd cyfrwng Cymraeg ar daflwybr cadarnhaol.

Bu twf cyfartalog o tua 0.25% y flwyddyn yn ystod y blynyddoedd diwethaf yng nghanran y plant sy'n mynd i Ddosbarthiadau Derbyn cyfrwng Cymraeg. Mae'r tabl isod yn dangos, er bod cynnydd wedi bod, nad yw wedi bod yn gyson.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Cymraeg	695	747	710	706	683	749
% Cyfrwng Cymraeg	15.9%	17.2%	17.2%	17.0%	16.5%	18.0%

Mae ein targedau ar gyfer y deng mlynedd nesaf fel y nodir yn y tabl isod:

Niferoedd a % y plant 5 oed sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
725-765	19.0 – 19.8%	747-792	19.8-21%	785-846	20.5-22.1%	809-885	21.3-23.3%	833-924	22.0-24.4%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
860-965	22.8-25.6%	889-1010	23.5-26.7%	918-1054	24.3-27.9%	946-1095	25-29%	975-1141	25.8-30.2%

Er mwyn cyflawni'r canlyniad hwn a thyfu canran y plant oedran Derbyn a addysgir yn Gymraeg o 18% i 27% erbyn 2031 yn y 5 mlynedd cyntaf byddwn yn:

1. Ceisio cynnal capasiti ledled y ddinas yn y sector Cymraeg cynradd ar 10% uwchlaw'r nifer a ragamcenerir i gefnogi twf a chaniatáu derbyn yn ystod y flwyddyn a hyblygrwydd ar gyfer pontio.

2. Darparu capasiti o 2DM Cymraeg newydd o leiaf ar lefel gynradd (gyda meithrinfa) yn ogystal â chynyddu'r nifer sy'n manteisio ar leoedd gwag sydd ar gael mewn rhai ardaloedd.
3. Datblygu a gweithredu'r model iaith ddeuol lle mae'r Gymraeg a'r Saesneg yn cael eu haddysgu hyd at 50:50 sydd i ddechrau ym Mhlasdŵr a chael ei uwchraddio i ardaloedd eraill y CDLI newydd.
4. Ehangu'r ddarpariaeth drochi cynradd i gefnogi caffael iaith dwys yn ôl y gofyn.
5. Mynd ati i hyrwyddo'r ddarpariaeth trochi Cymraeg cynradd i bob ymholiad newydd ar drosglwyddo yn ystod y flwyddyn ar gyfer derbyn i ysgolion Caerdydd.
6. Gwneud addysg Gymraeg yn brif opsiwn a awgrymir i deuluoedd sy'n chwilio am le mewn addysg yng Nghaerdydd gan ein gwasanaeth derbyn ac yn llenyddiaeth ein canllawiau derbyn.
7. Ymgymryd ag ymchwil gwell gan gynnwys ardaloedd penodol o'r ddinas lle mae'r nifer sy'n manteisio ar addysg Gymraeg yn isel a/neu o fewn grwpiau/cymunedau penodol heb gynrychiolaeth ddigonol gan gynnwys BAME a PYADd (FSM) i ddeall y rhesymau dros hyn ynghyd â gweithredu ymgyrchoedd hyrwyddo micro pwrpasol fel y bo'n briodol.
8. Gwella ystod a'r hyrwyddo ar weithgareddau allgyrsiol a chyfleoedd cymdeithasol eraill o fewn a thu allan i'r ysgol ar y cyd â'n partneriaid gan gynnwys Menter Caerdydd, yr Urdd, cymuned ein hysgolion, busnesau lleol a gwirfoddolwyr/cyn-ddisgyblion Cymraeg eu hiaith.
9. Cynyddu'r llenyddiaeth a'r canllawiau sydd ar gael i gefnogi teuluoedd sy'n gwneud penderfyniadau ynghylch addysg eu plentyn gydag ystod well o astudiaethau achos i ddangos yr amrywiaeth yn ein hysgolion Cymraeg a'r manteision i ddysgu Cymraeg beth bynnag fo'ch iaith gartref.
10. Erbyn diwedd y cynllun 10 mlynedd byddwn yn:
11. Sicrhau'r capasiti mwy sydd ei angen i gyflawni cyfanswm o 8 DM Cymraeg newydd ar lefel capasiti cynradd (gyda meithrinfa) ar draws oes y cynllun
12. Archwilio y cwmpas sydd i addasu'r model iaith ddeuol er mwyn cefnogi ysgolion cyfrwng Saesneg presennol i ystyried a ydynt yn barod i symud ar hyd y continwmm dwyieithog i gategori ieithyddol gwahanol gyda mwy o addysgu a dysgu yn cael eu cynnig drwy gyfrwng y Gymraeg.
13. Cynyddu'r cyfleoedd i bartneriaethau traws-ysgol wella ymwybyddiaeth o addysg cyfrwng Cymraeg ac annog plant i fod â mwy o awydd i ddysgu ac o bosibl i ystyried trosglwyddo i addysg Gymraeg

14. Cefnogi pob ysgol i ddatblygu a gweithredu Cwricwlwm i Gymru 2022 i sicrhau twf yn y cyfleoedd i bob plentyn yn y ddinas ddysgu Cymraeg a theimlo'n hyderus wrth ddatblygu eu sgiliau a siarad yr iaith

15. Uwchsgilio cymhwysedd ieithyddol y gweithlu addysgu a dysgu cyfrwng Saesneg presennol i sicrhau eu bod yn teimlo'n hyderus i gefnogi dysgu Cymraeg gwell gyda phob disgybl fel rhan o gynnig y Cwricwlwm Cymru newydd

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- | | |
|--|---|
| <ul style="list-style-type: none">• Cyngor Caerdydd• Consortiwm Canolbarth y De• Cymdeithas Genedlaethol Meithrinfeydd Dydd• Ysgolion Caerdydd• Gwasanaethau Plant | <ul style="list-style-type: none">• Menter Caerdydd• Ymwelwyr Iechyd a Meddygfeydd y GIG• RhAG• Yr Urdd• Mudiad Methrin |
|--|---|

Deiliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall.

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Ychwanegu 1DM ar gyfer Ysgol Gyfun Gymraeg Plasmawr o flwyddyn academaidd 2020/21 i gynnig mwy o gapasiti i ateb y galw a ragwelir am leoedd Cymraeg mewn ysgolion uwchradd.
- Cynhaliwyd adolygiad dalgylch gyda newidiadau cysylltiedig a weithredwyd o flwyddyn academaidd 2021/22 i wella'r cydbwysedd rhwng nifer y plant a nifer y lleoedd sy'n gwasanaethu pob ardal yng Nghaerdydd.
- Tyfu'r ddarpariaeth Trochi Cymraeg i ddarparu ar gyfer myfyrwyr oedran uwchradd a chynyddu nifer y bobl ifanc sy'n gallu trosglwyddo'n llwyddiannus o addysg gynradd Saesneg i addysg uwchradd cyfrwng Cymraeg.

Mae data CYBLD yn dangos nad yw'n ymddangos bod trosglwyddo dysgwyr rhwng cyfnodau allweddol yn broblem sylweddol. Fodd bynnag mae pandemig COVID-19 a'r angen am ddysgu o bell wedi cyflwyno heriau i ysgolion a theuluoedd. Rydym yn ymwybodol bod hyn wedi cael effaith tymor byr gyda nifer fach o deuluoedd yn dewis tynnu eu plant allan o addysg Gymraeg. Bydd yn rhaid aros i weld os oes goblygiadau hirdymor o'r tarfu, o ran trosglwyddiadau diweddarach ar ddiwedd blwyddyn neu ar adegau pontio.

Bu cynnydd bychan yn nifer y trosglwyddiadau yn ystod y flwyddyn allan o ysgolion Cymraeg yn ystod y pandemig. Gwelwyd hefyd nifer tebyg o ddisgyblion yn symud allan o Gaerdydd ac yn symud i ddarpariaeth amgen (gan gynnwys addysg ddewisol yn y cartref, ysgol arbennig, UCD ac addysg breifat).

Dyma'r sefyllfa yn gysylltiedig â phlant sy'n trosglwyddo allan o ysgolion Cymraeg yn ystod y flwyddyn dros y tair blynedd diwethaf:

I le'r aeth disgyblion sy'n gadael ysgolion cynradd ac uwchradd Cymraeg yn ystod blwyddyn

	2018-19		2019-20		2020-21	
Symud o Gaerdydd	64	37%	66	36%	61	30%
Trosglwyddo i ysgol Gymraeg arall yng Nghaerdydd	55	32%	48	27%	35	17%
Trosglwyddo i ysgol Saesneg yng Nghaerdydd	42	25%	59	33%	93	47%
Arall*	11	6%	8	4%	11	6%
Cyfanswm	172	100%	181	100%	200	100%

*Yn cynnwys Addysg Ddewisol yn y Cartref, EOTAS, ysgol arbennig neu UCD, ysgol breifat

Mae'n werth nodi, o ddisgyblion a drosglwyddodd i ysgol awdurdod lleol prif ffrwd arall yng Nghaerdydd, fod newid sylweddol o ran y rhaniad rhwng y rhai yn aros yn y sector Cymraeg a'r rhai yn trosglwyddo i addysg Saesneg. Byddwn yn parhau i fonitro hyn yn y blynyddoedd i ddod i asesu a yw hwn yn ddigwyddiad ynysig sy'n deillio o heriau'r pandemig neu batrwm cylchol.

Er bod nifer o ddisgyblion wedi trosglwyddo allan o addysg Gymraeg, mae hyn wedi ei liniaru i raddau gan nifer o ddisgyblion sy'n dewis trosglwyddo i'r sector Cymraeg o'r sector Saesneg. Mae gan Gaerdydd ddarpariaeth Trochi Cymraeg uchel ei barch a hynod effeithiol. Gwelwyd niferoedd cynyddol o ddisgyblion yn trosglwyddo'n llwyddiannus o ddarpariaeth Saesneg i ymuno â chyfoedion newydd mewn darpariaeth Gymraeg.

Er mwyn cyflawni'r deiliant hwn a chynyddu nifer y plant sy'n parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall, yn ystod y 5 mlynedd cyntaf byddwn yn:

1. Ceisio defnyddio o leiaf un o safleoedd ysgolion uwchradd y CDLI i gynyddu nifer y lleoedd uwchradd cyfrwng Cymraeg yng Nghaerdydd.
2. Ceisio sicrhau cyllid i dreialu ehangu'r ddarpariaeth drochi cynradd i dreialu nifer cynyddol o leoedd i gefnogi caffael iaith dwys yn ôl yr angen er mwyn gwella hyder dysgwyr a rhoi mwy o sicrwydd i rieni sy'n dewis addysg Gymraeg y bydd eu plentyn yn cael y cyfle i gyrchu cymorth os bydd ei angen.
3. Ceisio sicrhau cyllid i ehangu'r ddarpariaeth drochi uwchradd i gynnig lleoedd ychwanegol i alluogi strategaeth hyrwyddo ragweithiol er mwyn annog ystyriaeth i roi'r cyfle i drosglwyddo o ysgolion Saesneg a/neu ysgol fodel ddwy iaith i addysg Gymraeg wrth drosglwyddo i'r sector uwchradd.
4. Gweithio mewn partneriaeth agos ag ysgolion i wella'r wybodaeth sylfaenol sydd ar gael ar wefannau ysgolion unigol i esbonio'r gwerth a osodir ar ddatblygu sgiliau ieithyddol Cymraeg, manteision bod yn ddwyieithog a'r wybodaeth ddiweddaraf am sut y caiff plant a phobl ifanc eu cefnogi yn eu dysgu.
5. Cynyddu'r cyfeirio at gyfleoedd dysgu Cymraeg a chymdeithasu y tu allan i'r ysgol er mwyn normaleiddio'r defnydd o'r Gymraeg y tu allan i amgylchedd dysgu ffurfiol yr ysgol.
6. Nodi a darparu cymorth â ffocws i ysgolion lle gallai cyfraddau pontio fod yn destun pryder a chyhoeddi adnoddau i gynyddu hyder disgyblion, ynghyd â chefnogi a rhoi sicrwydd i rieni/gofalwyr ynghylch pontio rhwng cyfnodau i annog cyfraddau cadw disgyblion.
7. Darparu cyngor, dysgu proffesiynol ac adnoddau i ysgolion Saesneg i gynyddu canran y cwricwlwm a addysgir drwy gyfrwng y Gymraeg a gweithredu'r Gymraeg Ar Draws y Cwricwlwm gan gynyddu faint o ddysgu a gynigir a mwy o gyfleoedd ai ddefnyddio'r Gymraeg.

8. Cefnogi cydweithio rhwng ysgolion cynradd ac uwchradd i gynhyrchu adnoddau sy'n hyrwyddo dilyniant ieithyddol i rieni/gofalwyr ac sy'n rhoi sicrwydd er mwyn cefnogi cadw disgyblion.
9. Sicrhau bod y daith addysgol gyfan o'r feithrinfa i ôl-16 yn glir i deuluoedd er mwyn datblygu hyder pellach wrth ddewis addysg Gymraeg gan gynnwys tynnu sylw at y cymorth sydd ar gael i blentyn ddatblygu a magu hyder wrth ddefnyddio'r Gymraeg y tu allan i'r ysgol.
10. Dathlu a rhannu arfer da ledled Caerdydd a rhanbarth ehangach y de-ddwyrain mewn amrywiaeth o ffyrdd e.e., gweminarau, podlediadau, blogiau a theithiau cerdded dysgu.
11. Annog ysgolion cynradd Cymraeg i gymryd rhan mewn hyfforddiant i athrawon ac mewn ffeiriau gyfaoedd i gefnogi nifer uwch o'n pobl ifanc i ystyried manteision ac amrywiaeth y cyfleoedd sydd i addysgu drwy gyfrwng y Gymraeg.
12. Monitro ceisiadau ar gyfer trosglwyddo o ysgolion cyfrwng Cymraeg i'r sector Saesneg yn y ddinas a chynnal ymchwil pellach lle mae'r rhai sy'n optio allan o'r sector hwn yn dod o faes/grŵp penodol i sicrhau gwell dealltwriaeth o bryderon a sicrhau bod sicrwydd a chymorth priodol yn cael eu darparu gyda'r bwriad o annog ailystyriaeth i aros.

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

13. Datblygu cynlluniau strategol i gynyddu capasiti parhaol y ddarpariaeth uwchradd Gymraeg
14. Cynyddu capasiti darpariaeth uwchradd Gymraeg gan gynnwys ceisio sefydlu capasiti ledled y ddinas yn y sector Cymraeg sydd 10% uwchlaw'r niferoedd a ragamcenir.
15. Ceisio sicrhau cyllid i dreialu ehangu cwmpas y ddarpariaeth drochi Gymraeg uwchradd er mwyn cynnig dosbarth trochi ym mhob ysgol uwchradd i gefnogi caffael iaith dwys yn CA2 yn ôl y gofyn er mwyn rhoi mwy o sicrwydd i rieni sy'n dewis addysg Gymraeg y bydd eu plentyn yn cael cyfle i gael cymorth os oes ei angen.
16. Cefnogi rhaglenni lleol, rhanbarthol a chenedlaethol ar gyfer Datblygu'r Gymraeg drwy gynnig cyngor, dysgu proffesiynol a chymorth i ymarferwyr gaffael a gwella eu sgiliau ieithyddol Cymraeg. Bydd hyn yn cynyddu capasiti'r staff sy'n gallu addysgu Cymraeg a thrwy gyfrwng y Gymraeg ar draws pob sector.
17. Parhau i ddatblygu ar y cydweithrediad presennol gyda'r sector uwchradd Cymraeg i ddarparu dysgu proffesiynol pwnc-benodol, yn enwedig mewn meysydd lle ceir prinder ymarferwyr drwy gyfrwng y Gymraeg.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- Cyngor Caerdydd
 - Consortiwm Canolbarth y De
 - Ysgolion Caerdydd
 - Gwasanaethau Plant
 - Menter Caerdydd
 - CCAF (CAVC)
- RhAG
 - Meddygfeydd y GIG
 - Yr Urdd
 - Prifysgol Metropolitan Caerdydd
 - Prifysgol Caerdydd
 - Cyngor y Gweithlu Addysg

Deilliant 4 - Mwy o ddysgwyr yn astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Cynyddu nifer y bobl ifanc sy'n astudio'n ddwyieithog a thrwy gyfrwng y Gymraeg yng Ngholeg Caerdydd a'r Fro
- Wedi llwyddo i gefnogi myfyrwyr i fanteisio ar ystod eang o opsiynau a chyrsgiau TGAU ac ôl-16 drwy gydweithio agos rhwng y tair ysgol uwchradd Gymraeg sy'n galluogi myfyrwyr i barhau â'u hastudiaethau yn y Gymraeg.

Ar hyn o bryd mae dysgwyr ym mhob un o dair ysgol uwchradd gymunedol Gymraeg Caerdydd yn astudio pob pwnc (heblaw am Saesneg Iaith a Llenyddiaeth) drwy gyfrwng y Gymraeg ar lefel TGAU a Safon Uwch. Mae'r cynnig academaidd yn cynnwys amrywiaeth o opsiynau pwnc i ddysgwyr eu dewis gyda pheth gweithio traws-ysgol yn i wella'r ystod o bynciau 14-19 sydd ar gael. Mae deilliannau dysgwyr ar draws y tair ysgol yn gryf. Mae nifer y disgyblion sy'n cael eu derbyn ym Mlwyddyn 7 yn cynyddu'n gyson â'r carfannau mwy sy'n symud drwy'r system.

Astudir Cymraeg fel ail iaith drwy holl ysgolion uwchradd cymunedol Saesneg Caerdydd gydag ymwybyddiaeth ehangach o'r cyfle i drosglwyddo o'r cyfrwng Saesneg i'r cyfrwng Cymraeg ar lefel uwchradd drwy fynychu darpariaeth drochi Cymraeg CA3/4.

Mae Coleg Caerdydd a'r Fro hefyd wedi nodi cynnydd yn nifer y bobl ifanc sy'n astudio'n ddwyieithog a thrwy gyfrwng y Gymraeg, gan gynnwys 46 o bobl ifanc sy'n astudio gwallt a harddwch, a 24 o ddysgwyr sy'n astudio cymwysterau BTEC lefel 3 dwyieithog. Nododd y coleg newid mawr yn agweddau dysgwyr tuag at y Gymraeg a gallu gweld sut fydd yr iaith yn eu helpu yn y dyfodol. Y bwriad yw y bydd y ddau gwrs yn hyrwyddo drwy gyfrwng y Gymraeg yn unig ar gyfer Medi 2021.

Yn amlwg, gan gysylltu â'r deilliant blaenorol, er mwyn sicrhau mwy o ddisgyblion yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg, mae'n dal yn hanfodol ceisio cadw dysgwyr sydd wedi dechrau yn y sector cynradd Cymraeg wrth bontio i ysgol uwchradd.

Mae darparu dysgu ac addysgu ar-lein wedi bod yn hanfodol yn ystod y pandemig. Er bod hyn wedi deillio o angen, mae uwchsgilio'r gweithlu a'r cymhwysedd technegol yn rhoi'r cyfle posibl i archwilio a darparu ystod o ddarpariaeth a chofleidio technoleg fel mecanwaith ar gyfer ehangu'r cwricwlwm Cymraeg sydd ar gael ar draws yr awdurdod lleol. Mae darpariaeth eisoes yn cael ei rhannu ar draws ysgolion.

I gyflawni'r deilliant hwn a sicrhau bod mwy o ddysgwyr yn astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg, yn y 5 mlynedd cyntaf byddwn yn:

1. Gweithio gyda phartneriaid ar draws y Fforwm Addysg Gymraeg, Caerdydd Ddwyieithog ac Addewid Caerdydd i dynnu sylw at fanteision y Gymraeg gan gynnwys cyfleoedd ar gyfer prentisiaethau, profiad gwaith a/neu gyfleoedd

gwirfoddoli mewn sefydliadau a gweithleoedd Cymraeg eu hiaith sy'n manteisio i'r eithaf ar botensial siaradwyr dwyieithog. *

2. Nodi a manteisio i'r eithaf ar adnoddau pellach i ehangu a bywiogi'r enghreifftiau o'r ystod o yrfaeodd lle defnyddir y Gymraeg gan ysgogi mwy o bobl ifanc i fanteisio arnynt ymhellach i'w gyrfa ddysgu ac annog defnydd ehangach o'r Gymraeg y tu hwnt i'r cwricwlwm a chymwysterau.
3. Gweithio gyda phartneriaid i hyrwyddo manteision y Gymraeg a bod yn ddwyieithog gyda rhieni / gofalwyr ynghyd â sut y gallant gefnogi dilyniant disgyblion hyd yn oed os nad y Gymraeg yw'r iaith lafar gartref.
4. Gweithio gyda darparwyr allanol a LIC ar unrhyw fentrau cenedlaethol i hyrwyddo'r Gymraeg fel pwnc Safon Uwch.

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

5. Archwilio'r cwmpas i wneud defnydd mwy strategol o'r opsiynau e-ddysgu Cymraeg presennol ochr yn ochr â ph'un a oes potensial i ddatblygu modiwlau dysgu ar-lein Caerdydd er mwyn darparu ystod ehangach o bynciau ac ehangu'r cynnig o gymwysterau a phrofiadau dysgu posibl ar draws sector addysg Gymraeg Caerdydd ynghyd â chefnogi datblygiad sgiliau mewn dysgu digidol yng Nghyfnod Allweddol 4 ac yn gynharach.
6. Ymgysylltu â byrddau arholi i gynrychioli'r awydd sydd am ystod ehangach o gyrsiau a chymwysterau (yn enwedig o ran cyfleoedd dysgu galwedigaethol) a gyflwynir trwy gyfrwng y Gymraeg i sicrhau lefel gydradd â'r ystod sydd ar gael yn Saesneg.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- | | |
|--|--|
| <ul style="list-style-type: none">• Cyngor Caerdydd• Consortiwm Canolbarth y De• Ysgolion Caerdydd• CCAF (CAVC) | <ul style="list-style-type: none">• Prifysgol Caerdydd• Prifysgol Metropolitan Caerdydd• Byrddau Arholi yn cynnwys CBAC• Cyngor y Gweithlu Addysg |
|--|--|

Deilliant 5 - Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- cynnal 'Gyrfa Gymraeg - Ffair Swyddi Cymraeg Caerdydd' dan arweiniad Caerdydd Ddwyeithog i dynnu sylw at opsiynau gyrfa a manteision gweithio drwy gyfrwng y Gymraeg.
- Mae'r pandemig wedi bod yn gatalydd ar gyfer mwy o gynnwys ar-lein yn Gymraeg, gan gynnwys sianel youtube S4C ar gyfer plant 11-13 oed a Hansh yn gweithio gyda phobl ifanc i greu cynnwys.
- Mae'r cyfleoedd dysgu a chymdeithasu ar-lein wedi cynyddu'n sylweddol drwy gydol y pandemig ac er bod llawer o weithgareddau wyneb yn wyneb wedi aildechrau, mae'n parhau i ategu'r cynnig hwn gydag amrywiaeth o gyfleoedd dysgu ar-lein

Mae Caerdydd yn cydnabod gwerth i bobl ifanc ddefnyddio'u sgiliau Cymraeg mewn amrywiaeth o gyd-destunau i wella eu caffael ar iaith a meithrin eu hyder wrth siarad yr iaith wrth gyfathrebu bob dydd er mwyn bodloni dyheadau Cymraeg 2050. Er gwaethaf y tarfu yn sgil y pandemig mae partneriaid Fforwm Addysg Gymraeg Caerdydd wedi parhau i ddarparu gweithgareddau cyfoethogi drwy gyfrwng y Gymraeg yn yr ysgolion, fel gweithgareddau allgyrsiol gyda llawer yn symud ar-lein lle bo hynny'n bosibl yn ystod y pandemig.

Yng Nghaerdydd, mae 17 o ysgolion cynradd Cymraeg wedi ennill Gwobr Efydd y Siarter Iaith gydag 8 yn symud ymlaen i ennill y wobwr arian erbyn 2021. Mewn ysgolion uwchradd, mae 2 ysgol wedi ennill y wobwr efydd.

Mae'r cynllun Campws Cymraeg Campus wedi'i gyflwyno ar gyfer ysgolion lle mae iaith yr addysgu yn Saesneg ac o 2021, mae 15 o ysgolion cynradd wedi cael efydd gyda 2 ysgol uwchradd yn treialu cynllun uwchradd Cymraeg Campus.

Anogir dysgwyr sy'n mynychu ysgolion Cymraeg a Saesneg i gymryd rhan mewn ystod eang o weithgareddau diwylliannol, cymdeithasol a chwaraeon drwy gyfrwng y Gymraeg er mwyn gwella eu hyder a chadw eu rhuglder yn y Gymraeg gan gynnwys ymhlith lefelau uchel arall o gyfranogiad a chynrychiolaeth yn nigwyddiadau a chyfleoedd cymdeithasol yr Urdd (Eisteddfod yr Urdd, cystadlaethau chwaraeon cenedlaethol, gweithgareddau awyr agored a theithiau preswyl) ynghyd â chynrychiadau'r celfyddydau perfformio mewn ysgolion.

Mae fforwm partneriaid Caerdydd Ddwyeithog wedi gwneud gwaith i nodi a choladu cyfeirlyfr o brofiad gwaith a chyfleoedd gwirfoddoli sy'n gofyn am sgiliau Cymraeg. Wrth symud ymlaen, disgwylir i hyn fod o fudd wrth arddangos gwerth a throsglwyddo sgiliau Cymraeg y tu hwnt i'r ystafell ddosbarth. Y gobaith yw y bydd hyn yn cryfhau'r Gymraeg fel rhan lewyrchus o ddiwylliant Caerdydd ac yn hanfodol i hunaniaeth y Brifddinas.

Dyma'r sefyllfa bresennol sy'n ymwneud â chyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol a'n prif darged ar gyfer y deng mlynedd nesaf:

Sicrhau bod pobl ifanc yn cael eu cefnogi i fwynhau a chadw eu defnydd a'u hyder yn eu sgiliau Cymraeg y tu hwnt i'r ysgol drwy sicrhau amrywiaeth eang o gyfleoedd hygyrch yng Nghaerdydd a fydd yn cyffroi, yn ymgysylltu ac yn annog pobl ifanc gan gyfrannu felly at y dyhead i gofleidio'r iaith fel iaith fyw yn ein prifddinas.

Er mwyn cyflawni'r canlyniad hwn a sicrhau bod dysgwyr yn cael mwy o gyfleoedd i ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol, yn y 5 mlynedd cyntaf byddwn yn:

1. Mynd i'r afael â'r gwaith o fapio'r ddarpariaeth bresennol y tu allan i'r ysgol ar y cyd â darparwyr eraill i nodi bylchau a bod yn sail i drafodaethau sy'n ymwneud â chydweithredu / partneriaethau newydd er mwyn cynyddu / ehangu'r ddarpariaeth i ateb y galw.
2. Ymgymryd â gweithgareddau ymgysylltu â ffocws iddynt gyda phobl ifanc ynghylch pa gyfleoedd dysgu a chymdeithasu Cymraeg yr hoffent eu gweld yn cyd-fynd ag ymrwymiad Dinas sy'n Dda i Blant Caerdydd.
3. Archwilio a manteisio i'r eithaf ar y cyfleoedd i gydweithio o fewn yr Awdurdod Lleol rhwng y Gwasanaeth Ieuencid a sefydliadau partner y Fforwm Addysg Gymraeg gan gynnwys Menter Caerdydd a'r Urdd i wella'r amrywiaeth o gyfleoedd sydd ar gael mewn Prifddinas a'r holl gyfleoedd sydd ar gael i bobl ifanc yn lleol.
4. Ymgymryd ag ymchwil gyda phobl ifanc ac oedolion sydd wedi cyrraedd lefel o ruglder yn y Gymraeg yn y gorffennol ond sydd wedi colli hyder i'w ddefnyddio er mwyn deall a mynd i'r afael yn well â'r her o gadw iaith y tu hwnt i addysg statudol.

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

5. Cynnal arolwg gyda busnesau Caerdydd a chyn-fyfyrywyr ysgolion cyfrwng Cymraeg i archwilio'r posibiladau i gefnogi cyfleoedd pellach ar gyfer cyfleoedd amgen i'r rhai sydd eisoes ar gael wer mwyn ehangu'r cwmpas ac ymgysylltu â diddordebau mwy arbenigol.
6. Darparu cymorth i ysgolion ddefnyddio'r Gymraeg mewn ysgolion gyda Chymraeg, Llythrennedd a Chyfathrebu o ansawdd uchel a chyfleoedd dysgu proffesiynol gan gynnwys cymorth pwrpasol ar gyfer ysgolion/clystyrau unigol a chyfleoedd i gydweithio rhwng ysgolion ac ysgolion a phartneriaethau rhwng cymheiriaid fel y bo'n briodol.
7. Darparu swyddog consortia dynodedig i bob ysgol i gefnogi'r Siarter Iaith a chynnydd Cymraeg Campus sy'n canolbwyntio ar hyrwyddo, cefnogi, herio ac achredu holl ysgolion Caerdydd i wneud cynnydd gyda'r Gwobrau Siarter Iaith a Chymraeg Campus.

8. Gwerthuso effaith y Siarter Iaith a Chymraeg Campus i gefnogi'r gwaith o fireinio'r cynlluniau dros amser, yn enwedig ochr yn ochr â gweithredu'r cwricwlwm newydd.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- | | |
|---|--|
| <ul style="list-style-type: none">• Cyngor Caerdydd, gan gynnwys Caerdydd Ddwyieithog ac Addewid Caerdydd• Yr Urdd• Menter Caerdydd | <ul style="list-style-type: none">• S4C• Ysgolion• CCAF (CAVC)• Partneriaid y Brifysgol, y Coleg Cymraeg, Prifysgol Caerdydd a Met Caerdydd |
|---|--|

Deilliant 6 - Cynnydd yn y ddarpariaeth addysg Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol (ADY) (yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a Thribiwnlys Addysg (Cymru) 2018

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Sefydlu sylfaen ddysgu newydd ar gyfer hyd at 20 o ddisgyblion Ysgol Pwll Coch
- Ymestyn y rhif dynodedig ar gyfer y ganolfan adnoddau arbenigol yn Ysgol Glantaf i 30, a chymerwyd camau i wella'r cyfleusterau
- Sefydlu dosbarth Llesiant cynradd yn Ysgol Pen-y-Groes, gan gynnig lleoedd cofrestredig dros dro i hyd at 8 disgybl
- Gweithio gyda'r tair ysgol uwchradd i ddatblygu 'canolfan lesiant rithwir' sy'n gweithredu ar draws y tair ysgol, ar gyfer hyd at 18 o ddisgyblion sydd mewn perygl o gael eu gwahardd neu o ymddieithrio

Mae'r sefyllfa bresennol o ran darparu addysg Gymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY) yng Nghaerdydd a'n targedau ar gyfer y deng mlynedd nesaf fel a ganlyn:

Mae nifer yr achosion o ADY yn y sector Cymraeg yn parhau i fod yn is nag ar gyfer ysgolion Caerdydd yn gyffredinol:

Ebrill 2021	Pob ysgol	% y boblogaeth ddisgyblion.	Ysgolion Cymraeg	% y boblogaeth ddisgyblion.
Gweithredu gan yr Ysgol a Mwy	3045	5.54	320	3.72
Â datganiad	1360	2.48	116	1.35

Fodd bynnag, bu cynnydd yn nifer y disgyblion ag ADY sylweddol a chymhleth sy'n dewis addysg Gymraeg, fel y dengys y twf yn y galw am ddarpariaeth arbenigol:

- Agorodd y ganolfan ddysgu yn Ysgol Pwll Coch yn 2018-19 gyda 2 ddisgybl: 9 disgybl yn 2021.
- Roedd y ganolfan ddysgu yn Ysgol Glantaf yn darparu ar gyfer 11 o ddisgyblion yn 2016: 24 o ddisgyblion yn 2021

Cynhaliwyd arolwg o'r angen presennol gan y Tîm Cymorth Awtistiaeth yn 2020-21 a nodwyd 21 o ddisgyblion cynradd sy'n debygol o fod angen lleoliad mewn canolfan awtistiaeth naill ai wrth bontio i'r ysgol uwchradd neu ar ryw adeg yn ystod CA2.

I gyflawni'r deilliant hwn a gwireddu cynnydd yn y ddarpariaeth addysg Gymraeg i ddisgyblion sydd ag anghenion dysgu ychwanegol (ADY), yn y 5 mlynedd cyntaf byddwn yn:

1. Datblygu nifer cynyddol o leoedd arbenigol uwchradd i'w darparu mewn CAA sydd wedi'i leoli ym mhob ysgol uwchradd Gymraeg gydag anghenion arbenigol

gwahanol ym mhob canolfan i gyflawni lefel o ddarpariaeth arbenigol sy'n gydradd â sectorau eraill ac sy'n ymateb yn briodol i anghenion unigol.

2. Datblygu nifer cynyddol o leoedd arbenigol cynradd i'w darparu mewn CAA sydd wedi'u lleoli mewn tair ysgol gynradd man lleiaf, sy'n pontio i'r ysgolion uwchradd perthnasol ynghyd â dosbarthiadau ymyrraeth/llesiant cynnar / dosbarthiadau anogaeth wedi eu dosbarthu ledled y ddinas i gyflawni lefel o ddarpariaeth sy'n gydradd â sectorau eraill.
3. Nodi ac uwchsgilio nifer uwch o staff addysgu a dysgu Cymraeg rhugl i sicrhau bod digonedd o leoedd addysg arbenigol o ansawdd uchel i ddisgyblion ag ADY gan gynorthwywyr cymorth dysgu unigol ymlaen hyd at swyddi arwain.*
4. Monitro ceisiadau am drosglwyddo o ysgolion Cymraeg i'r sector Saesneg yn y ddinas a chynnal ymchwil bellach lle mae gan y rhai sy'n optio allan o'r sector hwn CDau ADY ar waith i sicrhau gwell dealltwriaeth o bryderon a sicrhau bod sicrwydd a chymorth priodol yn cael eu darparu gyda'r bwriad o'u gweld yn ailystyried ac aros.

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

5. Darparu gwell hyfforddiant ar draws y sector Cymraeg i gefnogi cynllunio a chymorth priodol i blant ag ADY mewn ysgolion Cymraeg er mwyn sicrhau cyfle ieithyddol cyfartal.
6. Adolygu darpariaeth Cyfnod 3 a Chyfnod 4 yn y sector uwchradd Cymraeg er mwyn sicrhau ei fod yn gallu ymateb i angen yn effeithiol.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- Cyngor Caerdydd
- Consortiwm Canolbarth y De
- Ysgolion Caerdydd
- Gwasanaethau'r GIG
- Gwasanaethau Plant

Deilliant 7 - Cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg

Yng nghyfnod yCSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Galluogi staff yr ysgol i gyrchu datblygiad proffesiynol yn y Gymraeg drwy amrywiaeth o gyfleoedd, o gyrsiau i ddechreuwr hyd at y Rhaglen Sabothol Cymraeg dwys
- Cefnogwyd nifer cynyddol o staff yng Nghaerdydd i'w derbyn i'r Rhaglen Darpar Benaethiaid yn 2020/21 sy'n arwain at asesiad NPHQ.
- Mae ehangu aelodaeth y Fforwm Addysg Gymraeg i gynnwys Prifysgol Metropolitan Caerdydd i elwa o'u mewnbwn ynghylch Hyfforddiant Cychwynnol Athrawon yng Nghaerdydd wedi cael ei werthfawrogi'n fawr o ran rhoi mwy o ddealltwriaeth ynghylch y potensial a'r rhwystrau i gynyddu'r gweithlu.

Mae'r sefyllfa bresennol o ran cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg yng Nghaerdydd a'n targedau ar gyfer y deng mlynedd nesaf fel a ganlyn:

Yn y flwyddyn 2020 roedd Caerdydd yn cyflogi 6575 o staff mewn rolau addysgu a chymorth mewn ysgolion. Mae'r data diweddaraf o fis Tachwedd 2020 ([statsCymru](#)) yn dangos bod gan 19.4% (1275) o weithlu ysgolion Caerdydd sgiliau Cymraeg ar lefel ganolradd neu uwch.

Ar hyn o bryd rydym yn aros am ddata pellach gan Lywodraeth Cymru i lywio'r gwaelodlin ar gyfer y deilliant hwn. Os nad yw'r wybodaeth angenrheidiol ar gael, byddwn yn ceisio sefydlu gwaelodlin ar gyfer yr adroddiad blynyddol cyntaf ac addasu targedau yn unol â hynny.

Mae twf sylweddol yn y gweithlu sy'n gallu dysgu Cymraeg a thrwy gyfrwng y Gymraeg yn hollbwysig er mwyn i Gaerdydd lwyddo i sicrhau twf siaradwyr Cymraeg drwy addysg yn ein hysgolion a chyfleoedd dysgu ehangach.

Mae Cyngor Caerdydd yn cydnabod bod recriwtio gweithlu digonol eisoes yn cyflwyno heriau ar draws pob sector addysg. Hyd yma, mae Caerdydd yn bennaf wedi parhau i ddenu staff yn lleol ac o bob cwr o Gymru gyda'r heriau i'w teimlo fwyaf mewn ysgolion uwchradd, yn enwedig mewn pynciau fel mathemateg a gwyddoniaeth. Fodd bynnag, wrth i'r sector ehangu fel rhan o'r ymdrech genedlaethol i gynyddu Addysg Gymraeg a mwy o Gymraeg drwy ysgolion dwy iaith, fe ddaw'r her hon yn fwy ar draws yr ystodau oedran. Mae hyder cenedlaethol o ran adnoddau digonol yn isel ar hyn o bryd.

Darlun rhannol yw sicrhau bod digon o athrawon Cymraeg rhugl o ansawdd uchel i staffio'r nifer cynyddol o ysgolion cyfrwng Cymraeg a dwy iaith. Ar ben hynny, bydd y disgwyliadau uwch i addysgu a dysgu gan ddefnyddio mwy o Gymraeg mewn ysgolion

Saesneg hefyd yn golygu bod angen uwchsgilio ar draws llawer o'r gweithlu addysgu a dysgu.

Felly, rydym wedi ymrwymo i weithio'n agos gydag ALLau eraill yng Nghonsortium Canolbarth y De (CCD) i gynllunio a chefnogi staff ysgolion ar draws pob sector i wella eu sgiliau Cymraeg ymhellach ynghyd â darparwyr hyfforddiant y gweithlu Addysg Hyfforddiant Gychwynnol a'r gweithlu Gofal Plant cyfrwng Cymraeg i gefnogi cynnydd mewn Athrawon Newydd Gymhwyso, staff cymorth dysgu ac ymarferwyr gofal plant er mwyn helpu i leihau'r prinder gweithlu a ragwelir yn y dyfodol a sicrhau y gellir gweithredu Cynlluniau Strategol Cymraeg mewn Addysg lleol ar y cyd yn effeithiol yn y dyfodol i gyrraedd targed y llywodraeth.

I gyflawni'r deilliant hwn a chynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg, yn y 5 mlynedd cyntaf byddwn yn:

- Cynnal archwiliad canolog o'r gweithlu i adolygu staffio presennol ynghyd ag ystyried swyddi gwag staff addysgu a staff cymorth yn y presennol ac yn y dyfodol i gefnogi recriwtio a chadw staff sydd â sgiliau Cymraeg gan gynnwys staff addysgu a dysgu sy'n gwbl rhugl.
- Dadansoddi canlyniad data cyfrifiad gweithlu'r ysgol a ffynonellau tystiolaeth ansoddol i gefnogi cynllunio'r gweithlu i lywio'r gwaith o gynllunio rhaglenni dysgu proffesiynol sy'n adlewyrchu anghenion ein gweithlu lleol sy'n benodol i gynyddu'r defnydd a wneir o'r Gymraeg ym mhob ysgol.
- Cynnal archwiliad i adolygu ac adlewyrchu newidiadau mewn math o ysgol/dynodiad ieithyddol ar draws pob cyfnod a chynllunio'n strategol i gefnogi uwchsgilio lle bo angen.
- Crhio cyngor, cymorth ac arweiniad i ysgolion ar sut i adlewyrchu sgiliau Cymraeg staff yn gywir drwy wneud y gorau o gyfraniad Swyddog Cymraeg mewn Addysg CCD.
- Monitro Cynlluniau Datblygu Ysgolion i sicrhau bod arweinwyr yn dangos ystyriaeth weithredol ac yn cynllunio ar gyfer gwella sgiliau ieithyddol gweithlu eu hysgolion ac yn annog staff i gymryd rhan mewn cyfleoedd dysgu Cymraeg a chaffael iaith.
- Sicrhau bod pob tîm arweinyddiaeth ysgol a llywodraethwyr yn cael gwybod am y Cynllun Strategol Cymraeg mewn Addysg a'r angen am sgiliau dwyieithog a bod monitro uwchsgilio eu staff yn allweddol fel rhan o'u hyfforddiant fel llywodraethwyr a'u DPP.
- Sicrhau bod staff o ysgolion Cymraeg yn gwneud cais am raglenni datblygu arweinyddiaeth cenedlaethol perthnasol gan gynnwys y Rhaglen Darpar Brifathrawon sy'n arwain at gymhwyster CPCP.
- Monitro nifer yr ymgeiswyr Cymraeg eu hiaith sy'n dewis symud ymlaen i swyddi arwain ar ôl cwblhau rhaglenni datblygu arweinyddiaeth cenedlaethol ac annog ymarferwyr ac arweinwyr cymwys iawn i barhau i chwilio am

gyfleoedd i wneud y mwyaf o'u cymwysterau er budd ysgolion a disgyblion Caerdydd.

- Gweithio'n agos gyda phartneriaethau AGA i gefnogi hyfforddiant myfyrwyr o athrawon Cymraeg rhugl, gan gynnwys sicrhau bod ysgolion Cymraeg Caerdydd yn cael eu nodi fel ysgolion arweiniol, hyfforddiant neu ysgolion lleoliad.
- Mae gweithio gyda phartneriaid allanol i hyrwyddo mentrau ar lwybrau i addysgu a rhannu unrhyw wybodaeth berthnasol gydag ysgolion a pharhau i ddarparu dysgu a chymorth proffesiynol i athrawon ANG, yn enwedig drwy rôl mentoriaid sefydlu rhanbarthol.
- Ceisio ategu gwaith y Cyngor Gweithlu Addysg o hyrwyddo'r llwybrau a'r cymhellion lluosog ar gyfer hyfforddiant athrawon. Nid mater i Gaerdydd yn unig yw hwn, ac edrychwn ymlaen at weld a gweithio i gefnogi cynllun datblygu gweithlu blaengar a phendant sydd ag adnoddau priodol ac wedi ei gymell gan Lywodraeth Cymru a'r CGA y gallwn roi cyhoedduswydd pellach iddo yng Nghaerdydd.
- Archwilio'r posibiliadau i ddatblygu ymgyrch hyrwyddo a recriwtio leol i dargedu'r angen am amrywiaeth pellach ar draws y gweithlu addysgu a dysgu, yn enwedig yn y gweithlu sy'n siarad Cymraeg i gefnogi cynyddu amrywiaeth yn y sector addysg Gymraeg y yr hirdymor a sicrhau bod pob teulu a disgybl yn teimlo bod eu hysgol yn adlewyrchu eu cymuned leol.
- Darparu cymorth rhagweithiol ar ôl y cynllun sabothol i ymarferwyr a chwilio am gyfleoedd i gyfranogwyr ddefnyddio a datblygu eu sgiliau Cymraeg ymhellach yn eu cyd-destun proffesiynol yn rheolaidd gyda golwg ar weld staff yn gweithio mewn darpariaeth sydd ymhellach ar hyd y continwwm dwyieithog (h.y. ysgolion/lleoliadau iaith ddeuol neu rai cyfrwng Cymraeg).
- Annog a monitro'r defnydd o gwrs y Ganolfan Dysgu Cymraeg Genedlaethol newydd gan staff addysgu fel llwybr arall ar gyfer datblygu hyder ieithyddol o fewn y gweithlu addysgu a dysgu.

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

- Dadansoddi data'r Fframwaith Iaith ynghyd â CCD fel gwaelodlin ar gyfer y gwelliant sydd angen ei weld. Bydd CCD yn parhau i ddarparu dysgu proffesiynol Cymraeg ar wahanol lefelau i gefnogi dilyniant.
- Ei gwneud yn ofynnol i lywodraethwyr pob ysgol gynnwys adroddiad ar y Gymraeg i ddathlu ac ystyried gwell defnydd a datblygiad sgiliau Cymraeg disgyblion ynghyd â chyfleoedd caffael iaith â ffocws iddynt ar gyfer eu staff addysgu a dysgu, a hynny yn eu hadroddiad blynyddol i rieni.
- Sicrhau bod ysgolion yn gosod ac yn adrodd ar dargedau ar gyfer datblygu sgiliau Cymraeg o fewn cynlluniau datblygu ysgolion yng nghyd-destun gwella

safonau er mwyn sicrhau bod ffocws cryf ar flaenoriaethu datblygiad proffesiynol parhaus sy'n cynnwys gwella sgiliau ieithyddol.

- Dwysáu gwaith gyda darparwyr AGA ynghyd â'r CCD i sicrhau bod y Cynllun Sabothol Cymraeg yn cael ei ddefnyddio'n fwy strategol i ddiwallu anghenion ysgolion, yn enwedig y rhai lle bydd newidiadau o ran faint o Gymraeg a addysgir a fydd felly yn effeithio ar anghenion sgiliau staff.
- Gwerthuso effaith cwrs y Ganolfan Dysgu Cymraeg Genedlaethol newydd ar gyfer staff addysgu yng Nghaerdydd ac a yw'n profi i fod yn effeithiol fel ffordd o ddatblygu hyder ieithyddol o fewn y gweithlu addysgu a dysgu.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- CCD
- Darparwyr AGA. – Met Caerdydd, Y Brifysgol Agored, Coleg Cymraeg
- Cyngor y Gweithlu Addysg
- Addewid Caerdydd

Cynllun y fersiwn derfynol i gynnwys:

Ffeithiau, dyfyniadau gan siaradwyr Cymraeg adnabyddus enwog a lluniau/darluniau

Ffeithiau allweddol i gynnwys

A oeddech chi'n gwybod?

Mae ymchwil yn dangos bod gan allu dwyieithog neu amlieithog nifer o fanteision, mae'n cryfhau galluoedd gwybyddol a chymdeithasol sy'n amrywio o resymu di-eiriau a llafar i'r ffordd y maent yn cydymdeimlo ag eraill - mae pobl ddwyieithog yn aml yn ei chael yn haws i wneud sawl tasg ar yr un pryd ac yn tueddu i fod yn fwy creadigol, yn gallu datrys problemau'n haws a meddu ar well hyblygrwydd meddyliol (erthygl ymchwil y BBC).

A oeddech chi'n gwybod?

Mae dros hanner poblogaeth y byd eisoes yn elwa o fod yn ddwyieithog neu'n amlieithog, mae'n fwy anarferol siarad ond un iaith yn hytrach na defnyddio dwy neu fwy yn hyderus. Yng Nghymru gall eich plentyn ddod yn ddwyieithog drwy fynychu un o'n hysgolion cyfrwng Cymraeg rhagorol.

A oeddech chi'n gwybod?

Mae dros 70% o'r disgyblion sy'n mynychu ysgolion Cymraeg yng Nghaerdydd yn dod o deuluoedd nad sy'n deuluoedd Cymraeg eu hiaith. Gall eich plentyn integreiddio a sicrhau canlyniadau uchel yn llwyddiannus yn y Gymraeg a'r Saesneg beth bynnag fo iaith gartref eich teulu, hyd yn oed os na siaradwyd gair o Gymraeg cyn iddynt ddechrau!

A oeddech chi'n gwybod?

Mae'n bosibl gwahaniaethu rhwng pobl ddwyieithog a rhai uniaith drwy edrych ar sganiau o'u hymennydd. Mae gan bobl ddwyieithog lawer mwy o fater llwyd na phobl uniaith yn eu cortecs cenglaidd blaen am eu bod yn ei ddefnyddio gymaint amlach. Mae rhan yma'r ymennydd yn cryfhau, yn tyfu'n fwy ac yn fwy hyblyg po fwyaf y byddwch yn ei defnyddio. (Jubin Abutalebi, Prifysgol San Raffaele, Milan)

A oeddech chi'n gwybod?

Mae ymchwil ddiweddar yn dangos y gall bod yn ddwyieithog ohirio dechrau dementia a chlefyd Alzheimer o'i gymharu â pherson uniaith sydd â phatholeg clefyd yr un fath.

Mae'r dudalen hon yn wag yn fwriadol

Tafllwybr Caerdydd 2050

CSCA 2022 – 2032

Awst 2021

Cynnwys

1. Cyd-destun Polisi

- (i) Cyd-destun Polisi Cenedlaethol Cymraeg 2050
- (ii) Strategaeth Caerdydd Ddwyeithog 2017-2022

2. Data cefndirol

- (i) Cylchred poblogaeth diweddar
- (ii) Capasiti ysgolion a lleoedd gwag
- (iii) Ysgolion Cynradd - Capasiti
- (iv) Ysgolion Cynradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag
- (v) Ysgolion Uwchradd - Capasiti
- (vi) Ysgolion Uwchradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag

3. Newidiadau arfaethedig i gapasiti ysgolion: 2021 - 2025

4. Newidiadau Diweddarach: 2026 - 2031

- (i) Poblogaeth
- (ii) Newidiadau i ddarpariaeth ysgolion yn y dyfodol (2026-2031)
- (iii) Taflwybr
- (iv) Methodoleg taflwybr
- (v) Amcanestyniadau nifer disgyblion
- (vi) Casgliadau

Cyd-destun Polisi Cenedlaethol Cymraeg 2050

Yn 2017, cyhoeddodd Llywodraeth Cymru ei strategaeth Gymraeg *Cymraeg 2050: Miliwn o Siaradwyr Cymraeg* yn unol ag Adran 78 Deddf Llywodraeth Cymru 2006. Mae'r strategaeth yn cefnogi 'hyrwyddo a hwyluso'r defnydd o'r Gymraeg'. Ei nod yn y tymor hir yw i Gymru gael miliwn o siaradwyr Cymraeg erbyn 2050.

Mae'r strategaeth yn enwi addysg drochi cyfrwng Cymraeg fel y 'prif ddull ar gyfer sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac ar gyfer creu siaradwyr newydd' (*Cymraeg 2050: Miliwn o Siaradwyr Cymraeg, tud21*). Felly, bydd argaeledd addysg Gymraeg yn allweddol i gyrraedd y targed o filiwn o siaradwyr Cymraeg.

Y targed cenedlaethol yw:

- Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n derbyn addysg Gymraeg o 22 y cant (yn seiliedig ar 7,700 o ddysgwyr saith oed yn 2015/16) i 30 y cant (tua 10,500 ym mhob grŵp blwyddyn) erbyn 2031, ac yna 40 y cant (tua 14,000 ym mhob grŵp blwyddyn) erbyn 2050.

Cydnabyddir yn y strategaeth y bydd y dull yn amrywio ar draws gwahanol ranbarthau yng Nghymru yn dibynnu ar nodweddion eu poblogaethau. Mae'r strategaeth hefyd yn nodi ardaloedd sydd â dwysedd poblogaeth uchel ond canran is o siaradwyr Cymraeg fel ardaloedd sydd â photensial penodol ar gyfer twf.

Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn ei gwneud yn ofynnol i Awdurdodau Lleol osod targed deng mlynedd yn amlinellu'r cynnydd disgwylidig yn y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn ardal yr awdurdod lleol yn ystod oes Cynllun.

Rhaid i'r targed gael ei gefnogi gan ddatganiad yn nodi sut y byddai Awdurdod Lleol yn cyflawni'r cynnydd disgwylidig yn nifer y plant Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg yn ystod oes y Cynllun. Dyma'r targed deng mlynedd cyffredinol ar gyfer CSCA 2022 - 2032.

Mae'r fethodoleg a ddefnyddir gan Lywodraeth Cymru i gyfrifo'r targed yn gyson â'r cerrig milltir yn Gymraeg 2050 sy'n ymwneud â'r cynnydd yn nifer y dysgwyr mewn addysg Gymraeg sydd eu hangen i gyrraedd y targed o filiwn o siaradwyr Cymraeg erbyn 2050.

Bydd nifer y dysgwyr sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn amrywio ym mhob grŵp blwyddyn, felly bydd y targed yn seiliedig ar nifer y dysgwyr Blwyddyn 1 (5/6 oed), sy'n cynrychioli dechrau addysg statudol. Data CYBLD ar gyfer dysgwyr Blwyddyn 1 yw'r set ddata fwyaf cynhwysfawr sydd ar gael ar gyfer dysgwyr sydd ar gamau cynharaf addysg gynradd. Mae CYBLD yn gasgliad electronig o ddata ar lefel disgyblion ac ysgolion a ddarperir gan bob ysgol a gynhelir yn y sector cynradd, canol, uwchradd, meithrin ac arbennig ym mis Ionawr bob blwyddyn; fodd bynnag, yn 2021, cafwyd y data ym mis Ebrill.

Mae Awdurdodau Lleol wedi'u grwpio i gategoriâu gwahanol sy'n adlewyrchu'r gwahaniaethau (a chydabod elfennau tebyg) rhwng y 22 awdurdod. Roedd y ffactorau a ystyriwyd wrth grwpio yn cynnwys canran y dysgwyr a addysgir yn Gymraeg ym mhob ardal, y modelau darpariaeth addysg Gymraeg a fabwysiadwyd gan Awdurdodau Lleol, a natur ieithyddol ardal.

Mae Caerdydd wedi'i gosod yn 'Grŵp 3' sy'n cael ei ddisgrifio fel a ganlyn:

"Roedd rhwng 14% ac 19% o blant Blwyddyn 1 yn yr awdurdodau lleol hyn yn cael eu haddysg drwy gyfrwng y Gymraeg yn 2019/20. Efallai mai addysg gymunedol Gymraeg yw'r norm mewn un/nifer fach iawn o ardaloedd, ond dyma'r eithriad nid y rheol. Fel arfer mae dewis i'w gael rhwng addysg Gymraeg ac addysg Saesneg."

Mae'r tabl isod yn nodi gwaelodlin 2019/2020 a nodwyd gan Lywodraeth Cymru, a'r targedau a bennwyd gan Lywodraeth Cymru, ar gyfer Caerdydd:

Tabl 1: Gwaelodlinau a thargedau Caerdydd a gyhoeddwyd yng nghanllawiau'r CSCA

	2019/20		2030/31		2030/31	
	Nifer	Canran	Ystod Is		Ystod Uwch	
Nifer			Canran	Nifer	Canran	Nifer
Caerdydd	702	16.9%	1,035	25%	1,200	29%
Cymru	7848	23.3%	10415	31%	11690	35%

Mae'r niferoedd ar y gofrestr (NAG) ar gyfer Ionawr 2020 yn dangos bod ychydig o dan 4,700 o blant yn mynychu ysgolion cynradd Cymraeg (4-11 oed) yng Nghaerdydd ac ychydig dros 3,200 mewn ysgolion uwchradd Cymraeg (11-18 oed). Mae'r ffigurau NAG yn dangos bod cyfran gyffredinol y plant sydd mewn addysg Gymraeg llawn amser (4-18 oed) yng Nghaerdydd yn 16% ym mis Ionawr 2020.

Strategaeth Caerdydd Ddwyeithog 2017-2022

Gosododd Cyngor Caerdydd ei *Caerdydd Ddwyeithog: Strategaeth 5 Mlynedd yr Iaith Gymraeg 2017-2022* yn 2016. Nod y strategaeth hon yw creu 'Caerdydd wirioneddol ddwyeithog.' Mae hefyd yn anelu at gyfrannu at ddyblu nifer y siaradwyr Cymraeg yng Nghaerdydd erbyn 2050 yn unol â *Cymraeg 2050*.

Yn gynwysedig yng nghynllun gweithredu'r strategaeth roedd y targedau i:

- Gynyddu nifer y myfyrwyr sy'n mynychu ysgolion Cymraeg 12.3% erbyn 2022.
- Cynyddu nifer y plant saith oed a addysgir trwy'r Gymraeg 1.2%, o 15.2% yn Ionawr 2016 i 16.4% erbyn 2020.

Rhan annatod o Strategaeth Caerdydd Ddwyeithog oedd Cynllun Strategol Cymraeg mewn Addysg 2017-2020 (CSCA), a oedd yn canolbwyntio ar dwf a darpariaeth addysg cyfrwng Cymraeg.

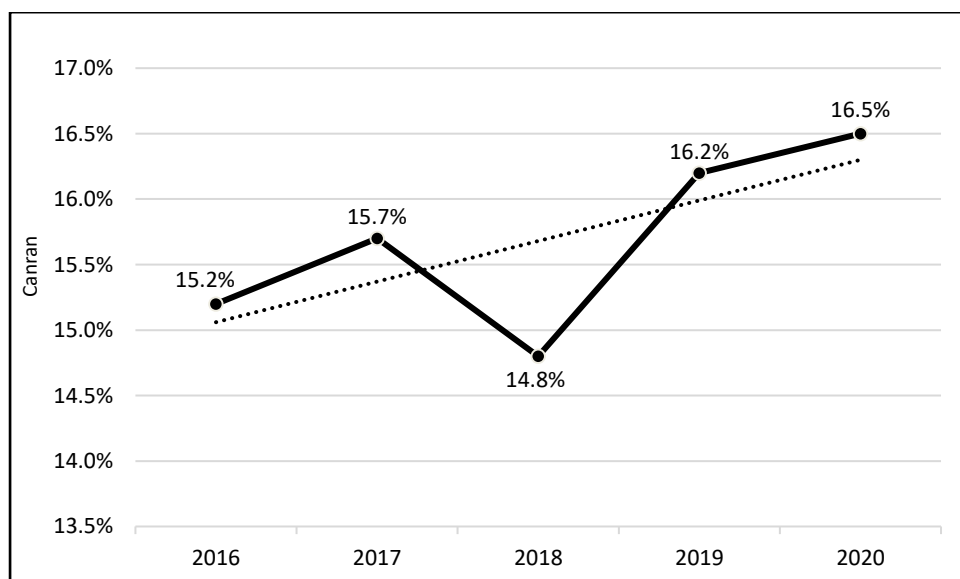
O'r saith deilliant strategol yn CSCA 2017-2020, edrychodd Deilliant 1 ar ddarparu lleoedd cyfrwng Cymraeg yng Nghaerdydd ac ychwanegodd darged ychwanegol i'r ddau a nodwyd yn y strategaeth Caerdydd Ddwyeithog:

- Cynyddu nifer y plant oed Derbyn sy'n mynd i addysg Gymraeg bob blwyddyn.

O'r tri tharged a nodir yn Strategaeth Caerdydd Ddwyeithog a'r CSCA, mae dau eisoes wedi'u cyrraedd.

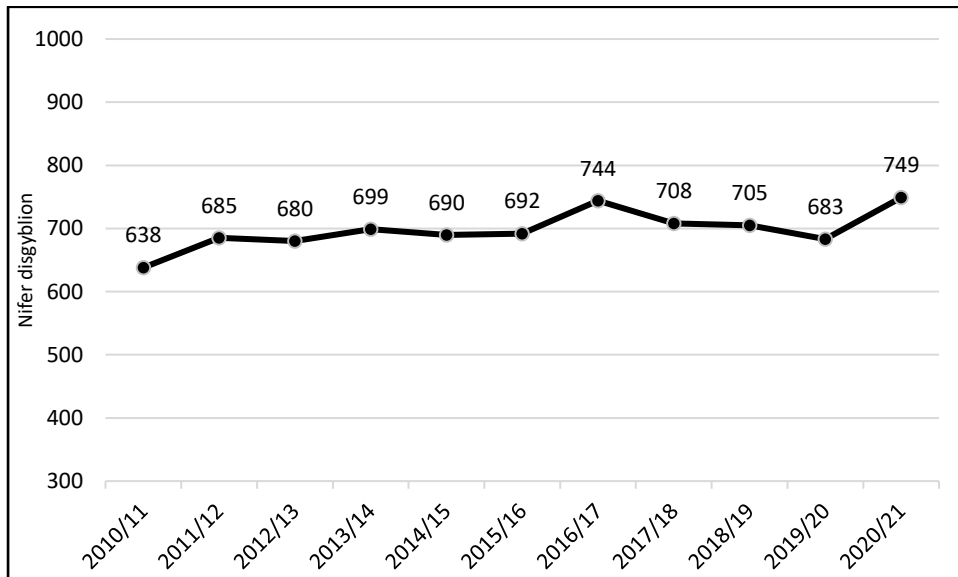
Mae ffigurau NAG ar gyfer Ionawr 2020 yn dangos bod 16.5% o blant saith oed yng Nghaerdydd yn cael eu haddysgu drwy gyfrwng y Gymraeg. Mae'r ganran yn amrywio rhwng 2016 a 2020, gyda gostyngiad yn 2018, ond y duedd gyffredinol yw cynnydd yn nifer y plant saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg.

Ffigur 1: Canran y plant saith oed mewn addysg Gymraeg

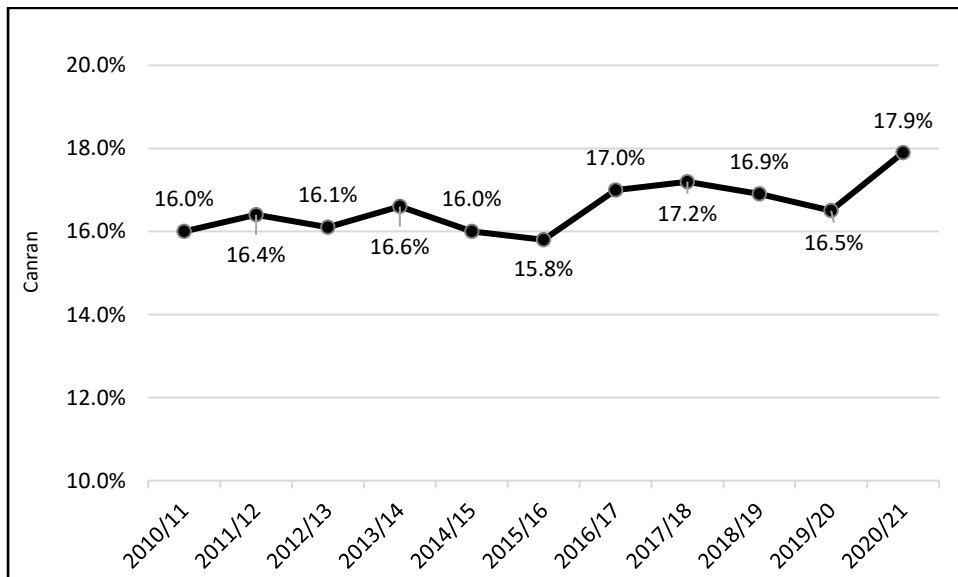


Mae nifer y plant oedran Derbyn sy'n mynd i addysg Gymraeg wedi amrywio rhwng 2010 a 2020, er bod y duedd gyffredinol yn gynnydd araf. Fodd bynnag, gall hyn fod oherwydd newidiadau yn nifer y plant ym mhob carfan, a hefyd newidiadau o ran dewis o blaid addysg Ggymraeg. O edrych ar ganran y plant oedran Derbyn mewn addysg Gymraeg mae amrywiadau o hyd o flwyddyn i flwyddyn, ond mae'r duedd gyffredinol yn gynnydd mwy serth.

Ffigur 2: Niferoedd i'r Dosbarth Derbyn mewn ysgolion Cymraeg yng Nghaerdydd (data CYBLD)



Ffigur 3: Canran y plant oedran Derbyn mewn addysg Gymraeg yng Nghaerdydd (data CYBLD)



Pennwyd y trydydd targed i gynyddu nifer y disgyblion sy'n mynychu ysgolion Cymraeg 12.3% ar gyfer 2022. Ym mis Ionawr 2017 roedd 7,272 o ddisgyblion 4-18 oed yn mynd i ysgolion Cymraeg. Roedd hyn wedi cynyddu i 7,902 o ddisgyblion cyfrwng Cymraeg ym mis Ionawr 2020, sy'n gynydd o 8.7%. Ar gyfartaledd mae nifer y disgyblion mewn ysgolion Cymraeg wedi cynyddu dros 200 o ddisgyblion bob blwyddyn. Er mwyn cyrraedd y targed o 8,107 o ddisgyblion erbyn 2022, a nodir yn Strategaeth Caerdydd Ddwyieithog, dim ond cynnydd o 205 o ddisgyblion eraill fyddai eu hangen ar y nifer presennol. Felly mae'n debygol iawn y bydd y cyrhaeddir y targed o 12.3% erbyn 2022. Fodd bynnag, mae llawer o'r cynnydd hwn yn cael ei lywio gan batrymau poblogaeth yn hytrach na newid o ran dewis.

Er mwyn cyfrannu at dargedau newydd Cymraeg 2050, bydd y ddogfen hon yn edrych ar y ddarpariaeth bresennol yng Nghaerdydd a pha gamau y gellir eu cymryd er mwyn helpu i gyrraedd targed Llywodraeth Cymru o filiwn o Siaradwyr Cymraeg.

Data cefndirol

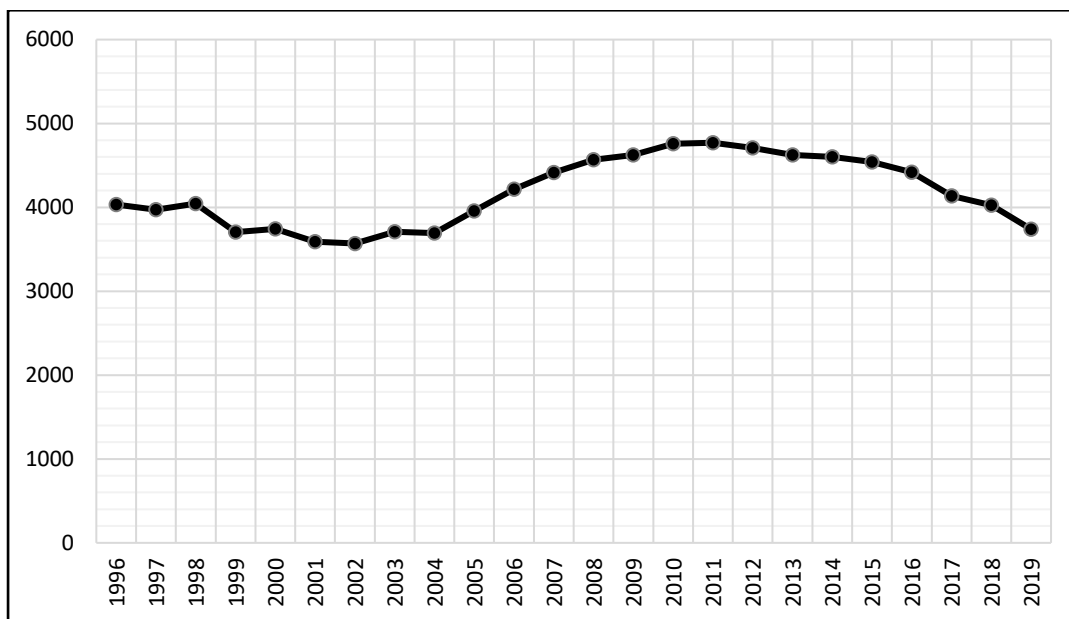
Cylchred poblogaeth diweddar

Mae cyfraddau geni yng Nghaerdydd wedi amrywio'n sylweddol yn y blynyddoedd diweddar. Mae data poblogaeth a gyhoeddwyd ar wefan Llywodraeth Cymru (Stats Wales) yn dangos patrwm cylchol dros y 25 mlynedd diwethaf.

Mae Ffigur 7 isod yn dangos bod nifer y genedigaethau wedi gostwng rhwng 1996 a 2002, ac ar yr adeg honno fod y nifer wedi gostwng i 3,569. Yn nhermau cynllunio lleoedd ysgol, mae hyn yn cyfateb i 119 o Ddosbarthiadau Mynediad (DM).

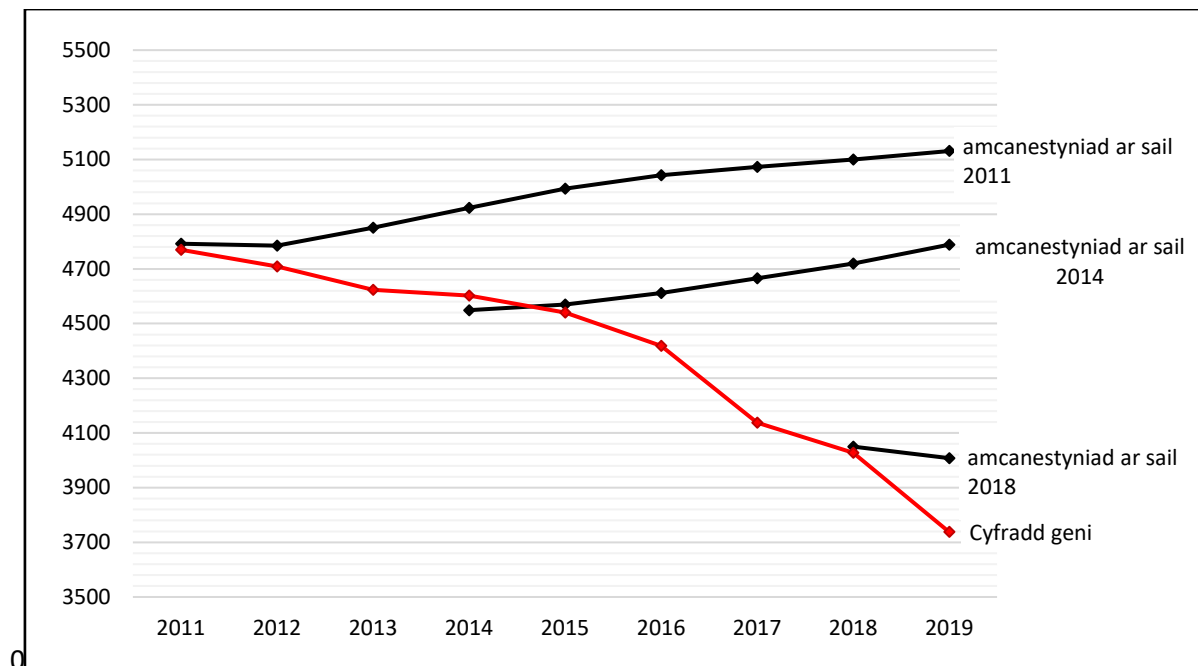
Dilynwyd hynny gan gyfnod o dwf tan yr uchafbwynt o 4770 (159 DM) yn 2011, cynnydd o dros 33%. Dechreuodd genedigaethau ostwng yn 2012 ac maent wedi bod yn gostwng oddi ar hynny. Yn dilyn y patrwm hwn, mae'n fwy tebygol y byddwn yn parhau i weld cynnydd a chwymp yn y gyfradd enedigaethau yn hytrach na chynnydd mwy graddol a chyson dros amser.

Ffigur 4: Genedigaethau yng Nghaerdydd 1996 – 2019 (Stats Cymru)



Mae'r cylchred hwn a welwyd yn nata cyfraddau geni Caerdydd yn wahanol i'r amcanestyniadau poblogaeth a gyhoeddwyd gan Lywodraeth Cymru yn 2011 a 2014, ac mae hefyd yn wahanol i'r amcanestyniadau diweddaraf yn 2018 a gyhoeddwyd yn 2020:

Ffigur 5: Amcanestyniadau Llywodraeth Cymru ar gyfer nifer y plant 0 oed o gymharu â'r gyfradd enedigaethau



Mae Llywodraeth Cymru wedi gosod targedau rhif a chanran ar gyfer Caerdydd sy'n seiliedig ar boblogaeth 2030/31 yn y garfan berthnasol o c.4,140 o blant. Fodd bynnag, mae dadansoddiad o'r data poblogaeth diweddaraf a gyhoeddwyd gan Lywodraeth Cymru yn dangos amcanestyniad poblogaeth sy'n is.

Mae'r Cyngor yn casglu data cofrestru meddygon teulu gan y GIG bob blwyddyn sy'n dangos y bydd y gyfradd enedigaethau yng Nghaerdydd 2020, pan gaiff ei chyhoeddi, yn is na'r gyfradd enedigaethau a ragwelir gan Lywodraeth Cymru. Felly, rhaid i unrhyw dargedau tymor byr neu ganolig a osodir yng Nghaerdydd ystyried y data cyfraddau geni diweddaraf sydd ar gael.

Capasiti ysgolion a lleoedd gwag

Ar hyn o bryd mae'r ddarpariaeth Gymraeg yn cyfrif am oddeutu 16% o gapasiti lleoedd ysgol (4-18 oed) yng Nghaerdydd.

Darperir tua 18% o leoedd cynradd (4-11 oed) a 15% o leoedd uwchradd (11-18 oed) drwy gyfrwng y Gymraeg. Wrth ystyried ysgolion cymunedol yn unig (h.y. ac eithrio ysgolion ffydd sydd yn ysgolion cyfrwng Saesneg yn unig yng Nghaerdydd), darperir tua 20% o'r lleoedd cynradd (4-11 oed) a 23% o'r lleoedd uwchradd (11-18 oed) drwy gyfrwng y Gymraeg.

Mae'r Cod Trefniadaeth Ysgolion yn nodi'r canlynol ynghylch lleoedd gwag:

"Mae angen rhai lleoedd gwag fel y gall ysgolion ymdopi ag amrywiadau mewn niferoedd disgyblion, ond mae gormod o leoedd gwag, y gellid eu dileu, yn golygu bod adnoddau'n cael eu gwastraffu'n ddiangen. Os oes mwy na 10% o leoedd gwag mewn ardal yn gyffredinol, dylai awdurdodau lleol adolygu eu darpariaeth ac ystyried os y dylent wneud cynigion ar gyfer cael gwared arnynt, os y bydd yn gwella effeithiolrwydd ac effeithlonrwydd y ddarpariaeth.

Fel arfer, ni ddylid bod angen darparu lleoedd ychwanegol mewn ysgolion os oes gan ysgolion eraill o'r un fath leoedd gwag o fewn pellter rhesymol. Fodd bynnag efallai y bydd cynigion i gynyddu nifer y lleoedd mewn ymateb i'r galw am fath arbennig o ddarpariaeth e.e. cyfrwng Cymraeg, yn dal yn briodol - yn enwedig os oes darpariaeth effeithiol o leoedd wedi'i chynllunio ar gyfer ardal yr awdurdod lleol."

Ysgolion Cynradd - Capasiti

Y Niferoedd Derbyn a Gyhoeddwyd (NDGau) cyfredol ar gyfer mynediad i'r flwyddyn Dderbyn ym mhob ysgol gynradd sy'n rhoi'r mesur mwyaf priodol o gapasiti, ar gyfer derbyn disgyblion i'r ysgol, yn yr ystod oedran cynradd. Y rheswm am hyn yw y gallai rhai ysgolion fod ran o'r ffordd drwy newid graddol, i gynyddu neu leihau cyfanswm y capasiti, yn dilyn gweithredu cynnig.

Mae Tabl 2 isod yn dangos cyfanswm nifer y Dosbarthiadau Mynediad (DM) ar gyfer addysg gymunedol Saesneg, addysg Saesneg yn seiliedig ar ffydd ac addysg Gymraeg ar gyfer Derbyn yn 2020/21.

Tabl 2: Cyfanswm y dosbarthiadau mynediad ar gyfer Derbyn yn 2020/21

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	101.7	64.4%
Saesneg yn seiliedig ar ffydd	28.4	18%
Cyfrwng Cymraeg	27.9	17.6%
Cyfanswm	158	100%

Ym mis Medi 2020, roedd 17.6% o'r ddarpariaeth gynradd yng Nghaerdydd yn Gymraeg.

Mae Tabl 3 yn dangos data'r niferoedd diweddaraf ar y gofrestr (NAG), a gymerwyd o fis Ebrill 2021. Ar y pryd, roedd 16.1% o'r plant ar y gofrestr ysgolion cynradd prif ffrwd yng Nghaerdydd mewn addysg Gymraeg.

Tabl 3: NAG ar gyfer ysgolion cynradd ym mis Ebrill 2021 (CYBLD 2021)

	Nifer ar y Gofrestr	Canran
Cymunedol Cyfrwng Saesneg	19,422	66.3%
Saesneg seiliedig ar ffydd	5,144	17.6%
Cyfrwng Cymraeg	4,707	16.1%
Cyfanswm	29,273	100%

Mae nifer y disgyblion sy'n mynd i addysg gynradd Gymraeg yng Nghaerdydd wedi bod yn cynyddu'n gyson dros y deng mlynedd diwethaf ac mae'r ddarpariaeth wedi cynyddu yn unol â hynny. Ers 2010, mae Caerdydd wedi cynyddu capasiti parhaol fel a ganlyn:

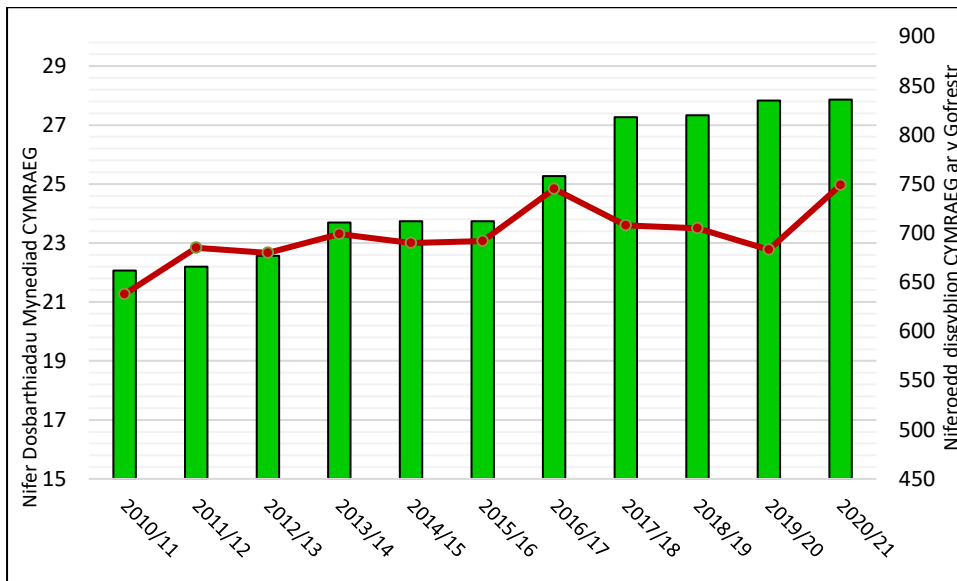
Tabl 4: Mwy o gapasiti wrth fynd i addysg gynradd, 2012-2021

Blwyddyn	Ysgol(ion)	Newid yn yr Hinsawdd	Newid capasiti net
2012	Ysgol Gymraeg Melin Gruffydd	Ehangu o 1.5DM i 2DM*	+0.5DM
2013	Ysgol Gymraeg Treganna	Ehangu o 1.8DM i 3DM	+1.2FE
2013	Ysgol Tan Yr Eos	Cau 1DM (cynnig cysylltiedig)	
2016	Ysgol y Wern	Ehangu o 2DM i 2.5DM*	+0.5DM
2016	Ysgol Gymraeg Hamadryad	Sefydlu ysgol newydd i ddechrau yn 1DM	+1DM
2017	Ysgol Glan Morfa	Adeilad newydd ac ehangu o 1DM i 2DM	+1DM
2018	Ysgol Glan Ceubal	Adeilad newydd ac ehangu o 0.9DM i 1DM	+0.1DM
2017	Ysgol Gymraeg Hamadryad	Adeilad newydd ac ehangu o 1DM i 2DM	+1DM
2019	Ysgol y Wern	Ehangu o 2.5DM i 3DM*	+0.5DM
2012-2021	Cynnydd capasiti Cynradd:		5.8DM

- Yn dynodi ehangu dros dro cyn cynnydd parhaol

Ar y cyfan, cynyddodd nifer y dosbarthiadau mynediad Cymraeg yng Nghaerdydd 5.8DM yn y cyfnod 2010-2020.

Ffigur 6: NAG Dosbarthiadau mynediad a Derbyn (lonawr) mewn addysg Gymraeg o 2010/11 - 2020/21

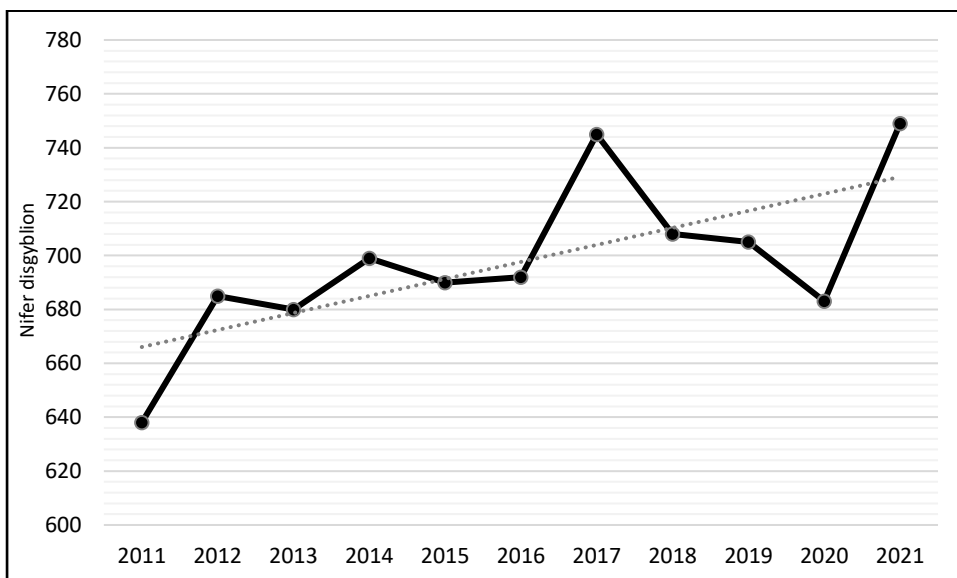


Ysgolion Cynradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag

Yn gyffredinol, mae nifer y disgyblion sy'n cymryd lleoedd Derbyn mewn ysgolion Cymraeg wedi cynyddu o 638 (21.3DM) ym mis Ionawr 2011 i 749 ym mis Ionawr 2021. Fel rheol, mae nifer y plant sy'n cael llefydd Derbyn mewn ysgolion Cymraeg yn uwch yn nhyrnog yr hydref ond yn gostwng erbyn dyddiad CYBLD mis Ionawr.

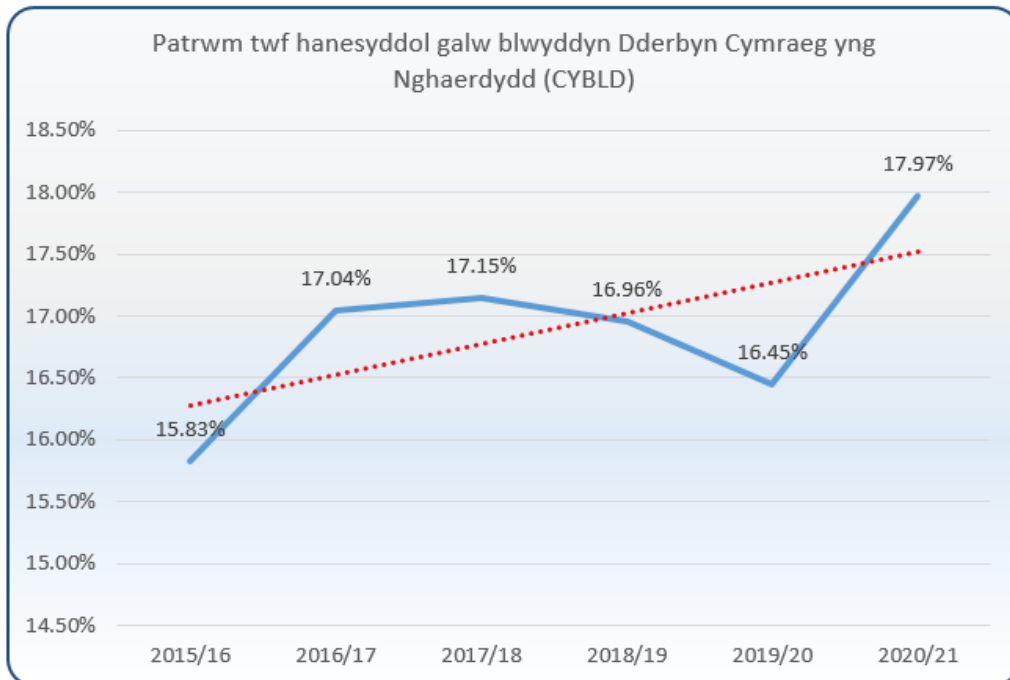
Nid yw'r cynnydd cyffredinol wedi bod yn gyson, gyda'r niferoedd yn codi mewn rhai blynyddoedd ac yn gostwng mewn eraill, ond y duedd fu cynnydd yn nifer y disgyblion Cymraeg dros y cyfnod o ddeng mlynedd.

Ffigur 7: Niferoedd disgyblion i ysgolion Cymraeg yn y Dosbarth Derbyn (Data CYBLD mis Ionawr)



Mae canran y disgyblion Derby'n mewn addysg Gymraeg yn dilyn patrwm tebyg gyda chynnydd mewn rhai blynyddoedd a gostyngiad mewn eraill, ond gyda chynnydd cyffredinol yn y ganran dros y deng mlynedd.

Ffigur 8: Canran y disgyblion sy'n mynd i'r Dosbarth Derby'n mewn ysgolion Cymraeg



Y cynnydd canrannol blynyddol rhwng 2015 a 2021 oedd 0.25%. Felly, mae'n rhesymol rhagweld y byddai'r galw'n parhau i godi ar gyfradd debyg am y deng mlynedd nesaf. Amcanestyniadau yw'r canrannau a ragwelir os yw'r patrymau a'r tueddiadau presennol, o'u cymharu â'r boblogaeth, yn parhau.

At ei gilydd, mae nifer y plant sy'n cofrestru mewn Addysg Gymraeg wedi cynyddu'n raddol ac mae lefel gynaliadwy o leoedd gwag ledled y ddinas o dros 10% wedi'i chynnal bob blwyddyn dros y cyfnod 2016-2021. Mae'r gwarged hwn wedi sicrhau bod y Cyngor yn gallu derbyn pob plentyn sy'n dymuno cofrestru i gael addysg Gymraeg. Fodd bynnag, mae lefel y gwarged yn amrywio ledled y ddinas.

Ysgolion Uwchradd - Capasiti

Mae'r tabl isod yn dangos cyfanswm nifer y Dosbarthiadau Mynediad (DM) ar gyfer addysg gymunedol Saesneg, addysg Saesneg yn seiliedig ar ffydd ac addysg Gymraeg ar gyfer Blwyddyn 7 yn 2020/21.

Tabl 5: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Blwyddyn 7 yn 2020/21

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	85.5	61.6%
Saesneg seiliedig ar ffydd	32.3	23.3%
Cyfrwng Cymraeg	21	15.1%
Cyfanswm	138.83	100%

Ar hyn o bryd mae 15.1% o'r ddarpariaeth uwchradd yng Nghaerdydd drwy gyfrwng y Gymraeg.

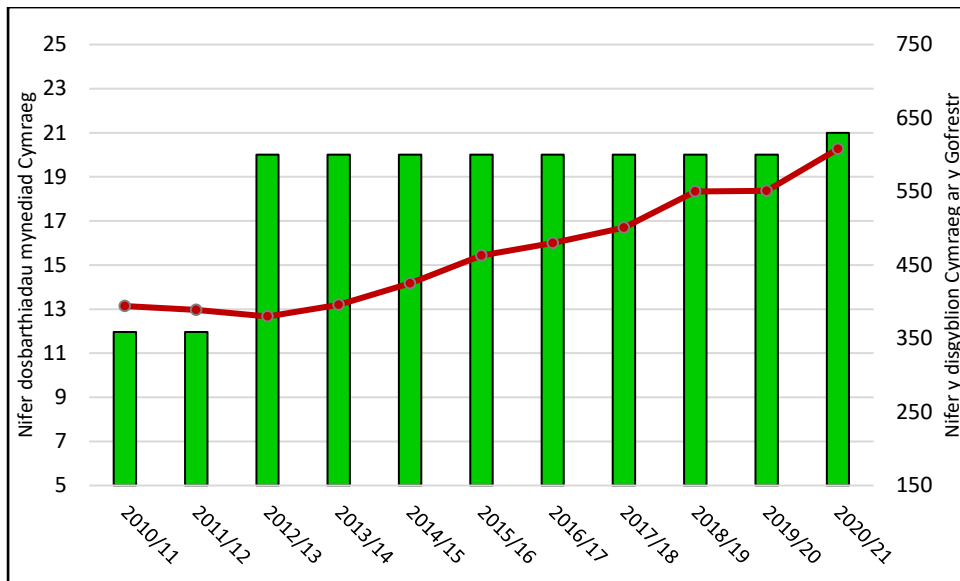
Mae'r data NAG diweddaraf o fis Ebrill 2021, yn Nhabl 6, yn dangos bod 15% o'r plant ar y gofrestr mewn ysgolion uwchradd prif ffrwd yng Nghaerdydd mewn addysg Gymraeg.

Tabl 6: NAG ar gyfer ysgolion uwchradd (11-18 oed) ym mis Ebrill 2021

	Nifer ar y Gofrestr	Canran
Cymunedol Cyfrwng Saesneg	13,496	60.5%
Saesneg yn seiliedig ar ffydd	5,457	24.5%
Cyfrwng Cymraeg	3,356	15%
Cyfanswm	22,309	100%

Cynyddodd y ddarpariaeth addysg uwchradd Gymraeg yng Nghaerdydd yn sylweddol - 6DM rhwng 2011 a 2012, gydag Agor Ysgol Gyfun Gymraeg Bro Edern, gan gymryd cyfanswm y capasiti o 14DM i 20DM. Cynyddodd y capasiti 1DM ymhellach yn Ysgol Gyfun Gymraeg Plasmawr yn 2020 i ddarparu lle ar gyfer pob disgybl sy'n dymuno cofrestru mewn addysg uwchradd Gymraeg, tra'n cadw lefel gynaliadwy o leoedd gwag.

Ffigur 9: Dosbarthiadau mynediad a NAG ar gyfer Blwyddyn 7 mewn addysg Gymraeg o 2010-2020



Ysgolion Uwchradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag

At ei gilydd, mae nifer y plant sy'n pontio i addysg uwchradd cyfrwng Cymraeg wedi cynyddu'n raddol o 394 (13.1DM) ym mis Ionawr 2011 i 601 (20DM) ym mis Ebrill 2021. Mae'r Cyngor wedi gallu derbyn pob plentyn sy'n dymuno pontio i addysg uwchradd Gymraeg, yn gyntaf drwy drefniadau i ehangu Ysgol Gyfun Gymraeg Glantaf ac Ysgol Gyfun Gymraeg Plasmawr ac yna i sefydlu Ysgol Gyfun Gymraeg Bro Edern.

Gostyngodd lefel y lleoedd gwag dros gyfnod estynedig yn dilyn sefydlu Ysgol Gyfun Gymraeg Bro Edern yn 2012, o warged o 36.6% yn 2012/13 i 8.3% erbyn 2018/19. Parodd twf Bro Edern, a llai o niferoedd yn mynd i Ysgol Gyfun Gymraeg Glantaf, anawsterau sefydliadol ac ariannol ar gyfer y ddwy ysgol.

Newidiadau arfaethedig i gapasiti ysgolion: 2021 - 2025

Cytunwyd ar y newidiadau parhaol canlynol i gapasiti ysgolion a chânt eu gweithredu yn y cyfnod 2021-2025:

- Ehangu Ysgol Gynradd yr Eglwys yng Nghymru Llaneirwg o 0.5DM i 1DM
- Cadarnhau Ysgol Gynradd Allensbank, o 1.5DM i 1DM
- Sefydlu ysgol gynradd 2 DM ddwy ffrwd i wasanaethu camau cynnar datblygiad Plasdŵr.
- Ehangu Ysgol Uwchradd Cantonian o 6DM i 8DM
- Cadarnhau Ysgol Uwchradd Willows o 7.4DM i 6DM
- Ehangu Ysgol Gyfun Radur o 7DM i 8DM

Mae'r Cyngor wedi cytuno i ymgynghori ar y newidiadau parhaol canlynol i gapasiti ysgolion:

- Ehangu Ysgol Gynradd Pentyrch o 0.7DM i 1DM

Mae'r newidiadau parhaol canlynol i gapasiti ysgolion wedi'u cynllunio o fewn Rhaglen Band B Ysgolion y 21 Ganrif Caerdydd yn y cyfnod 2021-2025:

- Ehangu Ysgol Uwchradd Cathays o 5.5DM i 8DM
- Ehangu Ysgol Uwchradd Caerdydd o 8DM i 10DM
- Gwerth 1DM yn rhagor o leoedd i wasanaethu dalgylch Ysgol Gymraeg Nant Caerau
- Gwerth 1DM yn rhagor o leoedd i wasanaethu dalgylch Ysgol Pen Y Pil

Mae'r Cyngor hefyd wedi sicrhau cyllid Grant Cyfalaf Llywodraeth Cymru ar gyfer ehangu'r ddarpariaeth Gymraeg fel a ganlyn:

- Gwerth 1 DM yn rhagor o leoedd i wasanaethu dalgylch Ysgol Mynydd Bychan

Byddai cynigion yr ysgolion cynradd yn cynyddu'r ddarpariaeth Saesneg 1.3DM a'r ddarpariaeth Gymraeg 4DM, a fyddai'n cynyddu cyfanswm y Dosbarthiadau Mynediad (DM) ar gyfer addysg Gymraeg ar gyfer y Dosbarth Derbyn i 19.5% o'r ddarpariaeth sydd ar gael erbyn mis Medi 2025.

Tabl 7: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Derbyn erbyn Medi 2025

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	103DM (+0.8DM)	62.9%
Saesneg yn seiliedig ar ffydd	28.9 (+0.5DM)	17.6%
Cyfrwng Cymraeg	31.9 (+4DM)	19.5%
Cyfanswm	163.8 (+5.3DM)	100%

Byddai'r cynigion ysgolion uwchradd yn cynyddu'r ddarpariaeth Saesneg 6.1 DM, a fyddai'n gostwng canran y Dosbarthiadau Mynediad (DM) i addysg uwchradd Gymraeg i 14.5% o'r ddarpariaeth a fydd ar gael erbyn mis Medi 2025

Tabl 8: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Blwyddyn 7 erbyn mis Medi 2025

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	91.6 (+6.1DM)	63.2%
Saesneg seiliedig ar ffydd	32.3 (Dim newid)	22.3%
Cyfrwng Cymraeg	21 (Dim newid)	14.5%
Cyfanswm	144.9 (+6.1DM)	100%

Newidiadau yn y Dyfodol

Poblogaeth

Mae Llywodraeth Cymru yn cyhoeddi amcanestyniadau poblogaeth ar gyfer Cymru, sy'n seiliedig ar amcanestyniadau poblogaeth cenedlaethol y Swyddfa Ystadegau Gwladol (SYG) ar gyfer y Deyrnas Gyfunol. Cyhoeddwyd y set ddiweddaraf o amcanestyniadau, yn seiliedig ar ddata 2018, ar 4 Awst 2020. Maent yn cwmpasu'r cyfnod o 25 mlynedd rhwng 2018 a 2043.

Nid yw'r amcanestyniadau'n darogan yr hyn fydd yn digwydd mewn gwirionedd yn yr un modd ag y byddai rhagolwg yn yn ei wneud. Yn hytrach, maent yn gwneud rhagdybiaethau am newidiadau yn y dyfodol ac yn dangos yr hyn fyddai'r boblogaeth pe bai'r newidiadau hynny yn y dyfodol yn digwydd. Nid ydynt yn rhagweld effaith ffactorau allanol fel polisiau'r llywodraeth neu amodau economaidd.

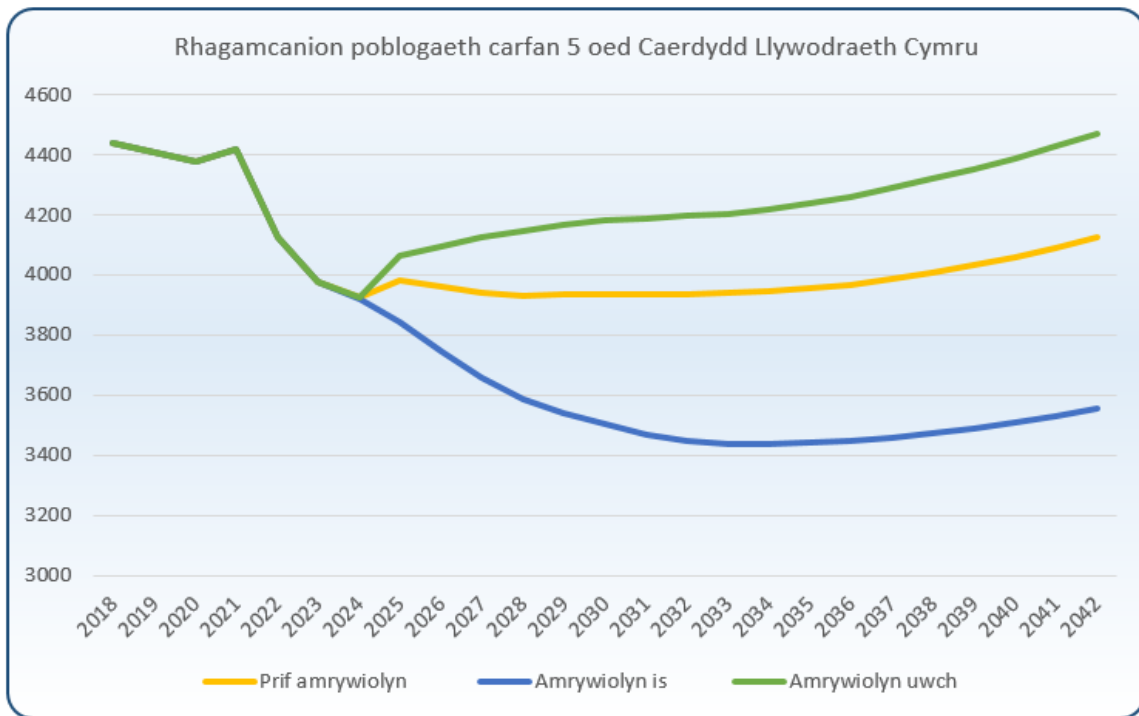
Cyhoeddwyd tri amrywiolyn gwahanol yn 2020: prif, uchel ac isel. Mae'r rhain yn seiliedig ar ragdybiaethau am ffrwythlondeb, marwolaethau a mudo yn y dyfodol. Y prif amrywiolyn yw'r prif amcanestyniad h.y. yr adlewyrchiad gorau o batrymau demograffeg. Mae'r rhai uchel ac isel yn cynnig senarios amgen yn y dyfodol, gan ystyried tybiaethau gwahanol ar gyfer y tri ffactor poblogaeth. Nid yw'r amrywiolion wedi'u gosod fel terfynau, ond yn hytrach maent yn rhoi lefel o hyblygrwydd sy'n adlewyrchu'r ansicrwydd o ragweld newidiadau poblogaeth.

Mae amcanestyniadau 2018 yn dangos cynnydd is yn y boblogaeth yng Nghaerdydd na'r amcanestyniadau blaenorol yn 2014. Mae'r cynnydd yn y boblogaeth 6.8% yn is na'r amcanestyniadau o gynnydd blaenorol. Fodd bynnag, rhagwelir y bydd poblogaeth Caerdydd yn dal i gynyddu 3.2%. Er nad dyma'r cynnydd canrannol mwyaf yng Nghymru, Caerdydd yw'r awdurdod lleol mwyaf o hyd gyda phoblogaeth ragamcanol o dros 375,700 erbyn 2028.

Yn wahanol i ardaloedd eraill, mae'r cynnydd ym mhoblogaeth Caerdydd yn deillio'n bennaf o nifer uwch o enedigaethau na marwolaethau, gyda chynnydd bach yn unig o fudo net. Er bod yr amcanestyniadau'n dangos gostyngiad yn nifer y plant a'r bobl ifanc rhwng 0 a 15 oed, rhagwelir y bydd nifer y genedigaethau'n cynyddu rhwng 2018 a 2028.

Rhagamcenir y bydd nifer y plant 5 oed (plant oedran Derbyn) yng Nghaerdydd yn gostwng i ddechrau, rhwng 2018 a 2024, cyn cynyddu'n araf hyd at 2043. Byddai hyn yn awgrymu na fydd cynnydd mawr yn y galw am leoedd ysgolion hyd at 2043.

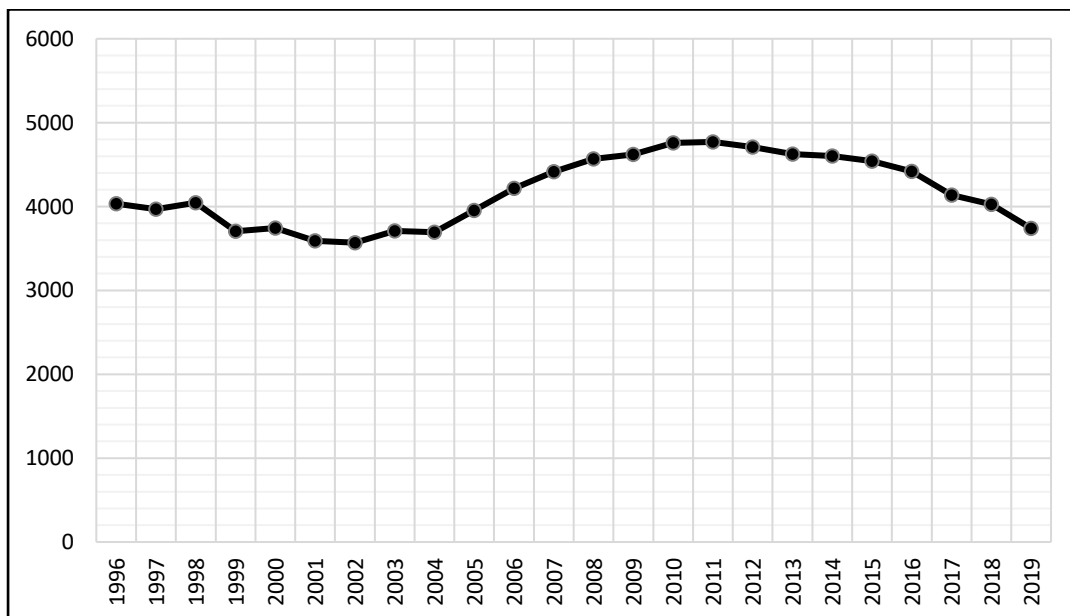
Ffigur 10: Amcanestyniadau Llywodraeth Cymru ar gyfer nifer y plant 5 oed yng Nghaerdydd 2018-2043



Fodd bynnag, fel yr amlinellir ar dudalen 8, mae cyfraddau geni yng Nghaerdydd wedi dilyn patrwm cylchol dros y 25 mlynedd diwethaf. Mae'r cyfraddau geni wedi gostwng yn is na phob un o dri taflwybr amcanestyniad poblogaeth Llywodraeth Cymru a gyhoeddwyd yn 2011, 2014 ac yn fwyaf diweddar yn 2020 (yn seiliedig ar ddata 2018).

Mae Ffigur 11 yn dangos cynnydd y genedigaethau hyd at 2011 a sut y dechreuodd genedigaethau ostwng yn 2012 a gostwng ers hynny. Yn dilyn y patrwm hwn, mae'n bosibl y byddwn yn parhau i weld cynnydd a chwymp yn y gyfradd enedigaethau yn hytrach na chynnydd mwy graddol a chyson dros amser.

Ffigur 11: Genedigaethau yng Nghaerdydd 1996 – 2019

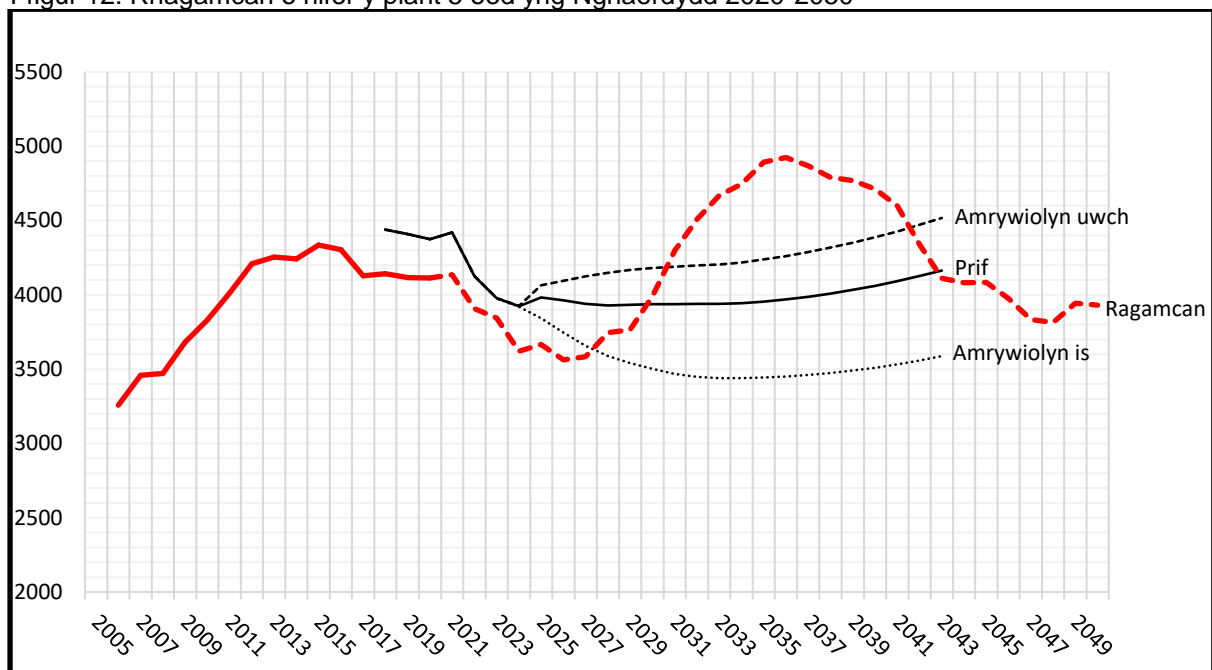


Mae Ffigur 12 yn dangos amcanestyniad amgen ar gyfer nifer y plant pum mlwydd oed sy'n dechrau yn y Dosbarth Derbyn hyd at 2050. Mae'r taflwybr amgen hwn yn ailadrodd y cyfraddau geni blaenorol a'r niferoedd a gofrestrwyd mewn ysgolion ac yn ymgorffori'r niferoedd gros rhagamcanol o flwyddyn i flwyddyn o'r datblygiadau tai strategol a gyhoeddwyd yn CDLI mabwysiedig y ddinas.

Pe dilynid y taflwybr amgen hwn, gallai Caerdydd weld y gyfradd enedigaethau yn cyrraedd uchafbwynt tua 2031, a fyddai'n rhoi uchafbwynt o ran nifer y disgyblion 5 oed sy'n cofrestru mewn ysgolion tua'r flwyddyn 2036 ar ychydig o dan 5,000. Byddai'r niferoedd wedyn yn dechrau gostwng eto, er y byddent yn aros yn uwchlaw isafbwynt blaenorol y cylchred oherwydd y cynnydd cyffredinol yn y boblogaeth yn deillio o'r tai newydd yn y ddinas. Mae'r taflwybr hwn yn wahanol iawn i amcanestyniadau poblogaeth cyhoeddedig Llywodraeth Cymru, yn is na'r amcanestyniadau yn y tymor byr (2021-2026) ac yn uwch na'r amcanestyniadau yn y tymor hwy (y tu hwnt i 2031).

Gan fod nifer rhagamcanol y Cyngor o blant 5 oed yn y cyfnod 2021-2025 yn seiliedig ar ddata cofrestru meddygon teulu'r GIG a ddarparwyd ym mis Awst 2021, gellir bod yn go hyderus yn yr amcanestyniadau tymor byr hyn. Mae hefyd yn rhesymol dod i'r casgliad yn seiliedig ar gylchredau poblogaeth y gorffennol, er bod amseriad a chyfradd y newid yn ansicr, mae nifer y disgyblion sy'n cofrestru yn y dyfodol y tu hwnt i 2025 yn debygol o gynyddu. Felly, dylid cadw lefel ddigonol ond cynaliadwy o gapasiti dros ben mewn ysgolion er mwyn ymateb i newidiadau yn y boblogaeth yn y dyfodol.

Ffigur 12: Rhagamcan o nifer y plant 5 oed yng Nghaerdydd 2020-2050



Newidiadau diweddarach i ddarpariaeth ysgolion (2026-2031)

Byddai'r newidiadau arfaethedig i ddarpariaeth ysgolion yn y cyfnod 2021 – 2025 a amlinellir ar dudalen 15 yn cynyddu nifer y lleoedd sydd ar gael wrth fynd i addysg Gymraeg o 836 o leoedd (27.9DM) i 956 o leoedd (31.9DM).

Bydd angen cyflwyno sawl cynnig y tu hwnt i 2025 i ateb y galw cynyddol am leoedd mewn ysgolion cynradd mewn rhai ardaloedd yng Nghaerdydd a chyflwyno ysgolion newydd i ddarparu ar gyfer mwy o alw o safleoedd tai maes glas strategol newydd a gynlluniwyd ar gyrion y ddinas. Mae'r safleoedd tai newydd yn cynnwys:

- Datblygiad Churchlands, Llys-faen
- Tir i'r gogledd o Bontpennau/ i'r dwyrain o Lys-faen
- Datblygiad tai Llanilltern i'r gogledd o Gyffordd 33 yr M4.
- Camau diweddarach datblygiad tai Plasdŵr yng ngogledd-orllewin Caerdydd.

Ochr yn ochr â chynigion i newid peth ar ddarpariaeth bresennol y ddinas, gallai'r ysgolion newydd ychwanegu hyd at wyth dosbarth mynediad i leoedd ysgolion cynradd yn y cyfnod 2026-2031. Rhagwelir y caiff darpariaeth newydd i wasanaethu datblygiadau Churchlands a Llanilltern eu cyflwyno tua 2025/2026, a darpariaeth bellach ym Mhlasdŵr ac i'r gogledd o Bontpennau tua diwedd y degawd.

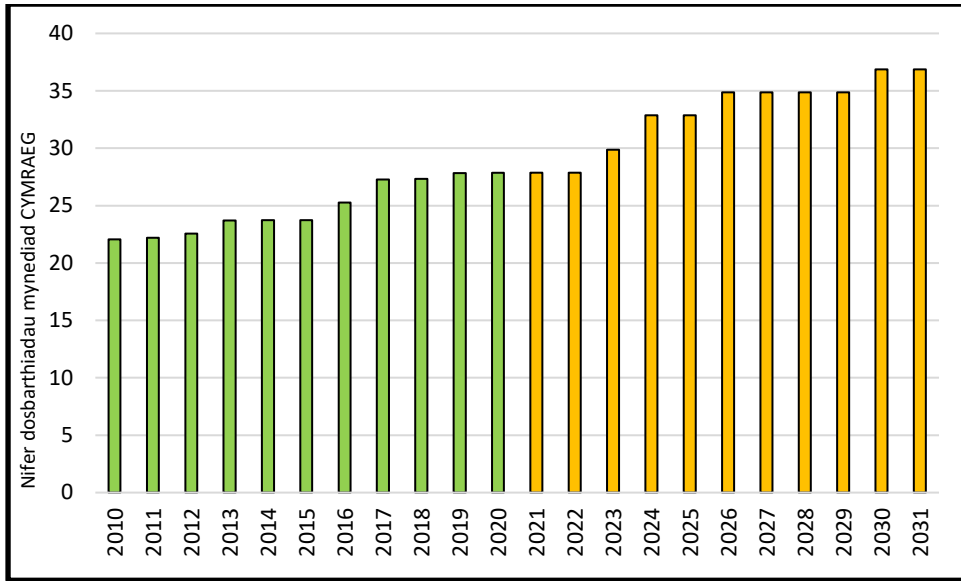
Yn absenoldeb cynigion datblygedig, mae'r Cyngor wedi modelu newidiadau capasiti yn seiliedig ar ddarpariaeth newydd sydd yn 50% cyfrwng Cymraeg. Mae'r tabl isod yn cynnwys yr holl newidiadau i gapasiti a gynlluniwyd yn y cyfnod 2021-2025 a'r lleoedd ychwanegol yn y cyfnod 2026-2031.

Tabl 9: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Derbyn yn 2030/31

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	107DM (+4.8DM)	62.3%
Saesneg yn seiliedig ar ffydd	28.9 (+0.5DM)	16.8%
Cyfrwng Cymraeg	35.9 (+8DM)	20.9%
Cyfanswm	171.8 (+13.3DM)	100%

Mae Ffigur 13 yn dangos sut y gallai nifer y dosbarthiadau mynediad Cymraeg wrth fynd i addysg gynradd gynyddu o flwyddyn i flwyddyn, wrth i ysgolion gael eu codi neu eu hehangu.

Ffigur 13: DM Cymraeg arfaethedig yn y dyfodol yng Nghaerdydd ar gyfer derbyn mis Medi



Taflwybr

Pennwyd targedau ar gyfer awdurdodau lleol unigol gan Lywodraeth Cymru ar gyfer blwyddyn ysgol 2030/31, yn seiliedig ar amcanestyniadau poblogaeth Llywodraeth Cymru. Mae'r targedau hyn yn cynnwys ystod is ac ystod uwch ac yn rhoi niferoedd a chanran y disgyblion ar gyfer pob un. Mae targed Caerdydd wedi'i nodi yn y tabl isod.

Tabl 10: Targedau ar gyfer disgyblion cyfrwng Cymraeg yng Nghaerdydd 2030-31

	2019/20		2030/31		2030/31	
	Gwaelodlin LIC		Targed: Ystod Is		Targed: Ystod Uwch	
	Nifer	Canran	Nifer	Canran	Nifer	Canran
Caerdydd	702	16.9%	1,035	25%	1,200	29%

Yn 2020/2021, nifer y disgyblion Derbyn Cymraeg oedd 749, sef 18.0% o gyfanswm y disgyblion a dderbyniwyd. Felly, er mwyn cyrraedd y targed ystod is byddai angen cynnydd canrannol o tua 7.0%. Er mwyn cyrraedd y targed ystod uwch byddai angen cynnydd canrannol o tua 11.0%.

Felly, dylid sefydlu taflwybrau i nodi'r twf posibl yn y niferoedd yn y Flwyddyn Dderbyn i ysgolion Cymraeg ym mis Medi 2030, ac i ddangos sut y gallai'r rhain gyd-fynd â thargedau Cymraeg 2050 Llywodraeth Cymru.

Byddai taflwybr targed yn amlinellu'r canlyniad gofynnol i ddeillio o unrhyw gamau y gellid eu cymryd i gynyddu'r niferoedd sy'n dewis addysg Gymraeg i'r trothwy a argymhellir, ond ni fwriedir iddo nodi'r camau gweithredu eu hunain.

Cynhyrchwyd taflwybrau yn seiliedig ar gyfuniad o'r galw diweddar am leoedd Derbyn Cymraeg, a gymhwyswyd at ddata amcanestyniadau poblogaeth a gyhoeddwyd gan Lywodraeth Cymru, ynghyd â modelu'r niferoedd disgyblion o'r rhaglen adeiladu tai safleoedd strategol sydd ar y gweill yng Nghaerdydd.

Dros y deng mlynedd diwethaf, bodlonwyd y galw cynyddol am leoedd a'i yrru/ei gefnogi drwy ehangu'r ddarpariaeth Gymraeg bresennol 5.8 dosbarth mynediad. Er y gallai fod angen rhagor o ddarpariaeth ar gyfer cynnydd pellach yn y galw mewn rhai ardaloedd yng Nghaerdydd (ymagwedd sy'n seiliedig ar alw), mae cyfle hefyd i gynyddu niferoedd cyfrwng Cymraeg ymhellach drwy agor neu ehangu mwy o ysgolion Cymraeg (ymagwedd sy'n cael ei lywio gan bolisi).

Er y gallai'r gyfradd enedigaethau yng Nghaerdydd yn y blynyddoedd i ddod fod yn is nag y bu yn y degawd diwethaf, mae nifer o ddatblygiadau tai wedi'u cynllunio yn y ddinas. Bydd datblygiadau tai newydd yn cynyddu nifer y plant fydd angen lleoedd ysgol mewn rhai ardaloedd yn y ddinas. Darperir ysgolion newydd gan ddatblygwyr ar rai safleoedd fel rhan o'r cytundeb cynllunio gyda'r Cyngor, er mwyn lleihau'r effaith ar argaeledd lleoedd mewn ysgolion sy'n bod eisoes.

Mae sicrhau bod darpariaeth Gymraeg ar gael yn yr ysgol leol ar gyfer preswylwyr datblygiadau tai newydd yn debygol o gynyddu'r nifer sy'n manteisio ar addysg

Gymraeg yn gynt na phe bai'r ddarpariaeth ond yn cael ei hehangu yn unol â galw cynyddol.

Methodoleg taflwybr

Mae creu'r taflwybr yn gofyn am amcangyfrif ynghylch faint o ddisgyblion a allai o bosib fynd i addysg Gymraeg pe bai darpariaeth Gymraeg ychwanegol ar gael yn eu hardal leol. Mae'r modelu hwn hefyd yn rhagamcanu sut y byddai darparu ysgolion Cymraeg ar gyfer datblygiadau tai newydd yn debygol o effeithio ar nifer y disgyblion sy'n mynd i addysg Gymraeg.

Defnyddiwyd y patrwm twf diweddar sy'n seiliedig ar ddata CYBLD 2015/16 - 2020/21 i bennu'r twf cynhenid yng nghanran y plant sy'n mynd i addysg Gymraeg, ac i allosod hyn i 2031 fel gwaelodlin ar gyfer twf o fewn cymunedau sy'n bod yn barod.

Fodd bynnag, ni ellir defnyddio twf hanesyddol y galw am addysg Gymraeg mewn cymunedau sefydledig i bennu'r nifer fydd am addysg Gymraeg o blith preswylwyr y dyfodol yn y cymunedau newydd a gynlluniwyd ar safleoedd tir glas strategol ar gyrion y ddinas. Mae'r niferoedd sy'n cymryd lleoedd yn amrywio'n fawr o gymuned i gymuned yng Nghaerdydd. O ganlyniad, mae'r patrymau twf yn y galw am addysg Gymraeg wedi'u dadgyfuno a'r llwybr wedi ei bennu ar wahân, fel a ganlyn:

- Mae prif amcanestyniadau poblogaeth Llywodraeth Cymru ar gyfer plant 5 oed yn cael eu haddasu i gyd-fynd â'r flwyddyn ysgol (blwyddyn Dderbyn)
- Addasir yr amcanestyniadau ymhellach o'u cymharu â data'r cyfrifiad ysgolion diweddar (CYBLD) i sefydlu gwaelodlin o niferoedd disgyblion
- Caiff y niferoedd disgyblion a ragwelir, yn seiliedig ar gwblhau tai ar y datblygiadau tai safleoedd strategol, eu tynnu allan o ffigur amcanestyniad Llywodraeth Cymru.
- Mae patrwm twf hanesyddol yn cael ei allosod ar gyfer carfan y boblogaeth Dderbyn i greu gwaelodlin.
- Yna caiff y niferoedd disgyblion o safleoedd tai maes glas strategol eu dosrannu rhwng y cyfrwng Cymraeg a'r cyfrwng Saesneg ar gymhareb 50:50
- Ychwanegir nifer y disgyblion Cymraeg o'r tai newydd ar i'r ffigur gwaelodlin ar gyfer y nifer sydd am addysg Gymraeg mewn cymunedau sefydledig, er mwyn rhoi cyfanswm nifer y disgyblion sy'n mynd i addysg Gymraeg

Drwy gyfuno'r data hwn o'r safleoedd maes glas gyda data'r cymunedau presennol, crëwyd taflwybr ar gyfer Caerdydd, i nodi nifer posibl y disgyblion cyfrwng Cymraeg os ychwanegir lleoedd cyfrwng Cymraeg ychwanegol.

Amcanestyniadau nifer disgyblion

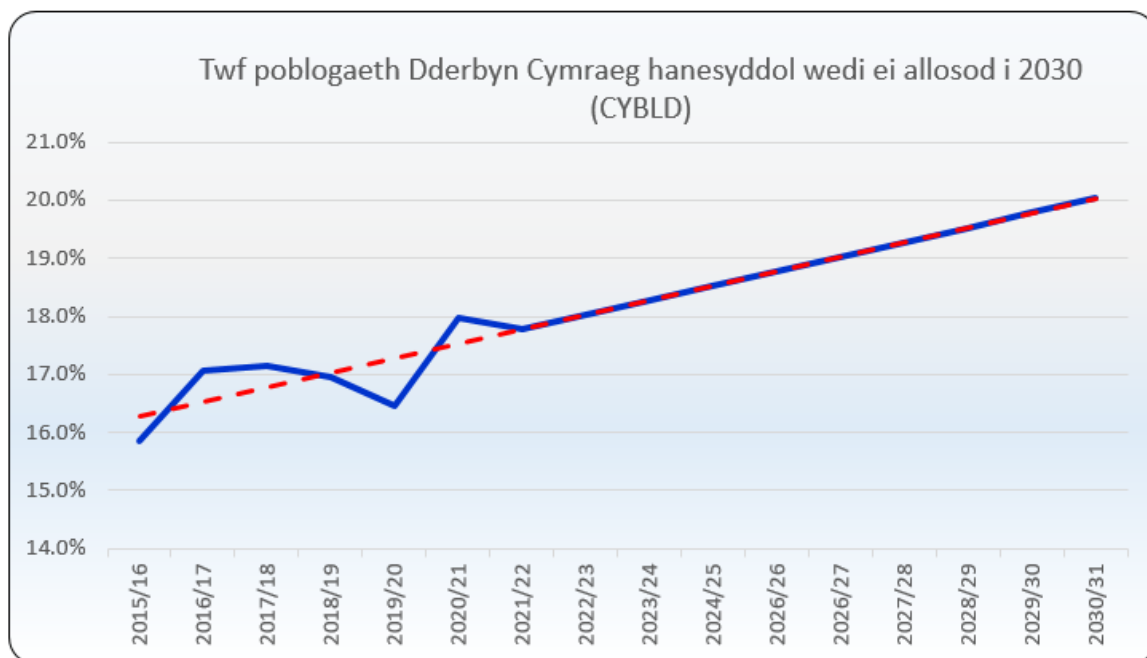
Mae amcanestyniadau poblogaeth Llywodraeth Cymru a'r patrwm cyfraddau geni cylchol blaenorol yn rhoi syniad o sut y gallai nifer y disgyblion mewn ysgolion newid dros y degawdau nesaf.

Cynyddodd canran y disgyblion sy'n cofrestru mewn dosbarthiadau Derbyn Cymraeg 0.25% y flwyddyn rhwng 2015/16 a 2020/21.

Y nifer o blant a ragamcenir i fynd i'r flwyddyn dderbyn mewn addysg Gymraeg yw'r nifer a ragwelir os bydd y patrymau a'r tueddiadau presennol, o'u cymharu â'r boblogaeth, yn parhau.

Os bydd canran y disgyblion yn cynyddu ar yr un gyfradd rhwng 2021 a 2030, byddai 20% o ddisgyblion sy'n dechrau yn y Dosbarth Derbyn ym mis Medi 2030 yn mynychu ysgolion Cymraeg.

Ffigur 14: Cynnydd rhagamcanol yng nghanran y disgyblion cyfrwng Cymraeg 2021-2030



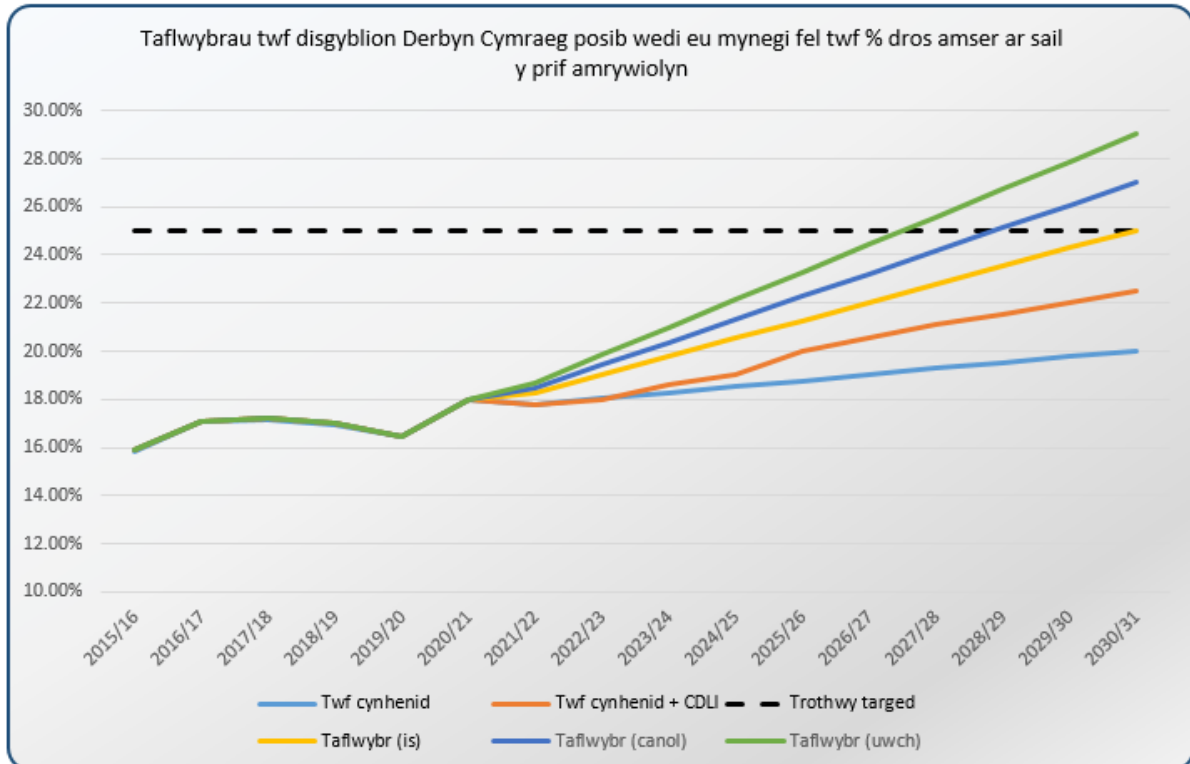
Mae'r amcanestyniad hwn yn ymwneud â'r patrwm twf diweddar mewn cymunedau sefydledig, a all fod yn wahanol i ddatblygiad y safleoedd tai strategol mawr fel y nodwyd yn y Cynllun Datblygu Lleol. Nid yw amcanestyniadau'n dangos unrhyw newidiadau i batrymau ymddygiad nad ydynt yn cael eu hadlewyrchu yn y data hanesyddol, megis darpariaeth yn y dyfodol a/neu newidiadau polisi.

Mae cyfuno'r patrwm twf cynhenid a nodir yn ffigur 11, gyda data rhagamcanol ar niferoedd disgyblion y safleoedd tai datblygu strategol, yn caniatáu cymharu'r taflwybrau twf oed derbyn Cymraeg isod, sef:

- parhad ar y twf cynhenid ledled y ddinas (h.y. twf ar sail y patrwm diweddar, tystiolaethol) mewn cymunedau sefydledig
- rhagolwg gan ystyried cynnydd yn y niferoedd ar safleoedd tir glas strategol (ar gyfradd uwch) sy'n manteisio ar addysg Gymraeg, a
- y taflwybr sy'n angenrheidiol i gyrraedd y trothwy targed o 25%, a'r trothwy ar gyfer 27% a 29%

Fel yr amlinellwyd ar dudalen 21, yn absenoldeb cynigion datblygedig, mae'r Cyngor wedi modelu newidiadau o ran capasiti yn seiliedig ar ddarpariaeth ysgol newydd sydd yn 50% cyfrwng Cymraeg ar safleoedd tir glas strategol.

Mae Ffigur 15 (isod) yn cynnig cymhariaeth o'r taflwybrau hyn.



Mae twf blynyddol yn seiliedig ar CYBLD 2015/16 – 2020/21 yn rhoi twf o tua 0.25% y flwyddyn.

Mae ychwanegu'r boblogaeth bosibl o bobl yn symud i'r safleoedd CDLI, a chymryd bod 50% o'r plant yma yn mynd i addysg Gymraeg, yn rhoi cyfradd twf bosibl gyfunol o 0.52% y flwyddyn. Fodd bynnag, byddai'r twf cyfunol hwn yn dal i fod yn annigonol i gyrraedd y targedau cyhoeddus.

Er mwyn cyflawni'r dangosydd trothwy o 25% erbyn 2030, mae angen tua 0.75% o dwf blynyddol.

Er mwyn cyflawni 27% erbyn 2030, mae angen tua 0.95% o dwf blynyddol.

Er mwyn cyrraedd y trothwy uchaf o 29% erbyn 2030, mae angen tua 1.15% o dwf blynyddol.

Mae'r taflwybr yn dangos y byddai canran y disgyblion mewn addysg Gymraeg yn cyrraedd y targed ystod is o 25% o ddisgyblion oedran Derbyn mewn addysg Gymraeg erbyn mis Medi 2030 os cyflawnir twf ychwanegol o 0.23% y flwyddyn yn seiliedig ar hanner yr holl ddisgyblion sy'n byw ar y safleoedd strategol yn ymgymryd â darpariaeth Gymraeg.

Mae Tabl 11 isod yn nodi'r nifer a ragwelir o blant yn y garfan berthnasol, ym mhob blwyddyn academaidd, y niferoedd a fodelwyd ar gyfer dosbarthiadau Derbyn Cymraeg, a nifer y plant y byddai angen iddynt gofrestru mewn dosbarthiadau Derbyn Cymraeg er mwyn gwneud cynnydd cyson yn erbyn y targedau a bennwyd.

Blwyddyn Academaidd	Prif amcanestyniad poblogaeth	Twf cynhenid rhagamcanol (cymunedau sefydledig)	Twf cynhenid + twf cymunedau CDLI	Twf i gyrraedd targed o 25%	Twf i gyrraedd targed o 27%	Twf i gyrraedd targed o 29%
2021/22	3937	696	700	720	728	735
2022/23	3810	687	685	725	740	755
2023/24	3777	690	704	747	770	792
2024/25	3822	708	728	785	815	846
2025/26	3801	714	759	809	847	885
2026/27	3781	719	776	833	878	924
2027/28	3774	728	796	860	913	965
2028/29	3777	738	815	889	949	1010
2029/30	3780	748	833	918	986	1054
2030/31	3937	757	850	946	1021	1096

Casgliadau

Mae Cyngor Caerdydd wedi ymrwymo i gyrraedd y targedau a bennwyd gan Lywodraeth Cymru, ac ar ddarparu digon o leoedd ysgol Cymraeg i gefnogi'r cynnydd yn y nifer sy'n manteisio ar addysg Gymraeg a fyddai'n angenrheidiol i gyflawni'r targedau hyn. Er bod twf wedi bod yn y nifer sy'n manteisio ar leoedd dros y pum mlynedd diwethaf, byddai parhau â thueddiadau'r gorffennol yn golygu na fyddai Caerdydd yn cyrraedd y targedau a bennwyd.

Mae datblygiadau tai newydd yn y ddinas yn cynnig cyfle i gyflymu'r nifer sy'n manteisio ar addysg Gymraeg, gan fod y cynnydd yn y boblogaeth o'r tai newydd yn ddigonol i'w gwneud yn ofynnol i godi ysgolion newydd fel rhan o'r datblygiadau. Byddai ehangu'r ddarpariaeth Gymraeg yn cefnogi cynnydd yn nifer y disgyblion fyddai'n mynychu ysgolion cyfrwng Cymraeg.

Mae mabwysiadu CSCA deng mlynedd yn cefnogi Awdurdodau Lleol i osod ymagwedd hirdymor, strategol a chynaliadwy ger bron ar gyfer twf addysg Gymraeg. Mae data cyfraddau geni a phoblogaeth ar gael ar gyfer y plant hynny sy'n mynd i addysg gynradd o 2021 i flwyddyn ysgol 2024/25, ond nid oes data cadarn ar gael y tu hwnt i'r cyfnod hwn.

2021/2022 – 2025/2026

O'i gymharu â data diweddaraf y cyfrifiad ysgolion ar gyfer dosbarthiadau Derbyn ym mis Ebrill 2021, mae'r capasiti presennol mewn ysgolion cynradd Cymraeg a dosbarthiadau o 27.9DM yn gadael c10% o lefydd gwag mewn dosbarthiadau Derbyn Cymraeg.

Mae'r capasiti presennol o 27.9DM wrth fynd i'r Flwyddyn Dderbyn yn ddigonol i ddarparu ar gyfer hyd at 20.3% o'r boblogaeth ddisgyblion, y disgwylir iddynt gofrestru yn hydref 2021.

Mae data Derbyn i Ysgolion yn dangos, yn sgil poblogaeth is, mai c.690 o ddisgyblion a gaiff eu derbyn yn hydref 2021, a bod y gwarged yn debygol o gynyddu i >15% gyda niferoedd yr hydref 2021. Byddai'r lefel uwch o leoedd gwag ledled y ddinas yn cefnogi'r Cyngor i gynyddu canran y boblogaeth sy'n manteisio ar leoedd Cymraeg yn y dyfodol.

O'i gymharu â phrif amcanestyniadau poblogaeth Llywodraeth Cymru, byddai'r capasiti presennol o 27.9DM yn ddigonol i ddarparu ar gyfer hyd at 21.8% o'r boblogaeth ddisgyblion, y disgwylir iddynt gofrestru ym mlwyddyn ysgol 2024/2025.

Byddai'r cynigion a nodwyd eisoes i gynyddu'r capasiti i 31.9DM erbyn 2025, i fodloni ac i yrru'r galw mewn rhannau o'r ddinas, yn caniatáu hyd at 25.2% o boblogaeth disgyblion oed Derbyn ledled y ddinas i gofrestru erbyn 2025/2026.

Er mwyn gwneud cynnydd cyson tuag at y targed o rhwng 25% a 29% o'r garfan Dderbyn sy'n cofrestru ar gyfer addysg Gymraeg erbyn diwedd cyfnod y cynllun yn 2031, yn seiliedig ar brif amcanestyniadau Llywodraeth Cymru, y targedau interim ar

gyfer blwyddyn 2025/2026 fyddai rhwng 809 o ddisgyblion (21.3% o'r boblogaeth) ac 885 o ddisgyblion (23.3%).

Mae cymharu'r ffigurau hyn yn erbyn y capasiti a gynlluniwyd yn dangos y byddai rhwng 7.4% a 15.4% o warged wrth fynd i'r Flwyddyn Dderbyn mewn ysgolion a dosbarthiadau cynradd Cymraeg yn 2025/2026, gan ystyried y ddarpariaeth arfaethedig o 31.9DM. Pe bai Caerdydd yn anelu at ganol yr ystod darged (27%), byddai 11.4% o warged.

Byddai rhwng 24.4% a 26.3% o warged hefyd mewn darpariaeth gymunedol Saesneg a ffydd Saesneg ar y pwynt hwn, gan ystyried darpariaeth o 131.9DM.

Er y byddai angen lefel resymol o warged yn y sector Cymraeg i gefnogi twf yn y dyfodol, rhaid ystyried yr effaith ar y ddarpariaeth ysgolion bresennol o gario lefel uchel o leoedd gwag yn y sector Saesneg.

2026/2027 – 2030/2031

Gallai'r ddarpariaeth ysgolion newydd o hyd at wyth dosbarth mynediad a gynlluniwyd i wasanaethu'r cymunedau newydd ar ddatblygiadau tai strategol yng ngogledd-orllewin a gogledd-ddwyrain y ddinas gynyddu capasiti addysg gynradd Gymraeg ymhellach i 1,076 o leoedd (35.9DM) erbyn 2031.

O'i gymharu â'r amcanestyniad poblogaeth o 3,937, byddai hyn yn caniatáu i c.27.3% o'r boblogaeth oed Derbyn ledled y ddinas gofrestru. Gan ystyried y niferoedd a fodelwyd yn nhabl 11, gallai'r cynigion a nodwyd eisoes ddarparu hyd at 12% o warged ar adeg derbyn i ysgolion cynradd Cymraeg yn 2030/2031, pe bai 25% o blant yn cymryd lleoedd mewn darpariaeth Gymraeg.

O'i gymharu â'r amcanestyniad poblogaeth o 3,937, byddai angen nodi cynigion pellach fel rhan o Gynllun Strategol Cymraeg mewn Addysg Caerdydd er mwyn i Gaerdydd gyrraedd y trothwy targed uchaf o 29%.

Mae'r dudalen hon yn wag yn fwriadol